NC STATE UNIVERSITY

2023 Incoming Transfer Student Survey: Overall Results

Introduction

This overview report presents findings from all students participating in the 2023 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 "2023 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 2023 Incoming Transfer Student Survey. The survey closed on September 7, 2023, about three weeks after classes began. A total of 1,442 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; 569 eligible students participated in the survey for a response rate of 39.5 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. Over 75 percent of respondents reported that they attended one institution before enrolling at NC State (78%), 16 percent reported they previously attended two institutions, and 7 percent said they attended three or more.

Figure 1: Number of Institutions Attended Before Enrolling at NC State (N=569)
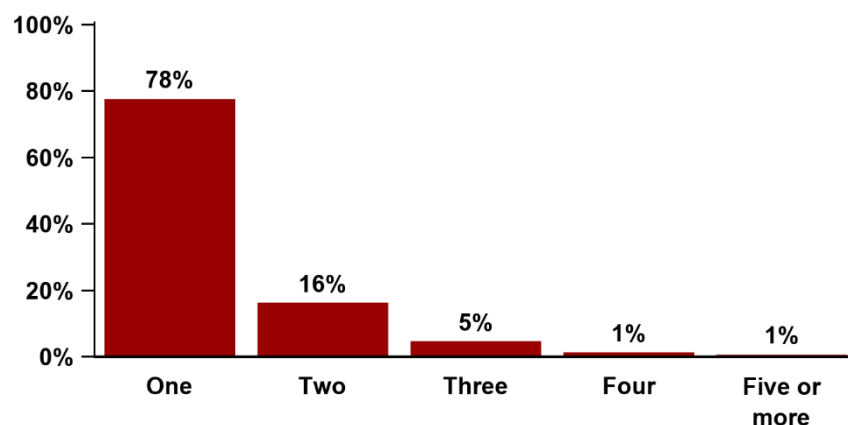
NC State First Choice College to Attend (Table 1)

Almost 90 percent of incoming transfer students overall said that NC State was their top choice college to continue their college career. Most likely to say NC State was their "only choice" or "first choice" of colleges to attend were transfer students entering the Wilson College of Textiles (100%), College of

Design (94.1%), College of Education (93.3%), College of Natural Resources (93.2%), College of Agriculture and Life Sciences (91.6%) and College of Engineering (91.3%).

Table 1: NC State as First Choice of Colleges to Continue Academic Career

College/School	Was NC State first choice of colleges to attend				
	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	N
Agriculture & Life Sciences	34.7%	56.9%	6.9%	1.4%	72
Design	41.2%	52.9%	5.9%	.	17
Education	40.0%	53.3%	.	6.7%	15
Engineering	50.5%	40.8%	5.8%	2.9%	103
Natural Resources	31.8%	61.4%	6.8%	.	44
Humanities & Social Sciences	23.6%	59.0%	15.5%	1.9%	161
Sciences	45.6%	38.6%	14.0%	1.8%	57
Textiles	37.5%	62.5%	.	.	8
Management	28.4%	61.2%	10.4%	.	67
Total	34.9%	53.3%	10.1%	1.7%	544

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" (16.5%) was most likely to be reported as being the *single most influential factor* in deciding to attend NC State, followed by "availability of program" (15.6%), "location" (15.4%), and "future career opportunities" (14.2%). "Level of support for my intended major" (10.8%) was also rated as the *single most influential factor* by a sizable number of students. Fewer than five percent selected any one of the other factors as being the most influential in their decision.

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

	%	N
Academic reputation	16.5%	90
Availability of academic program	15.6%	85
Location	15.4%	84
Future career opportunities	14.2%	77
Level of support for my intended major	10.8%	59
Recommended by a friend, family member, teacher, counselor, etc.	4.6%	25
Cost	4.0%	22
Facilities and resources available	3.3%	18
Extracurricular opportunities	2.2%	12
Scholarships available	2.2%	12
Participation in an Engineering 2+2 program	1.8%	10
Number of hours transferred/credited	1.5%	8
Financial aid available	1.3%	7
Commitment to the environment and sustainability	1.1%	6
NC State's commitment to diversity	0.9%	5
Wellness and Recreation facilities and programs	0.7%	4
Campus visit/recruitment event(s)	0.7%	4
Attendance at a College Fair or college visit	0.2%	1
Library spaces and services	0.2%	1
Other	2.6%	14
Total	100.0%	544

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 *academic reputation* (87.6%), *future career opportunities* (86.7%), and *availability of program* (84.2%) had a "very strong" or "strong influence" on their decision to attend NC State. They also reported *location* (81.3%), and *facilities and resources available* (80.1%) as having high levels of influence on their decision. Notably, while almost half of incoming transfer students reported that number of hours transferred had a "very strong" (21.7%) or "strong influence" (27.6%), over 20 percent said it had a "weak" or "very weak" effect on their decision (21.2%).

A relatively small number of respondents (N=14) 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 NC State sports, the atmosphere/people on campus, and positive experiences with faculty and staff.

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 academic program	4.37	56.4%	27.8%	12.7%	2.4%	0.7%	551
Future career opportunities	4.36	51.8%	34.9%	11.6%	0.9%	0.7%	542
Academic reputation	4.33	47.0%	40.6%	11.3%	0.5%	0.5%	547
Location	4.21	49.7%	31.6%	11.6%	4.4%	2.8%	545
Facilities and resources available	4.18	44.8%	35.3%	14.6%	3.8%	1.5%	549
Level of support for my intended major	4.06	41.7%	32.2%	18.5%	5.7%	2.0%	547
Library spaces and services	3.68	25.7%	33.7%	28.0%	7.9%	4.8%	522
Recommended by a friend, family member, teacher, counselor, etc.	3.58	31.0%	22.5%	28.3%	9.9%	8.3%	484
Number of hours transferred/credited	3.42	21.7%	27.6%	29.5%	12.8%	8.4%	525
Extracurricular opportunities	3.38	21.2%	28.8%	26.8%	12.7%	10.5%	504
Financial aid available	3.36	23.2%	25.1%	25.9%	16.1%	9.6%	478
Wellness and Recreation facilities and programs	3.31	19.3%	26.6%	29.7%	14.6%	9.8%	508
Cost	3.21	18.4%	19.5%	36.1%	17.2%	8.8%	523
Scholarships available	3.15	19.8%	18.0%	30.8%	20.4%	11.1%	506
Commitment to the environment and sustainability	3.14	17.0%	23.5%	30.2%	15.2%	14.0%	506
NC State commitment to diversity	3.07	15.4%	23.7%	29.5%	14.7%	16.6%	518
Campus visit/recruitment event(s)	3.03	14.3%	23.4%	29.2%	17.6%	15.6%	449
Attendance at a college fair or college visit	2.80	12.3%	17.7%	28.3%	21.1%	20.6%	389
Participation in an Engineering 2+2 program	2.60	21.1%	8.4%	15.7%	18.7%	36.1%	166
Other	4.51	72.3%	14.9%	8.5%	0.0%	4.3%	47

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 "very satisfied" (44.6%) or "moderately satisfied" (47%).

Table 4: Satisfaction with NC State Admission Process

	%	N
Very satisfied	44.6%	242
Moderately satisfied	47.0%	255
Moderately dissatisfied	6.1%	33
Very dissatisfied	2.2%	12
Total	100.0%	542

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, over half of respondents said it was to earn a "bachelor's degree as preparation for a career" (52.4%), while 39 percent said it was to earn a "bachelor's degree in preparation for graduate school" (38.9%).

Table 5: Primary Goal/Objective for Attending NC State

	%	N
Bachelor's degree in preparation for a career	52.4%	277
Bachelor's degree for grad school preparation	38.9%	206
Bachelor's degree for career change	3.0%	16
Improve knowledge/skills for current profession	2.8%	15
Courses for personal interest	0.6%	3
Other	2.3%	12
Total	100.0%	529

Highest Level of Education Anticipated to Complete (Figure 2)

When asked to identify the highest level of education they planned to complete, a little over 40 percent of respondents reported that they intended to earn a bachelor's degree (42%). One-third of all respondents plan to pursue a master's degree and one-quarter of all respondents plan to pursue a doctoral or professional degree.

Figure 2: Highest Level of Education Anticipate Completing (among those intending on completing a degree) (N=450)
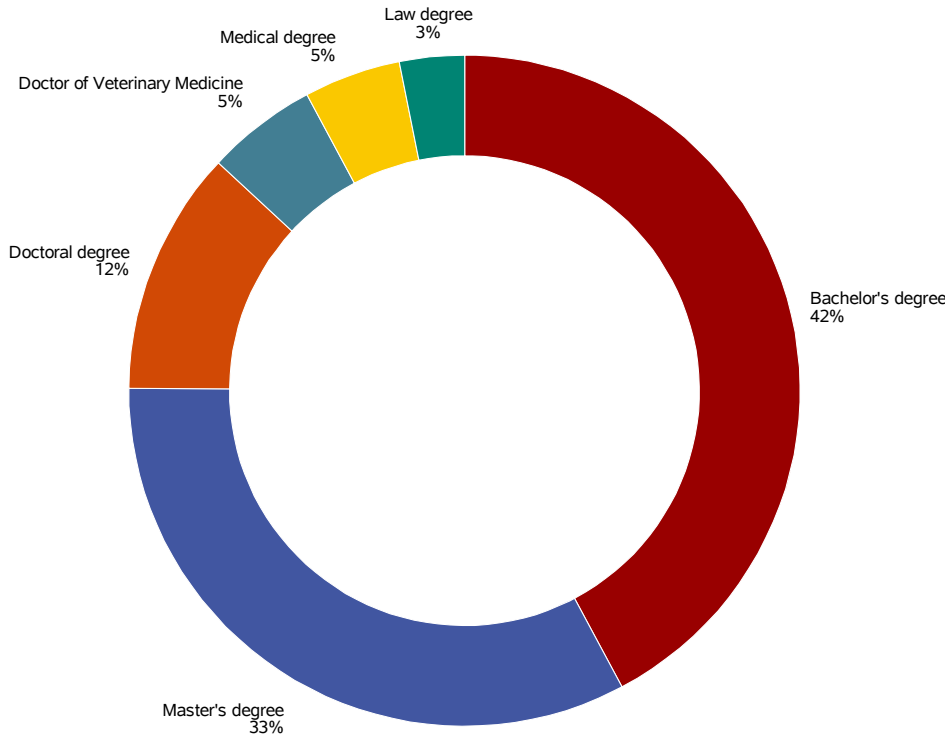
Time Anticipated to Complete Bachelor's Degree (Table 6)

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-five percent said they expect to take two years (45.3%), while almost 15 percent said they plan to take two and a half years (14.6%), and 21 percent said they plan to take three years (20.8%). Fourteen percent said they plan to take more than three years (13.5%); 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	45.3%	198
2 1/2 years	14.6%	64
3 years	20.8%	91
3 1/2 years	4.3%	19
4 years	8.7%	38
More than 4 years	0.5%	2
Do not intend to complete bachelor's degree at NC State	0.2%	1
Total	100.0%	437

Certainty of College Major (Table 7)

Nine-in-ten incoming transfer students reported that they were either "very certain" (50.5%) or "certain" (37.4%) 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 College of Education (73.3%), College of Design (66.7%), and the College of Agriculture and Life Sciences (66.7%) were most likely to be "very certain" about their choice of college major.

Table 7: Certainty of College Major

College/School	Certainty of college major				
	Very certain	Certain	Uncertain	Very uncertain	N
Agriculture & Life Sciences	60.6%	33.8%	2.8%	2.8%	71
Design	66.7%	26.7%	6.7%	.	15
Education	73.3%	13.3%	6.7%	6.7%	15
Engineering	52.0%	36.3%	10.8%	1.0%	102
Natural Resources	46.5%	34.9%	18.6%	.	43
Humanities & Social Sciences	49.0%	32.9%	15.5%	2.6%	155
Sciences	48.2%	46.4%	3.6%	1.8%	56
Textiles	37.5%	50.0%	.	12.5%	8
Management	37.5%	54.7%	7.8%	.	64
Total	50.5%	37.4%	10.2%	1.9%	529

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 (63%), with 14 percent saying they "definitely will" participate. However, 37 percent said they would "definitely not" (11%) or "probably not" participate in a Study Abroad program (26%).

Figure 3: Likelihood of Study Abroad Program Participation (N=438)
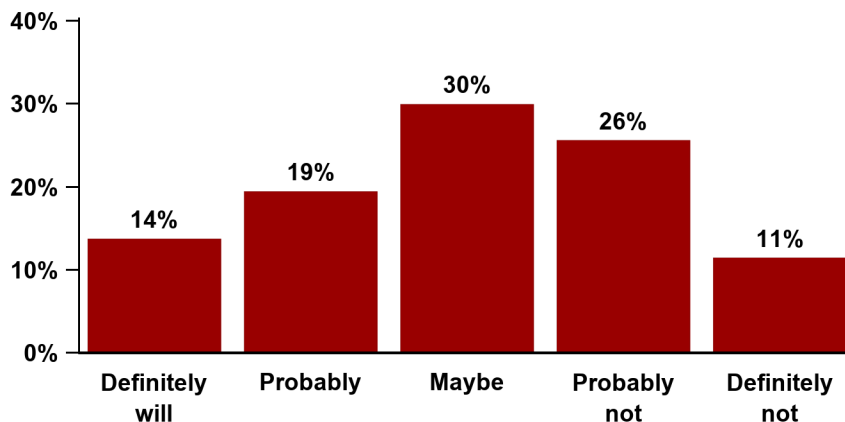
Intended Employment Location after Graduation (Table 8)

When asked to indicate the general location in which they intend to seek employment after graduation, over a quarter said that they will be seeking work "in North Carolina only" (28.2%), while two-in-five said

that they would seek work "anywhere in the USA" (41%). One percent said they would seek work "outside the USA only" (1.3%), and 30 percent said that they would seek work "anywhere – location is not important" (29.5%).

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

	%	N
In North Carolina only	28.2%	106
Anywhere in the USA	41.0%	154
Outside the USA only	1.3%	5
Anywhere - location is not important	29.5%	111
Total	100.0%	376

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 3.55 to a low of 2.73 (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 21 of the 38 goals asked about. Half or more said their current level of development was "excellent" for two 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 (59.9%)
- Taking responsibility for my own behavior (51.6%)
- Appreciating differences in sexual orientation (50.2%)
- Sensitivity to issues associated with racial equity (48.1%)

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

- Time management (40.9%)
- Being involved in public and community affairs (35.8%)
- Engaging with and responding to artistic works (e.g., plays, music, movies, dance, visual arts) (35.2%)
- Ability to manage on-going stressors (33.3%)
- Presenting effectively across genres for diverse audiences (31.9%)

Average ratings for incoming transfer students perceived importance of the 38 individual goals asked about range from a high of 3.82 to a low of 3.04 (on a 4-point scale). At least half of respondents rated all but three 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:

- Ability to set and accomplish goals (83.9%)
- Time management (83.6%)
- Taking responsibility for my own behavior (83.3%)
- Identifying alternatives when faced with setbacks (80.4%)

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

- Engaging with and responding to artistic works (e.g., plays, music, movies, dance, visual arts) (26.4%)
- Appreciating the humanities (15.6%)
- Appreciating differences in sexual orientation (12.8%)
- Applying social science methods to understand human behavior (11.5%)
- Writing effectively across genres for diverse audiences (11.5%)

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 14 of the 16 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* (44.1%) and *considering options and their consequences when solving a problem or addressing an issue* (41.5%). Conversely, their current development of *engaging with and responding to artistic works* (35.2%) and *presenting effectively across genres for diverse audiences* (31.9%) 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: Considering options and their consequences when solving a problem or addressing an issue	3.31	41.5%	48.1%	10.2%	0.2%	509
Development: Ability to plan and carry out projects independently	3.29	44.1%	41.6%	12.9%	1.4%	512
Development: Effectively analyzing and evaluating evidence/arguments/claims/beliefs	3.20	34.4%	52.3%	12.8%	0.6%	509
Development: Reflecting on learning in and out of the classroom	3.20	35.0%	50.3%	14.1%	0.6%	505
Development: Identifying a problem/concept and articulating its components	3.19	33.1%	53.0%	13.5%	0.4%	511
Development: Ability to make judgements and draw conclusions based on quantitative analysis of data	3.17	31.8%	54.4%	13.0%	0.8%	515
Development: Keeping my personal data and devices secure	3.15	35.9%	45.8%	16.1%	2.2%	502
Development: Appreciating the humanities	3.11	37.4%	39.0%	20.8%	2.8%	495
Development: Communicating information and knowledge using multiple forms, including text, video, graphics, etc	3.09	30.4%	49.2%	19.1%	1.4%	514
Development: Applying social science methods to understand human behavior	3.00	29.3%	45.7%	20.9%	4.1%	488
Development: Writing effectively across genres for diverse audiences	2.97	25.0%	49.0%	24.0%	2.0%	512
Development: Applying scientific methods of inquiry	2.95	26.3%	46.1%	23.4%	4.2%	505
Development: Advanced use of technology	2.93	25.9%	45.6%	24.0%	4.5%	509
Development: Seeking out new, untested solutions to real world problems	2.88	21.2%	49.3%	25.7%	3.8%	499
Development: Engaging with and responding to artistic works (e.g., plays, music, movies, dance, visual arts).	2.86	28.5%	36.2%	27.5%	7.7%	494
Development: Presenting effectively across genres for diverse audiences	2.82	19.0%	49.1%	27.0%	4.9%	511

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 11 of the 16 general education goals as being "very" or "moderately important" to themselves. They were most likely to rate *identifying a problem/concept and articulating its components* (77.3%), *ability to plan and carry out projects independently* (77.1%), and con*sidering options and their consequences when solving a problem or addressing an issue* (76.7%) as being "very important" to them. Respondents were most likely to rate *engaging with and responding to artistic works (e.g., plays, music, movies, dance, visual arts)* (26.4%), *appreciating the humanities* (15.6%), and *applying social science methods to understand human behavior* (12.4%) 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: Identifying a problem/concept and articulating its components	3.76	77.3%	21.1%	1.6%	0.0%	497
Importance: Considering options and their consequences when solving a problem or addressing an issue	3.75	76.7%	21.9%	1.2%	0.2%	497
Importance: Ability to plan and carry out projects independently	3.75	77.1%	20.7%	2.0%	0.2%	498
Importance: Ability to make judgements and draw conclusions based on quantitative analysis of data	3.70	73.1%	23.8%	2.8%	0.2%	499
Importance: Effectively analyzing and evaluating evidence/arguments/claims/beliefs	3.69	71.2%	26.8%	1.6%	0.4%	497
Importance: Keeping my personal data and devices secure	3.65	70.4%	24.6%	4.8%	0.2%	496
Importance: Seeking out new, untested solutions to real world problems	3.60	63.9%	32.9%	2.6%	0.6%	496
Importance: Reflecting on learning in and out of the classroom	3.60	64.8%	31.2%	3.2%	0.8%	494
Importance: Communicating information and knowledge using multiple forms, including text, video, graphics, etc.	3.59	64.4%	30.8%	4.2%	0.6%	500
Importance: Advanced use of technology	3.52	59.2%	34.7%	5.0%	1.0%	498
Importance: Presenting effectively across genres for diverse audiences	3.48	56.6%	35.9%	5.8%	1.6%	498
Importance: Applying scientific methods of inquiry	3.42	54.6%	33.9%	10.3%	1.2%	496
Importance: Writing effectively across genres for diverse audiences	3.38	50.7%	38.0%	9.7%	1.6%	497
Importance: Applying social science methods to understand human behavior	3.34	48.8%	38.8%	10.0%	2.4%	492
Importance: Appreciating the humanities	3.25	44.2%	40.3%	11.9%	3.7%	489
Importance: Engaging with and responding to artistic works (e.g., plays, music, movies, dance, visual arts)	3.04	36.0%	37.6%	20.9%	5.5%	492

Personal Development Goals

More than two-thirds of respondents gave a rating of "excellent" or "good" to their current development of 11 of the 14 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* (51.6%), r*ecognizing and acting on ethical principles* (41.7%), and *working effectively as part of a team* (41.1%). Conversely, at least one-third of respondents gave a rating of "fair" or "poor" to their development of *time management* (40.9%), *being involved in public and community affairs* (35.8%), and *ability to manage ongoing stressors* (33.3%).

Table 11: Current Level of Development of Personal Development Goals

	Mean	4: Excellent	3: Good	2: Fair	1: Poor	N
Development: Taking responsibility for my own behavior	3.44	51.6%	42.0%	5.6%	0.8%	483
Development: Recognizing and acting on ethical principles	3.32	41.7%	49.6%	7.6%	1.0%	484
Development: Working effectively as part of a team	3.31	41.1%	49.4%	8.5%	1.0%	484
Development: Ability to set and accomplish goals	3.20	36.9%	48.0%	13.0%	2.1%	483
Development: Seeing projects through to completion	3.19	38.9%	44.5%	13.5%	3.1%	481
Development: Identifying alternatives when faced with setbacks	3.16	34.0%	49.1%	15.5%	1.4%	483
Development: Ability to reflect upon academic goals and expectations and update them as needed in response to changing circumstances	3.12	31.5%	52.0%	13.9%	2.7%	483
Development: Developing leadership skills	3.08	34.0%	43.7%	18.1%	4.1%	485
Development: Ability to reflect upon personal goals and expectations and update them as needed in response to changing circumstances	3.02	29.8%	47.1%	18.7%	4.3%	486
Development: Developing and sustaining an active and healthy lifestyle	2.97	32.6%	39.6%	20.4%	7.4%	485
Development: Recovering from emotional setbacks	2.92	26.6%	44.7%	22.6%	6.1%	477
Development: Being involved in public and community affairs	2.83	26.2%	37.9%	28.2%	7.6%	485
Development: Ability to manage ongoing stressors	2.79	19.3%	47.4%	26.1%	7.2%	487
Development: Time management	2.73	21.2%	37.9%	33.7%	7.2%	486

Over 95 percent of transfer students rated all but one of the 14 personal development goals as being "very" or "moderately important" to them. In particular, a large majority said that *ability to set and accomplish goals* (83.9%), *time management* (83.6%), *taking responsibility for my own behavior* (83.3%), and *identifying alternatives when faced with setbacks* (80.4%) were "very important" to them. One goal which over five percent of respondents indicated was "slightly" or "not at all important" was *being involved in public and community affairs* (7.2%).

Table 12: Importance of Personal Development Goals

	Mean	4: Very important	3: Moderately important	2: Slightly important	1: Not at all important	N
Importance: Ability to set and accomplish goals	3.82	83.9%	14.3%	1.9%	0.0%	477
Importance: Taking responsibility for my own behavior	3.81	83.3%	15.1%	1.3%	0.4%	478
Importance: Time management	3.80	83.6%	13.5%	2.7%	0.2%	475
Importance: Identifying alternatives when faced with setbacks	3.78	80.4%	17.7%	1.7%	0.2%	475
Importance: Seeing projects through to completion	3.78	79.5%	18.9%	1.5%	0.2%	477
Importance: Ability to manage ongoing stressors	3.76	78.7%	19.2%	1.9%	0.2%	475
Importance: Ability to reflect upon academic goals and expectations and update them as needed in response to changing circumstances	3.74	76.3%	21.8%	1.9%	0.0%	472
Importance: Working effectively as part of a team	3.74	76.7%	21.0%	2.1%	0.2%	476
Importance: Ability to reflect upon personal goals and expectations and update them as needed in response to changing circumstances	3.73	75.5%	22.2%	2.3%	0.0%	473
Importance: Developing and sustaining an active and healthy lifestyle	3.72	74.8%	22.4%	2.3%	0.4%	477
Importance: Recovering from emotional setbacks	3.70	74.5%	22.1%	2.5%	0.8%	471
Importance: Developing leadership skills	3.69	72.0%	24.7%	3.3%	0.0%	478
Importance: Recognizing and acting on ethical principles	3.64	65.9%	32.6%	1.3%	0.2%	478
Importance: Being involved in public and community affairs	3.46	53.0%	39.9%	7.2%	0.0%	474

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* (59.9%) and *appreciating differences in sexual orientation* (50.2%). Respondents were most likely to rate their current level of development as either "fair" or "poor" for *understanding issues and problems facing the world* (16.7%), s*ensitivity to issues associated with gender equity* (15.7%), and *understanding commonality of human problems globally* (15.1%).

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	3.55	59.9%	35.4%	4.5%	0.2%	466
Development: Sensitivity to issues associated with racial equity	3.37	48.1%	41.9%	8.7%	1.3%	449
Development: Understanding and respecting diverse cultures, values, and perspectives	3.34	46.4%	42.5%	10.3%	0.9%	468
Development: Appreciating differences in sexual orientation	3.32	50.2%	34.8%	11.5%	3.4%	442
Development: Understanding the present as it relates to historical events	3.29	44.5%	40.8%	13.8%	0.9%	463
Development: Sensitivity to issues associated with gender equity	3.26	44.6%	39.6%	12.8%	2.9%	444
Development: Understanding the commonality of human problems globally	3.25	42.0%	42.9%	13.4%	1.7%	462
Development: Understanding issues and problems facing the world	3.12	30.6%	52.8%	14.3%	2.4%	468

Over 90 percent of respondents rated seven of the eight world view goals as "very" or "moderately important" to them, with over 95 percent giving these ratings to six of them. 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* (72.2%), and *understanding issues and problems facing the world* (71.2%). The only item that more than ten percent of respondents said was "slightly" (8.1%) or "not at all important" (4.7%) 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%	20.3%	1.3%	0.7%	459
Importance: Understanding issues and problems facing the world	3.68	71.2%	26.1%	2.0%	0.7%	459
Importance: Understanding and respecting diverse cultures, values, and perspectives	3.68	72.1%	24.2%	3.3%	0.4%	458
Importance: Understanding the present as it relates to historical events	3.61	67.3%	27.3%	4.6%	0.9%	455
Importance: Sensitivity to issues associated with racial equity	3.60	67.9%	26.3%	3.5%	2.2%	452
Importance: Understanding the commonality of human problems globally	3.60	66.2%	29.0%	3.5%	1.3%	452
Importance: Sensitivity to issues associated with gender equity	3.49	61.4%	29.1%	6.5%	2.9%	446
Importance: Appreciating differences in sexual orientation	3.43	60.1%	27.0%	8.1%	4.7%	444

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 perceived importance of each goal rank-ordered based on average ratings for importance.

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

- Taking responsibility for my own behavior (2nd in importance [average rating 3.81] and 2nd in development [average rating 3.44])
- Ability to work with people from diverse backgrounds (8th [3.75] and 1st [3.55])
- Considering options and their consequences when solving a problem or addressing an issue (9th [3.75] and 7th [3.31])
- Ability to plan and carry out projects independently (10th [3.75] and 10th [3.29])

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

- Engaging with and responding to artistic works (e.g., plays, music, movies, dance, visual arts) (38th in importance [average rating 3.04] and 34th in development [average rating 2.86])
- Applying scientific methods of inquiry (34th [3.42] and 30th [2.95])
- Being involved in public and community affairs (32nd [3.46] and 35th [2.83])
- Presenting effectively across genres for diverse audiences (31st [3.48] and 36th [2.82])

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 (3rd in importance [average rating 3.80] vs 38th in development [average rating 2.73])
- Ability to manage ongoing stressors (6th [3.76] vs 37th [2.79])

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 (33rd in importance [average importance rating 3.43] vs 6th in development [average development rating 3.32])
- Sensitivity to issues associated with gender equity (30th [3.49] vs 11th [3.26])
- Sensitivity to issues associated with racial equity (26th [3.60] vs 3rd [3.37])

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

Goals	Importance Rank	Importance Mean	Development Rank	Development Mean
Ability to set and accomplish goals	1	3.82	15	3.20
Taking responsibility for my own behavior	2	3.81	2	3.44
Time management	3	3.80	38	2.73
Identifying alternatives when faced with setbacks	4	3.78	19	3.16
Seeing projects through to completion	5	3.78	16	3.19
Ability to manage ongoing stressors	6	3.76	37	2.79
Identifying a problem/concept and articulating its components	7	3.76	17	3.19
Ability to work with people from diverse backgrounds	8	3.75	1	3.55
Considering options and their consequences when solving a problem or addressing an issue	9	3.75	7	3.31
Ability to plan and carry out projects independently	10	3.75	10	3.29
Ability to reflect upon academic goals and expectations and update them as needed in response to changing circumstances	11	3.74	21	3.12
Working effectively as part of a team	12	3.74	8	3.31
Ability to reflect upon personal goals and expectations and update them as needed in response to changing circumstances	13	3.73	26	3.02
Developing and sustaining an active and healthy lifestyle	14	3.72	28	2.97
Recovering from emotional setbacks	15	3.70	32	2.92
Ability to make judgements and draw conclusions based on quantitative analysis of data	16	3.70	18	3.17
Effectively analyzing and evaluating evidence/arguments/claims/beliefs	17	3.69	13	3.20
Developing leadership skills	18	3.69	25	3.08
Understanding issues and problems facing the world	19	3.68	22	3.12
Understanding and respecting diverse cultures, values, and perspectives	20	3.68	4	3.34
Keeping my personal data and devices secure	21	3.65	20	3.15
Recognizing and acting on ethical principles	22	3.64	5	3.32
Understanding the present as it relates to historical events	23	3.61	9	3.29
Seeking out new, untested solutions to real world problems	24	3.60	33	2.88
Understanding the commonality of human problems globally	26	3.60	12	3.25
Sensitivity to issues associated with racial equity	26	3.60	3	3.37
Reflecting on learning in and out of the classroom	27	3.60	14	3.20
Communicating information and knowledge using multiple forms, including text, video, graphics, etc	28	3.59	24	3.09
Advanced use of technology	29	3.52	31	2.93
Sensitivity to issues associated with gender equity	30	3.49	11	3.26
Presenting effectively across genres for diverse audiences	31	3.48	36	2.82
Being involved in public and community affairs	32	3.46	35	2.83
Appreciating differences in sexual orientation	33	3.43	6	3.32
Applying scientific methods of inquiry	34	3.42	30	2.95
Writing effectively across genres for diverse audiences	35	3.38	29	2.97
Applying social science methods to understand human behavior	36	3.34	27	3.00
Appreciating the humanities	37	3.25	23	3.11
Engaging with and responding to artistic works (e.g., plays, music, movies, dance, visual arts)	38	3.04	34	2.86

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.

Financial Independence Among Students (Table 16)

Seventy percent of first-year students reported that their parents or guardians will be covering the majority of their expenses, with about a quarter of respondents reporting that their parents will cover all of their expenses (24%) (e.g. tuition, fees, food, and housing). A little less than 20 percent of respondents reported that their parents or guardians will be paying for less than half of their expenses (18.3%), and over 20 percent of respondents reported that will not be receiving financial assistance from their parents (21.7%).

Table 16 - Financial Independence Among Students

	%	N
Parents cover all expenses	24.0%	106
Parents cover more than half of expenses	36.0%	159
Parents cover less than half of expenses	18.3%	81
No financial assistance from parents	21.7%	96
Total	100.0%	442

Sources of Education Funding (Table 17)

About one-fifth 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* (22.3%). Twenty-seven percent reported that they would be receiving at least $6,000 in *aid that does not need to be repaid* (27.3%). Over 40 percent will be using *aid that must be repaid* to pay for their education expenses (44.1%), with 8 percent having "$10,000 or more" in such loans (8.2%).

While 80 percent of incoming transfer students reported using their own resources to help pay for their first year at NC State (80.1%), 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" (5.3%) of their expenses for their first year at NC State, while 30 percent reported they will be contributing "less than $1,000" (29.2%).

Table 17: 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.)	26.8%	12.1%	13.7%	14.1%	11.1%	22.3%	512
Aid that does not need to be repaid (grants, scholarships, military funding, etc.)	42.4%	5.1%	12.3%	12.9%	10.1%	17.2%	505
My own resources (savings from work, other income)	19.9%	29.2%	27.3%	14.0%	4.3%	5.3%	513
Aid that must be repaid (loans, etc.)	55.9%	3.4%	8.0%	16.3%	8.3%	8.2%	503
Other than above	93.1%	0.9%	1.4%	0.5%	1.4%	2.8%	216

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 (52%), while 39 percent said that they received loans to help pay for their education. Fewer students reported they were receiving some other type of financial aid (12%). More than one-fourth indicated they are not receiving any financial aid at all (28%).

Figure 4: Financial Aid Received* (N=532)
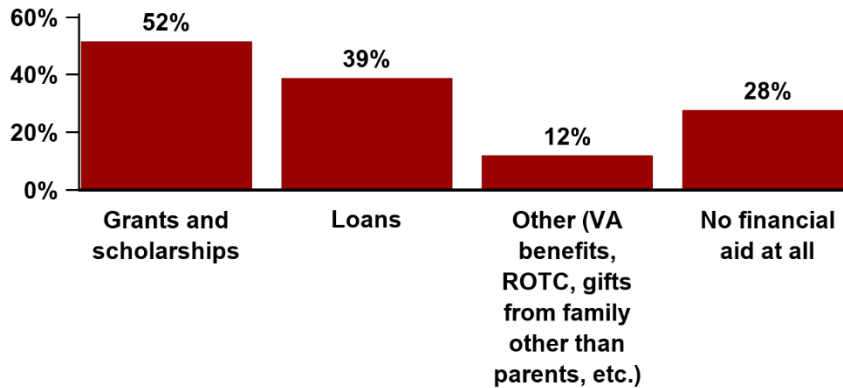
*Note: Respondents could select more than one response

Student Employment (Figures 5-6; Table 17)

Almost three-quarters of incoming transfer student respondents reported that they would be employed during their first year at NC State (72%). Employed respondents were overwhelmingly likely to say they would be working only off campus (61%). Just 16 percent of those who reported they would be working said they would only be working on campus and 23 percent reported they would be working both on and off campus. Students working off campus were more than twice as likely as those working on campus to say they would be working more than 20 hours per week (27% vs 11%, respectively). Forty percent of students working on campus reported that they would be working just 1-10 hours per week.

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. Just over one-fourth said they will be working 1-10 hours at each of their on-campus and off campus jobs (27.4%), while 21 percent said they would work 11-20 hours at each (21.9%). A little less than five 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 (4.1%).

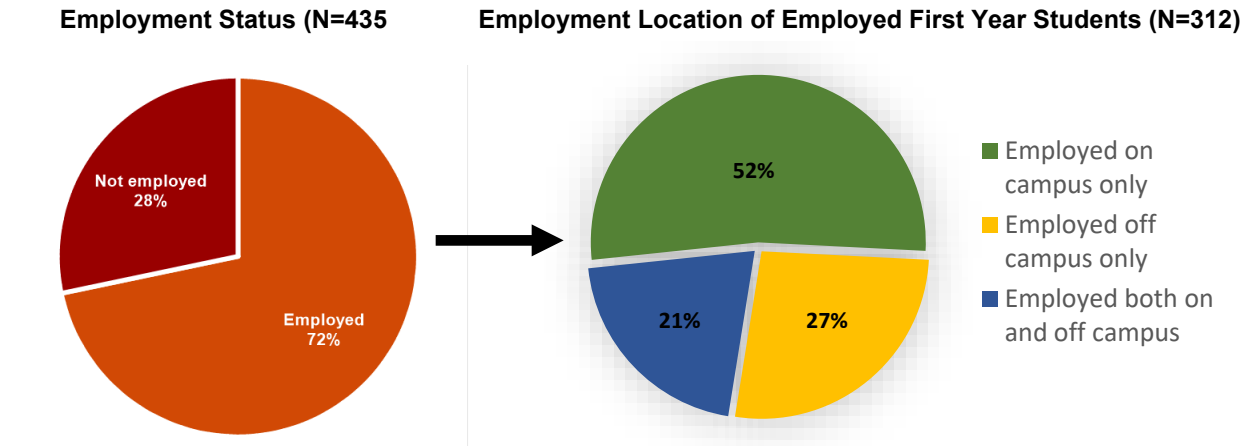**Figure 5: Employment Status and Work Location during First Year at NC State**

Employment Status (N=435

Employment Location of Employed First Year Students (N=312)

- 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)

- More than 20 hours per week
- 11-20 hours per week
- 1-10 hours per week
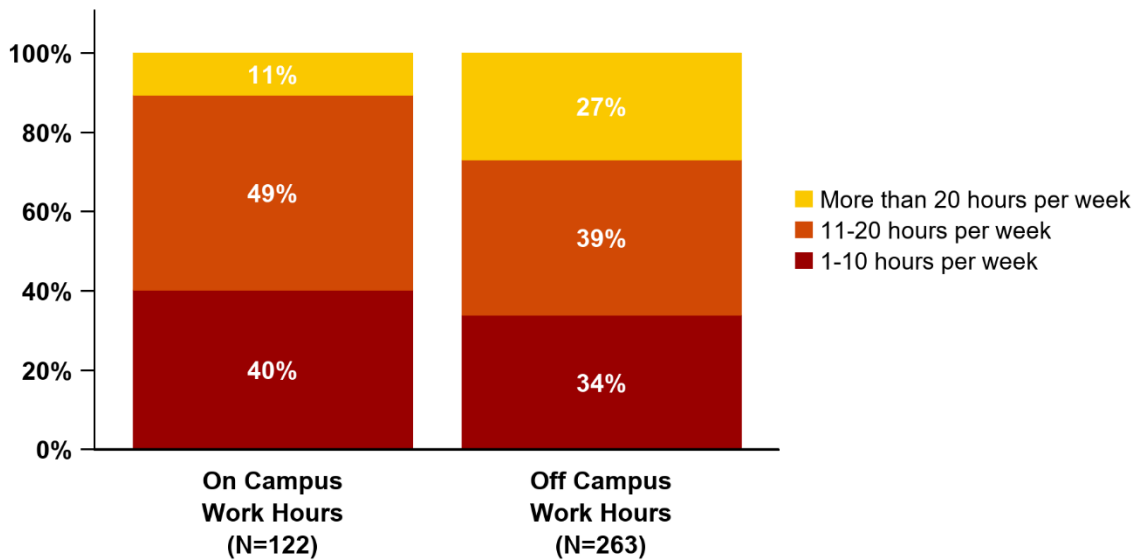
Table 18: Students Employed both On and Off Campus (N=73)

On campus (Among those working)	Off campus (Among those working)			
	1-10 hours per week	11-20 hours per week	More than 20 hours per week	Total
1-10 hours per week	27.4%	15.1%	1.4%	43.8%
11-20 hours per week	8.2%	21.9%	11.0%	41.1%
More than 20 hours per week	5.5%	5.5%	4.1%	15.1%
Total	41.1%	42.5%	16.4%	100.0%

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, 84 percent of respondents gave a rating of "excellent" (31%) or "good" (53%).

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

Legend:
- 1: Poor
- 2: Fair
- 3: Good
- 4: Excellent

Bar values: 2% (1: Poor), 14% (2: Fair), 53% (3: Good), 31% (4: Excellent)
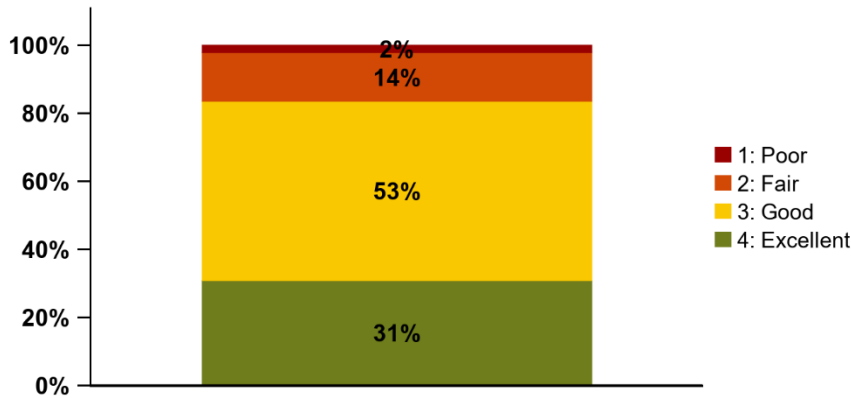
Satisfaction with NC State Financial Aid Process (Table 19)

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"). Close to 90 percent of incoming transfer students report that they were either "very" (35.9%) or "moderately satisfied" (46.7%) with the financial aid process.

Table 19: Satisfaction with NC State Financial Aid Process (excluding those who responded "Not applicable")

	%	N
Very satisfied	35.9%	150
Moderately satisfied	46.7%	195
Moderately dissatisfied	13.9%	58
Very dissatisfied	3.6%	15
Total	100.0%	418

New Student Orientation (Tables 20-22)

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 2023 semester. More than 85 percent of respondents said they either "strongly agree" or "agree" that orientation achieved each of the stated outcomes asked about, with about 40 percent "strongly agreeing" that each outcome had been achieved.

Table 20: Rating of Experiences with College/Department Prior to New Student Orientation

	Mean	4: Strongly agree	3: Agree	2: Disagree	1: Strongly disagree	N
Communication with my college/dept prior to orientation provided opportunity to get answers to my academic questions	3.26	40.0%	48.8%	8.0%	3.2%	410
Info/advice from college/dept prior to orientation helped me plan my schedule	3.25	37.8%	51.5%	8.3%	2.4%	410
I am satisfied with the attention received from college/dept prior to orientation	3.22	38.4%	48.6%	9.9%	3.1%	414

Table 21: Rating of Experiences with College/Department during New Student Orientation

NSO provided useful information about:	Mean	4: Strongly agree	3: Agree	2: Disagree	1: Strongly disagree	N
I am satisfied with the attention received from college/dept during orientation	3.26	39.5%	49.6%	8.0%	2.9%	413
Time spent with college/dept during orientation provided opportunity to get answers to my academic questions	3.26	39.8%	48.9%	8.4%	2.9%	407
Info/advice from college/dept during orientation helped me confirm or adjust my fall schedule	3.24	39.4%	48.0%	9.3%	3.3%	398

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 *expectations for being a member of the NC State community* (51.3%) and *on-campus resources that will promote my personal wellness* (49.8%).

Table 22: Agreement with New Student Orientation Providing Useful Information

	Mean	4: Strongly agree	3: Agree	2: Disagree	1: Strongly disagree	N
Expectations for being a member of the NC State community (Code of Student Conduct, etc.)	3.48	51.3%	46.7%	1.0%	1.0%	411
On-campus resources that will promote my personal wellness	3.45	49.8%	46.9%	2.4%	1.0%	414
The various ways available to engage in the NC State community	3.44	47.7%	49.4%	1.9%	1.0%	417
Behaviors that will promote my personal wellness	3.40	44.9%	51.0%	3.2%	1.0%	410
How to access on-campus resources that will promote my academic success	3.39	44.4%	51.6%	2.9%	1.2%	417
Resources that will promote my engagement in the campus community	3.39	44.4%	51.0%	3.7%	1.0%	410
How to access on-campus resources to assist in my personal wellness	3.38	45.5%	48.7%	4.6%	1.2%	413
Important policies that may impact my academic success	3.36	41.5%	53.7%	4.1%	0.7%	410
How to support members of the NC State community	3.33	40.7%	52.5%	5.9%	1.0%	408

A majority of incoming transfer students agreed that New Student Orientation achieved the program's goals of helping prepare students to enter and be successful at NC State, with at least 77 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 *excited to start my first semester at NC State* (64.5%). They were least likely to agree that *I felt the time spent at orientation was a good use of my time* (23.1% "disagree or "strongly disagree") and *I felt my orientation small groups helped me to connect to other new students* (22.4%).

Table 23: Result of Participation in New Student Orientation

	Mean	4: Strongly agree	3: Agree	2: Disagree	1: Strongly disagree	N
I am excited to start my first semester at NC State	3.61	64.5%	32.6%	2.1%	0.7%	420
I am better prepared to start first semester at NC State	3.37	45.9%	46.9%	5.5%	1.7%	416
I felt my orientation small groups helped me to connect to other new students	3.07	33.6%	44.0%	18.0%	4.4%	411
I felt the time spent at orientation was a good use of my time	3.05	32.6%	44.4%	18.5%	4.6%	417

Demographic and Family Background Characteristics

College Preparation (Figure 8)

Ninety-two percent of respondents reported that they were either "very well" prepared (60%) or "somewhat well" prepared (32%) 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 30 percent reported they were "very well" prepared for college by their high school. About one-fifth said their high school did not prepare them very well for college (18%).

Figure 8: College Preparation
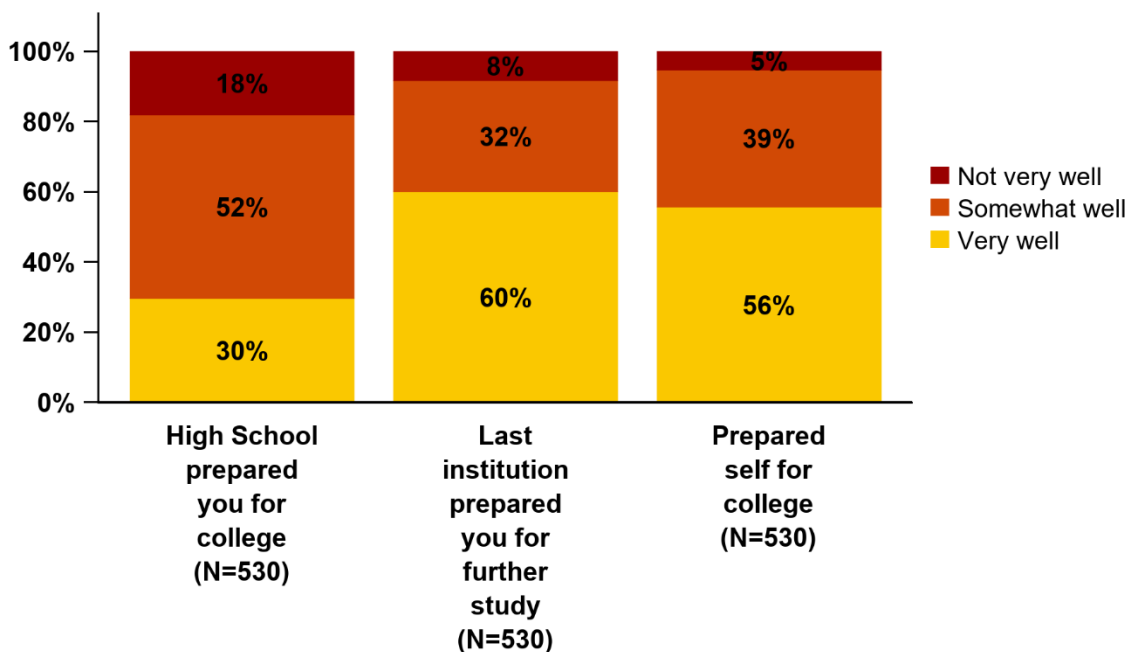
Enrollment Status for First Semester at NC State (Tables 23-24)

Incoming transfer students were asked how many credits they would be enrolled in during their first semester at NC State. Almost three-fifths of respondents said they would be enrolled in at least 15

credit hours for their first semester (58.4%), and almost 40 percent said they would be enrolled in 12-14 credit hours (38.7%). Only three percent of incoming transfer students indicated that they would not be a full-time student during their first semester at NC State (3.0%).

Table 24: Agreement with New Student Orientation Providing Useful Information

	%	N
15 credit hours or more	58.4%	255
12-14 credit hours	38.7%	169
Fewer than 12 credit hours	3.0%	13
Total	100.0%	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* (51.6%). The second leading reasons respondents reported being enrolled in fewer than 15 credit hours is *need to work* (39.0%), followed by *courses not available* (37.9%), then *combination of credit hours would have been too much with another big course* (32.4%), and then *was advised to carry lighter load by advisor* (29.1%)

Table 25: Reasons Transfer Students Enrolled in Fewer than 15 Hours (Among Those Enrolled for Fewer Than 15 Hours) (N=182)

	%
Want to make better grades	51.6%
Need to work	39.0%
Courses not available	37.9%
Combination of credit hours would have been too much with another big course	32.4%
Was advised to carry lighter load by advisor	29.1%
Completing requirements and do not need more courses	17.0%
Family responsibilities	13.7%
Cost	12.1%
Other	9.9%
Participation in internship, co-op, practicum, student teaching, or international study	8.2%

Note: Respondents could select more than one response

Hometown Geographic Area (Figure 9)

Thirty-eight percent of incoming transfer students reported that they were from a "rural area" (17%) or a "small town" (21%), while 28 percent came from an "urban area" (16%) or a "large city" (12%).

Figure 9: Hometown Geographic Area (N=447)
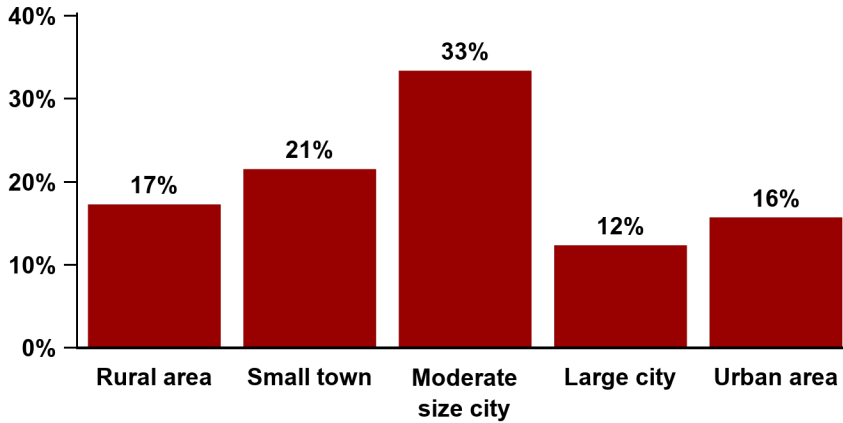
First Generation College Students (Table 25)

Almost one-fourth of respondents are a first generation college student, with 11 percent having no parent/guardian who ever attended college (11.2%), and 15 percent have a parent/guardian who attended college, but did not earn a four-year degree (15.1%).

Table 26: First Generation College Students

	%	N
First generation college student	11.2%	43
At least one parent some college/no degree	15.1%	58
Not first generation	73.6%	282
Total	100.0%	383

Parents'/Guardians' Financial Support (Tables 26-30; 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 2022 pre-tax income, half of respondents reported it was $100,000 or less (51.7%), with one-third reporting it was $50,000 or less (33.8%). Fifteen percent of incoming transfer students came from a family with a combined income of more than $200,000 (14.5%).

Table 27: Parents'/Guardians' Combined Income (excluding those who selected either "Don't know" or "Prefer not to respond")

	%	N
$30,000 or less	11.0%	19
$30,001-$50,000	12.8%	22
$50,001-$75,000	16.3%	28
$75,001-$100,000	11.6%	20
$100,001-$150,000	22.7%	39
$150,001-$200,000	11.0%	19
More than $200,000	14.5%	25
Total	100.0%	172

There was not a discernable relationship between family income and incoming transfer student employment status. Students from families making $50,001-$100,000 and over $200,000 were most likely to be employed (80.9% and 80%), while those from families making $150,001-$200,000 were the least likely to be employed (52.6%).

Table 28: Student Employment Status for First Year at NC State, by Family Income

Parent's income [collapsed]	Student Employment		N
	Employed	Not employed	
$50,000 or less	65.9%	34.1%	41
$50,001-$100,000	80.9%	19.1%	47
$100,001-$150,000	76.3%	23.7%	38
$150,001-$200,000	52.6%	47.4%	19
Over $200,000	80.0%	20.0%	25
Total	72.9%	27.1%	170

While most students across all incomes reported using at least some of their own financial resources to cover their first-year educational costs (79.7%), students from lower income families were more likely do so. For example, about 56 percent of students from families making a combined income over $200,000 reported that they would be using some of their own resources to pay for their first-year expenses, while that statement applies to over 90 percent of students from families making $50,000 or less (92.7%).

Table 29: Students Using Own Resources to Cover First Year Educational Costs, by Family Income

| Parent's income [collapsed]	My own resources (savings from work, other income) [collapsed]				N
	None	Less than $1,000	$1,000-$5,999	$6,000 or more	
$50,000 or less	7.3%	34.1%	51.2%	7.3%	41
$50,001-$100,000	18.8%	31.3%	45.8%	4.2%	48
$100,001-$150,000	23.1%	30.8%	43.6%	2.6%	39
$150,001-$200,000	15.8%	36.8%	36.8%	10.5%	19
Over $200,000	44.0%	4.0%	40.0%	12.0%	25
Total	20.3%	28.5%	44.8%	6.4%	172

Students from lower income families were more likely to report using financial aid that requires repayment. Students from families making $50,001-$100,000 were the most likely to report using a loan (60.4%), while students from families making over $200,000 were the least likely to do so (20.8%). A notable exception to this trend is that those from families making less than $50,000 are the least likely to report using student loans (37.5%).

Table 30: Students Using Aid That Must be Repaid to Cover First Year Educational Costs, by Family Income

Parent's income [collapsed]	Aid that must be repaid (loans, etc.) [collapsed]				
	None	Less than $1,000	$1,000-$5,999	$6,000 or more	N
$50,000 or less	62.5%	7.5%	22.5%	7.5%	40
$50,001-$100,000	39.6%	2.1%	39.6%	18.8%	48
$100,001-$150,000	47.4%	.	28.9%	23.7%	38
$150,001-$200,000	68.4%	5.3%	10.5%	15.8%	19
Over $200,000	79.2%	4.2%	12.5%	4.2%	24
Total	55.6%	3.6%	26.0%	14.8%	169

Half of respondents (52%) 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, 23 percent reported that they came from a household with only two people financially supported by their parents/guardians (14%), and 9 percent reported that only one person in their household was financially supported.

**Figure 10: Number of People Financially Supported by Parents/Guardians (N=342)**
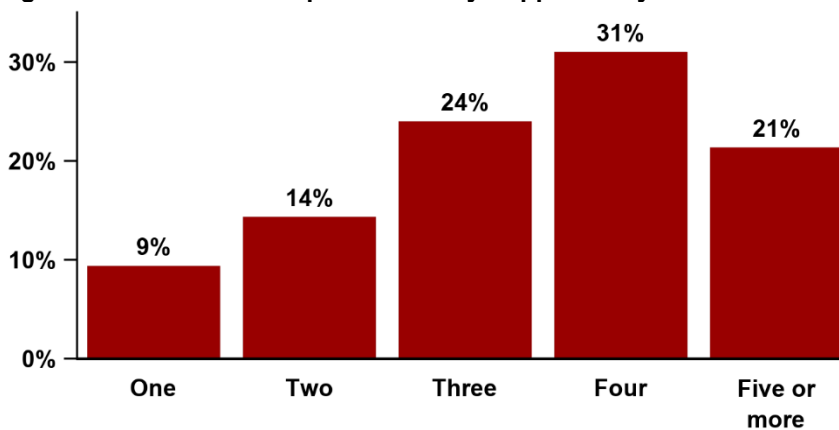
When asked about their parents'/guardians' dependents enrolled in college, two-thirds said they were the only dependent in their household currently enrolled (66.2%).

Table 31: Parents'/Guardians' Dependents Enrolled in College

	%	N
Only self	66.2%	227
Two	27.7%	95
Three or more	6.1%	21
Total	100.0%	343

While the majority of respondents do not provide day-to-day caregiving to someone (e.g. children, elders, others), about 15 percent of transfer students report providing such care giving (16%). In addition, 11 percent provide the majority of financial support for one or more people (11%).

Figure 11: Number of People Depending on Student for Daily Caregiving and Financial Support
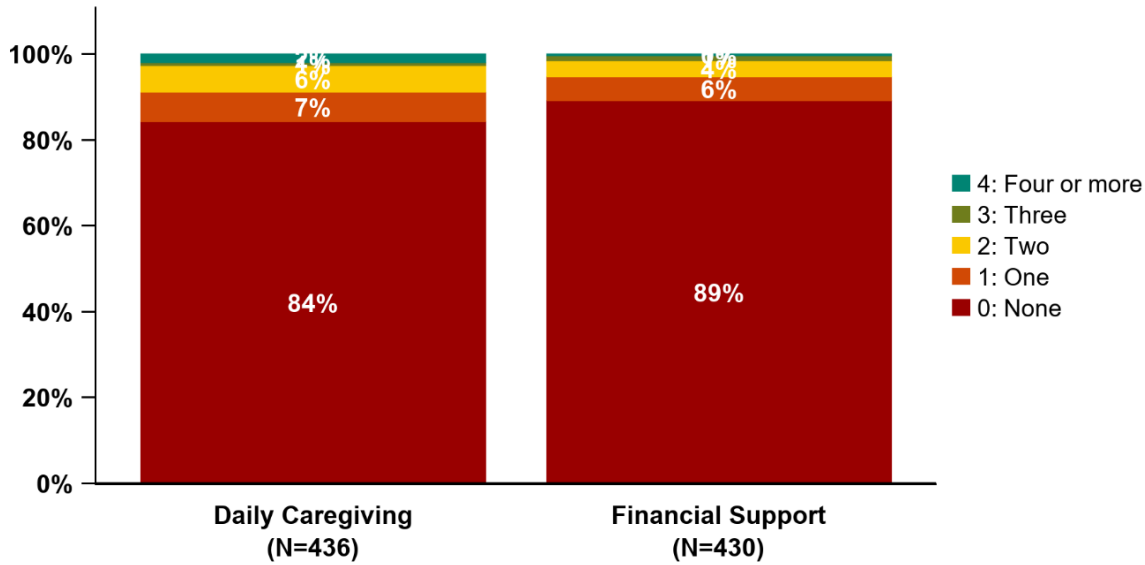
In Their Own Words: Anticipating Life at NC State

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 32)

Table 32 outlines the topics that excite students the most about their first year at NC State. Students were most likely to mention being excited about *learning* (19.8%), *social life* (18.7%), and *adapting to NC State* (16.8%).

Table 32: What Students are Excited About (N category codes = 263*)

	N	%
Learning	113	19.8%
Social Life	107	18.7%
Adapting to NC State	96	16.8%
Campus Life	64	11.2%
Intellectual Environment	44	7.7%
Opportunities	42	7.3%
Independence	18	3.1%
Career Planning	17	3.0%
Time Management	11	1.9%
Cocurricular Activities	8	1.4%
Diversity	8	1.4%
Performance	8	1.4%
Instruction	6	1.0%
Other	30	5.2%

*Some student responses were included in more than one category. "N category codes = 263" 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 excited to be involved with other students and new instructors with their individual style of teaching. I am excited to be involved with people who are exploring new ideas and seeking their individual pathways to their own futures."*
- *"I am very excited to start back into a routine and getting immersed back into academia. Especially now since I know of all the on-campus activities and the amount of programs geared towards assisting the students."*
- *"I am excited to be in a classroom environment as I thrive in environments that allow me to converse and discuss with the professor and my fellow students. I tend to learn more efficiently when I am engaged in dialogue that challenges different views."*

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'm really looking forward to being in a big community. My high school was small and my community college was small as well. I'm excited to go to a popular big school, with passionate students."*
- *"I am excited for the broad number or organizations and being able to meet new people."*
- *"I'm excited to meet new people sharing the same passion as me, and work hard to become a better person, with a fuller career. I hope to attend career fairs and conventions to secure an internship and build my career and academics onward."*

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 their excitement in this area wrote responses such as:

- *"I'm excited about meeting my new professors and utilizing the resources on campus."*
- *"I am excited for the new environment and to start my journey in Raleigh."*
- *"Adapting to a new environment."*

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>

What Students are Concerned About (Table 33)

Table 33 outlines the different topics into which student comments regarding what they are most concerned about in coming to NC State were categorized. Students were most likely to mention being most concerned about adapting to NC State (17.4%), learning (14.6%), their academic performance (14.6%), and social life (11.4%).

Table 33: What Students are Concerned About (N category codes = 251*)

	N	%
Adapting to NC State	81	17.4%
Learning	68	14.6%
Academic Performance	68	14.6%
Social Life	53	11.4%
Health	22	4.7%
Time Management	18	3.9%
Finances	17	3.6%
Independence	17	3.6%
Transportation	17	3.6%
Campus Life	16	3.4%
Intellectual Environment	14	3.0%
Diversity	10	2.1%
Opportunities	9	1.9%
Safety	9	1.9%
Career Planning	7	1.5%
Housing	7	1.5%
Registration	7	1.5%
Technology	6	1.3%
Other	16	3.6%

*Some student responses were included in more than one category. "N category codes = 251" 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 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 comments with concerns about the transition to NC State include:
- "*I am nervous about finding the correct resources to help me build my future and career pathway.*"
- "*Having two years less then most students going in to NC State as a freshmen because now I have less time to get involved and I feel like more is expected on my performance for the next two years.*"
- "*I am most concerned that I will find myself uncomfortable using the resources the school provides, and participating in class, as an older student. I will be graduating at around 30 and I fear that I will be too intimidated to take advantage of things I would otherwise appreciate like tutoring, fitness classes, outdoors trips, etc.*"

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:

- *"Having a good relationship with teachers of the courses I will be attending."*
- *"I am worried about learning how to study and the large class sizes."*
- *"I am a little nervous to transfer here because I attended a small (relative to NCSU) community college. The standards and expectations are much higher at a university but I am up for the challenge."*

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:

- *"I am nervous about not being properly prepared for how the classes will work/operate. I worry that I won't do well on tests bc studying isn't my strong suit and test anxiety is real."*
- *"I am nervous about how I will do this semester grade wise. I want to do well, and I am working towards that."*
- *"I am nervous about the level of difficulty the work will be. Transferring from ECU, I have been told that the work and workload are very different. While I may be nervous, I am also excited to be pushed to my academic limits."*

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 am nervous about finding a group of people for me to fit in with, but I am excited to try new things and join campus clubs."*
- *"I have social anxiety and know almost no one who goes to NCSU. So meeting people and making new friends will be very stressful."*
- *"Since I am 26 turning 27, I am a little nervous about fitting in and getting to know people in my major that are younger than me."*

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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