NC STATE UNIVERSITY

2018 Incoming Transfer Student Survey: Overall Results

Introduction
This overview report presents findings from all incoming transfer students participating in the 2018 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; satisfaction with NC State services; and demographic information. For information about the survey methods and analyses, as well as a copy of the survey instrument with exact wording, see "2018 Incoming Transfer Student Survey: Introduction, Methods, and Student Demographic Profile."

A total of 661 of the 1,341 incoming transfer students eligible to complete the 2018 Incoming Transfer Student Survey did so, for a response rate of 49.3%.
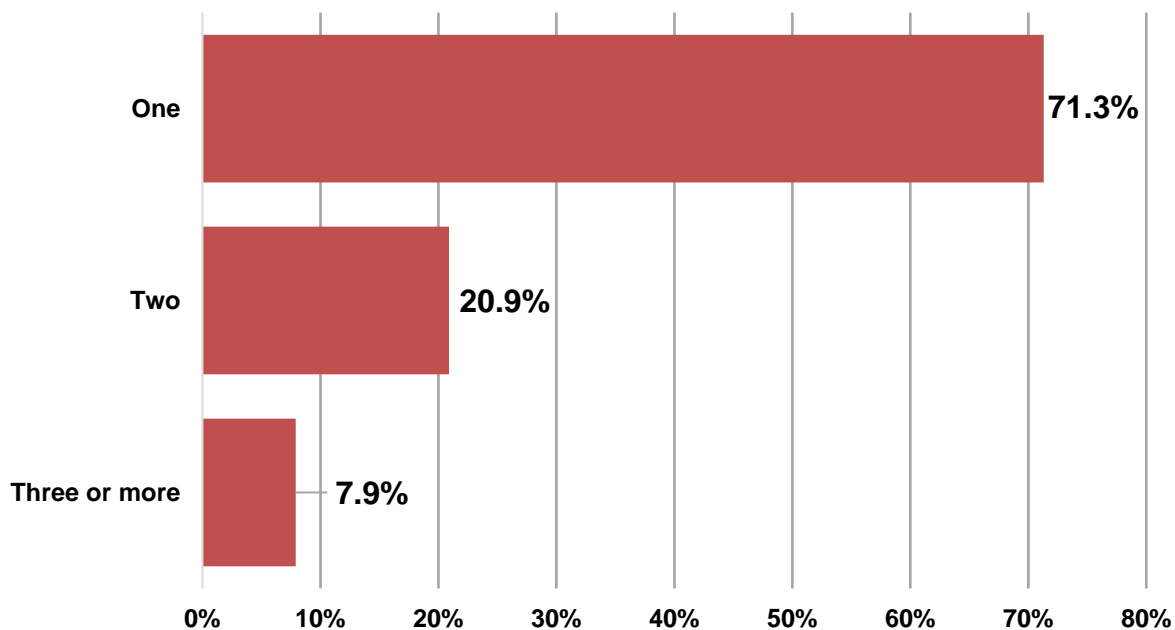
Experiences Prior to Enrolling at NC State
This section of the report presents respondents' opinions on factors that potentially influenced them to attend NC State, their experiences in applying for admission, and their decision to enroll at NC State.

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. Over 70 percent reported that they attended just one institution before enrolling at NC State (71.3%), while another 20.9 percent reported that they previously attended two institutions. Eight percent said that they had attended at least three institutions before enrolling at NC State (7.9%).

Figure 1: Number of Institutions Attended Before Enrolling at NC State (N=661)

NC State First Choice College to Attend (Table 1)

When asked about their intentions of transferring to NC State, ninety percent of incoming transfer students said that NC State was their top choice university to transfer to, with 38 percent saying that NC State was their "only choice." Approximately one-in-ten incoming transfer students participating in the survey said that NC State was their second choice or below of colleges to attend to continue their academic career.

Students transferring in to the College of Design, the College of Humanities and Social Sciences, and the College of Sciences were slightly more likely than those from other colleges to report that NC State was their second choice or lower of schools to transfer to.

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	48.9%	44.3%	6.8%	.	88
Design	29.2%	54.2%	8.3%	8.3%	24
CED	27.8%	66.7%	5.6%	.	18
COE	39.9%	52.0%	6.8%	1.4%	148
CNR	45.8%	50.0%	4.2%	.	48
HSS	34.0%	49.7%	14.3%	2.0%	147
COS	31.0%	53.5%	12.7%	2.8%	71
Textiles	38.5%	53.8%	.	7.7%	13
PCOM	36.3%	58.2%	4.4%	1.1%	91
Total	38.0%	51.9%	8.5%	1.7%	648

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

Incoming transfer students were asked to identify what the single most influential factor was in their decision to attend NC State, as well as the extent to which each of the various potential factors listed influenced their decision. "Academic reputation" (25.0%) was most likely to be reported as being the *single most influential factor in deciding to attend NC State,* followed by "availability of program" (19.4%), "location" (13.9%), and "future career opportunities" (10.0%). Less than 10 percent 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	25.0%	162
Availability of program	19.4%	126
Location	13.9%	90
Future career opportunities	10.0%	65
Level of support for my intended major	7.3%	47
Cost	4.9%	32
Recommended by a friend, family member, teacher, counselor, etc.	2.3%	15
Participation in an Engineering 2+2 program	2.3%	15
NC State's commitment to diversity	2.0%	13
Contact with a current student	1.7%	11
Extracurricular opportunities	1.4%	9
Scholarships available	1.1%	7
Financial aid available	1.1%	7
Contact with a graduate	0.9%	6
Commitment to the environment and sustainability	0.9%	6
Size	0.8%	5
Number of hours transferred/credited	0.6%	4
Facilities and resources available	0.6%	4
Campus visit/recruitment event(s)	0.5%	3
Contact with a faculty or staff member	0.3%	2
University Recreation programs	0.3%	2
Library spaces and services	0.3%	2
Communications from the NC State Admissions Office	0.2%	1
Attendance at a College Fair or high school visit	0.2%	1
Other	2.0%	13

While a majority of incoming transfer students focused on just a few specific factors as being the most important in their decision 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 were influential in their decision to attend NC State. Over 90 percent of incoming transfer students reported that *availability of program* had either a "very strong" (63.1%) or "strong influence" (27.2%) on their decision to attend NC State, while more than 88 percent said that *academic reputation* and *future career opportunities* had a "very strong" or "strong influence." Incoming transfer students also reported *location*; *level of support for my intended major*; and *facilities and resources available* as being influential on their decision to attend NC State, with 45 percent or more saying each had a "very strong influence."

Among the factors least likely to be influential in transfer students' decision to attend NC State are *participation in an Engineering 2+2 program; attendance at a College Fair or high school visit;* and *communications from NC State (excluding from the Admissions office),* with 40 percent or more saying each had a "weak" or a "very weak influence" on their decision to attend.

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
Availability of program	4.5	63.1%	27.2%	8.2%	1.2%	0.3%	655
Future career opportunities	4.5	59.4%	28.8%	10.5%	0.6%	0.8%	640
Academic reputation	4.4	52.0%	36.7%	10.1%	1.1%	0.2%	656
Location	4.2	48.9%	27.7%	16.5%	5.0%	1.8%	656
Level of support for my intended major	4.2	45.0%	35.8%	14.6%	3.1%	1.6%	645
Facilities and resources available	4.2	48.2%	31.8%	15.1%	3.6%	1.2%	647
Library spaces and services	3.8	33.4%	29.7%	24.8%	7.7%	4.3%	622
Recommended by a friend, family member, teacher, counselor, etc.	3.7	31.6%	27.1%	27.1%	8.3%	5.9%	591
Number of hours transferred/credited	3.5	23.4%	28.2%	30.4%	10.4%	7.6%	628
Extracurricular opportunities	3.5	23.9%	28.5%	28.0%	10.5%	9.1%	607
Financial aid available	3.4	28.8%	17.5%	28.5%	14.8%	10.5%	583
Cost	3.3	20.0%	20.8%	38.8%	14.1%	6.3%	619
NC State commitment to diversity	3.3	23.6%	20.7%	30.7%	11.9%	13.1%	632
Contact with a current student	3.3	23.6%	24.0%	24.6%	12.8%	15.0%	492
University Recreation facilities and programs	3.3	20.8%	24.5%	31.6%	13.4%	9.7%	611
NC State's commitment to the environment and sustainability	3.3	22.2%	21.5%	32.2%	15.0%	9.1%	572
Size	3.2	16.4%	19.9%	37.4%	17.0%	9.2%	628
Scholarships available	3.2	18.8%	19.7%	31.0%	19.2%	11.3%	584
Campus visit/recruitment event(s)	3.2	19.7%	21.5%	30.0%	13.8%	14.9%	543
Contact with a graduate	3.0	18.8%	18.4%	23.7%	20.8%	18.4%	414
Contact with a faculty or staff member	2.9	15.4%	15.8%	29.6%	20.0%	19.3%	436
Communications from the NC State Admissions Office	2.9	12.5%	18.2%	32.7%	19.7%	16.9%	538
Communications from NC State (excluding from the Admissions Office)	2.8	11.6%	15.6%	32.2%	22.2%	18.5%	482
Attendance at a College Fair or high school visit	2.8	13.6%	17.5%	27.7%	17.2%	24.1%	361
Participation in an Engineering 2+2 program	2.8	21.5%	12.6%	20.7%	19.1%	26.0%	246
Other (please specify)	4.4	68.6%	15.7%	8.6%	2.9%	4.3%	70

A relatively small number of respondents identified other factors not included on the list provided that may have influenced their decision to attend NC State. Some examples of *other* factors that students identified include: "internship opportunities," "undergraduate research," "school pride," and "study abroad options."

Satisfaction with NC State Admissions Process (Table 4)

Incoming transfer students were asked to reflect back on when they applied to transfer 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" (50.6%) or "moderately satisfied" (40.8%).
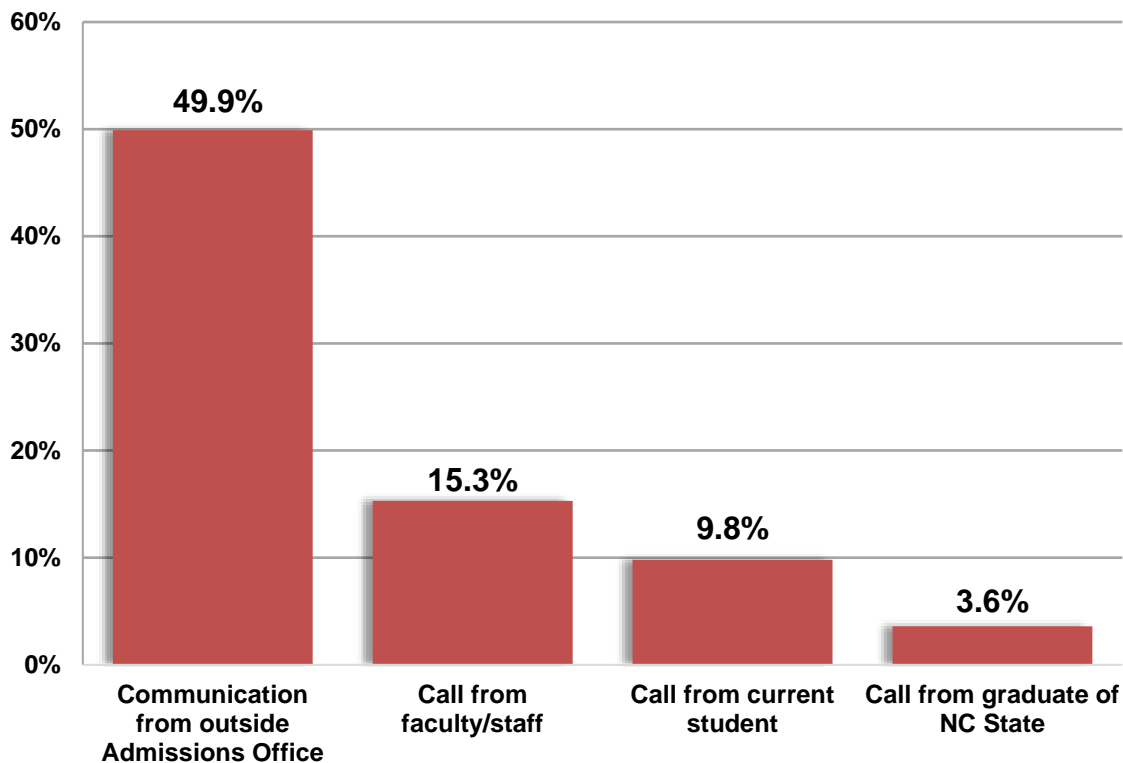
Table 4: Satisfaction with NC State Admissions Process

	%	N
4: Very satisfied	50.6%	325
3: Moderately satisfied	40.8%	262
2: Moderately dissatisfied	6.2%	40
1: Very dissatisfied	2.3%	15
Total	100.0%	642

Contact with NC State Representative after Applying (Figure 2)

Incoming transfer students were also asked if they had received various types of communication from an NC State representative after applying for admission. Half of respondents said they received some *communication from outside the Admissions Office* (49.9%). Fewer students reported that they had received a phone call from an *NC State faculty/staff member* (15.3%), *a current student* (9.8%), or from *a graduate of NC State* (3.6%).

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)

Incoming transfer students were asked to include their primary goal or objective for attending NC State. Almost half of respondents said their primary goal/objective was to earn a "bachelor's degree or certificate for career preparation" (47.8%), and 43.9 percent said it was to earn a "bachelor's degree for graduate school preparation." The remaining respondents reported that their primary goal/objective was to either earn a "bachelor's degree for career change" (4.1%), "improve knowledge/skills for current profession" (2.2%), take "courses for personal interest" (0.5%) or for "other" reason (1.6%).

Table 5: Primary Goal/Objective for Attending NC State

	%	N
Bachelor's degree or certificate for career preparation	47.8%	306
Bachelor's degree for grad school preparation	43.9%	281
Bachelor's degree for career change	4.1%	26
Improve knowledge/skills for current profession	2.2%	14
Courses for personal interest	0.5%	3
Other	1.6%	10
Total	100.0%	640

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. Nearly 40 percent said they expect to take two years to complete their bachelor's degree (38.7%), while 20 percent said they plan to take two and a half years (20.1%), and one-fourth said they plan to take three years (24.9%). Nearly 12 percent said they plan to take more than three years; however, just under five percent said they plan to take fewer than two years.

Table 6: Time Anticipated to Complete Bachelor's Degree

	%	N
1 year or less	0.9%	5
1 1/2 years	3.6%	20
2 years	38.7%	218
2 1/2 years	20.1%	113
3 years	24.9%	140
3 1/2 years	2.5%	14
4 years	7.8%	44
More than 4 years	1.4%	8
Do not intend to complete bachelor's degree at NC State	0.2%	1
Total	100.0%	563

Highest Level of Education Anticipated to Complete (Table 7)

When asked to identify the highest level of education that they planned to complete, about two-thirds of respondents reported that they intended to earn a graduate or professional degree after completing their bachelor's degree. Almost 40 percent said they anticipated earning a master's degree (38.1%), while more than one-fourth plan to pursue a doctoral (11.8%) or other professional degree (16.2%).

Table 7: Highest Level of Education Anticipated to Complete

	%	N
Bachelor's degree	33.5%	191
Master's degree	38.1%	217
Doctoral degree	11.8%	67
Doctor of Veterinary Medicine	7.2%	41
Medical degree	5.1%	29
Law degree	3.7%	21
Divinity degree	0.2%	1
Do not intend to complete any degree	0.5%	3
Total	100.0%	570

Certainty of College Major (Table 8)

Incoming transfer students were overwhelmingly certain of their choice of college major, as over 92 percent reported that they were either "very certain" (56.2%) or "certain" (36.2%) in their choice.

For the most part, levels of certainty in major by college were similar. Incoming transfer students in the Wilson College of Textiles (76.9%), the College of Education (66.7%), and the College of Engineering (65.1%) were most likely to be "very certain" of their college major. Notably, 100 percent of the relatively small number of respondents from the Wilson College of Textiles said they were either "very certain" (76.9%) or "certain" (23.1%) in their choice of college major.

Incoming transfer students in the College of Design were most likely to express levels of uncertainty in their choice of major, with 12.5 percent saying they were either "uncertain" (8.3%) or "very uncertain" (4.2%). Over 10 percent of respondents in the College of Humanities and Social Sciences and the College of Education also expressed uncertainty in their choice of major.
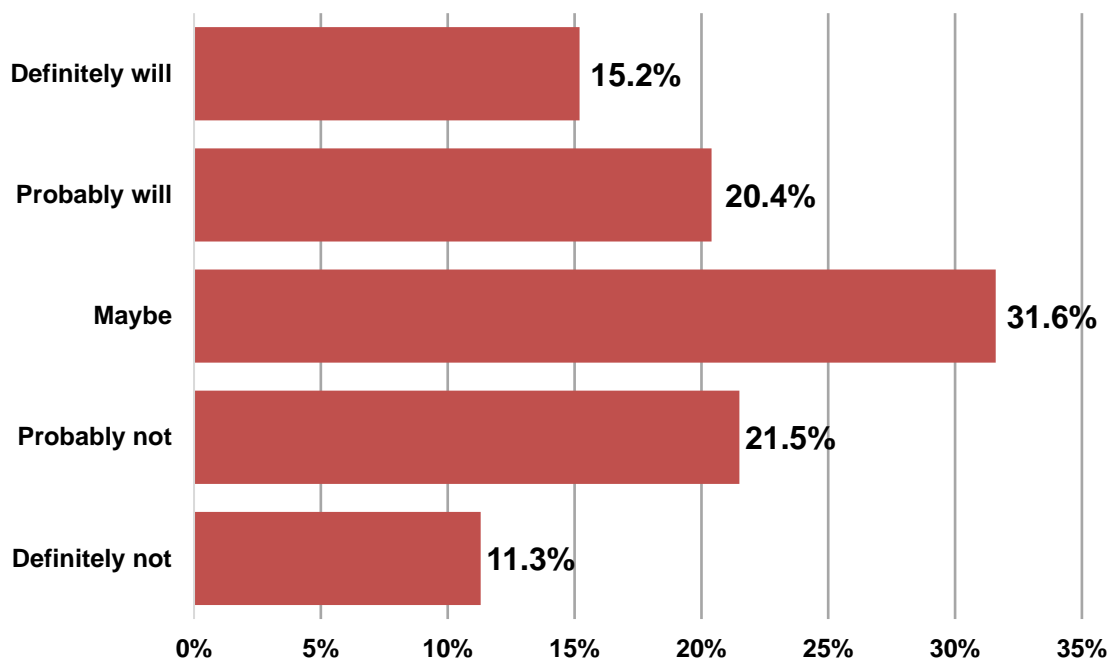
Table 8: Certainty of College Major

acad_prog1	Certainty of college major				Total	N
	Very certain	Certain	Uncertain	Very uncertain		
CALS	62.5%	35.2%	2.3%	.	13.7%	88
Design	62.5%	25.0%	8.3%	4.2%	3.7%	24
CED	66.7%	22.2%	11.1%	.	2.8%	18
COE	65.1%	28.8%	5.5%	0.7%	22.8%	146
CNR	57.4%	36.2%	6.4%	.	7.3%	47
HSS	48.6%	38.9%	11.1%	1.4%	22.5%	144
COS	45.1%	49.3%	5.6%	.	11.1%	71
Textiles	76.9%	23.1%	.	.	2.0%	13
PCOM	48.9%	42.2%	6.7%	2.2%	14.0%	90
Total	56.2%	36.2%	6.7%	0.9%	100.0%	641

Likelihood of Study Abroad Program Participation (Figure 3)

Incoming transfer students were asked about their likelihood of participating in a Study Abroad program while an undergraduate student at NC State. Respondents were nearly evenly split on their likelihood of participating, with just over one-third saying they "definitely will" (15.2%) or "probably will" participate (20.4%), and just under one-third saying that they would "probably not" (21.5%) or "definitely not" participate (11.3%). The remaining respondents said that they would "maybe" participate in a Study Abroad program (31.6%).
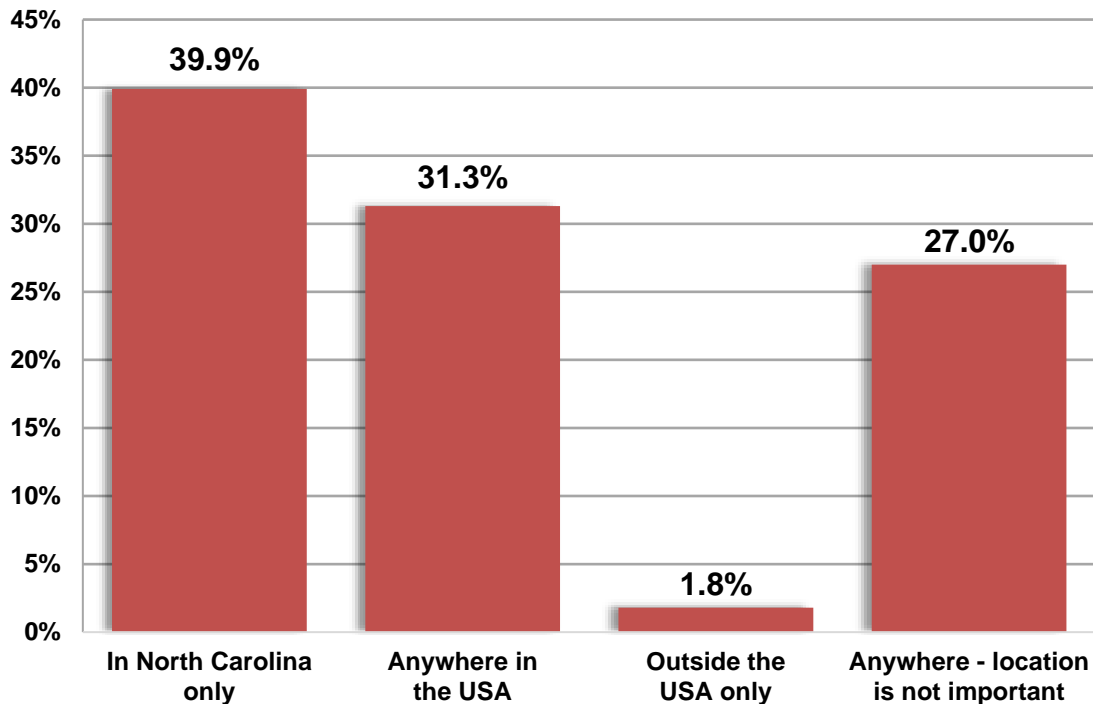
Figure 3: Likelihood of Study Abroad Program Participation (N=564)

Intended Location of Employment after Graduation (Figure 4)

Respondents were also 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 the analysis. Among those who report they will be seeking work after graduation, 40 percent said that they intend to look "in North Carolina only", while 31 percent said they would seek work "anywhere in the USA." Fewer students reported that they would seek work "anywhere – location is not important" (27.0%), and just under two percent of respondents reported that they would seek work "outside the USA only" (1.9%).

Figure 4: Intended Location of Employment after Graduation (N=504)

Goals Held by NC State (Tables 9-15; Figure 5)

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 the importance of a given skill, they feel like they have done a good job of developing many of them before coming to NC State.

Incoming transfer students were more likely to give higher ratings to their development of world view goals than to the general education goals and personal development goals asked about. However, when asked about the importance of such goals, incoming students were more likely to give higher ratings to their importance of both personal development and world view goals than to those related to general education goals.

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). While few incoming transfer students indicated that their current level of development for any of the goals asked about was "poor," one-third or more of them reported that their own current level of development was "excellent" for 30 of the 45 goals. More than half of respondents said their current level of development was "excellent" for *taking responsibility for my own behavior; ability to work with people from diverse backgrounds*; and *believing more time and effort will lead to increased learning*.

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

- Ability to work with people from diverse backgrounds (56.2% "excellent")
- Taking responsibility for my own behavior (56.0%)
- Believing more time and effort will lead to increased learning (53.9%)
- Sensitivity to issues associated with racial equity (49.4%)
- Appreciating differences in sexual orientation (49.0%)
- Ability to plan and carry out projects independently (48.1%)
- Listening attentively (46.6%)
- Working effectively as part of a team (46.6%)
- Sensitivity to issues associated with gender equity (45.3%)
- Recognizing and acting on ethical principles (44.2%)
- Experiencing personal growth (43.2%)
- Seeing projects through to completion (42.8%)
- Understanding and respecting diverse cultures, values, and perspectives (42.7%)
- Understanding the present as it relates to historical events (42.3%)
- Understanding the need for sustainability as the pursuit of balanced, ethical solutions that are economically viable, environmentally sound, and socially just (41.4%)
- Understanding the commonality of human problems globally (40.7%)
- Gathering relevant information or evidence (40.1%)

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

- Being involved in public and community affairs (7.8% "poor")
- Capacity to engage with/respond to artistic works and evaluate significance (7.6%)
- Developing and sustaining an active and healthy lifestyle (6.3%)
- Speaking effectively (6.0%)
- Ability to manage ongoing stressors (5.8%)

Average ratings for the importance of the 45 individual goals asked about range from a high of 3.9 to a low of 3.1 (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 eight goals do five percent or more of respondents say the goal is "not at all important" or only "slightly important."

Goals most likely to be seen as "very important" by incoming transfer students include:

- Time management (85.9% "very important")
- Taking responsibility for my own behavior (85.9%)
- Listening attentively (85.0%)
- Seeing projects through to completion (84.8%)
- Ability to set and accomplish goals (83.4%)
- Comprehending written and oral information (83.3%)
- Ability to work with people from diverse backgrounds (82.9%)
- Experiencing personal growth (82.8%)
- Ability to manage ongoing stressors (82.6%)
- Working effectively as part of a team (80.6%)
- Ability to plan and carry out projects independently (80.2%)

Goals most likely to be considered by incoming transfer students as "not at all important" or only "slightly important" to them currently include:

- Capacity to engage with/respond to artistic works and evaluate significance (23.6% "slightly" or "not at all important")
- Applying scientific methods of inquiry (11.9%)
- Appreciating differences in sexual orientation (10.7%)
- Using mathematical skills (9.7%)
- Being involved in public and community affairs (7.2%)
- Sensitivity to issues associated with gender equity (6.2%)
- Creating/distributing information and knowledge using multiple communication forms (5.7%)
- Expressing my opinion when others disagree (5.0%)

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 19 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* (48.1%), *listening attentively* (46.6%), *understanding the need for sustainability as the pursuit of balanced, ethical solutions that are economically viable, environmentally sound, and socially just* (41.4%), and *gathering relevant information or evidence* (40.1%). Incoming transfer students were most likely to think their current level of development was "fair" or "poor" for *speaking effectively* (33.3%), *capacity to engage with/respond to artistic works and evaluate significance* (33.1%), *using mathematical skills* (25.7%), and *applying scientific methods of inquiry* (25.0%).

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	48.1%	43.0%	8.9%	0.0%	632
Development: Listening attentively	3.4	46.6%	43.3%	8.7%	1.4%	633
Development: Understanding the need for sustainability as the pursuit of balanced, ethical solutions that are economically viable, environmentally sound, and socially just	3.3	41.4%	47.1%	10.4%	1.0%	613
Development: Gathering relevant information or evidence	3.3	40.1%	49.6%	9.6%	0.6%	633
Development: Comprehending written and oral information	3.3	39.5%	49.4%	10.6%	0.5%	635
Development: Using technologies appropriate to my discipline	3.3	39.2%	49.8%	10.4%	0.5%	632
Development: Reflecting on my own work	3.2	39.7%	45.9%	12.7%	1.6%	629
Development: Keeping my personal data and devices secure	3.2	37.5%	47.1%	13.6%	1.8%	626
Development: Effectively analyzing and evaluating evidence/arguments/claims/beliefs	3.2	37.4%	47.5%	14.9%	0.2%	631
Development: Questioning my assumptions and considering points of view that conflict with mine	3.2	37.0%	50.4%	12.4%	0.2%	629
Development: Identifying a problem/concept and articulating its components	3.2	35.1%	52.4%	12.3%	0.2%	632
Development: Consider all options when solve prob and think through implications of select one alternative over another	3.2	33.7%	56.9%	9.1%	0.3%	629
Development: Writing effectively	3.2	33.0%	53.2%	12.6%	1.1%	633
Development: Solving real world problems in ways that demonstrate imagination/creativity	3.2	31.9%	52.1%	15.0%	1.0%	626
Development: Using mathematical skills	3.1	37.2%	37.1%	20.8%	4.9%	634
Development: Creating/distributing info and knowl using mult communication forms	3.1	31.7%	47.5%	18.4%	2.4%	631
Development: Applying scientific methods of inquiry	3.0	25.8%	49.2%	21.0%	4.0%	624
Development: Capacity to engage with/respond to artistic works and evaluate significance	2.9	30.1%	36.8%	25.5%	7.6%	608
Development: Speaking effectively	2.8	23.8%	42.9%	27.3%	6.0%	634

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 17 of the 19 general education goals as being "very important" or "moderately important." Incoming transfer students were most likely to rate *listening attentively* (85.0%), *comprehending written and oral information* (83.3%), and *ability to plan and carry out projects independently* (80.2%) as being "very important." They were by far most likely to consider *capacity to engage with/respond to creative works and evaluate their significance* (23.6%) as being "slightly" or "not at all important" to them, followed by *applying scientific methods of inquiry* (11.9%), and *using mathematical skills* (9.7%).

Table 10: Importance of General Education

	Mean	4: Very important	3: Moderately important	2: Slightly important	1: Not at all important	N
Importance: Listening attentively	3.8	85.0%	13.6%	1.1%	0.3%	619
Importance: Comprehending written and oral information	3.8	83.3%	15.2%	1.3%	0.2%	618
Importance: Ability to plan and carry out projects independently	3.8	80.2%	18.5%	1.3%	0.0%	617
Importance: Identifying a problem/concept and articulating its components	3.8	78.9%	20.4%	0.6%	0.0%	617
Importance: Gathering relevant information or evidence	3.8	78.1%	20.9%	1.0%	0.0%	613
Importance: Effectively analyzing and evaluating evidence/arguments/claims/beliefs	3.8	77.3%	21.4%	1.3%	0.0%	613
Importance: Consider all options when solve prob and think through implications of select one alternative over another	3.8	77.1%	21.6%	1.3%	0.0%	620
Importance: Speaking effectively	3.7	76.3%	21.5%	2.1%	0.2%	620
Importance: Using technologies appropriate to my discipline	3.7	75.2%	22.7%	2.1%	0.0%	618
Importance: Keeping my personal data and devices secure	3.7	75.0%	22.5%	2.4%	0.2%	619
Importance: Writing effectively	3.7	74.2%	23.7%	1.8%	0.3%	621
Importance: Reflecting on my own work	3.7	72.2%	25.5%	2.1%	0.2%	616
Importance: Solving real world problems in ways that demonstrate imagination/creativity	3.7	70.8%	26.1%	2.9%	0.2%	620
Importance: Questioning my assumptions and considering points of view that conflict with mine	3.7	68.6%	28.5%	2.9%	0.0%	615
Importance: Understanding the need for sustainability as the pursuit of balanced, ethical solutions that are economically viable/environmentally sound/socially just	3.6	67.9%	27.9%	3.6%	0.7%	613
Importance: Using mathematical skills	3.5	58.9%	31.3%	8.6%	1.1%	616
Importance: Creating/distributing info and knowl using mult communication forms	3.5	58.2%	36.1%	5.4%	0.3%	615
Importance: Applying scientific methods of inquiry	3.5	57.9%	30.3%	10.9%	1.0%	617
Importance: Capacity to engage with/respond to artistic works and evaluate significance	3.1	39.3%	37.1%	17.9%	5.7%	615

Personal Development Goals

At least two-thirds of respondents gave a rating of "excellent" or "good" to all but one of the 18 personal development goals asked about. Respondents were most likely to say that their current level of development was "excellent" for *taking responsibility for my own behavior* (56.0%), *believing more time and effort will lead to increased learning* (53.9%), *working effectively as part of a team* (46.4%), *recognizing and acting on ethical principles* (44.2%), *experiencing personal growth* (43.2%), and *seeing projects through to completion* (42.8%). Respondents were most likely to rate their current level of development as being "fair" or "poor" on *being involved in public and community affairs* (35.7%), *time management* (30.4%), *ability to manage ongoing stressors* (30.1%), and *developing and sustaining an active and healthy lifestyle* (27.2%).

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	56.0%	39.0%	4.8%	0.2%	598
Development: Believing more time and effort will lead to increased learning	3.5	53.9%	40.9%	4.9%	0.3%	596
Development: Working effectively as part of a team	3.4	46.6%	44.0%	8.1%	1.3%	605
Development: Recognizing and acting on ethical principles	3.4	44.2%	48.7%	6.8%	0.3%	606
Development: Experiencing personal growth	3.3	43.2%	47.0%	9.1%	0.7%	604
Development: Seeing projects through to completion	3.3	42.8%	45.1%	10.8%	1.3%	594
Development: Viewing failure as an opportunity to learn	3.2	39.4%	40.4%	16.6%	3.7%	597
Development: Ability to set and accomplish goals	3.2	36.9%	51.0%	11.2%	0.8%	596
Development: Identifying alternatives when faced with setbacks	3.2	34.8%	51.9%	13.1%	0.2%	594
Development: Developing leadership skills	3.1	33.8%	49.2%	14.7%	2.3%	604
Development: Ability to reflect, review, self-regulate, and self-examine	3.1	32.0%	50.3%	15.8%	1.9%	594
Development: Gaining clarity in my future career direction	3.1	31.0%	47.9%	17.7%	3.4%	593
Development: Expressing my opinion when others disagree	3.1	30.8%	48.7%	16.0%	4.5%	594
Development: Recovering from emotional setbacks	3.0	30.5%	45.4%	20.1%	4.0%	593
Development: Developing and sustaining an active and healthy lifestyle	3.0	30.2%	42.6%	20.9%	6.3%	603
Development: Ability to manage ongoing stressors	2.9	24.8%	45.0%	24.3%	5.8%	600
Development: Time management	2.9	22.4%	47.2%	26.2%	4.2%	599
Development: Being involved in public and community affairs	2.8	24.4%	39.9%	27.9%	7.8%	599

At least 90 percent of incoming transfer students rated all of the 18 personal development goals as being "very" or "moderately important" to them. In particular, a large majority of students said that *time management* (85.9%), *taking responsibility for my own behavior* (85.9%)*, seeing projects through to completion* (84.8%), *ability to set and accomplish goals* (83.4%), *experiencing personal growth* (82.8%), *ability to manage ongoing stressors* (82.6%), and *working effectively as part of a team* (80.6%) were "very important" to them. The only items which five percent or more of respondents indicated were "slightly" or "not at all important" were *being involved in public and community affairs* (7.2%) and *expressing my opinion when others disagree* (5.0%).

Table 12: Importance of Personal Development Goals

	Mean	4: Very important	3: Moderately important	2: Slightly important	1: Not at all important	N
Importance: Time management	3.9	85.9%	13.2%	0.8%	0.0%	590
Importance: Taking responsibility for my own behavior	3.8	85.9%	13.0%	1.2%	0.0%	594
Importance: Seeing projects through to completion	3.8	84.8%	14.2%	1.0%	0.0%	592
Importance: Ability to set and accomplish goals	3.8	83.4%	15.8%	0.8%	0.0%	595
Importance: Experiencing personal growth	3.8	82.8%	15.7%	1.3%	0.2%	594
Importance: Ability to manage on-going stressors	3.8	82.6%	16.5%	0.8%	0.0%	593
Importance: Working effectively as part of a team	3.8	80.6%	17.6%	1.9%	0.0%	592
Importance: Identifying alternatives when faced with setbacks	3.8	79.8%	18.7%	1.3%	0.2%	593
Importance: Gaining clarity in my future career direction	3.8	79.7%	18.7%	1.5%	0.2%	595
Importance: Developing and sustaining an active and healthy lifestyle	3.8	78.0%	19.8%	2.0%	0.2%	590
Importance: Viewing failure as an opportunity to learn	3.7	76.7%	21.1%	2.0%	0.2%	588
Importance: Recovering from emotional setbacks	3.7	76.3%	21.5%	2.0%	0.2%	587
Importance: Ability to reflect, review, self-regulate, and self-examine	3.7	76.2%	21.8%	2.0%	0.0%	593
Importance: Believing more time and effort will lead to increased learning	3.7	74.6%	23.5%	1.7%	0.2%	591
Importance: Developing leadership skills	3.7	74.4%	22.9%	2.7%	0.0%	593
Importance: Recognizing and acting on ethical principles	3.7	69.6%	27.4%	2.7%	0.3%	592
Importance: Expressing my opinion when others disagree	3.6	65.2%	29.8%	4.5%	0.5%	594
Importance: Being involved in public and community affairs	3.5	55.9%	36.9%	6.4%	0.8%	594

World View Goals

At least 80 percent of respondents said their current level of development of each of the eight goals related to world views 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* (56.2%), *sensitivity to issues associated with racial equity* (49.4%), *appreciating differences in sexual orientation* (49.0%), and *sensitivity to issues associated with gender equity* (45.3%). Despite being given a development rating of "excellent" by a large number of respondents, *sensitivity to issues associated with gender equity* was also given less favorable ratings by a sizable number of incoming students. Over 15 percent of respondents said their current level of development was "fair" or "poor" to *sensitivity to issues associated with gender equity* (15.5%), as well as to *understanding issues and problems facing the world* (18.8%) and

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	56.2%	38.2%	5.5%	0.2%	584
Development: Sensitivity to issues associated with racial equity	3.4	49.4%	40.7%	9.2%	0.7%	573
Development: Appreciating differences in sexual orientation	3.3	49.0%	36.1%	11.2%	3.7%	565
Development: Sensitivity to issues associated with gender equity	3.3	45.3%	39.3%	13.2%	2.3%	570
Development: Understanding and respecting diverse cultures, values, and perspectives	3.3	42.7%	46.7%	10.4%	0.2%	585
Development: Understanding the present as it relates to historical events	3.3	42.3%	44.2%	12.0%	1.6%	577
Development: Understanding the commonality of human problems globally	3.3	40.7%	46.0%	12.2%	1.0%	572
Development: Understanding issues and problems facing the world	3.1	30.4%	50.8%	17.6%	1.2%	585

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* (82.9%), *understanding issues and problems facing the world* (76.8%), and *understanding and respecting diverse cultures, values and perspectives* (75.6%). Respondents were most likely to say that *appreciating differences in sexual orientation* (10.7%), was 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	82.9%	16.4%	0.7%	0.0%	578
Importance: Understanding issues and problems facing the world	3.8	76.8%	22.1%	0.9%	0.2%	583
Importance: Understanding and respecting diverse cultures, values, and perspectives	3.7	75.6%	22.5%	1.7%	0.2%	581
Importance: Sensitivity to issues associated with racial equity	3.7	74.5%	21.3%	3.6%	0.5%	577
Importance: Understanding the commonality of human problems globally	3.7	73.4%	24.7%	1.9%	0.0%	578
Importance: Understanding the present as it relates to historical events	3.7	72.8%	24.5%	2.6%	0.2%	584
Importance: Sensitivity to issues associated with gender equity	3.6	66.2%	27.6%	5.0%	1.2%	565
Importance: Appreciating differences in sexual orientation	3.5	64.4%	24.9%	7.4%	3.3%	571

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 each goal, respectively. However, goals that ranked relatively high in development compared to the other goals asked about were also typically ranked relatively higher in importance compared to other goals.

Table 15 provides a comparison between ratings of respondents' importance of the skills asked about and their assessment of their current development of those skills. The goals listed in Table 15 are rank ordered based on the average ratings for current level of development, with the next column showing each goal's rank in terms of the perceived importance of the goal.

Goals that were rated relatively high in both development and importance (i.e., areas in which students have progressed well in before starting college and also feel that they are particularly important) included *taking responsibility for my own behavior* and *ability to work with people from diverse backgrounds.*

Conversely, a few goals ranked low in both development and importance. Most notably, the *capacity to engage with and respond to artistic works as creator, designer, performer, or audience member* ranked low in both development and importance; it had the lowest mean level of importance and one of the lowest rankings in current level of development. *Being involved in public and community affairs* ranked the lowest in terms of level of development, and third-lowest in mean importance. Other notable goals with relatively low ratings for both development and importance include *applying scientific methods of inquiry*; *expressing my opinion when others disagree*; *creating and distributing information and knowledge using multiple communication forms;* and *using mathematical skills*.

There are a few notable exceptions to goals having similar relative rankings. Some goals received an average importance rating that is relatively high compared to other goals, but have an average current level of development that is relatively low. The "gap" between ratings of importance and current level of development were largest for:

- Time management (1st in importance [average rating 3.9] vs 43rd in development [average rating 2.9])
- Ability to manage ongoing stressors (7th [3.8] vs 42nd [2.9])
- Gaining clarity in my career direction (14th [3.8] vs 36th [3.1])
- Developing and sustaining an active and healthy lifestyle (19th [3.8] vs 40th [3.0])
- Speaking effectively (23rd [3.7] vs 44th [2.8])
- Ability to set and accomplish goals (5th [3.8] vs 22nd [3.2])
- Recovering from emotional setbacks (22nd [3.7] vs 38th [3.0])
- Understanding issues and problems facing the world (18th [3.8] vs 33rd [3.1]

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

- Appreciating differences in sexual orientation (41st in importance [average rating 3.5] vs 11th in development [average rating 3.3])
- Understanding the need for sustainability as the pursuit of balanced, ethical solutions that are economically viable/environmentally sound/socially just (37th [3.6] vs 14th [3.3])
- Sensitivity to issues associated with gender equity (39th [3.6] vs 17th [3.3])

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

Goals	Level of Development		Importance	
	Rank	Mean	Rank	Mean
Taking responsibility for my own behavior	1	3.5	2	3.8
Ability to work with people from diverse backgrounds	2	3.5	6	3.8
Believing more time and effort will lead to increased learning	3	3.5	26	3.7
Ability to plan and carry out projects independently	4	3.4	10	3.8
Sensitivity to issues associated with racial equity	5	3.4	32	3.7
Recognizing and acting on ethical principles	6	3.4	35	3.7
Working effectively as part of a team	7	3.4	11	3.8
Listening attentively	8	3.4	4	3.8
Experiencing personal growth	9	3.3	9	3.8
Understanding and respecting diverse cultures, values, and perspectives	10	3.3	24	3.7
Appreciating differences in sexual orientation	11	3.3	41	3.5
Seeing projects through to completion	12	3.3	3	3.8
Gathering relevant information or evidence	13	3.3	15	3.8
Understanding the need for sustainability as the pursuit of balanced, ethical solutions that are economically viable/environmentally sound/socially just	14	3.3	37	3.6
Comprehending written and oral information	15	3.3	8	3.8
Using technology appropriately	16	3.3	25	3.7
Sensitivity to issues associated with gender equity	17	3.3	39	3.6
Understanding the present as it relates to historical events and processes	18	3.3	31	3.7
Understanding the commonality of human problems through a global perspective	19	3.3	30	3.7
Questioning my assumptions and considering points of view that conflict with my own	20	3.2	36	3.7
Considering all points when solving a problem or addressing an issues and thinking through the implications and consequences of selecting one alternative over another	21	3.2	17	3.8
Ability to set and accomplish goals	22	3.2	5	3.8
Reflecting on my own work	23	3.2	33	3.7
Identifying a problem or concept and articulating its various components	24	3.2	12	3.8
Effectively analyzing and evaluating evidence, arguments, claims, and beliefs	25	3.2	16	3.8
Identifying alternatives when faced with setbacks	26	3.2	13	3.8
Keeping my personal data and devices secure	27	3.2	27	3.7
Writing effectively	28	3.2	28	3.7
Viewing failure as an opportunity to learn	29	3.2	20	3.7
Solving real world problems in ways that demonstrate imagination and creativity	30	3.2	34	3.7
Developing leadership skills	31	3.1	29	3.7
Ability to reflect, review, self-regulate, and self-examine	32	3.1	21	3.7
Understanding issues and problems facing the world	33	3.1	18	3.8
Creating and distributing information and knowledge using multiple communication forms	34	3.1	40	3.5
Using mathematical skills	35	3.1	42	3.5
Gaining clarity in my career direction	36	3.1	14	3.8
Expressing my opinion when others disagree	37	3.1	38	3.6
Recovering from emotional setbacks	38	3.0	22	3.7
Applying scientific methods of inquiry	39	3.0	44	3.5
Developing and sustaining an active and healthy lifestyle	40	3.0	19	3.8
The capacity to engage with and respond to artistic works	41	2.9	45	3.1
Ability to manage ongoing stressors	42	2.9	7	3.8
Time management	43	2.9	1	3.9
Speaking effectively	44	2.8	23	3.7
Being involved in public and community affairs	45	2.8	43	3.5

Finances and Paying for College
This section of the report presents data on respondents' finances and their anticipated employment during their first year at NC State.

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 20 percent of respondents reported that "$10,000 or more" of their first year educational expenses at NC State would come from *family resources* (21.3%). Nearly 30 percent of students reported that they would be receiving at least $6,000 in *aid that does not need to be repaid* (29.2%). Over half of incoming transfer students reported that they will have loans that must be repaid (53.7%), with more than 40 percent reporting at least $3,000 in *aid that must be repaid* (41.7%) and 10.3 percent having $10,000 or more in loans.

While over 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-$9,000" (3.0%) or "$10,000 or more" (4.0%) of their first year expenses, while more than one-third say they will be contributing less than $1,000 (34.2%).
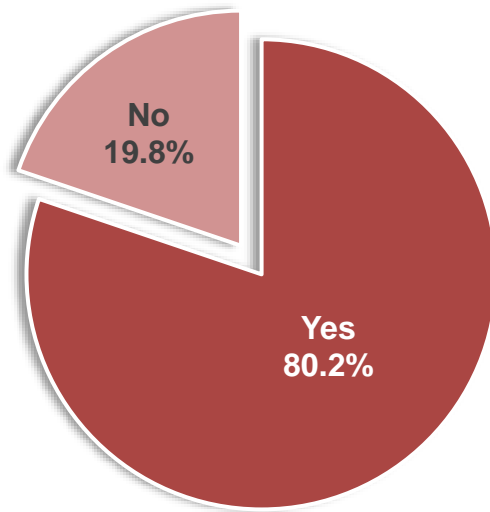
Table 16: Sources of Education Funding

	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.)	27.8%	13.2%	13.0%	11.9%	12.7%	21.3%	629
My own resources (savings from work, other income)	19.4%	34.2%	27.7%	11.6%	3.0%	4.0%	628
Aid that does not need to be repaid (grants, scholarships, military funding, etc.)	37.1%	4.8%	10.8%	18.0%	13.0%	16.2%	622
Aid that must be repaid (loans, etc.)	46.3%	3.0%	9.0%	18.4%	13.0%	10.3%	624
Other than above	88.7%	4.6%	2.7%	1.0%	1.0%	1.9%	477

FAFSA Submitted (Figure 6)

About 80 percent of respondents said they had submitted the Free Application for Federal Student Aid (FAFSA) (80.2%).
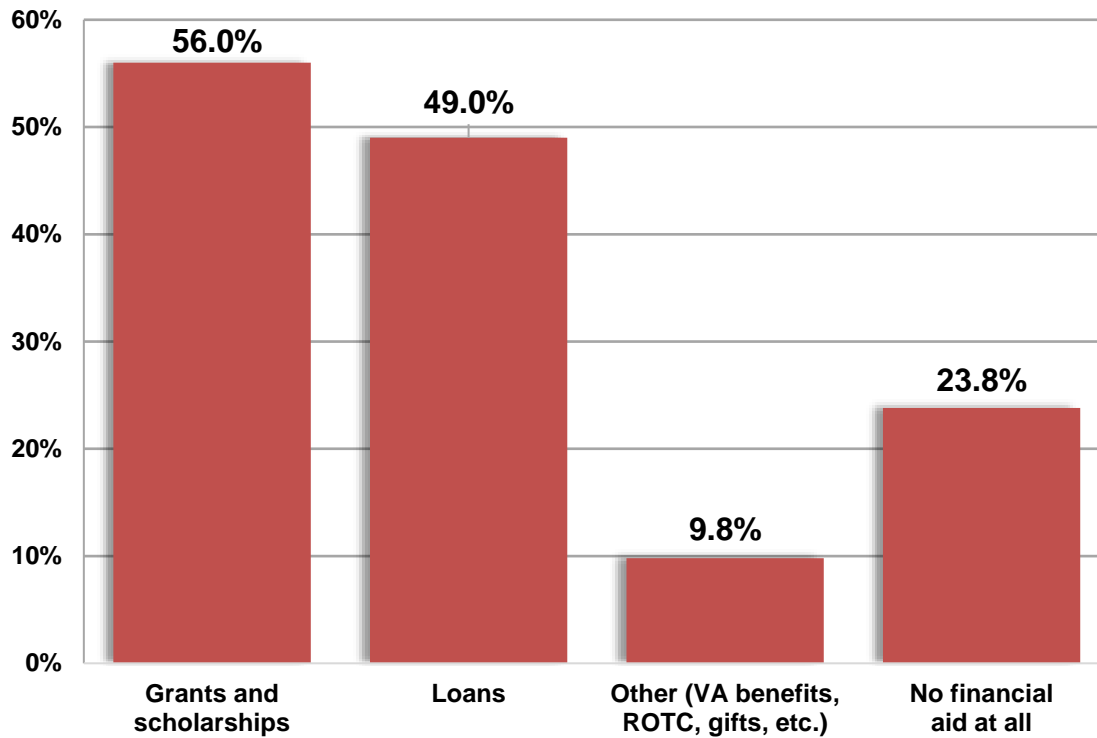
Figure 6: FAFSA Submitted (N=620)

Financial Aid Received (Figure 7)

Incoming transfer students were asked to identify what types of financial aid they had received. A majority of respondents (56.0%) said they were receiving grants and scholarships, and nearly half said that they received loans (49.0%). Fewer students reported that they were receiving some other type of financial aid (9.8%). About one-fourth reported receiving no financial aid at all (23.8%).

Figure 7: Type of Financial Aid Received

Bar chart showing:
- Grants and scholarships: 56.0%
- Loans: 49.0%
- Other (VA benefits, ROTC, gifts, etc.): 9.8%
- No financial aid at all: 23.8%

Student Employment (Figures 8-9; Table 17)

Over 70 percent of incoming transfer students reported that they would be employed during their first year at NC State (71.3%). Employed respondents were more likely to say that they would be working off campus (53.0%) than on campus (21.4%). One-fourth said they would be working both on and off campus (25.6%).

Respondents who said that they would be working off campus were more likely than those planning to work on campus to report working more than 20 hours per week (31.0% vs 13.9%, respectively). Students who reported that they will be working both on campus and off campus during their first year at NC State reported that they will work a relatively small number of hours at each location. Over one-fourth said that they will be working 1-10 hours at both their on campus and off campus jobs (27.5%), while 20.6 percent said they would work 11-20 hours at each of their on campus and off campus jobs. About ten percent said they would work more than 20 hours both on campus and off campus during their first year.

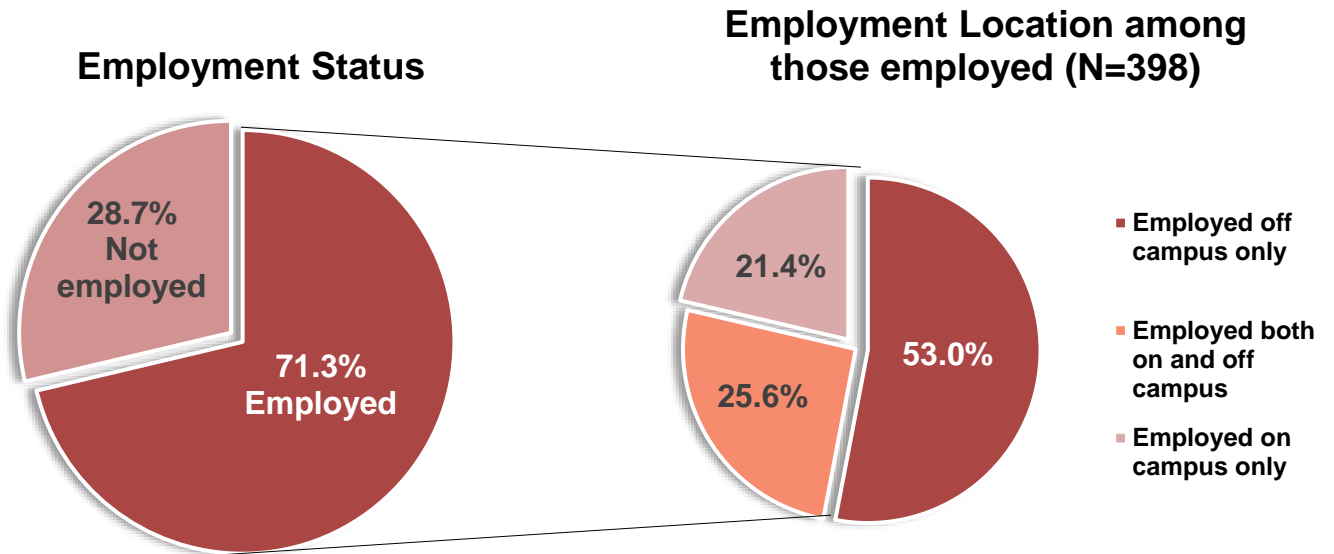**Figure 8: Work Location during First Semester at NC State**

Employment Status

Employment Location among those employed (N=398)

28.7% Not employed

71.3% Employed

21.4%

25.6%

53.0%

- Employed off campus only
- Employed both on and off campus
- Employed on campus only

Figure 9: On-campus vs Off-campus Work Hours

On-campus work hours:
- 13.9%
- 44.9%
- 41.2%

Off-campus work hours:
- 31.0%
- 37.7%
- 31.3%

- More than 20 hours per week
- 11-20 hours per week
- 1-10 hours per week

Table 17: Students with Employment both On and Off Campus (N=102)

On campus (Among those working)	Off campus (Among those working)			
	1-10 hours per week	11-20 hours per week	More than 20 hours per week	*Total*
1-10 hours per week	27.5%	8.8%	4.9%	*41.2%*
11-20 hours per week	8.8%	20.6%	9.8%	*39.2%*
More than 20 hours per week	3.9%	4.9%	10.8%	*19.6%*
Total	40.2%	34.3%	25.5%	100%

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.

<u>Rating of NC State Academic Services and Admissions Websites (Figure 10)</u>

When asked to evaluate the NC State Academic Services website, over 80 percent of respondents gave a rating of "excellent" (26.1%) or "good" (55.6%), and when asked to evaluate the NC State Admissions website, 83.4 percent of respondents gave an "excellent" (30.5%) or "good" (52.9%) rating.

Figure 10: Rating of NC State Academic Services and Admissions Websites

Satisfaction with NC State Financial Aid Process (Table 18)

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"). Incoming students were satisfied, with nearly 85 percent saying they were either "very" (40.7%) or "moderately satisfied" (44.0%).

Table 18: Satisfaction with NC State Financial Aid Process

	%	N
4: Very satisfied	40.7%	208
3: Moderately satisfied	44.0%	225
2: Moderately dissatisfied	11.7%	60
1: Very dissatisfied	3.5%	18
Total	100.0%	511

New Student Orientation (Tables 19-21)

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 information/advice they received from their college/department prior to Orientation as opposed to during Orientation helped them to plan their course schedule (47.6% vs 33.8%, respectively). They had generally similar opinions about the attention they received from their college/department, with 42.4 percent saying they "strongly agree" they were satisfied with the attention they received prior to attending Orientation, and 40.7 percent saying they "strongly agree" they were satisfied during Orientation.

Table 19: Rating of Experiences with College/Department Prior to and During 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	3.3	47.6%	41.8%	7.6%	2.9%	550
I am satisfied with the attention received from college/dept prior to Orientation	3.3	42.4%	44.2%	10.4%	3.0%	559
I am satisfied with the attention received from college/dept during Orientation	3.3	40.7%	50.4%	6.8%	2.1%	562
Info/advice from college/dept during Orientation helped me plan schedule	3.1	33.8%	47.6%	13.2%	5.4%	523

Almost all students agreed that during Orientation they were provided useful information about each area asked about. They were most likely to strongly agree they got useful information about *the prohibition of sexual violence, relationship violence, and stalking at NC State* (65.3%); *the resources available to me if I need help preventing or reporting sexual violence* (64.8%); and *the tactics I can use to be an active bystander to prevent or disrupt violence* (62.2%).

Table 20: Agreement with New Student Orientation Providing Useful Information

NSO Provided Useful Information About:	Mean	4: Strongly agree	3: Agree	2: Disagree	1: Strongly disagree	N
The prohibition of sexual violence, relationship violence, and stalking at NC State	3.6	65.3%	32.9%	1.4%	0.4%	568
The resources available to me if I need help preventing or reporting sexual violence	3.6	64.8%	33.7%	1.2%	0.2%	566
The tactics I can use to be an active bystander to prevent or disrupt violence	3.6	62.2%	35.5%	2.1%	0.2%	563
Expectations for being a member of the NC State community	3.5	51.2%	45.8%	2.5%	0.5%	566
Policies that may impact my experience at NC State (i.e., Code of Student Conduct)	3.5	53.9%	42.4%	3.2%	0.5%	566
NC State's acceptance and encouragement of the free and open exchange of ideas and opinions	3.5	55.5%	41.4%	2.5%	0.5%	560
The resources available to me if I have questions about free speech and free expression at NC State	3.5	52.5%	42.7%	4.0%	0.7%	550

Nearly all incoming transfer students also agreed that New Student Orientation had achieved the program's goals of helping prepare students to enter and be successful at NC State. They were most likely to "strongly agree" that as a result of attending Orientation that they are *excited to start [their] first semester at NC State* (71.7%), and that they were *aware it is my personal responsibility to adhere to the academic and behavioral expectations of the university* (64.4%). The only item for which more than ten percent of respondents said they either "disagree" or "strongly disagree" on was *I can better envision what my day-to-day life may be like in my first year at NC State* (12.5%).

Table 21: Result of Participation in New Student Orientation

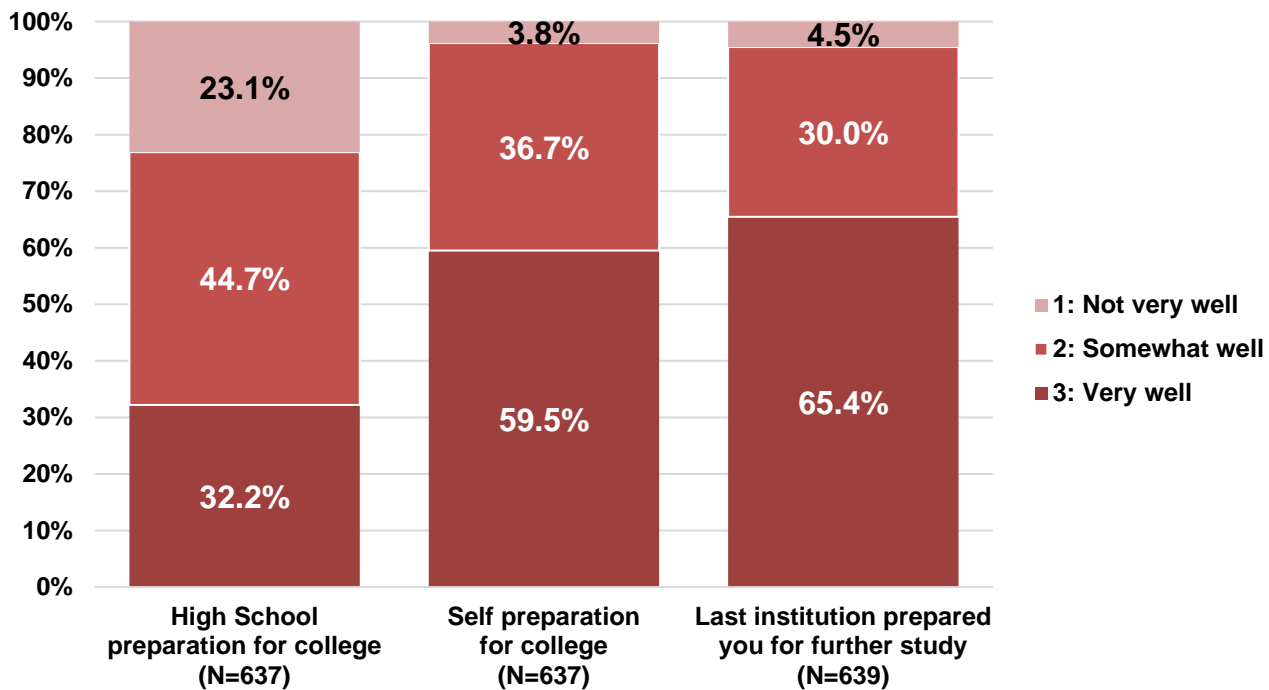|	Mean	4: Strongly agree	3: Agree	2: Disagree	1: Strongly disagree	N
Result of NSO: I am excited to start my first semester at NC State	3.7	71.7%	26.0%	1.9%	0.3%	572
Result of NSO: I am aware it is my personal responsibility to adhere to the academic and behavioral expectations of the university	3.6	64.4%	34.7%	0.7%	0.2%	570
Result of NSO: I know how to access information related to academic and behavioral expectations and policies (i.e., Code of Student, Conduct, Progress Toward Degree, etc.)	3.5	54.6%	40.5%	4.8%	0.2%	568
Result of NSO: I feel better prepared to start my first semester at NC State	3.5	54.5%	37.7%	6.5%	1.4%	571
Result of NSO: I can better envision what my day-to-day life may be like in my first year at NC State	3.3	39.5%	47.9%	11.5%	1.0%	572

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 11)

More than half of respondents reported that they were "very well" prepared for college either by their last institution (65.4%) or by their own efforts (59.5%). However, less than one-third of incoming transfer students said that they were "very well" prepared by their high school (32.2%), while 23.1 percent said that they were "not very well" prepared for college by their high school.
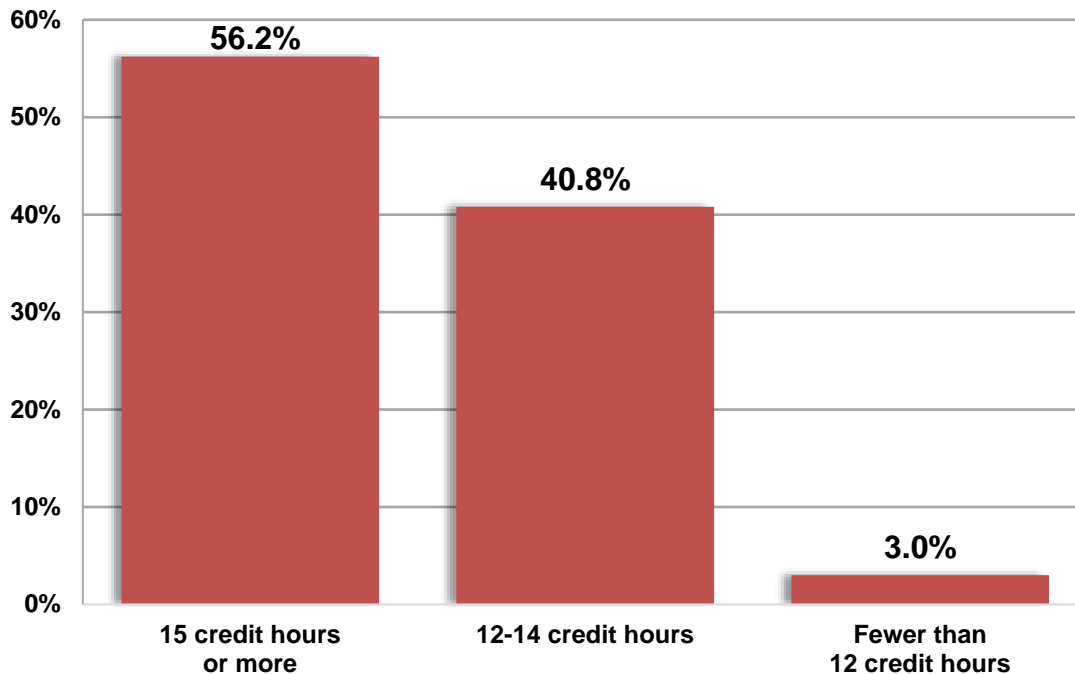
Figure 12: College Preparation

Enrollment Status for First Semester at NC State (Figure 12; Table 22)

Incoming transfer students were asked how many credits they would be enrolled in during their first semester at NC State. Over 55 percent said they would be enrolled in at least 15 credit hours (56.2%), and 40.8 percent said that they would be enrolled in 12-14 credit hours. Only three 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 12: First Semester Course Load (N=564)

Students who reported being enrolled in fewer than 15 credit hours during their first semester at NC State were then asked about a number of different reasons as to why they decided to enroll in fewer than 15 credit hours. Among those reasons, half selected *want to be able to make better grades* (50.6%). Other reasons for which at least one-fourth of respondents reported being enrolled in fewer than 15 credit hours include *need to work* (34.4%), *courses wanted were not available* (32.8%), *was advised to carry a lighter load by my advisor* (30.0%), and *combination of credit hours would have been too much if I took another big course at the same time* (25.5%).

Table 22: Reasons Transfer Students Enrolled for Fewer Than 15 Credit Hours*
        (Among those, enrolled for fewer than 15 credit hours, N = 247)

Reason enrolled less than 15 credit hours:	%	N
Want to be able to make better grades	50.6%	125
Need to work	34.4%	85
Courses wanted were not available	32.8%	81
Was advised to carry a lighter load by my advisor	30.0%	74
Combination of credit hours would have been too much if I took another big course at the same time	25.5%	63
Family responsibilities	15.8%	39
Am completing degree requirements and do not need more courses	13.4%	33
Cost	11.3%	28
Participation in an internship, co-op, practicum, student teaching, or international study program	5.7%	14
Other	8.1%	20

*Respondents could select more than one reason.

Hometown Geographic Area (Table 23)

When asked to indicate the type of geographic area they came to NC State from, 30 percent of incoming transfer students said they were from a small town and another 30 percent said they were from a moderate size city. However, respondents were slightly more likely to report coming to NC State from an urban area (15.2%) than a rural area (12.9%).

Table 23: Hometown Geographic Area

	%	N
Urban area	15.2%	86
Large city	12.0%	68
Moderate size city	29.9%	169
Small town	30.0%	170
Rural area	12.9%	73
Total	100.0%	566

First Generation College Student (Table 24)

Two-thirds of incoming transfer students said that they had at least one of their parents/guardians earn a college degree (68.6%). However, nearly 32 percent of respondents reported that they are a first generation college student, with 16.7 percent reporting that no parent/guardian of theirs had ever attended college, and 14.7 percent reporting that at least one of their parents/guardians had attended college but never earned a degree.

Table 24: First Generation College Students

	%	N
First generation college student, no parent/guardian with any college experience	16.7%	109
First gen, at least one parent some college/no degree	14.7%	96
Not first generation	68.6%	447
Total	100.0%	565

Parents'/Guardians' Financial Support (Table 25; Figures 13-14)

Incoming transfer students were asked a series of questions pertaining to their family's finances and demographics.
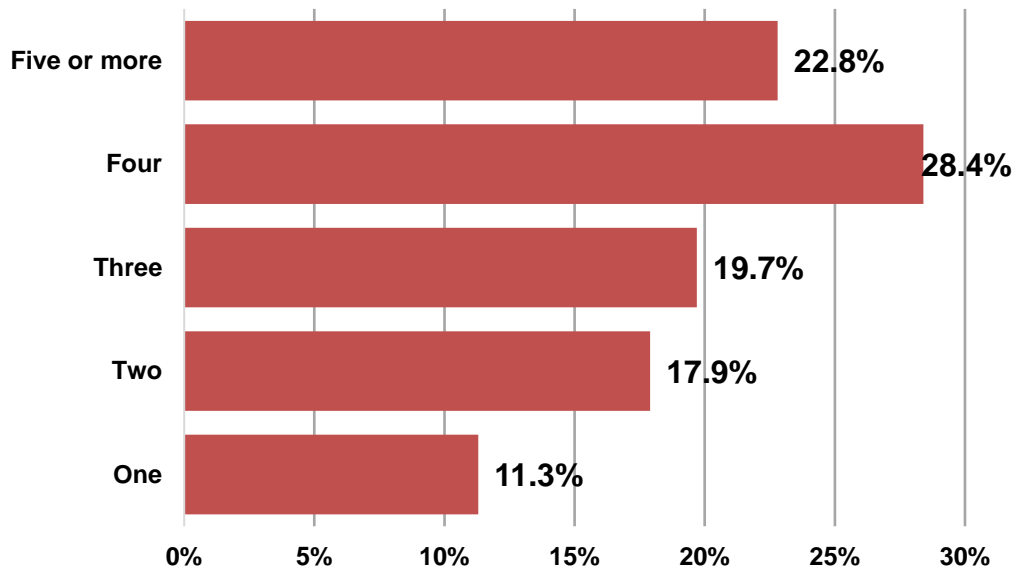
More than one-third of respondents (34.9%) reported that their family income was over $100,000, with 17 percent reporting it was over $150,000, and 8.5 percent reporting it was over $200,000. Conversely, 30.5 percent of incoming students responded that their family income was $50,000 or below, with 17.9 percent saying it was "$30,000 or less."

Table 25: Parents'/Guardians' Combined Pre-Tax Income

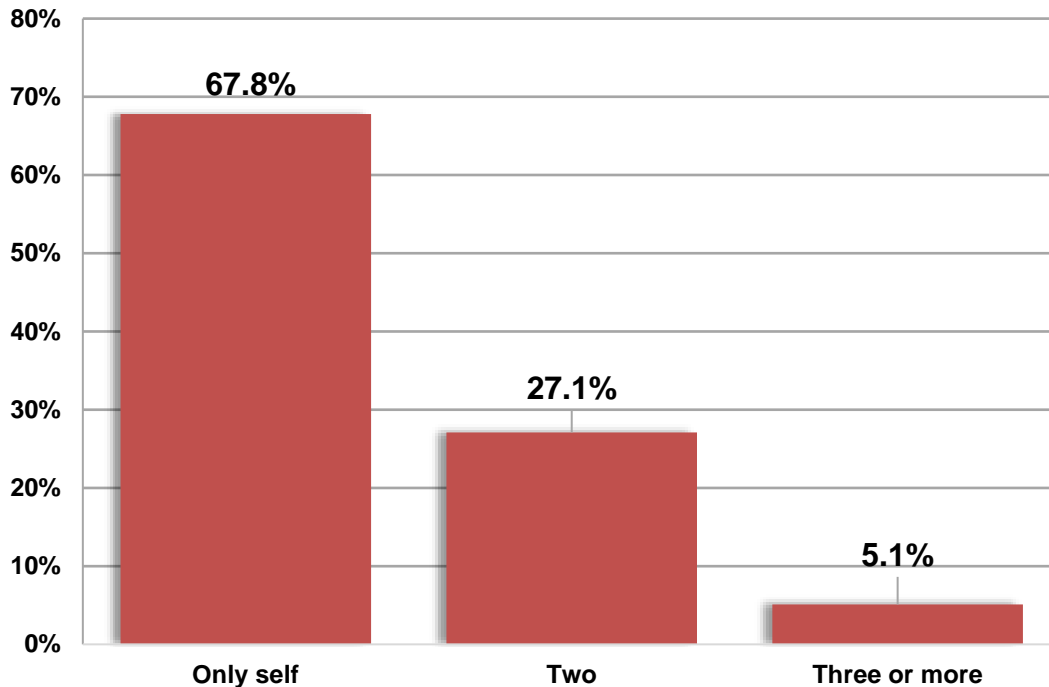|	%	N
$30,000 or less	17.9%	61
$30,001-$50,000	12.6%	43
$50,001-$75,000	20.5%	70
$75,001-$100,000	14.1%	48
$100,001-$150,000	17.9%	61
$150,001-$200,000	8.5%	29
More than $200,000	8.5%	29
Total	100.0%	341

More than 70 percent of respondents (70.9%) indicated that they came from a household with three or more members financially supported by their parents/guardians, including themselves, while 11.3 percent said they were their parents/guardians only dependent, and 17.9 percent said their parents/guardians had two dependents.

Figure 13: Number of People Financially Supported by Parents/Guardians (N=549)

When asked about the number of their parents'/guardians' dependents enrolled in college, more than two-thirds said that they were the only dependent in the household currently enrolled in college (67.8%).

Figure 14: Parents'/Guardians' Dependents Enrolled in College (N=550)

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 in two open-ended questions. Responses were categorized in to a variety of topics, as reported below.

What Students are Excited About (Table 26)

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 (17.8%), the intellectual environment (11.7%), social life (10.7%), campus life (9.1%), opportunities (9.0%), and adapting to NC State (8.0%).

Table 26: What Students are Excited About (N comments = 703*)

	N	Percent
Learning	125	17.8%
Intellectual Environment	82	11.7%
Social Life	75	10.7%
Campus Life	64	9.1%
Opportunities	63	9.0%
Adapting to NC State	56	8.0%
Career Planning	48	6.8%
Academic Performance	37	5.3%
Cocurricular Activities	36	5.1%
Instruction	26	3.7%
Spirit and Pride	22	3.1%
Diversity	21	3.0%
Independence	21	3.0%
Other	27	3.7%

*Some student responses were included in more than one category. "N comments = 703" represents the total number of codes assigned to all student responses to this open-end question.

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

Learning

- "To further my education with excellent professors."
- "I'm excited to finally start taking classes of my interest."
- "I am excited to be challenged academically."

Opportunities

- "All of the opportunities that will be offered during my college career and after. NC State has so much to offer and that is why I transferred."
- "I am excited about all the new opportunities NC State has to offer. I want to be involved in as many things as I possibly can be."
- "I am excited to come to NC State to explore new opportunities and meet new people while receiving an outstanding education."

Campus Life

- "I am most excited about experiencing activities, clubs, and sporting events."
- "I am most excited about the exciting environment and the abundance of resources provided here."
- "Living on campus, meeting new people, and joining clubs."

Career Planning

- "Being able to accomplish my goals and have a clear mindset regarding my career choices."
- "Learning for a career I am passionate about."
- "The career and experience opportunities related to my major. I would love to join any groups and be able to work on myself as a person and work towards my career."

Spirit and Pride

- "My program here is one of the most respected in the country, and I'm proud to be a part of it."
- "Reputation of the college and the program that I am enrolled in."
- "My dream major with my dream school!"

Diversity

- "I am most excited about being a part of such a diverse community. I plan on making every effort to meet people from various cultural backgrounds and learning from each person I meet."
- "I am most excited about the diversity and community of NC State."
- I am most excited to come to NC State to jump right in to a diverse campus. I cannot wait to get involved with my peers around campus and really learn all that I can."

What Students are Concerned About (Table 27)

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 (20.6%) and adapting to NC State (18.4%) 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 (12.5%), time management (5.8%), the intellectual environment (5.6%), and independence (5.0%).

Table 27: What Students are Concerned About (N comments = 538*)

	N	Percent
Academic Performance	111	20.6%
Adapting to NC State	99	18.4%
Social Life	67	12.5%
Time Management	31	5.8%
Intellectual Environment	30	5.6%
Independence	27	5.0%
Health	23	4.3%
Instruction	21	3.9%
Campus Life	20	3.7%
Finances	19	3.5%
Transportation	15	2.8%
Learning	14	2.6%
Registration	14	2.6%
Career Planning	12	2.2%
Other	35	6.5%

*Some student responses were included in more than one category. "N comments = 537" represents the total number of codes assigned to all student responses to this open-end question.

Academic Performance

- "I'm mostly just nervous about time management and being able to handle my course load. I'm also a little concerned about the level of difficulty of each of my classes."
- "I'm concerned about my grades and with staying on track with learning everything required."
- "I am most concerned about becoming stressed and overwhelmed and performing poorly as a result."

Adapting to NC State

- "The size of the school definitely intimidates me in terms of finding all my classes and learning how to navigate throughout campus."
- "I am nervous about how different the classes are going to be in size and difficulty than the classes I took at community college."
- "I am nervous about meeting new people and finding ways to get around campus and the city."

Social Life

- "I am nervous about going to such a big school and meeting new people."
- "I'm mostly nervous about finding my niche and making friends during the transition period between schools."
- "I am most nervous/concerned about meeting people as I am a transfer. I hope it will not be as difficult as I am imagining."

Time Management

- "I am concerned about maintaining a high academic performance at a more demanding school, and balancing this with extracurricular activities."
- "I am nervous about balancing the work load of school and working over 20 hours per week."
- "I'm mostly just nervous about time management and being able to handle my course load. I'm also a little concerned about the level of difficulty of each of my classes."

Instruction

- "I am nervous about the intensity of classes, but I am optimistic about my capability to dominate them."
- "Getting to know the teaching style/expectation of each new professor."
- "Classes, not knowing what to expect."

Finances

- "I am nervous about paying for college and graduating with debt."
- "My financial limitations and tuition cost."
- "I'm just nervous about being able to pay all of my tuition and managing my time while working."