

## North Carolina State University 2017 Incoming Transfer Student Survey: Highlights

NC State conducted its annual survey of incoming transfer students prior to and at the beginning of the Fall 2017 semester. Eligible students included all incoming NC State transfer students at the beginning of the Fall 2017 semester. Of the 1,269 eligible incoming transfer students, 608 returned usable surveys for a response rate of 47.9%.

***NC State's academic reputation is very influential in students' decisions to attend.*** Over 90 percent of incoming transfer students said that NC State was their first or only choice among colleges to transfer to continue their academic career. *Academic reputation* was most frequently reported as the single most influential factor in the decision to attend NC State, with over 30 percent of incoming transfer students citing this reason, followed by *availability of program* and *location*.

***High achievement is important to incoming students.*** Almost half of incoming transfer students said that their *primary goal or objective for attending NC State* is to “obtain a bachelor’s degree as preparation for graduate school,” while 43 percent responded that it was to “obtain a bachelor’s degree in preparation for a career.” Over two-thirds of respondents say they eventually plan to pursue a degree beyond a bachelor’s degree.

***Incoming students report room to grow on various general education, personal development and world view goals.*** Respondents consistently gave higher ratings to the importance of each of 38 different general education, personal development and world view goals asked about than to their current level of development of those goals. However, goals ranked relatively high in current level of development compared to other goals were typically similarly ranked high relative to other goals in terms of their importance. There were some exceptions, most notably for *time management* and *ability to handle stress*, which were both ranked high in importance, but low in development. Goals ranking high in both current level of development and importance include *taking responsibility for my own behavior*; *ability to work with people from diverse backgrounds*; *ability to plan and carry out projects independently*; *working effectively as part of a team*; *listening attentively*; *experiencing personal growth*; and *comprehending written and oral information*.

***Students are helping to pay their college expenses.*** Over one-fourth of respondents reported that “\$10,000 or more” of their first year educational expenses would come from family resources. Nearly 30 percent reported that they would be receiving at least \$6,000 in *aid that does not need to be repaid*. Well over half of incoming transfer students reported that they will have loans that must be repaid, with more than 40 percent reporting at least \$3,000 in *aid that must be repaid* and 12 percent having \$10,000 or more in loans. Students said they themselves would be contributing relatively smaller amounts to their first year expenses at NC State. Only seven percent say they will be responsible for at least \$6,000 of their first year expenses, while almost 60 percent said they will be contributing less than \$3,000. However, three-fourths of incoming transfer students reported they would be employed during the academic year with the majority of them working more than ten hours per week.

**Various NC State services given high marks by incoming transfer students.** Incoming transfer students gave high ratings to the NC State admissions process, with over 90 percent saying they were at least “moderately satisfied” and nearly half saying they were “very satisfied.” Over 80 percent of incoming students gave positive ratings to the NC State academic services website, with almost 30 percent saying the academic services website was “excellent.” Over 85 percent of respondents said they were at least “moderately satisfied” with the NC State financial aid process.

**Incoming students agreed that New Student Orientation was useful in preparing to begin college at NC State.** Respondents were more likely to “strongly agree” that the advice they received from their college/department prior to attending Orientation as opposed to during Orientation helped them plan their course schedule. More than 42 percent said that they “strongly agree” that they were satisfied with the attention they received prior to attending Orientation, and 40 percent said they “strongly agree” they were satisfied with the attention they received during Orientation. Over 95 percent of students agreed that various types of information they received during Orientation was useful. They were most likely to “strongly agree” that they got useful information on *prohibition of sexual violence, relationship violence, and stalking* and *resources available if I need help preventing or reporting sexual violence*. Incoming students were most likely to disagree that Orientation provided useful information about *how to navigate NC State’s physical campus* and *what to expect when living with a roommate on-campus or living off-campus*.

**Students feel well prepared for college by their high school, their previous institution and by their own efforts.** Over 95 percent of incoming transfer students said they were at least “somewhat well” prepared for college both by their last institution and by their own efforts, with over half saying they were “very well” prepared for college by both their last institution and their own efforts. In contrast, over 22 percent said that they were “not very well” prepared for college by their high school.

**Incoming transfer students report various reasons for taking a lighter course load in their first semester at NC State.** One-third of incoming transfer students reported being enrolled in less than 15 credit hours during their first semester at NC State. Among respondents reporting this, at least one-fourth said it was because of wanting *to be able to make better grades; need to work; courses wanted were not available; was advised to carry a lighter load by my advisor, and combination of credit hours would have been too much if I took another big course at the same time*.

**Anticipated experiences both excite and concern incoming transfer students.** In response to two questions asking them to comment in their own words about what they are most excited about and what they are most concerned for in coming to NC State, students mentioned being both excited and concerned about similar things. Students were most likely to say that they were most excited about learning, the intellectual environment, opportunities, social life, campus life, adapting to NC State and independence. Similarly, students were most likely to say they were nervous about their academic performance, adapting to NC State, social life, transportation, time management and instruction.

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