



**Student Success Companion Report to
Noel-Levitz's 2014 National Freshman Attitudes Report**

Changes in Freshman Attitudes Following a Semester of Classes and Interventions

How much do the attitudes and needs of college freshmen change after attending classes for a semester and receiving targeted interventions aimed at increasing their success in college? To find out, Noel-Levitz compared pre- and post-survey data from more than 10,000 first-year undergraduates nationwide in 2013 who completed an initial motivational survey at the start of their first year, received interventions during their first semester, and then completed a follow-up survey near the end of their first semester.

To see the scope of attitudes and needs examined by the surveys,* refer to the Appendix of this report on pages 5-11. For descriptions of the range of interventions the freshmen received, see especially pages 7-8 and page 12. All of the interventions were based on the findings of the initial survey. Examples included need-based advising, responding to freshman requests for support services, and realigning campus resources to address frequent requests.

Highlights from the findings:

- Greatest areas of growth: After one semester of classes and interventions, freshmen in this study grew the most in their academic confidence, in their tolerance of other people's opinions, and in their sociability.
- At the midpoint of their first year, the greatest demand for student services among the freshman respondents from *four-year private and public institutions* was for individual career planning discussions on the qualifications and salaries for certain occupations. In contrast, these students' greatest desire at the start of their first year was for instruction in effective ways to take college exams.
- At the midpoint of their first year, the greatest demand for student services among the freshman respondents from *two-year public and private institutions* was for help with improving math skills. In contrast, these students' greatest desire at the start of their first year was for instruction in effective ways to take college exams.
- Top gaps in fulfilling freshman requests: This study found the most substantial unfulfilled student requests by the midpoint of the first year—identified by comparing 24 requests the student respondents made at the start of the year vs. the students' self-reported results on the post-survey—were requests for financial guidance (all sectors), requests for career services (four-year institutions), and requests for academic support (four-year private and two-year public and private institutions).

This study explored non-cognitive freshman attitudes that may pose barriers or opportunities as students transition to college.



Top five areas of growth by the midpoint of students' first year

The table below shows the five areas in which student respondents showed the most growth from a list of 29 areas examined. For the rates of growth for all 29 areas, see the Appendix on pages 5 and 6.

Greatest areas of growth among 29 areas examined, with percentage change in the number of freshmen in agreement

Freshmen at 4-year private institutions	Freshmen at 4-year public institutions	Freshmen at 2-year public and private institutions
+18.1% I am capable of writing a very clear and well-organized paper. Start of year: 64.8% Midpoint: 82.9%	+18.1% I find it easy to be friends with people whose political ideas differ sharply from my own. Start of year: 51.6% Midpoint: 69.6%	+24.1% I have a very good grasp of the scientific ideas I've studied. Start of year: 37.3% Midpoint: 61.4%
+17.7% I have a very good understanding of general biology and other science courses I have studied. Start of year: 41.1% Midpoint: 58.8%	+17.8% I feel comfortable with those who think quite differently than I do on major social issues. Start of year: 62.3% Midpoint: 80.1%	+20.5% I have a very good understanding of general biology and other science courses I have studied. Start of year: 34.4% Midpoint: 54.9%
+16.5% I feel comfortable with those who think quite differently than I do on major social issues. Start of year: 60.5% Midpoint: 77.0%	+17.4% I am very adventurous and outgoing at social gatherings. Start of year: 55.5% Midpoint: 73.0%	+20.3% I am capable of writing a very clear and well-organized paper. Start of year: 54.6% Midpoint: 74.9%
+16.1% I find it easy to be friends with people whose political ideas differ sharply from my own. Start of year: 53.7% Midpoint: 69.8%	+17.2% I am very good at figuring out the deeper meaning of a short story or novel. Start of year: 52.0% Midpoint: 69.2%	+16.7% I am very adventurous and outgoing at social gatherings. Start of year: 54.9% Midpoint: 71.6%
+16.0% I am very adventurous and outgoing at social gatherings. Start of year: 52.1% Midpoint: 68.1%	+15.7% I am capable of writing a very clear and well-organized paper. Start of year: 61.9% Midpoint: 77.6%	+16.4% I have developed a solid system of self-discipline, which helps me keep up with class assignments. Start of year: 58.2% Midpoint: 74.6%

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This study found the most substantial growth among freshmen after one semester of classes and interventions was in the areas of academic confidence, the students' tolerance of other people's opinions, and in the students' sociability.

See the Appendix for complete findings 5-11

29 changes in freshman attitudes from the beginning of their first year	5
24 freshman requests that were either met or only partly met	7
Nine readings of freshman satisfaction at the middle of their first year	8
Respondent demographics/Additional findings	9

Findings color key:

Freshmen at 4-year private institutions

Freshmen at 4-year public institutions

Freshmen at 2-year public and private institutions

Highlights from the findings

Colleges and universities whose students participated in this study received institution- and student-specific findings. For details, see page 12.

Top five freshman requests at the midpoint of their first year

The table below shows the five most popular requests for services that the freshman respondents in this study made as they completed the post-test at the midpoint of their first year, from a list of 24 requests that were measured. For more details, including changes in students' requests for services from the start of the year, see pages 7 and 8 of the Appendix.

Greatest areas in which students requested assistance as they completed their first semester, among 24 areas examined, with the percentage of freshmen in agreement

Freshmen at 4-year private institutions	Freshmen at 4-year public institutions	Freshmen at 2-year public and private institutions
56.0% I would like to discuss qualifications needed for certain occupations.	67.5% I would like to discuss salaries and future outlook for various occupations.	56.4% I would like help improving my math skills.
55.2% I would like to receive help with an educational plan to get a good job.	67.2% I would like to receive help with an educational plan to get a good job.	52.0% I would like to discuss qualifications needed for certain occupations.
55.1% I would like to discuss salaries and future outlook for various occupations.	66.1% I would like to discuss qualifications needed for certain occupations.	51.5% I would like to receive help with an educational plan to get a good job.
53.6% I would like to discuss advantages and disadvantages of various occupations.	66.1% I would like to discuss advantages and disadvantages of various occupations.	50.6% I would like help improving my writing skills.
49.7% I would like to receive help selecting an occupation well suited to my interests and abilities.	61.6% I would like to receive help selecting an occupation well suited to my interests and abilities.	48.6% I would like to discuss salaries and outlooks for various occupations.

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At the midpoint of their first year, the Noel-Levitz post-test found freshmen want help with career decision-making. In addition, freshmen at two-year institutions requested (additional) academic support. In contrast, the students' most-requested service at the start of their first year, across sectors, was for instruction in effective ways to take college exams.

Additional findings—college completion plans at the midpoint

Proportion of freshman respondents in agreement

Selected survey items from the Mid-Year Student Assessment (post-test)	Freshmen at 4-year private institutions	Freshmen at 4-year public institutions	Freshmen at 2-year public and private institutions
I plan to complete my degree or program of study at this college or university.	78.7%	71.5%	40.1%
I plan to transfer to another college or university to complete my degree or program.	13.3%	20.6%	54.2%

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Many of the freshman respondents in this study indicated they did not plan to finish or were undecided. For more details, including the amount of time freshmen expected to study for their classes, see page 11.

Highlights from the findings

These gaps are likely conservative for higher education as a whole, since most campuses in this study implemented substantial interventions prior to the post-test.

For more gap findings, see pages 7 and 8 in the Appendix.

Top five gaps in fulfilling freshman requests

Below are the five biggest gaps between the pre- and post-test for the 24 survey items in which students made requests. **Example:** At the start of their first year, nearly two-thirds of respondents from four-year private institutions (see 64.9 percent in top left corner of table) indicated “I would like to talk with someone about how to manage finances, including loans, work, and credit cards.” Yet by the end of their first semester, only 29.8 percent of these same freshmen reported receiving help in this area, leaving a gap of 35.1 percentage points.

Greatest gaps between the students’ requests at the start of their first year and the proportion of students reporting they received the assistance as their first semester drew to a close, among 24 areas examined

Freshmen at 4-year private institutions	Freshmen at 4-year public institutions	Freshmen at 2-year public and private institutions
I would like to talk with someone about how to manage finances, including loans, work and credit cards. Requested at start of year: 64.9% Helped by midpoint: 29.8% Gap of 35.1%	I would like to talk with someone about how to manage finances, including loans, work and credit cards. Requested at start of year: 72.8% Helped by midpoint: 33.7% Gap of 39.1%	I would like to talk with someone about how to manage finances, including loans, work and credit cards. Requested at start of year: 61.5% Helped by midpoint: 39.4% Gap of 22.1%
I would like to receive help with an educational plan to get a good job. Requested at start of year: 71.5% Helped by midpoint: 39.1% Gap of 32.4%	I would like to receive help with an educational plan to get a good job. Requested at start of year: 73.8% Helped by midpoint: 38.5% Gap of 35.3%	I would like instruction in the most effective way to take college exams. Requested at start of year: 79.5% Helped by midpoint: 67.6% Gap of 11.9%
I would like instruction in the most effective ways to take college exams. Requested at start of year: 80.6% Helped by midpoint: 49.0% Gap of 31.6%	I would like to get information about holiday or summer jobs. Requested at start of year: 60.1% Helped by midpoint: 28.8% Gap of 31.3%	I would like to get information about holiday or summer jobs. Requested at start of year: 41.1% Helped by midpoint: 30.3% Gap of 10.8%
I would like to get information about holiday or summer jobs. Requested at start of year: 52.4% Helped by midpoint: 23.4% Gap of 29.0%	I would like to discuss salaries and future outlook for various occupations. Requested at start of year: 62.1% Helped by midpoint: 33.2% Gap of 28.9%	I would like to get information about informal gatherings to meet some new friends. Requested at start of year: 44.0% Helped by midpoint: 40.3% Gap of 3.7%
I would like to discuss salaries and future outlook for various occupations. Requested at start of year: 55.2% Helped by midpoint: 29.2% Gap of 26.0%	I would like to discuss qualifications needed for various occupations. Requested at start of year: 73.2% Helped by midpoint: 46.1% Gap of 27.1%	I would like to talk with someone about getting a part-time job. Requests at start of year: 34.3% Helped by midpoint: 32.0% Gap of 2.3%

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The post-test found the most substantial gaps in fulfilling student requests were in three areas: the student respondents’ requests for financial guidance (all three sectors), requests for career services (four-year private and public institutions), and requests for academic support (four-year private institutions and, to a limited extent, two-year institutions).

Additional findings—areas of freshman satisfaction and dissatisfaction at the midpoint

Mean satisfaction scores at the midpoint (1 = low satisfaction, 7 = high satisfaction)

Selected survey items from the Mid-Year Student Assessment (post-test)	Freshmen at 4-year private institutions	Freshmen at 4-year public institutions	Freshmen at 2-year public and private institutions
Greatest area of satisfaction among nine areas measured	Safety and security on campus (5.96)	Safety and security on campus (5.52)	Level of interaction with faculty in class (5.61)
Lowest area of satisfaction among nine areas measured	Availability of financial resources (5.13)	Level of interaction with faculty outside of class (4.72)	Level of interaction with faculty outside of class (4.91)

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Highlights from the complete satisfaction findings of this study appear here. For complete findings, see page 8.

Appendix/Complete Findings

Complete findings of this study are included below and on the pages that follow. The first table below identifies 29 changes in 2013 freshman respondents' attitudes from the beginning of classes (as measured by the College Student Inventory) to the midpoint of their first year (as measured by the Mid-Year Student Assessment). For a demographic breakdown of the respondents—including additional findings—see pages 9-11.

Changes in freshman attitudes following a semester of classes and interventions

Percent of 2013 freshman respondents in agreement

All survey items	Freshmen at 4-year private institutions			Freshmen at 4-year public institutions			Freshmen at 2-year public and private institutions		
	Start of classes	Midpoint	Change	Start of classes	Midpoint	Change	Start of classes	Midpoint	Change
Desire to finish college									
I have a very strong desire to continue my education, and I am quite determined to finish a degree.	96.8%	94.4%	-2.4%	96.1%	93.1%	-3.1%	94.4%	91.8%	-2.6%
I am very strongly dedicated to finishing college—no matter what obstacles get in my way.	96.9%	94.0%	-2.9%	96.2%	92.6%	-3.7%	94.0%	91.8%	-2.2%
I am deeply committed to my educational goals, and I'm fully prepared to make the effort and sacrifices needed to attain them.	93.8%	92.9%	-1.0%	93.0%	90.4%	-2.6%	91.1%	89.5%	-1.6%
Of all the things I could be doing at this point in my life, going to college is definitely the most satisfying.	88.2%	84.8%	-3.5%	88.6%	83.0%	-5.6%	84.7%	84.8%	0.1%
Attitude toward educators (refers to high school educators for start of classes and to college educators for midpoint)									
My instructors respect me as a person and treat me fairly.	86.4%	92.9%	6.5%	83.3%	87.6%	4.3%	78.8%	91.6%	12.8%
Most of my instructors are very caring and dedicated.	84.3%	89.6%	5.3%	81.0%	78.2%	-2.8%	84.0%	87.9%	3.9%
I like my instructors, and I feel they do a good job.	80.1%	88.9%	8.8%	76.2%	81.6%	5.4%	76.4%	90.0%	13.6%
Intellectual interests									
Books have always broadened my horizons and stimulated my imagination.	61.6%	66.4%	4.8%	57.6%	63.9%	6.4%	53.0%	62.9%	9.9%
I get a great deal of personal satisfaction from reading.	51.1%	58.9%	7.8%	48.1%	59.6%	11.5%	50.6%	60.9%	10.3%
Study habits (refers to high school habits for start of classes and to college habits for midpoint)									
I take careful notes during class, and I review them thoroughly before a test.	70.1%	73.7%	3.6%	69.5%	69.9%	0.4%	71.3%	65.9%	-5.4%
I study very hard for all my courses, even those I don't like.	65.6%	75.3%	9.7%	62.6%	69.4%	6.7%	67.6%	72.1%	4.5%
I have developed a solid system of self-discipline, which helps me keep up with my class assignments.	65.9%	80.0%	14.1%	63.8%	74.7%	10.9%	58.2%	74.6%	16.4%

Bold values in the change columns indicate a significant difference in student opinion after nearly one semester. Significance was assessed via a chi-square test comparing the proportion of respondents in agreement with each item on the College Student Inventory (start of year) and the Mid-Year Student Assessment (midpoint).

Percent of 2013 freshman respondents in agreement

All survey items	Freshmen at 4-year private institutions			Freshmen at 4-year public institutions			Freshmen at 2-year public and private institutions		
	Start of classes	Midpoint	Change	Start of classes	Midpoint	Change	Start of classes	Midpoint	Change
Math and science confidence									
I have a very good grasp of the scientific ideas I've studied.	48.8%	62.3%	13.5%	49.5%	59.3%	9.8%	37.3%	61.4%	24.1%
I have a very good understanding of general biology and other science courses I have studied.	41.1%	58.8%	17.7%	42.4%	56.0%	13.6%	34.4%	54.9%	20.5%
I have always enjoyed the challenge of trying to solve complex math problems.	32.6%	47.6%	15.0%	41.5%	52.8%	11.3%	35.1%	51.1%	16.1%
Verbal confidence									
I am capable of writing a very clear and well-organized paper.	64.8%	82.9%	18.1%	61.9%	77.6%	15.7%	54.6%	74.9%	20.3%
I am very good at figuring out the deeper meaning of a short story or novel.	52.7%	66.7%	14.0%	52.0%	69.2%	17.2%	53.7%	68.9%	15.1%
I pick up new vocabulary words quickly and find it easy to use them in my speech and writing.	52.5%	66.4%	13.9%	54.6%	65.1%	10.5%	55.4%	67.9%	12.5%
Career closure									
I have found a potential career that strongly attracts me.	81.8%	78.7%	-3.1%	79.0%	76.0%	-3.0%	79.5%	84.3%	4.8%
I have made a firm decision to enter a certain occupation and have begun planning my life around that decision.	64.5%	73.7%	9.2%	65.1%	75.5%	10.4%	69.1%	82.2%	13.1%
Family emotional support									
My parents usually understand me, respect my judgment, and treat me in ways that help me grow.	82.3%	85.3%	3.0%	74.7%	79.1%	4.4%	67.2%	75.4%	8.2%
My family and I communicate very well, and we have a good understanding of each other's point of view.	72.6%	82.5%	9.9%	66.4%	75.1%	8.7%	60.2%	74.2%	14.0%
Sense of financial security									
I have the financial resources that I need to finish college.	45.8%	57.8%	11.9%	46.8%	59.8%	13.0%	47.2%	61.4%	14.2%
I don't have any financial problems that will interfere with my schoolwork.	38.1%	49.6%	11.5%	38.7%	50.0%	11.3%	37.7%	50.2%	12.6%
Sociability									
I greatly enjoy getting together with a group of people and having fun.	78.5%	90.9%	12.4%	78.1%	87.8%	9.7%	71.7%	83.8%	12.1%
I am very adventurous and outgoing at social gatherings.	52.1%	68.1%	16.0%	55.5%	73.0%	17.4%	54.9%	71.6%	16.7%
Opinion tolerance									
I feel comfortable with those who think quite differently than I do on major social issues.	60.5%	77.0%	16.5%	62.3%	80.1%	17.8%	62.9%	78.6%	15.7%
I get along well with people who disagree with my opinion openly.	58.0%	69.8%	11.8%	59.1%	72.0%	12.9%	61.2%	70.4%	9.2%
I find it easy to be friends with people whose political ideas differ sharply from my own.	53.7%	69.8%	16.1%	51.6%	69.6%	18.1%	55.5%	71.5%	16.0%

Gaps between start-of-year requests for assistance and the assistance received, with freshman requests for (further) assistance at the midpoint

This table uses a key (see right) to identify gaps between students' requests for 24 institutional services at the start of classes and students' self-reported usage of these services by the midpoint of their first year. Also shown below are students' requests at the midpoint for (further) help.

Key:
 Negative gap
 Positive gap

Percent of 2013 freshman respondents in agreement

All survey items	Freshmen at 4-year private institutions			Freshmen at 4-year public institutions			Freshmen at 2-year public and private institutions		
	Requests for help at the start of classes	Received help by midpoint	Requests for (further) help at midpoint	Requests for help at the start of classes	Received help by midpoint	Requests for (further) help at midpoint	Requests for help at the start of classes	Received help by midpoint	Requests for (further) help at midpoint
Academic needs									
Would like instruction in effective ways to take college exams.	80.6%	49.0%	39.5%	80.2%	56.7%	50.1%	79.5%	67.6%	43.9%
Would like help in improving my study habits.	57.8%	53.1%	38.4%	67.1%	59.9%	52.9%	67.8%	71.2%	46.8%
Would like help in improving my writing skills.	51.4%	60.8%	42.4%	58.4%	68.4%	55.7%	53.3%	69.0%	50.6%
Would like help in improving my math skills.	45.4%	37.4%	37.0%	53.8%	57.6%	51.8%	61.5%	60.3%	56.4%
Would like tutoring in one or more of my courses.	47.8%	45.9%	36.0%	56.4%	54.7%	49.1%	44.4%	51.1%	44.5%
Would like training to improve my reading skills.	29.7%	28.7%	24.8%	38.7%	42.2%	35.7%	35.2%	52.2%	35.6%
Career services needs									
Would like to discuss qualifications needed for certain occupations.	65.7%	46.3%	56.0%	73.2%	46.1%	66.1%	66.6%	66.7%	52.0%
Would like to receive help with an educational plan to prepare for a good job.	71.5%	39.1%	55.2%	73.8%	38.5%	67.2%	65.5%	64.5%	51.5%
Would like to discuss salaries and future outlook for various occupations.	55.2%	29.2%	55.1%	62.1%	33.2%	67.5%	52.2%	61.3%	48.6%
Would like to discuss advantages and disadvantages of various occupations.	49.7%	30.4%	53.6%	57.2%	34.7%	66.1%	46.1%	57.7%	47.8%
Would like to receive help selecting an occupation well suited to my interests and abilities.	46.2%	37.4%	49.7%	51.6%	37.6%	61.6%	49.2%	62.3%	45.2%
Personal support needs									
Would like to talk with a counselor about my general attitude toward school.	16.9%	36.2%	17.4%	24.5%	41.4%	30.1%	22.8%	47.5%	22.0%
Would like to talk about feeling of discouragement or unhappy thoughts that keep bothering me.	9.7%	29.0%	16.7%	11.5%	30.4%	24.1%	8.8%	31.1%	16.9%
Would like to talk with a counselor about eliminating an unwanted habit (involving food, drugs, cigarettes, or alcohol, etc.).	9.0%	18.0%	8.2%	13.1%	23.3%	17.3%	11.8%	25.5%	12.0%
Would like to discuss difficulties in my personal relationships or social life.	11.6%	24.5%	13.8%	14.4%	26.1%	20.5%	11.5%	27.6%	14.4%
Would like to talk with a counselor about some family issues.	6.9%	20.4%	9.7%	8.3%	23.9%	17.3%	6.8%	25.0%	12.2%
Would like to talk with a counselor about emotional tensions that are bothering me.	9.9%	22.2%	13.9%	11.3%	25.1%	20.0%	8.9%	25.0%	15.1%

Percent of 2013 freshman respondents in agreement

All survey items	Freshmen at 4-year private institutions			Freshmen at 4-year public institutions			Freshmen at 2-year public and private institutions		
	Requests for help at the start of classes	Received help by midpoint	Requests for (further) help at midpoint	Requests for help at the start of classes	Received help by midpoint	Requests for (further) help at midpoint	Requests for help at the start of classes	Received help by midpoint	Requests for (further) help at midpoint
Financial guidance									
Would like to talk with someone about getting a part-time job.	57.3%	33.7%	41.6%	57.8%	34.1%	56.0%	34.3%	32.0%	33.6%
Would like to discuss pros and cons of getting a student loan.	21.5%	35.9%	25.3%	21.9%	40.0%	35.1%	24.0%	45.8%	30.8%
Would like to talk with someone about how to manage finances, including loans, work and credit cards.	64.9%	29.8%	34.9%	72.8%	33.7%	45.5%	61.5%	39.4%	34.4%
Would like to get information about opportunities for holiday or summer jobs.	52.4%	23.4%	46.0%	60.1%	28.8%	61.2%	41.1%	30.3%	38.2%
Social activities/enrichment									
Would like to get information about informal gatherings to meet some new friends.	64.2%	48.6%	29.1%	61.0%	44.5%	42.1%	44.0%	40.3%	30.1%
Would like to find out about student government and various student activities.	53.1%	50.7%	25.4%	56.0%	47.1%	40.2%	37.9%	39.1%	29.1%
Would like to find out about clubs and social organizations at my college.	72.9%	62.9%	35.4%	71.9%	56.5%	51.2%	43.4%	47.6%	36.9%

Freshman satisfaction at the midpoint—complete findings

The table below shows the complete satisfaction findings of this study for 2013 freshman respondents at the midpoint of their first year after a semester of classes and interventions. In general, scores above 5.0 indicate areas of satisfaction while scores below 5.0 indicate areas of dissatisfaction.

Mean satisfaction scores
(1 = low satisfaction, 7 = high satisfaction)

Areas of satisfaction evaluated on the Mid-Year Student Assessment (post-test)	Freshmen at 4-year private institutions	Freshmen at 4-year public institutions	Freshmen at 2-year public and private institutions
Safety and security on campus	5.96	5.52	5.43
Availability of financial resources	5.13	5.05	5.51
Level of interaction with other students	5.66	5.31	5.50
Opportunities for community service and other volunteer work	5.47	5.08	4.95
Level of interaction with faculty in class	5.72	5.31	5.61
Level of interaction with faculty outside of class	5.15	4.72	4.91
Level of interaction with my advisor	5.35	4.95	5.22
Sense of belonging to this college community	5.53	5.13	5.54

Respondent demographics and additional findings

The following data are for 2013 freshman respondents who completed surveys at the beginning of classes and at the midpoint of their first year.

Demographic information	Numbers and percentages
Number of respondents	10,049
Number of institutions	56
Average age	21.4
Percent female	64.9%
Percent male	35.1%
Representation by institution type	
Four-year private	31.2%
Four-year public	21.5%
Two-year public and private	47.4%
Racial/Ethnic origin	
Black/African-American	21.3%
American Indian or Alaskan Native	0.4%
Asian or Pacific Islander	4.6%
White/Caucasian	36.1%
Hispanic or Latino	21.7%
Multi-ethnic or other ethnic origin	3.9%
Prefer not to respond	2.2%
No response	9.6%
Highest education level of mother	
8 years or less	7.1%
Some high school	9.9%
High school diploma	25.9%
1 to 3 years of college	22.5%
Bachelor's degree	15.5%
Master's degree	6.5%
Professional degree	2.5%
No response	10.2%
Highest education level of father	
8 years or less	7.7%
Some high school	11.7%
High school diploma	29.1%
1 to 3 years of college	17.5%
Bachelor's degree	13.4%
Master's degree	6.1%
Professional degree	3.6%
No response	10.9%

Percent of 2013 freshman respondents

Additional demographic information	Freshmen at 4-year private institutions		Freshmen at 4-year public institutions		Freshmen at 2-year public and private institutions	
	Start of classes	Midpoint	Start of classes	Midpoint	Start of classes	Midpoint
Amount of time spent working at a job while enrolled in classes (refers to amount of time expected to work for start of classes and to actual time spent working for midpoint)						
0 (I do not work)	26.8%	60.8%	34.2%	59.7%	18.6%	31.0%
1 to 10 hours per week	36.9%	24.3%	25.5%	12.4%	10.7%	8.6%
11 to 20 hours per week	28.9%	10.2%	28.2%	15.2%	20.7%	13.3%
21 to 30 hours per week	6.0%	3.4%	9.7%	8.2%	20.6%	17.1%
31 to 40 hours per week	1.3%	1.1%	2.0%	3.8%	21.7%	20.3%
Over 40 hours per week	0.2%	0.2%	0.4%	0.7%	7.7%	9.8%
GPA (refers to high school for start of classes and to first term of college for midpoint)						
A	26.5%	13.4%	19.9%	10.3%	5.0%	16.9%
Halfway between A and B	43.9%	37.2%	44.2%	33.4%	31.4%	37.1%
B	17.0%	23.4%	17.9%	20.2%	17.7%	17.5%
Halfway between B and C	10.6%	18.9%	14.9%	24.2%	33.6%	21.5%
C	1.4%	4.3%	2.4%	6.2%	6.4%	3.5%
Halfway between C and D	0.5%	2.1%	0.9%	4.0%	4.8%	2.7%
D or less	0.1%	0.6%	0.1%	1.6%	1.1%	0.8%
Respondents' self-assessment of general academic knowledge (refers to high school for start of classes and to college for midpoint)						
Highest 20%	19.7%	19.4%	19.6%	16.2%	7.1%	14.1%
Next to the highest 20%	40.1%	35.5%	35.8%	32.8%	22.3%	29.4%
Middle 20%	39.0%	42.6%	43.0%	48.4%	63.6%	52.9%
Next to the lowest 20%	1.1%	2.4%	1.3%	2.1%	5.5%	2.8%
Lowest 20%	0.1%	0.2%	0.1%	0.5%	1.4%	0.8%
Highest degree sought						
None	0.1%	0.3%	0.1%	0.1%	0.2%	0.5%
1-year certificate	0.0%	0.1%	0.0%	0.2%	2.4%	3.1%
2-year certificate (associate)	0.2%	0.6%	0.3%	1.4%	18.5%	19.7%
4-year college degree (bachelor's)	NA	38.7%	NA	36.6%	NA	42.7%
Master's degree	12.3%	36.3%	9.3%	33.6%	3.9%	20.8%
Professional degree (medicine, dentistry, law, philosophy, or other similar degrees)	3.5%	23.9%	2.6%	28.0%	2.6%	13.3%

Percent of 2013 freshman respondents

Additional demographic information	Freshmen at 4-year private institutions		Freshmen at 4-year public institutions		Freshmen at 2-year public and private institutions	
	Start of classes	Midpoint	Start of classes	Midpoint	Start of classes	Midpoint
Perceived academic ability						
Considerably below average	0.1%	0.5%	0.5%	0.6%	1.2%	0.9%
Slightly below average	2.7%	4.2%	3.1%	5.0%	6.1%	5.7%
Average	25.6%	26.9%	28.6%	37.5%	50.2%	47.1%
Slightly above average	39.4%	36.4%	36.2%	31.1%	26.8%	27.5%
Considerably above average (in the top 20%)	30.1%	29.4%	28.6%	23.2%	14.1%	16.2%
Extremely high (in the top 5%)	2.1%	2.6%	2.9%	2.6%	1.6%	2.5%
Time spent studying (in college)						
Not as much as I expected	NA	10.8%	NA	12.7%	NA	12.6%
About what I expected	NA	60.9%	NA	57.0%	NA	56.9%
A lot more than I expected	NA	28.4%	NA	30.2%	NA	30.5%
College plans						
I plan to complete my degree or program of study at this college or university.	NA	78.7%	NA	71.5%	NA	40.1%
I plan to transfer to another college or university to complete my degree or program.	NA	13.3%	NA	20.6%	NA	54.2%
College is not right for me at this time, and I do not plan to continue.	NA	0.7%	NA	0.4%	NA	0.8%
I have not made a decision about my plans for next term.*	NA	7.3%	NA	7.5%	NA	4.8%

* Refers to the second term of college for students who responded before the end of their first term or to the third term of college for students who responded at the beginning of their second term.

Questions? Want additional information?

If you have questions about this report, or if you would like to discuss how an attitudinal student survey can support student success and persistence on your campus, please contact Noel-Levitz at 1-800-876-1117 or ContactUs@noellevitz.com. Additionally, see the description below to learn more about how the early-alert assessments of the Noel-Levitz Retention Management System *Plus*TM (RMS *Plus*) help campuses focus early interventions with at-risk students.

To see samples of the survey instruments used in this study, please visit www.noellevitz.com/RMSPlus.

About Noel-Levitz and the early-alert, motivational survey instruments used in this study

Noel-Levitz has served the higher education community for nearly 40 years. Campus leaders turn to Noel-Levitz for consultation and resources for student recruitment, student retention, marketing, and strategic enrollment planning. More than 2,800 colleges and universities throughout North America have used Noel-Levitz services.

The data in this report are drawn from two Noel-Levitz early-alert survey instruments: Student respondents initially completed Noel-Levitz's College Student Inventory Form-B (CSI), a 100-item motivational assessment, during orientation or within their first weeks of classes, then later completed a follow-up motivational assessment, the Mid-Year Student Assessment, near the end of their first term. Immediately upon each survey's completion, the survey findings were reported directly to the individual student respondents and to their college or university for early and ongoing identification of student needs.

The College Student Inventory is part of the Noel-Levitz Retention Management System *Plus*TM (RMS *Plus*). This inventory is designed to assess the non-cognitive motivational characteristics of individual, incoming first-year students and provides early guidance for interventions by revealing each incoming student's strengths and needs. In addition, it serves as a retention management tool to align campus services with the needs of the current cohort by identifying the motivational characteristics of the entire entering class.

The mid-year post-test, Mid-Year Student Assessment, provides an updated view of students' strengths and needs, and serves as a mid-year checkpoint to inform campus action plans. This assessment provides comparisons to the CSI plus mid-year readings of students' requests for services, students' usage of services, student satisfaction, and college completion plans.

A third instrument, the Second-Year Student Assessment, is also available to continue monitoring students' motivation levels, needs, and satisfaction into the second year and can also be used with transfer students.

Using the findings of these surveys, educators are able to engage students in timely conversations and to proactively connect students with key services that make a difference.

To see sample copies of these assessments, visit www.noellevitz.com/RMSPlus.

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Sample Survey Items			
I have received assistance or information already.		I would like to receive (additional) assistance or information.	
YES	NO	YES	NO
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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