# NC STATE UNIVERSITY

## 2021 Incoming Transfer Student Survey: Overall Results

### Introduction

This overview report presents findings from all students participating in the 2021 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 an overview of survey methods, a copy of the survey instrument with exact question wording, response rates, and reports with breakdowns by gender, race/ethnicity, and college, see "2021 Incoming Transfer Student Survey: Table of Contents."

Incoming transfer students participated in New Student Orientation over the summer before their first semester at NC State. After they completed orientation, they were invited to participate in the 2021 Incoming Transfer Student Survey. The survey closed on August 30, 2021, two weeks after classes began. A total of 1,388 incoming transfer students enrolled in a four-year degree program at the time of the census were eligible to complete the survey and have their responses included in final analyses; 598 eligible students participated in the survey for a response rate of 43 percent.

### Experiences Prior to Enrolling 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 75 percent of respondents reported that they attended one institution before enrolling at NC State (76.6%), 18 percent reported they previously attended two institutions (17.7%), and six percent said they attended three or more (5.7%).

**Figure 1: Number of Institutions Attended Before Enrolling at NC State (N=598)**
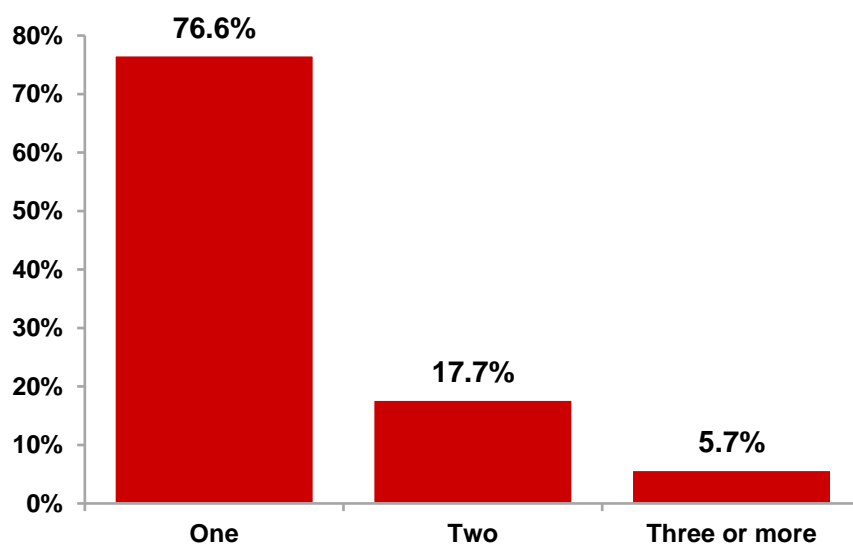
NC State First Choice College to Attend (Table 1)

About 90 percent of incoming transfer students said that NC State was their top choice college to continue their college careers, with 36 percent saying that NC State was their "only choice" (36.4%), and 52 percent saying NC State was their "first choice" (51.8%). Notably, the students in the College of Agriculture and Life Sciences (96.0%), College of Design (100.0%), and College of Natural Resources (95.1%) were most likely to say NC State was either their only or first choice for continuing their education.

**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 | 44.7% | 51.3% | 3.9% | . | 76 |
| Design | 40.0% | 60.0% | . | . | 10 |
| Education | 20.0% | 70.0% | 10.0% | . | 20 |
| Engineering | 36.4% | 51.8% | 9.1% | 2.7% | 110 |
| Natural Resources | 46.3% | 48.8% | 4.9% | . | 41 |
| Humanities & Social Sciences | 29.2% | 51.6% | 14.3% | 5.0% | 161 |
| Sciences | 53.3% | 35.0% | 10.0% | 1.7% | 60 |
| Textiles | 41.7% | 50.0% | 8.3% | . | 12 |
| Management | 29.2% | 60.7% | 10.1% | . | 89 |
| *Total* | *36.4%* | *51.8%* | *9.7%* | *2.1%* | *579* |

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

Incoming transfer students were asked to identify from a list provided what was 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" (26.0%) was most likely to be reported as being the *single most influential factor* in deciding to attend NC State, followed by "availability of program" (21.0%), "location" (14.4%), and "future career opportunities" (11.6%). "Level of support for my intended major" (7.3%), and "cost" (5.2%) 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 | 26.0% | 150 |
| Availability of program | 21.0% | 121 |
| Location | 14.4% | 83 |
| Future career opportunities | 11.6% | 67 |
| Level of support for my intended major | 7.3% | 42 |
| Cost | 5.2% | 30 |
| Recommended by a friend, family member, teacher, counselor, etc. | 2.4% | 14 |
| Financial aid available | 2.1% | 12 |
| NC State's commitment to diversity | 1.7% | 10 |
| Scholarships available | 1.2% | 7 |
| Participation in an Engineering 2+2 program | 1.2% | 7 |
| Facilities and resources available | 1.0% | 6 |
| Campus visit/recruitment event(s) | 0.7% | 4 |
| Commitment to the environment and sustainability | 0.5% | 3 |
| Number of hours transferred/credited | 0.3% | 2 |
| Extracurricular opportunities | 0.3% | 2 |
| Wellness and Recreation facilities and programs | 0.3% | 2 |
| Attendance at a college fair or high school visit | 0.2% | 1 |
| Library spaces and services | 0.2% | 1 |
| Other | 2.3% | 13 |
| *Total* | *100%* | *577* |

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* (89.5%), *future career opportunities* (88.6%), and *academic reputation* (88.2%) had a "very strong" or "strong influence" on their decision to attend NC State. They also reported *facilities and resources available* (81.4%), *level of support for my intended major* (78.8%), and *location* (77.0%) as having high levels of influence on their decision. Notably, more than half of incoming transfer students reported that number of hours transferred had a "very strong" (26.1%) or "strong influence" (26.5%).

A relatively small number of respondents (N=48) 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 the veterinary medicine program, familial ties to NC State University, large size of the university, and the atmosphere/people on campus.

**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 | 4.47 | 59.7% | 29.8% | 9.3% | 0.7% | 0.5% | 590 |
| Future career opportunities | 4.39 | 55.1% | 33.5% | 8.1% | 2.1% | 1.2% | 568 |
| Academic reputation | 4.38 | 51.2% | 37.0% | 10.9% | 0.7% | 0.3% | 590 |
| Facilities and resources available | 4.21 | 44.3% | 37.1% | 14.9% | 3.0% | 0.7% | 569 |
| Location | 4.19 | 50.4% | 26.6% | 17.2% | 2.7% | 3.1% | 587 |
| Level of support for my intended major | 4.16 | 44.1% | 34.7% | 15.5% | 4.4% | 1.2% | 567 |
| Library spaces and services | 3.72 | 29.8% | 28.5% | 29.8% | 8.2% | 3.8% | 551 |
| Recommended by a friend, family member, teacher, counselor, etc. | 3.66 | 31.0% | 26.2% | 26.5% | 10.1% | 6.2% | 484 |
| Number of hours transferred/credited | 3.53 | 26.1% | 26.5% | 29.4% | 10.8% | 7.3% | 548 |
| Financial aid available | 3.51 | 32.1% | 19.6% | 23.8% | 16.6% | 8.0% | 501 |
| Extracurricular opportunities | 3.41 | 17.6% | 30.3% | 34.3% | 11.2% | 6.6% | 545 |
| Wellness and Recreation facilities and programs | 3.38 | 19.7% | 26.7% | 32.2% | 14.6% | 6.8% | 543 |
| Cost | 3.35 | 19.9% | 23.5% | 35.4% | 13.7% | 7.4% | 553 |
| NC State commitment to diversity | 3.34 | 20.9% | 25.4% | 30.2% | 13.9% | 9.6% | 560 |
| Commitment to the environment and sustainability | 3.27 | 18.4% | 21.9% | 36.2% | 15.1% | 8.5% | 544 |
| Scholarships available | 3.24 | 20.1% | 22.1% | 29.7% | 18.5% | 9.7% | 508 |
| Attendance at a College Fair or high school visit | 2.76 | 13.4% | 15.5% | 26.0% | 23.6% | 21.6% | 343 |
| Participation in an Engineering 2+2 program | 2.68 | 18.1% | 7.2% | 26.5% | 20.9% | 27.3% | 249 |
| Other | 4.25 | 64.6% | 8.3% | 20.8% | 0.0% | 6.3% | 48 |

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"). Over 90 percent said they were satisfied (94.2%), with over half saying they were "very satisfied" (52.4%) with the NC State admissions process.

**Table 4: Satisfaction with NC State Admission Process**

| | % | N |
|---|---|---|
| 4: Very satisfied | 52.4% | 302 |
| 3: Moderately satisfied | 41.8% | 241 |
| 2: Moderately dissatisfied | 4.9% | 28 |
| 1: Very dissatisfied | 0.9% | 5 |
| *Total* | *100%* | *576* |

Contact with NC State Representative after Applying for Admission

Respondents were asked if they had received communication (excluding a phone call) from an NC State representatives after applying for admission. One-fourth of respondents said they received a *communication from someone other than the Admissions Office* after applying for admission to NC State (25.4%). Students who said they received such communication were given the opportunity to specify from whom they received communication. Some examples identified included: "academic advisor," "Veterans Affairs," "Financial Aid Office," and "different clubs/organizations." A sizable number of incoming transfer students also identified a college, academic unit, honors/scholarship program on campus, or individual staff or faculty member.

## Personal, Educational, and Career Goals

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

When asked to report their primary goal or objective for attending NC State, 52 percent of respondents said it was to earn a "bachelor's degree as preparation for graduate or professional school" (51.8%), while 40 percent said it was to earn a "bachelor's degree in preparation for a career" (40.2%).
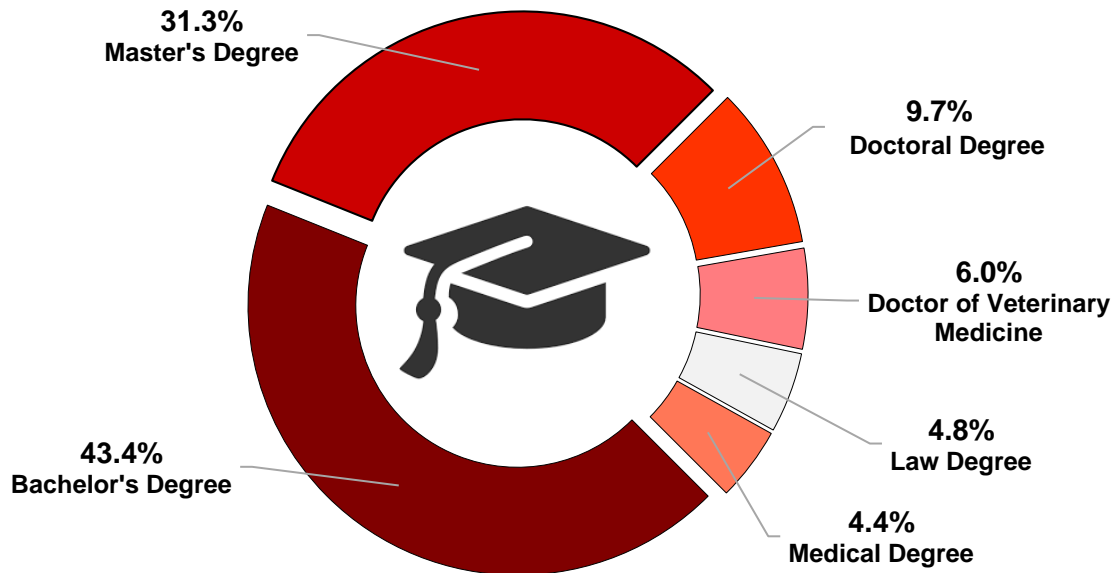
**Table 5: Primary Goal/Objective for Attending NC State**

|  | % | N |
|---|---|---|
| Bachelor's degree for grad school preparation | 51.8% | 298 |
| Bachelor's degree in preparation for a career | 40.2% | 231 |
| Bachelor's degree for career change | 3.3% | 19 |
| Improve knowledge/skills for current profession | 3.3% | 19 |
| Courses for personal interest | 0.3% | 2 |
| Other | 1.0% | 6 |
| *Total* | *100%* | *575* |

Highest Level of Education Anticipated to Complete (Figure 2)

When asked to identify the highest level of education they planned to complete, over 40 percent of respondents reported that they intended to earn a bachelor's degree (43.4%). One-third of all respondents planning to pursue a master's degree and one-fourth of all respondents planning to pursue a doctoral or professional degree (24.9%).

**Figure 2: Highest Level of Education Anticipated Completing (among those intending on completing a degree) (N=518)**



31.3%
Master's Degree

9.7%
Doctoral Degree

6.0%
Doctor of Veterinary Medicine

4.8%
Law Degree

4.4%
Medical Degree

43.4%
Bachelor's Degree

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. Forty percent said they expect to take two years (40.4%), while 20 percent said they plan to take two and a half years (20.3%), and over 20 percent said they plan to take three years (21.1%). Thirteen percent said they plan to take more than three years (12.5%); however, nearly six percent said they plan to take fewer than two years (5.7%).

**Table 6: Time Anticipated to Complete Bachelor's Degree**

|  | % | N |
|---|---|---|
| 1 year or less | 0.6% | 3 |
| 1 1/2 years | 5.1% | 26 |
| 2 years | 40.4% | 205 |
| 2 1/2 years | 20.3% | 103 |
| 3 years | 21.1% | 107 |
| 3 1/2 years | 2.2% | 11 |
| 4 years | 8.9% | 45 |
| More than 4 years | 1.4% | 7 |
| Do not intend to complete bachelor's degree at NC State | 0.0% | 0 |
| *Total* | *100%* | *551* |

Certainty of College Major (Table 7)

Over nine-in-ten incoming transfer students reported that they were either "very certain" (53.7%) or "certain" (39.3%) in their choice of college major. Although over 85 percent of respondents from each

individual college 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 less likely to be "very certain" (43.8%) than "certain" (50.6%) about their choice of major. In addition, incoming transfer students from the College of Humanities and Social Sciences (12.6%), and the relatively few students in the College of Design (10.0%) 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 | 62.7% | 32.0% | 4.0% | 1.3% | 75 |
| Design | 50.0% | 40.0% | 10.0% | 0.0% | 10 |
| Education | 50.0% | 50.0% | 0.0% | 0.0% | 20 |
| Engineering | 61.8% | 32.7% | 5.5% | 0.0% | 110 |
| Natural Resources | 62.5% | 32.5% | 5.0% | 0.0% | 40 |
| Humanities & Social Sciences | 47.8% | 39.6% | 10.7% | 1.9% | 159 |
| Sciences | 51.7% | 45.0% | 3.3% | 0.0% | 60 |
| Textiles | 66.7% | 33.3% | 0.0% | 0.0% | 12 |
| Management | 43.8% | 50.6% | 5.6% | 0.0% | 89 |
| *Total* | *53.7%* | *39.3%* | *6.3%* | *0.7%* | *575* |

Likelihood of Participation in Study Abroad Program (Figure 3)

A majority 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 (56.5%), with 10 percent saying they "definitely will" participate (9.8%). However, almost 30 percent said they would "probably not" participate in a Study Abroad program (28.5%), and another fifteen percent said they would "definitely not" (15.0) participate.

**Figure 3: Likelihood of Study Abroad Program Participation (N=549)**
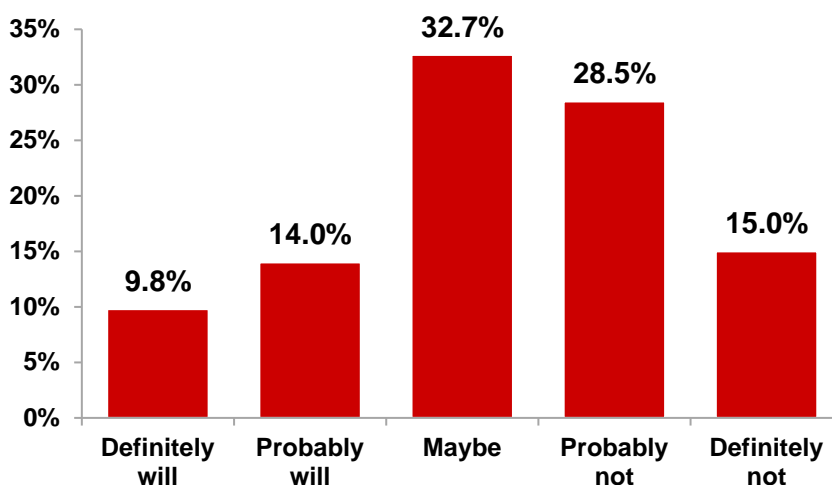


Intended Employment Location after Graduation (Table 8)

When asked to indicate the general location in which they intend to seek employment after graduation, more than one-in-five reported that they will be seeking work "in North Carolina only" (22.4%), while

more than two-in-five said that they would seek work "anywhere in the USA" (44.7%). Two percent said they would seek work "outside the USA only" (1.6%), and about one-third said that they would seek work "anywhere – location is not important" (31.3%).

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

|  | % | N |
|---|---|---|
| In North Carolina only | 22.4% | 98 |
| Anywhere in the USA | 44.7% | 196 |
| Outside the USA | 1.6% | 7 |
| Anywhere – location is not important | 31.3% | 137 |
| *Total* | *100%* | *438* |

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 transferring to NC State.

Students were more likely to give higher average 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 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 3.56 to a low of 2.76 (on a 4-point scale). Few incoming transfer students indicated that their current level of development for any of the goals was "poor," and at least one-third reported that their current level of development was "excellent" for 38 of the 48 goals asked about. At least half said their current level of development was "excellent" for eight of the goals

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 (63.1% "excellent")
- Taking responsibility for my own behavior (58.0%)
- Valuing learning as a lifelong process (57.8%)
- Believing more time and effort will lead to increased learning (55.6%)
- Understanding and respecting diverse cultures, values, and perspectives (51.6%)
- Working effectively as part of a team (51.0%)
- Experiencing personal growth (50.4%)
- Appreciating differences in sexual orientation (50.0%)

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 (39.4% "fair" or "poor")
- Ability to manage ongoing stressors (38.7%)
- Time management (36.8%)
- Presenting effectively across genres for diverse audiences (33.9%)
- The capacity to engage with/respond to artistic works and evaluate their significance (33.8%)

Average ratings for incoming transfer students perceived importance of the 48 individual goals asked about range from a high of 3.87 to a low of 3.10 (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 six 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:

- Experiencing personal growth (87.0% "very important")
- Time management (84.8%)
- Taking responsibility for my own behavior (84.7%)
- Ability to reflect, review, self-regulate, and self-examine (82.4%)
- Seeing projects through to completion (81.4%)
- Effectively analyzing and evaluating evidence/arguments/claims/beliefs (81.1%)
- Ability to manage ongoing stressors (80.9%)
- Ability to set and accomplish goals (80.2%)

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 (26.0% "slightly" or "not at all important")
- Ability to interpret mathematical information (13.6%)
- Appreciating the humanities (11.8%)
- Appreciating differences in sexual orientation (10.7%)
- Applying scientific methods of inquiry (10.5%)
- Applying social science methods to understand human behavior (10.0%)

*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 18 of the 21 general education goals asked about. They were most likely to say that their current level of development was "excellent" for *ability to plan and carry out projects independently* (48.0%), *reflecting on my own work* (43.8%), k*eeping my personal data and devices secure* (42.2%), *appreciating the humanities* (42.1%), *understanding the need for sustainability as the pursuit of balanced, ethical solutions that are economically viable, environmentally sound, and socially just* (41.8%), and *consider all options when solve problems and think through implications of select one alternative over another* (40.2%). Conversely, *presenting effectively across genres for diverse audiences* (33.9%), *the capacity to engage with/respond to artistic works and evaluate their significance* (33.8%), and *ability to interpret mathematical information* (27.5%) 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: Ability to plan and carry out projects independently | 3.34 | 48.0% | 38.4% | 13.3% | 0.4% | 279 |
| Development: Reflecting on my own work | 3.30 | 43.8% | 43.1% | 12.8% | 0.4% | 274 |
| Development: Gathering relevant information or evidence | 3.27 | 38.1% | 51.4% | 10.1% | 0.4% | 278 |
| Development: Questioning my assumptions and considering points of view that conflict with mine | 3.27 | 39.6% | 48.4% | 11.3% | 0.7% | 275 |
| Development: Consider all options when solve problems and think through implications of select one alternative over another | 3.27 | 40.2% | 47.8% | 10.9% | 1.1% | 276 |
| Development: Keeping my personal data and devices secure | 3.27 | 42.2% | 44.0% | 12.4% | 1.5% | 275 |
| Development: Identifying a problem/concept and articulating its components | 3.25 | 37.9% | 49.6% | 11.8% | 0.7% | 280 |
| Development: Understanding the need for sustainability as the pursuit of balanced, ethical solutions that are economically viable, environmentally sound, and socially just | 3.25 | 41.8% | 42.9% | 13.9% | 1.5% | 273 |
| Development: Effectively analyzing and evaluating evidence/arguments/claims/beliefs | 3.22 | 36.1% | 50.5% | 13.0% | 0.4% | 277 |
| Development: Appreciating the humanities | 3.19 | 42.1% | 37.0% | 18.3% | 2.6% | 273 |
| Development: Solving real world problems in ways that demonstrate imagination/creativity | 3.14 | 35.1% | 45.7% | 17.0% | 2.2% | 276 |
| Development: Writing effectively across genres for diverse audiences | 3.11 | 31.6% | 48.9% | 18.0% | 1.5% | 272 |
| Development: Applying analytic skills | 3.08 | 33.1% | 44.2% | 20.5% | 2.2% | 278 |
| Development: Applying social science methods to understand human behavior | 3.06 | 32.5% | 43.4% | 21.5% | 2.6% | 265 |
| Development: Advanced use of technology | 3.05 | 33.5% | 41.7% | 21.2% | 3.6% | 278 |
| Development: Using quantitative, logical and statistical analysis of data as the basis for judgments | 3.04 | 31.0% | 45.8% | 19.2% | 4.1% | 271 |
| Development: Creating and distributing information and knowledge using multiple communication forms | 3.01 | 27.7% | 48.2% | 21.5% | 2.6% | 274 |
| Development: Applying scientific methods of inquiry | 3.00 | 27.8% | 48.0% | 20.2% | 4.0% | 277 |
| Development: Ability to interpret mathematical information | 2.99 | 33.0% | 39.6% | 20.9% | 6.6% | 273 |
| Development: Presenting effectively across genres for diverse audiences | 2.87 | 24.4% | 41.7% | 30.6% | 3.3% | 271 |
| Development: Capacity to engage with/respond to artistic works and evaluate significance | 2.86 | 28.6% | 37.6% | 24.5% | 9.3% | 269 |

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 17 of the 21 general education goals as being "very" or "moderately important" to themselves. They were most likely to rate *effectively analyzing and evaluating evidence/arguments/claims/beliefs* (81.1%), *gathering relevant information or evidence* (79.0%), and *consider all options when solve problems and think through implications of select one alternative over another* (78.4%) 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* (26.0%), *ability to interpret mathematical information* (13.6%), and *appreciating the humanities* (11.8%) 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: Effectively analyzing and evaluating evidence/arguments/claims/beliefs | 3.80 | 81.1% | 18.2% | 0.8% | 0.0% | 264 |
| Importance: Gathering relevant information or evidence | 3.78 | 79.0% | 20.3% | 0.4% | 0.4% | 266 |
| Importance: Consider all options when solve problems and think through implications of select one alternative over another | 3.77 | 78.4% | 20.5% | 1.1% | 0.0% | 264 |
| Importance: Identifying a problem/concept and articulating its components | 3.75 | 75.9% | 22.9% | 1.1% | 0.0% | 266 |
| Importance: Reflecting on my own work | 3.75 | 75.8% | 23.1% | 1.1% | 0.0% | 264 |
| Importance: Ability to plan and carry out projects independently | 3.73 | 74.9% | 24.0% | 0.8% | 0.4% | 267 |
| Importance: Keeping my personal data and devices secure | 3.72 | 76.6% | 19.6% | 2.6% | 1.1% | 265 |
| Importance: Solving real world problems in ways that demonstrate imagination/creativity | 3.68 | 71.2% | 25.4% | 3.4% | 0.0% | 264 |
| Importance: Applying analytic skills | 3.67 | 71.8% | 23.7% | 4.5% | 0.0% | 266 |
| Importance: Questioning my assumptions and considering points of view that conflict with mine | 3.63 | 66.8% | 30.2% | 2.6% | 0.4% | 265 |
| Importance: Advanced use of technology | 3.59 | 63.3% | 33.0% | 3.4% | 0.4% | 264 |
| Importance: Understanding the need for sustainability as the pursuit of balanced, ethical solutions that are economically viable, environmentally sound, and socially just | 3.59 | 65.0% | 30.8% | 2.3% | 1.9% | 263 |
| Importance: Using quantitative, logical and statistical analysis of data as the basis for judgments | 3.57 | 63.8% | 29.9% | 5.6% | 0.8% | 268 |
| Importance: Creating/distributing information and knowledge using multiple communication forms | 3.51 | 56.6% | 38.6% | 3.8% | 1.1% | 267 |
| Importance: Presenting effectively across genres for diverse audiences | 3.48 | 58.3% | 32.7% | 8.3% | 0.8% | 266 |
| Importance: Applying scientific methods of inquiry | 3.42 | 55.5% | 34.0% | 7.9% | 2.6% | 265 |
| Importance: Writing effectively across genres for diverse audiences | 3.41 | 52.3% | 38.4% | 7.5% | 1.9% | 266 |
| Importance: Ability to interpret mathematical information | 3.39 | 56.2% | 30.2% | 9.8% | 3.8% | 265 |
| Importance: Appreciating the humanities | 3.37 | 50.8% | 37.5% | 9.5% | 2.3% | 264 |
| Importance: Applying social science methods to understand human behavior | 3.36 | 48.3% | 41.8% | 8.1% | 1.9% | 261 |
| Importance: Capacity to engage with/respond to artistic works and evaluate significance | 3.10 | 42.5% | 31.4% | 19.5% | 6.5% | 261 |

*Personal Development Goals*

At least two-thirds of respondents gave a rating of "excellent" or "good" to 16 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* (58.0%), *valuing learning as a lifelong process* (57.8%), and *believing more time and effort will lead to increased learning* (55.6%). 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* (39.4%), *ability to manage ongoing stressors* (38.7%) and *time management* (36.8%).

**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 | 58.0% | 38.5% | 3.1% | 0.4% | 257 |
| Development: Valuing learning as a lifelong process | 3.53 | 57.8% | 37.1% | 5.1% | 0.0% | 256 |
| Development: Believing more time and effort will lead to increased learning | 3.50 | 55.6% | 40.1% | 3.1% | 1.2% | 257 |
| Development: Working effectively as part of a team | 3.41 | 51.0% | 39.9% | 8.4% | 0.8% | 261 |
| Development: Experiencing personal growth | 3.40 | 50.4% | 39.6% | 10.0% | 0.0% | 260 |
| Development: Recognizing and acting on ethical principles | 3.33 | 41.9% | 49.2% | 8.5% | 0.4% | 260 |
| Development: Seeing projects through to completion | 3.28 | 43.4% | 42.6% | 12.0% | 1.9% | 258 |
| Development: Identifying alternatives when faced with setbacks | 3.25 | 36.3% | 53.1% | 10.2% | 0.4% | 256 |
| Development: Ability to set and accomplish goals | 3.22 | 36.1% | 50.8% | 12.0% | 1.2% | 258 |
| Development: Ability to reflect, review, self-regulate, and self-examine | 3.21 | 38.4% | 46.1% | 13.6% | 1.9% | 258 |
| Development: Viewing failure as an opportunity to learn | 3.14 | 38.3% | 42.2% | 14.8% | 4.7% | 256 |
| Development: Developing leadership skills | 3.08 | 38.2% | 35.9% | 21.6% | 4.3% | 259 |
| Development: Recovering from emotional setbacks | 3.08 | 35.3% | 41.6% | 18.8% | 4.3% | 255 |
| Development: Gaining clarity in my future career direction | 3.06 | 31.3% | 46.1% | 20.3% | 2.3% | 256 |
| Development: Developing and sustaining an active and healthy lifestyle | 3.03 | 35.9% | 36.7% | 22.0% | 5.4% | 259 |
| Development: Expressing my opinion when others disagree | 2.98 | 34.0% | 37.1% | 21.9% | 7.0% | 256 |
| Development: Time management | 2.82 | 25.6% | 37.6% | 30.2% | 6.6% | 258 |
| Development: Ability to manage ongoing stressors | 2.80 | 23.6% | 37.6% | 33.7% | 5.0% | 258 |
| Development: Being involved in public and community affairs | 2.76 | 25.1% | 35.5% | 29.7% | 9.7% | 259 |

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 *experiencing personal growth* (87.0%), *time management* (84.8%), *taking responsibility for my own behavior* (84.7%), *ability to reflect, review, self-regulate, and self-examine* (82.4%), and *seeing projects through to completion* (81.4%), *ability to manage ongoing stressors* (80.9%), and *ability to set and accomplish goals* (80.2%) were "very important" to them. The two items which about five percent or more of respondents indicated as being "slightly" or "not at all important" was *being involved in public and community affairs* (8.3%) and *expressing my opinion when others disagree* (4.8%).

**Table 12: Importance of Personal Development Goals**

| | Mean | 4: Very important | 3: Moderately important | 2: Slightly important | 1: Not at all important | N |
|---|---|---|---|---|---|---|
| Importance: Experiencing personal growth | 3.87 | 87.0% | 12.6% | 0.4% | 0.0% | 254 |
| Importance: Taking responsibility for my own behavior | 3.84 | 84.7% | 14.1% | 1.2% | 0.0% | 255 |
| Importance: Time management | 3.83 | 84.8% | 14.1% | 0.4% | 0.8% | 256 |
| Importance: Ability to reflect, review, self-regulate, and self-examine | 3.82 | 82.4% | 17.3% | 0.4% | 0.0% | 255 |
| Importance: Ability to manage ongoing stressors | 3.80 | 80.9% | 18.4% | 0.4% | 0.4% | 256 |
| Importance: Developing and sustaining an active and healthy lifestyle | 3.79 | 79.1% | 21.0% | 0.0% | 0.0% | 253 |
| Importance: Seeing projects through to completion | 3.79 | 81.4% | 17.0% | 1.2% | 0.4% | 253 |
| Importance: Working effectively as part of a team | 3.77 | 78.7% | 19.7% | 1.2% | 0.4% | 254 |
| Importance: Ability to set and accomplish goals | 3.77 | 80.2% | 18.2% | 0.4% | 1.2% | 253 |
| Importance: Identifying alternatives when faced with setbacks | 3.77 | 78.9% | 19.5% | 1.6% | 0.0% | 251 |
| Importance: Valuing learning as a lifelong process | 3.75 | 77.1% | 21.0% | 2.0% | 0.0% | 253 |
| Importance: Recovering from emotional setbacks | 3.75 | 78.1% | 19.9% | 1.2% | 0.8% | 251 |
| Importance: Believing more time and effort will lead to increased learning | 3.73 | 73.3% | 25.9% | 0.8% | 0.0% | 255 |
| Importance: Viewing failure as an opportunity to learn | 3.73 | 74.8% | 23.6% | 1.6% | 0.0% | 254 |
| Importance: Gaining clarity in my future career direction | 3.73 | 77.5% | 19.0% | 2.4% | 1.2% | 253 |
| Importance: Recognizing and acting on ethical principles | 3.68 | 69.2% | 29.6% | 0.8% | 0.4% | 253 |
| Importance: Developing leadership skills | 3.65 | 70.6% | 25.1% | 2.8% | 1.6% | 255 |
| Importance: Expressing my opinion when others disagree | 3.63 | 69.3% | 25.9% | 3.2% | 1.6% | 251 |
| Importance: Being involved in public and community affairs | 3.47 | 57.7% | 34.0% | 6.3% | 2.0% | 253 |

*World View Goals*

At least four-fifths 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* (63.1%), *understanding and respecting diverse cultures, values, and perspectives* (51.6%), and *appreciating differences in sexual orientation* (50.0%). Respondents were most likely to rate their current level of development as either "fair" or "poor" for *understanding issues and problems facing the world* (18.7%) and *sensitivity to issues associated with gender equity* (18.1%).

**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 | 3.56 | 63.1% | 30.5% | 6.0% | 0.4% | 282 |
| Development: Understanding and respecting diverse cultures, values, and perspectives | 3.40 | 51.6% | 37.8% | 9.9% | 0.7% | 283 |
| Development: Sensitivity to issues associated with racial equity | 3.34 | 48.9% | 37.8% | 11.9% | 1.4% | 278 |
| Development: Appreciating differences in sexual orientation | 3.31 | 50.0% | 34.1% | 12.7% | 3.3% | 276 |
| Development: Understanding the present as it relates to historical events | 3.28 | 43.2% | 42.5% | 13.2% | 1.1% | 280 |
| Development: Understanding the commonality of human problems globally | 3.26 | 42.0% | 42.7% | 14.2% | 1.1% | 281 |
| Development: Sensitivity to issues associated with gender equity | 3.22 | 43.7% | 38.3% | 14.8% | 3.3% | 277 |
| Development: Understanding issues and problems facing the world | 3.12 | 32.5% | 48.8% | 17.3% | 1.4% | 283 |

Over 90 percent of respondents rated eight of the nine world view goals as "very" or "moderately important" to them, with over 95 percent giving these ratings to six. A rating of "very important" was most likely to be given to *ability to work with people from diverse backgrounds* (77.8%), *understanding and respecting diverse cultures, values, and perspectives* (74.6%), *understanding issues and problems facing the world* (73.1%), and *sensitivity to issues associated with racial equity* (73.0%). The only item which more than 10 percent of respondents said was "slightly" (7.4%) or "not at all important" (3.3%) 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 | 3.75 | 77.8% | 20.0% | 1.8% | 0.4% | 275 |
| Importance: Understanding issues and problems facing the world | 3.72 | 73.1% | 25.5% | 1.5% | 0.0% | 275 |
| Importance: Understanding and respecting diverse cultures, values, and perspectives | 3.71 | 74.6% | 21.8% | 3.3% | 0.4% | 275 |
| Importance: Understanding the commonality of human problems globally | 3.70 | 71.8% | 26.4% | 1.9% | 0.0% | 269 |
| Importance: Sensitivity to issues associated with racial equity | 3.69 | 73.0% | 23.7% | 2.2% | 1.1% | 270 |
| Importance: Understanding the present as it relates to historical events | 3.59 | 63.8% | 31.4% | 4.8% | 0.0% | 271 |
| Importance: Sensitivity to issues associated with gender equity | 3.56 | 64.6% | 29.5% | 3.3% | 2.6% | 271 |
| Importance: Appreciating differences in sexual orientation | 3.46 | 60.4% | 28.9% | 7.4% | 3.3% | 270 |

*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 self-ratings of respondents' current level of development of those skills and their importance of them. The 48 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 (2nd in importance [average rating 3.84] and 2nd in development [average rating 3.54])
- Experiencing personal growth (1st [3.87] and 6th [3.40])
- Seeing projects through to competition (7th [3.79] and 14th [3.28])

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 (48th in importance [average rating 3.10] and 45th in development [average rating 2.86])
- Ability to interpret mathematical information [45th [3.39] and 42nd [2.99]]
- Applying scientific methods of inquiry (43rd [3.42] and 41st [3.00])
- Being involved in public and community affairs (41st [3.47] and 48th [2.76])

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 (3rd in importance [average rating 3.83] vs 46th in development [average rating 2.82])
- Ability to manage ongoing stressors (6th [3.80] vs 47th [2.80])
- Developing and sustaining an active and healthy lifestyle (8th [3.79] vs 39th [3.03])
- Ability to reflect, review, self-regulate, and self-examine (4th [3.82] vs 26th [3.21])

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 3.46] vs 11th in development [average development rating 3.31])
- Understanding the present as it relates to historical events (35th [3.59] vs 13th [3.28])
- Sensitivity to issues associated with racial equity (27th [3.69] vs 8th [3.34])
- Recognizing and acting on ethical principles (29th [3.68] vs 10th [3.33])
- Appreciating the humanities (46th [3.37] vs 27th [3.19])
- Understanding and respecting diverse cultures, values, and perspectives (25th [3.71] vs 7th [3.40])

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

| Goals | Level of Development | | Importance | |
|---|---|---|---|---|
| | Rank | Mean | Rank | Mean |
| Ability to work with people from diverse backgrounds | 1 | 3.56 | 15 | 3.75 |
| Taking responsibility for my own behavior | 2 | 3.54 | 2 | 3.84 |
| Valuing learning as a lifelong process | 3 | 3.53 | 16 | 3.75 |
| Believing more time and effort will lead to increased learning | 4 | 3.50 | 22 | 3.73 |
| Working effectively as part of a team | 5 | 3.41 | 13 | 3.77 |
| Experiencing personal growth | 6 | 3.40 | 1 | 3.87 |
| Understanding and respecting diverse cultures, values, and perspectives | 7 | 3.40 | 25 | 3.71 |
| Sensitivity to issues associated with racial equity | 8 | 3.34 | 27 | 3.69 |
| Ability to plan and carry out projects independently | 9 | 3.34 | 19 | 3.73 |
| Recognizing and acting on ethical principles | 10 | 3.33 | 29 | 3.68 |
| Appreciating differences in sexual orientation | 11 | 3.31 | 42 | 3.46 |
| Reflecting on my own work | 12 | 3.30 | 18 | 3.75 |
| Understanding the present as it relates to historical events | 13 | 3.28 | 35 | 3.59 |
| Seeing projects through to completion | 14 | 3.28 | 7 | 3.79 |
| Gathering relevant information or evidence | 15 | 3.27 | 9 | 3.78 |
| Consider all options when solving problems and think through implications of select one alternative over another | 16 | 3.27 | 12 | 3.77 |
| Keeping my personal data and devices secure | 17 | 3.27 | 23 | 3.72 |
| Questioning my assumptions and considering points of view that conflict with mine | 18 | 3.27 | 32 | 3.63 |
| Understanding the commonality of human problems globally | 19 | 3.26 | 26 | 3.70 |
| Identifying alternatives when faced with setbacks | 20 | 3.25 | 11 | 3.77 |
| Understanding the need for sustainability as the pursuit of balanced, ethical solutions that are economically viable, environmentally sound, and socially just | 21 | 3.25 | 36 | 3.59 |
| Identifying a problem/concept and articulating its components | 22 | 3.25 | 17 | 3.75 |
| Effectively analyzing and evaluating evidence/arguments/claims/beliefs | 23 | 3.22 | 5 | 3.80 |
| Sensitivity to issues associated with gender equity | 24 | 3.22 | 38 | 3.56 |
| Ability to set and accomplish goals | 25 | 3.22 | 10 | 3.77 |
| Ability to reflect, review, self-regulate, and self-examine | 26 | 3.21 | 4 | 3.82 |
| Appreciating the humanities | 27 | 3.19 | 46 | 3.37 |
| Viewing failure as an opportunity to learn | 28 | 3.14 | 20 | 3.73 |
| Solving real world problems in ways that demonstrate imagination/creativity | 29 | 3.14 | 28 | 3.68 |
| Understanding issues and problems facing the world | 30 | 3.12 | 24 | 3.72 |
| Writing effectively across genres for diverse audiences | 31 | 3.11 | 44 | 3.41 |
| Applying analytic skills | 32 | 3.08 | 30 | 3.67 |
| Developing leadership skills | 33 | 3.08 | 31 | 3.65 |
| Recovering from emotional setbacks | 34 | 3.08 | 14 | 3.75 |
| Gaining clarity in my future career direction | 35 | 3.06 | 21 | 3.73 |
| Applying social science methods to understand human behavior | 36 | 3.06 | 47 | 3.36 |
| Advanced use of technology | 37 | 3.05 | 34 | 3.59 |
| Using quantitative, logical and statistical analysis of data as the basis for judgments | 38 | 3.04 | 37 | 3.57 |
| Developing and sustaining an active and healthy lifestyle | 39 | 3.03 | 8 | 3.79 |
| Creating and distributing information and knowledge using multiple communication forms | 40 | 3.01 | 39 | 3.51 |
| Applying scientific methods of inquiry | 41 | 3.00 | 43 | 3.42 |
| Ability to interpret mathematical information | 42 | 2.99 | 45 | 3.39 |
| Expressing my opinion when others disagree | 43 | 2.98 | 33 | 3.63 |
| Presenting effectively across genres for diverse audiences | 44 | 2.87 | 40 | 3.48 |
| Capacity to engage with/respond to artistic works and evaluate significance | 45 | 2.86 | 48 | 3.10 |
| Time management | 46 | 2.82 | 3 | 3.83 |
| Ability to manage ongoing stressors | 47 | 2.80 | 6 | 3.80 |
| Being involved in public and community affairs | 48 | 2.76 | 41 | 3.47 |

# 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)

More than 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* (21.6%). Twenty-eight percent reported that they would be receiving at least $6,000 in *aid that does not need to be repaid* (28.2%). Almost half will be using *aid that must be repaid* to pay for their education expenses (46.1%), with about one-in-ten having "$10,000 or more" in such loans (8.5%).

While nearly 80 percent of incoming transfer students reported using their own resources to help pay for their first year at NC State (79.2%), most are contributing relatively smaller amounts. Just nine percent said they will be personally responsible for either "$6,000-$9,000" (4.3%) or "$10,000 or more" (4.7%) of their expenses for their first year at NC State, while 30 percent reported they will be contributing "less than $1,000" (29.8%).

**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% | 12.0% | 13.1% | 11.3% | 9.9% | 21.6% | 283 |
| My own resources (savings from work, other income) | 20.8% | 29.8% | 27.2% | 13.3% | 4.3% | 4.7% | 279 |
| Aid that does not need to be repaid (grants, scholarships, military funding, etc.) | 35.4% | 9.3% | 11.4% | 15.7% | 13.2% | 15.0% | 280 |
| Aid that must be repaid (loans, etc.) | 53.9% | 2.5% | 11.7% | 16.3% | 7.1% | 8.5% | 282 |
| Other than above | 91.6% | 4.9% | 0.0% | 2.5% | 0.0% | 1.0% | 203 |

Financial Aid Received (Figure 4)

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 (54.5%), while 43 percent said that they received loans to help pay for their education (43.2%). Fewer students reported they were receiving some other type of financial aid (11.6%). Almost 80 percent of respondents reported that they had submitted the Free Application for Federal Student Aid (FAFSA) (79.3%).

**Figure 4: Financial Aid Received\* (N=292)**
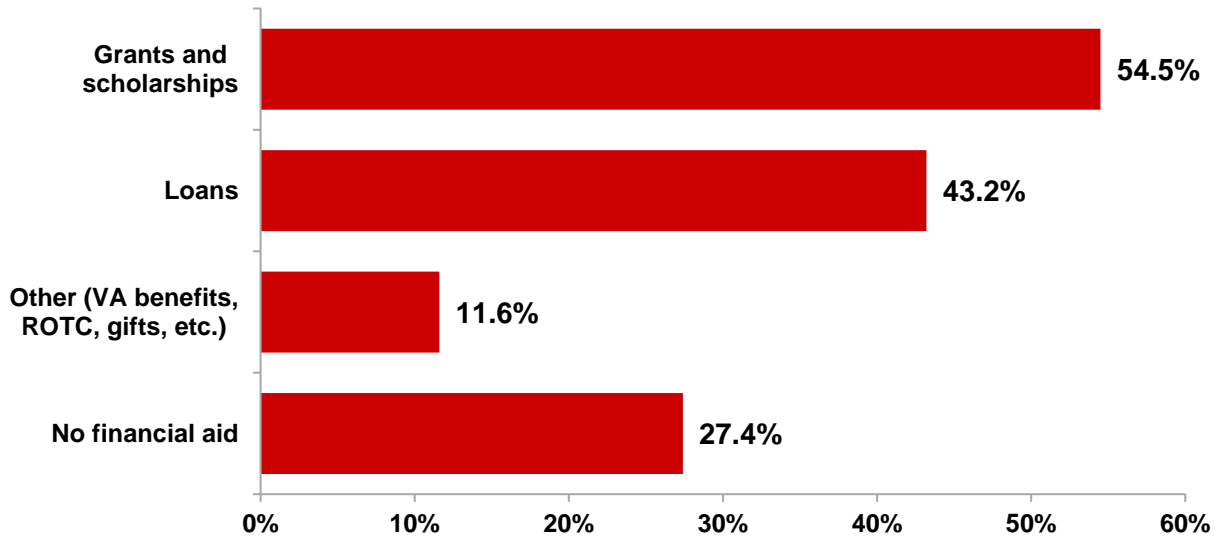


*\*Note: Respondents could select more than one response*

Student Employment (Figures 5-6; Table 17)

Over two-thirds of incoming transfer student respondents reported that they would be employed during their first year at NC State (69.4%). Employed respondents were overwhelmingly likely to say they would be working only off campus (63.9%). Just 18 percent of those who reported they would be working said they would only be working on campus (17.6%) and 19 percent reported they would be working both on and off campus (18.5%).

Students working off campus were almost twice as likely as those working on campus to say they would be working more than 20 hours per week (33.5% vs 19.7%, respectively). Almost 40 percent of students working on campus reported that they would be working just 1-10 hours per week (37.8%).

The relatively few students who said that they would be working both on campus and off campus during their first year at NC State generally reported that they planned on working a relatively small number of hours at each location. Fifteen percent said they will be working 1-10 hours at each of their on campus and off campus jobs (15.4%), while 23 percent said they would work 11-20 hours at each (23.1%). Only 9 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 (9.2%).

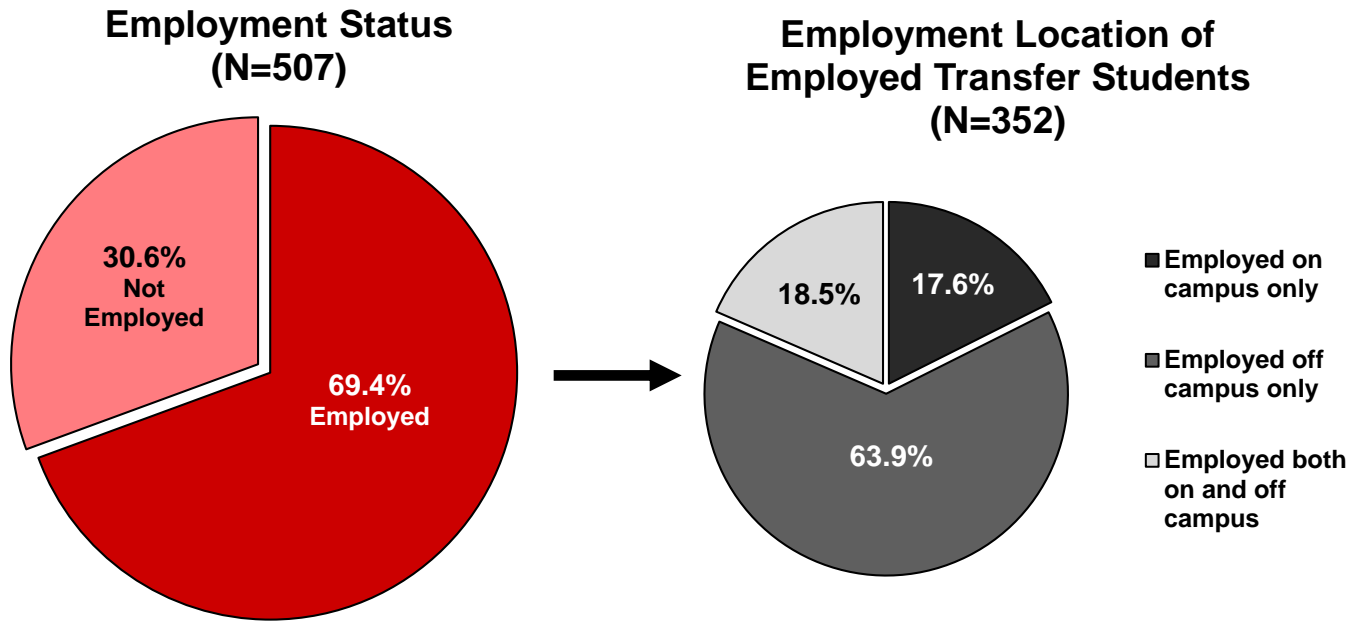**Figure 5: Employment Status and Work Location during First Year at NC State**

## Employment Status (N=507)



- 30.6% Not Employed
- 69.4% Employed

## Employment Location of Employed Transfer Students (N=352)



- 17.6%
- 63.9%
- 18.5%

■ Employed on campus only

■ Employed off campus only

□ Employed both on and off campus

**Figure 6: On Campus vs Off Campus Work Hours (Among Employed Respondents)**



On campus work hours (N=127)
- 19.7%
- 42.5%
- 37.8%

Off campus work hours (N=290)
- 33.5%
- 40.3%
- 26.2%

■ More than 20 hours per week

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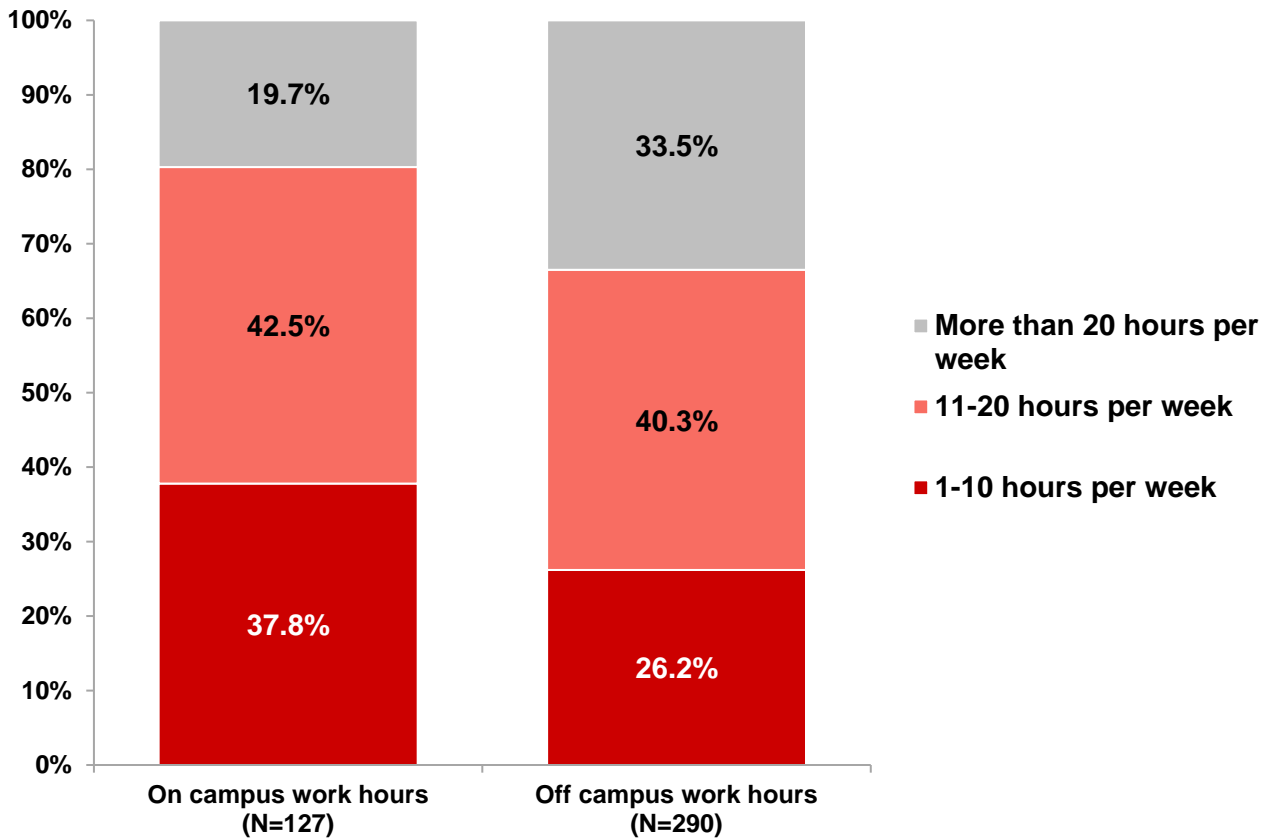
■ 1-10 hours per week

**Table 17: Students Employed both On and Off Campus (N=65)**

| 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 | 15.4% | 7.7% | 6.2% | 29.2% |
| 11-20 hours per week | 4.6% | 23.1% | 12.3% | 40.0% |
| More than 20 hours per week | 10.8% | 10.8% | 9.2% | 30.8% |
| Total | 30.8% | 41.5% | 27.7% | 100% |

## Satisfaction with NC State Services

Rating of NC State Admissions and Academic Advising Services Websites (Figure 7)

When asked to evaluate the NC State Admissions website, 89 percent of respondents gave a rating of "excellent" (35.8%) or "good" (53.1%), and when asked to evaluate the NC State Academic Advising Services website, over 83 percent gave a rating of "excellent" (38.9%) or "good" (44.4%).

**Figure 7: Rating of the NC State Admissions and Academic Services (excluding those who responded "Never used")**
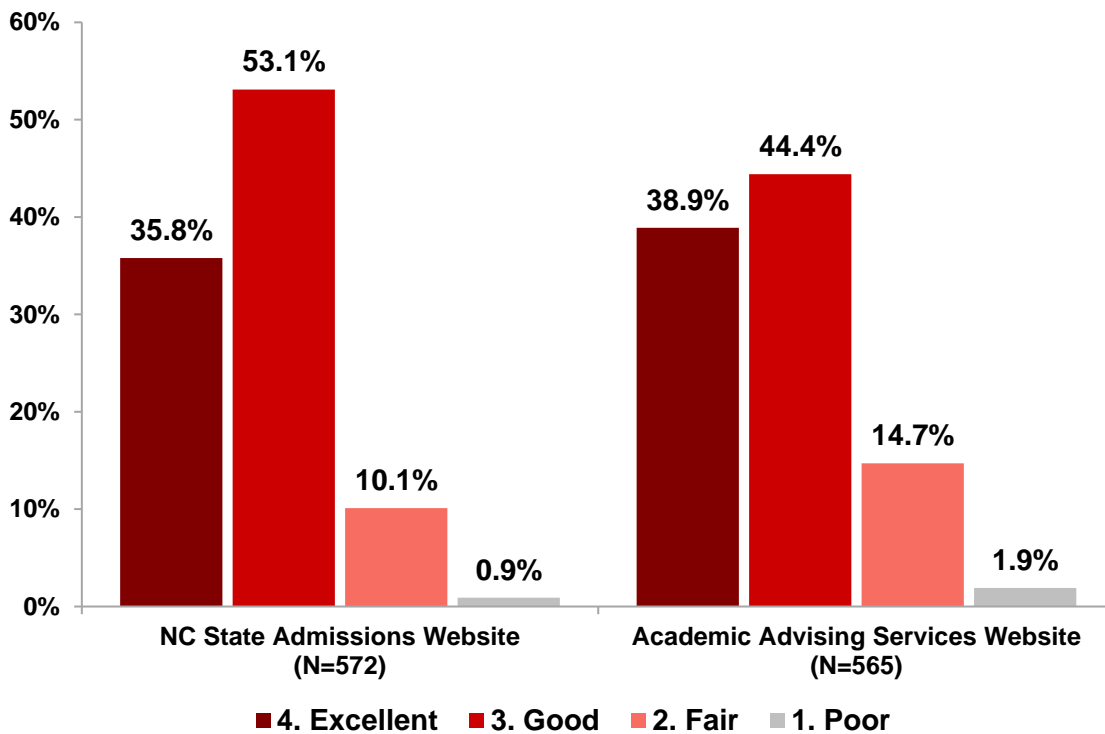
Satisfaction with NC State Financial Aid Process (Table 18)

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 86 percent reporting that they were either "very" (37.2%) or "moderately satisfied" (48.9%) with the financial aid process.

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

|  | % | N |
|---|---|---|
| 4: Very satisfied | 37.2% | 86 |
| 3: Moderately satisfied | 48.9% | 113 |
| 2: Moderately dissatisfied | 10.8% | 25 |
| 1: Very dissatisfied | 3.0% | 7 |
| *Total* | *100%* | *231* |

New Student Orientation (Tables 19-21)

Incoming transfer students were provided a series of questions that asked them to rate their experiences with support provided by their college/department before and during New Student Orientation, as well as their experiences in attending Orientation before starting classes in the Fall 2021 semester.

Respondents were notably 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 (44.2% vs 33.6%, 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 (45.4% vs 40.6%, 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 |
|---|---|---|---|---|---|---|
| I am satisfied with the attention received from college/dept prior to Orientation | 3.33 | 45.4% | 43.8% | 9.5% | 1.4% | 505 |
| Information/advice from college/dept prior to Orientation helped me plan schedule | 3.33 | 44.2% | 47.4% | 5.8% | 2.6% | 498 |
| I am satisfied with the attention received from college/dept during Orientation | 3.30 | 40.6% | 50.4% | 7.6% | 1.4% | 498 |
| Information/advice from college/dept during Orientation helped me plan schedule | 3.13 | 33.6% | 48.8% | 14.3% | 3.3% | 488 |

The vast majority 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* (54.9%), *the resources available to me if I need help preventing or reporting sexual violence* (51.9%), and *the tactics I can use to be an active bystander to prevent or disrupt violence* (51.6%).

**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 | 3.53 | 54.9% | 44.0% | 0.8% | 0.4% | 257 |
| The resources available to me if I need help preventing or reporting sexual violence | 3.51 | 51.9% | 47.3% | 0.4% | 0.4% | 258 |
| The tactics I can use to be an active bystander to prevent or disrupt violence | 3.50 | 51.6% | 46.9% | 1.6% | 0.0% | 254 |
| Expectations for being a member of the NC State community | 3.43 | 44.6% | 53.9% | 1.6% | 0.0% | 258 |
| Policies that may impact my experience at NC State (e.g., Code of Student Conduct) | 3.42 | 45.2% | 52.5% | 1.9% | 0.4% | 259 |
| Various ways available to engage in the NC State community | 3.41 | 44.8% | 51.3% | 3.8% | 0.0% | 261 |
| NC State's acceptance and encouragement of the free and open exchange of ideas and opinions | 3.40 | 44.2% | 51.9% | 3.5% | 0.4% | 258 |
| The resources available to me if I have questions about free speech and free expression at NC State | 3.37 | 42.5% | 52.4% | 5.1% | 0.0% | 254 |
| My part in building an inclusive community on campus | 3.32 | 38.5% | 55.0% | 6.2% | 0.4% | 260 |

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 six of the eight goals 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* (56.0%). They were least likely to agree that *I can better envision my day-to-day life may be like my first year at NC State* (13.9% "disagree" or "strongly disagree" or that *I feel more connected to the NC State community* (12.1% "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 | 3.52 | 56.0% | 40.5% | 3.1% | 0.4% | 257 |
| I can articulate the importance of civility and respect in an educational setting | 3.45 | 49.4% | 46.7% | 3.1% | 0.8% | 255 |
| I can identify how my behavior may impact my community | 3.44 | 50.0% | 44.1% | 5.5% | 0.4% | 256 |
| I feel better prepared to start my first semester at NC State | 3.36 | 44.1% | 49.2% | 5.5% | 1.2% | 256 |
| I feel more comfortable having conversations with others around our differences | 3.34 | 41.5% | 51.4% | 6.7% | 0.4% | 253 |
| I can identify opportunities to engage with people different from myself | 3.31 | 39.6% | 52.6% | 7.1% | 0.8% | 255 |
| I feel more connected to the NC State community | 3.24 | 37.1% | 50.8% | 10.9% | 1.2% | 256 |
| I can better envision what my day-to-day life may be like my first year at NC State | 3.19 | 34.9% | 51.2% | 12.3% | 1.6% | 252 |

## Demographic and Family Background Characteristics

College Preparation (Figure 8)

95 percent of respondents reported that they were either "very well" prepared (59.9%) or "somewhat well" prepared (35.0%) for further study by their last institution. While 60 percent of respondents reported that they felt they were "very well" prepared for college by their own efforts (59.5%), only 31 percent reported they were "very well" prepared for college by their high school (30.7%). More than one-fifth said they were "not very well" prepared for college by their high school (21.4%).

**Figure 8: College Preparation**
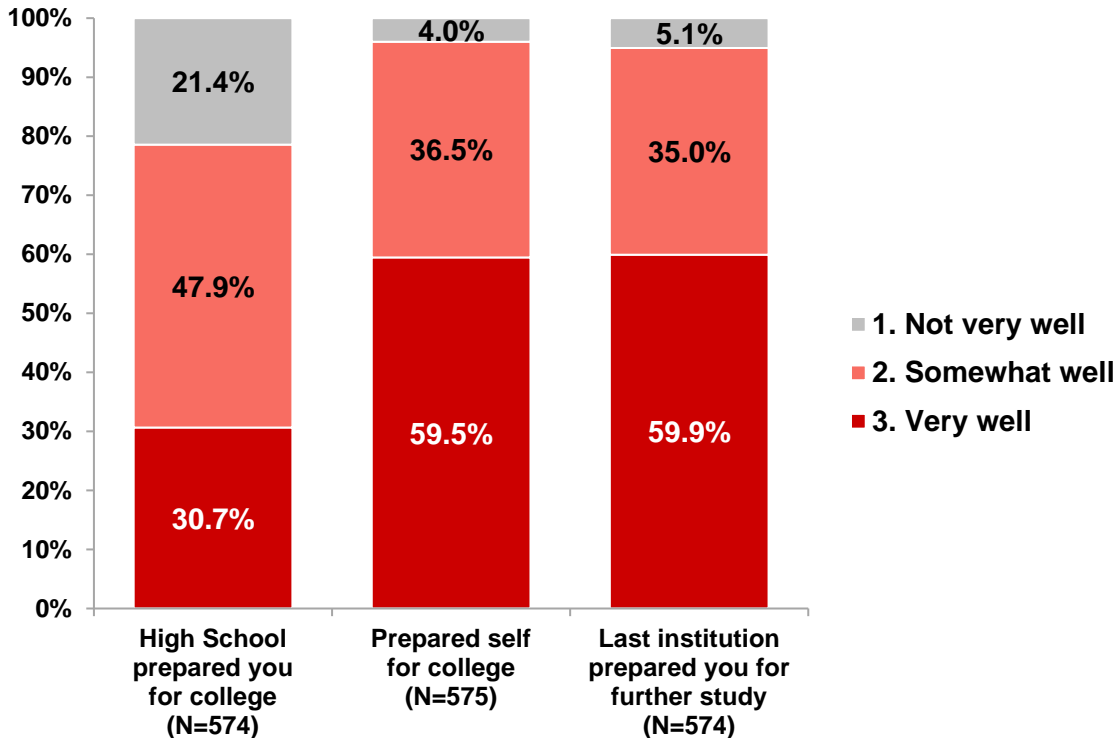


Enrollment Status for First Semester at NC State (Tables 22-23)

Incoming transfer students were asked how many credits they would be enrolled in during their first semester at NC State. Fifty-nine percent said they would be enrolled in at least 15 credit hours for their first semester (58.5%), and 38 percent said they would be enrolled in 12-14 credit hours (37.9%).  Only four percent of incoming transfer students indicated that they would not be a full-time student during their first semester at NC State (3.6%)

**Table 22: Enrollment Status for First Semester at NC State**

|  | % | N |
|---|---|---|
| 15 credit hours or more | 58.5% | 296 |
| 12-14 credit hours | 37.9% | 192 |
| Fewer than 12 credit hours | 3.6% | 18 |
| *Total* | *100%* | *506* |

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 *need to work* (53.8%). Other reasons for which at least one-third of respondents reported being enrolled in fewer than 15 credit hours include *courses not available* (38.1%) and *want to make better grades* (37.1%).

**Table 23: Reasons Transfer Students Enrolled for Fewer Than 15 Credit Hours***
**(Among those enrolled for fewer than 15 credit hours) (N=210)**

| Reason enrolled in fewer than 15 credit hours: | % |
|---|---|
| Need to work | 53.8% |
| Courses not available | 38.1% |
| Want to make better grades | 37.1% |
| Was advised to carry lighter load by advisor | 30.5% |
| Completing requirements and do not need more courses | 26.7% |
| Participation in internship, co-op, practicum, student teaching, or international study | 22.4% |
| Combination of credit hours would have been too much with another big course | 18.1% |
| Family responsibilities | 17.1% |
| Cost | 9.1% |
| Other | 5.7% |

*Note: Respondents could select more than one response*

Hometown Geographic Area (Figure 9)

Forty-three percent of incoming transfer students reported that they were from a "rural area" (13.4%) or a "small town" (29.1%), while 27 percent came from an "urban area" (15.1%) or a "large city" (11.5%).

**Figure 9: Hometown Geographic Area (N=515)**
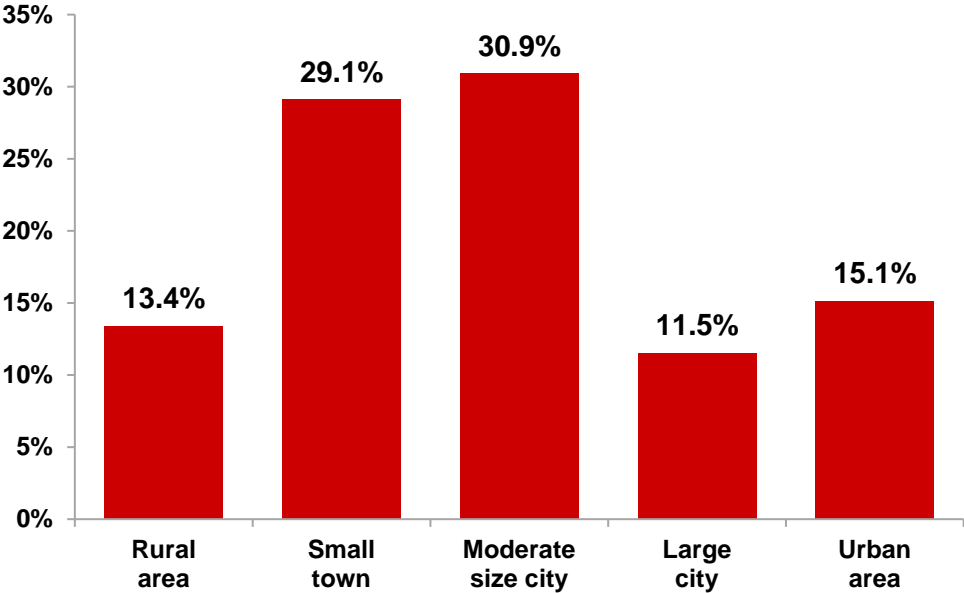
First Generation College Students (Table 24)

One-fourth of respondents reported that they are a first generation college student: eleven percent reported that no parent/guardian of theirs had ever attended college (11.3%), and 14 percent reported that while a parent/guardian had attended college, they had not earned a four-year degree (13.7%).

**Table 24: First Generation College Students**

|  | % | N |
|---|---|---|
| First generation college student | 11.3% | 42 |
| At least one parent attended college but did not earn a degree | 13.7% | 51 |
| Not first generation | 75.0% | 280 |
| *Total* | *100%* | *373* |

Parents'/Guardians' Financial Support (Tables 25-26; Figure 10)

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 2020 pre-tax income, over 60 percent reported it was $100,000 or less (63.0%), with about 30 percent reporting it was $50,000 or less (30.9%). Eight percent of incoming transfer students came from a family with a combined income of more than $200,000 (7.8%).

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

|  | % | N |
|---|---|---|
| $30,000 or less | 18.1% | 58 |
| $30,001-$50,000 | 12.8% | 41 |
| $50,001-$75,000 | 15.6% | 50 |
| $75,001-$100,000 | 16.5% | 53 |
| $100,001-$150,000 | 17.1% | 55 |
| $150,001-$200,000 | 12.2% | 39 |
| More than $200,000 | 7.8% | 25 |
| *Total* | *100%* | *321* |

Half of respondents (50.3%) 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, 17 percent reported that they came from a household with only two people financially supported by their parents/guardians (17.2%), and 11 percent reported that only one person in their household was financially supported (11.4%).

**Figure 10: Number of People Financially Supported by Parents/Guardians (N=493)**
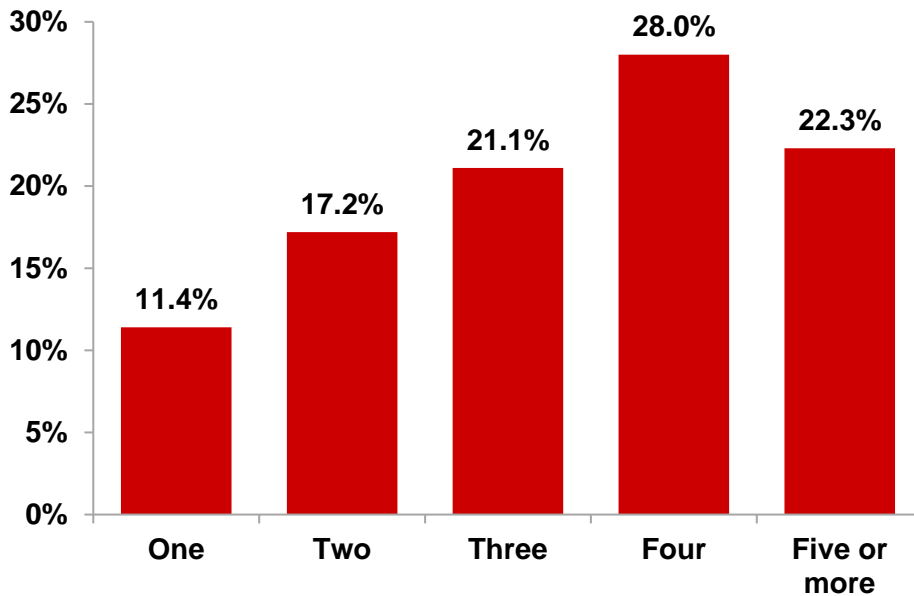


When asked about their parents'/guardians' dependents enrolled in college, two-third said they were the only dependent in their household currently enrolled (65.6%).

**Table 26: Parents'/Guardians' Dependents Enrolled in College**

|  | % | N |
|---|---|---|
| Only myself | 65.6% | 324 |
| Two | 28.7% | 142 |
| Three or more | 5.7% | 25 |
| *Total* | *100%* | *494* |

## Residence

Living Location during the Fall 2021 Semester (Table 27)

Over 75 percent of incoming transfer students reported that they intended on living off campus during the Fall 2021 semester (77.7%), with more living off campus in temporary housing (i.e., a rental house or apartment) (51.1%) than at their permanent residence (i.e., the residence of their parents/guardians) (26.6%). Just 22 percent reported that they planned to live on campus during the Fall 2021 semester (22.3%).

**Table 27: Living Location during the Fall 2021 Semester**

|  | % | N |
|---|---|---|
| On campus | 22.3% | 115 |
| Off campus in temporary housing | 51.1% | 263 |
| Off campus at permanent residence | 26.6% | 137 |
| *Total* | *100%* | *515* |

## 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 into a variety of topics as reported below.

What Students are Excited About (Table 28)

Table 28 outlines the topics of what excites students the most about their first year at NC State. Students were most likely to mention being excited about learning (23.0%), social life (18.2%), campus life (10.5%), adapting to NC State (9.7%), the intellectual environment (7.8%), and the opportunities at NC State (6.4%).

**Table 28: What Students are Excited About (N category codes = 358\*)**

|  | N | % |
|---|---|---|
| Learning | 159 | 23.0% |
| Social Life | 126 | 18.2% |
| Campus Life | 73 | 10.5% |
| Adapting to NC State | 67 | 9.7% |
| Intellectual Environment | 54 | 7.8% |
| Opportunities | 44 | 6.4% |
| Career Planning | 36 | 5.2% |
| Independence | 31 | 4.5% |
| Instructional Mode | 24 | 3.5% |
| Instruction | 14 | 2.0% |
| Spirit and Pride | 10 | 1.4% |
| COVID-19 | 9 | 1.3% |
| Cocurricular Activities | 8 | 1.2% |
| Other | 37 | 5.3% |

\*Some student responses were included in more than one category. "N category codes = 358" represents the total number of codes assigned to all student responses to this open-ended question.

*Learning*
Many students stated they were eager to *learn* at NC State. They mentioned they were ready to learn about topics they are passionate about and about new material. Examples of excitement about learning include: "I'm excited to delve in more to my specific area of study. The classes I am enrolled in are very interesting to me and I am excited to learn even more about them," "I am excited to start taking courses that will be specific to my major and that will prepare me for my future career," "I am so excited to take classes I am interested in and are not GEP requirements," and "Getting into the core of my degree coursework."

*Social Life*
Students who expressed excitement about *social life* mentioned their enthusiasm to make new friends and being part of the Wolfpack community. To exemplify, transfer students stated, "Meeting new people, making new friends, and returning to in-person classes," "I look forward to reconnecting with community," "Transferring to a bigger school where I will be able to meet new people," and "I am most

excited to meet the large student body here. This is my first time being somewhat far from home so I can't wait to widen my horizons and make new friends."

*Campus Life*

Transfer students expressed excitement in regard to joining *campus life* at NC State. Students were eager to join clubs and attend sporting event. Examples of excitement about campus life included: "I am excited about starting my first semester at NC State. I am excited to join clubs that I were not available for me at my previous institution. I am excited to be part of Wolfpack community," "I am really excited to participate in study groups, events, and clubs," "Joining clubs or organizations," and "Attending sporting events."

*Adapting to NC State*

Several students look forward to *adapting to college and college life*. Students were likely to discuss enthusiasm towards exploring the campus, engaging with the Wolfpack community, and anticipation for new experiences, including attending a larger university than their previous institution. To exemplify, students who discussed excitement wrote responses such as: "I am excited to finally feel the college experience. The two years at my community college was great but did not feel like the true college experience," "I am excited to be in a new environment and to get myself accustomed to the campus," "The opportunities a bigger school will give me both personally and professionally," and "This is my first year being on my own away from my parents. I am excited to be independent and finding myself through my last few years in college. I am excited to make new friends, engage to my learning experience, and the opportunities offered from this college."

For all of the verbatim responses for what students are most excited about at NC State, see <u>Verbatim Reponses: What students are most excited and concerned about in coming to NC State, in their own words.</u>

<u>What Students are Concerned About (Table 29)</u>

Table 29 outlines the different topics into which student comments regarding what they are most concerned about in coming to NC State were categorized. Students were most likely to mention being most concerned about their academic performance (18.4%), adapting to NC State (14.1%), learning (11.0%), social life (9.9%), and the intellectual environment of NC State (6.0%).

**Table 29: What Students are Concerned About (N category codes = 328*)**

|                          | N   | %     |
|--------------------------|-----|-------|
| Academic Performance     | 114 | 18.4% |
| Adapting to NC State     | 87  | 14.1% |
| Learning                 | 68  | 11.0% |
| Social Life              | 61  | 9.9%  |
| Intellectual Environment | 37  | 6.0%  |
| COVID-19                 | 36  | 5.8%  |
| Health                   | 36  | 5.8%  |
| Instructional Mode       | 28  | 4.5%  |
| Independence             | 24  | 3.9%  |
| Time Management          | 23  | 3.7%  |
| Finances                 | 16  | 2.6%  |
| Transportation           | 15  | 2.4%  |
| Housing                  | 13  | 2.1%  |
| Career Planning          | 10  | 1.6%  |
| Instruction              | 10  | 1.6%  |
| Campus Life              | 8   | 1.3%  |
| Safety                   | 8   | 1.3%  |
| Registration             | 6   | 1.0%  |
| Other                    | 19  | 3.1%  |

*Some student responses were included in more than one category. "N category codes = 328" represents the total number of codes assigned to all student responses to this open-ended question.

*Academic Performance*
Student who expressed concern about *academic performance* often mentioned concerns with keeping up with the workload, doing poorly in classes, and the difficulty of the classes. Examples of students who mentioned concerns with academic performance include: "[If] the course load is heavy. I have only attended a community college, I'm not sure what to expect," "Hoping I do well academically and graduate in the desired time frame," "I am concerned about keeping up with the work load," "I'm a little nervous about the increase in rigor from my previous university to NC State," and "Making good grades in classes."

*Adapting to NC State*
While students are excited about the transition to NC State, students also expressed concern with *adapting to NC State.* Students whose comments fit into the theme adapting to NC State were likely to mentioned concern about adjusting to college, navigating the campus, the transition from their previous college to NC State, and learning a new routine. Examples of students who mentioned concerns about the transition to NC State include: "The campus is so much bigger than what I am used to, and it will likely take some time to find my way around," "Not knowing how to use the bus system and getting lost on campus," "I am nervous about how challenging my classes will be. I come from a community college where the classes are smaller. I hope to adjust quicker with a bigger class size," and "I am nervous about becoming overwhelmed because of how many new opportunities I will have. I have never been in such a large environment."

*Learning*
Even though students expressed they were most excited about *learning* at NC State, several students also expressed concern about learning. The concern around learning primarily centered on the size and intensity of the classes at NC State as compared to their last institution. Examples of concern about learning include: "I am concerned about falling behind because this is a big school and the classes that I need tend to full up very quickly and the waitlist is usually long for the classes that I need to take for my major in order to graduate on time," "I am nervous about my classes but only because I am going from 20 student classes to 200 student classes," "I am concerned on how well my last institution prepared me for the degree I am pursuing," and "The differences in size and course intensity from a community college to university."

*Social Life*
While students expressed excitement about *social life* their first year at NC State, they also expressed concern. The concern around social life is primarily about not making friends easily or not fitting in. Examples of students who are concerned about social life on campus include: "That I will have difficulty making friends," "I am most nervous about my ability to make connections with others," "Moving far away from home, friends and family, to a place I don't know anyone," and "I am most nervous about being considered an outsider for how little credits I am taking due to my current academic plan."

For all of the verbatim responses for what students are most concerned about their first year at NC State, see <u>Verbatim Reponses: What students are most excited and concerned about in coming to NC State, in their own words</u>.


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