NC STATE UNIVERSITY

2020 Incoming Transfer Student Survey: Overall Results

Introduction

This overview report presents findings from all incoming transfer students participating in the 2020 Incoming Transfer Student Survey. In the survey, students are asked about their experiences with the application process and deciding to enroll at NC State; their satisfaction with various NC State services and programs; how they are paying for their education; their preparation for transferring to NC State and their educational goals; what they are excited and concerned about in starting their first year at NC State; and a variety of demographic information. For survey methods, a copy of the survey instrument with exact question wording, and reports with breakdowns by gender, race/ethnicity, and college, see "2020 Incoming Transfer Student Survey: Table of Contents."

Due to the ongoing COVID-19 pandemic, unlike in past years, New Student Orientation was held virtually. While students were invited to participate in the survey shortly after they attended their on-campus New Student Orientation session in past years, in 2020, students were invited to participate in the survey on August 5, after all the virtual sessions had concluded. The first day of classes was August 10, but due to the increasing number of COVID-19 positive cases among undergraduates, on August 24 all classes were switched to online delivery. On August 31, the decision was made to have most students leave campus, and continue the semester remotely. The survey closed on September 4, meaning that while some students completed it just prior to or shortly after arriving on campus, others completed it either after classes moved to all online, or, for a relatively few, when they had left campus. Forty-four percent of students who submitted the survey took it on a mobile device (44.0%).

A total of 1,446 incoming transfer students enrolled in four-year degree-seeking programs at the time of the University's Census were eligible to complete the survey and have their responses included in final analyses; 691 eligible incoming transfer students participated in the survey for a response rate of 47.8%.

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. Just over 70 percent of respondents reported that they attended one institution before enrolling at NC State (71.8%), 21 percent reported they previously attended two institutions (20.7%), and eight percent said they attended three or more (7.5%).

Figure 1: Number of Institutions Attended Before Enrolling at NC State (N=691)
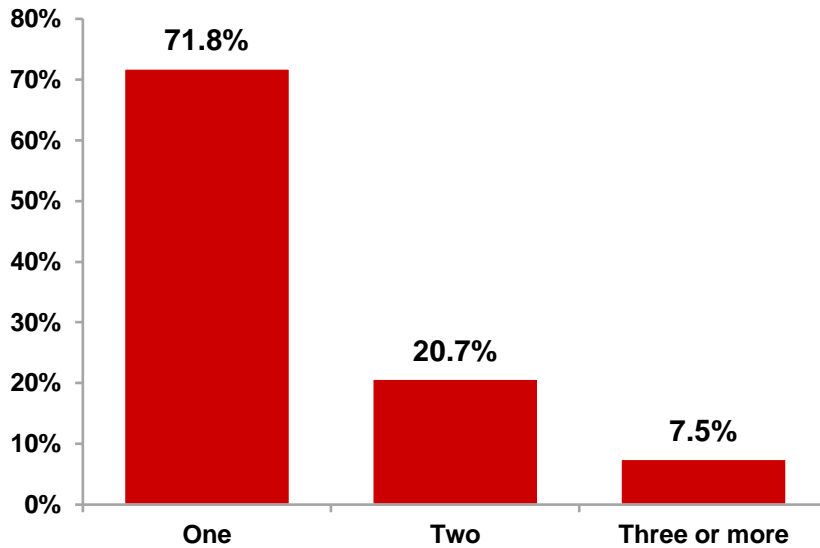
NC State First Choice College to Attend (Table 1)

About 90 percent of incoming transfer students said that NC State was their top choice college to continue their college careers, with 43 percent saying that NC State was their "only choice" (42.5%), and 47 percent saying NC State was their "first choice" (47.1%). Notably, 98 percent of incoming transfer students from the College of Agriculture and Life Sciences reported that NC State was either their "only" (56.5%) or "first choice" (41.2%).

Students transferring in to the College of Humanities and Social Sciences (15.6%), the few incoming transfer students in the College of Design (13.4%), and the College of Sciences (12.3%) were the most likely 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 Continue Academic Career

College/School	Was NC State first choice				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	
Agriculture & Life Sciences	56.5%	41.2%	2.4%	.	85
Design	40.0%	46.7%	6.7%	6.7%	15
Education	45.0%	45.0%	10.0%	.	20
Engineering	48.7%	42.0%	6.7%	2.7%	150
Natural Resources	54.8%	38.1%	7.1%	.	42
Humanities & Social Sciences	32.9%	51.4%	13.9%	1.7%	173
Sciences	37.0%	50.7%	12.3%	.	73
Textiles	27.3%	63.6%	9.1%	.	11
Management	38.7%	51.4%	7.2%	2.7%	111
Total	*42.5%*	*47.1%*	*8.8%*	*1.6%*	*680*

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 attend NC State was, as well as the extent to which each of the potential factors asked about influenced their decision.

A majority of incoming transfer students focused on just a few specific factors as being the most important in deciding to attend NC State. "Academic reputation" (26.7%) was most likely to be reported as being the *single most influential factor* in deciding to attend NC State by respondents, followed by "availability of program" (21.1%) and "location" (13.7%). "Future career opportunities" (9.5%), "level of support for my intended major" (7.7%), and "cost" (5.5%) were also rated as the *single most influential factor* by a sizable number of students. Fewer than three percent selected any one of the other factors asked about as being the most influential in their decision.

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

	%	N
Academic reputation	26.7%	181
Availability of program	21.1%	143
Location	13.7%	93
Future career opportunities	9.5%	64
Level of support for my intended major	7.7%	52
Cost	5.5%	37
Participation in an Engineering 2+2 program	2.5%	17
NC State's commitment to diversity	1.6%	11
Recommended by a friend, family member, teacher, counselor, etc.	1.2%	8
Scholarships available	1.2%	8
Financial aid available	1.2%	8
Extracurricular opportunities	1.2%	8
Facilities and resources available	0.9%	6
Contact with a current student	0.9%	6
Contact with a graduate	0.9%	6
Size	0.6%	4
Commitment to the environment and sustainability	0.6%	4
Number of hours transferred/credited	0.4%	3
Campus visit/recruitment event(s)	0.3%	2
Contact with a faculty or staff member	0.1%	1
Wellness and Recreation facilities and programs	0.1%	1
Other	2.1%	14
Total	*100%*	*677*

When asked to rate how much of an influence each factor had on them using a scale from 1 ("very weak influence") to 5 ("very strong influence"), it is clear that a wide variety of factors had at least some influence on their decision, despite a plurality of students selecting a relatively few factors as being the *single most influential factor*.

Incoming transfer students were most likely to say that *availability of program* (89.8%), *academic reputation* (88.3%), and *future career opportunities* (87.0%) had a "very strong" or "strong influence" on their decision to attend NC State. They also reported *level of support for my intended major* (78.4%), *facilities and resources available* (77.9%), and *location* (77.2%) as having high levels of influence on their decision. Notably, half of incoming transfer students reported that number of hours transferred had a "very strong" (23.5%) or "strong influence" (26.1%).

Among the factors most likely to have a "weak" or "very weak influence on students' decisions to attend NC State were *participation in an Engineering 2+2 program* (53.9%), *communications from NC State, excluding from the Admissions Office* (46.5%), and *attendance at a College Fair or high school visit* (44.9%).

A relatively small number of respondents (N=64) identified their own *other* factors not included on the list provided as having influenced their decision to attend NC State. Some examples of *other* factors that students mentioned included undergraduate research opportunities, scholarships, the atmosphere/people on campus, and professional connections.

Table 3: Factors That Influenced Students' Decisions 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	4.53	65.0%	24.8%	8.9%	1.2%	0.1%	685
Future career opportunities	4.42	58.6%	28.4%	10.2%	1.5%	1.2%	665
Academic reputation	4.36	50.1%	38.2%	9.5%	1.6%	0.6%	681
Location	4.17	48.8%	28.4%	16.6%	3.4%	2.8%	682
Facilities and resources available	4.17	44.7%	33.2%	17.9%	2.4%	1.8%	675
Level of support for my intended major	4.13	43.2%	35.2%	14.9%	4.4%	2.2%	676
Library spaces and services	3.72	32.1%	25.7%	30.1%	6.6%	5.4%	647
Recommended by a friend, family member, teacher, counselor, etc.	3.63	30.6%	27.8%	24.3%	8.8%	8.6%	605
Number of hours transferred	3.42	23.5%	26.1%	28.4%	13.4%	8.6%	659
Extracurricular opportunities	3.39	20.8%	29.7%	28.0%	10.7%	10.8%	636
Financial aid available	3.37	29.7%	16.4%	25.9%	17.2%	10.7%	609
Cost	3.31	18.0%	22.9%	37.5%	14.8%	6.8%	650
NC State's commitment to diversity	3.29	20.5%	25.6%	28.6%	13.4%	11.9%	664
Contact with a current student	3.27	19.8%	27.7%	26.3%	11.8%	14.4%	499
NC State's commitment to the environment and sustainability	3.18	17.8%	22.4%	31.4%	16.9%	11.5%	617
Wellness and Recreation facilities and programs	3.16	16.4%	25.6%	29.3%	15.1%	13.5%	621
Size	3.12	14.8%	22.4%	34.7%	15.9%	12.2%	655
Scholarships available	3.11	17.6%	19.1%	31.6%	20.7%	11.1%	614
Campus visit/recruitment event(s)	2.91	14.5%	18.8%	30.1%	16.6%	20.0%	511
Contact with a graduate	2.87	16.3%	19.3%	22.6%	19.0%	22.8%	399
Contact with a faculty or staff member	2.75	11.6%	17.6%	27.8%	20.0%	23.0%	431
Communications from the NC State Admissions Office	2.75	10.2%	15.1%	33.7%	21.3%	19.8%	531
Attendance at a College Fair or high school visit	2.68	10.1%	14.8%	30.1%	23.2%	21.7%	405
Communications from NC State, excluding from the Admissions Office	2.63	9.5%	12.6%	31.4%	24.0%	22.5%	475
Participation in an Engineering 2+2 program	2.59	18.9%	8.2%	18.9%	20.6%	33.3%	291
Other	4.56	71.9%	15.6%	9.4%	3.1%	0.0%	64

Respondents who said that 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 response option. Over 70 percent of these respondents said that a "friend" influenced their decision to attend NC State (70.8%), while nearly two-thirds said that a "family member" did so (65.4%).

Figure 2: Specific Others Who Influenced Decision to Attend NC State (among those saying some "Other" person influenced their decision)*
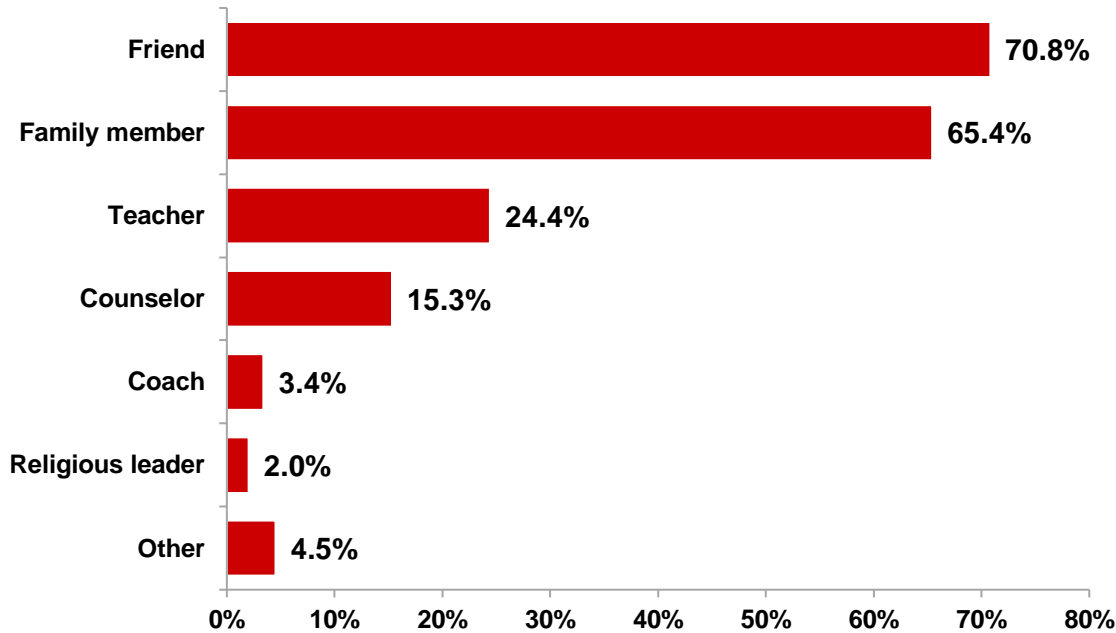
Note: Respondents could select more than one response

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, they were satisfied, as well over 90 percent said they were either "very" (53.0%) or "moderately satisfied" (39.3%) with the NC State admissions process.

Table 4: Satisfaction with NC State Admission Process

	%	N
4: Very satisfied	53.0%	358
3: Moderately satisfied	39.3%	266
2: Moderately dissatisfied	5.8%	39
1: Very dissatisfied	1.9%	13
Total	*100%*	*676*

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. Two-in-five said they received a *communication from someone other than the Admissions Office* after applying for admission to NC State (39.3%). Fewer students reported that they had received a phone call from *an NC State faculty or staff member* (12.2%), *a current NC State student* (6.6%), or from *a graduate of NC State* (2.3%).

Figure 3: Contact with NC State Representative after Applying for Admission
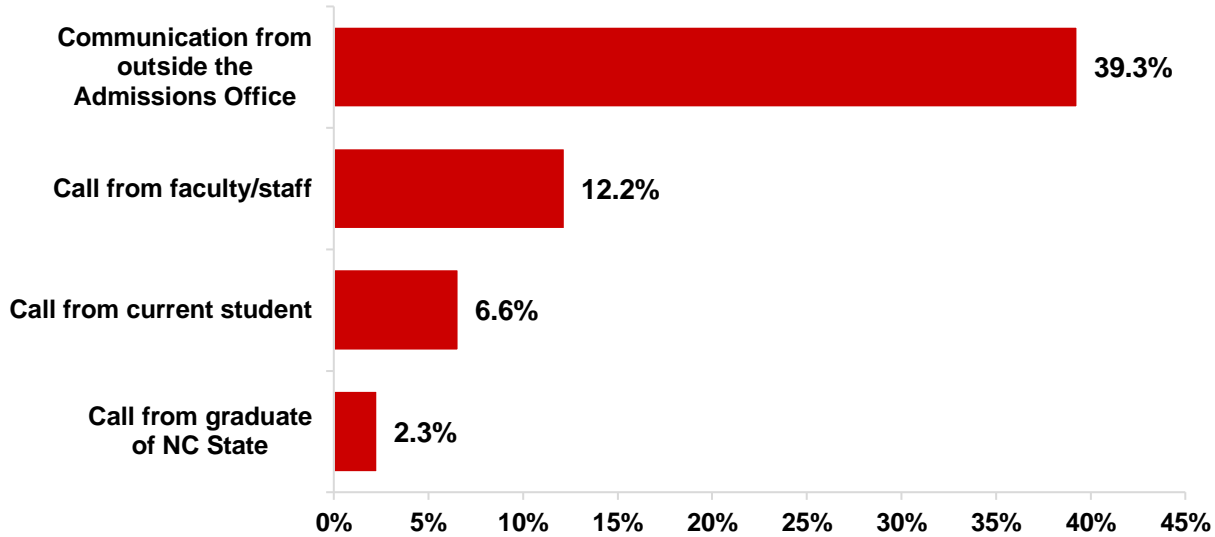
Students who said they received a *communication from someone other than the Admissions Office* were given the opportunity to specify who they received a communication from. Some examples identified included: "academic advisor," "Veterans Affairs," "Financial Aid Office," and "different clubs/organizations." A sizable number of incoming transfer students also identified many colleges, academic units, honors/scholarship programs on campus, and individual staff and faculty members.

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 their primary goal or objective for attending NC State, 47 percent of respondents said it was to earn a "bachelor's degree as preparation for graduate or professional school" (46.9%), while 45 percent said it was to earn a "bachelor's degree in preparation for a career" (45.1%).

Table 5: Primary Goal/Objective for Attending NC State

	%	N
Bachelor's degree for grad school preparation	46.9%	312
Bachelor's degree in preparation for a career	45.1%	300
Bachelor's degree for career change	4.7%	31
Improve knowledge/skills for current profession	1.5%	10
Courses for personal interest	0.3%	2
Other	1.5%	10
Total	*100%*	*665*

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

Incoming transfer students were also asked to estimate the amount of time they intended to take to complete their bachelor's degree at NC State. About 40 percent said they expect to take two years (39.2%), while 17 percent said they plan to take two and a half years (16.7%), and over 20 percent said they plan to take three years (21.8%). Over 15 percent said they plan to take more than three years (15.7%); however, nearly seven percent said they plan to take fewer than two years (6.6%).

Table 6: Time Anticipated to Complete Bachelor's Degree

	%	N
1 year or less	1.3%	7
1 1/2 years	5.3%	29
2 years	39.2%	216
2 1/2 years	16.7%	92
3 years	21.8%	120
3 1/2 years	5.4%	30
4 years	9.4%	52
More than 4 years	0.9%	5
Do not intend to complete bachelor's degree at NC State	0.0%	0
Total	*100%*	*551*

Highest Level of Education Anticipated to Complete (Figure 4)

When asked to identify the highest level of education they planned to complete, a majority of respondents reported that they intended to earn a degree beyond a bachelor's degree (62.6%), with one-fourth of all respondents planning to pursue a doctoral or professional degree (26.0%).

Figure 4: Highest Level of Education Anticipated Completing (among those intending on completing a degree) (N=555)
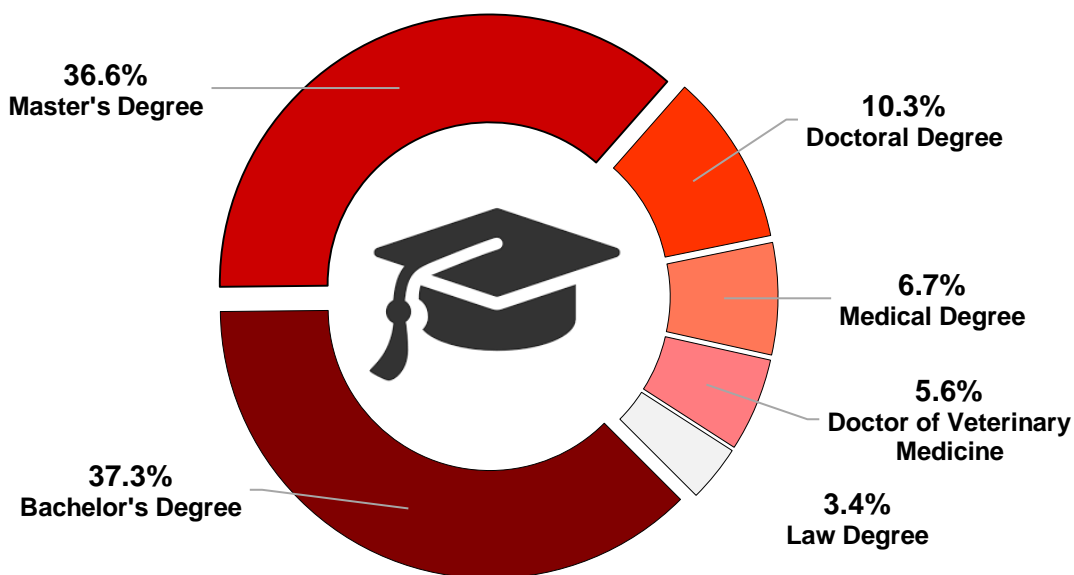
Certainty of College Major (Table 7)

Well over nine-in-ten incoming transfer students reported that they were either "very certain" (56.5%) or "certain" (36.2%) in their choice of college major. Although over 85 percent of respondents from all colleges reported being either "very certain" or "certain" in their choice of college major, levels of certainty varied somewhat by college. Compared to those in other colleges, respondents from the Poole College of Management were more likely to be "certain" (48.6%) than "very certain" (44.9%) about their choice of major.

Incoming transfer students from the College of Humanities and Social Sciences (11.9%), and the relatively few students in the College of Natural Resources (12.5%) and the College of Education (10.6%) were slightly more likely than those from other colleges to be uncertain in their choice of college major.

Table 7: Certainty of College Major

College/School	Certainty of college major				N
	Very certain	Certain	Uncertain	Very uncertain	
Agriculture & Life Sciences	62.4%	31.8%	5.9%	.	85
Design	69.2%	23.1%	7.7%	.	13
Education	73.7%	15.8%	5.3%	5.3%	19
Engineering	64.4%	32.9%	2.7%	.	149
Natural Resources	52.5%	35.0%	12.5%	.	40
Humanities & Social Sciences	50.9%	37.3%	9.5%	2.4%	169
Sciences	58.3%	36.1%	5.6%	.	72
Textiles	63.6%	36.4%	.	.	11
Management	44.9%	48.6%	6.5%	.	107
Total	*56.5%*	*36.2%*	*6.5%*	*0.8%*	*665*

Likelihood of Participation in Abroad Program (Figure 5)

About 55 percent of incoming transfer students reported it was at least "maybe" a possibility that they would participate in a Study Abroad program while an undergraduate student at NC State (55.6%), with 11 percent saying they "definitely will" participate (11.3%). However, 30 percent said they would "probably not" participate in a Study Abroad program (29.7%), and another fifteen percent said they would "definitely not" (14.8%) participate.

Figure 5: Likelihood of Study Abroad Program Participation (N=549)

Bar chart showing: Definitely will 11.3%, Probably will 14.6%, Maybe 29.7%, Probably not 29.7%, Definitely not 14.8%
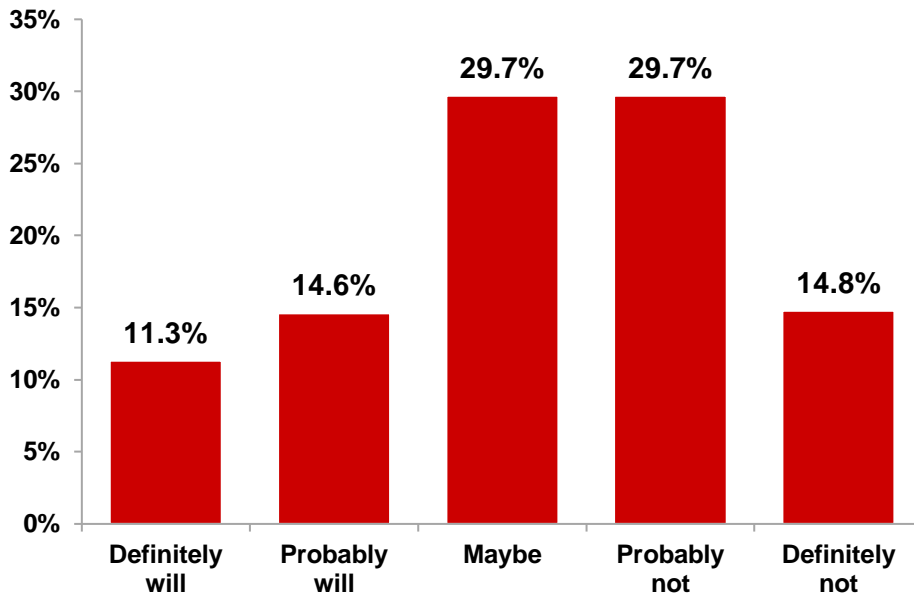
Intended Employment Location after Graduation (Table 8)

When asked to indicate the general location in which they intend to seek employment after graduation, more than two-in-ten reported that they will be seeking work "in North Carolina only" (21.3%), while more than four-in-ten said that they would seek work "anywhere in the USA" (41.1%). One percent said they would seek work "outside the USA only" (1.3%), and over one-third said that they would seek work "anywhere – location is not important" (36.3%). Students not planning on seeking work immediately after graduation were excluded from analysis.

Table 8: Intended Employment Location after Graduation (among those planning on seeking employment)

	%	N
In North Carolina only	21.3%	98
Anywhere in the USA	41.1%	189
Outside the USA	1.3%	6
Anywhere – location is not important	36.3%	167
Total	*100%*	*460*

Development and Importance of Goals Held by NC State (Tables 9-15)

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 believe each of these specific skills to be important, and although ratings for their current level of development were consistently lower than ratings for their importance of given skills, they felt they did a good job developing many of them before starting college.

Students were more likely to give higher ratings to their development of personal development and world view goals than to the general education goals asked about. Similarly, when asked about the importance of such goals, personal development and world view goals were seen as more important than to those related to their general education.

Average ratings of students' current level of development for all the goals asked about range from a high of 3.57 to a low of 2.79 (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. *Ability to work with people from diverse backgrounds* was the only goal for which more than 60 percent of respondents said their current level of development was "excellent."

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

- Ability to work with people from diverse backgrounds (62.3% "excellent")
- Taking responsibility for my own behavior (59.0%)
- Valuing learning as a lifelong process (55.4%)
- Believing more time and effort will lead to increased learning (53.9%)
- Appreciating differences in sexual orientation (50.5%)
- Understanding and respecting diverse cultures, values, and perspectives (50.5%)

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

- Being involved in public and community affairs (37.0% "fair" or "poor")
- Speaking effectively (35.4%)
- Ability to manage ongoing stressors (33.5%)
- Time management (33.3%)
- The capacity to engage with/respond to artistic works and evaluate their significance (32.0%)

Average ratings for importance of the 49 individual goals asked about range from a high of 3.88 to a low of 3.17 (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 four goals do more than 10 percent of respondents say that the goal was 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 (88.3% "very important")
- Time management (87.5%)
- Ability to work with people from diverse backgrounds (85.9%)
- Listening attentively (85.5%)
- Experiencing personal growth (84.4%)
- Ability to manage ongoing stressors (84.4%)

Goals most likely to be seen as "slightly" or "not at all important" by incoming transfer students include:

- The capacity to engage with/respond to artistic works and evaluate their significance (21.3% "slightly" or "not at all important")
- Appreciating the humanities (14.6%)
- Applying social science methods to understand human behavior (11.9%)
- Using mathematical skills (10.7%)

General Education Goals
Overall, respondents reported that they felt prepared in various general education areas prior to coming to campus, as at least three-fourths of respondents said that their current level of development was "excellent" or "good" on 19 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* (47.9%), *ability to plan and carry out projects independently* (47.6%), and *using technologies appropriate to my discipline* (44.2%). Conversely, *speaking effectively* (35.4%), *the capacity to engage with/respond to artistic works and evaluate their significance* (32.0%), and *using mathematical skills* (28.0%) were most likely to be rated as either "fair" or "poor" by incoming transfer students.

Table 9: Current Level of Development of General Education Goals

	Mean	4: Excellent	3: Good	2: Fair	1: Poor	N
Development: Listening attentively	3.35	47.9%	40.3%	10.6%	1.2%	653
Development: Ability to plan and carry out projects independently	3.34	47.6%	40.5%	10.2%	1.7%	649
Development: Using technologies appropriate to my discipline	3.32	44.2%	44.6%	10.8%	0.5%	650
Development: Gathering relevant information or evidence	3.29	39.0%	52.0%	8.2%	0.8%	648
Development: Consider all options when solv prob and think through implications of select one alternative over another	3.28	39.8%	48.8%	10.5%	0.8%	645
Development: Understanding the need for sustainability as the pursuit of balanced, ethical solutions that are economically viable, environmentally sound, and socially just	3.27	42.5%	43.5%	12.6%	1.4%	635
Development: Reflecting on my own work	3.26	41.0%	45.8%	11.1%	2.2%	642
Development: Comprehending written and oral information	3.26	39.5%	48.1%	11.5%	0.9%	653
Development: Identifying a problem/concept and articulating its components	3.26	38.9%	49.3%	11.0%	0.8%	645
Development: Effectively analyzing and evaluating evidence/arguments/claims/beliefs	3.24	35.7%	52.9%	11.3%	0.2%	647
Development: Questioning my assumptions and considering points of view that conflict with mine	3.23	37.1%	50.3%	11.1%	1.6%	642
Development: Appreciating the humanities	3.22	42.0%	40.1%	15.7%	2.2%	638
Development: Solving real world problems in ways that demonstrate imagination/creativity	3.21	38.0%	45.5%	15.3%	1.1%	639
Development: Keeping my personal data and devices secure	3.19	37.1%	45.9%	15.6%	1.4%	639
Development: Writing effectively	3.18	32.6%	53.3%	13.8%	0.3%	647
Development: Applying analytic skills	3.17	31.1%	55.1%	13.3%	0.5%	646
Development: Creating/distributing info and knowl using mult communication forms	3.10	32.6%	46.5%	19.4%	1.5%	651
Development: Applying social science methods to understand human behavior	3.07	30.9%	47.8%	19.1%	2.2%	628
Development: Applying scientific methods of inquiry	3.01	27.0%	51.0%	18.1%	3.9%	645
Development: Using mathematical skills	2.97	30.1%	41.9%	22.6%	5.4%	654
Development: Capacity to engage with/respond to artistic works and evaluate significance	2.91	29.3%	38.7%	25.6%	6.4%	622
Development: Speaking effectively	2.83	24.0%	40.7%	30.0%	5.4%	654

Incoming transfer students on average rated their importance of the general education goals asked about higher than their current level of development on them. Over 90 percent rated 18 of the 22 general education goals as being "very" or "moderately important" to themselves. They were most likely to rate *listening attentively* (85.5%), *comprehending written and oral information* (83.5%), and *ability to plan and carry out projects independently* (80.3%) as being "very important" to them. Respondents were most likely rate *the* consider *capacity to engage with/respond to artistic works and evaluate their significance* (21.3%), *appreciating the humanities* (14.6%), *applying social science methods to understand human behavior* (11.9%), and *using mathematical skills* (10.7%) as being "slightly" or "not at all important."

Table 10: Importance of General Education Goals

	Mean	4: Very important	3: Moderately important	2: Slightly important	1: Not at all important	N
Importance: Listening attentively	3.85	85.5%	14.0%	0.5%	0.0%	634
Importance: Comprehending written and oral information	3.83	83.5%	15.7%	0.8%	0.0%	635
Importance: Ability to plan and carry out projects independently	3.80	80.3%	19.2%	0.5%	0.0%	630
Importance: Consider all options when solv prob and think through implications of select one alternative over another	3.79	79.9%	19.3%	0.6%	0.2%	628
Importance: Effectively analyzing and evaluating evidence/arguments/claims/beliefs	3.79	79.8%	19.4%	0.6%	0.2%	629
Importance: Keeping my personal data and devices secure	3.77	78.0%	20.8%	1.1%	0.2%	626
Importance: Gathering relevant information or evidence	3.77	77.6%	21.6%	0.8%	0.0%	630
Importance: Identifying a problem/concept and articulating its components	3.77	77.4%	22.0%	0.6%	0.0%	628
Importance: Speaking effectively	3.76	78.0%	19.7%	2.4%	0.0%	636
Importance: Using technologies appropriate to my discipline	3.75	77.2%	21.2%	1.4%	0.2%	631
Importance: Solving real world problems in ways that demonstrate imagination/creativity	3.72	75.2%	22.0%	2.7%	0.2%	628
Importance: Writing effectively	3.71	73.9%	23.7%	2.2%	0.2%	633
Importance: Applying analytic skills	3.71	73.9%	23.6%	2.5%	0.0%	628
Importance: Reflecting on my own work	3.71	73.4%	23.8%	2.6%	0.2%	625
Importance: Questioning my assumptions and considering points of view that conflict with mine	3.69	70.6%	27.3%	2.1%	0.0%	626
Importance: Understanding the need for sustainability as the pursuit of balanced, ethical solutions that are economically viable, environmentally sound, and socially just	3.62	67.8%	26.8%	5.0%	0.5%	624
Importance: Creating/distributing info and knowl using mult communication forms	3.55	58.8%	37.1%	4.1%	0.0%	633
Importance: Using mathematical skills	3.45	56.4%	33.0%	9.4%	1.3%	631
Importance: Applying scientific methods of inquiry	3.45	54.5%	36.9%	7.5%	1.1%	629
Importance: Applying social science methods to understand human behavior	3.38	51.9%	36.1%	9.7%	2.2%	626
Importance: Appreciating the humanities	3.36	52.6%	32.9%	12.5%	2.1%	626
Importance: Capacity to engage with/respond to artistic works and evaluate significance	3.17	41.6%	37.1%	17.8%	3.5%	625

Personal Development Goals

At least two-thirds of respondents gave a rating of "excellent" or "good" to 17 of the 19 personal development goals asked about. They were most likely to say that their current level of development was "excellent" for *taking responsibility for my own behavior* (59.0%), *valuing learning as a lifelong process* (55.4%), and *believing more time and effort will lead to increased learning* (53.9%). Conversely, at least one-third of respondents gave a rating of "fair" or "poor" to their development of *being involved in public and community affairs* (37.0%), *time management* (33.5%), and *ability to manage ongoing stressors* (33.3%).

Table 11: Current Level of Development of Personal Development Goals

	Mean	4: Excellent	3: Good	2: Fair	1: Poor	Mean
Development: Taking responsibility for my own behavior	3.54	59.0%	36.6%	4.1%	0.3%	610
Development: Believing more time and effort will lead to increased learning	3.49	53.9%	41.4%	4.3%	0.5%	609
Development: Valuing learning as a lifelong process	3.47	55.4%	36.9%	7.1%	0.7%	607
Development: Recognizing and acting on ethical principles	3.39	44.7%	49.9%	4.9%	0.5%	609
Development: Working effectively as part of a team	3.34	45.9%	43.3%	9.7%	1.1%	610
Development: Experiencing personal growth	3.33	46.5%	41.2%	11.5%	0.8%	611
Development: Seeing projects through to completion	3.29	41.4%	48.1%	9.1%	1.5%	607
Development: Ability to set and accomplish goals	3.22	35.3%	52.8%	10.9%	1.0%	606
Development: Identifying alternatives when faced with setbacks	3.21	35.9%	50.5%	12.6%	1.0%	604
Development: Viewing failure as an opportunity to learn	3.15	39.7%	41.1%	14.1%	5.1%	609
Development: Developing leadership skills	3.11	34.8%	44.0%	19.1%	2.1%	612
Development: Ability to reflect, review, self-regulate, and self-examine	3.10	32.5%	47.7%	16.8%	2.9%	612
Development: Gaining clarity in my future career direction	3.08	31.4%	48.8%	15.9%	4.0%	605
Development: Developing and sustaining an active and healthy lifestyle	3.01	34.6%	38.2%	20.9%	6.4%	613
Development: Expressing my opinion when others disagree	2.99	32.2%	40.8%	20.6%	6.4%	606
Development: Recovering from emotional setbacks	2.95	29.6%	41.8%	22.1%	6.5%	601
Development: Time management	2.83	22.8%	43.8%	26.6%	6.7%	609
Development: Ability to manage ongoing stressors	2.80	21.0%	45.5%	25.8%	7.7%	613
Development: Being involved in public and community affairs	2.79	26.5%	36.5%	27.0%	10.0%	608

Over 95 percent of incoming transfer students rated all but one of the 19 personal development goals asked about as being "very" or "moderately important" to them. In particular, a large majority said that *taking responsibility for my own behavior* (88.3%), *time management* (87.5%), *experiencing personal growth* (84.4%), *ability to manage ongoing stressors* (84.4%), *seeing projects through to completion* (83.1%), and *ability to set and accomplish goals* (82.9%) were "very important" to them. The only item which more than five percent of respondents indicated as being "slightly" or "not at all important" was *being involved in public and community affairs* (8.2%).

Table 12: 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	3.88	88.3%	11.2%	0.5%	0.0%	598
Importance: Time management	3.87	87.5%	11.9%	0.5%	0.2%	598
Importance: Experiencing personal growth	3.84	84.4%	15.3%	0.3%	0.0%	596
Importance: Ability to manage ongoing stressors	3.84	84.4%	14.9%	0.7%	0.0%	598
Importance: Seeing projects through to completion	3.82	83.1%	16.3%	0.7%	0.0%	596
Importance: Ability to set and accomplish goals	3.82	82.9%	16.2%	0.8%	0.0%	598
Importance: Working effectively as part of a team	3.81	81.5%	17.9%	0.7%	0.0%	599
Importance: Viewing failure as an opportunity to learn	3.79	80.1%	18.7%	1.0%	0.2%	594
Importance: Gaining clarity in my future career direction	3.78	79.9%	18.1%	1.8%	0.2%	598
Importance: Recovering from emotional setbacks	3.78	79.7%	19.2%	1.2%	0.0%	595
Importance: Identifying alternatives when faced with setbacks	3.78	79.4%	19.3%	1.2%	0.2%	597
Importance: Ability to reflect, review, self-regulate, and self-examine	3.77	78.9%	19.6%	1.5%	0.0%	597
Importance: Valuing learning as a lifelong process	3.76	77.9%	20.8%	1.2%	0.2%	596
Importance: Developing and sustaining an active and healthy lifestyle	3.73	74.4%	23.8%	1.8%	0.0%	597
Importance: Developing leadership skills	3.72	74.5%	23.2%	2.0%	0.3%	600
Importance: Believing more time and effort will lead to increased learning	3.72	73.4%	25.0%	1.3%	0.2%	595
Importance: Recognizing and acting on ethical principles	3.72	73.0%	25.5%	1.5%	0.0%	600
Importance: Expressing my opinion when others disagree	3.63	66.9%	29.2%	3.7%	0.2%	595
Importance: Being involved in public and community affairs	3.49	57.7%	34.1%	7.5%	0.7%	598

World View Goals

At least 80 percent of respondents said their current level of development was either "excellent" or "good" on each of the eight world view goals asked about. 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* (62.3%), *understanding and respecting diverse cultures, values, and perspectives* (50.5%), and *appreciating differences in sexual orientation* (50.5%). Respondents were most likely to rate their current level of development as either "fair" or "poor" for *understanding issues and problems facing the world* (16.2%) and *sensitivity to issues associated with gender equity* (12.7%).

Table 13: Current Level of Development of World View Goals

	Mean	4: Excellent	3: Good	2: Fair	1: Poor	N
Development: Ability to work with people from diverse backgrounds	3.57	62.3%	32.8%	4.4%	0.5%	586
Development: Understanding and respecting diverse cultures, values, and perspectives	3.41	50.5%	40.5%	8.5%	0.5%	588
Development: Sensitivity to issues associated with racial equity	3.38	47.0%	44.2%	8.3%	0.5%	575
Development: Appreciating differences in sexual orientation	3.37	50.5%	38.5%	8.2%	2.8%	574
Development: Understanding the present as it relates to historical events	3.33	46.1%	42.0%	10.8%	1.0%	581
Development: Understanding the commonality of human problems globally	3.33	44.7%	44.2%	10.3%	0.9%	575
Development: Sensitivity to issues associated with gender equity	3.29	44.0%	43.3%	10.4%	2.3%	575
Development: Understanding issues and problems facing the world	3.17	34.9%	48.9%	14.3%	1.9%	587

Over 90 percent of respondents rated all eight of the world view goals as "very" or "moderately important" to them, with over 95 percent giving these ratings to seven. A rating of "very important" was most likely to be given to *ability to work with people from diverse backgrounds* (85.9%), *understanding and respecting diverse cultures, values, and perspectives* (80.5%), *understanding issues and problems facing the world* (79.7%), and *sensitivity to issues associated with racial equity* (78.7%). The only item which more than five percent of respondents said was "slightly" (5.8%) or "not at all important" (2.1%) to them was *appreciating differences in sexual orientation.*

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	3.85	85.9%	13.4%	0.5%	0.2%	576
Importance: Understanding and respecting diverse cultures, values, and perspectives	3.79	80.5%	18.6%	0.7%	0.2%	579
Importance: Understanding issues and problems facing the world	3.79	79.7%	19.7%	0.5%	0.2%	580
Importance: Sensitivity to issues associated with racial equity	3.76	78.7%	19.2%	1.9%	0.2%	578
Importance: Understanding the commonality of human problems globally	3.73	75.5%	22.3%	2.1%	0.2%	575
Importance: Understanding the present as it relates to historical events	3.73	75.5%	22.1%	2.3%	0.2%	575
Importance: Sensitivity to issues associated with gender equity	3.65	70.7%	25.0%	3.1%	1.2%	573
Importance: Appreciating differences in sexual orientation	3.59	69.4%	22.8%	5.8%	2.1%	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 that goal. However, goals ranked relatively high in development also ranked relatively high in importance compared to other goals asked about. Table 15 provides a comparison between ratings of respondents' current level of development of those skills and their importance of them. The goals listed in Table 15 are rank ordered based on average ratings for current level of development, then each goal's rank in terms of perceived importance of the goal.

Goals that were rated relatively high in both importance and development (i.e. areas students have progressed well in before starting college and also feel that they are particularly important) include:

- Taking responsibility for my own behavior (1st in importance [average rating 3.88] and 2nd in development [average rating 3.54])
- Ability to work with people from diverse backgrounds (3rd [3.85] and 1st [3.57])
- Listening attentively (4th [3.85] and 9th [3.35])
- Experiencing personal growth (5th [3.84] and 12th [3.33])
- Working effectively as part of a team (10th [3.81] and 11th [3.34])
- Ability to plan and carry out projects independently (11th [3.80] and 10th [3.34])
- Understanding and respecting diverse cultures, values, and perspectives (12th [3.79] and 5th [3.41])

Conversely, a few goals ranked low in both importance and development. These include:

- The capacity to engage with/respond to artistic works and evaluate significance (49th in importance [average rating 3.17] and 45th in development [average rating 2.91])
- Applying social science methods to understand human behavior (47th [3.38] and 39th [3.07])
- Using mathematical skills (46th [3.45] and 43rd [2.97])
- Applying scientific methods of inquiry (45th [3.45] and 40th [3.01])
- Being involved in public and community affairs (44th [3.49] and 49th [2.79])
- Creating/distributing information and knowledge using multiple communication forms (43rd [3.55] and 36th [3.10])
- Expressing my opinion when others disagree (40th [3.63] and 42nd (2.99])

There are a few notable exceptions to goals having similar rankings, however. A few 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 incoming 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 3.87] vs 47th in development [average rating 2.83])
- Ability to manage ongoing stressors (6th [3.84] vs 48th [2.80])
- Recovering from emotional setbacks (17th [3.78] vs 44th [2.95])

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 (42nd in importance [average importance rating 3.59] vs 8th in development [average development rating 3.37])
- Believing more time and effort will lead to increased learning (33rd [3.72] vs 3rd [3.49])
- Recognizing and acting on ethical principles (34th [3.72] vs 6th [3.39])

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

Goals	Level of Development		Importance	
	Mean	Rank	Rank	Mean
Ability to work with people from diverse backgrounds	1	3.57	3	3.85
Taking responsibility for my own behavior	2	3.54	1	3.88
Believing more time and effort will lead to increased learning	3	3.49	33	3.72
Valuing learning as a lifelong process	4	3.47	25	3.76
Understanding & respecting diverse cultures, values, & perspectives	5	3.41	12	3.79
Recognizing and acting on ethical principles	6	3.39	34	3.72
Sensitivity to issues associated with racial equity	7	3.38	24	3.76
Appreciating differences in sexual orientation	8	3.37	42	3.59
Listening attentively	9	3.35	4	3.85
Ability to plan and carry out projects independently	10	3.34	11	3.80
Working effectively as part of a team	11	3.34	10	3.81
Experiencing personal growth	12	3.33	5	3.84
Understanding the present as it relates to historical events	13	3.33	29	3.73
Understanding the commonality of human problems globally	14	3.33	28	3.73
Using technologies appropriate to my discipline	15	3.32	27	3.75
Seeing projects through to completion	16	3.29	8	3.82
Gathering relevant information or evidence	17	3.29	21	3.77
Sensitivity to issues associated with gender equity	18	3.29	39	3.65
Consider all options when solv prob and think through implications of select one alternative over another	19	3.28	13	3.79
Understanding the need for sustainability as the pursuit of balanced, ethical solutions that are economically viable, environmentally sound, and socially just	20	3.27	41	3.62
Identifying a problem/concept and articulating its components	21	3.26	22	3.77
Comprehending written and oral information	22	3.26	7	3.83
Reflecting on my own work	23	3.26	37	3.71
Effectively analyzing and evaluating evidence/arguments/claims/beliefs	24	3.24	14	3.79
Questioning my assumptions and considering points of view that conflict with mine	25	3.23	38	3.69
Ability to set and accomplish goals	26	3.22	9	3.82
Appreciating the humanities	27	3.22	48	3.36
Identifying alternatives when faced with setbacks	28	3.21	18	3.78
Solving real world problems in ways that demonstrate imagination/creativity	29	3.21	31	3.72
Keeping my personal data and devices secure	30	3.19	23	3.77
Writing effectively	31	3.18	35	3.71
Applying analytic skills	32	3.17	36	3.71
Understanding issues and problems facing the world	33	3.17	15	3.79
Viewing failure as an opportunity to learn	34	3.15	16	3.79
Developing leadership skills	35	3.11	32	3.72
Creating/distributing info and knowl using mult communication forms	36	3.10	43	3.55
Ability to reflect, review, self-regulate, and self-examine	37	3.10	20	3.77
Gaining clarity in my future career direction	38	3.08	19	3.78
Applying social science methods to understand human behavior	39	3.07	47	3.38
Applying scientific methods of inquiry	40	3.01	45	3.45
Developing and sustaining an active and healthy lifestyle	41	3.01	30	3.73
Expressing my opinion when others disagree	42	2.99	40	3.63
Using mathematical skills	43	2.97	46	3.45
Recovering from emotional setbacks	44	2.95	17	3.78
Capacity to engage with/respond to artistic works and evaluate significance	45	2.91	49	3.17
Speaking effectively	46	2.83	26	3.76
Time management	47	2.83	2	3.87
Ability to manage ongoing stressors	48	2.80	6	3.84
Being involved in public and community affairs	49	2.79	44	3.49

Finances and Paying for College

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

Sources of Education Funding (Table 16)

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* (19.5%). About 30 percent reported that they would be receiving at least $6,000 in *aid that does not need to be repaid* (30.3%). Nearly half will be using *aid that must be repaid* to pay for their education expenses (46.5%), with eight percent having "$10,000 or more" in such loans (8.0%).

While nearly 80 percent of incoming transfer students reported using their own resources to help pay for their first year at NC State (78.3%), most are contributing relatively smaller amounts. Just seven percent said they will be personally responsible for either "$6,000-$9,000" (3.3%) or "$10,000 or more" (4.0%) of their expenses for their first year at NC State, while over one-third reported they will be contributing "less than $1,000 (35.7%).

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.)	32.2%	11.7%	12.9%	14.3%	9.5%	19.5%	652
My own resources (savings from work, other income)	21.7%	35.7%	25.2%	10.1%	3.3%	4.0%	642
Aid that does not need to be repaid (grants, scholarships, military funding, etc.)	37.8%	5.9%	13.7%	12.3%	12.5%	17.8%	641
Aid that must be repaid (loans, etc.)	53.5%	3.9%	7.8%	16.3%	10.5%	8.0%	639
Other than above	92.3%	1.9%	2.5%	1.7%	0.6%	1.0%	483

Financial Aid Received (Figure 6)

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 (54.3%), while 41 percent said that they received loans to help pay for their education (40.9%). Fewer students reported they were receiving some other type of financial aid (8.5%).

Three-fourths respondents reported that they had submitted the Free Application for Federal Student Aid (FAFSA) (75.2%).

Figure 6: Financial Aid Received*
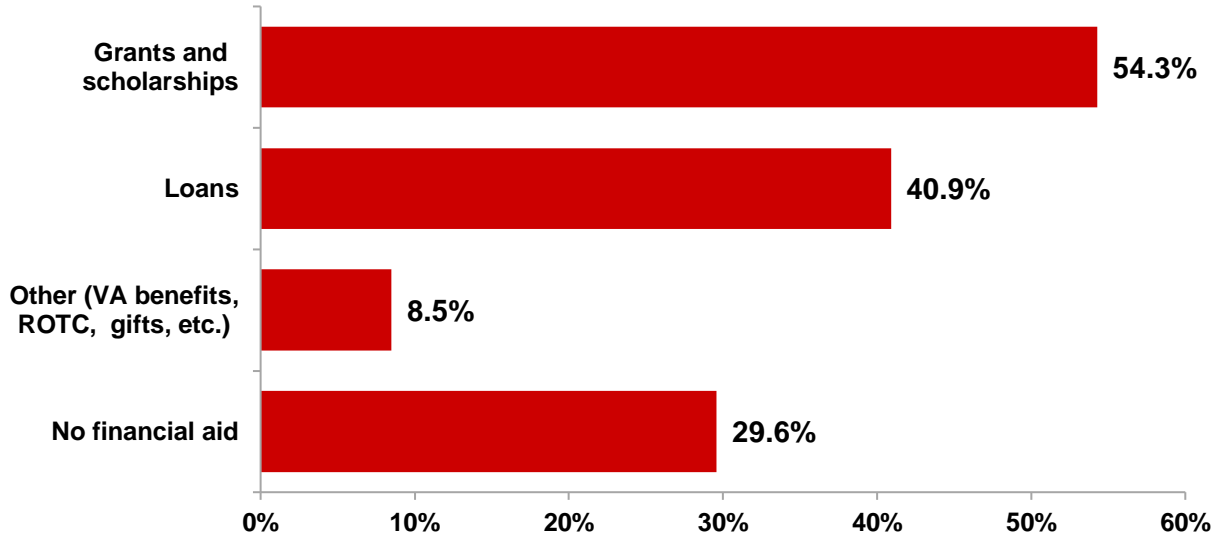
Note: Respondents could select more than one response

Student Employment (Figures 7-8; Table 17)

Over two-thirds of respondents reported that they would be employed during their first year at NC State (67.6%). Employed respondents were overwhelmingly likely to say they would be working only off campus (71.5%). Just 12 percent of those who reported they would be working said they would only be working on campus (11.9%), most likely due to the ongoing COVID-19 pandemic, with another 17 percent working both on and off campus (16.5%).

Respondents who reported that they would be working off campus were significantly more likely to be working more hours than those working on campus. Students working off campus were more than twice as likely as those working on campus to say they would be working more than 20 hours per week (34.4% vs 15.2%, respectively). Half of students working on campus reported that they would be working just 1-10 hours per week (50.5%).

Students who reported that they would be working both on campus and off campus during their first year at NC State reported that they planned on working a relatively small number of hours at each location. Nearly one-fourth said they will be working 1-10 hours at each of their on campus and off campus jobs (23.0%), while 15 percent said they would work 11-20 hours at each (14.8%). Just over 10 percent said they would work more than 20 hours at each of their on campus and off campus jobs during their first year at NC State (11.5%).

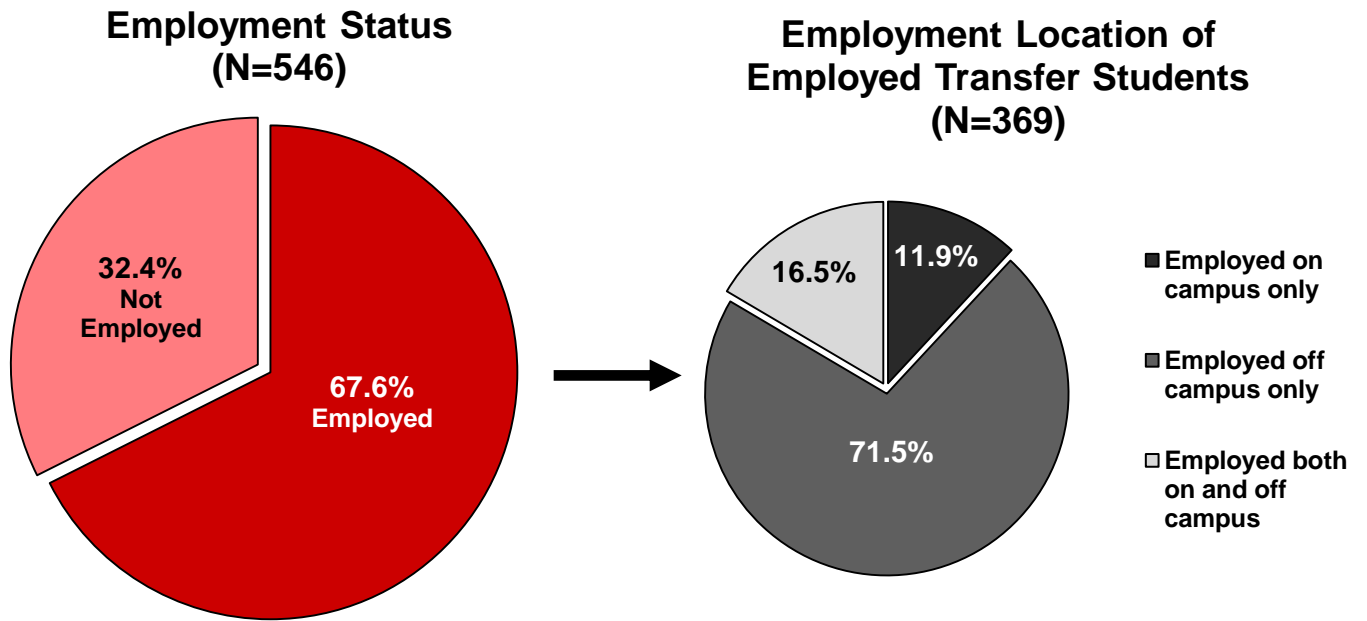**Figure 7: Employment Status and Work Location during First Year at NC State**

Employment Status
(N=546)

- 32.4% Not Employed
- 67.6% Employed

Employment Location of
Employed Transfer Students
(N=369)

- 11.9%
- 16.5%
- 71.5%

■ Employed on campus only

■ Employed off campus only

□ Employed both on and off campus

Figure 8: On Campus vs Off Campus Work Hours

- On campus work hours (N=105): 50.5%, 34.3%, 15.2%
- Off campus work hours (N=325): 27.1%, 38.5%, 34.4%

■ More than 20 hours per week

■ 11-20 hours per week
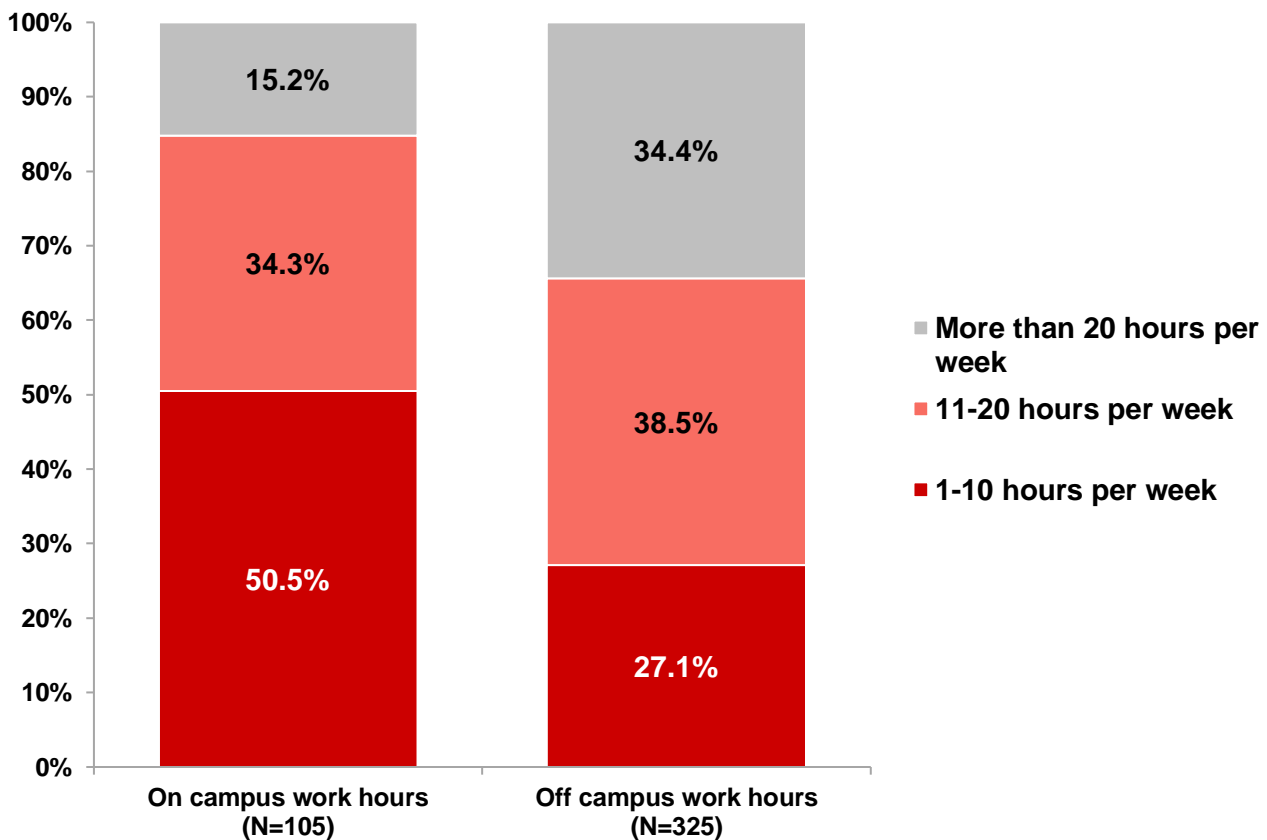
■ 1-10 hours per week

Table 17: 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	23.0%	9.8%	13.1%	*45.9%*
11-20 hours per week	6.6%	14.8%	14.8%	*36.2%*
More than 20 hours per week	1.6%	4.9%	11.5%	*18.0%*
Total	*31.2%*	*29.5%*	*39.4%*	*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: admissions, academic services, financial aid, and New Student Orientation.

Rating of NC State Admissions and Academic Advising Services Websites (Figure 9)

When asked to evaluate the NC State Admissions website, 86 percent of respondents gave a rating of "excellent" (34.4%) or "good" (51.6%), and when asked to evaluate the NC State Academic Advising Services website, over 80 percent gave a rating of "excellent" (35.1%) or "good" (46.7%).

Figure 9: Rating of the NC State Admissions and Academic Services (excluding those who responded "Never used")
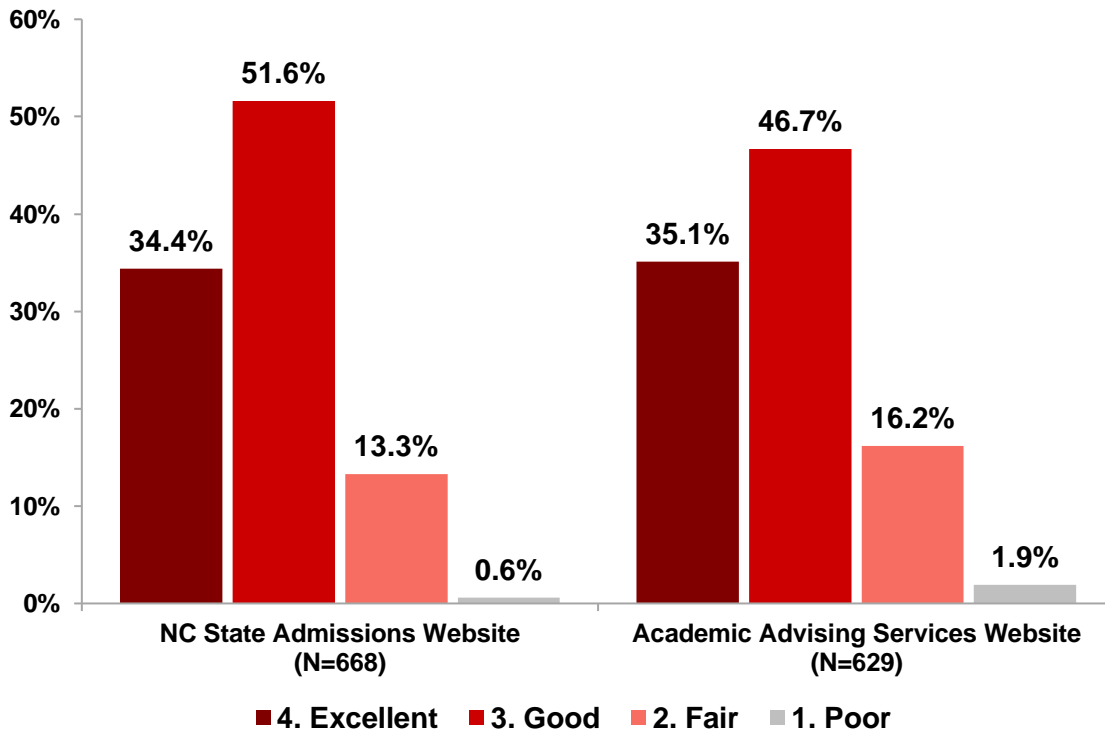
Satisfaction with NC State Financial Aid Process (Table 18)

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"). Overall, incoming transfer students were satisfied, with 88 percent evenly split in reporting that they were either "very" (44.0%) or "moderately satisfied" (44.0%) with the financial aid process.

Table 18: Satisfaction with NC State Financial Aid Process (excluding those who responded "Not applicable")

	%	N
4: Very satisfied	44.0%	222
3: Moderately satisfied	44.0%	222
2: Moderately dissatisfied	9.7%	49
1: Very dissatisfied	2.4%	12
Total	*100%*	*505*

New Student Orientation (Tables 19-21)

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 in the Fall 2020 semester. Due to the ongoing COVID-19 pandemic, all incoming students attended Orientation virtually, and responses to the following items all pertain to attending Orientation online – not in person.

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 (42.1% vs 31.5%, respectively). They were also more likely to "strongly agree" that they were satisfied with the attention they received from their college/department prior to Orientation as opposed to during Orientation (42.1% vs 36.3%, respectively).

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	3.28	42.1%	46.1%	9.7%	2.1%	518
I am satisfied with the attention received from college/dept prior to Orientation	3.28	42.1%	45.8%	9.9%	2.2%	535
I am satisfied with the attention received from college/dept during Orientation	3.26	36.3%	54.6%	7.7%	1.5%	535
Info/advice from college/dept during Orientation helped me plan schedule	3.03	31.5%	45.4%	18.3%	4.9%	515

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* (60.8%), *the resources available to me if I need help preventing or reporting sexual violence* (57.8%), and *the tactics I can use to be an active bystander to prevent or disrupt violence* (57.6%).

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	3.59	60.8%	37.7%	1.5%	0.0%	536
The resources available to me if I need help preventing or reporting sexual violence	3.55	57.8%	39.6%	2.6%	0.0%	535
The tactics I can use to be an active bystander to prevent or disrupt violence	3.55	57.6%	39.7%	2.6%	0.0%	531
Policies that may impact my experience at NC State (e.g., Code of Student Conduct)	3.47	49.2%	48.7%	1.7%	0.4%	532
Expectations for being a member of the NC State community	3.46	49.1%	47.8%	2.8%	0.4%	536
NC State's acceptance and encouragement of the free and open exchange of ideas and opinions	3.45	49.2%	47.0%	3.4%	0.4%	532
The resources available to me if I have questions about free speech and free expression at NC State	3.41	47.5%	46.8%	4.6%	1.1%	524
Various ways available to engage in the NC State community	3.39	44.2%	50.5%	4.9%	0.4%	527
My part in building an inclusive community on campus	3.31	39.4%	52.8%	7.4%	0.4%	530

Nearly all incoming transfer students also agreed that New Student Orientation achieved the program's goals of helping prepare students to enter and be successful at NC State, with 90 percent or more of respondents saying they "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 are *excited to start my first semester at NC State* (56.9%). They were least likely to agree that *I feel more connected to the NC State community* as a result of attending virtual Orientation (14.8% "disagree" or "strongly disagree").

Table 21 - Result of Participation in New Student Orientation

| Result of Participation in NSO:	Mean	4: Strongly agree	3: Agree	2: Disagree	1: Strongly disagree	N
I am excited to start my first semester at NC State	3.53	56.9%	39.7%	3.0%	0.4%	531
I can identify resources that will promote my personal well-being	3.44	47.8%	48.2%	3.8%	0.2%	529
I can identify behaviors that will promote my personal well-being	3.43	47.6%	48.7%	3.4%	0.4%	532
I can identify resources that will promote community well-being	3.42	46.7%	48.8%	4.4%	0.2%	527
I can identify behaviors that will promote community well-being	3.42	45.9%	50.1%	3.6%	0.4%	529
I feel better prepared to start my first semester at NC State	3.33	44.4%	45.5%	8.6%	1.5%	532
I feel more connected to the NC State community	3.20	37.1%	48.1%	12.5%	2.3%	528

Demographic and Family Background Characteristics

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

College Preparation (Figure 10)

Over 95 percent of respondents reported that they were either "very well" prepared (66.8%) or "somewhat well" prepared (28.6%) for further study by their last institution. While over 55 percent of respondents reported that they felt they were "very well" prepared for college by their own efforts (56.3%), only 30 percent reported they were "very well" prepared for college by their high school (30.3%). One-fourth said they were "not very well" prepared for college by their high school (24.1%).

Figure 10: College Preparation
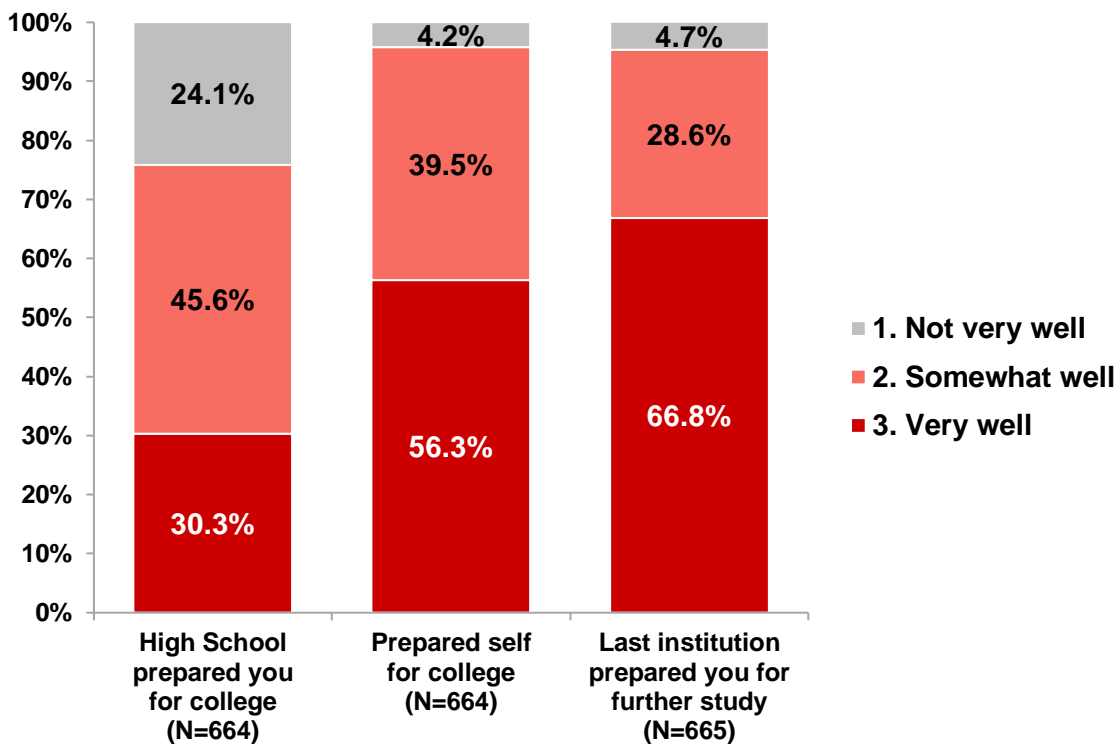
Enrollment Status for First Semester at NC State (Tables 22-23)

Incoming transfer students were asked how many credits they would be enrolled in during their first semester at NC State. Fifty-seven percent said they would be enrolled in at least 15 credit hours for their first semester (57.0%), and 38 percent said they would be enrolled in 12-14 credit hours (38.1%). Only five percent of incoming transfer students indicated that they would not be a full-time student during their first semester at NC State (4.9%)

Table 22: Enrollment Status for First Semester at NC State

	%	N
15 credit hours or more	57.0%	311
12-14 credit hours	38.1%	208
Fewer than 12 credit hours	4.9%	27
Total	*100%*	*546*

Students who reported being enrolled in fewer than 15 credit hours during their first semester at NC State were asked about a number of reasons as to why they decided to enroll in fewer than 15 credit hours. Among those reasons, over half selected *want to make better grades* (54.9%). Other reasons for which at least one-fourth of respondents reported being enrolled in fewer than 15 credit hours include *need to work* (34.9%), *combination of credit hours would have been too much with another big course* (32.8%), and *courses not available* (25.1%).

Table 23: Reasons Transfer Students Enrolled for Fewer Than 15 Credit Hours*
**(Among those enrolled for fewer than 15 credit hours)**

Reason enrolled in fewer than 15 credit hours:	%
Want to make better grades	54.9%
Need to work	34.9%
Combination of credit hours would have been too much with another big course	32.8%
Courses not available	25.1%
Was advised to carry lighter load by advisor	19.1%
Family responsibilities	17.4%
Completing requirements and do not need more courses	16.6%
Cost	16.6%
Participation in internship, co-op, practicum, student teaching, or international study	7.2%
Other	11.1%

Note: Respondents could select more than one response

Hometown Geographic Area (Figure 11)

Forty-five percent of incoming transfer students reported that they were from a "rural area" (18.8%) or a "small town" (26.2%), while one-fourth came from a "large city" (11.6%) or an "urban area" (14.8%).

Figure 11: Hometown Geographic Area (N=554)
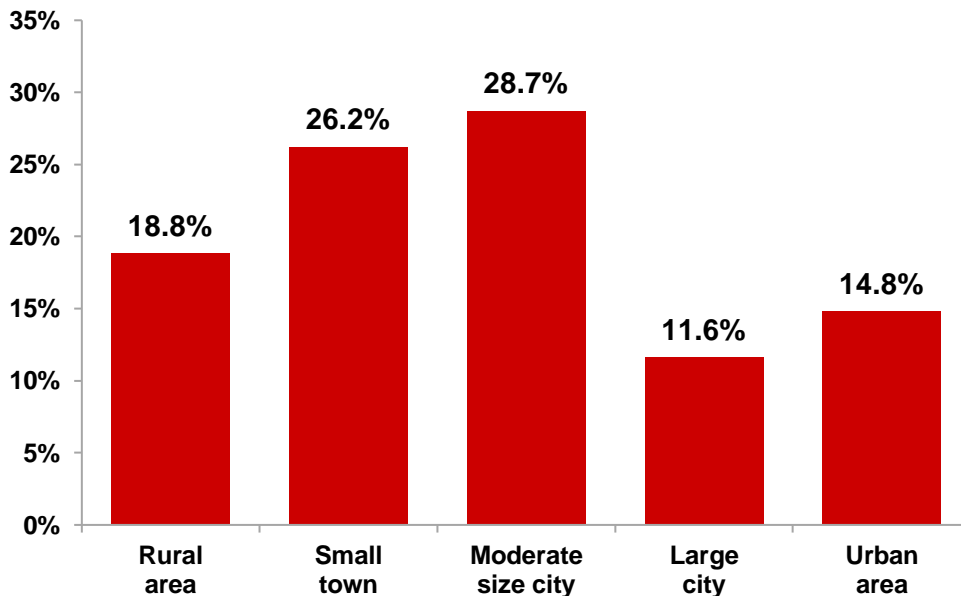
First Generation College Students (Table 24)

One-fourth of respondents reported that they are a first generation college student: nine percent reported that no parent/guardian of theirs had ever attended college (8.5%), and 17 percent reported that while a parent/guardian had attended college, they had not earned a four-year degree (16.9%).

Table 24: First Generation College Students

	%	N
First generation college student	8.5%	34
At least one parent attended college but did not earn a degree	16.9%	68
Not first generation	74.6%	300
Total	*100%*	*402*

Parents'/Guardians' Financial Support (Tables 25-29; Figure 12)

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 2019 pre-tax income, over 60 percent reported it was $100,000 or less (61.8%), with one-third reporting it was $50,000 or less (32.4%). About one-in-ten incoming transfer students came from a family with a combined income of more than $200,000 (9.1%).

Table 25: Parents'/Guardians' Combined Income (excluding those who selected either "Don't know" or "Prefer not to respond")

	%	N
$50,000 or less	32.4%	117
$50,001-$100,000	29.4%	106
$100,001-$150,000	18.6%	67
$150,001-$200,000	10.5%	38
More than $200,000	9.1%	33
Total	*100%*	*361*

Eighty percent of incoming transfer students from families with a combined income of $50,000 or less reported that they will be working during their first year at NC State (79.5%), compared to just under 60 percent from families with a combined income of $50,001-$100,000 (58.1%) or over $200,000 (59.4%).

Table 26: Student Employment Status for First Year at NC State, by Family Income

Parents'/Guardians' Combined Pre-Tax 2019 Total Income	Employment Status during First Year at NC State		N
	Employed (N=249)	Not employed (N=110)	
$50,000 or less	79.5%	20.5%	117
$50,001-$100,000	58.1%	41.9%	105
$100,001-$150,000	73.1%	26.9%	67
$150,001-$200,000	71.0%	29.0%	38
Over $200,000	59.4%	40.6%	32
Total	*69.4%*	*30.6%*	*359*

Students from families with lower incomes were more likely than those from relatively wealthier families to be contributing their own funds towards their educational expenses for their first year at NC State. Over 80 percent of those from families with incomes of $150,000 or below were using at least some of their own money to cover their expenses for their first year at NC State, compared to about 60 percent of those from families with annual incomes over $200,000 (59.4%).

Table 27: Students Using Own Resources to Cover First Year Educational Costs, by Family Income

| Parents'/Guardians' Combined Pre-Tax 2019 Total Income	Using Own Resources to Cover First Year Educational Costs				N
	None	Less than $1,000	$1,000-$5,999	$6,000 or more	
$50,000 or less	18.8%	29.5%	44.6%	7.1%	112
$50,001-$100,000	14.4%	39.4%	40.4%	5.8%	104
$100,001-$150,000	18.8%	28.1%	45.3%	7.8%	64
$150,001-$200,000	24.3%	43.2%	29.7%	2.7%	37
Over $200,000	40.6%	40.6%	15.6%	3.1%	32
Total	*20.1%*	*34.7%*	*39.3%*	*6.0%*	*349*

Not surprisingly, incoming transfer students with parents/guardians who have relatively lower incomes were most likely to report using financial aid that needs to be repaid to cover their educational costs for their first year at NC State. Just over 15 percent of those from families with a combined income of over $200,000 reported using financial aid that must be repaid (16.1%), while almost half of students whose family's income was $150,001-$200,000 reported using such aid (45.9%). Students from families earning between $50,000 and $150,000 reported having the largest amount of debt for their first year at NC State, with almost one-fourth from each group having $6,000 or more in *aid that must be repaid*.

Table 28: Students Using Aid That Must be Repaid to Cover First Year Educational Costs, by Family Income

Parents'/Guardians' Combined Pre-Tax 2019 Total Income	Using Financial Aid That Must be Repaid to Cover First Year Educational Costs				N
	None	Less than $1,000	$1,000-$5,999	$6,000 or more	
$50,000 or less	49.6%	5.3%	28.3%	16.8%	113
$50,001-$100,000	42.3%	2.9%	31.7%	23.1%	104
$100,001-$150,000	42.4%	4.6%	28.8%	24.2%	66
$150,001-$200,000	54.1%	8.1%	18.9%	18.9%	37
Over $200,000	83.9%	0.0%	3.2%	12.9%	31
Total	*49.6%*	*4.3%*	*26.2%*	*19.9%*	*351*

Nearly half of respondents (47.7%) 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, nearly one-fourth reported that they came from a household with only two people financially supported by their parents/guardians (22.4%), and 12 percent reported that only one person in their household was financially supported (12.4%).

Figure 12: Number of People Financially Supported by Parents/Guardians (N=526)
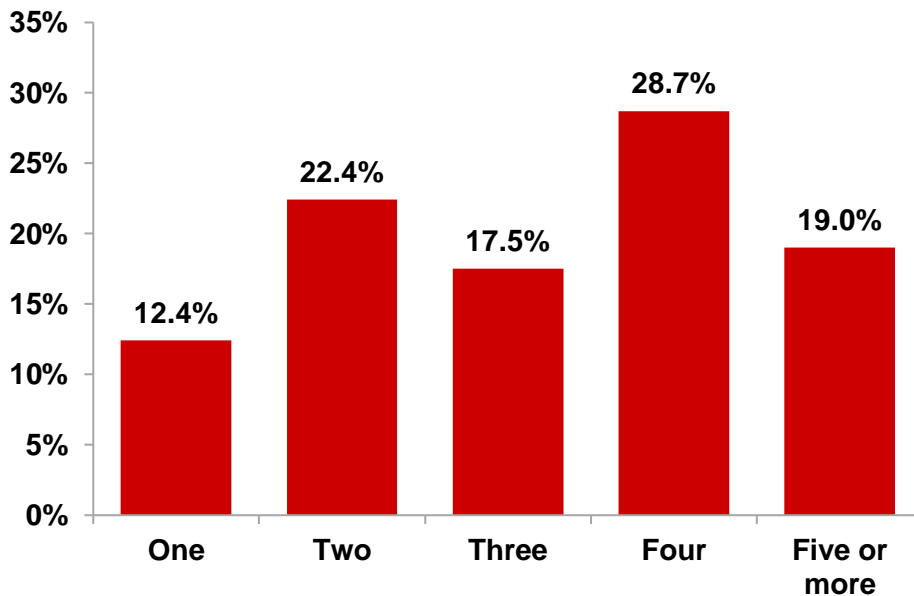
When asked about their parents'/guardians' dependents enrolled in college, 60 percent said they were the only dependent in their household currently enrolled (60.1%).

Table 29: Parents'/Guardians' Dependents Enrolled in College

	%	N
Only myself	60.1%	316
Two	33.5%	176
Three or more	6.5%	34
Total	*100%*	*526*

Residence and Internet Connectivity

In consideration of the possibility of classes moving online and students leaving campus due to the COVID-19 pandemic, incoming transfer students were asked two closed-end questions pertaining to their living situations and internet connectivity at the beginning of their first semester at NC State.

Living Location during the Fall 2020 Semester (Table 30)

Well over 80 percent of incoming transfer students reported that they originally intended on living off campus during the Fall 2020 semester (83.5%), with those living off campus relatively split between living in temporary housing (i.e., a rental house or apartment) (44.4%) or at their permanent residence (i.e., the residence of their parents/guardians) (39.1%). Just 17 percent reported that they originally planned to live on campus during the Fall 2020 semester (16.5%).

Table 30: Living Location during the Fall 2020 Semester

	%	N
On campus	16.5%	92
Off campus in temporary housing	44.4%	248
Off campus at permanent residence	39.1%	218
Total	*100%*	*558*

Rating of Internet Connectivity at Permanent Residence (Table 31)

Incoming transfer students were also asked to describe the quality of their internet of where they would be living during the course of the Fall 2020 semester if classes were to be moved to a fully-remote format and students were required to move off campus. (In fact, during administration of this survey, all undergraduate classes were moved to online delivery on August 24, and then on August 31 most students who lived on campus were required to begin moving out.)

While 30 percent reported having a "very strong/stable" internet connection at their residence (29.4%), eight percent described it as either "weak/unstable" or "very weak/unstable" (8.5%).

Table 31: Rating of Internet Connectivity at Permanent Residence (excluding those who responded "Don't know")

	%	N
5: Very strong/stable internet connection	29.4%	160
4: Strong/stable internet connection	32.4%	176
3: Fairly strong/stable internet connection	29.8%	162
2: Weak/unstable internet connection	7.2%	39
1: Very weak/unstable internet connection	1.3%	7
Total	*100%*	*544*

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 32)

Table 32 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 learning (18.5%), social life (13.5%), campus life (12.5%), classroom instruction (11.2%), the intellectual environment on campus (7.3%), and career planning (5.5%).

Table 32: What Students are Excited About (N category codes = 384*)

	N	%
Learning	71	18.5%
Social Life	52	13.5%
Campus Life	48	12.5%
Instruction	43	11.2%
Intellectual Environment	28	7.3%
Career Planning	21	5.5%
Adapting to NC State	19	4.9%
Independence	16	4.2%
Opportunities	16	4.2%
Spirit and Pride	14	3.6%
COVID-19 Pandemic	11	2.9%
Academic Performance	11	2.9%
Other	34	8.8%

*Some student response were included in more than one category. "N category codes = 384" represents the total number of codes assigned to all student responses to this open-ended question.

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

Learning

- "The classes that I will take and what I will learn."
- "I am excited to start learning new things."
- "To get back into learning and feeling accomplished in the work I do."

Social Life

- "Meeting new people." – This response was given by numerous incoming students.
- "Meeting my peers/professors and building relationships with them."
- "Making new friends and living on my own."

Campus Life

- "I am very excited about meeting new people and becoming a part of many of the student organizations on campus."
- "Becoming involved directly into my major and clubs related to it."
- "I am excited about the social opportunities such as clubs, Greek life, and their involvement in the community and bettering the greater area of Raleigh and the classes I plan on taking."

Career Planning

- "Expanding upon my education and developing my career goals further."
- "The opportunity to gain a new experience and learn more about my future profession and career goals."
- "I'm excited to finally get into my major and start learning material that will prepare me for my future career."

Opportunities

- "The community and all the exciting opportunities."
- "I am excited about the study abroad opportunities as well as internship opportunities. I am also excited to take part in a number of the extracurricular activities."
- "The endless opportunities, numerous resources available and working with highly acclaimed staff."

What Students are Concerned About (Table 33)

Table 33 outlines the different topics into which student comments regarding what they are most concerned about in coming to NC State were categorized. At the end of the survey, students were asked a separate question about how the COVID-19 pandemic affected their preparations for college; however, many students also talked about the COVID-19 pandemic in their responses to what they are most concerned about. They mentioned concerns such as having to move back home after just moving in to NC State and adjusting to a fully-remote learning environment for the rest of the semester.

Students were most likely to mention being concerned about things related to the COVID-19 pandemic (17.9%), classroom instruction (14.4%), their academic performance (13.3%), adapting to NC State (11.4%), and social life (10.1%).

Table 33: What Students are Excited About (N category codes = 368*)

	N	%
COVID-19 Pandemic	66	17.9%
Instruction	53	14.4%
Academic Performance	49	13.3%
Adapting to NC State	42	11.4%
Social Life	37	10.1%
Independence	16	4.3%
Campus Life	15	4.1%
Time Management	15	4.1%
Learning	12	3.3%
Other	63	17.1%

*Some student response were included in more than one category. "N category codes = 368" represents the total number of codes assigned to all student responses to this open-ended question.

COVID-19 Pandemic

- "I'm concerned with how COVID will affect my academic success, and how I will make connections with people studying the same field. I'm scared I will not be able to get the full extent of value academically and socially that I would if I was on campus.
- "I'm concerned that I won't be able to meet people on a deeper level because COVID-19 is prohibiting us from seeing people in person and getting close to others. Also college is about connecting with others and working together academically, and since most of my classes are online I won't be able to work on group projects and learn from my peers."
- "Meeting new people safely, being able to study outside of my room, maintaining a social life (because of COVID-19)."

Instruction

- "Online classes." – This response was given my students in response to the ongoing COVID-19 pandemic.
- "I'm nervous about taking more than 4 classes in a semester."
- "Higher level classes. But, determined."

Academic Performance

- "I am taking five classes this semester, so I am a little concerned about maintaining a balance and keeping up with assignments."
- "Time management to submit my assignments and to perform really well in every course."
- "I am nervous that I will not do well or that it will be tougher than I anticipate."

Adapting to NC State

- "I am nervous about how big the school is and not being able to find my classes."
- "Being a student at a new university and learning the systems and people that make it work."
- "I am most nervous about getting around a new school and finding my fit in college. I was able to learn the college atmosphere last year and now I would like to reach out more and come out of my shell to talk to more people and become more a part of the campus diversity."

Social Life

- "Adjusting to living by myself in my apartment close to the campus and not being able to have all my close family and friends around. I also fear not being able to make any friends and that my mental health could be a problem when it comes to school and my personal life."
- "I am most nervous about making new friends and moving away from family."
- "Meeting people and getting involved during COVID, it is hard to make friends when nothing is in person."