				Directly-admitted students			
Respondents: **772**	Male **44%**	NUFYP	**53.6%**	SEDS	**19.4.%**	SMG	**2.1%**
Response rate: **70%***	Female **56%**			SSH	**24.6%**	SoM	**0.3%**

48% applied to foreign universities before or after applying to NU.

74% of the 355 students who applied to foreign university received an admission offer.

Highest degree students intend to obtain
68% of the students intend to obtain an advanced degree (Master's or Doctoral)

68% Advanced degree

Master's degree, 40%
Doctoral degree, 28%
Bachelor's degree, 31%
Other, 1%
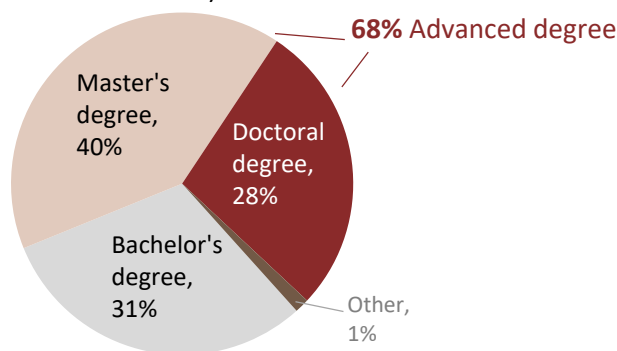
SECONDARY SCHOOL EXPERIENCES

Language of instruction in secondary school
94% of students had English as a medium of class instruction in secondary school.

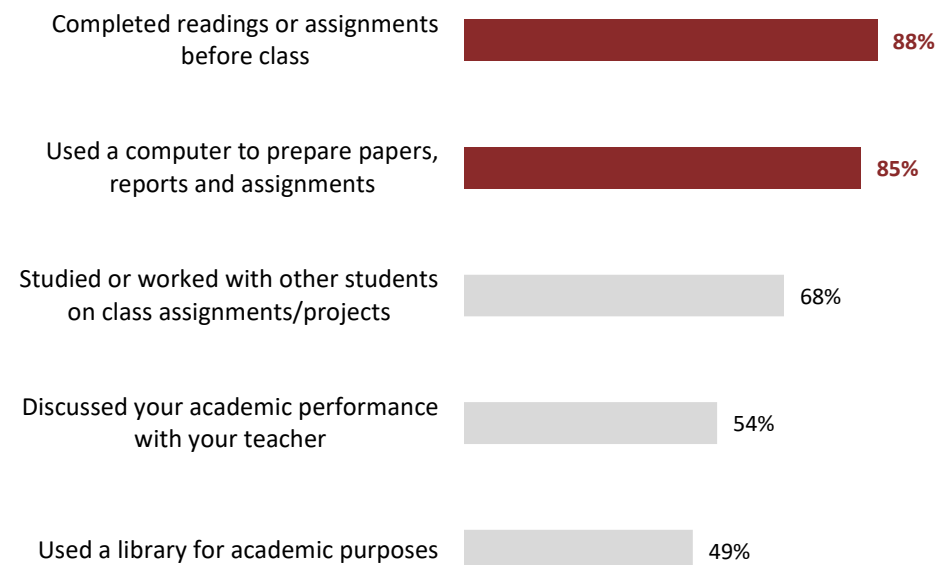| Language	%
Russian	97%
Kazakh	96%
English	**94%**
Turkish	23%
Other	13%
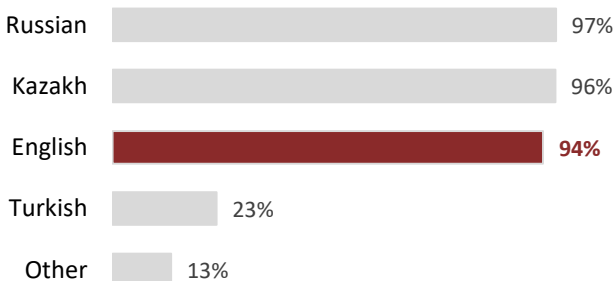
66% had at least half of the courses taught in English during the last two years in secondary school.

* The survey was administered to 1098 incoming NUFYP and directly-admitted students.

Students who were highly engaged in academic behaviors in secondary school*

The vast majority of students often or very often completed readings and assignments before class and used a computer to prepare papers, reports and assignments.

Behavior	Percent
Completed readings or assignments before class	88%
Used a computer to prepare papers, reports and assignments	85%
Studied or worked with other students on class assignments/projects	68%
Discussed your academic performance with your teacher	54%
Used a library for academic purposes	49%

Class absenteeism in secondary school

3% never missed any classes during the last year of secondary school.

Secondary school writing

On average, students produced:

8 shorter papers/reports

and

5 longer papers/reports

during the last year of secondary school.

* Percent who selected "Often" or "Very often". Scale: 1 = "Never", 4 = "Very often"

Students who were highly dependent*

Students were more dependent on friends and family members for support during their secondary school than they were on teachers, classmates, and school administrators.
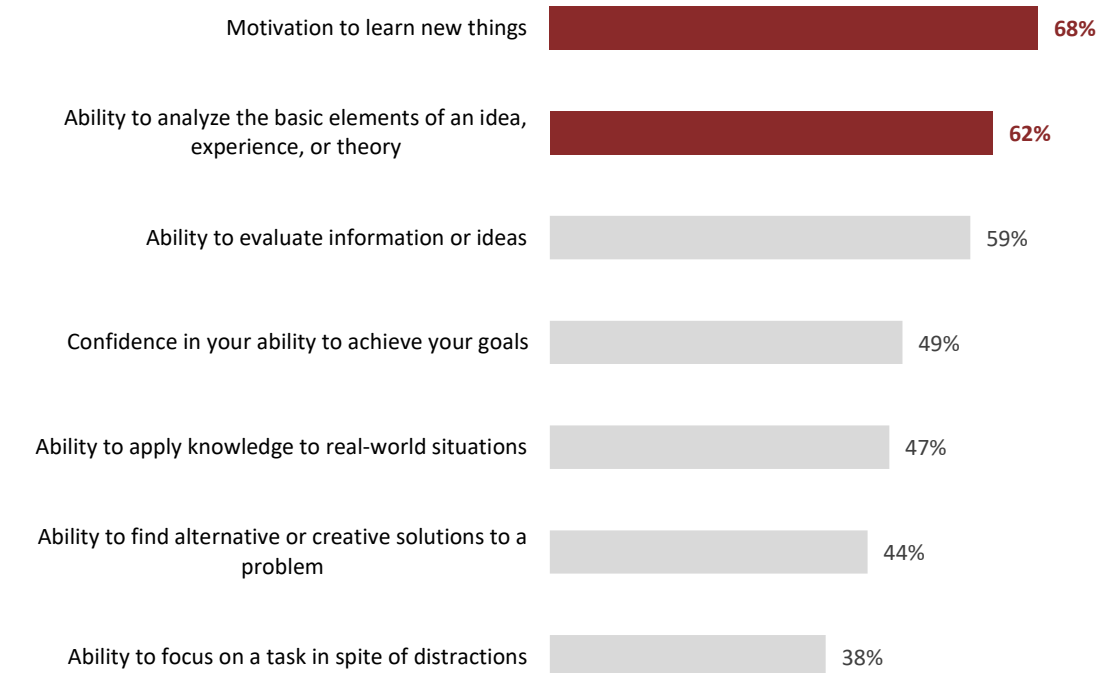
Friends	**72%**
Family members	**70%**
Teachers	53%
Classmates	43%
School administrators	20%
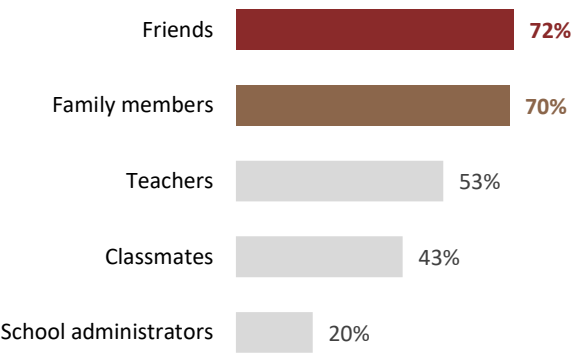
Students who felt highly prepared**

Students felt better prepared to undertake mathematics and science than they did humanities and social sciences.

Social Sciences	Humanities	Science	Mathematics
26%	30%	**58%**	**62%**
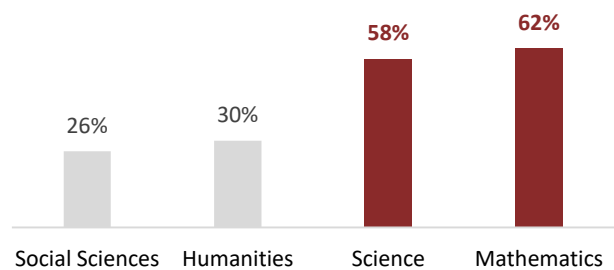
Students' "strong" skills and abilities***

Motivation to learn new things emerged as the greatest strength, followed by analytical ability.

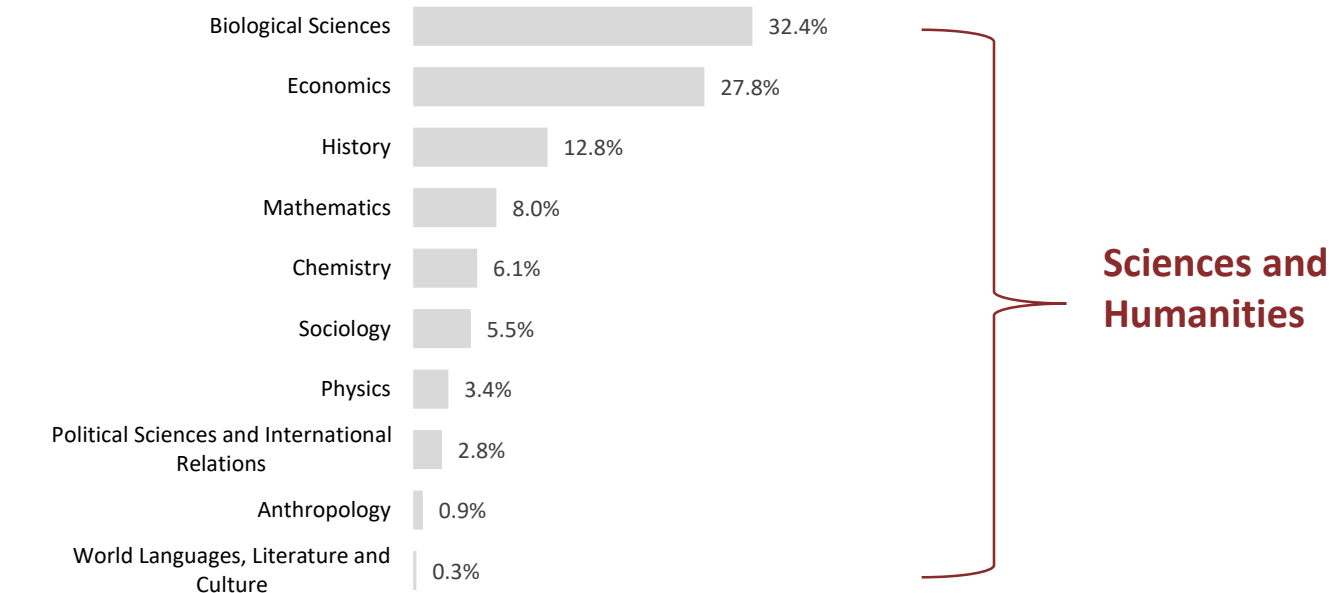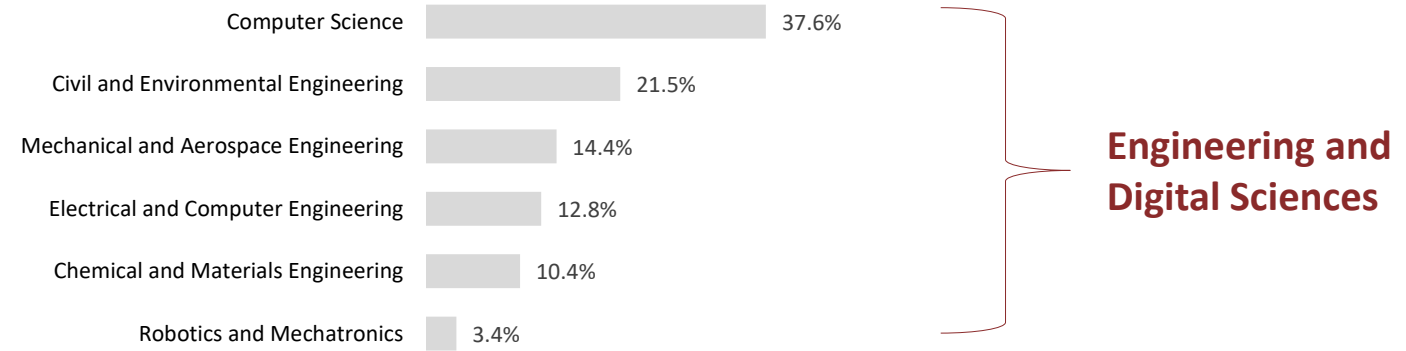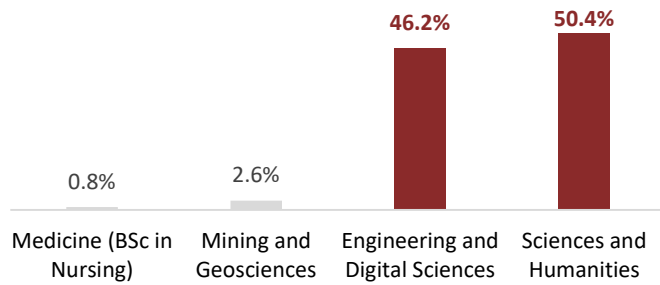|	
Motivation to learn new things	**68%**
Ability to analyze the basic elements of an idea, experience, or theory	**62%**
Ability to evaluate information or ideas	59%
Confidence in your ability to achieve your goals	49%
Ability to apply knowledge to real-world situations	47%
Ability to find alternative or creative solutions to a problem	44%
Ability to focus on a task in spite of distractions	38%

* Percent who selected the highest two response categories ("3" or "4"). Scale: 1 = "Not at all", 4 = "A lot"

**Percent who selected the highest two response categories ("5" or "6"). Scale: 1 = "Not at all prepared", 6 = "Very prepared"

*** Percent who selected the highest two response categories ("5" or "6"). Scale 1-6

EXPECTED NU EXPERIENCE

Actual or anticipated NU school*

The majority of respondents expect to enroll in Sciences and Humanities and Engineering and Digital Sciences.

School	Percentage
Medicine (BSc in Nursing)	0.8%
Mining and Geosciences	2.6%
Engineering and Digital Sciences	46.2%
Sciences and Humanities	50.4%

Engineering and Digital Sciences

Program	Percentage
Computer Science	37.6%
Civil and Environmental Engineering	21.5%
Mechanical and Aerospace Engineering	14.4%
Electrical and Computer Engineering	12.8%
Chemical and Materials Engineering	10.4%
Robotics and Mechatronics	3.4%

Sciences and Humanities

Program	Percentage
Biological Sciences	32.4%
Economics	27.8%
History	12.8%
Mathematics	8.0%
Chemistry	6.1%
Sociology	5.5%
Physics	3.4%
Political Sciences and International Relations	2.8%
Anthropology	0.9%
World Languages, Literature and Culture	0.3%

Mining and Geosciences

Program	Percentage
Petroleum Engineering	82.4%
Geology	11.8%
Mining Engineering	5.9%

* Excluding CPS students

Actual or anticipated NU major

Computer Science, Biological Sciences and Economics were as the most anticipated majors.

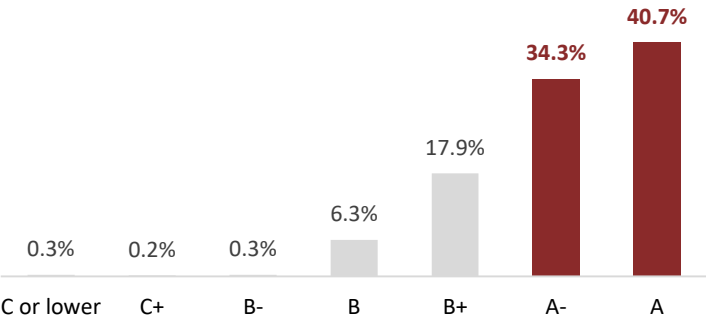| Major	Percentage
Computer Science	17.3%
Biological Sciences	16.4%
Economics	14.1%
Civil and Environmental Engineering	9.9%
Mechanical and Aerospace Engineering	6.7%
History	6.5%
Electrical and Computer Engineering	5.9%
Chemical and Materials Engineering	4.8%
Mathematics	4.0%
Chemistry	3.1%
Sociology	2.8%
Petroleum Engineering	2.2%
Physics	1.7%
Robotics and Mechatronics	1.6%
Political Sciences & Intl Rel	1.4%
Nursing	0.8%
Anthropology	0.5%
Geology	0.3%
Mining Engineering	0.2%
World Languages, Literature and Culture	0.2%

Grade expectation

3 in 4 students expect most of their grades to be in the A-/A range.

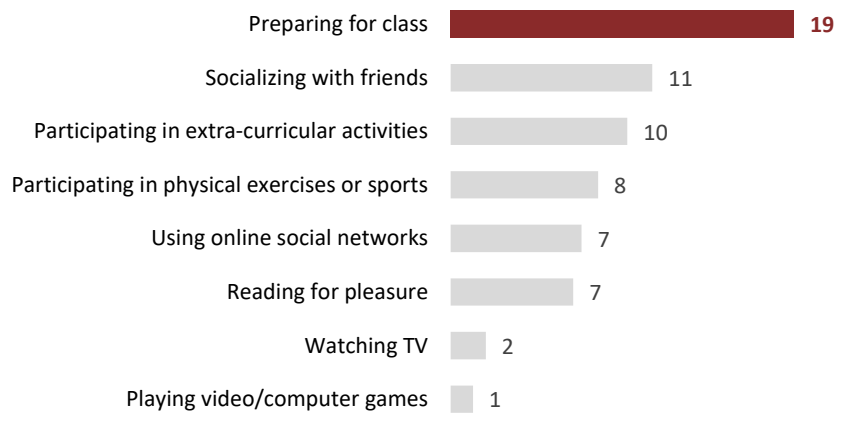| Grade	Percentage
C or lower	0.3%
C+	0.2%
B-	0.3%
B	6.3%
B+	17.9%
A-	34.3%
A	40.7%

Overall expected academic performance

Half of the students expect to perform above average with an additional 30.5% expecting to be in the top 10% of their class.

Category	Percentage
Bottom 10%	0.5%
Below average	1.6%
Average	17.8%
Above average	49.8%
Top 10%	30.5%
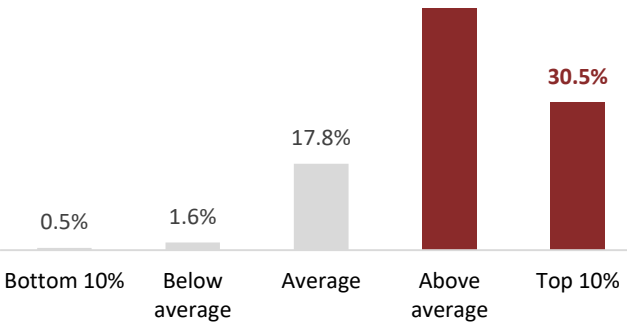
Number of hours per week students expect to spend on different activities

Class preparation is the activity in which students expect to spend the greatest amount of time.
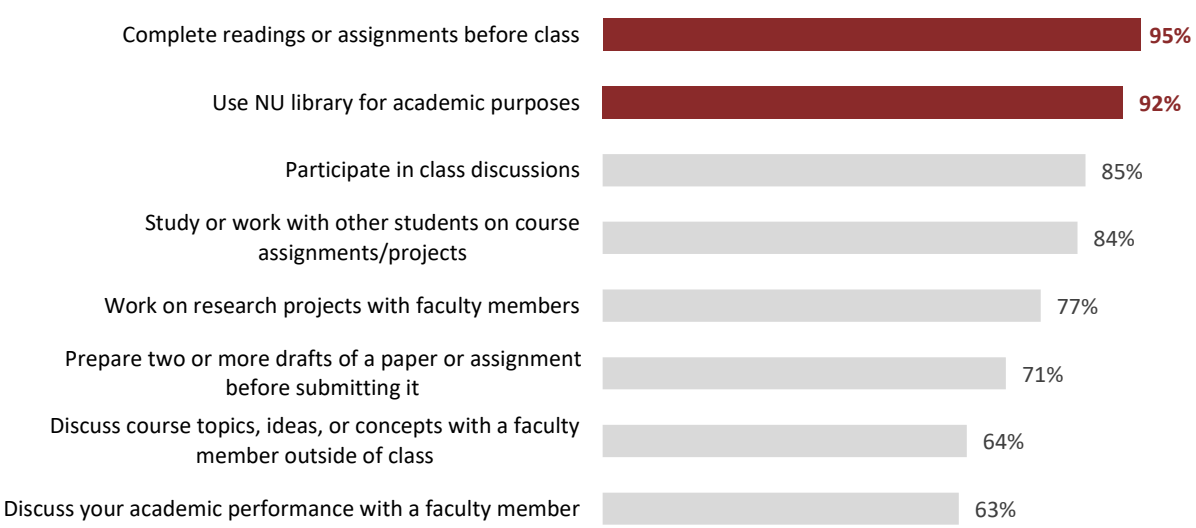
Activity	Hours
Preparing for class	19
Socializing with friends	11
Participating in extra-curricular activities	10
Participating in physical exercises or sports	8
Using online social networks	7
Reading for pleasure	7
Watching TV	2
Playing video/computer games	1

Class absenteeism

4% expect to never miss any classes during the semester.

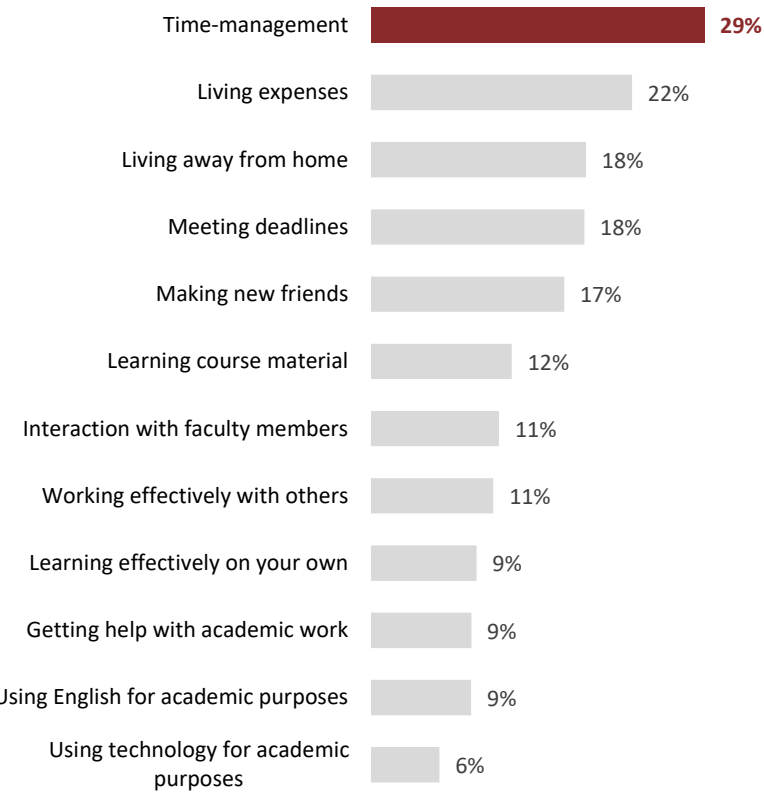## Students who expect to be highly engaged in academic behaviors*

Students have high expectations relative to academic behaviors. Over 90% expect to complete reading and assignments before class or use the library for academic purposes.

Behavior	Percentage
Complete readings or assignments before class	95%
Use NU library for academic purposes	92%
Participate in class discussions	85%
Study or work with other students on course assignments/projects	84%
Work on research projects with faculty members	77%
Prepare two or more drafts of a paper or assignment before submitting it	71%
Discuss course topics, ideas, or concepts with a faculty member outside of class	64%
Discuss your academic performance with a faculty member	63%

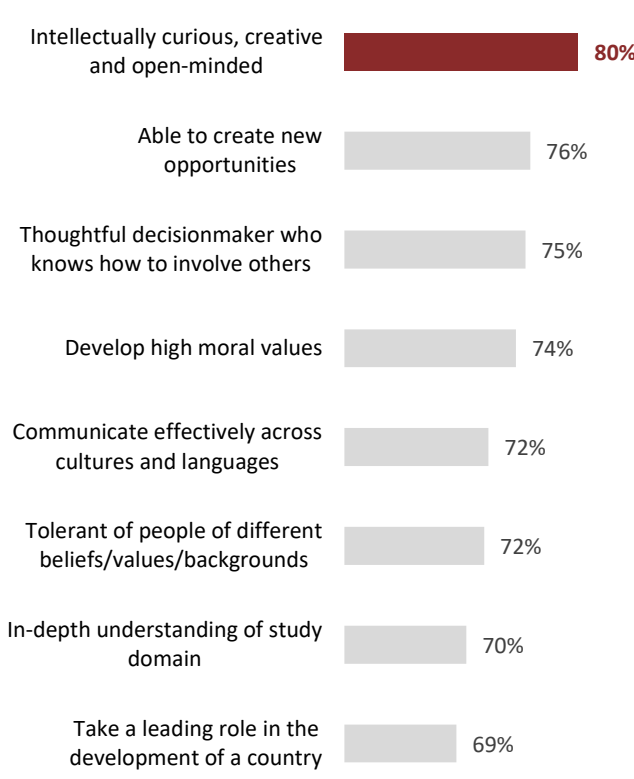* Percent who selected "Often" or "Very often". Scale: 1 = "Never", 4 = "Very often"

Students who expect to experience a high level of difficulty*

Time-management is the most common difficulty students expect to encounter.

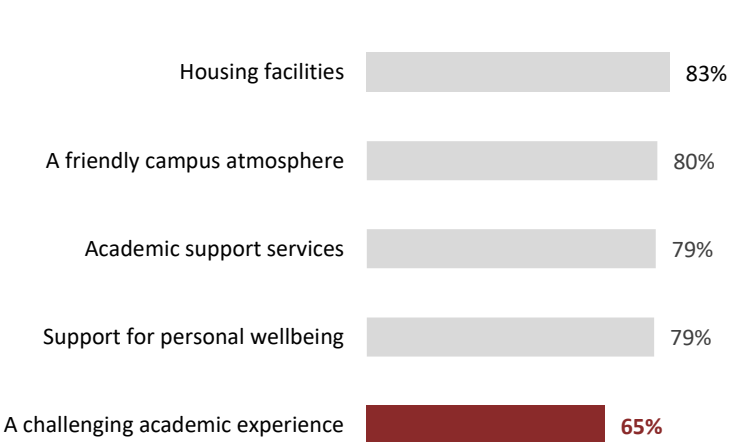|	
Time-management	**29%**
Living expenses	22%
Living away from home	18%
Meeting deadlines	18%
Making new friends	17%
Learning course material	12%
Interaction with faculty members	11%
Working effectively with others	11%
Learning effectively on your own	9%
Getting help with academic work	9%
Using English for academic purposes	9%
Using technology for academic purposes	6%

NU emphasis on graduate attributes**

Students expect NU to put a high level of emphasis on each graduate attribute, particularly being intellectually curious, creative and open-minded.

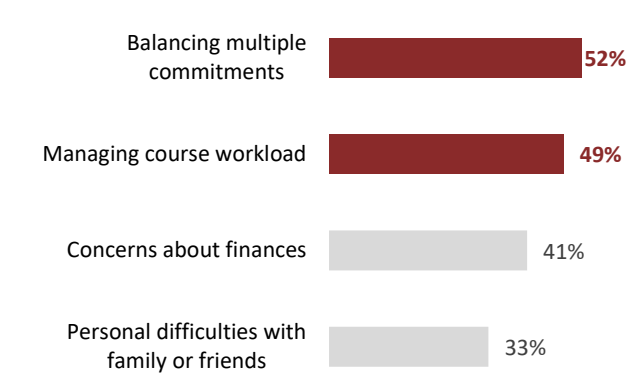|	
Intellectually curious, creative and open-minded	**80%**
Able to create new opportunities	76%
Thoughtful decisionmaker who knows how to involve others	75%
Develop high moral values	74%
Communicate effectively across cultures and languages	72%
Tolerant of people of different beliefs/values/backgrounds	72%
In-depth understanding of study domain	70%
Take a leading role in the development of a country	69%

Students services and facilities***

Close to 7 to 10 students indicated that it is highly important that NU provides a challenging academic experience. 8 in 10 express the same expectation with respect to housing, campus atmosphere, support services and personal wellbeing.

Housing facilities	83%
A friendly campus atmosphere	80%
Academic support services	79%
Support for personal wellbeing	79%
A challenging academic experience	**65%**

Major sources of stress****

At least half of the students expect balancing multiple commitments and course workload to be the most important sources of stress.

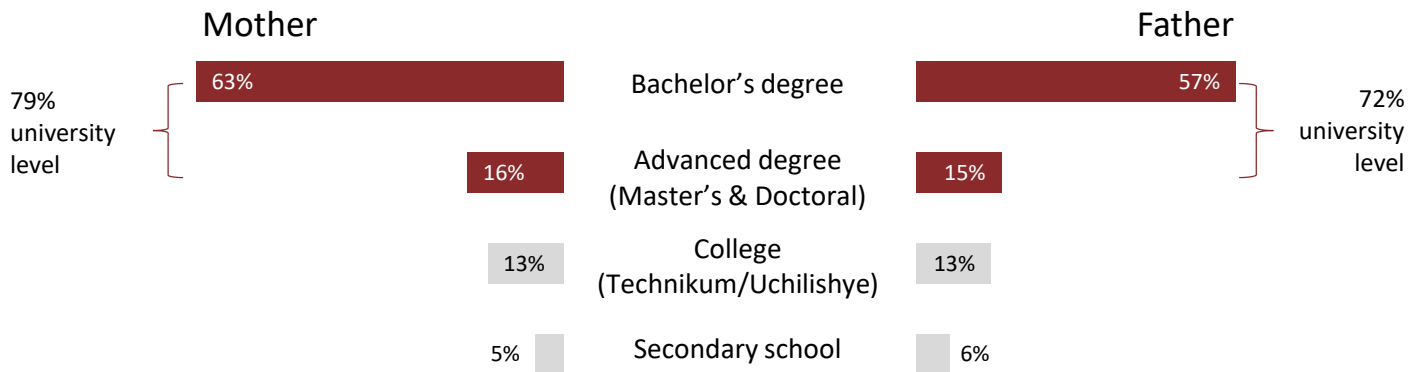|	
Balancing multiple commitments	**52%**
Managing course workload	**49%**
Concerns about finances	41%
Personal difficulties with family or friends	33%

* Percent who selected the highest two response categories ("5" or "6"). Scale: 1 = "Not at all difficult", 6 = "Very difficult"
** Percent who selected the highest two response categories ("5" or "6"). Scale 1-6
*** Percent who selected the highest two response categories ("5" or "6"). Scale: 1 = "Not important", 6 = "Very important"
**** Percent who selected the highest two response categories ("3" or "4"). Scale: 1 = "Not a source of stress", 4 = "Very stressful"

BACKGROUND INFORMATION

Highest level of formal education completed by parents/guardians
More than 70% reported that their parents/guardians had university level degrees.

	Mother		Father	

Mother

Father

79% university level

63% — Bachelor's degree — 57%

16% — Advanced degree (Master's & Doctoral) — 15%

13% — College (Technikum/Uchilishye) — 13%

5% — Secondary school — 6%

72% university level

Employment status of parents/guardians
About 8 in 10 indicated that their parents/guardians were employed.

Mother

Father

78% — Employed — 81%

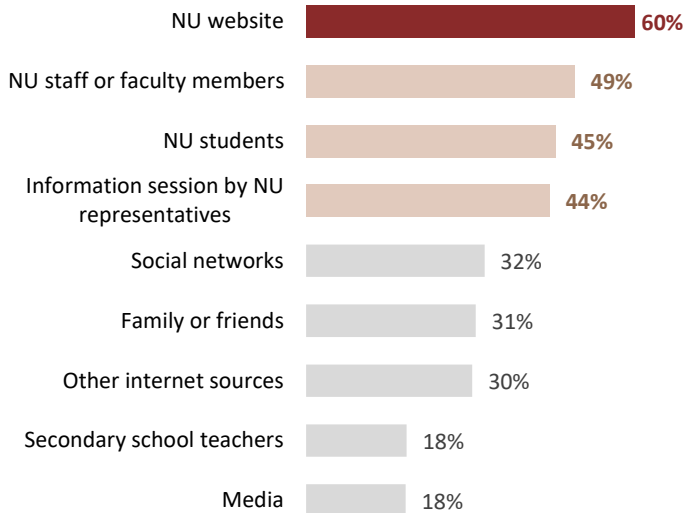20% — Unemployed — 12%

2% — Retired — 7%

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* Percent who selected the highest two response categories ("3" or "4"). Scale: 1 = "Very Dissatisfied", 4 = "Satisfied"

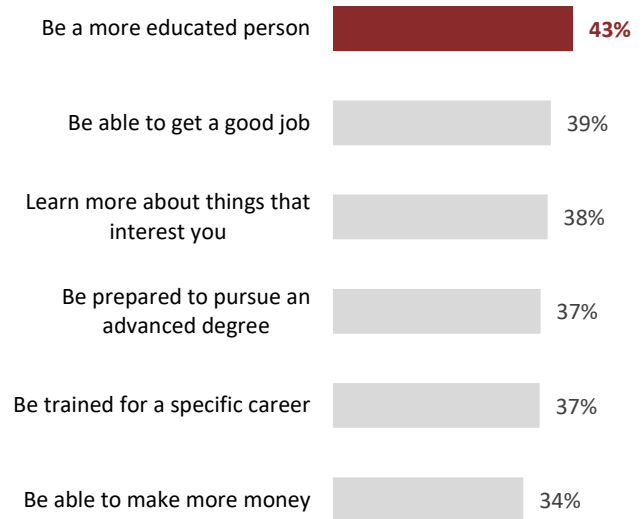# APPLICATION PROCESS AND REASONS FOR PURSUING HIGHER EDUCATION

High relevance of sources of information during the application process*

The NU website was the most relevant source of information during the application process, followed by members of the NU community.

Source	
NU website	**60%**
NU staff or faculty members	**49%**
NU students	**45%**
Information session by NU representatives	**44%**
Social networks	32%
Family or friends	31%
Other internet sources	30%
Secondary school teachers	18%
Media	18%

Reasons to pursue a university degree**

Being a more educated person was the most important reason for pursuing a university degree.

Reason	
Be a more educated person	**43%**
Be able to get a good job	39%
Learn more about things that interest you	38%
Be prepared to pursue an advanced degree	37%
Be trained for a specific career	37%
Be able to make more money	34%

* Numbers represent the percentage of respondents who selected "Very relevant".
** Numbers represent the percentage of respondents who selected "Very important".