

NC STATE UNIVERSITY

2022 Incoming Transfer Student Survey: Overall Results

Introduction

This overview report presents findings from all students participating in the 2022 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 [“2022 Incoming Transfer Student Survey: Table of Contents.”](#)

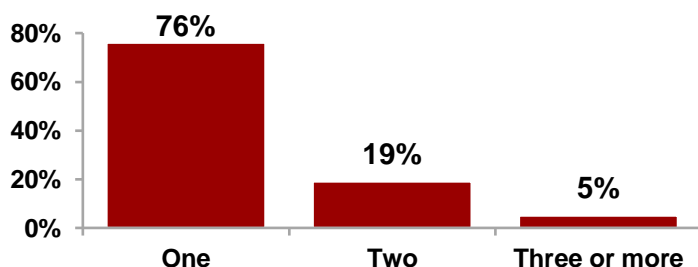
Incoming transfer students participated in New Student Orientation over the summer before their first semester at NC State. After they completed orientation, they were invited to participate in the 2022 Incoming Transfer Student Survey. The survey closed on September 14, 2022, about three weeks after classes began. A total of 1,268 incoming transfer students enrolled in a four-year degree program at the time of the census were eligible to have their responses included in final analyses; 542 eligible students participated in the survey for a response rate of 42.7 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%), 19 percent reported they previously attended two institutions, and five percent said they attended three or more.

Figure 1: Number of Institutions Attended Before Enrolling at NC State (N=542)



NC State First Choice College to Attend (Table 1)

Ninety percent of incoming transfer students said that NC State was their top choice college to continue their college careers, with 39 percent saying that NC State was their “only choice” (38.9%), and 50 percent saying NC State was their “first choice” (50.4%). Notably, the students in the Wilson College of Textiles (100.0%), College of Education (94.5%), and College of Agriculture and Life Sciences (93.6%) 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	48.4%	45.2%	6.5%	0.0%	62
Design	25.0%	62.5%	12.5%	0.0%	16
Education	38.9%	55.6%	5.6%	0.0%	18
Engineering	40.4%	51.8%	7.0%	0.9%	114
Natural Resources	40.0%	48.6%	11.4%	0.0%	35
Humanities & Social Sciences	35.4%	50.7%	13.2%	0.7%	144
Sciences	37.5%	50.0%	12.5%	0.0%	40
Textiles	42.9%	57.1%	0.0%	0.0%	14
Management	38.3%	48.1%	12.3%	1.2%	81
<i>Total</i>	38.9%	50.4%	10.1%	0.6%	524

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” (27.7%) was most likely to be reported as being the *single most influential factor* in deciding to attend NC State, followed by “availability of program” (18.9%), “location” (15.6%), and “future career opportunities” (10.9%). “Level of support for my intended major” (6.3%) was also rated as the *single most influential factor* by a sizable number of students. Fewer than two 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	27.7%	145
Availability of program	18.9%	99
Location	15.6%	82
Future career opportunities	10.9%	57
Level of support for my intended major	6.3%	33
Cost	4.2%	22
Recommended by a friend, family member, teacher, counselor, etc.	2.9%	15
Participation in an Engineering 2+2 program	2.1%	11
Scholarships available	1.9%	10
Facilities and resources available	1.5%	8
Extracurricular opportunities	1.5%	8
Financial aid available	1.1%	6
Campus visit/recruitment event(s)	1.1%	6
NC State's commitment to diversity	1.0%	5
Attendance at a College Fair or college visit	0.6%	3
Commitment to the environment and sustainability	0.6%	3
Library spaces and services	0.4%	2
Wellness and Recreation facilities and programs	0.2%	1
Other	1.5%	8
Total	100.0%	524

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* (85.9%), *future career opportunities* (85.9%), and *academic reputation* (86.2%) had a “very strong” or “strong influence” on their decision to attend NC State. They also reported *location* (80.3%), *level of support for my intended major* (77.8%), and *facilities and resources available* (77.7%) as having high levels of influence on their decision. Notably, almost half of incoming transfer students reported that number of hours transferred had a “very strong” (20.2%) or “strong influence” (27.3%).

A relatively small number of respondents (N=46) 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 familial ties to NC State University, large size of the university, the atmosphere/people on campus, and being a military-friendly university.

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	4.42	58.6%	27.3%	12.6%	0.8%	0.8%	534
Future career opportunities	4.35	51.2%	34.7%	12.6%	0.8%	0.8%	522
Academic reputation	4.31	46.4%	39.8%	12.7%	0.6%	0.6%	535
Location	4.25	50.5%	29.8%	15.3%	3.0%	1.5%	531
Level of support for intended major	4.12	39.4%	38.4%	18.0%	2.9%	1.3%	521
Facilities and resources available	4.12	41.7%	36.0%	17.6%	2.1%	2.7%	523
Library spaces and services	3.67	26.7%	32.0%	28.6%	7.7%	5.1%	510
Recommended by a friend, family member, teacher, etc.	3.59	28.4%	26.7%	28.0%	8.8%	8.1%	468
Extracurricular opportunities	3.41	18.5%	31.1%	31.9%	10.2%	8.2%	498
Number of hours transferred/credited	3.37	20.2%	27.3%	30.5%	13.6%	8.5%	509
Wellness and Recreation facilities and programs	3.33	21.3%	23.7%	31.9%	13.3%	9.8%	498
Financial aid available	3.25	25.4%	15.4%	30.4%	16.1%	12.8%	461
Cost	3.24	15.9%	23.9%	35.9%	16.5%	7.8%	515
NC State commitment to diversity	3.21	19.3%	21.1%	31.3%	17.8%	10.6%	512
NC State's commitment to the environment and sustainability	3.14	15.2%	23.1%	33.7%	16.3%	11.7%	486
Scholarships available	3.09	16.5%	18.4%	35.0%	18.6%	11.6%	474
Attendance at a College Fair or college visit	2.77	10.7%	15.2%	32.5%	24.0%	17.6%	375
Participation in an Engineering 2+2 program	2.72	16.3%	12.7%	22.6%	23.5%	24.9%	221
Other	4.24	56.5%	15.2%	26.1%	0.0%	2.2%	46

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”). 95 percent said they were satisfied (94.6%), with over half saying they were “very satisfied” (51.6%) with the NC State admissions process.

Table 4: Satisfaction with NC State Admission Process

	%	N
4: Very satisfied	51.6%	270
3: Moderately satisfied	43.0%	225
2: Moderately dissatisfied	4.0%	21
1: Very dissatisfied	1.3%	7
<i>Total</i>	<i>100%</i>	<i>523</i>

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, 57 percent of respondents said it was to earn a “bachelor’s degree as preparation for a career” (57.1%), while 36 percent said it was to earn a “bachelor’s degree in preparation for graduate school” (35.9%).

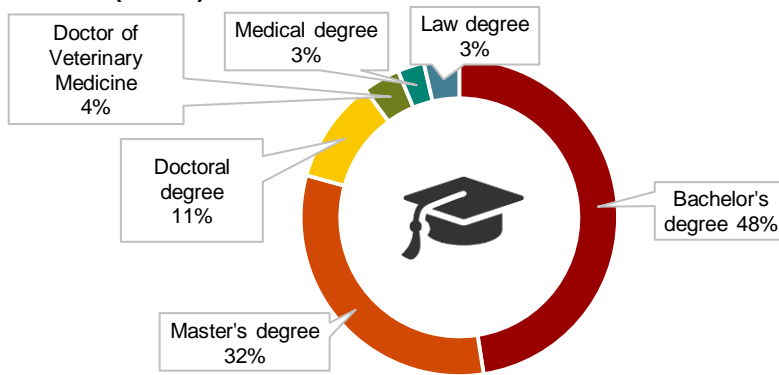
Table 5: Primary Goal/Objective for Attending NC State

	%	N
Bachelor's degree in preparation for a career	57.1%	294
Bachelor's degree for grad school preparation	35.9%	185
Bachelor's degree for career change	3.1%	16
Improve knowledge/skills for current profession	2.9%	15
Courses for personal interest	0.4%	2
Other	0.6%	3
<i>Total</i>	<i>100.0%</i>	<i>515</i>

Highest Level of Education Anticipated to Complete (Figure 2)

When asked to identify the highest level of education they planned to complete, almost 50 percent of respondents reported that they intended to earn a bachelor's degree (48%). One-third of all respondents plan to pursue a master's degree and one-fifth of all respondents plan to pursue a doctoral or professional degree (21.0%).

Figure 2: Highest Level of Education Anticipated Completing (among those intending on completing a degree) (N=442)



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 (19.6%), and over 20 percent said they plan to take three years (22.2%). Twelve percent said they plan to take more than three years (12.2%); however, nearly six percent said they plan to take fewer than two years (5.5%).

Table 6: Time Anticipated to Complete Bachelor's Degree

	%	N
1 year or less	0.9%	4
1 1/2 years	4.6%	20
2 years	40.4%	175
2 1/2 years	19.6%	85
3 years	22.2%	96
3 1/2 years	2.3%	10
4 years	9.0%	39
More than 4 years	0.9%	4
<i>Total</i>	<i>100.0%</i>	<i>433</i>

Certainty of College Major (Table 7)

Nine-in-ten incoming transfer students reported that they were either “very certain” (49.9%) or “certain” (39.8%) in their choice of college major. Although more than three-fourths 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. Students in the Wilson College of Textiles (71.4% “very certain”), the College of Agriculture and Life Sciences (61%), and the College of Engineering were ‘very certain’ about their choice of college major.

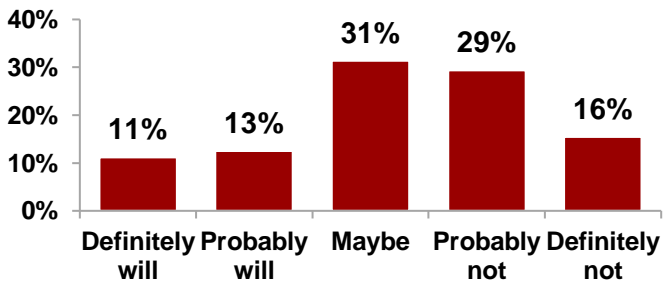
Table 7: Certainty of College Major

College/School	Certainty of college major				N
	Very certain	Certain	Uncertain	Very uncertain	
Agriculture & Life Sciences	61.0%	28.8%	6.8%	3.4%	59
Design	31.3%	62.5%	6.3%	0.0%	16
Education	44.4%	33.3%	22.2%	0.0%	18
Engineering	57.5%	38.9%	3.5%	0.0%	113
Natural Resources	48.6%	42.9%	5.7%	2.9%	35
Humanities & Social Sciences	47.9%	42.1%	10.0%	0.0%	140
Sciences	46.2%	43.6%	7.7%	2.6%	39
Textiles	71.4%	28.6%	0.0%	0.0%	14
Management	38.3%	40.7%	19.8%	1.2%	81
<i>Total</i>	49.9%	39.8%	9.3%	1.0%	515

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 (55%), with 11 percent saying they “definitely will” participate (11%). However, almost 30 percent said they would “definitely not” (16%) or “probably not” participate in a Study Abroad program (29%)

Figure 3: Likelihood of Study Abroad Program Participation (N=439)



Intended Employment Location after Graduation (Table 8)

When asked to indicate the general location in which they intend to seek employment after graduation, almost one-in-three reported that they will be seeking work “in North Carolina only” (29.8%), while two-in-five said that they would seek work “anywhere in the USA” (40.7%). Two percent said they would seek work “outside the USA only” (1.6%), and almost 30 percent said that they would seek work “anywhere – location is not important” (28.0%).

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

	%	N
In North Carolina only	29.8%	115
Anywhere in the USA	40.7%	157
Outside the USA	1.6%	6
Anywhere – location is not important	28.0%	108
<i>Total</i>	100.0%	386

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 slightly 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 slightly 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 3.50 to a low of 2.74 (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 27 of the 48 goals asked about. Half or more said their current level of development was "excellent" for four of the goals.

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

- Ability to work with people from diverse backgrounds (55.9% "excellent")
- Taking responsibility for my own behavior (53.1%)
- Believing more time and effort will lead to increased learning (51.0%)
- Valuing learning as a lifelong process (49.7%)

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

- Presenting effectively across genres for diverse audiences (37.5% "fair" or "poor")
- The capacity to engage with/respond to artistic works and evaluate their significance (37.5%)
- Being involved in public and community affairs (37.1%)
- Time management (28.7%)
- Ability to manage on-going stressors (32.3%)

Average ratings for incoming transfer students perceived importance of the 48 individual goals asked about range from a high of 3.81 to a low of 3.08 (on a 4-point scale). At least half of respondents rated all but four 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:

- Time management (83.2% "very important")
- Ability to set and accomplish goals (81.0%)
- Taking responsibility for my own behavior (79.0%)

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 (24.4% "slightly" or "not at all important")
- Appreciating the humanities (16.2%)
- Applying social science methods to understand human behavior (14.6%)

General Education Goals

Overall, respondents reported that they felt prepared in various general education areas prior to coming to campus, 70 percent or more of respondents said that their current level of development was “excellent” or “good” on 19 of the 21 general education goals asked about. They were most likely to say that their current level of development was “excellent” for *reflecting on my own work* (40.8%), and *understanding the need for sustainability as the pursuit of balanced, ethical solutions that are economically viable, environmentally sound, and socially just* (40.2%). Conversely, *presenting effectively across genres for diverse audiences* (37.5%), and *the capacity to engage with/respond to artistic works and evaluate their significance* (37.5%) 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	3.23	37.8%	47.7%	14.1%	0.4%	497
Development: Understanding the need for sustainability as the pursuit of balanced, ethical solutions that are economically viable, environmentally sound, and socially just	3.23	40.2%	44.7%	13.3%	1.8%	488
Development: Gathering relevant information or evidence	3.22	36.1%	50.4%	13.1%	0.4%	496
Development: Reflecting on my own work	3.22	40.8%	41.8%	16.4%	1.0%	495
Development: Effectively analyzing and evaluating evidence/arguments/claims/beliefs	3.19	35.3%	49.8%	13.9%	1.0%	498
Development: Consider all options when solv prob and think through implications of select one alternative over another	3.19	36.8%	46.8%	15.5%	1.0%	498
Development: Identifying a problem/concept and articulating its components	3.18	34.4%	49.5%	15.9%	0.2%	497
Development: Questioning my assumptions and considering points of view that conflict with mine	3.17	35.0%	47.3%	17.3%	0.4%	497
Development: Keeping my personal data and devices secure	3.13	34.9%	44.5%	19.6%	1.0%	490
Development: Appreciating the humanities	3.13	37.3%	41.6%	18.5%	2.7%	491
Development: Solving real world problems in ways that demonstrate imagination/creativity	3.09	31.1%	48.6%	18.7%	1.6%	492
Development: Applying analytic skills	3.04	26.4%	52.3%	19.9%	1.4%	497
Development: Writing effectively across genres for diverse audiences	3.00	22.5%	56.5%	20.0%	1.0%	494
Development: Creating and distributing information and knowledge using multiple communication forms	2.97	25.9%	47.7%	24.0%	2.4%	495
Development: Ability to interpret mathematical information	2.96	31.6%	39.4%	22.7%	6.2%	497
Development: Using quantitative, logical and statistical analysis of data as the basis for judgments	2.95	29.5%	41.2%	24.0%	5.3%	495
Applying social science methods to understand human behavior	2.94	26.1%	45.1%	25.9%	2.9%	483
Development: Advanced use of technology	2.91	23.7%	49.5%	20.7%	6.0%	497
Development: Applying scientific methods of inquiry	2.90	22.5%	49.9%	23.1%	4.5%	493
Development: Capacity to engage with/respond to artistic works and evaluate significance	2.79	26.8%	35.7%	27.2%	10.3%	485
Development: Presenting effectively across genres for diverse audiences	2.76	18.4%	44.1%	32.2%	5.3%	494

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 16 of the 21 general education goals as being “very” or “moderately important” to themselves. They were most likely to rate *consider all options when solve problems and think through implications of select one alternative*

over another (76.0%), ability to plan and carry out projects independently (73.7%), and gathering relevant information or evidence (72.5%) 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 (24.4%), appreciating the humanities (16.2%), and applying social science methods to understand human behavior (14.6%) 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: Consider all options when solv prob and think through implications of select one alternative over another	3.73	76.0%	21.7%	2.1%	0.2%	479
Importance: Ability to plan and carry out projects independently	3.71	73.7%	24.0%	2.1%	0.2%	476
Importance: Gathering relevant information or evidence	3.70	72.5%	24.8%	2.7%	0.0%	480
Importance: Reflecting on my own work	3.69	70.7%	27.5%	1.9%	0.0%	477
Importance: Identifying a problem/concept and articulating its components	3.68	70.8%	26.3%	2.7%	0.2%	479
Importance: Effectively analyzing and evaluating evidence/arguments/claims/beliefs	3.68	71.6%	25.1%	3.1%	0.2%	479
Importance: Solving real world problems in ways that demonstrate imagination/creativity	3.65	68.1%	29.2%	2.5%	0.2%	479
Importance: Keeping my personal data and devices secure	3.65	67.6%	29.5%	2.9%	0.0%	481
Importance: Questioning my assumptions and considering points of view that conflict with mine	3.63	66.6%	29.7%	3.8%	0.0%	479
Importance: Applying analytic skills	3.61	65.6%	30.5%	3.6%	0.4%	476
Importance: Understanding the need for sustainability as the pursuit of balanced, ethical solutions that are economically viable, environmentally sound, and socially just	3.55	63.0%	29.8%	6.7%	0.4%	476
Importance: Using quantitative, logical and statistical analysis of data as the basis for judgments	3.54	59.6%	35.0%	4.8%	0.6%	480
Importance: Advanced use of technology	3.53	58.7%	36.3%	4.6%	0.4%	479
Importance: Presenting effectively across genres for diverse audiences	3.51	58.1%	35.3%	5.8%	0.8%	482
Importance: Creating/distributing info and knowl using mult communication forms	3.47	54.8%	38.3%	6.0%	0.8%	480
Importance: Writing effectively across genres for diverse audiences	3.44	53.9%	37.2%	7.7%	1.3%	481
Importance: Ability to interpret mathematical information	3.36	50.1%	37.6%	10.7%	1.7%	479
Importance: Applying scientific methods of inquiry	3.35	49.1%	38.0%	11.5%	1.5%	479
Importance: Applying social science methods to understand human behavior	3.29	44.6%	40.8%	13.1%	1.5%	473
Importance: Appreciating the humanities	3.27	45.9%	37.9%	13.3%	3.0%	475
Importance: Capacity to engage with/respond to artistic works and evaluate significance	3.08	36.6%	39.1%	19.8%	4.6%	476

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* (53.1%), *believing more time and effort will lead to increased learning* (51.0%), and *valuing learning as a lifelong process* (49.7%). 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* (37.1%), and *time management* (34.2%).

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	3.45	53.1%	39.4%	7.6%	0.0%	475
Development: Believing more time and effort will lead to increased learning	3.44	51.0%	42.1%	6.8%	0.2%	473
Development: Valuing learning as a lifelong process	3.40	49.7%	41.2%	8.5%	0.6%	473
Development: Recognizing and acting on ethical principles	3.35	44.2%	47.2%	8.4%	0.2%	477
Development: Working effectively as part of a team	3.32	43.8%	45.5%	10.1%	0.6%	477
Development: Experiencing personal growth	3.29	43.2%	43.9%	11.2%	1.7%	472
Development: Seeing projects through to completion	3.21	39.3%	45.1%	12.7%	3.0%	466
Development: Ability to set and accomplish goals	3.18	33.3%	53.1%	11.9%	1.7%	469
Development: Identifying alternatives when faced with setbacks	3.18	32.1%	54.2%	12.9%	0.9%	467
Development: Viewing failure as an opportunity to learn	3.10	35.9%	41.4%	19.0%	3.6%	473
Development: Developing leadership skills	3.08	30.0%	49.4%	18.9%	1.7%	476
Development: Ability to reflect, review, self-regulate	3.08	30.6%	49.2%	18.1%	2.1%	474
Development: Expressing my opinion when others disagree	3.01	29.5%	44.7%	22.9%	3.0%	468
Development: Gaining clarity in my future career direction	3.00	28.5%	48.0%	18.4%	5.1%	467
Development: Develop and sustain an active/healthy lifestyle	2.94	29.2%	42.5%	21.8%	6.6%	473
Development: Recovering from emotional setbacks	2.92	28.2%	41.2%	25.0%	5.6%	468
Development: Ability to manage ongoing stressors	2.84	22.6%	45.2%	26.4%	5.9%	474
Development: Time management	2.82	22.2%	43.7%	28.7%	5.5%	474
Development: Being involved in public and community affairs	2.74	22.7%	40.2%	25.1%	12.0%	475

Over 95 percent of transfer students rated all but one of the 19 personal development goals as being “very” or “moderately important” to them. In particular, a large majority said that *time management* (83.2%) and *ability to set and accomplish goals* (81.0%) were “very important” to them. The two items which about five percent or more of respondents indicated were “slightly” or “not at all important” were *being involved in public and community affairs* (9.3%) and *developing leadership skills* (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: Time management	3.81	83.2%	15.0%	1.5%	0.2%	459
Importance: Ability to set and accomplish goals	3.80	81.0%	17.9%	1.1%	0.0%	457
Importance: Taking responsibility for my own behavior	3.78	79.0%	19.9%	0.9%	0.2%	458
Importance: Seeing projects through to completion	3.77	78.2%	20.7%	0.9%	0.2%	459
Importance: Experiencing personal growth	3.76	78.3%	19.7%	1.8%	0.2%	456
Importance: Identifying alternatives when faced with setbacks	3.76	77.5%	21.4%	1.1%	0.0%	457
Importance: Recovering from emotional setbacks	3.76	77.1%	21.6%	1.1%	0.2%	458
Importance: Ability to reflect, review, self-regulate	3.75	76.4%	22.5%	0.7%	0.4%	458
Importance: Ability to manage ongoing stressors	3.74	75.9%	23.0%	0.7%	0.4%	460
Importance: Gaining clarity in my future career direction	3.74	75.8%	22.4%	1.5%	0.2%	459
Importance: Working effectively as part of a team	3.72	75.1%	22.1%	2.6%	0.2%	462
Importance: Valuing learning as a lifelong process	3.72	73.7%	24.3%	2.0%	0.0%	457
Importance: Viewing failure as an opportunity to learn	3.70	73.0%	24.6%	2.0%	0.4%	455
Importance: Believing more time and effort will lead to increased learning	3.69	71.1%	27.4%	1.1%	0.4%	457
Importance: Develop and sustain an active/healthy lifestyle	3.67	69.4%	28.3%	2.2%	0.2%	460
Importance: Recognizing and acting on ethical principles	3.65	68.6%	28.4%	2.8%	0.2%	462
Importance: Developing leadership skills	3.65	70.2%	25.1%	4.3%	0.4%	463
Importance: Expressing my opinion when others disagree	3.57	61.9%	34.0%	3.3%	0.9%	459
Importance: Being involved in public and community affairs	3.41	51.0%	39.7%	8.9%	0.4%	461

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* (55.9%). Respondents were most likely to rate their current level of development as either “fair” or “poor” for *understanding issues and problems facing the world* (20.4%) and *appreciating differences in sexual orientation* (18.3%).

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	3.50	55.9%	38.1%	6.0%	0.0%	451
Development: Sensitivity to issues associated with racial equity	3.30	42.2%	46.0%	10.9%	0.9%	450
Development: Understanding and respecting diverse cultures, values, and perspectives	3.29	42.6%	45.5%	10.9%	1.1%	451
Development: Understanding the present as it relates to historical events	3.25	39.2%	47.6%	12.2%	1.1%	452
Development: Understanding the commonality of human problems globally	3.25	39.7%	45.7%	14.1%	0.5%	446
Development: Sensitivity to issues associated with gender equity	3.23	41.5%	42.0%	14.5%	2.0%	448
Development: Appreciating differences in sexual orientation	3.23	44.4%	37.4%	15.3%	2.9%	444
Development: Understanding issues facing the world	3.09	31.5%	48.1%	18.2%	2.2%	451

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* (77.4%) and *understanding and respecting diverse cultures, values, and perspectives* (73.0%). The only item which more than 10 percent of respondents said was “slightly” (8.4%) or “not at all important” (3.2%) 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	77.4%	20.8%	1.6%	0.2%	451
Importance: Understanding and respecting diverse cultures, values, and perspectives	3.71	73.0%	25.0%	2.0%	0.0%	448
Importance: Understanding issues facing the world	3.68	70.6%	27.4%	1.8%	0.2%	449
Importance: Understanding the commonality of human problems globally	3.67	70.6%	26.0%	3.4%	0.0%	446
Importance: Sensitivity to issues associated with racial equity	3.66	70.3%	25.9%	3.1%	0.7%	448
Importance: Understanding the present as it relates to historical events	3.62	66.7%	29.3%	3.8%	0.2%	450
Importance: Sensitivity to issues associated with gender equity	3.56	63.8%	29.7%	4.9%	1.6%	448
Importance: Appreciating differences in sexual orientation	3.46	60.7%	27.8%	8.4%	3.2%	443

Importance Compared to Current Level of Development

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. Table 15 provides a comparison between self-ratings of respondents' current level of development and their importance; they are rank ordered based on average ratings for importance, then each goal's rank in terms of perceived development of the goal.

Goals that were rated relatively high in both importance and development include:

- Taking responsibility for my own behavior (3rd in importance [average rating 3.80] and 2nd in development [average rating 3.45])
- Experiencing personal growth (6th [3.76] and 9th [3.29])
- Ability to work with people from diverse backgrounds (8th [3.75] and 1st [3.50])

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 3.08] and 46th in development [average rating 2.79])
- Applying scientific methods of inquiry (45th [3.35] and 43rd [2.90])
- Being involved in public and community affairs (43rd [3.41] and 48th [2.74])

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 was largest for:

- Time management (1st in importance [average rating 3.81] vs 45th in development [average rating 2.82])
- Recovering from emotional setbacks (7th [3.76] vs 41st [2.92])
- Ability to manage ongoing stressors (10th [3.75] vs 44th [2.84])

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 (41st in importance [average importance rating 3.46] vs 12th in development [average development rating 3.23])
- Appreciating the humanities (47th [3.27] vs 25th [3.13])
- Recognizing and acting on ethnical principles (27th [3.65] vs 5th [3.35])

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

Goals	Importance		Development	
	Rank	Mean	Rank	Mean
Time management	1	3.81	45	2.82
Ability to set and accomplish goals	2	3.80	22	3.18
Taking responsibility for my own behavior	3	3.78	2	3.45
Seeing projects through to completion	4	3.77	18	3.21
Identifying alternatives when faced with setbacks	5	3.76	23	3.18
Experiencing personal growth	6	3.76	9	3.29
Recovering from emotional setbacks	7	3.76	41	2.92
Ability to work with people from diverse backgrounds	8	3.75	1	3.50
Ability to reflect, review, self-regulate, and self-examine	9	3.75	30	3.08
Ability to manage ongoing stressors	10	3.74	44	2.84
Gaining clarity in my future career direction	11	3.74	35	3.00
Consider all options when solving problems and think through implications of select one alternative over another	12	3.73	20	3.19
Working effectively as part of a team	13	3.72	6	3.32
Valuing learning as a lifelong process	14	3.72	4	3.40
Ability to plan and carry out projects independently	15	3.71	15	3.23
Understanding and respecting diverse cultures, values, and perspectives	16	3.71	8	3.29
Viewing failure as an opportunity to learn	17	3.70	27	3.10
Gathering relevant information or evidence	18	3.70	17	3.22
Believing more time and effort will lead to increased learning	19	3.69	3	3.44
Reflecting on my own work	20	3.69	16	3.22
Understanding issues and problems facing the world	21	3.68	29	3.09
Effectively analyzing and evaluating evidence/arguments/beliefs	22	3.68	19	3.19
Identifying a problem/concept and articulating its components	23	3.68	21	3.18
Understanding the commonality of human problems globally	24	3.67	11	3.25
Developing and sustaining an active and healthy lifestyle	25	3.67	40	2.94
Sensitivity to issues associated with racial equity	26	3.66	7	3.30
Recognizing and acting on ethical principles	27	3.65	5	3.35
Solving real world problems in ways that demonstrate creativity	28	3.65	28	3.09
Developing leadership skills	29	3.65	31	3.08
Keeping my personal data and devices secure	30	3.65	26	3.13
Questioning my assumptions and considering points of view that conflict with mine	31	3.63	24	3.17
Understanding the present as it relates to historical events	32	3.62	10	3.25
Applying analytic skills	33	3.61	32	3.04
Expressing my opinion when others disagree	34	3.57	33	3.01
Sensitivity to issues associated with gender equity	35	3.56	14	3.23
Understanding the need for sustainability as the pursuit of balanced, ethical solutions that are economically viable, environmentally sound, and socially just	36	3.55	13	3.23
Using quantitative, logical and statistical analysis of data as the basis for judgments	37	3.54	38	2.95
Advanced use of technology	38	3.53	42	2.91
Presenting effectively across genres for diverse audiences	39	3.51	47	2.76
Creating/distributing info and knowledge using multiple communication forms	40	3.47	36	2.97
Appreciating differences in sexual orientation	41	3.46	12	3.23
Writing effectively across genres for diverse audiences	42	3.44	34	3.00
Being involved in public and community affairs	43	3.41	48	2.74
Ability to interpret mathematical information	44	3.36	37	2.96
Applying scientific methods of inquiry	45	3.35	43	2.90
Applying social science methods to understand human behavior	46	3.29	39	2.94
Appreciating the humanities	47	3.27	25	3.13
Capacity to engage with/respond to artistic works and evaluate significance	48	3.08	46	2.79

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-five 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* (24.6%). Twenty-seven percent reported that they would be receiving at least \$6,000 in *aid that does not need to be repaid* (27.3%). 40 percent will be using *aid that must be repaid* to pay for their education expenses (39.6%), with 7 percent having "\$10,000 or more" in such loans (7.4%).

While nearly 80 percent of incoming transfer students reported using their own resources to help pay for their first year at NC State (76.9%), most are contributing relatively smaller amounts. Just 11 percent said they will be personally responsible for either "\$6,000-\$9,000" (4.3%) or "\$10,000 or more" (6.3%) of their expenses for their first year at NC State, while 30 percent reported they will be contributing "less than \$1,000" (29.0%).

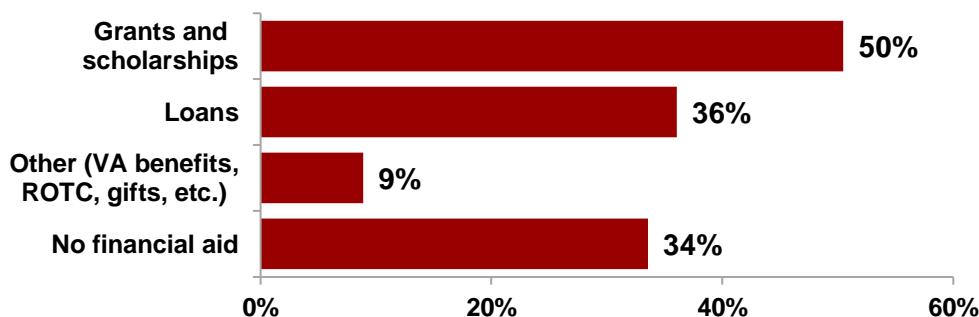
Table 16: Sources of Education Funding

	None	Less than \$1,000	\$1,000 - \$2,999	\$3,000 - \$5,999	\$6,000 - \$9,999	\$10,000 or more	N
Family resources (parents, relatives, spouse, etc.)	27.5%	9.6%	11.4%	18.6%	8.4%	24.6%	501
My own resources (savings from work, other income)	23.1%	29.0%	24.7%	12.8%	4.3%	6.3%	494
Aid that does not need to be repaid (grants, scholarships, military funding, etc.)	41.1%	7.3%	12.2%	12.2%	8.1%	19.2%	494
Aid that must be repaid (loans, etc.)	60.4%	1.6%	6.4%	16.0%	8.2%	7.4%	487
Other than above	95.3%	0.9%	0.9%	0.9%	0.4%	1.7%	233

Financial Aid Received (Figure 4)

When asked to identify what types of financial aid they had received, half of incoming transfer students said they were receiving grants and scholarships (50.0%), while 36 percent said that they received loans to help pay for their education. Fewer students reported they were receiving some other type of financial aid (9.0%). Three-fourths of respondents reported that they had submitted the Free Application for Federal Student Aid (FAFSA) (75.9%).

Figure 4: Financial Aid Received* (N=519)



*Note: Respondents could select more than one response

Student Employment (Figures 5-6; Table 17)

Two-thirds of incoming transfer student respondents reported that they would be employed during their first year at NC State (67%). Employed respondents were overwhelmingly likely to say they would be working only off campus (58%). Just 22 percent of those who reported they would be working said they would only be working on campus (22%) and 20 percent reported they would be working both on and off campus (20%). 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 (31% vs 13%, respectively). Almost half of students working on campus reported that they would be working just 1-10 hours per week (46%).

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. 18 percent said they will be working 1-10 hours at each of their on campus and off campus jobs (17.9%), while 11 percent said they would work 11-20 hours at each (10.7%). 11 percent also 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 (10.7%).

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

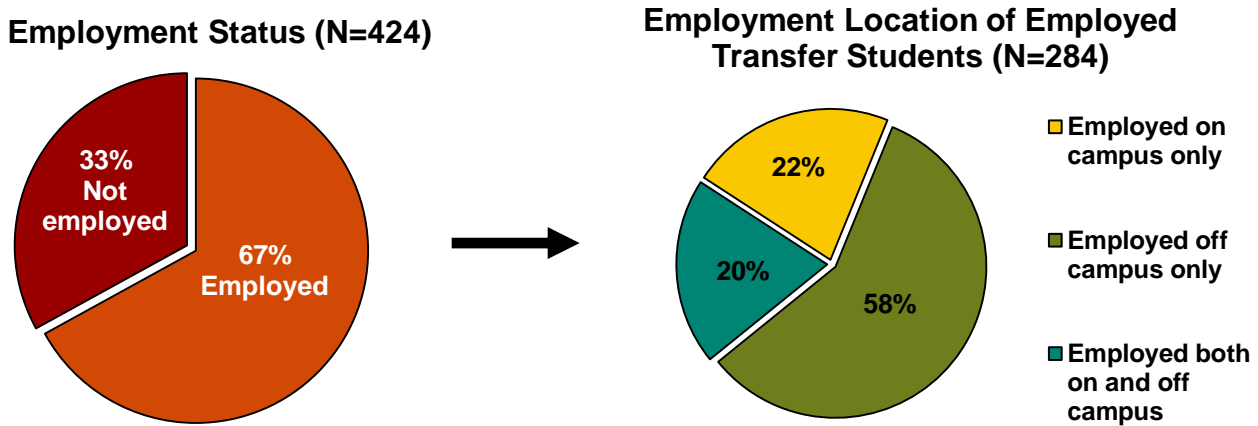


Figure 6: On Campus vs Off Campus Work Hours (Among Employed Respondents)

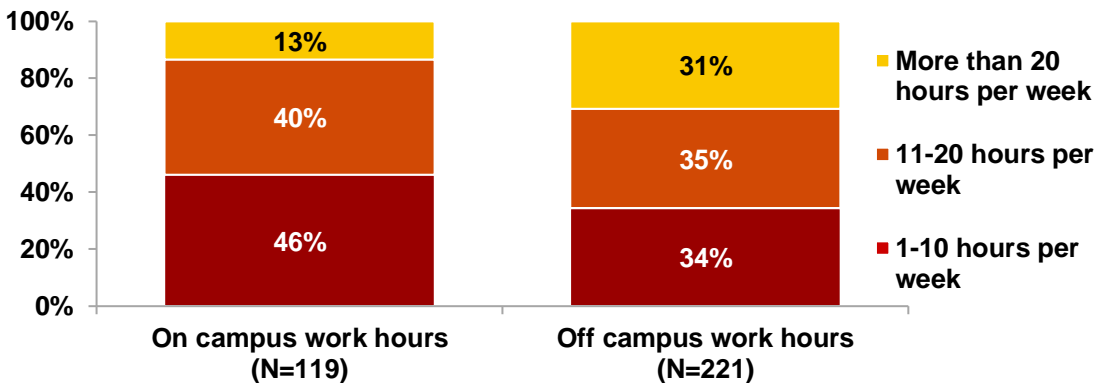


Table 17: Students Employed both On and Off Campus (N=56)

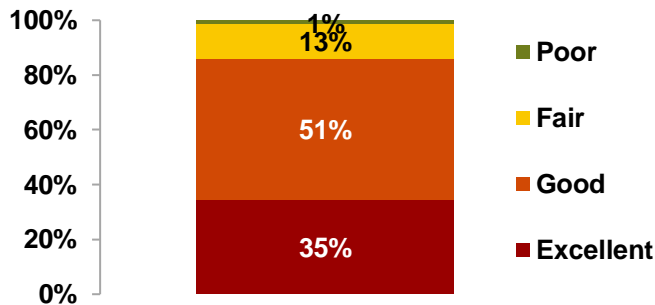
On campus (Among those working)	Off campus (Among those working)			Total
	1-10 hours per week	11-20 hours per week	More than 20 hours per week	
1-10 hours per week	17.9%	10.7%	12.5%	41.1%
11-20 hours per week	10.7%	10.7%	12.5%	33.9%
More than 20 hours per week	8.9%	5.4%	10.7%	25.0%
Total	37.5%	26.8%	35.7%	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, 86 percent of respondents gave a rating of “excellent” (35%) or “good” (51%).

Figure 7: Rating of the NC State Admissions Website (excluding those who responded “Never used”) (N=518)



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”). 86 percent of incoming transfer students report that they were either “very” (36.5%) or “moderately satisfied” (49.6%) with the financial aid process.

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

	%	N
4: Very satisfied	36.5%	137
3: Moderately satisfied	49.6%	186
2: Moderately dissatisfied	10.7%	40
1: Very dissatisfied	3.2%	12
Total	100%	375

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 2022 semester. More than 85 percent of respondents were likely to “strongly agree” or “agree” with all six questions about experiences with their college/department prior to and during orientation, with 92 percent saying they “strongly agree” (47.0%) or “agree” (44.7%) that they *are satisfied with the attention they received from their college/department during orientation.*

Table 19: Rating of Experiences with College/Department Prior to and During New Student Orientation

	Mean	4: Strongly agree	3: Agree	2: Disagree	1: Strongly disagree	N
Info/advice from college/dept <u>prior</u> to orientation helped me plan schedule	3.29	41.7%	48.2%	7.9%	2.3%	432
Communication with my college/dept <u>prior</u> to orientation provided me the opportunity to get answers to my academic questions	3.29	42.4%	46.8%	8.5%	2.3%	434
I am satisfied with the attention received from college/dept <u>prior</u> to orientation	3.24	38.7%	49.9%	8.2%	3.2%	437
Info/advice from college/dept <u>during</u> orientation helped me to confirm or adjust my fall schedule	3.26	42.5%	44.9%	8.3%	4.8%	421
Time spent with my college/dept <u>during</u> orientation provided me the opportunity to get answers to my academic questions	3.31	43.6%	46.9%	6.7%	2.9%	420
I am satisfied with the attention I received from my college/dept <u>during</u> orientation	3.37	47.0%	44.7%	6.5%	1.9%	430

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* (61.4%), and *the resources available to me if I need help preventing or reporting sexual violence* (61.1%).

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	3.60	61.4%	37.4%	0.7%	0.5%	433
The resources available to me if I need help preventing or reporting sexual violence	3.60	61.1%	38.0%	0.5%	0.5%	432
The tactics I can use to be an active bystander to prevent or disrupt violence	3.53	55.8%	41.7%	2.1%	0.5%	432
Policies that may impact my experience at NC State (e.g., Code of Student Conduct)	3.48	51.2%	46.5%	1.9%	0.5%	432
NC State's acceptance and encouragement of the free and open exchange of ideas and opinions	3.48	50.1%	47.6%	2.1%	0.2%	429
Expectations for being a member of the NC State community	3.47	49.9%	48.0%	1.6%	0.5%	433
Various ways available to engage in the NC State community	3.45	49.5%	46.8%	2.5%	1.2%	434
The resources available to me if I have questions about free speech and free expression at NC State	3.41	46.4%	49.1%	4.1%	0.5%	420
My part in building an inclusive community on campus	3.35	41.9%	52.1%	5.1%	0.9%	430

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 five goals asked about. They were most likely to “strongly agree” that as a result of attending Orientation they were *aware it is their personal responsibility to adhere to the academic and behavioral expectations of the university* (66.7%). They were least likely to agree that *I feel more connected to the NC State community* (7.7% “disagree or “strongly disagree”).

Table 21: Result of Participation in New Student Orientation

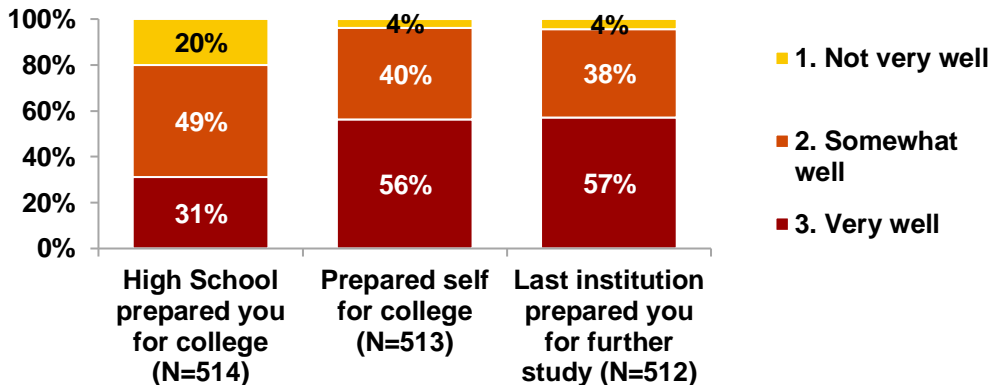
Result of Participation in NSO:	Mean	4: Strongly agree	3: Agree	2: Disagree	1: Strongly disagree	N
I am aware it is my personal responsibility to adhere to the academic and behavioral expectations of the university	3.66	66.7%	33.1%	0.0%	0.2%	432
I am excited to start my first semester at NC State	3.60	61.9%	36.3%	1.4%	0.5%	433
I know how to access information related to academic and behavioral expectations and policies (i.e., Code of Student Conduct, Progress Toward Degree)	3.59	60.8%	37.6%	1.6%	0.0%	428
I feel better prepared to start my first semester at NC State	3.44	49.5%	45.6%	4.2%	0.7%	430
I feel more connected to the NC State community	3.38	46.1%	46.3%	7.2%	0.5%	430

Demographic and Family Background Characteristics

College Preparation (Figure 8)

95 percent of respondents reported that they were either “very well” prepared (57%) or “somewhat well” prepared (38%) for further study by their last institution. While 56 percent of respondents reported that they felt they were “very well” prepared for college by their own efforts, only 31 percent reported they were “very well” prepared for college by their high school. One-fifth said their high school did not prepare them very well for college (20%).

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-six percent said they would be enrolled in at least 15 credit hours for their first semester (56.3%), and 41 percent said they would be enrolled in 12-14 credit hours (41.0%). Only three percent of incoming transfer students indicated that they would not be a full-time student during their first semester at NC State (2.7%).

Table 22: Enrollment Status for First Semester at NC State

	%	N
15 credit hours or more	56.3%	246
12-14 credit hours	41.0%	179
Fewer than 12 credit hours	2.7%	12
Total	100%	437

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, half selected *want to make better grades* (49.7%). The second leading reasons respondents reported being enrolled in fewer than 15 credit hours is *need to work* (33.0%).

Table 23: Reasons Transfer Students Enrolled for Fewer Than 15 Credit Hours* (Among those enrolled for fewer than 15 credit hours) (N=191)

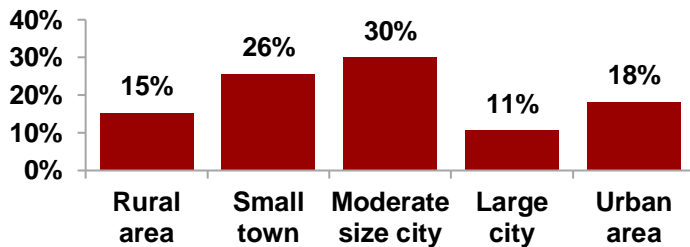
Reason enrolled in fewer than 15 credit hours:	%
Want to make better grades	49.7%
Need to work	33.0%
Was advised to carry lighter load by advisor	30.4%
Combination of credit hours would have been too much with another big course	27.2%
Courses not available	25.7%
Completing requirements and do not need more courses	21.5%
Family responsibilities	10.5%
Cost	9.4%
Participation in internship, co-op, practicum, student teaching, or international study	5.8%
Other	7.3%

Note: Respondents could select more than one response

Hometown Geographic Area (Figure 9)

Forty-one percent of incoming transfer students reported that they were from a “rural area” (15%) or a “small town” (26%), while 29 percent came from an “urban area” (18%) or a “large city” (11%).

Figure 9: Hometown Geographic Area (N=439)



First Generation College Students (Table 24)

Almost one-fourth of respondents reported that they are a first generation college student: eight percent reported that no parent/guardian of theirs had ever attended college (8.4%), and 13 percent reported that while a parent/guardian had attended college, they had not earned a four-year degree (13.0%).

Table 24: First Generation College Students

	%	N
First generation college student	8.4%	27
At least one parent attended college but did not earn a degree	13.0%	42
Not first generation	78.6%	253
Total	100%	322

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 2021 pre-tax income, 55 percent reported it was \$100,000 or less (55.0%), with 25 percent reporting it was \$50,000

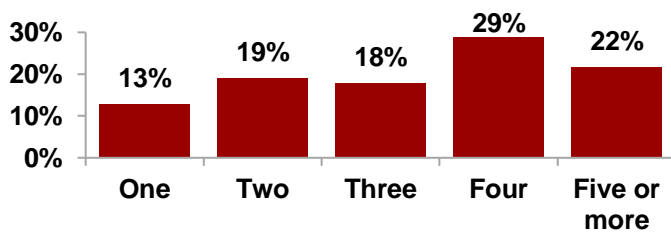
or less (25.4%). 16 percent of incoming transfer students came from a family with a combined income of more than \$200,000 (15.8%).

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

	%	N
\$30,000 or less	11.9%	31
\$30,001-\$50,000	13.5%	35
\$50,001-\$75,000	15.4%	40
\$75,001-\$100,000	14.2%	37
\$100,001-\$150,000	18.1%	47
\$150,001-\$200,000	11.1%	29
More than \$200,000	15.8%	41
<i>Total</i>	<i>100%</i>	<i>260</i>

Half of respondents (51%) 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, 19 percent reported that they came from a household with only two people financially supported by their parents/guardians (19%), and 13 percent reported that only one person in their household was financially supported (13%).

Figure 10: Number of People Financially Supported by Parents/Guardians (N=416)



When asked about their parents'/guardians' dependents enrolled in college, two-third said they were the only dependent in their household currently enrolled (64.7%).

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

	%	N
Only myself	64.7%	268
Two	31.6%	131
Three or more	3.6%	15
<i>Total</i>	<i>100%</i>	<i>414</i>

While the majority of respondents do not provide day-to-day caregiving to someone, almost one-in-ten transfer students report providing day-to-day caregiving for someone (children, elders, other) (9%) and more than 5 percent provide the majority of financial support to someone (6%).

Figure 11: Number of People Respondent Provides Day-to-Day Caregiving and Financial Support For (N=425)

Figure 11A: Day-to-Day Caregiving

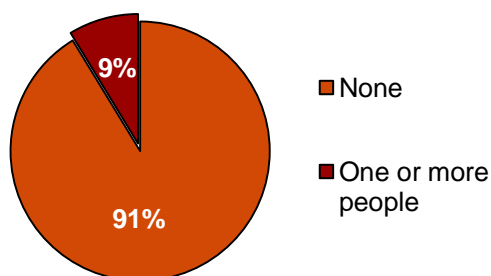
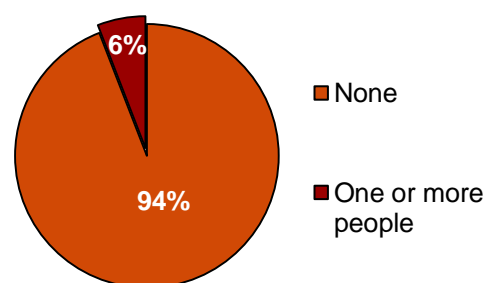


Figure 11: Financial Support



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* (22.0%), *social life* (20.5%), and *adapting to NC State* (18.9%).

Table 28: What Students are Excited About (N category codes = 254*)

	N	%
Learning	120	22.0%
Social Life	112	20.5%
Adapting to NC State	103	18.9%
Campus Life	49	9.0%
Intellectual Environment	38	7.0%
Opportunities	30	5.5%
Career Planning	17	3.1%
Independence	16	2.9%
Performance	9	1.6%
Spirit and Pride	9	1.6%
Instruction	8	1.5%
Other	35	6.4%

*Some student responses were included in more than one category. "N category codes = 254" 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 enhance their knowledge by learning about new material. Examples of excitement about learning include: *"I am most excited to learn more about the content that relates to my major. Hopefully I can apply the knowledge and skills I gain from my studies at NCSU to my future career," "I am most excited about taking classes that has to do with what I want to do for a career! At the community college I went to before coming to NC State I was taking the basic classes, now I am excited to take classes that has to do with animals,"* and *"I am excited to experience a new school. I am particularly driven to get the best education I can within my major and excited to see where it will take me."*

Social Life

Students who expressed excitement about *social life* mentioned their enthusiasm to make new friends and to be part of the Wolfpack community. To exemplify, transfer students stated, *"I am most excited about the community I will build at NC State by participating in clubs, activities, and organizations," "I am excited to be in a community of students who are passionate about knowledge, education, and their future. I am also excited to meet new people and open this new chapter in my life,"* and *"Attending the many events to meet new people and make friends."*

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. Students who discussed excitement wrote responses such as: *“I am excited to explore the wide range of opportunities and resources provided by NC State. I am also excited to meet new people and learn new perspectives,”* *“I am most excited to be in a new environment with new experiences,”* and *“I’m excited to start my year in a new environment at a new school and to be a part of the community by joining clubs, and meetings, and meeting new people.”*

For all of the verbatim responses for what students are most excited about at NC State, see [Verbatim Responses: What students are most excited and concerned about in coming to NC State, in their own words.](#)

What Students are Concerned About (Table 29)

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 adapting to NC State (18.2%), learning (15.8%), their academic performance (15.5%), and social life (14.2%).

Table 29: What Students are Concerned About (N category codes = 227*)

	N	%
Adapting to NC State	83	18.2%
Learning	72	15.8%
Performance	71	15.5%
Social Life	65	14.2%
Time Management	31	6.8%
Intellectual Environment	21	4.6%
Transportation	17	3.7%
Independence	15	3.3%
Health	14	3.1%
Finances	13	2.8%
Housing	13	2.8%
Career Planning	8	1.8%
Instruction	7	1.5%
Campus Life	6	1.3%
Safety	5	1.1%
Other	16	3.6%

*Some student responses were included in more than one category. “N category codes = 227” represents the total number of codes assigned to all student responses to this open-ended question.

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 mention concern about adjusting to college, navigating the campus, the transition from their previous college to NC State, and learning a new routine. Examples of comments with concerns about the transition to NC State include: *“I am concerned about navigating my way around campus and adjusting to a new schedule,”* *“The academic rigor compared to my previous institution and adjusting socially as a transfer student,”* *“Learning how to navigate the campus and keeping up with my class workload,”* and

"I'm most concerned about parking and getting around the campus as the campus is very big, so I'm worried about finding my way around the campus when trying to get to my classes."

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 most nervous/concerned about not making good grades, I am not used to a large classroom setting,"* and *"I am nervous about the level of difficulty my major will entail, but that does not change how driven I am to succeed."*

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 comments mentioning concerns with academic performance include: *"NCSU engineering is quite rigorous, and while I hope to be able to keep at least a 3.8 GPA, I know that this will be very, *very* difficult,"* *"Concerned about balancing my workload and extracurriculars,"* and *"I'm nervous for the workload and difficulty of some of the classes I have to take."*

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. Students commented: *"I'm nervous about making friends since I'm an introvert and struggle with meeting new people,"* *"Fitting in-as I'm an International Student,"* and *"I am nervous about not being able to meet new people, although that is an irrational fear. I know I will be able to, I just need to step out of my comfort zone."*

For all of the verbatim responses for what students are most concerned about their first year at NC State, see [Verbatim Responses: What students are most excited and concerned about in coming to NC State, in their own words.](#)

For more information on the 2022 Incoming Transfer Student Survey, contact:

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