

NC STATE UNIVERSITY

2019 Incoming Transfer Student Survey: Overall Results

Introduction

This overview report presents findings from all incoming transfer students participating in the 2019 Incoming Transfer Student Survey. The survey asks about 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 characteristics. For information about survey methods and analyses, a copy of the survey instrument with exact question wording, and reports with breakdowns by gender, race/ethnicity, and college, see "[2019 Incoming Transfer Student Survey: Tables of Contents.](#)"

A total of 1,305 incoming transfer students enrolled in four-year degree-seeking programs were eligible to complete the 2019 Incoming Transfer Student Survey and have their responses included in final analyses; 546 eligible students participated in the survey for a response rate of 41.8%.

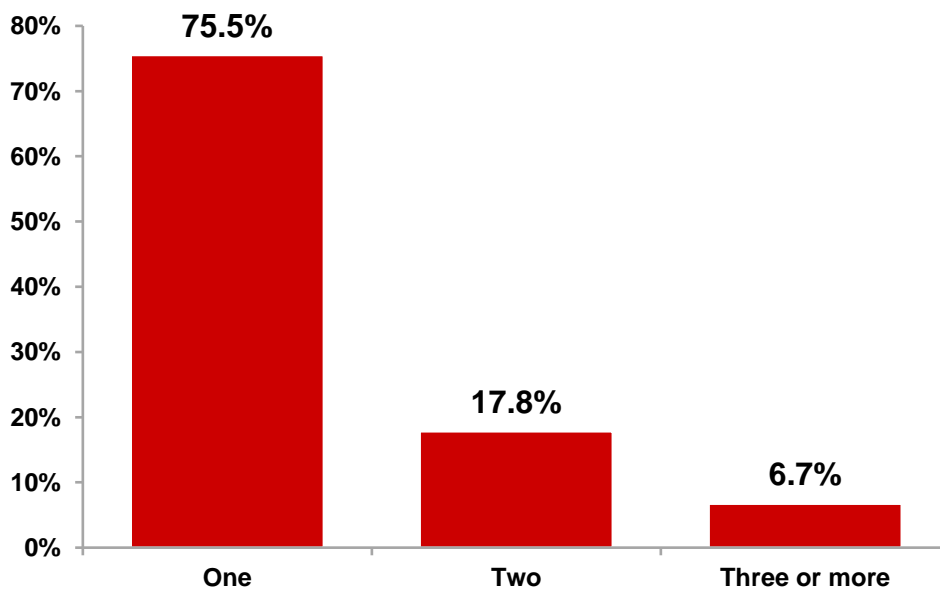
Experiences Prior to Enrolling at NC State

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 first asked how many colleges/universities they attended before coming to NC State. Three-fourths of respondents reported that they attended one institution before enrolling at NC State, while 17.8 percent reported that they previously attended two institutions, and 6.7 percent reported that they attended three or more.

Figure 1: Number of Institutions Attended Before Enrolling at NC State (N=546)



NC State First Choice College to Attend (Table 1)

When asked about their intentions of transferring to NC State, over 90 percent of incoming transfer students said that NC State was their top choice university, with 41.1 percent saying that NC State was their “only choice.” Approximately eight percent of 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 careers. Notably, 100 percent of respondents from the College of Education reported that NC State was either their “only” (43.8%) or “first choice” (56.3%) institution to transfer to.

Students transferring in to the College of Sciences (18.0%), the College of Design (10.0%), the College of Humanities and Social Sciences (9.4%), and the Wilson College of Textiles (9.1%) were more likely than those from other colleges to report that NC State was their second choice or lower of schools to transfer to continue their academic careers.

Table 1: NC State as First Choice of Colleges 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	41.4%	51.4%	7.1%	.	70
Design	40.0%	50.0%	10.0%	.	10
CED	43.8%	56.3%	.	.	16
COE	40.9%	55.1%	3.9%	.	127
CNR	51.4%	42.9%	5.7%	.	35
HSS	39.1%	51.4%	8.7%	0.7%	138
COS	40.0%	42.0%	16.0%	2.0%	50
WCOT	54.5%	36.4%	9.1%	.	11
PCOM	38.3%	54.3%	7.4%	.	81
<i>Total</i>	<i>41.1%</i>	<i>51.1%</i>	<i>7.4%</i>	<i>0.4%</i>	<i>538</i>

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

Incoming transfer students were asked to identify what the single most influential factor in their decision to transfer to NC State was, as well as the extent to which each of the potential factors asked about influenced their decision.

“Academic reputation” (28.9%) was most likely to be reported as being the *single most influential factor* in deciding to transfer to NC State by respondents, followed by “availability of program (17.5%) and “location” (14.7%). “Future career opportunities” (9.5%) and “level of support for my intended major” (6.1%) were also rated as the *single most influential factor* by a sizable number of students. Less than three percent selected any one of the other factors asked about as being the most influential factor.

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

	%	N
Academic reputation	28.9%	155
Availability of program	17.5%	94
Location	14.7%	79
Future career opportunities	9.5%	51
Level of support for my intended major	6.1%	33
Cost	2.8%	15
Recommended by a friend, family member, teacher, counselor, etc.	2.8%	15
NC State's commitment to diversity	2.6%	14
Contact with a current student	2.2%	12
Participation in an Engineering 2+2 program	1.7%	9
Financial aid available	1.5%	8
Extracurricular opportunities	1.5%	8
Size	1.3%	7
Facilities and resources available	1.1%	6
Campus visit/recruitment event(s)	1.1%	6
Commitment to the environment and sustainability	1.1%	6
Scholarships available	0.9%	5
Number of hours transferred/credited	0.6%	3
Contact with a graduate	0.4%	2
Other	1.7%	9
<i>Total</i>	<i>100%</i>	<i>537</i>

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 85 percent of incoming transfer students reported that *availability of program* (88.9%), *academic reputation* (88.4%), and *future career opportunities* (86.1%) had either a “very strong” or “strong influence” on their decision. Incoming transfer students also reported *facilities and resources available*; *location*; and *level of support for my intended major* as being influential on their decision to attend NC State, with at least three-fourths saying each had a “very strong” or “strong influence.”

Notably, half of transfer students reported that *number of hours transferred/credited* had a “very strong” (23.2%) or “strong influence” (26.7%) on their decision to attend NC State.

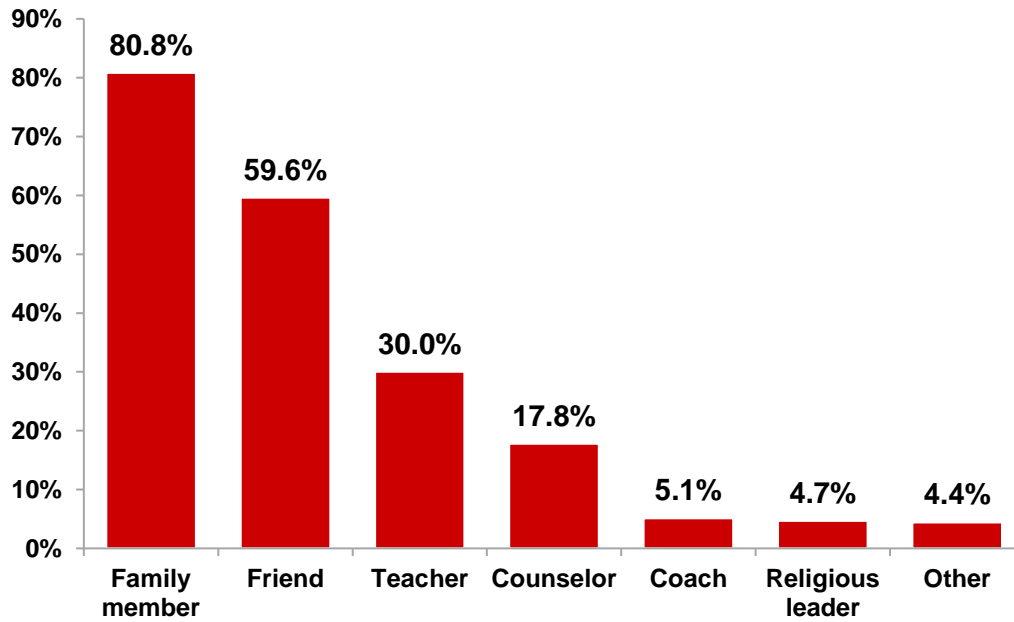
Among the factors least likely to be influential in transfer students’ decisions to attend NC State are *attendance at a College Fair or high school visit*; *communications from NC State, excluding from the Admissions Office*; and *contact with a graduate of NC State* with 40 percent or more saying each had a “weak” or “very weak influence” 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
Availability of program	4.5	59.7%	29.2%	9.2%	0.9%	0.9%	541
Future career opportunities	4.4	54.0%	32.1%	10.5%	2.1%	1.3%	535
Academic reputation	4.4	52.2%	36.2%	10.1%	0.7%	0.7%	544
Location	4.2	48.3%	29.1%	18.3%	3.0%	1.3%	540
Facilities and resources available	4.1	43.5%	34.9%	15.9%	3.0%	2.8%	536
Level of support for my intended major	4.1	41.4%	35.1%	18.4%	2.0%	3.2%	539
Recommended by a friend, family member, teacher, counselor, etc.	3.7	31.7%	27.5%	23.2%	10.0%	7.6%	501
Library spaces and services	3.7	29.0%	30.7%	26.3%	8.9%	5.2%	518
Number of hours transferred/credited	3.4	23.2%	26.7%	27.8%	11.3%	11.1%	514
Extracurricular opportunities	3.4	22.6%	27.3%	29.8%	10.7%	9.6%	513
University Recreation facilities and programs	3.4	19.8%	29.0%	28.4%	14.1%	8.8%	511
Financial aid available	3.3	24.9%	19.3%	26.8%	17.0%	11.9%	477
Contact with a current student	3.3	22.7%	24.1%	27.0%	14.9%	11.3%	423
NC State commitment to diversity	3.3	21.1%	22.9%	30.6%	12.2%	13.2%	516
Commitment to the environment and sustainability	3.3	20.1%	23.5%	31.9%	12.9%	11.6%	498
Cost	3.3	18.3%	22.5%	37.9%	14.8%	6.6%	515
Size	3.2	16.4%	21.4%	35.6%	17.0%	9.6%	523
Scholarships available	3.0	15.6%	18.5%	31.2%	21.4%	13.3%	481
Campus visit/recruitment event(s)	3.0	12.8%	22.9%	32.3%	16.6%	15.5%	446
Contact with a graduate	2.8	14.0%	15.7%	26.5%	25.7%	18.1%	343
Contact with a faculty or staff member	2.8	9.2%	17.6%	33.7%	21.3%	18.2%	380
Communications from the NC State Admissions Office	2.8	8.6%	16.1%	35.9%	20.5%	18.9%	440
Participation in an Engineering 2+2 program	2.7	18.1%	14.4%	14.4%	24.1%	29.2%	216
Communications from NC State, excluding from the Admissions Office	2.7	8.1%	17.2%	29.0%	25.5%	20.2%	396
Attendance at a College Fair or high school visit	2.6	8.8%	15.8%	27.8%	24.6%	23.1%	342
Other	4.4	63.5%	19.0%	12.7%	4.8%	0.0%	63

Respondents who said the *recommendation by a friend, family member, teacher, counselor, etc.* had a “very strong” or “strong influence” on their decision to attend NC State were asked a follow-up question to specify who had an influence on their decision; respondents were able to select more than one option. More than 80 percent of these respondents said that a “family member” influenced their decision to attend NC State, while about 60 percent said that a friend influenced their decision.

Figure 2: Specific Others Who Influenced Decision to Attend NC State



Among the few students who selected the “other” response option to this follow-up item, some examples offered were: “coworker,” “manager from work,” “mentor,” and “boyfriend.”

Satisfaction with NC State Admissions Process (Table 4)

Incoming transfer students were asked to reflect back to when they applied for admission 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 nearly 90 percent saying they were either “very” (48.8%) or “moderately satisfied” (40.5%) with the NC State admissions process.

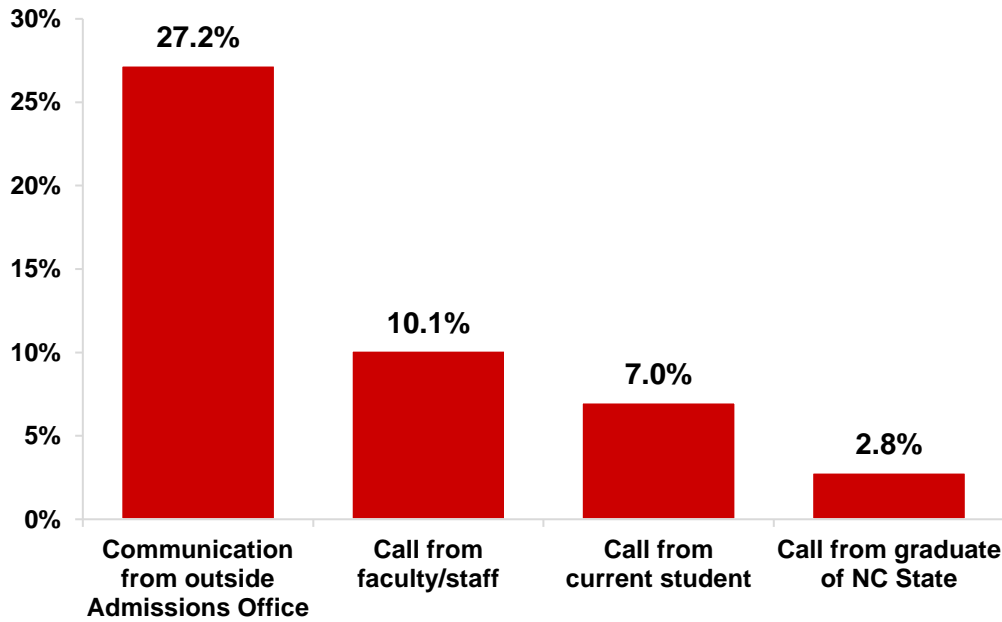
Table 4: Satisfaction with NC State Admissions Process

	%	N
4: Very satisfied	48.8%	260
3: Moderately satisfied	40.5%	216
2: Moderately dissatisfied	7.7%	41
1: Very dissatisfied	3.0%	16
Total	100%	533

Contact with NC State Representative after Applying for Admission (Figure 3)

Respondents were also asked if they had received various types of communications from NC State representatives after applying for admission. More than one-fourth of respondents (27.2%) said they received a *communication from someone other than the Admissions Office* after applying for admission. Fewer students reported that they had received a phone call from *an NC State faculty or staff member* (10.1%), *a current student* (7.0%), or from a *graduate of NC State* (2.8%).

Figure 3: Contact with NC State Representative after Applying for Admission



Students who said they received a *communication from someone other than the Admissions Office* were given the opportunity to specify who they received a communication from. Some examples identified included: “advising office,” “NC State Dining,” “counselor,” and “financial aid office.” Many academic units on campus were also identified by a number of incoming students.

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)

When asked to report what their primary goal or objective was for attending NC State, over half of respondents said it was to earn a “bachelor’s degree in preparation for a career” (51.0%), and more than 40 percent said it was to earn a “bachelor’s degree as preparation for graduate or professional school” (42.0%).

Table 5: Primary Goal/Objective for Attending NC State

	%	N
Bachelor's degree in preparation for a career	51.0%	268
Bachelor's degree for grad school preparation	42.0%	221
Bachelor's degree for career change	4.8%	25
Improve knowledge/skills for current profession	1.1%	6
Courses for personal interest	0.4%	2
Other	0.8%	4
<i>Total</i>	<i>100%</i>	<i>526</i>

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

Incoming transfer students were also asked to estimate the amount of time they thought it would take to complete their bachelor’s degree at NC State. Over 35 percent said they expect to take two years to complete their bachelor’s degree (37.1%), while 20 percent said they plan to take two and a half years (20.4%), and one-fourth said they plan to take three years (25.5%). More than 12 percent said they plan to take more than three years; however, about four percent said they plan to take fewer than two years.

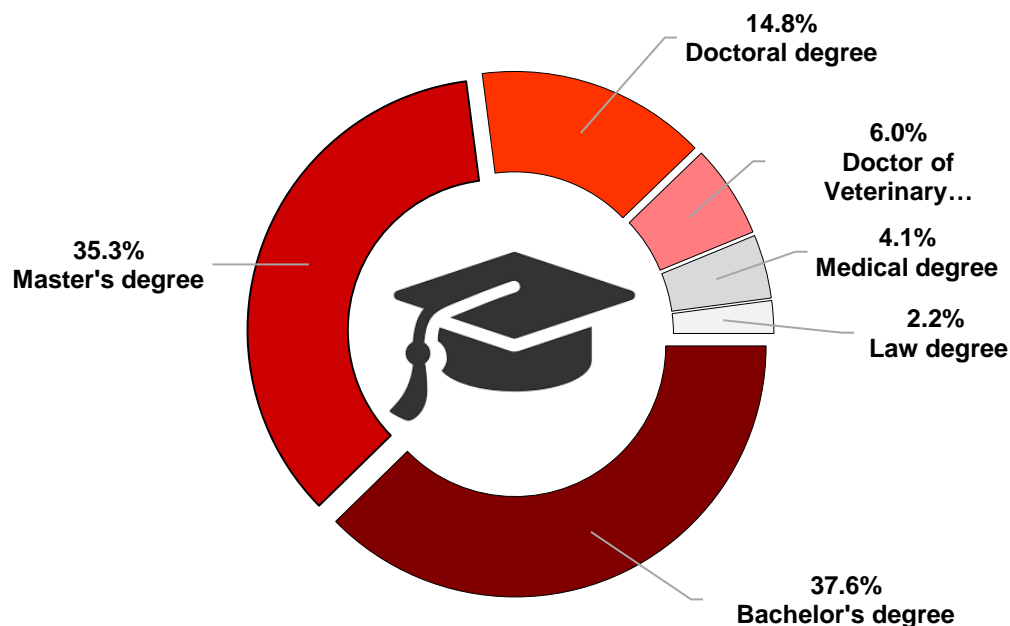
Table 6: Time Anticipated to Complete Bachelor’s Degree

	%	N
1 year or less	1.1%	5
1 1/2 years	3.1%	14
2 years	37.1%	169
2 1/2 years	20.4%	93
3 years	25.5%	116
3 1/2 years	2.4%	11
4 years	9.0%	41
More than 4 years	1.1%	5
Do not intend to complete bachelor's degree at NC State	0.2%	1
<i>Total</i>	<i>100%</i>	<i>455</i>

Highest Level of Education Anticipated to Complete (Figure 4)

When asked to identify the highest level of education they planned to complete, 62.4 of respondents reported that they intended to earn a degree beyond a bachelor’s degree, with 27.1 percent reporting they plan to pursue a doctoral or professional degree.

Figure 4: Highest Level of Education Anticipated to Complete (N=465)



Certainty of College Major (Table 7)

Incoming transfer students were overwhelmingly certain of their choice of college major, as well over 90 percent reported that they were either “very certain” (56.1%) or “certain” (36.9%) in their choice.

For the most part, levels of certainty in their choice of major by college were similar. Incoming transfer students in the College of Design (80.0%), the College of Agriculture and Life Sciences (62.9%), the College of Education (62.5%), the College of Sciences (60.4%), and the College of Engineering (59.5%) were most likely to report being “very certain” of their choice of college major. Notably 100 percent of the relatively small number of respondents from the College of Design said they were either “very certain” (80.0%) or “certain” (20.0%) in their choice of college major.

Incoming transfer students in the College of Education were most likely to express levels of uncertainty in their choice of major, with 12.6 percent saying they were either “uncertain” (6.3%) or “very uncertain” (6.3%). Ten percent of respondents in the College of Humanities and Social Sciences also expressed uncertainty in their choice of major (10.5%).

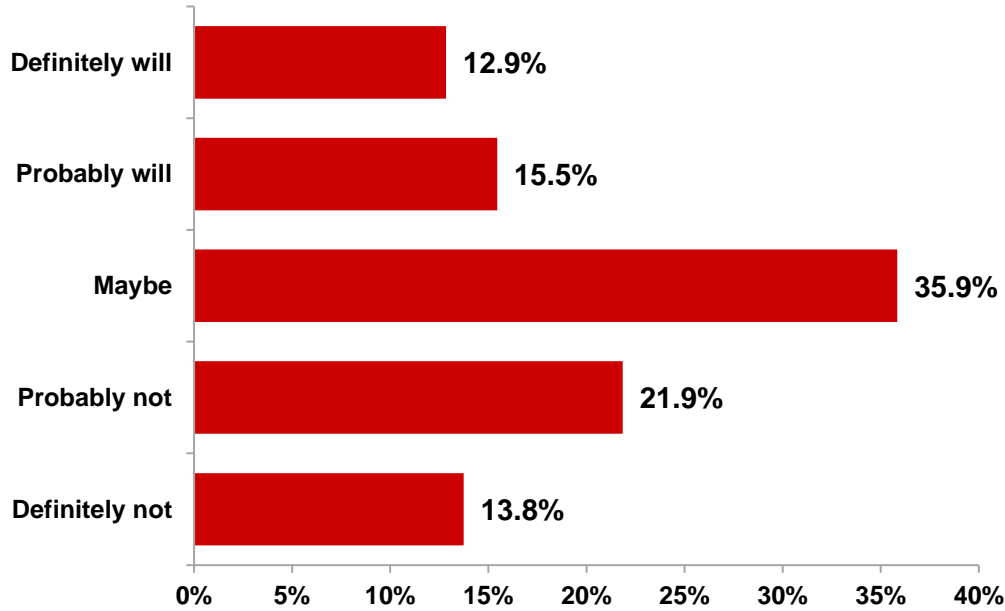
Table 7: Certainty of College Major

College/School	Certainty of College Major				N
	Very certain	Certain	Uncertain	Very uncertain	
CALS	62.9%	34.3%	2.9%	.	70
Design	80.0%	20.0%	.	.	10
CED	62.5%	25.0%	6.3%	6.3%	16
COE	59.5%	34.9%	4.0%	1.6%	126
CNR	45.7%	45.7%	5.7%	2.9%	35
HSS	54.1%	35.3%	10.5%	.	133
COS	60.4%	33.3%	6.3%	.	48
Textiles	45.5%	45.5%	9.1%	.	11
PCOM	46.8%	46.8%	6.5%	.	77
<i>Total</i>	56.1%	36.9%	6.3%	0.8%	526

Likelihood of Study Abroad Program Participation (Figure 5)

Only about one-third of incoming transfer students reported that it was likely they would participate in a Study Abroad program while an undergraduate student at NC State, with 12.9 percent saying they “definitely will” participate and 15.5 percent saying they “probably will.” About 14 percent said they would “definitely not” participate in a Study Abroad program (13.8%).

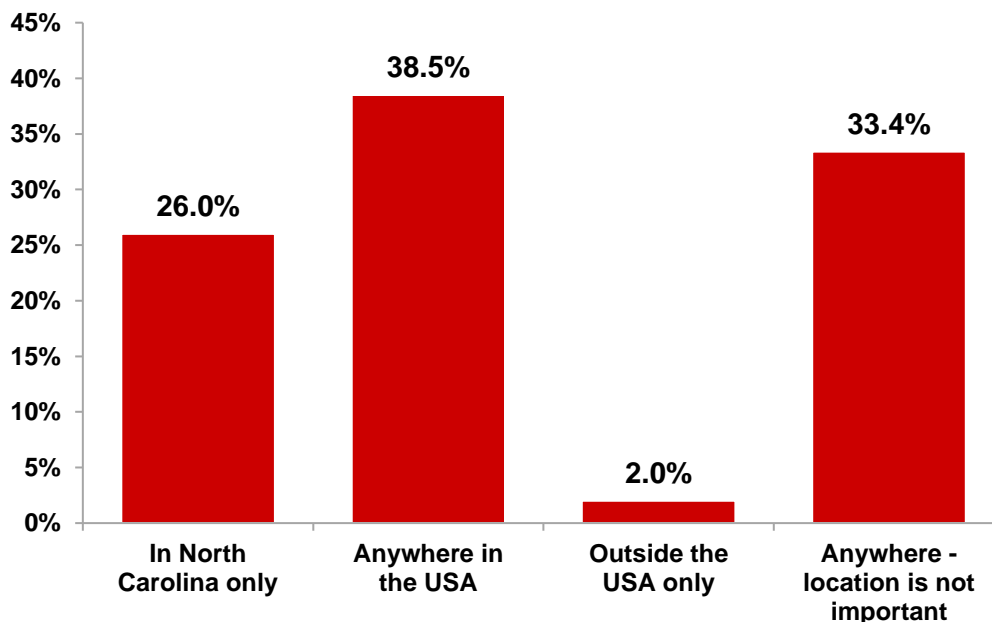
Figure 5: Likelihood of Study Abroad Program Participation (N=457)



Intended Employment Location after Graduation (Figure 6)

Incoming transfer students were asked to indicate the general location in which they intend to seek employment after graduation; students who said that they were not planning on seeking work immediately after graduation were excluded from analysis. Among respondents, 26 percent reported that they will be seeking work “in North Carolina only” after graduation, 38.5 percent said that they would seek work “anywhere in the USA,” and two percent said that they would seek work “outside the USA only.” One-third of respondents said that they would seek work “anywhere – location is not important.”

Figure 6: Intended Employment Location after Graduation (N=392)



Development and Importance of Goals Held by NC State (Tables 8-14)

Incoming transfer students were asked to what extent they had already acquired a number of skills related to goals that NC State holds for its incoming students, and how important each of those goals were to them. Overall, students believed each of these specific skills to be important to them, and although ratings for their current level of development were consistently lower than ratings for the importance of a given skills, they feel like they have a done a good job developing many of them. Respondents 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. When asked about the importance of such goals, personal development and world view goals were seen as more important than those related to general education goals.

Average ratings of students' current level of development for all the goals asked about range from a high of 3.6 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 was "poor," at least one-third of respondents reported that their current level of development was "excellent" for 34 of the 49 goals asked about, with at least half saying their current level of development was "excellent" for six of the 49 goals.

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

- Believing more time and effort will lead to increased learning (61.7% "excellent")
- Taking responsibility for my own behavior (60.6%)
- Ability to work with people from diverse backgrounds (60.5%)
- Valuing learning as a lifelong process (57.2%)
- Appreciating differences in sexual orientation (51.8%)
- Understanding and respecting diverse cultures, values, and perspectives (50.4%)

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

- Speaking effectively (35.5% "fair" or "poor")
- The capacity to engage with and respond to artistic works as creator, designer, performer, or audience member; and to evaluate their significance (35.3%)
- Being involved in public and community affairs (33.2%)
- Ability to manage ongoing stressors (32.8%)
- Time management (32.5%)
- Using mathematical skills (29.4%)
- Recovering from emotional setbacks (29.2%)
- Developing and sustaining an active and healthy lifestyle (26.7%)

Average ratings for the importance of the 49 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 two of the goals asked about as "very important," and for only 10 goals do more than five percent of respondents say that the goal is either "slightly" or "not at all important" to them.

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

- Taking responsibility for my own behavior (89.0% “very important)
- Time management (87.1%)
- Experiencing personal growth (83.1%)
- Seeing projects through to completion (83.1%)
- Ability to set and accomplish goals (82.8%)
- Ability to work with people from diverse backgrounds (81.9%)
- Listening attentively (81.9%)
- Considering all options when solving problems and thinking through the implications of selecting one alternative over another (81.6%)
- Ability to manage ongoing stressors (81.5%)
- Comprehending written and oral information (80.3%)
- Ability to plan and carry out projects independently (80.0%)

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

- The capacity to engage with/respond to artistic works as creator, designer, performer, or audience member; and to evaluate their significance (24.7% “slightly” or “not at all important”)
- Appreciating the humanities (16.1%)
- Appreciating differences in sexual orientation (11.9%)
- Using mathematical skills (10.2%)
- Applying social science methods to understand human behavior (9.9%)
- Sensitivity to issues associated with gender equity (8.9%)
- Applying scientific methods of inquiry (8.8%)
- Being involved in public and community affairs (8.6%)
- Creating/distributing information and knowledge using multiple communication forms (5.2%)
- Understanding the need for sustainability as the pursuit of balanced, ethical solutions that are economically viable, environmentally sound, and socially just (5.1%)

General Education Goals

Overall, respondents reported that they felt prepared in various general education areas prior to coming to campus, as at least two-thirds said that their current level of development was “excellent” or “good” on 20 of the 22 general education goals asked about. They were most likely to say that their current level of development was “excellent” for *listening attentively* (47.8%), *ability to plan and carry out projects independently* (46.9%), *appreciating the humanities* (43.3%), and *using technologies appropriate to my discipline* (42.1%). While a majority of incoming transfer students rated their current level of development as “excellent” or “good” in all areas, respondents were most likely to think their current level of development was either “fair” or “poor” for *speaking effectively* (35.5%), *the capacity to engage with/respond to artistic works as creator, designer, performer, or audience member; and evaluate their significance* (35.3%), *using mathematical skills* (29.4%), *applying scientific methods of inquiry* (22.8%), and *applying social methods to understand human behavior* (21.1%).

Table 8: Current Level of Development of General Education Goals

	Mean	4: Excellent	3: Good	2: Fair	1: Poor	N
Development: Listening attentively	3.4	47.8%	42.6%	8.6%	1.0%	523
Development: Ability to plan and carry out projects independently	3.4	46.9%	43.8%	8.7%	0.6%	520
Development: Using technologies appropriate to my discipline	3.3	42.1%	44.8%	12.5%	0.6%	522
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%	45.8%	11.8%	1.0%	507
Development: Comprehending written and oral information	3.3	40.6%	47.0%	11.8%	0.6%	525
Development: Reflecting on my own work	3.3	39.8%	48.1%	11.7%	0.4%	513
Development: Effectively analyzing and evaluating evidence/arguments/claims/beliefs	3.3	36.9%	52.9%	9.8%	0.4%	518
Development: Appreciating the humanities	3.2	43.3%	38.6%	14.2%	3.9%	513
Development: Keeping my personal data and devices secure	3.2	37.8%	45.0%	14.3%	2.9%	518
Development: Questioning my assumptions and considering points of view that conflict with mine	3.2	36.9%	51.1%	12.0%	0.0%	517
Development: Consider all options when solv prob and think through implications of select one alternative over another	3.2	36.3%	51.4%	11.5%	0.8%	521
Development: Gathering relevant information or evidence	3.2	34.7%	54.7%	10.0%	0.6%	519
Development: Identifying a problem/concept and articulating its components	3.2	33.4%	56.0%	10.2%	0.4%	521
Development: Applying analytic skills	3.2	32.4%	52.8%	14.0%	0.8%	521
Development: Applying social science methods to understand human behavior	3.1	34.5%	44.4%	17.0%	4.1%	513
Development: Solving real world problems in ways that demonstrate imagination/creativity	3.1	34.2%	47.9%	16.6%	1.4%	518
Development: Creating/distributing info and knowl using mult communication forms	3.1	32.2%	47.8%	18.6%	1.3%	521
Development: Writing effectively	3.1	29.0%	55.3%	14.0%	1.7%	521
Development: Using mathematical skills	3.0	32.6%	38.0%	23.4%	6.0%	521
Development: Applying scientific methods of inquiry	3.0	24.9%	52.3%	19.5%	3.3%	514
Development: Capacity to engage with/respond to artistic works and evaluate significance	2.9	28.9%	35.8%	27.2%	8.1%	508
Development: Speaking effectively	2.8	20.4%	44.1%	30.3%	5.2%	524

Students on average rated their importance of each of the general education goals asked about higher than that of their current level of on them. Over 90 percent rated 19 of the 22 general education goals as being “very important” or “moderately important” to themselves, and were most likely to rate *listening attentively* (81.9%), *considering all options when solving a problem and thinking through the implications of selecting one alternative over another* (81.6%), *comprehending written and oral information* (80.3%), and *ability to plan and carry out projects independently* (80.0%) as being “very important” to them. Incoming transfer students were most likely to say that *the capacity to engage with/respond to artistic works as creator, designer, performer, or audience member; and to evaluate their significance* (24.7%), *appreciating the humanities* (16.1%), *using mathematical skills* (10.2%), *applying social science methods to understand human behavior* (9.9%), and *applying scientific methods of inquiry* (8.8%) were “slightly” or “not at all important” to them.

Table 9: Importance of General Education Goals

	Mean	4: Very important	3: Moderately important	2: Slightly important	1: Not at all important	N
Importance: Listening attentively	3.8	81.9%	16.8%	1.2%	0.2%	518
Importance: Consider all options when solv prob and think through implications of select one alternative over another	3.8	81.6%	17.3%	1.2%	0.0%	515
Importance: Comprehending written and oral information	3.8	80.3%	18.2%	1.4%	0.2%	517
Importance: Ability to plan and carry out projects independently	3.8	80.0%	18.1%	1.6%	0.4%	514
Importance: Gathering relevant information or evidence	3.8	78.5%	20.1%	1.2%	0.2%	512
Importance: Effectively analyzing and evaluating evidence/arguments/claims/beliefs	3.8	78.1%	20.5%	1.2%	0.2%	512
Importance: Identifying a problem/concept and articulating its components	3.8	76.1%	22.9%	1.0%	0.0%	515
Importance: Speaking effectively	3.7	77.8%	19.1%	2.5%	0.6%	519
Importance: Solving real world problems in ways that demonstrate imagination/creativity	3.7	76.9%	20.6%	1.9%	0.6%	515
Importance: Using technologies appropriate to my discipline	3.7	74.0%	22.5%	2.9%	0.6%	515
Importance: Reflecting on my own work	3.7	73.3%	24.4%	2.1%	0.2%	516
Importance: Keeping my personal data and devices secure	3.7	72.6%	25.2%	1.9%	0.2%	515
Importance: Applying analytic skills	3.7	71.6%	25.9%	1.8%	0.8%	514
Importance: Writing effectively	3.7	70.6%	25.4%	3.7%	0.4%	520
Importance: Questioning my assumptions and considering points of view that conflict with mine	3.6	66.9%	31.2%	1.7%	0.2%	516
Importance: Understanding the need for sustainability as the pursuit of balanced, ethical solutions that are economically viable, environmentally sound, and socially just	3.6	65.4%	29.5%	3.3%	1.8%	509
Importance: Creating/distributing info and knowl using mult communication forms	3.5	60.0%	34.8%	4.6%	0.6%	517
Importance: Applying scientific methods of inquiry	3.5	58.3%	32.9%	7.0%	1.8%	513
Importance: Using mathematical skills	3.4	56.5%	33.3%	8.3%	1.9%	517
Importance: Applying social science methods to understand human behavior	3.4	53.7%	36.4%	7.9%	2.0%	508
Importance: Appreciating the humanities	3.3	48.4%	35.5%	12.4%	3.7%	510
Importance: Capacity to engage with/respond to artistic works and evaluate significance	3.1	40.2%	35.1%	18.3%	6.4%	515

Personal Development Goals

At least two-thirds of respondents gave a rating of “excellent” or “good” to their current level of development of all 19 of the personal development goals asked about. They were most likely to say that their current level of development was “excellent” for *believing more time and effort will lead to increased learning* (61.7%), *taking responsibility for my own behavior* (60.6%), and *valuing learning as a lifelong process* (57.2%). Conversely, respondents were most likely to rate their current level of development as being either “fair” or “poor” to *being involved in public and community affairs* (33.2%), *ability to manage ongoing stressors* (32.8%), *time management* (32.5%), *recovering from emotional setbacks* (29.2%), and *developing and sustaining an active and healthy lifestyle* (26.7%).

Table 10: Current Level of Development of General Education Goals

	Mean	4: Excellent	3: Good	2: Fair	1: Poor	N
Development: Believing more time and effort will lead to increased learning	3.6	61.7%	32.5%	5.4%	0.4%	504
Development: Taking responsibility for my own behavior	3.6	60.6%	36.0%	2.8%	0.6%	508
Development: Valuing learning as a lifelong process	3.5	57.2%	37.0%	4.6%	1.2%	505
Development: Recognizing and acting on ethical principles	3.4	47.9%	44.6%	7.1%	0.4%	509
Development: Working effectively as part of a team	3.4	47.5%	44.0%	7.7%	0.8%	507
Development: Experiencing personal growth	3.4	46.7%	43.1%	9.6%	0.6%	508
Development: Seeing projects through to completion	3.3	42.4%	48.1%	7.5%	2.0%	505
Development: Ability to set and accomplish goals	3.3	37.7%	52.4%	8.1%	1.8%	504
Development: Developing leadership skills	3.2	37.9%	44.2%	15.8%	2.2%	507
Development: Identifying alternatives when faced with setbacks	3.2	33.1%	53.4%	12.7%	0.8%	504
Development: Viewing failure as an opportunity to learn	3.1	37.9%	40.5%	17.0%	4.5%	506
Development: Expressing my opinion when others disagree	3.1	35.3%	42.9%	17.0%	4.8%	501
Development: Ability to reflect, review, self-regulate, and self-examine	3.1	32.2%	48.6%	17.2%	2.0%	506
Development: Gaining clarity in my future career direction	3.1	30.2%	49.2%	16.7%	4.0%	504
Development: Developing and sustaining an active and healthy lifestyle	3.0	32.8%	40.5%	19.4%	7.3%	509
Development: Recovering from emotional setbacks	3.0	29.3%	41.5%	25.0%	4.2%	501
Development: Being involved in public and community affairs	2.9	29.4%	37.4%	24.5%	8.7%	506
Development: Time management	2.8	24.1%	43.4%	25.6%	6.9%	507
Development: Ability to manage ongoing stressors	2.8	22.0%	45.1%	28.1%	4.7%	508

Over half of incoming transfer students rated each of the personal development goals as being “very important” to them, and over 95 percent rated all but one of the 19 goals asked about as being “very” or “moderately important” to them. In particular, a large majority of students said that *taking responsibility for my own behavior* (89.0%), *time management* (87.1%), *experiencing personal growth* (83.1%), *seeing projects through to completion* (83.1%), *ability to set and accomplish goals* (82.8%), and *ability to manage ongoing stressors* (81.5%) were “very important” to them. The only item more than five percent of respondents indicated as being “slightly” (7.2%) or “not at all important” (1.4%) to them was *being involved in public and community affairs*.

Table 11: Importance of Personal Development Goals

	Mean	4: Very important	3: Moderately important	2: Slightly important	1: Not at all important	N
Importance: Taking responsibility for my own behavior	3.9	89.0%	10.4%	0.6%	0.0%	500
Importance: Time management	3.9	87.1%	12.2%	0.8%	0.0%	502
Importance: Experiencing personal growth	3.8	83.1%	15.5%	1.4%	0.0%	504
Importance: Seeing projects through to completion	3.8	83.1%	16.3%	0.6%	0.0%	496
Importance: Ability to set and accomplish goals	3.8	82.8%	15.6%	1.6%	0.0%	500
Importance: Ability to manage ongoing stressors	3.8	81.5%	18.1%	0.4%	0.0%	502
Importance: Recovering from emotional setbacks	3.8	79.3%	19.1%	1.0%	0.6%	493
Importance: Identifying alternatives when faced with setbacks	3.8	78.9%	19.5%	1.2%	0.4%	498
Importance: Ability to reflect, review, self-regulate, and self-examine	3.8	78.8%	19.8%	1.2%	0.2%	500
Importance: Working effectively as part of a team	3.8	78.7%	19.3%	2.0%	0.0%	503
Importance: Gaining clarity in my future career direction	3.8	77.6%	20.8%	1.2%	0.4%	499
Importance: Valuing learning as a lifelong process	3.7	77.3%	20.3%	2.2%	0.2%	502
Importance: Viewing failure as an opportunity to learn	3.7	77.2%	20.4%	2.2%	0.2%	496
Importance: Developing and sustaining an active and healthy lifestyle	3.7	76.3%	21.9%	1.8%	0.0%	503
Importance: Believing more time and effort will lead to increased learning	3.7	74.8%	22.9%	1.8%	0.4%	497
Importance: Developing leadership skills	3.7	74.6%	23.3%	1.8%	0.4%	503
Importance: Recognizing and acting on ethical principles	3.7	71.8%	25.6%	2.4%	0.2%	503
Importance: Expressing my opinion when others disagree	3.6	67.3%	28.8%	3.0%	0.8%	496
Importance: Being involved in public and community affairs	3.5	55.2%	36.3%	7.2%	1.4%	502

World View Goals

More than 80 percent of respondents said their current level of development of each of the eight goals related to their world view was either “excellent” or “good.” Incoming transfer students were most likely to say that their current level of development was “excellent” for *ability to work with people from diverse backgrounds* (60.5%), *appreciating differences in sexual orientation* (51.8%), and *understanding and respecting diverse cultures, values, and perspectives* (50.4%). However, respondents were also most likely to rate their current level of development as “fair” or “poor” for *appreciating differences in sexual orientation* (17.2%), along with *sensitivity to issues associated with gender equity* (16.7%) and *understanding issues and problems facing the world* (14.9%).

Table 12: 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	60.5%	33.6%	5.1%	0.8%	488
Development: Understanding and respecting diverse cultures, values, and perspectives	3.4	50.4%	40.8%	8.2%	0.6%	490
Development: Sensitivity to issues associated with racial equity	3.4	47.6%	42.3%	8.8%	1.3%	475
Development: Appreciating differences in sexual orientation	3.3	51.8%	31.0%	12.2%	5.0%	477
Development: Understanding the present as it relates to historical events	3.3	46.5%	40.9%	11.7%	0.8%	486
Development: Understanding the commonality of human problems globally	3.3	46.4%	41.4%	11.2%	1.0%	483
Development: Sensitivity to issues associated with gender equity	3.3	45.7%	37.7%	13.1%	3.6%	475
Development: Understand issues and probs facing the world	3.2	35.5%	49.6%	12.9%	2.0%	490

About two-thirds or more of respondents rated each of the world view goals asked about as being “very important” to them, with over 90 percent rating seven of the eight world view goals as being “very” or “moderately important.” A rating of “very important” was given by at least three-fourths of respondents to *ability to work with people from diverse backgrounds* (81.9%), *understanding issues and problems facing the world* (79.3%), *understanding and respecting diverse cultures, values, and perspectives* (78.8%), and *sensitivity to issues associated with racial equity* (76.5%). Respondents were most likely to say that *appreciating differences in sexual orientation* (11.9%) and *sensitivity to issues associated with gender equity* (8.9%) were either “slightly” or “not at all important” to them.

Table 13: 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	81.9%	15.6%	1.7%	0.8%	481
Importance: Understand issues and probs facing the world	3.8	79.3%	19.3%	1.0%	0.4%	483
Importance: Understanding and respecting diverse cultures, values, and perspectives	3.7	78.8%	18.8%	0.8%	1.7%	480
Importance: Sensitivity to issues associated with racial equity	3.7	76.5%	19.3%	2.1%	2.1%	476
Importance: Understanding the present as it relates to historical events	3.7	74.1%	21.8%	4.0%	0.2%	478
Importance: Understanding the commonality of human problems globally	3.7	72.9%	23.5%	2.3%	1.3%	476
Importance: Sensitivity to issues associated with gender equity	3.5	66.5%	24.6%	5.1%	3.8%	472
Importance: Appreciating differences in sexual orientation	3.5	65.5%	22.5%	6.9%	5.0%	476

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 ranked relatively high in development typically also ranked relatively high in importance compared to other goals asked about. Table 14 provides a comparison between ratings of respondents' current level of development of those skills and their importance of them. The goals listed in Table 14 are rank ordered based on the average ratings for current level of development, then each goal's rank in terms of perceived importance of each of those goals.

Goals that were rated relatively high in both development and importance (i.e., areas students have progressed well in before coming to NC State and also feel that they are particularly important) included: *taking responsibility for my own behavior; ability to work with people from diverse backgrounds; working effectively as part of a team; listening attentively; ability to plan and carry out projects independently; and experiencing personal growth.*

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, and to evaluate their significance* had the lowest mean level of importance and also the fourth lowest mean level of development. Other notable goals with relatively low ratings for both development and importance included: *being involved in public and community affairs; using mathematical skills; applying scientific methods of inquiry; applying social science methods to understand human behavior; and creating and distributing information and knowledge using multiple communication forms.*

There are a few notable exceptions, however, 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 in comparison. The "gap" between ratings of importance and development, goals in which students felt were highly important but rated their current level of development as being among the lowest of all goals asked about, was largest for:

- Time management (2nd in importance [average rating 3.9] vs 47th in development [average rating 2.8])
- Ability to manage ongoing stressors (6th [3.8] vs 48th [2.8])
- Recovering from emotional setbacks (14th [3.8] vs 44th [3.0])
- Speaking effectively (25th [3.7] vs 49th [2.8])
- Ability to reflect, review, self-regulate, and self-examine (13th [3.8] vs 36th [3.1])
- Gaining clarity in my career direction (19th [3.8] vs 40th [3.1])
- Developing and sustaining an active and healthy lifestyle (24th [3.7] vs 42nd [3.0])
- Viewing failure as an opportunity to learn (22nd [3.7] vs 34th [3.1])

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

- Appreciating differences in sexual orientation (43rd in importance [average rating 3.5] vs 15th in development [average rating 3.3])
- Understanding the need for sustainability as the pursuit of balanced, ethical solutions that are economically viable, environmentally sound, and socially just (40th [3.6] vs 18th [3.3])
- Sensitivity to issues associated with gender equity (42nd [3.5] vs 22nd [3.3])

Table 14: 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	3.6	1	3.9
Believing more time and effort will lead to increased learning	2	3.6	27	3.7
Ability to work with people from diverse backgrounds	3	3.5	9	3.8
Valuing learning as a lifelong process	4	3.5	21	3.7
Understanding and respecting diverse cultures, values, and perspectives	5	3.4	23	3.7
Recognizing and acting on ethical principles	6	3.4	34	3.7
Working effectively as part of a team	7	3.4	17	3.8
Listening attentively	8	3.4	8	3.8
Ability to plan and carry out projects independently	9	3.4	11	3.8
Sensitivity to issues associated with racial equity	10	3.4	31	3.7
Experiencing personal growth	11	3.4	4	3.8
Understanding the present as it relates to historical events and processes	12	3.3	33	3.7
Understanding the commonality of human problems through a global perspective	13	3.3	36	3.7
Seeing projects through to completion	14	3.3	3	3.8
Appreciating differences in sexual orientation	15	3.3	43	3.5
Using technology appropriately	16	3.3	32	3.7
Comprehending written and oral information	17	3.3	10	3.8
Understanding the need for sustainability as the pursuit of balanced, ethical solutions that are economically viable, environmentally sound, and socially just	18	3.3	40	3.6
Reflecting on my own work	19	3.3	29	3.7
Effectively analyzing and evaluating evidence, arguments, claims, and beliefs	20	3.3	18	3.8
Ability to set and accomplish goals	21	3.3	5	3.8
Sensitivity to issues associated with gender equity	22	3.3	42	3.5
Questioning my assumptions and considering points of view that conflict with my own	23	3.2	38	3.6
Gathering relevant information or evidence	24	3.2	15	3.8
Considering all options when solving a problem or addressing an issue and thinking through the implications and consequences of selecting one alternative over another	25	3.2	7	3.8
Identifying a problem or concept and articulating its various components	26	3.2	20	3.8
Appreciating the humanities	27	3.2	48	3.3
Identifying alternatives when faced with setbacks	28	3.2	16	3.8
Understanding issues and problems facing the world	29	3.2	12	3.8
Keeping my personal data and devices secure	30	3.2	30	3.7
Developing leadership skills	31	3.2	28	3.7
Applying analytic skills	32	3.2	35	3.7
Solving real world problems in ways that demonstrate imagination and creativity	33	3.1	26	3.7
Viewing failure as an opportunity to learn	34	3.1	22	3.7
Writing effectively	35	3.1	37	3.7
Ability to reflect, review, self-regulate, and self-examine	36	3.1	13	3.8
Creating and distributing information and knowledge using multiple communication forms	37	3.1	41	3.5
Applying social science methods to understand human behavior	38	3.1	47	3.4
Expressing my opinion when others disagree	39	3.1	39	3.6
Gaining clarity in my career direction	40	3.1	19	3.8
Applying scientific methods of inquiry	41	3.0	44	3.5
Developing and sustaining an active and healthy lifestyle	42	3.0	24	3.7
Using mathematical skills	43	3.0	46	3.4
Recovering from emotional setbacks	44	3.0	14	3.8
Being involved in public and community affairs	45	2.9	45	3.5
The capacity to engage with and respond to artistic works as creator, designer, performer, or audience member; and to evaluate their significance	46	2.9	49	3.1
Time management	47	2.8	2	3.9
Ability to manage ongoing stressors	48	2.8	6	3.8
Speaking effectively	49	2.8	25	3.7

Finances and Paying for College

This section of the report presents data on respondents' sources of education funding and their anticipated employment during their first year of college.

Sources of Education Funding (Table 15)

Twenty percent of incoming transfer students reported that "\$10,000 or more" of their educational expenses for their first year at NC State would come from *family resources*. About 30 percent reported that they would be receiving at least \$6,000 in *aid that does not need to be repaid*. Just over half will be using loans to pay their education expenses, with 22.8 percent having \$6,000 or more in loans and 12.5 percent having "\$10,000 or more" in such loans.

While nearly 80 percent of incoming transfer students reported using their own resources to help pay for their first year at NC State, most are contributing relatively smaller amounts. About 10 percent say they will be personally responsible for either "\$6,000-\$9,000" (5.4%) or "\$10,000 or more" (4.0%) of their expenses for their first year at NC State, while nearly one-third reported they will be contributing "less than \$1,000" (32.2%).

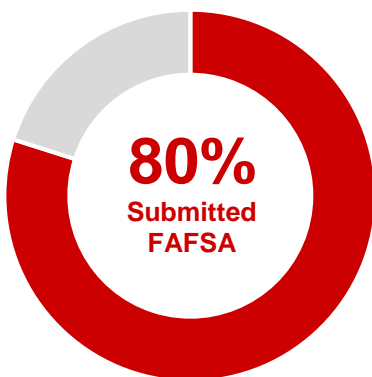
Table 15: Sources of Education Funding

	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.)	28.5%	12.9%	14.2%	14.0%	10.3%	20.1%	513
My own resources (savings from work, other income)	21.1%	32.2%	26.8%	10.5%	5.4%	4.0%	503
Aid that does not need to be repaid (grants, scholarships, military funding, etc.)	35.3%	6.7%	13.7%	14.5%	11.2%	18.6%	510
Aid that must be repaid (loans, etc.)	47.2%	2.4%	11.1%	16.5%	10.3%	12.5%	504
Other than above	89.7%	3.2%	2.7%	1.4%	1.9%	1.1%	370

FAFSA Submitted (Figure 7)

Eighty percent of respondents reported that they had submitted the Free Application for Federal Student Aid (FAFSA).

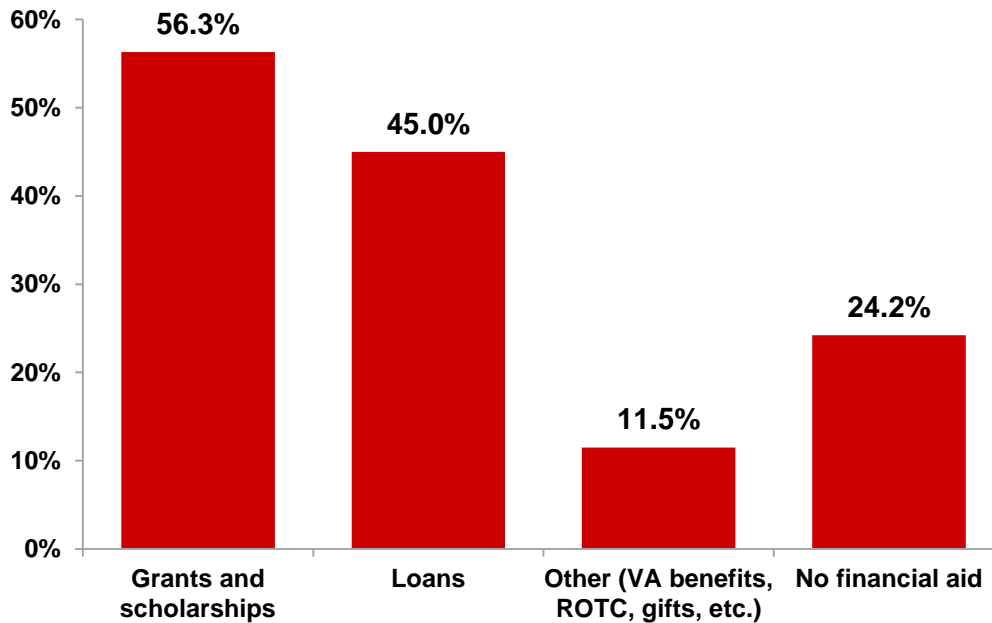
Figure 7: FAFSA Submitted (N=503)



Financial Aid Received (Figure 8)

When asked to identify what types of financial aid they had received, a majority of incoming transfer students said they were receiving grants and scholarships (56.3%), and 45 percent said that they received loans to help pay for their education. Fewer students reported they were receiving some other type of financial aid (11.5%).

Figure 10: Financial Aid Received



Student Employment (Figures 9-10; Table 16)

Three-fourths of incoming transfer students reported they would be employed during their first year at NC State. Employed respondents were more likely to say they would be working off campus (61.1%) than on campus (21.1%); 17.8 percent said they would be working both on and off campus.

Respondents who said they would be working off campus were much more likely than those planning to work on campus to report working more than 20 hours per week (30.4% vs 12.1%, respectively).

The relatively few transfer students who reported that they will be working both on campus and off campus during their first year at NC State typically reported that they will work a relatively small number of hours at each location. About one-third of respondents said that they will be working 1-10 hours at each of their on campus and off campus jobs. However, 18 percent said they would work 11-20 hours at each of their on and off campus jobs, and ten percent said they would work more than 20 hours both on campus and off campus during their first year at NC State.

Figure 11: Employment Status and Work Location during First Year at NC State

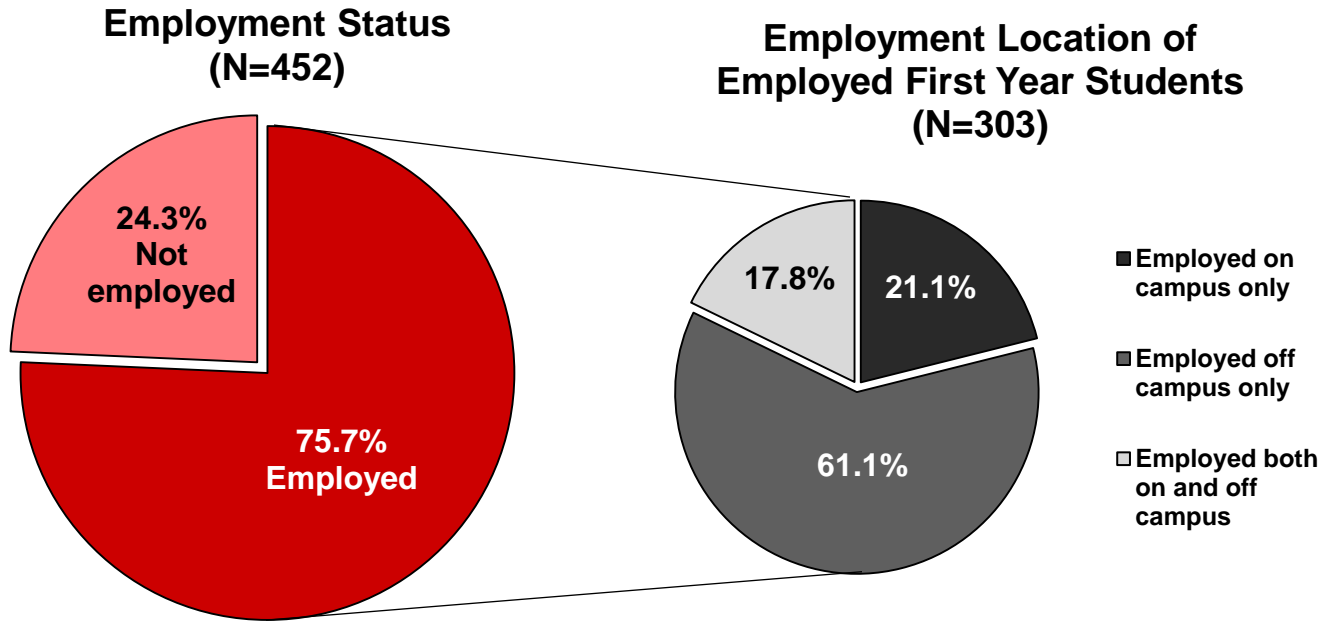


Figure 12: On Campus vs Off Campus Work Hours

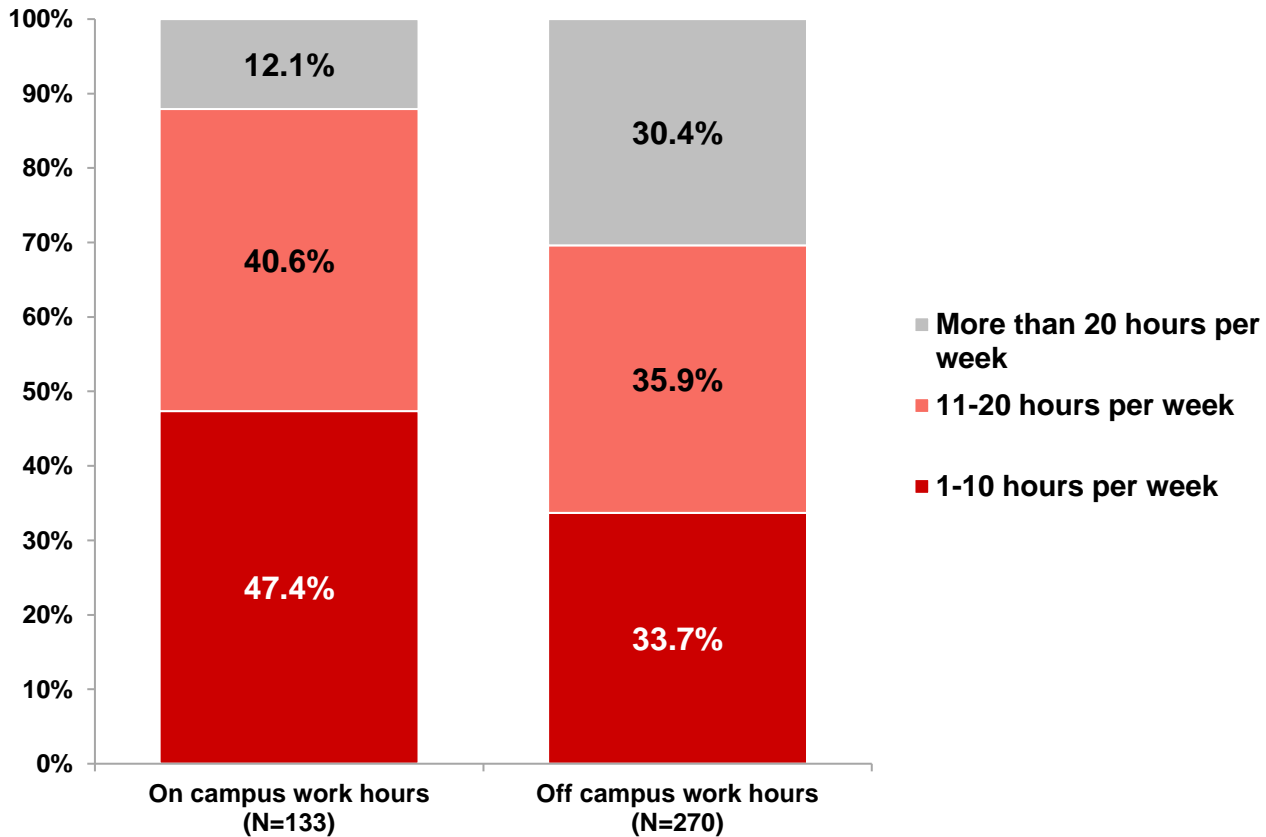


Table 16: Students Employed both On and Off Campus (N=61)

On campus (Among those working)	Off campus (Among those working)			Total
	1-10 hours per week	11-20 hours per week	More than 20 hours per week	
1-10 hours per week	34.4%	11.5%	4.9%	50.8%
11-20 hours per week	8.2%	18.0%	9.8%	36.0%
More than 20 hours per week	1.6%	1.6%	9.8%	13.0%
<i>Total</i>	44.2%	31.1%	24.5%	100%

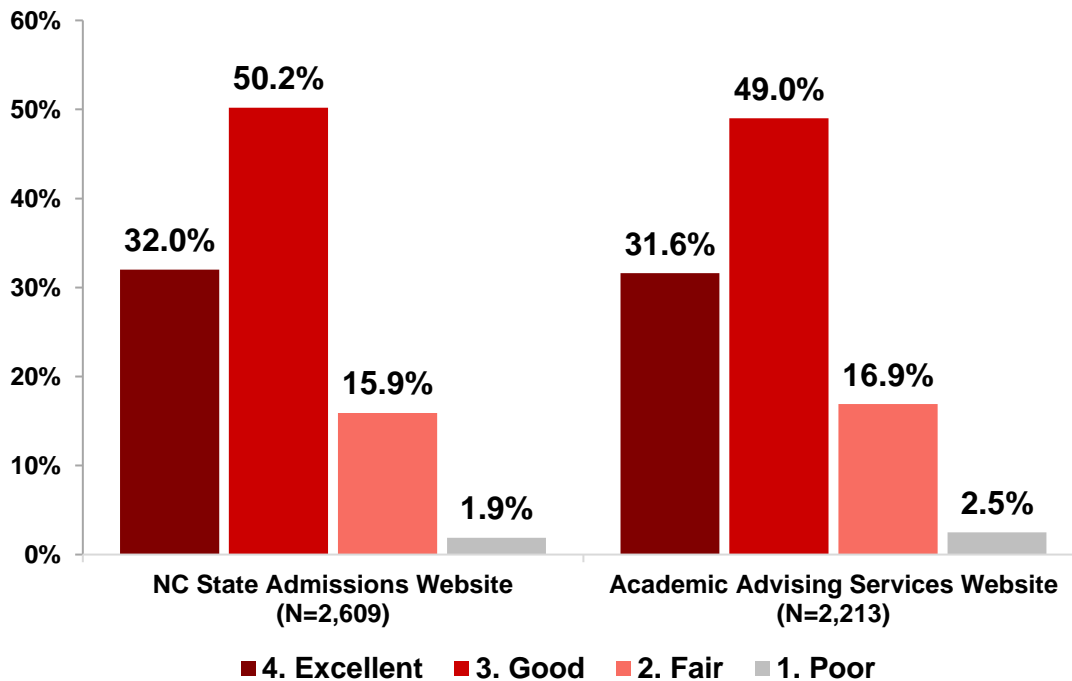
Satisfaction with NC State Services

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.

Rating of NC State Academic Advising Services and Admissions Websites (Figure 13)

When asked to evaluate the NC State Admissions website, 82.2 percent gave a rating of “excellent” (32.0%) or “good” (50.2%), and when asked to evaluate the NC State Academic Advising Services website, 80.6 percent of respondents gave a rating of “excellent” (31.6%) or “good” (49.0%).

Figure 13: Rating of the NC State Academic Services and Admissions Websites



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 85.4 percent of respondents saying that they were either “very” (38.4%) or “moderately satisfied” (47.0%) with the financial aid process.

Table 17: Satisfaction with NC State Financial Aid Process

	%	N
Very satisfied	38.4%	160
Moderately satisfied	47.0%	196
Moderately dissatisfied	9.4%	39
Very dissatisfied	5.3%	22
Total	100.0%	417

New Student Orientation (Tables 18-20)

Incoming transfer students were provided a series of questions that asked them to rate their experiences with their college/department before and during New Student Orientation, as well as their experiences in attending Orientation before starting classes at NC State in the Fall 2019 semester. 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 fall course schedules (50.0% vs 36.6%, respectively). They had generally similar opinions about the attention they received from their college/department, with 46.2 percent saying they “strongly agree” they were satisfied with the attention they received prior to attending Orientation, and 44.1 percent saying they “strongly agree” they were satisfied during Orientation.

Table 18: Ratings of Experiences with College/Department Prior to and during Transfer 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	50.0%	41.4%	6.3%	2.4%	464
I am satisfied with the attention received from college/dept prior to Orientation	3.3	46.2%	41.9%	9.4%	2.6%	470
I am satisfied with the attention received from college/dept during Orientation	3.3	44.1%	47.5%	5.8%	2.6%	465
Info/advice from college/dept during Orientation helped me plan schedule	3.2	36.6%	48.5%	11.5%	3.4%	435

Over 90 percent of incoming transfer students agreed that New Student Orientation provided useful information about a number of different policies, practices, and resources. They were most likely to “strongly agree” that they got useful information about *the prohibition of sexual violence, relationship violence, and stalking at NC State* (70.5%) and *the resources available to me if I need help preventing or reporting sexual violence* (68.2%).

Table 19: Agreement with Transfer Student Orientation Providing Useful Information

Orientation provided useful information related to:	Mean	4: Strongly agree	3: Agree	2: Disagree	1: Strongly disagree	N
The prohibition of sexual violence, relationship violence, and stalking at NC State	3.7	70.5%	27.8%	1.3%	0.4%	475
The resources available to me if I need help preventing or reporting sexual violence	3.7	68.2%	30.4%	1.1%	0.4%	471
The tactics I can use to be an active bystander to prevent or disrupt violence	3.6	64.0%	34.3%	1.5%	0.2%	469
NC State's acceptance and encouragement of the free and open exchange of ideas and opinions	3.5	56.9%	39.5%	2.7%	0.8%	473
The resources available to me if I have questions about free speech and free expression at NC State	3.5	54.3%	39.2%	5.4%	1.1%	464
Policies that may impact my experience at NC State (i.e., Code of Student Conduct)	3.5	54.1%	42.7%	1.7%	1.5%	471
Expectations for being a member of the NC State community	3.4	49.5%	46.5%	2.9%	1.1%	475

Nearly all incoming students also agreed that Orientation had achieved the program’s goals of helping prepare students be successful at NC State, with over 95 percent of respondents saying they either “strongly agree” or “agree” to all but one item asked about. They were most likely to “strongly agree” that as a result of attending Orientation they were *excited to start my first semester at NC State* (68.3%).

Table 20: Result of Participation in Transfer Student Orientation

Result of participation in Orientation:	Mean	4: Strongly agree	3: Agree	2: Disagree	1: Strongly disagree	N
I am excited to start my first semester at NC State	3.6	68.3%	27.9%	3.4%	0.4%	473
I feel better prepared to start my first semester at NC State	3.5	54.4%	38.6%	6.1%	0.8%	474
I can identify resources that will promote my engagement in the campus community	3.5	51.1%	45.7%	3.2%	0.0%	468
I can identify resources that will promote my academic success	3.5	50.5%	45.6%	3.6%	0.2%	469
I can identify important policies that may impact my academic success	3.4	49.1%	46.2%	4.3%	0.4%	468

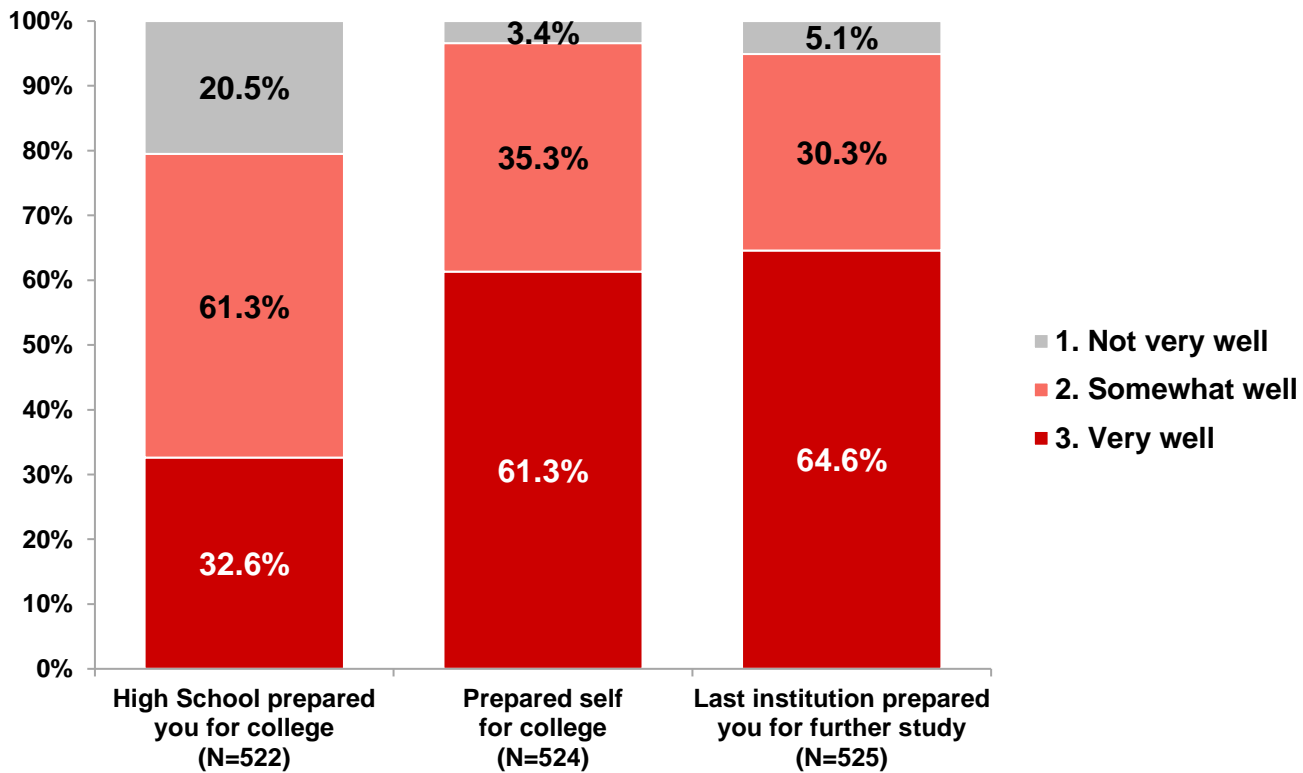
Demographic and Family Background Characteristics

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

College Preparation (Figure 14)

More than 60 percent of respondents reported that they were “very well” prepared for further study by their last institution (64.6%). While 61.3 percent said they felt “very well” prepared for college from their own efforts, less than one-third of incoming transfer students said that they were “very well” prepared by their high school (32.2%), with 20.5 percent saying they were “not very well” prepared for college by their high school.

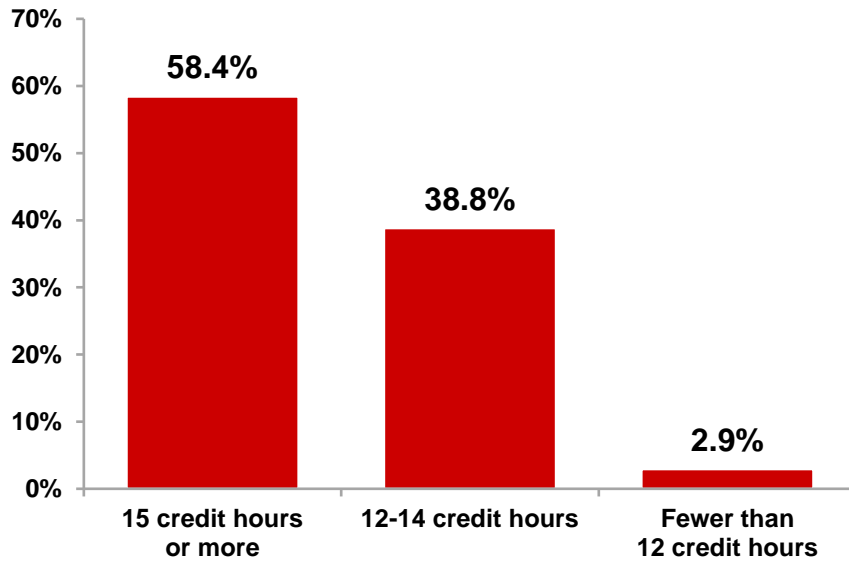
Figure 14: College Preparation



Enrollment Status for First Semester at NC State (Figure 15; Table 21)

Incoming transfer students were asked how many credits they would be enrolled in during their first semester at NC State. Almost 60 percent said they would be enrolled in at least 15 credit hours (58.4%), and 38.8 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.

Figure 15: First Semester Course Load (N=454)



Students who reported being enrolled in fewer than 15 credit hours during their first semester at NC State were asked about a number 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* (49.7%). Other reasons for which at least one-fourth of respondents reported being enrolled in fewer than 15 credit hours include *need to work* (37.6%), and *courses wanted were not available* (37.0%).

Table 21: Reasons Transfer Students Enrolled for Fewer Than 15 Credit Hours* (Among those enrolled for fewer than 15 credit hours, N=189)

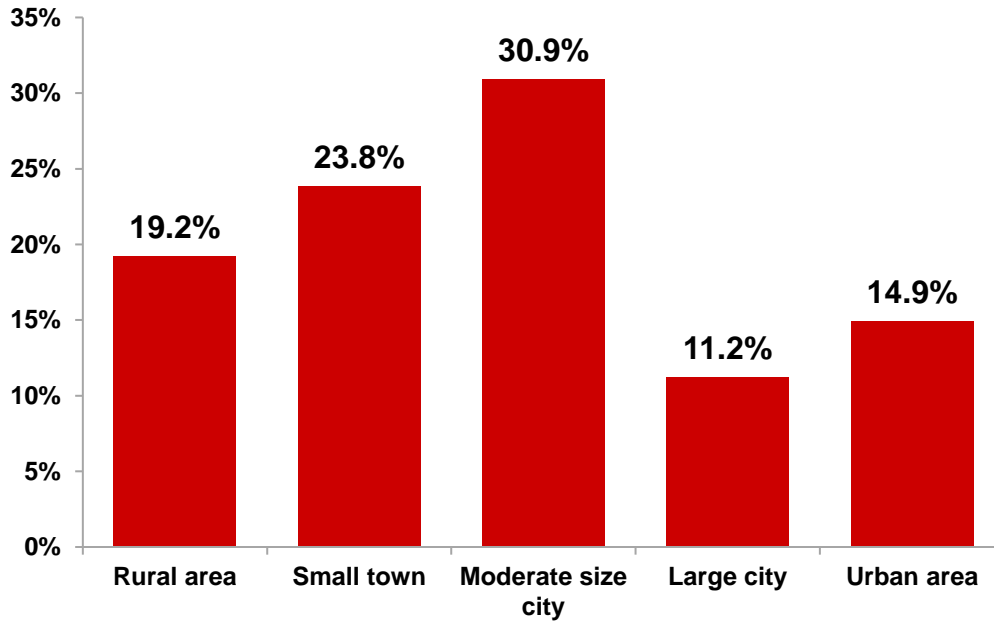
Reason enrolled less than 15 credit hours:	%	N
Want to make better grades	49.7%	94
Need to work	37.6%	71
Courses wanted were not available	37.0%	70
Combination of credit hours would have been too much with another big course	32.8%	62
Was advised to carry lighter load by advisor	22.8%	43
Cost	18.5%	35
Completing requirements and do not need more courses	16.9%	32
Family responsibilities	15.3%	29
Participation in internship, co-op, practicum, student teaching, or international study	5.3%	10
Other	11.1%	21

*Respondents could select more than one reason.

Hometown Geographic Area (Figure 16)

Over 40 percent of incoming transfer students reported they were from a “rural area” (19.2%) or a “small town” (23.8%), while just over one-fourth came from a “large city” (11.2%) or an “urban area” (14.9%).

Figure 16: Hometown Geographic Area (N=463)



First Generation College Students (Table 22)

About 30 percent of incoming transfer students reported that they are a first generation college student, with 13.3 percent reporting that no parent/guardian of theirs had ever attended college, and 17.1 percent reporting that at least one of their parents/guardians had attended college but never earned a degree.

Table 22: First Generation College Students

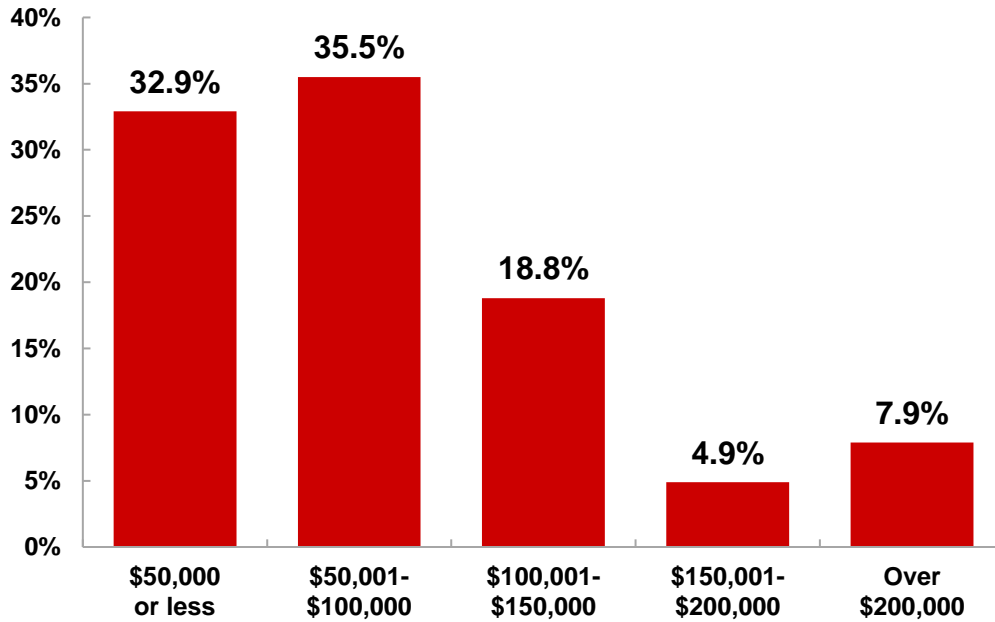
	%	N
First generation college student	13.3%	56
At least one parent attended college but did not earn a degree	17.1%	72
Not first generation	69.5%	292
<i>Total</i>	<i>100%</i>	<i>420</i>

Parents’/Guardians’ Financial Support (Figures 17-19; Tables 23-25)

Incoming transfer students were asked a series of questions pertaining to their family’s finances and household demographics.

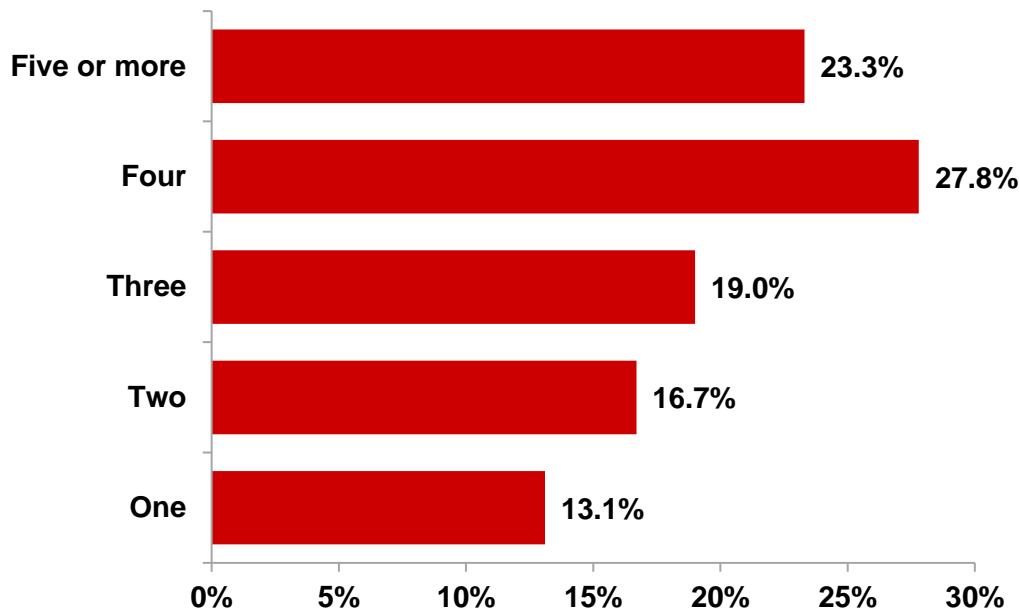
When asked to estimate their parents’/guardians’ combined 2018 pre-tax income, more than two-thirds of respondents reported that their family’s combined income was \$100,000 or less (68.4%), with just under one-third saying it was \$50,000 or less (32.9%). About 13 percent of incoming students reported that their family income was higher than \$150,000 (12.8%).

Figure 17: Parents'/Guardians' Financial Support (N=304)



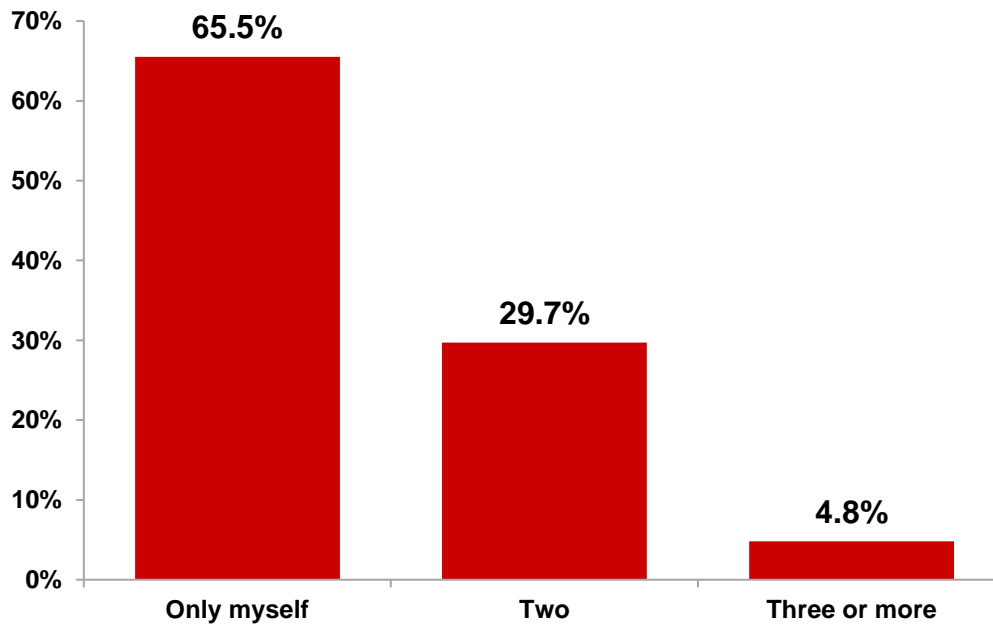
About half of respondents (51.1%) indicated that they came from a household with four or more members financially supported by their parents/guardians, including themselves and their parents/guardians. However, 16.7 percent of respondents reported that they came from a household with only two people financially supported by their parents/guardians, and 13.1 percent reported that only one person in their household was financially supported.

Figure 18: Number of People Financially Supported by Parents/Guardians (N=442)



When asked about the number of their parents'/guardians' dependents currently enrolled in college, just under two-thirds said that they were the only dependent in their household enrolled in college (65.5%).

Figure 19: Parents'/Guardians' Dependents Enrolled in College (N=441)



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 to these questions were categorized in to a variety of topics as reported below.

What Students are Excited About (Table 23)

Table 23 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 excited about things related to the intellectual environment on campus (14.6%), learning (14.2%), social life (11.9%), and campus life (10.6%).

Table 23: What Students are Excited About (N category codes = 521*)

	N	%
Intellectual Environment	76	14.6%
Learning	74	14.2%
Social Life	62	11.9%
Campus Life	55	10.6%
Adapting to NC State	46	8.8%
Opportunities	45	8.6%
Career Planning	34	6.5%
Instruction	26	5.0%
Independence	23	4.4%
Diversity	17	3.3%
Cocurricular Activities	12	2.3%
Academic Performance	11	2.1%
Spirit and Pride	10	1.9%
Racial/Ethnic Issues	6	1.2%
Other	24	4.7%

*Some student responses were included in more than one category. "N category codes = 521" represents the total number of codes assigned to all student responses to this open-ended question.

Intellectual Environment

- "Being part of a community that prides itself on giving its students the tools they need to start a good life or career after school."
- "I am excited to be an active part of the community and to take classes relating to my major."
- "The environment and having more choices on different classes I can take."

Learning

- "I am excited to learn more. I am excited to take more major-specific classes."
- "I am excited that I will be learning about something that I genuinely love!"
- "I am most excited about taking classes that I am extremely interested in with people who share the same excitement for these subjects."

Social Life

- "I'm excited about meeting so many new people."
- "I'm really excited about the community and the new people I will meet at NC State."
- "Experiencing life surrounded by people all working towards different and interesting goals."

Campus Life

- "Meeting lots of new people and getting involved in extracurricular activities."
- "I am excited to go to events such as football games and live close to campus."
- "I'm extremely excited about attending sporting events and participating in school-wide activities like Packapalooza."

Career Planning

- “I am most excited about going to a college that has an amazing track record for having students graduate in my chosen degree and follow through with their chosen careers.”
- “Being able to get a head start on jobs and internships in my major.”
- “Educational and career opportunities – I get to interact with leaders in my particular field of interest while studying at NC State.”

What Students are Concerned About (Table 24)

Table 24 outlines the different topics into which student comments regarding what that 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 adapting to NC State (20.6%), their academic performance (19.3%), and social life (11.5%).

Table 24: What Students are Excited About (N category codes = 471*)

	N	%
Adapting to NC State	97	20.6%
Academic Performance	91	19.3%
Social Life	54	11.5%
Campus Life	25	5.3%
Intellectual Environment	23	4.9%
Independence	22	4.7%
Instruction	22	4.7%
Time Management	18	3.8%
Health	16	3.4%
Transportation	16	3.4%
Learning	13	2.8%
Finances	12	2.5%
Career Planning	9	1.9%
Housing	7	1.5%
Safety	7	1.5%
Other	37	9.6%

*Some student responses were included in more than one category. “N category codes = 471” represents the total number of codes assigned to all student responses to this open-ended question.

Adapting to NC State

- “I’m most nervous about classes and the work load being different from my community college. I also am nervous about the campus and getting to my classes on time and knowing where things are.”
- “I’m nervous about being successful but also making friends and finding other to socialize with.”
- “I am mainly nervous with the campus size and making it to classes. I am also concerned with the pressure of being successful and not making bad grades.”

Academic Performance

- “Maintaining academic success along with balancing a work schedule.”
- “I am nervous that my classes will be harder than they were at my previous institution and that I may struggle becoming adjusted to this new course load.”
- “I’m nervous about not succeeding in my classes.”

Social Life

- “Not getting the opportunity to connect with others, such as making friends or meeting new people.”
- “I am nervous about making friends and fitting in with these new people, many of whom already have established friend groups.”
- “Starting fresh in the college experience like meeting people and knowing everything on campus.”

Independence

- “I am nervous about being away from my family and friends.”
- “Adjusting to life away from home.”
- “I am concerned about living on my own for the first time and adapting to college life.”

Instruction

- “I am nervous about larger class sizes, because this means less one on one time with professors compared to the community college I went to.”
- “The academic differences between NC State and the college I am transferring from.”
- “Student to faculty ratio.”