

NC STATE UNIVERSITY

2024 Incoming Transfer Student Survey: Overall Results

Introduction

This overview report presents findings from all students participating in the 2024 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 for 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 college, see [“2024 Incoming Transfer Student Survey: Table of Contents.”](#)

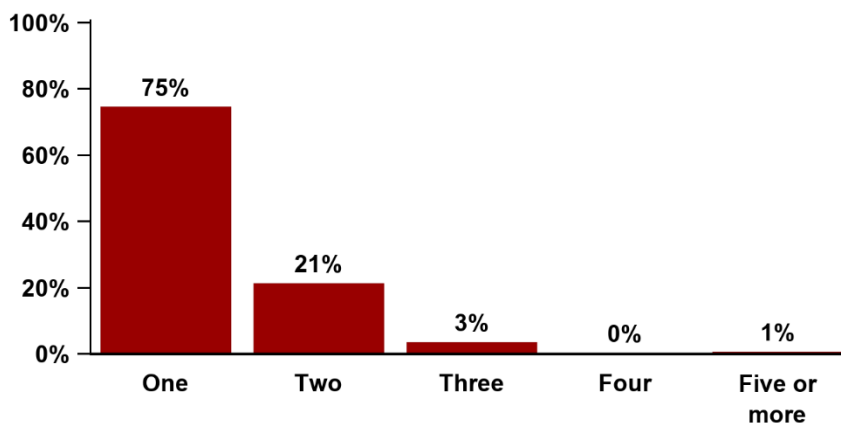
Incoming transfer students were invited to participate in the survey after attending New Student Orientation over the summer before their first semester at NC State. The survey closed on September 4, 2024, about three weeks after classes began. A total of 1,556 incoming transfer students enrolled in a four-year degree program at the time of the census were eligible to have their responses included in final analyses; 688 eligible students participated in the survey for a response rate of 43.9%.

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. Three-fourths of respondents reported that they attended one institution before enrolling at NC State (75%), 21% reported they previously attended two institutions, and 4% said they attended three or more.

Figure 1: Number of Institutions Attended Before Enrolling at NC State (N=688)



NC State First Choice College to Attend (Table 1)

About 85% of incoming transfer students said that NC State was their top choice college to continue their college career (85.8%). Most likely to say NC State was their “only choice” or “first choice” of colleges to attend were transfer students entering the College of Agriculture and Life Sciences (95.9%). While still representing a majority of incoming transfer students, those entering the College of Sciences and the College of Humanities and Social Sciences were the least likely to say NC State was their first or only choice of colleges to continue their education (76.0% and 77.7%, respectively).

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

College	NC State first choice of colleges to attend				N
	It was my only choice	Yes - it was my first choice	No - it was my second choice	No - it was my third choice or below	
Agriculture & Life Sciences	42.5%	53.4%	2.7%	1.4%	73
Design	28.6%	64.3%	.	7.1%	14
Education	40.0%	53.3%	.	6.7%	15
Engineering	34.9%	55.0%	8.1%	2.0%	149
Natural Resources	34.1%	59.1%	6.8%	.	44
Humanities & Social Sciences	32.0%	45.7%	19.8%	2.5%	197
Sciences	35.2%	40.8%	22.5%	1.4%	71
Textiles	33.3%	50.0%	.	16.7%	6
Management	27.2%	63.1%	8.7%	1.0%	103
Total	33.6%	52.2%	12.1%	2.1%	672

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” (19.9%) was most likely to be reported as being the *single most influential factor* in deciding to attend NC State, followed by “future career opportunities” (18.9%), location (15.0%), and “availability of academic program/major” (13.9%). A sizable number of transfer students also selected “level of support for my intended major” as the primary reason for attending NC State (8.1%). 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	19.9%	133
Future career opportunities	18.9%	126
Location	15.0%	100
Availability of academic program/major	13.9%	93
Level of support for my intended major	8.1%	54
Cost	4.8%	32
Recommended by a friend, family member, teacher, counselor, etc.	3.3%	22
Scholarships available	2.5%	17
Facilities and resources available	1.9%	13
Number of hours transferred	1.5%	10
Extracurricular opportunities	1.5%	10
Financial aid available	1.3%	9
Participation in an Engineering 2 + 2 program	1.3%	9
NC State's commitment to the environment and sustainability	1.2%	8
Campus visit/recruitment event(s)	0.9%	6
Attendance at a college fair or college visit	0.1%	1
Wellness and Recreation facilities and programs	0.1%	1
Other	3.5%	25
Total	100.0%	668

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* (85.6%), *future career opportunities* (84.3%), and *availability of academic program/major* (83.9%) had a “very strong” or “strong influence” on their decision to attend NC State. They also reported *location* (79.4%), and *facilities and resources available* (76.1%) 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” (20.8%) or “strong influence” (25.0%), over 25% percent said it had a “weak” or “very weak” effect on their decision (27.3%).

A relatively small number of respondents identified their own *other* factors not included on the list provided as having had a “very strong” or “strong influence” on 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/major	4.35	53.9%	30.0%	13.0%	2.8%	0.3%	684
Future career opportunities	4.33	52.3%	32.0%	12.3%	2.6%	0.7%	682
Academic reputation	4.27	44.3%	41.3%	12.6%	0.9%	0.9%	681
Location	4.21	48.8%	30.6%	14.8%	4.5%	1.3%	684
Facilities and resources available	4.10	40.2%	35.9%	19.1%	3.4%	1.3%	679
Level of support for my intended major	3.97	32.8%	39.0%	22.0%	4.7%	1.5%	677
Recommended by a friend, family member, teacher, counselor, etc.	3.74	35.2%	27.1%	21.0%	9.6%	7.2%	628
Library spaces and services	3.58	23.3%	31.3%	30.1%	10.9%	4.4%	661
Extracurricular opportunities	3.56	23.2%	33.0%	25.8%	12.4%	5.6%	655
Wellness and Recreation facilities and programs	3.43	22.1%	27.7%	28.5%	14.6%	7.0%	656
Commitment to the environment and sustainability	3.30	20.9%	23.0%	31.7%	14.1%	10.3%	652
Financial aid available	3.28	23.2%	21.2%	27.1%	17.9%	10.6%	613
Number of hours transferred/credited	3.28	20.8%	25.0%	26.8%	16.1%	11.2%	663
Scholarships available	3.22	19.2%	20.1%	33.1%	18.9%	8.7%	641
Cost	3.20	17.0%	20.2%	37.2%	16.6%	9.0%	658
Campus visit/recruitment event(s)	3.03	14.8%	22.6%	28.2%	19.5%	14.9%	589
Attendance at a college fair or college visit	2.89	13.7%	18.6%	29.5%	19.0%	19.2%	505
Participation in an Engineering 2+2 program	2.18	8.7%	9.0%	16.5%	23.7%	42.1%	401
Other	3.14	38.5%	10.3%	14.1%	1.3%	35.9%	78

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% said they were “very satisfied” (48.5%) or “moderately satisfied” (43.0%).

Table 4: Satisfaction with NC State Admission Process

	%	N
Very satisfied	48.5%	324
Moderately satisfied	43.0%	287
Moderately dissatisfied	6.6%	44
Very dissatisfied	1.9%	13
Total	100.0%	668

Personal, Educational, and Career Goals

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

Over half of respondents said their primary goal or objective for attending NC State was to earn a “bachelor’s degree as preparation for a career” (53.4%), while 38% said it was to earn a “bachelor’s degree in preparation for graduate school” (37.6%).

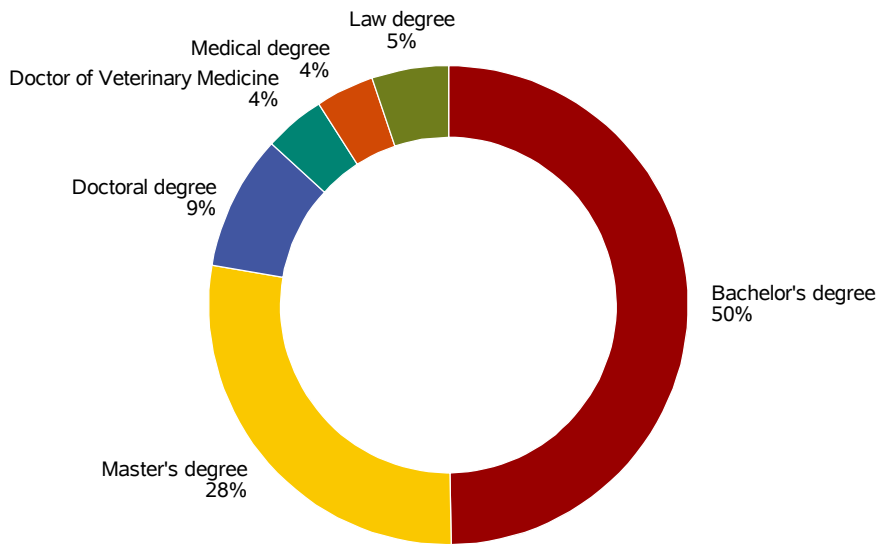
Table 5: Primary Goal/Objective for Attending NC State

	%	N
Bachelor’s degree in preparation for career	53.4%	348
Bachelor’s degree for grad school preparation	37.6%	245
Bachelor’s degree for career change preparation	3.7%	24
Improve knowledge/skills for current profession	4.1%	27
Take courses for personal interest	0.6%	4
Other	0.6%	4
Total	100.0%	652

Highest Level of Education Anticipated to Complete (Figure 2)

When asked to identify the highest level of education they planned to complete, half of respondents reported that they intended to earn a bachelor’s degree (50%). Over one-fourth of all respondents plan to pursue a master’s degree (28%) and just under one-fourth plan to pursue a doctoral or professional degree (22%).

Figure 2: Highest Level of Education Anticipate Completing (among those intending on completing a degree) (N=582)



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. A plurality said they plan on finishing in two years (41.9%), and about one-third said it would take them three or more years to get their degree (34.1%). Six percent said they plan to take fewer than two years (6.1%).

Table 6: Time Anticipated to Complete Bachelor's Degree

	%	N
1 year or less	1.2%	7
1 1/2 years	4.9%	28
2 years	41.9%	241
2 1/2 years	17.4%	100
3 years	25.4%	146
3 1/2 years	3.0%	17
4 years	5.4%	31
More than 4 years	0.3%	2
Do not intend to complete bachelor's degree at NC State	0.5%	3
Total	100.0%	575

Certainty of College Major (Table 7)

Nine-in-ten incoming transfer students reported that they were either “very certain” (47.8%) or “certain” (43.2%) in their choice of college major. Although more than 80% 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 (66.7%) and College of Engineering (62.8%) were most likely to be “very certain” about their choice of college major, and those in the Poole College of Management (33.0%) and College of Humanities and Social Sciences (37.4%) least likely to be “very certain.”

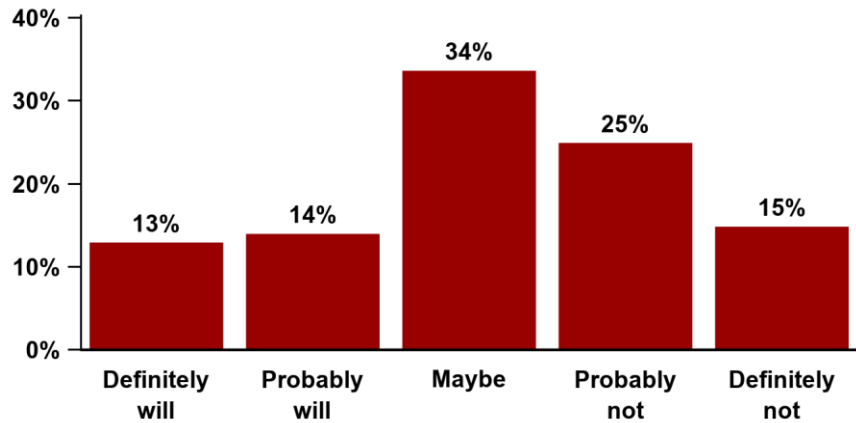
Table 7: Certainty of College Major

College	Certainty of college major choice				N
	Very certain	Certain	Uncertain	Very uncertain	
Agriculture & Life Sciences	48.6%	43.1%	8.3%	.	72
Design	53.8%	38.5%	.	7.7%	13
Education	66.7%	20.0%	6.7%	6.7%	15
Engineering	62.8%	33.8%	3.4%	.	145
Natural Resources	58.1%	25.6%	14.0%	2.3%	43
Humanities & Social Sciences	37.4%	49.5%	12.1%	1.1%	190
Sciences	52.9%	40.0%	7.1%	.	70
Textiles	50.0%	50.0%	.	.	6
Management	33.0%	58.8%	7.2%	1.0%	97
Total	47.8%	43.2%	8.1%	0.9%	651

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 (61%), with 13% saying they “definitely will” participate. However, 40% said they would “definitely not” (15%) or “probably not” participate in a Study Abroad program (25%).

Figure 3: Likelihood of Study Abroad Program Participation (N=575)



Intended Employment Location after Graduation (Table 8)

When asked to indicate the general location in which they intend to seek employment after graduation, 30% said that they will be seeking work “in North Carolina only” (30.6%), while two-in-five said that they would seek work “anywhere in the USA” (40.2%). One percent said they would seek work “outside the USA only” (1.4%), and over one-fourth said that they would seek work “anywhere – location is not important” (27.8%).

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

	%	N
In North Carolina only	30.6%	153
Anywhere in USA	40.2%	201
Outside USA only	1.4%	7
Anywhere - location is not important	27.8%	139
Total	100.0%	500

Development and Importance of Goals Held by NC State (Tables 9-13)

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.

Average ratings of students’ current level of development for all the goals asked about range from a high of 3.42 (*Taking responsibility for my own behavior*) to a low of 2.67 (*Being involved in public and community affairs*) (on a 4-point scale). Relatively 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 15 of the 28 goals asked about.

Average ratings for incoming transfer students perceived importance of the 28 individual goals asked about range from a high of 3.81 (*Taking responsibility for my own behavior*) to a low of 2.90 (*Engaging with and responding to artistic works*) (on a 4-point scale). At least half of respondents rated all but five 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.

General Education Goals

Overall, incoming transfer students reported that they felt prepared in various general education areas prior to coming to campus, with three-fourths or more saying said that their current level of development was “excellent” or “good” on 10 of the 14 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* (43.0%) and *considering options and their consequences when solving a problem or addressing an issue* (38.8%). Conversely, their current development of *engaging with and responding to artistic works* and *engaging with and responding to artistic works* were most likely to be rated as either “fair” or “poor” by incoming transfer students (37.6% and 35.9%, respectively).

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	3.29	43.0%	44.4%	11.5%	1.1%	637
Development: Considering options and their consequences when solving a problem or addressing an issue	3.28	38.8%	50.6%	9.9%	0.6%	636
Development: Identifying a problem/concept and articulating its components	3.19	34.4%	50.9%	14.0%	0.8%	637
Development: Ability to make judgements and draw conclusions based on quantitative analysis of data	3.18	35.4%	47.9%	16.1%	0.6%	639
Development: Reflecting on learning in and out of the classroom	3.17	35.3%	47.4%	15.9%	1.4%	635
Development: Keeping my personal data and devices secure	3.15	34.4%	48.5%	15.2%	1.9%	631
Development: Effectively analyzing and evaluating evidence/arguments/claims/beliefs	3.14	30.7%	53.6%	15.1%	0.6%	636
Development: Appreciating the humanities	3.08	33.7%	43.4%	20.3%	2.7%	632
Development: Communicating information and knowledge using multiple forms, including text, video, graphics, etc.	3.08	30.5%	48.8%	18.5%	2.2%	639
Development: Advanced use of technology	2.94	27.3%	44.0%	24.3%	4.4%	637
Development: Applying social science methods to understand human behavior	2.93	25.4%	45.7%	25.4%	3.5%	626
Development: Applying scientific methods of inquiry	2.91	23.9%	47.2%	24.8%	4.1%	633
Development: Seeking out new, untested solutions to real world problems	2.82	20.6%	46.5%	27.2%	5.8%	622
Development: Engaging with and responding to artistic works (e.g., plays, music, movies, dance, visual arts).	2.80	26.0%	38.1%	25.6%	10.3%	620

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 14 general education goals as being “very” or “moderately important” to them. They were most likely to rate *ability to plan and carry out projects independently* (76.7%), *identifying a problem/concept and articulating its components* (75.0%), and *considering options and their consequences when solving a problem or addressing an issue* (73.3%) 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)* (31.7%), *appreciating the humanities* (18.9%), and *applying social science methods to understand human behavior* (14.9%) 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: Ability to plan and carry out projects independently	3.75	76.7%	21.9%	1.3%	0.2%	621
Importance: Identifying a problem/concept and articulating its components	3.73	75.0%	23.2%	1.5%	0.3%	620
Importance: Considering options and their consequences when solving a problem or addressing an issue	3.72	73.3%	25.6%	0.8%	0.3%	622
Importance: Ability to make judgements and draw conclusions based on quantitative analysis of data	3.67	69.7%	27.8%	2.4%	0.2%	623
Importance: Keeping my personal data and devices secure	3.64	69.5%	26.2%	3.7%	0.6%	619
Importance: Effectively analyzing and evaluating evidence/arguments/claims/beliefs	3.64	67.6%	29.4%	2.9%	0.2%	623
Importance: Reflecting on learning in and out of the classroom	3.59	65.2%	29.0%	5.2%	0.6%	618
Importance: Communicating information and knowledge using multiple forms, including text, video, graphics, etc.	3.59	64.0%	31.4%	4.0%	0.6%	625
Importance: Seeking out new, untested solutions to real world problems	3.52	59.0%	34.4%	6.1%	0.5%	620
Importance: Advanced use of technology	3.49	55.3%	38.5%	5.6%	0.5%	620
Importance: Applying scientific methods of inquiry	3.38	52.9%	33.6%	11.7%	1.8%	614
Importance: Applying social science methods to understand human behavior	3.27	45.3%	39.9%	11.8%	3.1%	612
Importance: Appreciating the humanities	3.19	42.2%	38.9%	14.7%	4.2%	614
Importance: Engaging with and responding to artistic works (e.g., plays, music, movies, dance, visual arts)	2.90	30.4%	37.9%	22.6%	9.1%	615

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* (49.4%), *working effectively as part of a team* (43.5.1%), and *seeing projects through to completion* (41.0%). Conversely, more than one-third of respondents gave a rating of “fair” or “poor” to their development of *being involved in public and community affairs* (42.9%), *time management* (38.0%), and *ability to manage ongoing stressors* (34.8%).

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	3.42	49.4%	43.9%	6.1%	0.7%	611
Development: Working effectively as part of a team	3.28	43.5%	42.5%	12.5%	1.5%	616
Development: Recognizing and acting on ethical principles	3.28	37.6%	52.6%	9.6%	0.2%	614
Development: Ability to set and accomplish goals	3.22	37.5%	48.4%	12.3%	1.8%	610
Development: Seeing projects through to completion	3.21	41.0%	42.2%	13.7%	3.1%	607
Development: Identifying alternatives when faced with setbacks	3.16	34.4%	50.0%	13.1%	2.5%	610
Development: Ability to reflect upon academic goals and expectations and update them as needed in response to changing circumstances	3.16	35.0%	48.6%	14.1%	2.3%	611
Development: Ability to reflect upon personal goals and expectations and update them as needed in response to changing circumstances	3.06	30.9%	47.5%	18.0%	3.6%	612
Development: Developing leadership skills	3.05	34.5%	40.5%	20.6%	4.4%	612
Development: Developing and sustaining an active and healthy lifestyle	2.93	30.8%	37.7%	24.8%	6.7%	616
Development: Recovering from emotional setbacks	2.92	28.5%	41.5%	23.2%	6.8%	607
Development: Ability to manage ongoing stressors	2.79	21.2%	44.0%	27.6%	7.2%	613
Development: Time management	2.73	20.9%	41.1%	27.7%	10.3%	613
Development: Being involved in public and community affairs	2.67	22.7%	34.4%	29.6%	13.3%	611

Over 95% of transfer students rated all but one of the 14 personal development goals asked about as being “very” or “moderately important” to them. In particular, a large majority said that *taking responsibility for my own behavior* (82.9%), *time management* (82.2%) were “very important” to them. The one goal which over five percent of respondents indicated was “slightly” or “not at all important” was *being involved in public and community affairs* (10.6%).

Table 12: Importance of Personal Development Goals

	Mean	4: Very important	3: Moderately important	2: Slightly important	1: Not at all important	N
Importance: Taking responsibility for my own behavior	3.81	82.9%	15.1%	1.7%	0.3%	601
Importance: Time management	3.80	82.2%	16.0%	1.3%	0.5%	601
Importance: Ability to set and accomplish goals	3.77	78.7%	20.0%	0.8%	0.5%	601
Importance: Seeing projects through to completion	3.75	77.2%	21.0%	1.3%	0.5%	600
Importance: Ability to manage ongoing stressors	3.75	77.1%	21.1%	1.3%	0.5%	602
Importance: Working effectively as part of a team	3.73	75.2%	23.3%	1.2%	0.3%	605
Importance: Developing and sustaining an active and healthy lifestyle	3.73	74.8%	23.6%	1.3%	0.3%	606
Importance: Identifying alternatives when faced with setbacks	3.72	75.4%	22.3%	1.3%	1.0%	597
Importance: Ability to reflect upon personal goals and expectations and update them as needed in response to changing circumstances	3.71	74.2%	23.3%	2.0%	0.5%	601
Importance: Ability to reflect upon academic goals and expectations and update them as needed in response to changing circumstances	3.71	73.9%	23.4%	2.2%	0.5%	602
Importance: Recovering from emotional setbacks	3.69	73.4%	22.9%	3.2%	0.5%	593
Importance: Recognizing and acting on ethical principles	3.65	67.5%	30.0%	2.3%	0.2%	603
Importance: Developing leadership skills	3.63	67.6%	29.1%	2.5%	0.8%	602
Importance: Being involved in public and community affairs	3.36	48.5%	40.9%	8.8%	1.8%	604

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 13 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* (1st in importance [average rating 3.81] and 1st in development [average rating 3.42])
- *Ability to set and accomplish goals* (3rd [3.77] and 6th [3.22])
- *Ability to plan and carry out projects independently* (4th [3.75] and 2nd [3.29])
- *Seeing projects through to completion* (5th [3.75] and 7th [3.21])
- *Working effectively as part of a team* (7th [3.73] and 3rd [3.28])
- *Identifying a problem/concept and articulating its components* (8th [3.73] and 8th [3.19])

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)* (28th in importance [average rating 2.90] and 25th in development [average rating 2.80])
- *Being involved in public and community affairs* (25th [3.36] and 28th [2.67])
- *Applying scientific methods of inquiry* (24th [3.38] and 23rd [2.91])

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* (2nd in importance [average rating 3.80] vs 27th in development [average rating 2.73])
- *Ability to manage ongoing stressors* (6th [3.75] vs 26th [2.79])
- *Developing and sustaining an active and healthy lifestyle* (9th [3.73] and 21st [2.93])

Table 13: Relative Ranking of Importance of Goals and Current Level of Development

Goals	Importance Rank	Importance Mean	Development Rank	Development Mean
Taking responsibility for my own behavior	1	3.81	1	3.42
Time management	2	3.80	27	2.73
Ability to set and accomplish goals	3	3.77	6	3.22
Ability to plan and carry out projects independently	4	3.75	2	3.29
Seeing projects through to completion	5	3.75	7	3.21
Ability to manage ongoing stressors	6	3.75	26	2.79
Working effectively as part of a team	7	3.73	3	3.28
Identifying a problem/concept and articulating its components	8	3.73	8	3.19
Developing and sustaining an active and healthy lifestyle	9	3.73	21	2.93
Identifying alternatives when faced with setbacks	10	3.72	11	3.16
Considering options and their consequences when solving a problem or addressing an issue	11	3.72	5	3.28
Ability to reflect upon personal goals and expectations and update them as needed in response to changing circumstances	12	3.71	17	3.06
Ability to reflect upon academic goals and expectations and update them as needed in response to changing circumstances	13	3.71	12	3.16
Recovering from emotional setbacks	14	3.69	22	2.92
Ability to make judgements and draw conclusions based on quantitative analysis of data	15	3.67	9	3.18
Recognizing and acting on ethical principles	16	3.65	4	3.28
Keeping my personal data and devices secure	17	3.64	13	3.15
Effectively analyzing and evaluating evidence/arguments/claims/beliefs	18	3.64	14	3.14
Developing leadership skills	19	3.63	18	3.05
Reflecting on learning in and out of the classroom	20	3.59	10	3.17
Communicating information and knowledge using multiple forms, including text, video, graphics, etc	21	3.59	16	3.08
Seeking out new, untested solutions to real world problems	22	3.52	24	2.82
Advanced use of technology	23	3.49	19	2.94
Applying scientific methods of inquiry	24	3.38	23	2.91
Being involved in public and community affairs	25	3.36	28	2.67
Applying social science methods to understand human behavior	26	3.27	20	2.93
Appreciating the humanities	27	3.19	15	3.08
Engaging with and responding to artistic works (e.g., plays, music, movies, dance, visual arts).	28	2.90	25	2.80

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 (Table 14)

Over half of the incoming transfer students reported that their parents or guardians will be covering most of their first-year expenses (e.g. tuition, fees, food, and housing), with about a fifth reporting that their parents/guardians will cover all of their expenses (20.8%). Over 20 percent of respondents reported that they will not receive any financial assistance from their parents (22.0%).

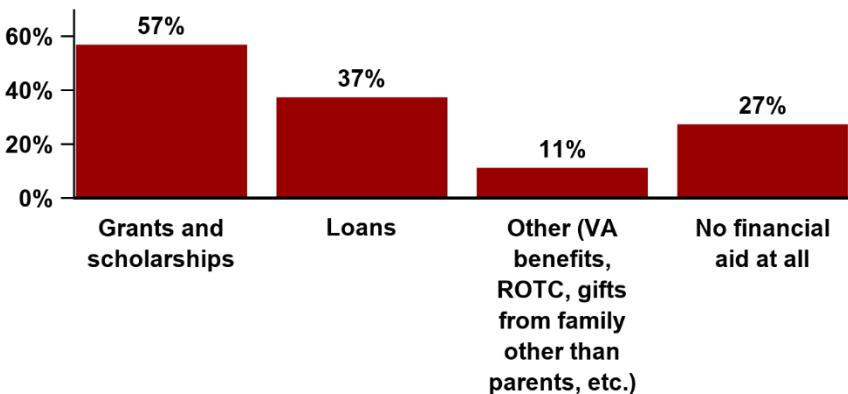
Table 14 - Financial Independence Among Students

	%	N
Parents cover all expenses	20.8%	119
Parents cover half or more of expenses	37.3%	214
Parents cover less than half of expenses	19.9%	114
No financial assistance from parents	22.0%	126
Total	100.0%	573

Financial Aid Received (Figure 4)

When asked to identify what types of financial aid they had received, over half of incoming transfer students said they were receiving grants and scholarships (57%), while 37% said that they received loans to help pay for their education. Fewer students reported they were receiving some other type of financial aid (11%). More than one-fourth indicated they are not receiving any financial aid at all (27%).

Figure 4: Financial Aid Received* (N=656)



*Note: Respondents could select more than one response

Sources of Education Funding (Table 15)

Incoming transfer students were asked about how much of the AY2024-25 educational expenses would be covered from various sources.¹ One-fourth of them reported that “\$10,000 or more” of their educational expenses for their first year at NC State would come from *family resources* (25.0%). One-

¹ The students’ responses to these questions do not always align with those from the previous question asking about sources of financial aid, seen in Figure 4.

fifth reported that they would be receiving “\$10,000 or more” in *aid that does not need to be repaid* (27.3%). Forty percent will be using *aid that must be repaid* to pay for their education expenses (40.3%), with 8 percent having “\$10,000 or more” in such loans (8.4%).

While 80 percent of incoming transfer students reported using their own resources to help pay for their first year at NC State (80.0%), most are contributing relatively smaller amounts. Just under 10% said they will be personally responsible for either “\$6,000-\$9,000” (4.1%) or “\$10,000 or more” (5.2%) of their expenses for their first year at NC State, while just under 30% reported they will be contributing “less than \$1,000” (27.7%).

Table 15: Sources of Education Funding

	None	Less than \$1,000	\$1,000-\$2,999	\$3,000-\$5,999	\$6,000-\$9,999	\$10,000 or more	N
Family resources (parents, relatives, spouse, etc.)	27.4%	13.0%	10.3%	15.6%	8.6%	25.0%	639
Aid that does not need to be repaid (grants, scholarships, military funding, etc.)	36.8%	7.6%	10.3%	12.3%	12.3%	20.7%	633
My own resources (savings from work, other income)	20.0%	27.7%	29.9%	13.1%	4.1%	5.2%	635
Aid that must be repaid (loans, etc.)	59.7%	3.3%	7.8%	13.7%	7.0%	8.4%	628
Other than above	96.1%	0.4%	0.8%	1.2%	0.0%	1.6%	254

Student Employment (Figures 5-6; Table 16)

Seventy percent of incoming transfer student respondents reported that they would be employed during their first year at NC State (70%). Employed respondents were overwhelmingly likely to say they would be working only off campus (61%). Just 16% of those who reported they would be working said they would only be working on campus only and 22% 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 (29% vs 12%, respectively). Half of students working on campus reported that they would be working just 1-10 hours per week (51%).

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. Under one-third said they will be working 1-10 hours at each of their on-campus and off campus jobs (30.3%), while 19% said they would work 11-20 hours at each (19.1%). However, 10% said they would work more than 20 hours at both their on-campus and their off-campus jobs during their first year at NC State (10.1%).

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

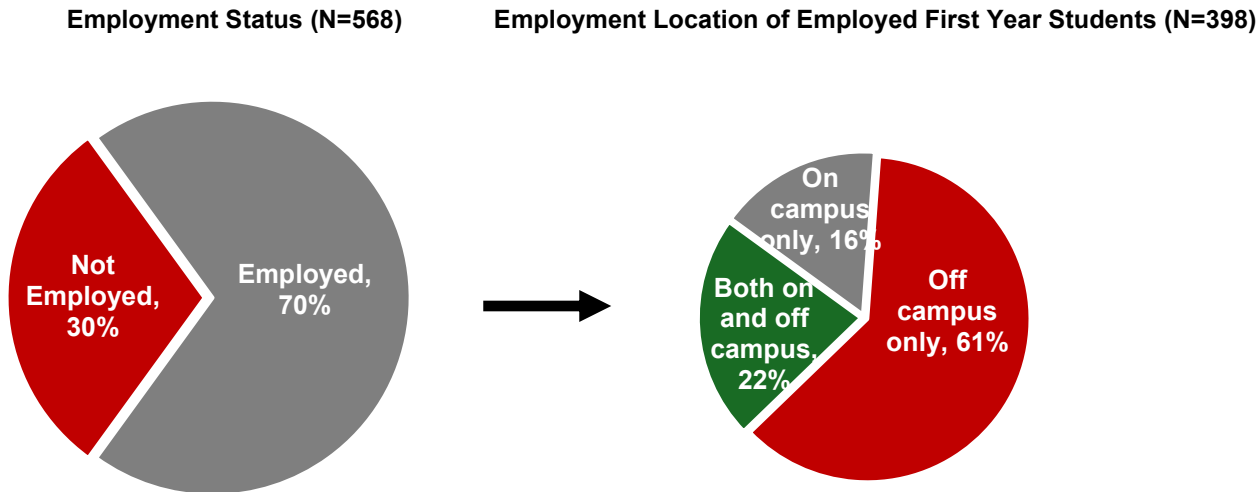


Figure 6: On Campus vs Off Campus Work Hours (Among Employed Respondents)

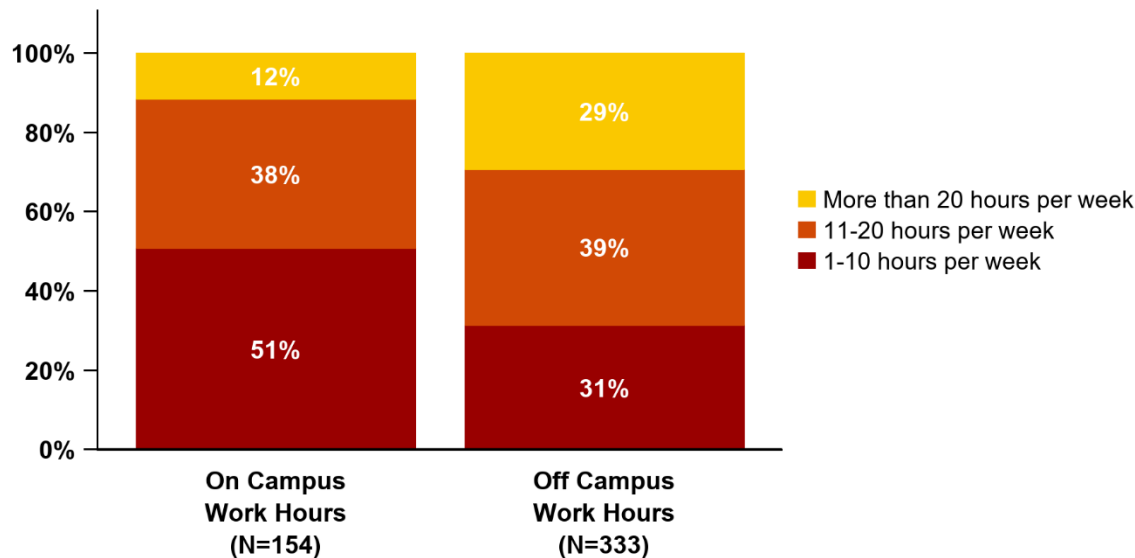


Table 16: Students Employed both On and Off Campus (N=73)

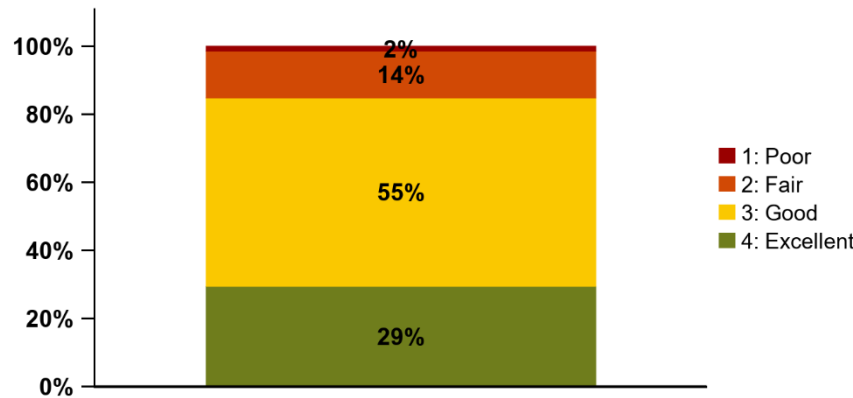
On campus (among those working)	Off campus (among those working)			Total
	1-10 hours per week	11-20 hours per week	More than 20 hours per week	
1-10 hours per week	30.3%	12.4%	3.4%	46.1%
11-20 hours per week	9.0%	19.1%	9.0%	37.1%
More than 20 hours per week	5.6%	1.1%	10.1%	16.9%
Total	44.9%	32.6%	22.5%	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% of respondents gave a rating of “excellent” (29%) or “good” (55%).

Figure 7: Rating of the NC State Admissions Website (excluding those who responded “Never used”; N=663)



Satisfaction with NC State Financial Aid Process (Table 17)

Respondents were asked to rate their satisfaction with the NC State financial aid process on a scale from 1 (“very dissatisfied”) to 4 (“very satisfied”). Close to 90 percent of incoming transfer students report that they were either “very” (35.9%) or “moderately satisfied” (50.9%) with the financial aid process.

Table 17: Satisfaction with NC State Financial Aid Process (excluding those who responded “Not applicable”)

	%	N
Very satisfied	35.9%	193
Moderately satisfied	50.0%	269
Moderately dissatisfied	9.3%	50
Very dissatisfied	4.8%	26
Total	100.0%	538

New Student Orientation (Tables 18-21)

Incoming transfer students were asked 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 2024 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 35% or more saying they “strongly agree” with each. While still very favorably rated, incoming transfer students were most likely to disagree that the *information/advice they received from their college/department during orientation helped them confirm or adjust their fall schedule* (13.6%).

Table 18: 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	37.5%	52.8%	7.5%	2.1%	562
Info/advice from college/dept prior to orientation helped me plan my schedule	3.23	37.5%	51.1%	8.8%	2.7%	558
I am satisfied with the attention received from college/dept prior to orientation	3.21	37.9%	48.3%	11.0%	2.8%	565

Table 19: Rating of Experiences with College/Department during New Student Orientation

	Mean	4: Strongly agree	3: Agree	2: Disagree	1: Strongly disagree	N
I am satisfied with the attention received from college/dept during orientation	3.26	36.5%	55.7%	5.4%	2.4%	551
Time spent with college/dept during orientation provided opportunity to get answers to my academic questions	3.21	36.0%	52.6%	7.7%	3.7%	542
Info/advice from college/dept during orientation helped me confirm or adjust my fall schedule	3.14	32.3%	54.1%	9.2%	4.4%	542

Incoming transfer students overwhelmingly agree that through their participation in New Student Orientation they could now identify resources and behaviors to promote their own personal well-being as well as that of the NC State community.

Table 20: Result of Participation in New Student Orientation

	Mean	4: Strongly agree	3: Agree	2: Disagree	1: Strongly disagree	N
I can identify resources to promote personal well-being	3.33	36.6%	61.3%	1.1%	1.1%	569
I can identify behaviors to promote personal well-being	3.33	38.8%	57.2%	2.7%	1.4%	565
I can identify behaviors to promote community well-being	3.30	35.7%	59.5%	4.1%	0.7%	555
I can identify resources to promote community well-being	3.29	34.7%	60.3%	3.9%	1.1%	559

Finally, transfer students attending New Student Orientation were asked about the overall impact of their experience. Over 90% say they “strongly agree” or “agree” that as a result of attending orientation *they are excited to start their first semester at NC State* (96%) and that they *feel better prepared to start their first semester* (92.8%). They also believe that orientation helped them connect with others, with more than 80% agreeing that because of their participation they *feel more connected to the NC State community* (87.6%), and that *the small groups during orientation helped them connect with other students* (82.4%). Similarly, over 80% believe orientation provided experiences specifically for transfer students, with 87% agreeing that their *orientation was tailored to new transfer students* (87.4%) and 83% agreeing that *orientation helped them to better understand what NC State is like for transfer students* (83.0%). Despite the overwhelmingly favorable ratings, however, almost one-fourth of the incoming transfer students attending New Student Orientation either disagree (14.2%) or “strongly disagree” (8.5%) that *time spent at orientation was a good use of time*.

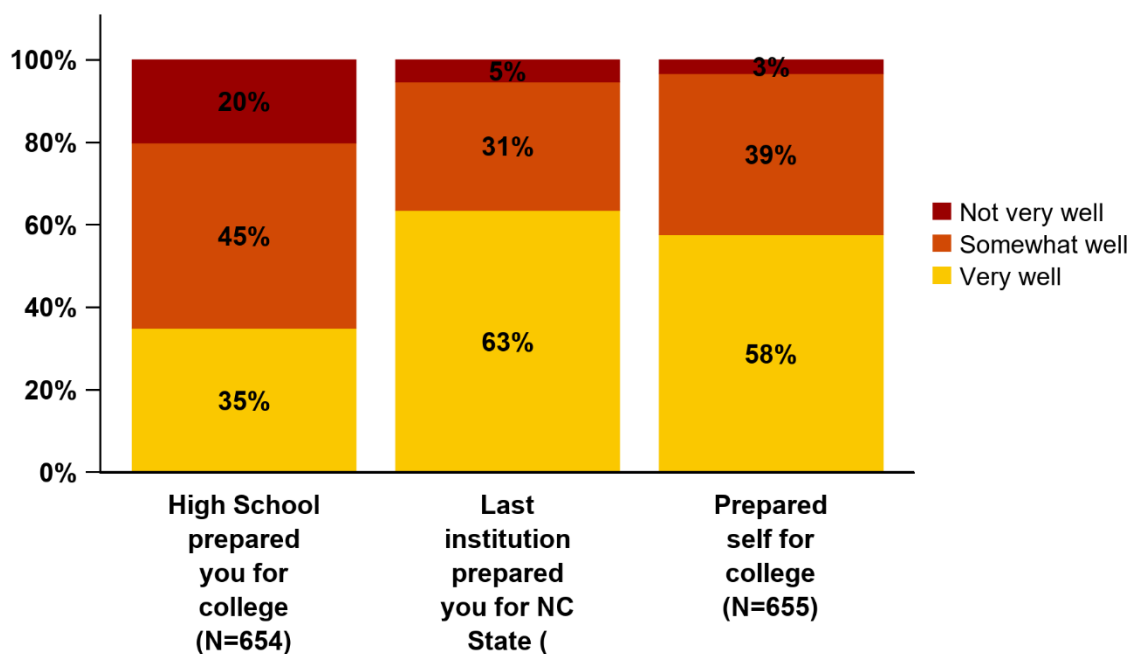
Table 21 – Overall Evaluation of New Student Orientation

	Mean	4: Strongly agree	3: Agree	2: Disagree	1: Strongly disagree	N
I am excited to start first semester	3.53	58.6%	37.4%	3.0%	1.1%	567
I feel better prepared to start first semester	3.36	44.4%	48.4%	5.6%	1.6%	558
I feel more connected to NC State community	3.21	36.3%	51.3%	9.8%	2.7%	560
Orientation was tailored to new transfer students	3.19	33.9%	53.5%	10.0%	2.7%	561
Orientation small groups helped me connect to other students	3.14	35.9%	46.5%	13.3%	4.3%	563
Orientation helped to better understand what NC State is like for transfer students	3.13	32.7%	50.3%	14.3%	2.7%	565
Orientation helped me learn more about NC State history and traditions	3.08	28.8%	54.0%	14.2%	3.1%	556
Time spent at orientation was good use of time	2.98	29.0%	48.3%	14.2%	8.5%	563

Demographic and Family Background Characteristics

College Preparation (Figure 8)

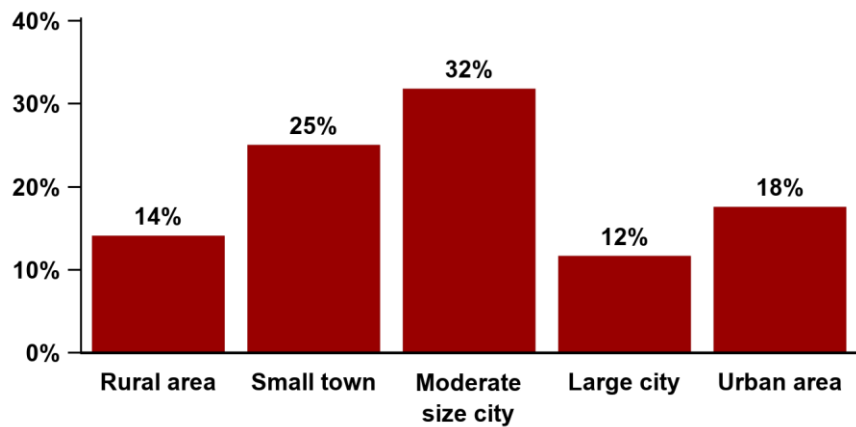
Over 90% percent of respondents reported that they were either “very well” (63%) or “somewhat well” prepared (31%) for further study at NC State by their last institution. While 58% of respondents reported that they felt they were “very well” prepared for college by their own efforts, only 35% reported 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

Hometown Geographic Area (Figure 9)

Two-in-five incoming transfer students reported that they were from a “rural area” (14%) or a “small town” (25%), while 30% come from an “urban area” (18%) or a “large city” (12%).

Figure 9: Hometown Geographic Area (N=576)



First Generation College Students (Table 22)

One-fourth of respondents indicated they are a first-generation college student, with 15% having no parent/guardian who ever attended college (15.2%), and 11% having a parent/guardian who attended college, but not earning a four-year degree (11.2%).

Table 22: First Generation College Students

	%	N
First generation college student	15.2%	71
At least one parent some college/no degree	11.2%	52
Not first generation	73.6%	343
Total	100.0%	466

Parents’/Guardians’ Finances (Tables 23-24; Figure 10)

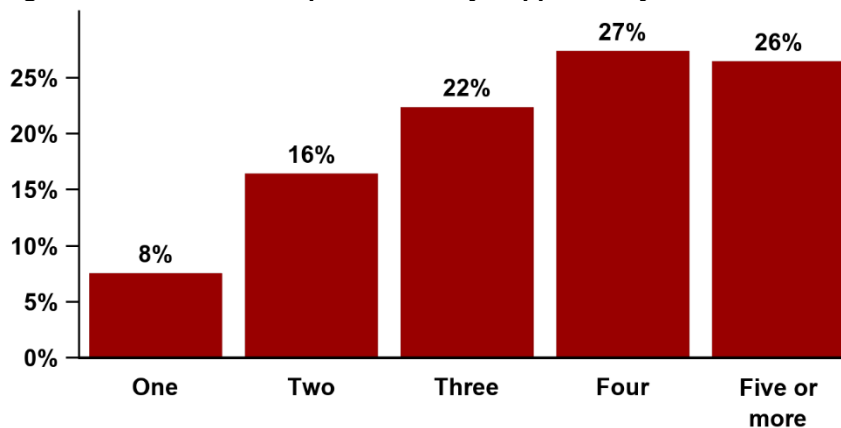
Incoming transfer students were asked a series of questions pertaining to their family’s finances and household demographics. When asked to estimate their parents’/guardians’ combined 2023 pre-tax income, close to half of respondents reported it was \$100,000 or less (46.6%), with close to 20% reporting it was \$50,000 or less (18.2%). However, 18% of incoming transfer students came from a family with a combined income of more than \$200,000 (17.8%).

Table 23: Parents'/Guardians' Combined Income (excluding those who selected either "Don't know" or "Prefer not to respond")

	%	N
\$30,000 or less	10.2%	23
\$30,001-\$50,000	8.0%	18
\$50,001-\$75,000	14.2%	32
\$75,001-\$100,000	14.2%	32
\$100,001-\$150,000	20.9%	47
\$150,001-\$200,000	14.7%	33
More than \$200,000	17.8%	40
Total	100.0%	225

Just over half of respondents (53%) indicated that they came from a household with four or more members financially supported by their parents/guardians, including themselves and their parents/guardians. However, 16% reported that they came from a household with only two people financially supported by their parents/guardians, and 8% reported that only one person in their household was financially supported.

Figure 10: Number of People Financially Supported by Parents/Guardians (N=439)



When asked about their parents'/guardians' dependents enrolled in college, close to two-thirds said they were the only dependent in their household currently enrolled (64.2%).

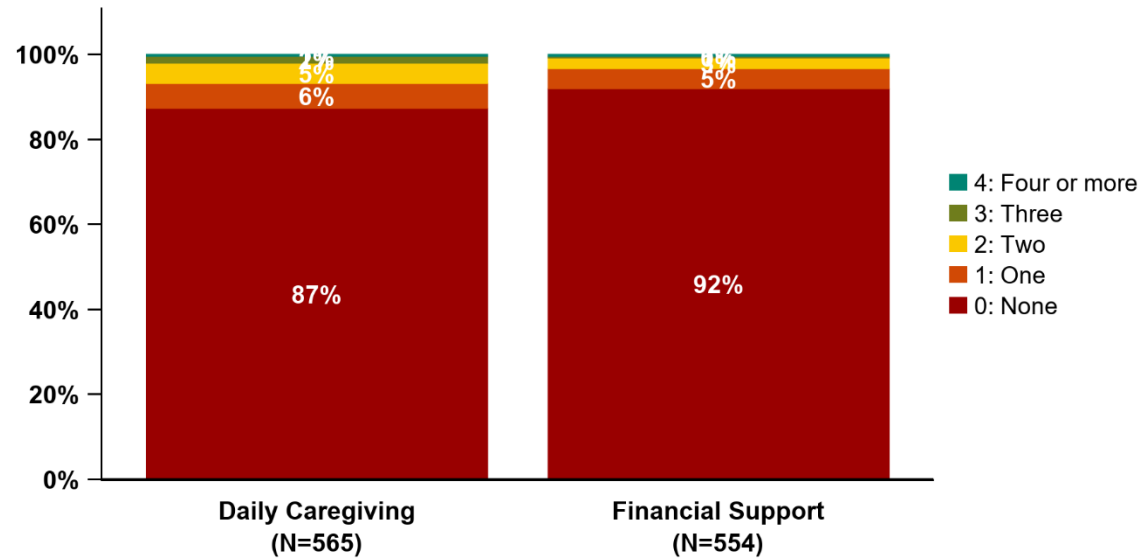
Table 24: Parents'/Guardians' Dependents Enrolled in College

	%	N
Only myself	64.2%	283
Two	30.6%	135
Three or more	5.2%	23
Total	100.0%	441

Respondents' Caregiving and Financial Responsibilities (Figure 11)

While the majority of respondents do not provide day-to-day caregiving to someone (e.g. children, elders, others), 13% of transfer students report providing such care giving for at least one person. In addition, 8% provide the majority of financial support for one or more people.

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 with regards to 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 25)

Table 25 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 (37.3%), academic performance (34.8%), and adapting to NC State (33.2%). Descriptions of these categories and example quotes can be found below Table 25.

Table 25: What Students are Excited About (N category codes = 1,310)

	N	%
Learning	118	37.3%
Performance	110	34.8%
Adapting to NC State	105	33.2%
Social Life	81	25.6%
Time Management	39	12.3%
Intellectual Environment	28	8.9%
Campus Life	27	8.5%
Finances	21	6.6%
Transportation	19	6.0%
Independence	18	5.7%
Health	16	5.1%
Safety	14	4.4%
Housing	13	4.1%
Career Planning	12	3.8%
Opportunities	9	2.8%
Registration	9	2.8%
Instruction	6	1.9%
Cocurricular Activities	5	1.6%
Instructional Mode	3	0.9%
COVID-19	1	0.3%
Spirit and Pride	1	0.3%
Technology	1	0.3%

*Some student responses were included in more than one category. "N category codes = 1,310" represents the total number of codes assigned to all student responses to this open-ended question.

Intellectual Environment

Many students described their excitement for the intellectual environment at NC State. They specifically were excited about being in a community where people want to learn to reinvigorate their own passion for learning. Examples of such comments include:

- *"I'm really excited to join the Wolfpack and just experience what it feels like to be a part of the NC State community that I have heard such great things about."*
- *"I am most excited to step out of my comfort zone and get started and reacclimated to the learning environment. At my previous school, I got disinterested in learning because the learning process was so boring."*
- *"I'm most excited about the opportunity to be in an enriching environment full of people who want to learn."*
- *"Going back to school and being in a learning environment is something that I'm really looking forwards to! I'm also excited to become part of a community and see what it's like to take career-specific courses."*

Learning

Learning at NC State was frequently mentioned by students, who described enthusiasm for learning more about their intended program of study. Examples of such comments include:

- *"As a transfer student with most/all of my general education completed, I am so excited to finally be enrolled in classes that are related to my interests and geared towards my major and future career."*
- *"I am most excited to study the more complex and major specific class that NCSU offers for Mechanical Engineering."*
- *"I'm the most excited for specialized classes that will fit my major and align with my interests"*
- *"I am most excited for a clean slate and a more well supported history program."*

Social Life

Students who expressed excitement about social life mentioned their enthusiasm to build a strong support system and make lifelong friends. Examples of such comments include:

- *"I'm excited to meet new people who care about the same things I care about."*
- *"I am excited to further my education, and make friendships that will last throughout my college time!!"*
- *"Being around my friends more and meeting new people that will expand my social circle"*
- *"I am excited about building a community of support, finding the place for me."*

Adapting to NC State

Several students look forward to the changes that come along with transferring to NC State. Specifically, they look forward to being in a new space with new people. Examples of such comments include:

- *“New friendship opportunities and a change. Living on my own and can officially say I’m a part of the Pack”*
- *“The start of a new chapter, a change of scenery, better educational environment and being closer to friends”*
- *“New start”*
- *“I would say what I’m most excited about for this upcoming semester is the opportunity to meet new people and socialize. I am also pretty excited to just start somewhere new, so I can kinda start my own journey.”*

Campus Life

Campus life was very exciting for students. They particularly look forward to extracurricular activities, campus events, and making connections in these spaces. Examples of such comments include:

- *“I am most excited about the social and academic opportunities at NC State. Such as, football games, career fairs, and wolfstock”*
- *“I am excited for new experiences, the campus life and other activities”*
- *“I’m excited to meet a variety of people and get to know the community. I am looking forward to my courses and meeting other students in my department. I am also hyped for events around campus and the resources available to use, like the rec center.”*
- *“There are many things that I am excited about including being exposed to a new academic program, getting to take advantage of various opportunities (internships, coffee chats, etc.), and extracurricular activities.”*

Opportunities

The opportunities available to students at NC State were very exciting for transfer students. This includes on-campus facilities, clubs, and connections. Examples of such comments include:

- *“I’m excited about all my education opportunities provided at a bigger university. I am also excited for more clubs than previously offered at my other university.”*
- *“I am looking forward to exploring the resources on campus such as the gym, libraries, and other spaces. I am also looking forward to meeting people who share some of my interests and hopefully to connect with some of them.”*
- *“The large campus and use of the many facilities, the various clubs, and the research opportunities.”*
- *“There are many things that I am excited about including being exposed to a new academic program, getting to take advantage of various opportunities (internships, coffee chats, etc.), and extracurricular activities.”*

What Students Are Concerned About (Table 26)

Table 26 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 learning (48.0%), social life (47.8%), and adapting to NC State (34.4%). Descriptions of these categories and example quotes can be found below Table 26.

Table 26: What Students are Concerned About (N category codes = 1,397*)

	N	%
Learning	172	48.0%
Social Life	171	47.8%
Adapting to NC State	123	34.4%
Campus Life	93	26.0%
Intellectual Environment	74	20.7%
Opportunities	66	18.4%
Career Planning	32	8.9%
Cocurricular Activities	17	4.7%
Independence	15	4.2%
Instruction	14	3.9%
Spirit and Pride	11	3.1%
Time Management	9	2.5%
Housing	5	1.4%
Instructional Mode	3	0.8%
Performance	3	0.8%
Safety	2	0.6%
Finances	1	0.3%
Health	1	0.3%
Registration	1	0.3%

*Some student responses were included in more than one category. "N category codes = 1,397" represents the total number of codes assigned to all student responses to this open-ended question.

Learning

While many students are excited to learn at NC State, some are concerned about the rigor of their classes and whether they will enjoy their coursework. Examples of such comments include:

- *"I'm nervous about my classes being hard and going from a small private college to a big college."*
- *"Nervous about all the hard classes."*
- *"Concerned about not being passionate about my major"*
- *"I will be taking 5 classes at a 15 credit workload and 12 of those credits are English classes. I'm nervous for the amount of reading and writing I'll have to do."*

Academic Performance

Students mentioned concerns surrounding academic performance at NC State, specifically that they have not been prepared for success and will not meet expectations for success. Examples of such comments include:

- *"I am most anxious about the difficulty of my course load. I am hoping that my community college and high school prepared me well enough."*
- *"Whether I will be able to complete my courses with a final GPA that will allow me to keep / apply for more financial aid, while also actually learning the content of my courses and retaining the information long-term."*
- *"I am nervous about how difficult the classes are going to be. I am not used to the plus and minus grading schedule."*
- *"Even though I know I can't do it, I am a little nervous about failure."*

Adapting to NC State

Many students are excited for the changes that come with transferring to NC State but many express concerns about adjusting to life in Raleigh, being an older student, and fitting in. Examples of such comments include:

- *"It's been a while since I've lived in a city. It's a lot to adjust to living off campus, learning how to get around, and the cost of living in an urban environment. I'm worried those will be stressors as I try to settle into the community at NC State. I'm also an older student, so I will have to adjust to a significant portion of my classmates being younger."*
- *"This is yet another adjustment, having adjusted to my previous institution I am slightly nervous about having to get used to a new campus again and ensuring that I am not like a 'transplant'"*
- *"I am slightly nervous about how great of a shift this will be from how I have lived up until now, both with moving to a larger city and experiencing attending a large university with thousands of students versus a K-12 school with just a few hundred."*

Social Life

Many students described worries surrounding what their social life will be like at NC State. They described concerns about fitting in, sharing interests with peers, and difficulty making friends. Examples of such comments include:

- *"I am nervous about not finding a place where I fit in."*
- *"I am concerned about finding friends to work well with. Also, I do not have much information regarding my roommate, so I am a little worried that we will not share the same interests."*
- *"I am nervous that I will feel like an outsider and not be able to easily make friends since I am coming in "late"."*
- *"I am nervous about finding a core group of friends I can rely on. Being a transfer student, people find their groups their freshman year. I hope that I can find friends with similar values, interests, and goals as myself."*

Time Management

Students described concerns surrounding time management, specifically with managing their workload, staying healthy, and falling behind. Examples of such comments include:

- *"I'm nervous about handling the academic workload, managing my time, and finding my way around campus."*
- *"I am most concerned about whether I will be able to balance my work and life in a way where I am not missing out on too much sleep and exercise."*
- *"I am most concerned about having enough time to make it from my parking spot to my classes."*
- *"I am most concerned with being behind on everything. Since I am in the business school here at NC State, the pressure is a lot higher with earning an internship for next summer or receiving a full-time offer right after graduation. I feel nervous about career fairs and coffee chats with employers because I don't even know how to balance my preparation for those events with getting adjusted to NC State."*

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 2024 Incoming Transfer Student Survey, contact:

Institutional Strategy and Analysis
Box 7002
NC State University
Email: studentsurveys@ncsu.edu