

2017 Incoming Transfer Student Survey: Overall Results

Introduction

This overview report presents findings from all incoming transfer students participating in the 2017 Incoming Transfer Student Survey. The survey collects information on students' experiences prior to coming to NC State, including their application and admissions experiences, goals for their college careers and demographics. For information about the survey methods and analyses, as well as a copy of the survey instrument with exact wording, see ["2017 Incoming Transfer Student Survey: Introduction, Methods, and Student Demographic Profile."](#)

A total of 1,269 incoming transfer students were eligible to complete the 2017 Incoming Transfer Student Survey and have their responses included in final analyses, and 608 eligible students participated in the survey for a response rate of 47.9%.

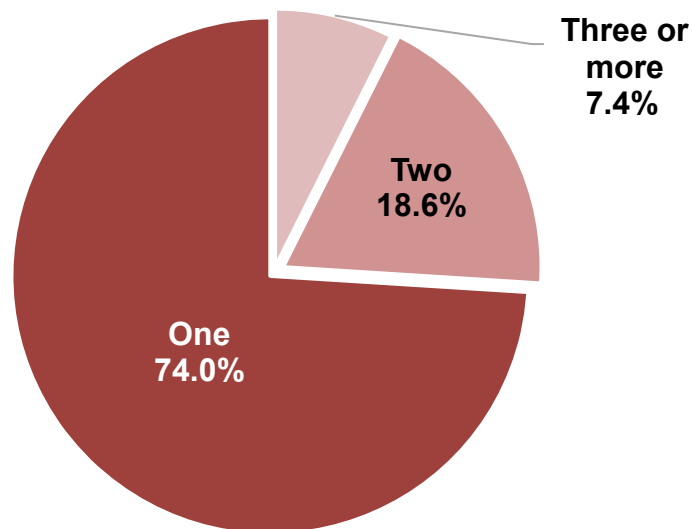
Experiences Prior to Enrolling at NC State

This section of the report presents respondents' opinions on factors that potentially influenced them to attend NC State, their experiences in applying for admission and their decision to enroll at NC State.

Number of Institutions Attended Before Enrolling at NC State (Figure 1)

Incoming transfer students were asked how many colleges/universities they attended before coming to NC State. Nearly three-fourths (74.0%) reported that they attended just one institution before enrolling at NC State, while another 18.6 percent reported that they attended two institutions previously. Seven percent said that they had attended at least three institutions before enrolling at NC State.

Figure 1: Number of Institutions Attended Before Enrolling at NC State (N=608)



NC State First Choice College to Attend (Table 1)

Over 90 percent of incoming transfer students said that NC State was their top choice university to transfer to (91.1%), with 39 percent saying that NC State was their “only choice” and 52.1 percent saying it was their “first choice.” Less than 10 percent of respondents said that NC State was either their second choice college or lower.

The College of Education and the College of Textiles saw the highest percentage of transfer students reporting that NC State was their top choice university to transfer to, as 100 percent of students in each college said it was either their “only choice” or “first choice” college to attend. Over 90 percent of students in the College of Engineering (96.0%), the College of Agriculture and Life Sciences (95.5%) and the College of Natural Resources (93.4%) also said that NC State was their top choice.

Students entering the College of Design were the most likely to report that NC State was their second choice or lower of universities to transfer to (18.0%), followed by those enrolling in the College of Humanities and Social Sciences (13.5%), the College of Sciences (12.8%) and the College of Management (12.3%).

Table 1: NC State First Choice College to Attend

College/School	Was NC State first choice of colleges to attend				N
	It was my only choice	Yes - it was my first choice	No - it was my second choice	No - it was my third choice or below	
CALS	42.2%	53.3%	3.3%	1.1%	90
Design	31.3%	50.0%	18.8%	.	16
CED	38.9%	61.1%	.	.	18
COE	41.6%	54.4%	3.2%	0.8%	125
CNR	46.7%	46.7%	6.7%	.	45
HSS	39.1%	47.4%	12.2%	1.3%	156
COS	32.1%	55.1%	11.5%	1.3%	78
Textiles	41.7%	58.3%	.	.	12
PCOM	33.8%	53.8%	12.3%	.	65
Total	39.0%	52.1%	8.1%	0.8%	605

Factors That Influenced Decision to Attend NC State (Tables 2-3)

Incoming students were asked to identify what their single most influential factor in deciding to attend NC State was, as well as the extent to which each of the various potential factors influenced their decision. “Academic reputation” (30.5%) was most likely to be reported as being the *single most influential factor in deciding to attend NC State* followed by “availability of program” (22.6%) and “location” (13.4%). “Level of support for my intended major” (9.1%) and “cost” (4.5%) were also rated as the most influential factor by a sizable number of students. Three percent or less selected one of the other individual factors asked about as being the most influential to them.

Table 2: Single Most Influential Factor in Deciding to Attend NC State

	%	N
Academic reputation	30.5%	184
Availability of program	22.6%	136
Location	13.4%	81
Level of support for my intended major	9.1%	55
Cost	4.5%	27
Contact with a current student	3.0%	18
Recommended by a friend, family member, teacher, counselor, etc.	2.8%	17
Scholarships/financial aid available	2.8%	17
NC State commitment to diversity	2.3%	14
Participation in the Engineering 2 + 2 program	1.7%	10
Campus visit prior to orientation	1.3%	8
Number of hours transferred/credited	0.8%	5
Facilities and resources available	0.8%	5
Contact with a graduate	0.7%	4
Extracurricular opportunities	0.7%	4
Commitment to the environment and sustainability	0.7%	4
Contact with a faculty or staff member	0.5%	3
Size	0.3%	2
Other	1.5%	9
Total	100.0%	603

While a majority of incoming transfer students focused on just a few specific factors as being the most important in deciding to attend NC State, when asked to rate how much of an influence each factor had on them using a scale from 1 (“very weak influence”) to 5 (“very strong influence”), it is clear that a wide variety of factors had at least some influence on their decision. Nearly 90 percent of incoming transfer students reported that *academic reputation* had a “very strong” (50.2%) or “strong influence” (38.5%) on their decision to attend NC State, while approximately 85 percent rated *availability of program* as having a “very strong” (60.8%) or “strong influence” (24.8%). Less than two percent of respondents reported that *academic reputation* or *availability of program* had a “weak” or “very weak influence” on their decision to transfer to NC State.

Incoming transfer students also reported *location, facilities and resources available* and *level of support for my intended major* as being influential on their decision to attend NC State, with 40 percent or more saying each had a “very strong influence.”

Among the factors least likely to be strongly influential in transfers’ decision to attend NC State are *attendance at a college fair*, *a letter from someone other than Admissions office* and *publications from NC State*. More than 50 percent of respondents said a *letter from someone other than Admissions Office* had a “weak” (25.3%) or “very weak influence” (26.2%) on their decision to attend NC State. Half of respondents said *attendance at a College Fair* had a “weak” (27.0%) or “very weak influence” (23.0%), and 44.4 percent said *publications from NC State* had a “weak” (24.7%) or “very weak influence” (19.7%) on their decision to attend NC State.

Table 3: Factors That Influenced Decision to Attend NC State

	Mean	5: Very strong influence	4: Strong influence	3: Moderate influence	2: Weak influence	1: Very weak influence	N
Academic reputation	4.4	50.2%	38.5%	10.1%	0.5%	0.7%	603
Availability of program	4.4	60.8%	24.8%	12.6%	1.3%	0.5%	605
Location	4.1	47.6%	28.9%	16.8%	4.0%	2.7%	595
Level of support for my intended major	4.1	40.5%	35.6%	19.4%	3.2%	1.3%	593
Facilities and resources available	4.1	42.2%	34.6%	17.8%	4.4%	1.0%	595
Recommended by a friend, family member, teacher, counselor, etc.	3.7	29.2%	30.0%	24.2%	11.4%	5.2%	537
Campus visit prior to orientation	3.5	24.0%	26.0%	31.3%	9.4%	9.4%	480
Contact with a current student	3.5	24.3%	27.3%	27.5%	11.8%	9.1%	440
Number of hours transferred/credited	3.4	22.2%	25.6%	29.5%	14.0%	8.7%	577
Extracurricular opportunities	3.4	19.8%	29.8%	29.6%	11.3%	9.4%	530
Cost	3.3	21.4%	19.6%	36.8%	14.9%	7.2%	570
NC State commitment to diversity	3.3	21.0%	23.0%	32.4%	12.6%	11.0%	562
Scholarships/financial aid available	3.3	22.7%	23.4%	27.7%	17.2%	9.0%	542
University Recreation facilities and programs	3.3	19.7%	25.0%	32.1%	11.5%	11.7%	529
NC State's commitment to the environment and sustainability	3.3	18.4%	24.5%	32.9%	13.2%	11.1%	523
Size	3.2	15.8%	24.9%	35.9%	14.9%	8.6%	571
Contact with a graduate	3.1	20.1%	18.1%	29.2%	16.4%	16.1%	298
Contact with a faculty or staff member	3.0	14.8%	18.4%	33.2%	18.2%	15.4%	358
Publications from NC State	2.7	9.3%	14.6%	31.6%	24.7%	19.7%	396
Letter from someone other than Admissions Office	2.5	7.0%	10.0%	31.4%	25.3%	26.2%	229
Attendance at a College Fair	2.5	7.4%	10.9%	31.7%	27.0%	23.0%	230
Other	4.5	68.8%	21.9%	4.7%	1.6%	3.1%	64

Respondents were also given the opportunity to identify other factors not included on the list provided that may have influenced their decision to attend NC State. About five percent of respondents volunteered that some “other” factor such as “friendliness of staff and students,” “dedication of school’s faculty,” “opportunity for undergraduate research” and “study abroad opportunities” was the *single most influential factor in deciding to attend NC State*.

Satisfaction with Admissions Process (Table 4)

Incoming transfer students were asked to reflect back on when they applied to NC State and rate their *satisfaction with the NC State University admissions process* using a scale from 1 (“very dissatisfied”) to 4 (“very satisfied”). Overall, incoming students were satisfied, with more than 90 percent saying they were either “very” (48.5%) or “moderately satisfied” (43.0%). Less than ten percent of respondents said they were either “moderately” (6.6%) or “very dissatisfied” (1.8%).

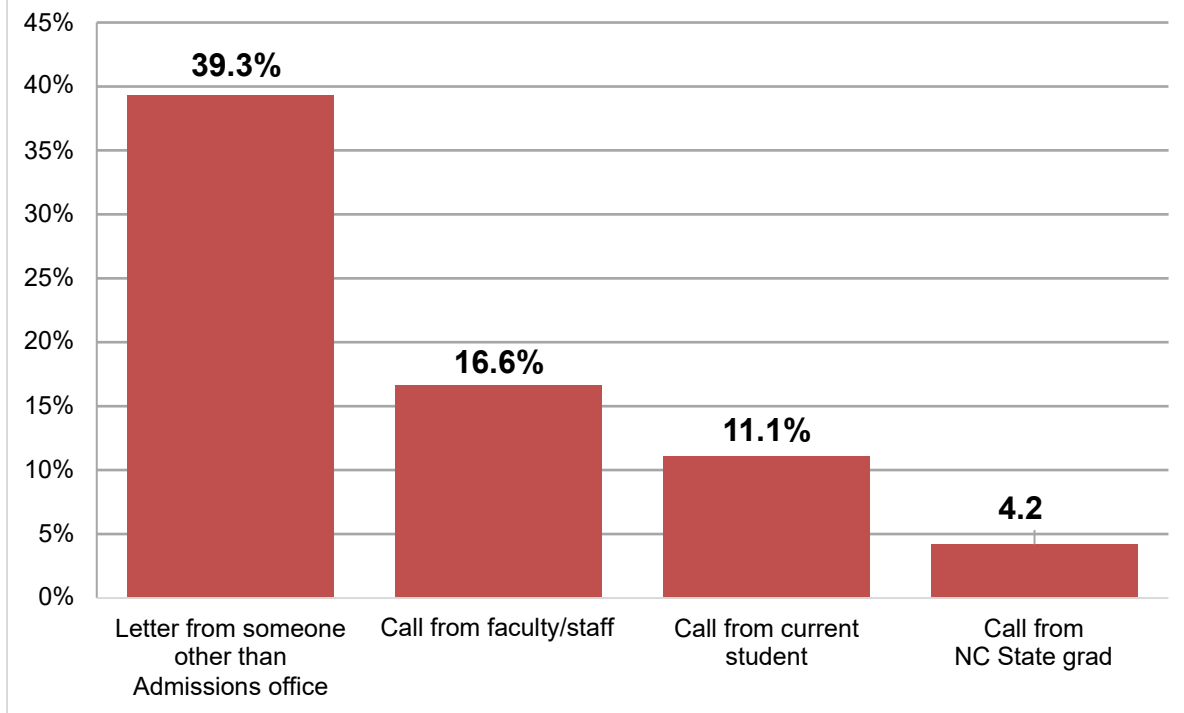
Table 4: Satisfaction with Admissions Process

	%	N
4: Very satisfied	48.5%	293
3: Moderately satisfied	43.0%	260
2: Moderately dissatisfied	6.6%	40
1: Very dissatisfied	1.8%	11
Total	100.0%	604

Contact with NC State Representative after Applying (Figure 2)

Incoming transfer students were asked if they had received various types of communication from an NC State representative after applying for admission. Nearly 40 percent said they received a *letter from someone other than Admissions Office* (39.3%) after applying for admission to NC State. Fewer students reported that they had received a phone call from *an NC State faculty member* (16.6%), a *current student* (11.1%) or from a *graduate of NC State* (4.2%).

Figure 2: Contact with NC State Representative after Applying



Goals

This section reports students’ goals for their personal and educational experiences during their college years, as well as their intended career goals following graduation.

Primary Goal/Objective for Attending NC State (Table 5)

Students were asked about their primary goal or objective for attending NC State. More than 90 percent of respondents said their primary goal/objective was to obtain a “bachelor’s degree for graduate school preparation” (48.1%) or a “bachelor’s degree or certificate for career preparation” (43.4%). Less than five percent of respondents reported that their primary goal/objective was to either earn a “bachelor’s degree for career change” (4.8%), “improve knowledge/skills for current profession” (2.0%), take “courses of personal interest” (0.5%) or for “other” reasons (1.2%).

Table 5: Primary Goal/Objective for Attending NC State

	%	N
Bachelor's degree for grad school preparation	48.1%	288
Bachelor's degree or certificate for career preparation	43.4%	260
Bachelor's degree for career change	4.8%	29
Improve knowledge/skills for current profession	2.0%	12
Courses for personal interest	0.5%	3
Other	1.2%	7
Total	100.0%	599

Time Anticipated to Complete Bachelor's Degree (Table 6)

Incoming transfer students were also asked to estimate the amount of time they intend to take to earn their bachelor's degree at NC State. One-third of respondents said they expect to take two years to complete their bachelor's degree (33.1%), while more than 20 percent said they plan to either take two and a half years (21.1%) or three years (25.9%). Over 12 percent said they plan to take more than three years; however, more than seven percent said they plan to take less than two years.

Table 6: Time Anticipated to Complete Bachelor's Degree

	%	N
1 year or less	1.7%	9
1 1/2 years	5.7%	30
2 years	33.1%	174
2 1/2 years	21.1%	111
3 years	25.9%	136
3 1/2 years	3.6%	19
4 years	7.8%	41
More than 4 years	1.0%	5
Do not intend to complete bachelor's degree at NC State	0.2%	1
Total	100.0%	526

Highest Level of Education Anticipated to Complete (Table 7)

When asked to identify the highest level of education planned to complete, more than two-thirds of respondents reported that they intended to earn a graduate or professional degree. Over 40 percent of respondents anticipate earning a master's degree (40.3%) while over one-fourth of respondents plan to pursue a doctoral (14.4%) or professional degree (12.7%).

Table 7: Highest Level of Education Anticipated to Complete

	%	N
Bachelor's degree	32.2%	175
Master's degree	40.3%	219
Doctoral degree	14.4%	78
Medical degree	5.5%	30
Doctor of Veterinary Medicine	4.4%	24
Law degree	2.8%	15
Do not intend to complete any degree	0.4%	2
Total	100.0%	543

Certainty of College Major (Table 8)

Incoming transfer students were overwhelmingly certain of their choice of college major, as 92 percent reported that they were either “very certain” (57.9%) or “certain” (34.1%) in their choice.

For the most part, levels of certainty in college major by college were similar, with slight variation by college. Incoming transfer students in the College of Sciences (62.8%) and College of Engineering (61.5%) were most likely to be “very certain” of their college major.

Over 10 percent of respondents in the College of Textiles, College of Natural Resources and College of Education reported being uncertain about their college major. In the College of Textiles, 16.7 percent reported being “uncertain” in their college major, while in the College of Natural Resources 13.6 percent said they were “uncertain” and 2.3 percent said they were “very uncertain.” Levels of uncertainty were split among students in the College of Education, with 5.6 percent saying they were “uncertain” and another 5.6 percent saying they were “very uncertain.”

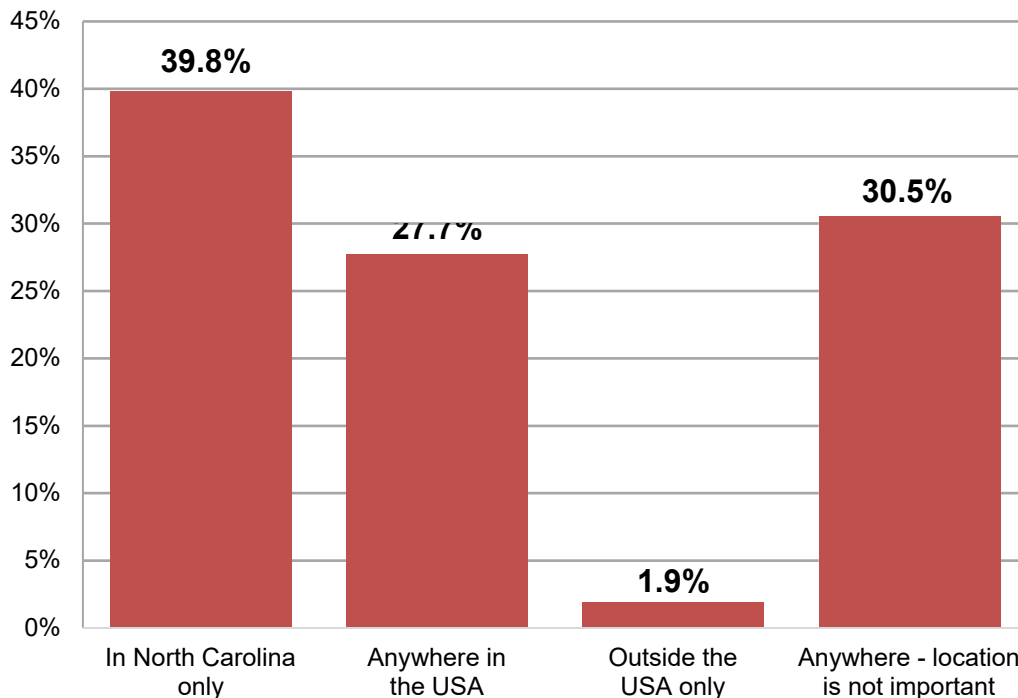
Table 8: Certainty of College Major by College

College/School	Certainty of college major				Total	N
	Very certain	Certain	Uncertain	Very uncertain		
CALS	57.3%	34.8%	6.7%	1.1%	14.9%	89
Design	50.0%	43.8%	.	6.3%	2.7%	16
CED	55.6%	33.3%	5.6%	5.6%	3.0%	18
COE	61.5%	34.4%	4.1%	.	20.4%	122
CNR	50.0%	34.1%	13.6%	2.3%	7.3%	44
CHASS	56.8%	34.2%	7.7%	1.3%	25.9%	155
COS	62.8%	28.2%	9.0%	.	13.0%	78
COT	50.0%	33.3%	16.7%	.	2.0%	12
PCOM	58.5%	36.9%	1.5%	3.1%	10.9%	65
Total	57.9%	34.1%	6.7%	1.3%	100.0%	599

Intended Employment Location after Graduation (Figure 3)

Respondents were asked to indicate the general location in which they intend to seek employment after graduation; students who said that they were not seeking work after graduation were excluded from analysis. Nearly 40 percent of respondents who said they will be seeking work after graduation said that they intend to look “in North Carolina only” (39.8%), while almost 28 percent said they would seek work “anywhere in the USA” (27.7%). About 30 percent also reported that they would seek work “anywhere – location is not important” (30.5%). Just under two percent reported that they would seek work “outside the USA only” (1.9%).

Figure 3: Intended Employment Location after Graduation (Total N=465)



Goals Held by NC State (Tables 9-15; Figure 4)

NC State has a range of goals for its incoming students, including those related to their general education, personal development and world views. Respondents to the Incoming Transfer Student Survey were asked to what extent they had acquired a number of specific skills related to those goals prior to coming to NC State, as well as how important those skills are to them currently. Overall, incoming transfer students believe each of these specific skills to be important, and although ratings for their current level of development are consistently lower than ratings for importance for a given skill, they feel like they have done a good job developing many of them before coming to NC State.

Average ratings of students' current level of development for all of the goals asked about range from a high of 3.5 to a low of 2.8 (on a 4-point scale). Few incoming transfer students indicated that their current level of development for any of the goals was "poor," and at least one-third or more of them reported that their own current level of development was "excellent" for 23 of the 38 goals. More than half of respondents said their current level of development was "excellent" for *taking responsibility for my own behavior* and *ability to work with people from diverse backgrounds*.

Goals for which incoming transfer students were most likely to say that their current level of development was "excellent" for are:

- Taking responsibility for my own behavior (59.1% "excellent")
- Ability to work with people from diverse backgrounds (56.7%)
- Ability to plan and carry out projects independently (46.9%)
- Sensitivity to issues associated with racial equity (46.4%)
- Recognizing and acting on ethical principles (44.9%)
- Appreciating differences in sexual orientation (44.8%)
- Working effectively as part of a team (44.4%)
- Understanding and respecting diverse cultures, values, and perspectives (44.3%)
- Listening attentively (43.3%)
- Experiencing personal growth (43.1%)
- Sensitivity to issues associated with gender equity (41.5%)
- Understanding the present as it relates to historical events (41.0%)
- Understanding the commonality of human problems globally (40.8%)
- Comprehending written and oral information (40.5%)

Incoming transfer students were most likely to say that their current level of development was "poor" on:

- Being involved in public and community affairs (9.4% "poor")
- Capacity to engage with/respond to artistic works and evaluate significance (6.8%)
- Time management (6.1%)
- Speaking effectively (5.9%)
- Developing and sustaining an active and healthy lifestyle (5.7%)
- Ability to handle stress (5.7%)

Average ratings for the importance of the 38 individual goals asked about range from a high of 3.9 to a low of 3.2 (on a 4-point scale). At least half of respondents rated all but one of the goals asked about as “very important,” and for only six goals do more than one percent of respondents say the goal is “not at all important.”

Goals most likely to be seen as “very important” by incoming transfer students are:

- Time management (90.8% “very important”)
- Ability to handle stress (88.3%)
- Working to my potential (88.1%)
- Taking responsibility for my own behavior (87.7%)
- Comprehending written and oral information (86.1%)
- Listening attentively (85.5%)
- Experiencing personal growth (85.5%)
- Ability to plan and carry out projects independently (83.7%)
- Ability to work with people from diverse backgrounds (83.1%)
- Gaining clarity in my future career direction (81.7%)
- Working effectively as part of a team (81.3%)
- Consider all options when solving problems and thinking through the implications of selecting one alternative (80.4%)
- Effectively analyzing and evaluating evidence/arguments/claims/beliefs (80.2%)
- Ability to reflect, review, self-regulate, and self-examine (80.1%)

Goals most likely to be considered by incoming transfer students as “not at all important” to them currently are:

- Appreciating differences in sexual orientation (4.9% “not at all important”)
- Capacity to engage with/respond to creative works and evaluate significance (4.9%)
- Sensitivity to issues associated with gender equity (3.6%)
- Sensitivity to issues associated with racial equity (1.3%)
- Being involved in public and community affairs (1.1%)
- Applying scientific methods of inquiry (1.0%)

General Education Goals

Overall, respondents reported that they were prepared in various general education areas prior to coming to campus, with three-fourths or more saying that their current level of development was “excellent” or “good” on 15 of the 17 general education goals. Incoming transfer students were most likely to say that their current level of development was “excellent” for *ability to plan and carry out projects independently* (46.9%), *listening attentively* (43.3%) and *comprehending written and oral information* (40.5%). They were most likely to think their current level of development was “fair” or “poor” for *speaking effectively* (31.1%), *capacity to engage with/respond to artistic works and evaluate significance* (28.0%), *using mathematical skills* (24.8%) and *applying scientific methods of inquiry* (24.3%).

Table 9: Current Level of Development of General Education Goals

	Mean	4: Excellent	3: Good	2: Fair	1: Poor	N
Development: Ability to plan and carry out projects independently	3.4	46.9%	45.2%	7.2%	0.7%	586
Development: Listening attentively	3.3	43.3%	46.4%	9.4%	0.8%	593
Development: Comprehending written and oral information	3.3	40.5%	50.0%	8.6%	0.8%	592
Development: Using technologies appropriate to my discipline	3.3	37.6%	50.8%	10.7%	0.9%	587
Development: Gathering relevant information or evidence	3.3	37.2%	54.4%	8.0%	0.3%	586
Development: Effectively analyzing and evaluating evidence/arguments/claims/beliefs	3.3	37.8%	53.3%	8.0%	0.9%	585
Development: Questioning my assumptions and considering points of view that conflict with mine	3.3	38.5%	49.2%	12.0%	0.3%	585
Development: Consider all options when solving problem and thinking through implications of selecting one alternative	3.3	38.2%	51.4%	9.9%	0.5%	584
Development: Writing effectively	3.2	31.9%	57.0%	9.9%	1.2%	593
Development: Identifying a problem/concept and articulating its components	3.2	37.8%	49.6%	12.1%	0.5%	585
Development: Solving real world problems in ways that demonstrate imagination/creativity	3.2	32.8%	54.5%	12.4%	0.3%	580
Development: Reflecting on my own work	3.2	37.4%	48.2%	12.9%	1.5%	583
Development: Creating/distributing info and knowledge using multiple communication forms	3.1	29.2%	51.0%	16.8%	3.1%	590
Development: Using mathematical skills	3.1	35.1%	40.1%	20.2%	4.6%	589
Development: Applying scientific methods of inquiry	3.0	22.9%	52.9%	22.0%	2.3%	577
Development: Speaking effectively	2.9	25.5%	43.4%	25.2%	5.9%	592
Development: Capacity to engage with/respond to artistic works and evaluate significance	2.9	26.6%	45.5%	21.2%	6.8%	572

Students on the whole rated their importance of general education goals higher than that of their current level of development on them. At least 90 percent of respondents rated 15 the 17 general education goals as being “very important” or “moderately important.” Incoming transfer students were most likely to rate *comprehending written and oral information* (86.1%), *listening attentively* (85.5%), *ability to plan and carry out projects independently* (83.7%), *consider all options when solving a problem and thinking through the implications of selecting one alternative* (80.4%) and *effectively analyzing and evaluating evidence/arguments/claims/beliefs* (80.2%) as being “very important.” Students were most likely to report that *capacity to engage with/respond to creative works and evaluate significance* (18.7%), *applying scientific methods of inquiry* (10.2%) and *using mathematical skills* (6.9%) as “slightly” or “not at all important” to them.

Table 10: Importance of General Education Goals

	Mean	4: Very important	3: Moderately important	2: Slightly important	1: Not at all important	N
Importance: Listening attentively	3.9	85.5%	14.1%	0.2%	0.2%	581
Importance: Comprehending written and oral information	3.9	86.1%	13.2%	0.7%	0.0%	583
Importance: Speaking effectively	3.8	79.8%	18.6%	1.4%	0.2%	585
Importance: Ability to plan and carry out projects independently	3.8	83.7%	15.6%	0.7%	0.0%	583
Importance: Identifying a problem/concept and articulating its components	3.8	78.8%	20.3%	0.9%	0.0%	581
Importance: Effectively analyzing and evaluating evidence/arguments/claims/beliefs	3.8	80.2%	18.8%	0.9%	0.2%	581
Importance: Consider all options when solving problem and thinking through implications of selecting one alternative	3.8	80.4%	18.9%	0.7%	0.0%	581
Importance: Writing effectively	3.7	70.8%	27.0%	1.7%	0.5%	586
Importance: Using technologies appropriate to my discipline	3.7	74.8%	23.5%	1.7%	0.0%	583
Importance: Gathering relevant information or evidence	3.7	76.0%	22.6%	1.2%	0.2%	579
Importance: Questioning my assumptions and considering points of view that conflict with mine	3.7	70.2%	27.6%	2.2%	0.0%	580
Importance: Solving real world problems in ways that demonstrate imagination/creativity	3.7	74.9%	22.9%	2.2%	0.0%	581
Importance: Reflecting on my own work	3.7	76.6%	20.9%	2.6%	0.0%	580
Importance: Creating/distributing info and knowledge using multiple communication forms	3.6	61.7%	34.0%	4.3%	0.0%	582
Importance: Using mathematical skills	3.5	60.4%	32.6%	6.2%	0.7%	579
Importance: Applying scientific methods of inquiry	3.5	56.3%	33.5%	9.2%	1.0%	579
Importance: Capacity to engage with/respond to creative works and evaluate significance	3.2	47.5%	33.8%	13.8%	4.9%	571

Personal Development Goals

Regarding personal development goals, at least two-thirds of respondents gave a rating of “excellent” or “good” to all but one of the 13 goals asked about. Respondents were most likely to say that their current level of development was “excellent” for *taking responsibility for my own behavior* (59.1%), *recognizing and acting on ethical principles* (44.9%), *working effectively as part of a team* (44.4%) and *experiencing personal growth* (43.1%). Respondents were most likely to rate their current level of development as being “fair” or “poor” on *being involved in public and community affairs* (36.6%), *ability to handle stress* (31.6%), *time management* (30.3%) and *developing and sustaining an active and healthy lifestyle* (29.5%).

Table 11: Current Level of Development of Personal Development Goals

	Mean	4: Excellent	3: Good	2: Fair	1: Poor	N
Development: Taking responsibility for my own behavior	3.5	59.1%	35.5%	5.0%	0.3%	575
Development: Recognizing and acting on ethical principles	3.4	44.9%	49.0%	6.1%	0.0%	575
Development: Working effectively as part of a team	3.4	44.4%	48.8%	6.6%	0.2%	576
Development: Experiencing personal growth	3.3	43.1%	45.9%	9.7%	1.2%	575
Development: Working to my potential	3.2	34.1%	52.6%	11.9%	1.4%	572
Development: Developing leadership skills	3.1	33.2%	49.7%	15.3%	1.7%	575
Development: Ability to reflect, review, self-regulate, and self-examine	3.1	32.6%	51.4%	13.8%	2.3%	574
Development: Viewing failure as an opportunity to learn	3.1	32.8%	46.0%	18.1%	3.1%	574
Development: Gaining clarity in my future career direction	3.1	31.8%	49.7%	15.2%	3.3%	572
Development: Developing and sustaining an active and healthy lifestyle	2.9	29.3%	41.1%	23.8%	5.7%	576
Development: Ability to handle stress	2.9	22.7%	45.7%	25.9%	5.7%	576
Development: Time management	2.9	21.4%	48.3%	24.2%	6.1%	574
Development: Being involved in public and community affairs	2.8	21.3%	42.1%	27.2%	9.4%	573

At least 90 percent of incoming transfer students rated all of the 13 personal development goals as being “very” or “moderately important” to them. In particular, a large majority of students said that *time management* (90.8%), *ability to handle stress* (88.3%), *working to my potential* (88.1%), *taking responsibility for my own behavior* (87.7%) and *experiencing personal growth* (85.5%) were “very important” to them. The only item which more than five percent of respondents indicated was “slightly” (7.7%) or “not at all important” (1.1%) to them was *being involved in public and community affairs*.

Table 12: Importance of Personal Development Goals

	Mean	4: Very important	3: Moderately important	2: Slightly important	1: Not at all important	N
Importance: Experiencing personal growth	3.9	85.5%	13.9%	0.5%	0.0%	567
Importance: Ability to handle stress	3.9	88.3%	11.2%	0.3%	0.2%	573
Importance: Time management	3.9	90.8%	9.1%	0.2%	0.0%	573
Importance: Taking responsibility for my own behavior	3.9	87.7%	11.0%	1.2%	0.0%	571
Importance: Working to my potential	3.9	88.1%	11.6%	0.4%	0.0%	571
Importance: Developing leadership skills	3.8	78.0%	19.9%	2.1%	0.0%	572
Importance: Working effectively as part of a team	3.8	81.3%	17.7%	1.0%	0.0%	572
Importance: Ability to reflect, review, self-regulate, and self-examine	3.8	80.1%	19.0%	0.9%	0.0%	569
Importance: Gaining clarity in my future career direction	3.8	81.7%	16.5%	1.8%	0.0%	568
Importance: Recognizing and acting on ethical principles	3.7	75.5%	21.7%	2.3%	0.5%	575
Importance: Developing and sustaining an active and healthy lifestyle	3.7	76.1%	21.3%	2.5%	0.2%	569
Importance: Viewing failure as an opportunity to learn	3.7	77.5%	19.5%	2.8%	0.2%	569
Importance: Being involved in public and community affairs	3.5	57.3%	33.9%	7.7%	1.1%	569

World View Goals

At least 80 percent of respondents said their current level for development of the each of eight goals related to their world view was “excellent” or “good.” Respondents were most likely to say that their current level of development was “excellent” for their *ability to work with people from diverse backgrounds* (56.7%), *sensitivity to issues associated with racial equity* (46.4%), *appreciating differences in sexual orientation* (44.8%) and *understanding and respecting diverse cultures, values, and perspectives* (44.3%). Respondents were most likely to rate their current level of development as “fair” or “poor” for *understanding issues and problems facing the world* (19.3%), *appreciating differences in sexual orientation* (17.6%), *sensitivity to issues associated with gender equity* (15.2%) and *understanding the present as it relates to historical events* (14.7%).

Table 13: Current Level of Development of World View Goals

	Mean	4: Excellent	3: Good	2: Fair	1: Poor	N
Development: Ability to work with people from diverse backgrounds	3.5	56.7%	37.4%	5.3%	0.5%	564
Development: Sensitivity to issues associated with racial equity	3.4	46.4%	43.2%	9.4%	0.9%	562
Development: Understanding and respecting diverse cultures, values, and perspectives	3.3	44.3%	46.9%	7.9%	0.9%	567
Development: Understanding the commonality of human problems globally	3.3	40.8%	48.1%	9.5%	1.6%	557
Development: Sensitivity to issues associated with gender equity	3.2	41.5%	43.3%	11.2%	4.0%	554
Development: Appreciating differences in sexual orientation	3.2	44.8%	37.6%	13.3%	4.3%	556
Development: Understanding the present as it relates to historical events	3.2	41.0%	44.3%	12.4%	2.3%	564
Development: Understanding issues and problems facing the world	3.1	27.3%	53.3%	17.4%	1.9%	568

Over 90 percent of students rated the importance of seven of the eight listed world view goals as “very” or “moderately important.” A rating of “very important” was given by over 75 percent of respondents to *ability to work with people from diverse backgrounds* (83.1%), *understanding and respecting diverse cultures, values, and perspectives* (76.9%) and *understanding issues and problems facing the world* (76.8%). Respondents were most likely to say that *appreciating differences in sexual orientation* (14.5%), *sensitivity to issues associated with gender equity* (9.2%) and *sensitivity to issues associated with racial equity* (5.4%) were either “slightly” or “not at all important” to them.

Table 14: Importance of World View Goals

	Mean	4: Very important	3: Moderately important	2: Slightly important	1: Not at all important	N
Importance: Ability to work with people from diverse backgrounds	3.8	83.1%	14.8%	1.6%	0.5%	561
Importance: Understanding issues and problems facing the world	3.7	76.8%	21.2%	1.2%	0.7%	565
Importance: Understanding and respecting diverse cultures, values, and perspectives	3.7	76.9%	20.8%	1.8%	0.5%	563
Importance: Understanding the present as it relates to historical events	3.7	73.4%	22.4%	3.4%	0.7%	553
Importance: Understanding the commonality of human problems globally	3.7	73.4%	24.4%	1.8%	0.4%	549
Importance: Sensitivity to issues associated with racial equity	3.6	70.7%	23.9%	4.1%	1.3%	560
Importance: Sensitivity to issues associated with gender equity	3.5	61.6%	29.2%	5.6%	3.6%	555
Importance: Appreciating differences in sexual orientation	3.4	60.1%	25.4%	9.6%	4.9%	551

Current Level of Development Compared to Importance

As previously mentioned, students were more likely to give a higher rating to the importance of a specific goal than to their current level of development of it. However, goals ranked relatively higher in development compared to other goals asked about also typically ranked relatively high in importance.

Table 15 and Figure 4 visually display a comparison between ratings of their perceived importance of a skill compared to respondents’ assessment of their current development of it. Table 15 rank orders each goal based on the average rating for current level of development, then shows the rank order of the perceived importance of the goal. Figure 4 presents the same information using a scatterplot.

In Figure 4, data points towards the upper right of the plot area are goals that are rated relatively high in both development and importance – students have progressed well in these areas before starting college and also feel that they are particularly important. Of all the goals asked about, *ability to work with people from diverse backgrounds* (#33) and *taking responsibility for my own behavior* (#27) were most likely to be the highest in both development and importance.

Goals in the lower left part of the plot area had not only the lowest level of development but also lower levels of perceived importance among students. The *capacity to engage with and respond to artistic works* (#17) had the lowest mean level of importance and also ranked very low in mean level of development. Other notable goals with relatively low ratings for both development and importance include *applying scientific methods of inquiry* (#7) and *being involved in public and community affairs* (#21).

There are a few notable exceptions to goals having similar rankings. Some goals have an average importance rating that is relatively high compared to other goals, but have an average current level of development that is relatively low. Goals in the upper left portion of the plot area are those which students felt were highly important, but rated their current level of development as being among the lowest all the goals asked about. The “gap” between ratings of importance and current level of development were largest for:

- Time management (1st in importance [average rating 3.9] vs 37th in development [average rating 2.9])
- Ability to handle stress (3rd [3.9] vs 36th [2.9])
- Speaking effectively (15th [3.8] vs 35th [2.9])
- Working to my potential (2nd [3.9] vs 24th [3.2])
- Gaining clarity in my future career direction (11th [3.8] vs 27th [3.1])
- Developing and sustaining an active and healthy lifestyle (23rd [3.7] vs 33rd [2.9])

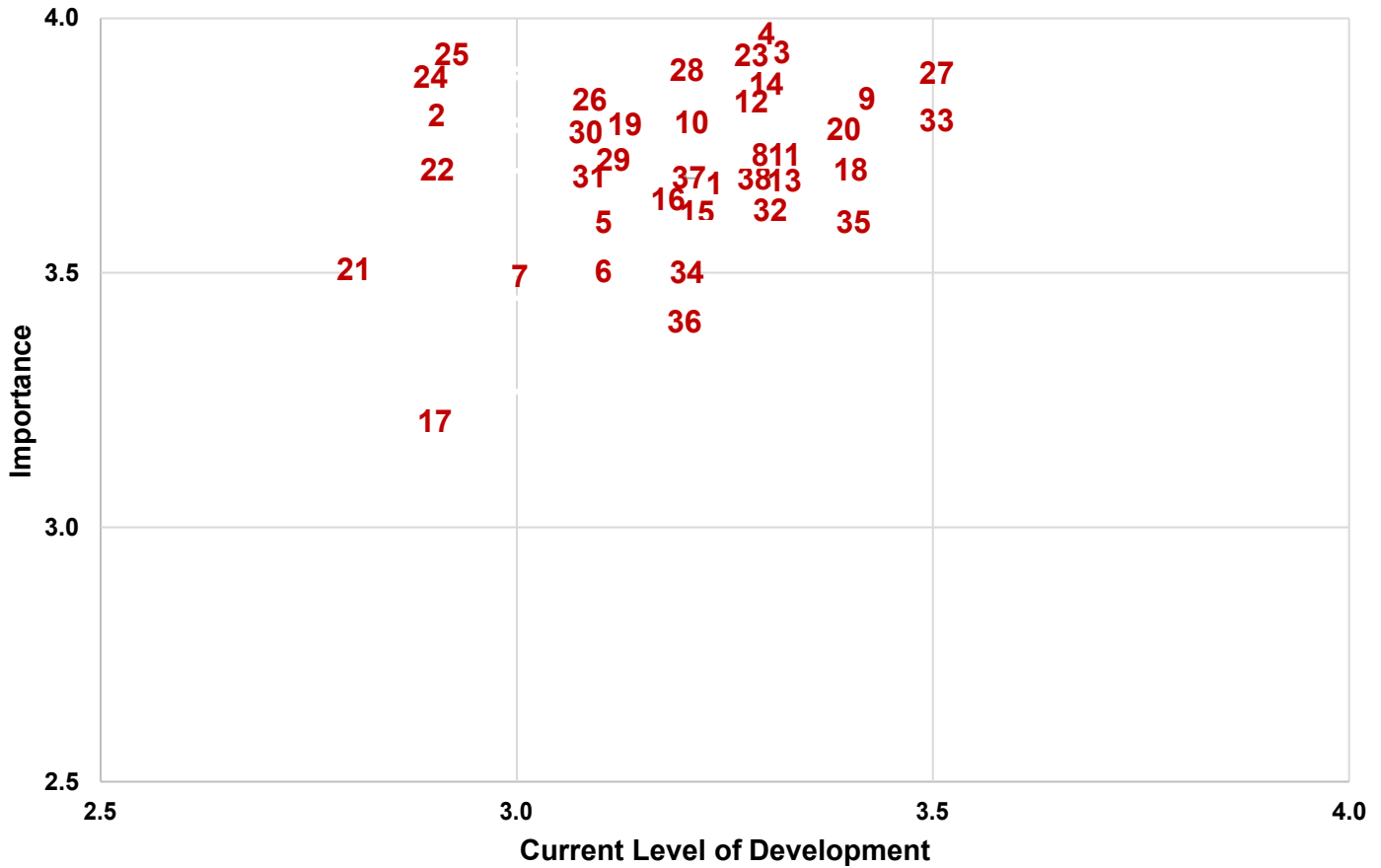
Conversely, some goals are rated as relatively less important than others, but incoming transfer students feel they were relatively better prepared on them. These include:

- Sensitivity to issues associated with racial equity (31st in importance [average rating 3.6] vs 6th in development [average rating 3.4])
- Recognizing and acting on ethical principles (26th [3.7] vs 3rd [3.4])
- Appreciating differences in sexual orientation (37th [3.4] vs 19th [3.2])
- Questioning my assumptions and considering points of view that conflict with mine (30th [3.7] vs 15th [3.3])
- Understanding and respecting diverse cultures, values, and perspectives (21st [3.7] vs 7th [3.3])
- Understanding the commonality of human problems globally (27th [3.7] vs 13th [3.3])
- Sensitivity to issues associated with gender equity (34th [3.5] vs 20th [3.2])

Table 15: Relative Ranking of Current Level of Development and Importance of Goals

Goals	Current Level of Development		Importance	
	Rank	Mean	Rank	Mean
Taking responsibility for my own behavior	1	3.5	4	3.9
Ability to work with people from diverse backgrounds	2	3.5	9	3.8
Recognizing and acting on ethical principles	3	3.4	26	3.7
Ability to plan and carry out projects independently	4	3.4	8	3.8
Working effectively as part of a team	5	3.4	10	3.8
Sensitivity to issues associated with racial equity	6	3.4	31	3.6
Understanding and respecting diverse cultures, values, and perspectives	7	3.3	21	3.7
Listening attentively	8	3.3	6	3.9
Experiencing personal growth	9	3.3	7	3.9
Comprehending written and oral information	10	3.3	5	3.9
Gathering relevant information or evidence	11	3.3	18	3.7
Effectively analyzing and evaluating evidence/arguments/claims/beliefs	12	3.3	14	3.8
Understanding the commonality of human problems globally	13	3.3	27	3.7
Consider all options when solving problem and thinking through implications of selecting one alternative	14	3.3	12	3.8
Questioning my assumptions and considering points of view that conflict with mine	15	3.3	30	3.7
Using technologies appropriate to my discipline	16	3.3	24	3.7
Identifying a problem/concept and articulating its components	17	3.2	16	3.8
Understanding the present as it relates to historical events	18	3.2	28	3.7
Appreciating differences in sexual orientation	19	3.2	37	3.4
Sensitivity to issues associated with gender equity	20	3.2	34	3.5
Reflecting on my own work	21	3.2	22	3.7
Solving real world problems in ways that demonstrate imagination/creativity	22	3.2	25	3.7
Writing effectively	23	3.2	29	3.7
Working to my potential	24	3.2	2	3.9
Developing leadership skills	25	3.1	17	3.8
Ability to reflect, review, self-regulate, and self-examine	26	3.1	13	3.8
Gaining clarity in my future career direction	27	3.1	11	3.8
Viewing failure as an opportunity to learn	28	3.1	19	3.7
Creating/distributing info and knowledge using multiple communication forms	29	3.1	32	3.6
Understanding issues and problems facing the world	30	3.1	20	3.7
Using mathematical skills	31	3.1	33	3.5
Applying scientific methods of inquiry	32	3.0	36	3.5
Developing and sustaining an active and healthy lifestyle	33	2.9	23	3.7
Capacity to engage with/respond to artistic works and evaluate significance	34	2.9	38	3.2
Speaking effectively	35	2.9	15	3.8
Ability to handle stress	36	2.9	3	3.9
Time management	37	2.9	1	3.9
Being involved in public and community affairs	38	2.8	35	3.5

Figure 4: Mean Development and Importance of NC State Goals



- | | | |
|--|---|---|
| <ul style="list-style-type: none"> 1) Writing effectively 2) Speaking effectively 3) Listening attentively 4) Comprehending written and oral information 5) Creating and distributing information and knowledge using multiple communication forms 6) Using mathematical skills 7) Applying scientific methods of inquiry 8) Using technology appropriately 9) Ability to plan and carry out projects independently 10) Identifying a problem or concept and articulating its various components 11) Gathering relevant information or evidence 12) Effectively analyzing and evaluating evidence, arguments, claims, and beliefs 13) Questioning my assumptions and considering points of view that conflict with my own | <ul style="list-style-type: none"> 14) Considering all options when solving a problem or addressing an issue and thinking through the implications and consequences of selecting one alternative over another 15) Solving real world problems in ways that demonstrate imagination and creativity 16) Reflecting on my own work 17) The capacity to engage with and respond to artistic works 18) Recognizing and acting on ethical principles 19) Developing leadership skills 20) Working effectively as part of a team 21) Being involved in public and community affairs 22) Developing and sustaining an active and healthy lifestyle 23) Experiencing personal growth 24) Ability to handle stress 25) Time management 26) Ability to reflect, review, self-regulate, and self-examine | <ul style="list-style-type: none"> 27) Taking responsibility for my own behavior 28) Working to my potential 29) Viewing failure as an opportunity to learn 30) Gaining clarity in my career direction 31) Understanding issues and problems facing the world 32) Understanding and respecting diverse cultures, values, and perspectives 33) Ability to work with people from diverse backgrounds 34) Sensitivity to issues associated with gender equity 35) Sensitivity to issues associated with racial equity 36) Appreciating differences in sexual orientation 37) Understanding the present as it relates to historical events and processes 38) Understanding the commonality of human problems through a global perspective |
|--|---|---|

Finances and Paying for College

This section of the report presents data on respondents' finances and their anticipated employment during their transfer of college.

Sources of Education Funding (Table 16)

Incoming transfer students were asked how much of their first year educational expenses would be covered from various sources. Over one-fourth of respondents reported that “\$10,000 or more” of their first year educational expenses would come from *family resources* (26.0%). Nearly 30 percent of students reported that they would be receiving at least \$6,000 in *aid that does not need to be repaid* (28.7%). 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.

While almost 80 percent of the incoming transfer students reported using their own resources to help pay for their first year at NC State, most are contributing relatively smaller amounts. Seven percent say they will be personally responsible for either “\$6,000-\$9,999” (4.0%) or “\$10,000 or more” (3.4%) of their first year expenses, and about 60 percent say they will be contributing less than \$3,000 (58.2%).

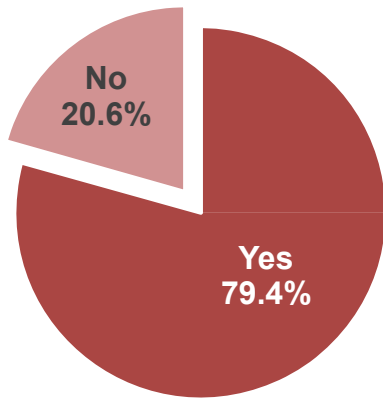
Table 16: Sources of Education Funding

	None	Less than \$1,000	\$1,000-\$2,999	\$3,000-\$5,999	\$6,000-\$9,999	\$10,000 or more	N
Family resources (parents, relatives, spouse, etc.)	28.7%	16.1%	11.2%	11.4%	6.6%	26.0%	589
My own resources (savings from work, other income)	22.1%	33.4%	24.8%	12.2%	4.0%	3.4%	580
Aid that does not need to be repaid (grants, scholarships, military funding, etc.)	37.4%	5.6%	12.5%	15.7%	11.6%	17.1%	585
Aid that must be repaid (loans, etc.)	43.2%	3.3%	7.1%	21.4%	13.0%	12.0%	576
Other than above	90.6%	3.4%	3.8%	0.9%	0.4%	0.9%	446

FAFSA Submitted (Figure 5)

When asked if they had submitted the Free Application for Federal Student Aid (FAFSA), 79.4 percent said that they had done so.

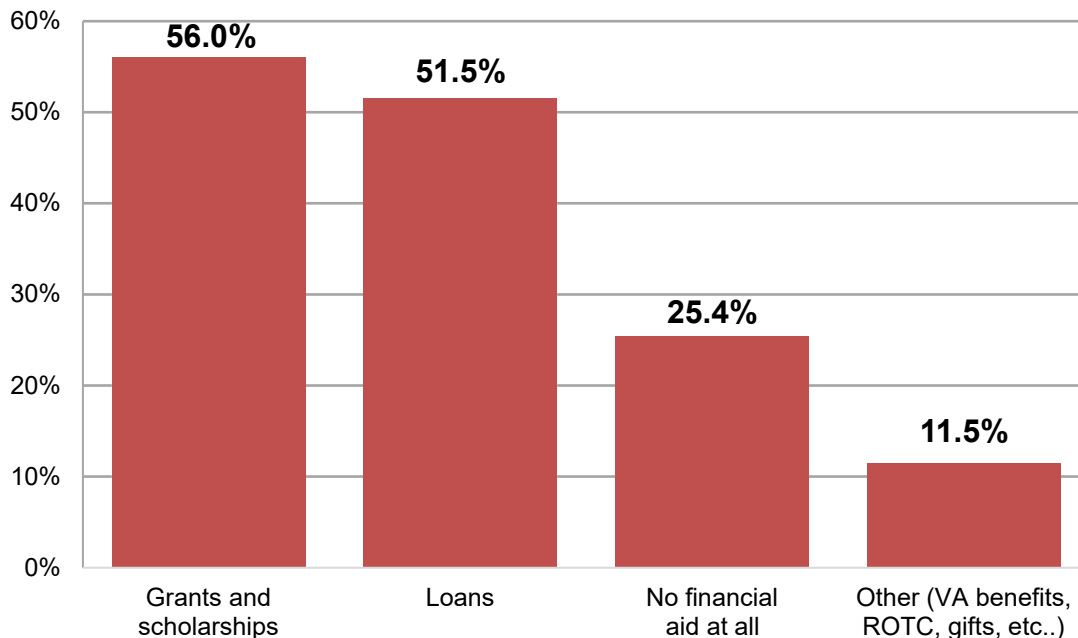
Figure 5: FAFSA Submitted (N=577)



Financial Aid Received (Figure 6)

Incoming students were asked to identify what types of financial aid that they had received. A majority of incoming transfer students (56.0%) said that they were receiving grants and scholarships, and more than half (51.5%) also said that they received loans. Fewer students reported that they were receiving some other type of financial aid (11.5%). Approximately one-fourth of reported receiving no financial aid at all (25.4%).

Figure 6: Type of Financial Aid Received



Location of Student Employment (Figures 7-8)

Nearly three-fourths of incoming transfer students reported that they would be employed during their first semester at NC State (74.6%). Employed respondents were more likely to say that they would be working off campus only (52.4%) than on campus only (23.9%). However, 23.7 percent said they would be working both on and off campus.

Respondents who said that they would be working off campus were more likely than those planning on working on campus to report working more than 20 hours per week (28.4% vs. 9.6%, respectively). Respondents who will be working on campus reported planning to work fewer hours per week during the school year, as on-campus workers were more likely to report working 11-20 hours per week (46.0% vs 38.8%, respectively) or 1-10 hours per week (44.4% vs 32.8%, respectively).

Figure 7: Work Location during Transfer

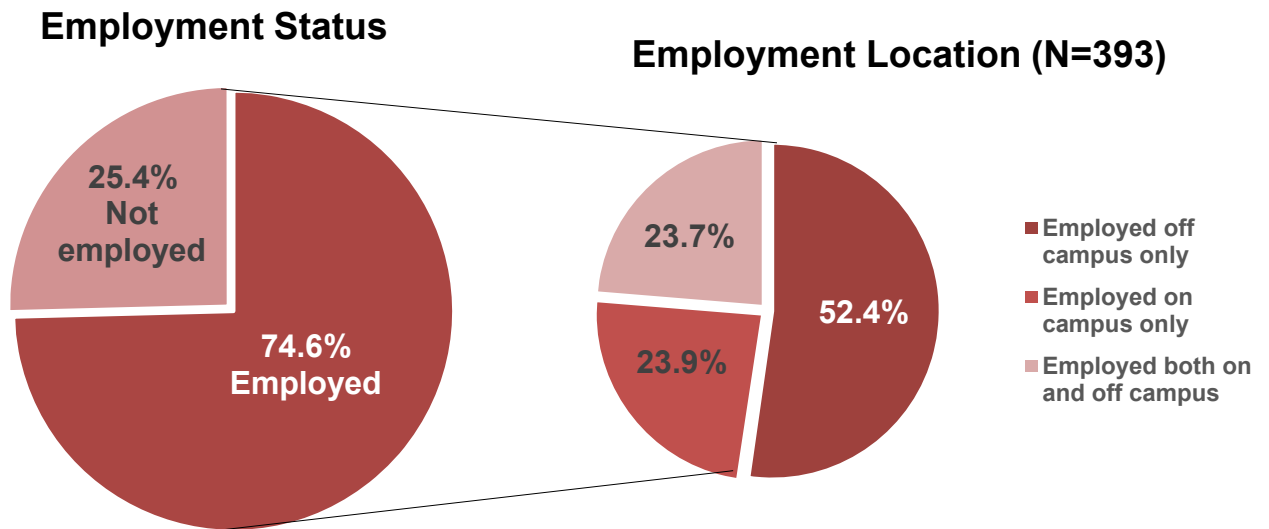
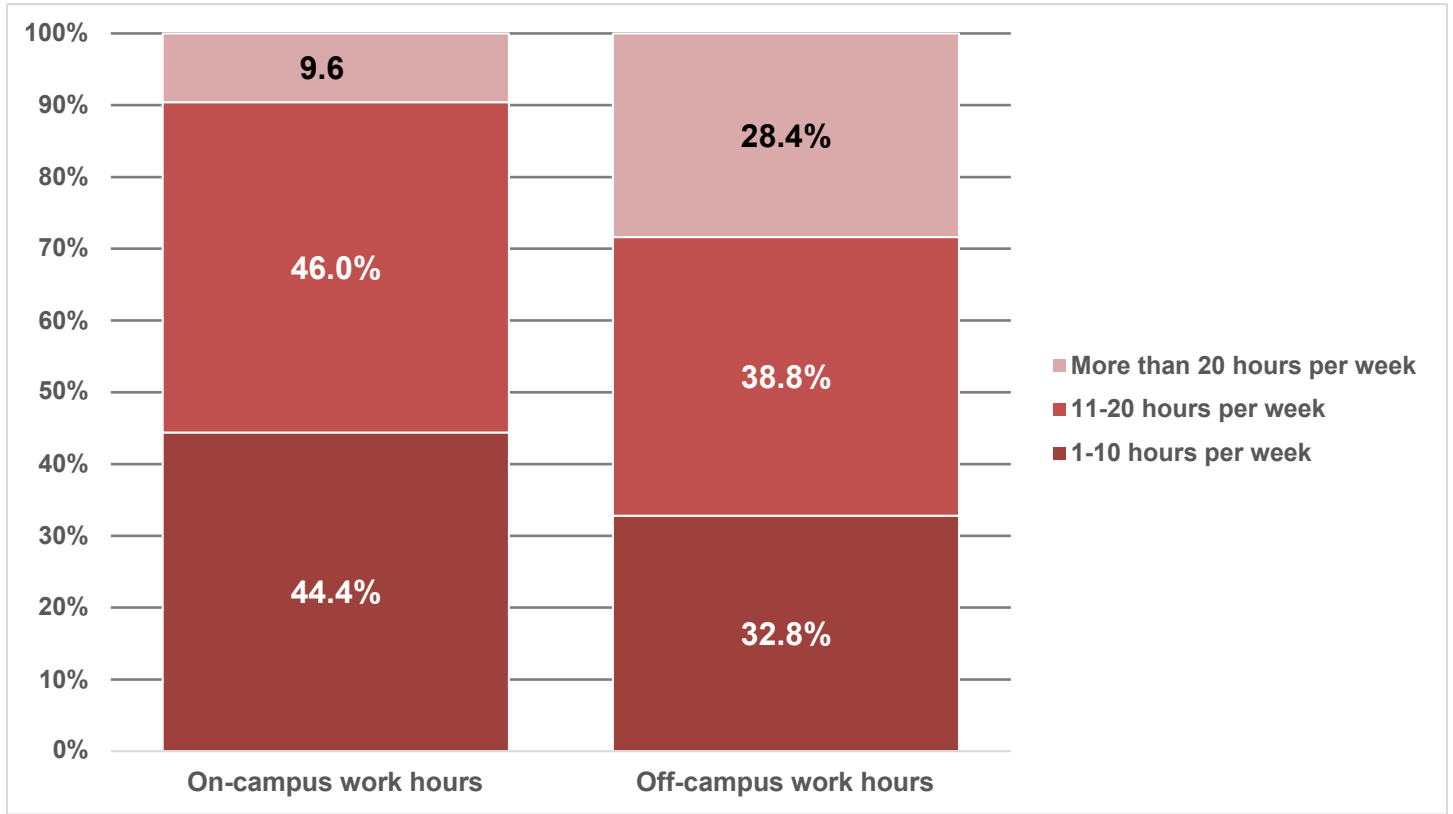


Figure 8: On-campus vs Off-campus Work Hours



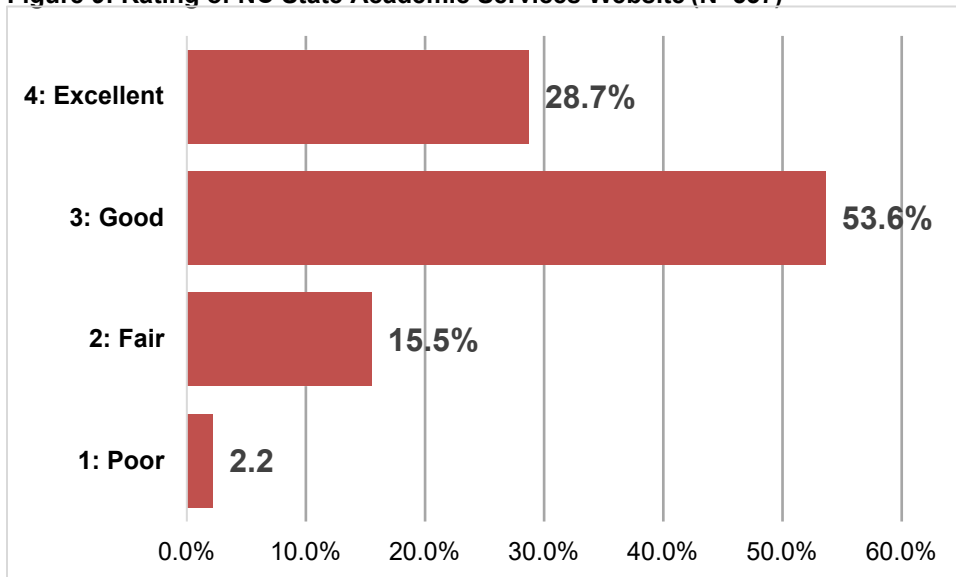
Satisfaction with NC State Services

This section of the report presents respondents' opinions on services they encountered after deciding to enroll at NC State, including academic services, financial aid and New Student Orientation.

Rating of NC State Academic Services Website (Figure 9)

When asked to evaluate the NC State Academic Services website, over 80 percent of respondents gave an “excellent” (28.7%) or “good” (53.6%) rating.

Figure 9: Rating of NC State Academic Services Website (N=537)



Satisfaction with NC State Financial Aid Process (Table 17)

Respondents were asked to rate their satisfaction with the NC State financial aid process on a scale from 1 (“very dissatisfied”) to 4 (“very satisfied”). Overall, incoming students were satisfied, with 85.1 percent of respondents saying that they were either “very” (41.9%) or “moderately satisfied” (43.2%) with the financial aid process.

Table 17: Satisfaction with NC State Financial Aid Process

	%	N
4: Very satisfied	41.9%	203
3: Moderately satisfied	43.2%	209
2: Moderately dissatisfied	10.3%	50
1: Very dissatisfied	4.5%	22
Total	100.0%	484

New Student Orientation (Tables 18-20)

Incoming transfer students were asked to rate their experiences in interacting with their college/department both prior to and while attending New Student Orientation. 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 (46.7% vs 35.4%, respectively). They had generally similar opinions about the attention they received from their college/department prior to and during Orientation, with 42.4 percent saying they “strongly agree” they were satisfied with the attention they received prior to attending Orientation and 40 percent saying they “strongly agree” they were satisfied with the attention they received during Orientation.

Table 18: Rating of Experiences with College/Department Prior to and during Attending New Student Orientation

	Mean	4: Strongly agree	3: Agree	2: Disagree	1: Strongly disagree	N
Info/advice from college/dept. prior to Orientation helped me plan schedule	3.4	46.7%	44.2%	7.8%	1.3%	527
Info/advice from college/dept. during Orientation helped me plan schedule	3.1	35.4%	47.2%	14.3%	3.1%	489
I am satisfied with the attention received from college/dept. prior to Orientation	3.3	42.4%	47.0%	9.0%	1.7%	536
I am satisfied with the attention received from college/dept. during Orientation	3.3	40.0%	51.3%	7.6%	1.1%	528

Over 95 percent of students agreed that the information they received during Orientation on the *prohibition of sexual violence, relationship violence, and stalking; resources available if I need help preventing or reporting sexual violence; expectations for being a member of the NC State community; policies that may impact your experience at NC State (i.e., Code of Student Conduct); and how to access academic support services available to all students* was useful. They were most likely to “strongly agree” that they got useful information on *prohibition of sexual violence, relationship violence, and stalking* (62.8%) and *resources available if I need help preventing or reporting sexual violence* (56.9%). Incoming students were most likely to disagree that Orientation provided useful information about *how to navigate NC State’s physical campus* (20.6% “disagree” and 5.7% “strongly disagree”) and *what to expect when living with a roommate on-campus or living off-campus* (24.6% “disagree” and 4.6% “strongly disagree”).

Table 19: Agreement with New Student Orientation Providing Useful Information

	Mean	4: Strongly agree	3: Agree	2: Disagree	1: Strongly disagree	N
Prohibition of sexual violence, relationship violence, and stalking	3.6	62.8%	35.7%	1.3%	0.2%	543
The resources available if I need help preventing or reporting sexual violence	3.5	56.9%	40.7%	2.2%	0.2%	545
Expectations for being a member of the NC State community	3.4	43.1%	52.8%	3.1%	0.9%	540
Policies that may impact your experience at NC State (i.e., Code of Student Conduct)	3.4	48.2%	47.9%	3.5%	0.4%	537
How to access academic support services available to all students	3.4	46.2%	49.5%	3.6%	0.7%	535
Resources available to you related to dining at NC State	3.2	27.3%	62.9%	9.1%	0.8%	528
How to navigate NC State's physical campus	2.9	21.9%	51.8%	20.6%	5.7%	544
What to expect when living with a roommate on-campus or living off-campus	2.9	21.0%	49.8%	24.6%	4.6%	452

Incoming students agreed that New Student Orientation had achieved the program's goals of helping prepare students to enter and be successful at NC State. Over 95 percent of respondents said that they either "strongly agree" or "agree" that as a result of their participation in Orientation, they are *excited to start my first semester at NC State; can articulate the importance of civility and respect in an educational setting; identify how my behavior may impact my community; feel better prepared to start my first semester at NC State; and can identify opportunities to engage with people different from myself*. However, over eight percent of respondents said that they either "disagree" (6.7%) or "strongly disagree" (1.5%) that as a result of their participation in Orientation that they *felt more comfortable having conversations with others around our differences*.

Table 20: Result of Participation in New Student Orientation

	Mean	4: Strongly agree	3: Agree	2: Disagree	1: Strongly disagree	N
Result of NSO: I am excited to start my first semester at NC State	3.7	70.3%	28.0%	1.5%	0.2%	542
Result of NSO: I can articulate the importance of civility and respect in an educational setting	3.5	49.6%	47.8%	2.4%	0.2%	538
Result of NSO: I can identify how my behavior may impact my community	3.5	49.8%	47.4%	2.6%	0.2%	540
Result of NSO: I feel better prepared to start my first semester at NC State	3.5	51.9%	42.9%	4.8%	0.4%	539
Result of NSO: I can identify opportunities to engage with people different from myself	3.4	44.9%	51.4%	3.2%	0.6%	539
Result of NSO: I feel more comfortable having conversations with others around our differences	3.3	41.2%	50.6%	6.7%	1.5%	536

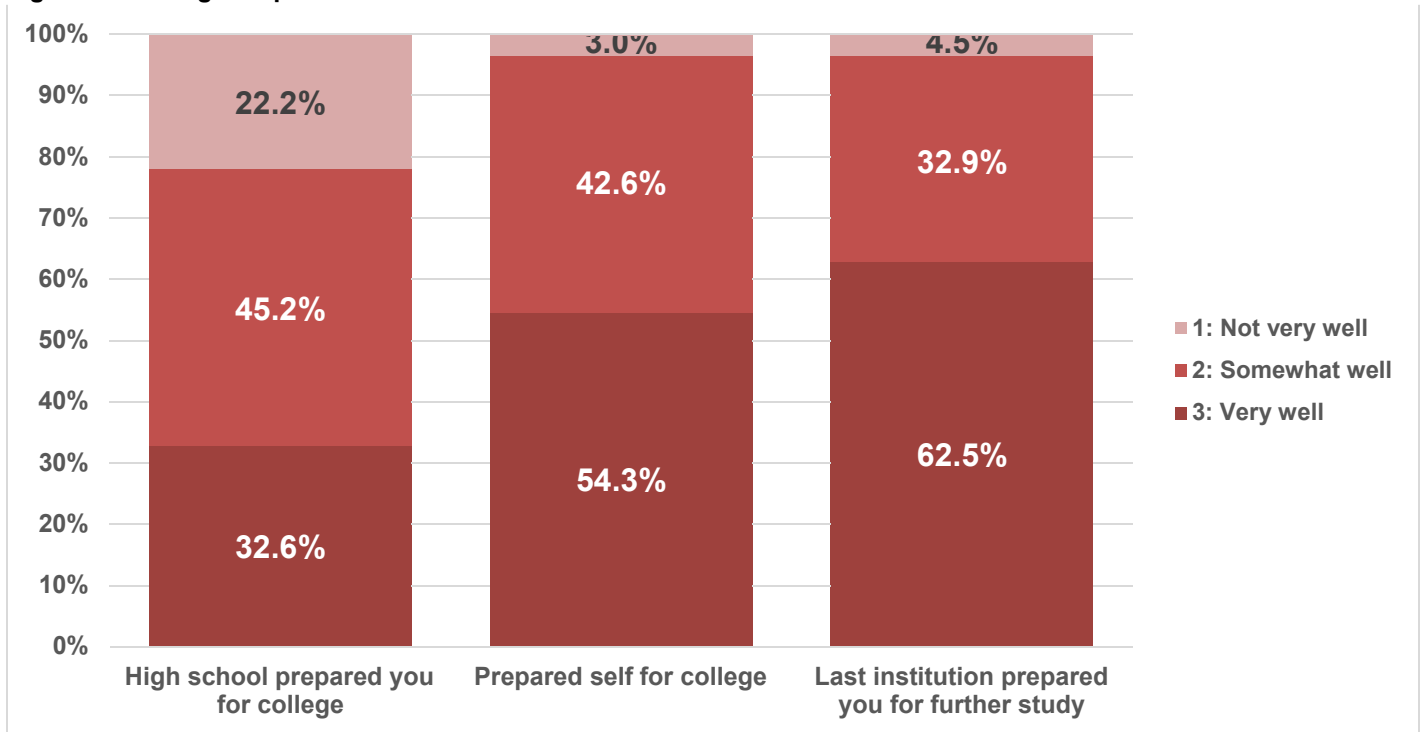
Demographic and Family Background Characteristics

This section of the report presents demographic and family background data reported by respondents in the survey.

College Preparation (Figure 10)

More than half of respondents reported that they were “very well” prepared for college either by their last institution (62.5%) or by themselves (54.3%). However, only one-third of incoming transfer students said that they were “very well” prepared by their high school, while 22.2 percent said that they were “not very well” prepared by their high school.

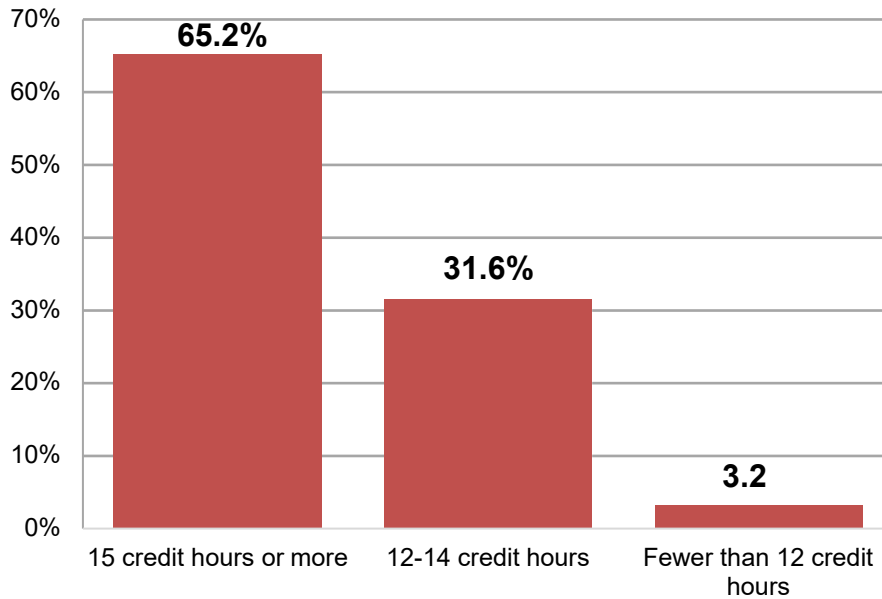
Figure 10: College Preparation



Enrollment Status for First Semester at NC State (Figure 11; Table 21)

Incoming transfer students were asked how many credits they would be enrolled in during their first semester at NC State. Nearly two-thirds said that they would be enrolled in at least 15 credit hours (65.2%), while 31.6 percent said that they would be enrolled in 12-14 credit hours. Only 3.2 percent of incoming transfer students indicated that they would not be a full-time student during their first semester at NC State by being enrolled in fewer than 12 credit hours.

Figure 11: First Semester Course Load (N=526)



Students who reported enrolling in less than 15 credit hours during their first semester at NC State were asked about a number of different reasons as to why they decided to enroll in fewer than 15 credit hours. Among those reasons, “want to be able to make better grades” was most commonly reported by 46.4 percent of respondents who will be enrolled in less than 15 credit hours during their first semester at NC State, followed by “need to work” (37.7%). Other reasons at least one-fourth of respondents reported being enrolled for less than 15 credit hours include “courses wanted were not available” (35.5%), “was advised to carry a lighter load by my advisor” (29.0%) and “combination of credit hours would have been too much if I took another big course at the same time” (26.8%).

Table 21: Reasons Transfer Students Enrolled for Less Than 15 Credit Hours*

Reason enrolled less than 15 credit hours:	%	N
Want to be able to make better grades	46.4%	85
Need to work	37.7%	69
Courses wanted were not available	35.5%	65
Was advised to carry a lighter load by my advisor	29.0%	53
Combination of credit hours would have been too much if I took another big course at the same time	26.8%	49
Family responsibilities	18.0%	33
Cost	15.3%	28
Am completing degree requirements and do not need more courses	13.1%	24
Participation in an internship, co-op, practicum, student teaching, or international study program	3.8%	7
Other	6.6%	12

*Respondents could select more than one reason.

Hometown Geographic Area (Table 22)

Incoming students were asked to describe the size of their home community. A majority of respondents reported having come from a “moderate sized” or larger city, with 29.4 percent reporting that they came from a “moderate size city,” 12.3 percent from a “large city” and 17.8 percent from an “urban area.” About one-fourth reported coming from a “small town” (26.4%), while 14.1 percent said that they were from a rural area.

Table 22: Hometown Geographic Area

	%	N
Urban area	17.8%	96
Large city	12.3%	66
Moderate size city	29.4%	158
Small town	26.4%	142
Rural area	14.1%	76
Total	100.0%	538

First Generation College Student (Table 23)

The majority of incoming transfer students had at least one of their parents/guardians earn a college degree (62.0%). However, over one-third are a first generation college student. Almost twenty percent reported that no parent/guardian of theirs had attended college (19.2%), while another 18.7 percent say a parent/guardian had attended college but never earned a degree.

Table 23: First Generation College Students

	%	N
First generation college student, no parent/guardian with any college experience	19.2%	115
First gen, at least one parent some college/no degree	18.7%	113
Not first generation	62.0%	371
Total	100.0%	598

Parents’/Guardians’ Financial Support (Table 24; Figures 12-13)

Incoming transfer students were asked a series of questions pertaining to their family’s finances and the financial support they received from their parents. Respondents were asked to identify the range in which their family’s 2016 pre-tax income fell, and to report on their parents’/guardians’ household dependents.

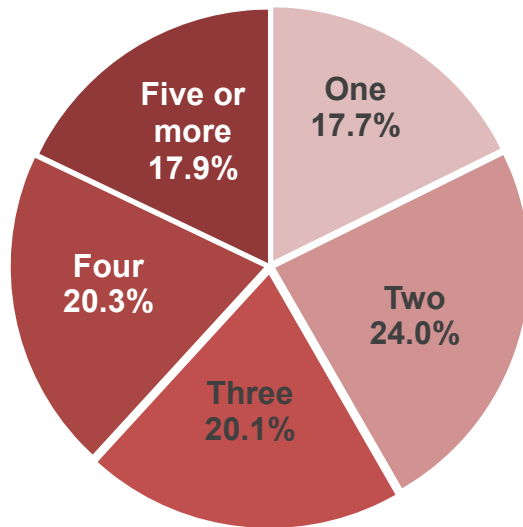
Over one-third of respondents (34.4%) reported that their family income was over \$100,000, with 15.6 percent reporting that it was over \$150,000, and 7.5 percent reporting it was over \$200,000. Conversely, 31 percent of incoming students responded that their family income was \$50,000 or below, with 18.2 percent saying it was “\$30,000 or less.”

Table 24: Parents'/Guardians' Combined Pre-Tax Income

Parent's income	%	N
\$30,000 or less	18.2%	61
\$30,001-\$50,000	12.8%	43
\$50,001-\$75,000	17.6%	59
\$75,001-\$100,000	17.0%	57
\$100,001-\$150,000	18.8%	63
\$150,001-\$200,000	8.1%	27
More than \$200,000	7.5%	25
Total	100.0%	335

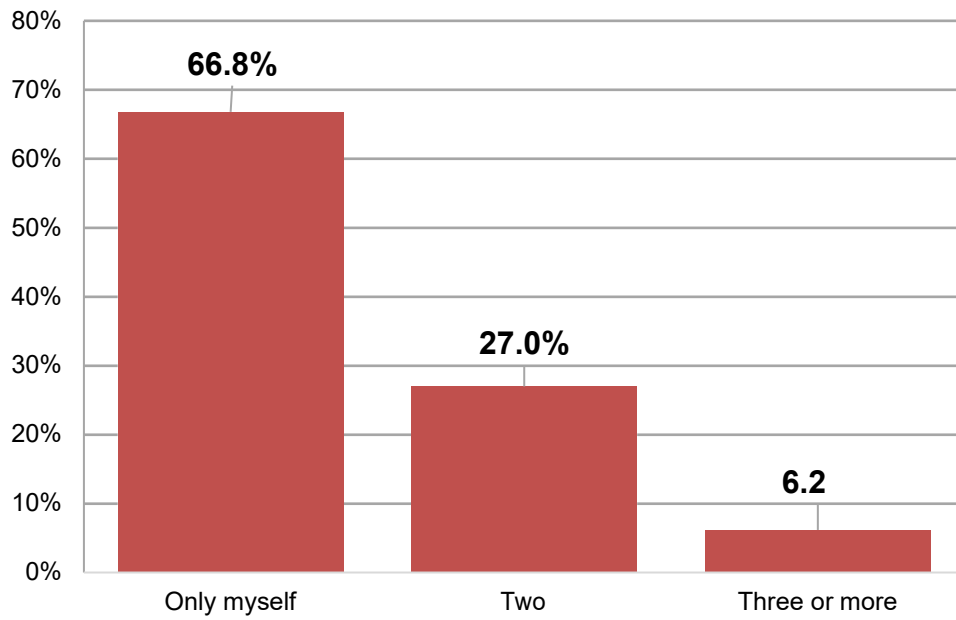
Nearly 60 percent of respondents (58.3%) indicated that they came from a household with three or more members financially supported by their parents/guardians, including themselves. However, 24 percent reported that only two people in their household were financially supported by their parents/guardians, and 17.7 percent said they were their parents/guardians only financial dependent.

Figure 12: Number of People Financially Supported by Parents/Guardians (N=508)



When asked about the number of their parents'/guardians' dependents enrolled in college, two-thirds said that they were the only dependent in the household enrolled in college (66.8%).

Figure 13: Parents'/Guardians' Dependents Enrolled in College (N=518)



In Their Own Words: Anticipating Life at NC State

Incoming transfer students were asked to describe in their own words what they were most excited about in coming to NC State, as well as any concerns they had. Responses were categorized in to a variety of topics, as reported below.

What Students are Excited About (Table 25)

Table 25 outlines the different topics into which student comments regarding what they are most excited about in coming to NC State were categorized. Students were most likely to mention being most excited about things related to learning (16.7%) or the intellectual environment (13.2%). Other topics that made up at least five percent of all response codes included: opportunities (10.8%), social life (9.7%), campus life (8.5%), adapting to NC State (8.2%) and independence (5.2%).

Table 25: What Students are Excited About (N comments = 339*)

	N	Percent
Learning	96	16.7%
Intellectual Environment	76	13.2%
Opportunities	62	10.8%
Social Life	56	9.7%
Campus Life	49	8.5%
Adapting to NC State	47	8.2%
Independence	30	5.2%
Career Planning	28	4.9%
Spirit and Pride	25	4.3%
Instruction	24	4.2%
Cocurricular Activities	19	3.3%
Diversity	17	3.0%
Performance	11	1.9%
Other	35	5.6%

*Some student responses were included in more than one category. "N comments = 339" represents the total number of codes assigned to all student responses to this open-end question.

Selected examples of student responses to what they are most excited about in coming to NC State include:

Learning

- "I am excited about learning new material and getting a degree."
- "Different lecture styles, classes specific to my major, and research opportunities."
- "Learning new disciplines and ways to apply them."

Opportunities

- “The opportunities on campus and within my field of study.”
- “The opportunity to be attached to an institution as prestigious as NC State and where a degree from this school can lead me.”
- I'm most excited about all the opportunities I'll have compared to my previous school to be social and get support for my classes “.”

Campus Life

- “I am most excited about the size of the campus and all of the activities that I will be able to participate in.”
- “I'm most excited about plugging into the community here and joining new clubs and meeting new people.”
- “I am excited to become involved in the campus and take advantage of the many opportunities NC State provides. I hope to join clubs or be involved in intramural sports. I am most excited about making new friends and having new experiences.”

Career Planning

- “I am most excited about the opportunities that will be provided for me to gain experience in my intended career field.”
- “Learning the skills needed to advance in my intended career and getting the opportunity to make more money to better provide for my family.”
- “I'm excited to be attending an institution that I believe will prepare me well for the career that I have determined is best for me.”

Spirit and Pride

- “I am excited to become a member of the Wolfpack and to learn how to impact my environment positively.”
- “I am excited to be part of a school that has school spirit and a great academic reputation.”
- “The opportunity to advance my education at a university that has a prestigious academic reputation.”

Diversity

- “I'm excited for meeting a diverse community of people on a larger-than-life campus.”
- “I am most excited to be at a large, diverse university that offers many opportunities for self-improvement and making connections with other individuals.”
- “Joining the Wolfpack community has already made me feel like part of a family of scholars. I intend to take advantage of the resources available. I am eager to learn in a diverse community.”

What Students are Concerned About (Table 26)

Table 26 outlines the different topics into which student comments regarding what they are most concerned about in coming to NC State were categorized. Students were most likely to mention being most concerned about things related to their academic performance (19.3%) and adapting to NC State (18.3%) in their responses. Other topic areas in which incoming transfer students expressed concerns about starting their first semester of college at NC State include those related to social life (10.7%), transportation (7.8%), time management (6.0%) and instruction (5.2%).

Table 26: What Students are Concerned About (N comments = 310*)

	N	Percent
Performance	97	19.3%
Adapting to NC State	92	18.3%
Social Life	54	10.7%
Transportation	39	7.8%
Time Management	30	6.0%
Instruction	26	5.2%
Intellectual Environment	22	4.4%
Finances	19	3.8%
Independence	19	3.8%
Campus Life	17	3.4%
Health	17	3.4%
Career Planning	16	3.2%
Learning	16	3.2%
Other	39	7.8%

*Some student responses were included in more than one category. "N comments = 310" represents the total number of codes assigned to all student responses to this open-end question.

Selected examples of student responses to what they are most concerned about in coming to NC State include:

Performance

- "I am most nervous about doing well in my classes."
- "I am concerned about the difficulty of the classes I will be taking and the workload. I am curious to know how it compares to the institution I was at previously."
- "Nervous about how NC State is compared to my previous education institution in terms of academic difficulty, different ways of doing things, etc."

Adapting to NC State

- “What concerns me the most about my first semester is being able to adapt to the change from community college to a University. Whether it would be academic standards or transitioning to campus life, I believe this will be my greatest struggle.”
- “The size of the campus and navigating and meeting new people as a transfer student.”
- “I am most nervous about my workload with my courses and adjusting to college life overall. I am nervous about finding a solid balance between work and leisure. I am concerned that I will not have enough free time to enjoy outside activities.”

Social Life

- “Finding the right group of people to become friends with.”
- “The big student body and fitting in.”
- “Mostly concerned about making new friends considering I am older than the average student.”

Time Management

- “Worried about course load and being able to balance school, work, and my family life.”
- “Managing my time with having a job and other responsibilities.”
- “I am nervous about making sure I manage my time adequately so I can balance school responsibilities with personal commitments, and so I can make sure I take proper care of my mental and physical health along the way.”

Instruction

- “I am nervous about how my online classes are taught. I hope I will be able to master all those different websites that are connected to them.”
- “Nervous about the classes. As a transfer student, I am concerned about the differences in the material covered by my CC vs. NCSU.”
- “I am a little nervous to be called on in a classroom with 100+ students.”

Finances

- “Being able to work enough to pay my bills and focus on school as well.”
- “Thinking about how to handle the costs of the upcoming semesters.”
- “I am most nervous about finding a job in the Raleigh area and making enough money to live comfortably while I attend school.”