

NC STATE UNIVERSITY

2025 Incoming Transfer Student Survey: Overall Results

Introduction

This overview report presents findings from all students participating in the 2025 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 [“2025 Incoming Transfer Student Survey: Table of Contents.”](#)

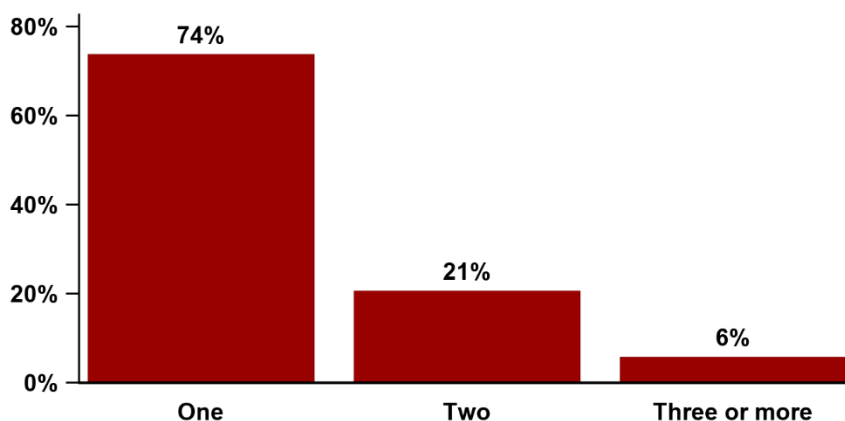
Incoming transfer students were invited to participate in the survey after attending New Student Orientation over the summer before their first semester at NC State. The survey closed on September 3, 2025, about three weeks after classes began. A total of 1,661 incoming transfer students enrolled in a four-year degree program at the time of the census were eligible to have their responses included in final analyses; 715 of them participated in the survey for a response rate of 43%.

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. Almost three-fourths of respondents reported that they attended just one institution before enrolling at NC State (74%). About one-in-five reported they previously attended two institutions (21%), and a small percentage said they attended three or more (6%).

Figure 1: Number of Institutions Attended Before Enrolling at NC State (N=715)



NC State First Choice College to Attend (Table 1)

Nearly nine-in-ten incoming transfer students said that NC State was their top choice college to continue their college career (87.4%). Most likely to say NC State was their *first choice* of colleges to attend were transfer students entering the College of Textiles (100%), the College of Natural Resources (93.8%), and the College of Education (93.8%). While still representing a majority of incoming transfer students, those entering the College of Humanities and Social Sciences (81.0%), the College of Sciences (81.2%), and the College of Design (81.8%) were the least likely to say NC State was their *first choice* of colleges to continue their education.

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

College	NC State first choice of colleges to attend			N
	Yes - it was my first choice	No - it was my second choice	No - it was my third choice or below	
Agriculture & Life Sciences	91.4%	7.4%	1.2%	81
Design	81.8%	18.2%	.	11
Education	93.8%	6.3%	.	16
Engineering	91.9%	6.3%	1.9%	160
Natural Resources	93.8%	4.2%	2.1%	48
Humanities & Social Sciences	81.0%	18.0%	1.1%	189
Sciences	81.2%	17.4%	1.4%	69
Textiles	100.0%	.	.	9
Management	88.5%	11.5%	.	113
Total	87.4%	11.5%	1.1%	696

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

Incoming transfer students were asked to identify the single most influential factor in their decision to attend NC State and to rate the degree to which each of a number of potential factors influenced their choice. 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* (18.9%) was most likely to be reported as being the *single most influential factor* in deciding to attend NC State, followed by *location* (14.4%), *availability of academic program/major* (13.7%), *future career opportunities* (12.3%), and *level of support for my intended major* (10.5%). A sizable number of transfer students also selected *opportunities to engage in high-impact experiences* (6.9%) as the primary reason for attending NC State. Fewer than five percent selected any 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	18.9%	131
Location	14.4%	100
Availability of academic program/major	13.7%	95
Future career opportunities	12.3%	85
Level of support for my intended major	10.5%	73
Opportunities to engage in high-impact experiences	6.9%	48
Recommended by a friend, family member, teacher, counselor, etc.	3.6%	25
Cost	3.2%	22
Financial aid available	2.6%	18
Scholarships available	2.3%	16
Extracurricular opportunities	1.9%	13
Facilities and resources available	1.9%	13
Number of hours transferred	1.3%	9
Campus visit/recruitment event(s)	1.3%	9
NC State's commitment to the environment and sustainability	0.9%	6
Wellness and Recreation facilities and programs	0.6%	4
Library spaces and services	0.4%	3
Other	3.3%	23
Total	100.0%	693

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”), results indicate 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* (85.9%), *availability of academic program/major* (84.4%), and *future career opportunities* (84.3%) had a “very strong” or “strong influence” on their decision to attend NC State. They also reported *facilities and resources available* (80.8%) and *location* (80.5%), and as having high levels of influence on their decision. Notably, while over one-third of incoming transfer students reported that *attendance at a college fair or college visit* had a “very strong” (16.9%) or “strong influence” (19.6%), another one-third said it had a “weak” or “very weak” effect on their decision (34.8%).

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 positive perceptions of the community, athletics programs, opportunities for military-affiliated students and veterans, and walkability of campus.

Table 3: Factors That Influenced Students' Decisions to Attend NC State

	Mean	5: Very strong influence	4: Strong influence	3: Moderate influence	2: Weak influence	1: Very weak influence	N
Future career opportunities	4.35	54.6%	29.7%	12.7%	2.4%	0.6%	707
Availability of academic program/major	4.34	54.3%	30.1%	11.9%	2.7%	1.0%	704
Academic reputation	4.28	43.4%	42.5%	12.7%	1.0%	0.4%	709
Location	4.23	49.0%	31.5%	14.5%	3.4%	1.6%	702
Facilities and resources available	4.18	42.5%	38.3%	14.7%	3.5%	1.0%	692
Level of support for my intended major	4.05	37.0%	39.3%	17.1%	5.1%	1.5%	689
Opportunities to engage in high-impact experiences (e.g., study abroad, internships, research)	4.03	41.0%	32.7%	17.9%	5.1%	3.2%	681
Number of credit hours transferred	3.77	33.4%	29.7%	22.5%	9.6%	4.9%	680
Recommended by a friend, family member, teacher, counselor, etc.	3.77	32.9%	29.0%	24.8%	8.7%	4.6%	656
Extracurricular opportunities	3.69	26.2%	33.8%	26.6%	9.7%	3.7%	680
Library spaces and services	3.66	27.4%	30.3%	27.6%	10.7%	4.0%	680
Wellness and Recreation facilities and programs	3.48	23.6%	28.6%	26.2%	15.5%	6.2%	679
NC State's commitment to the environment and sustainability	3.42	25.2%	22.8%	27.1%	18.3%	6.6%	679
Financial aid available	3.36	26.3%	20.8%	25.6%	17.5%	9.9%	636
Cost	3.36	21.8%	20.3%	36.8%	14.1%	6.9%	679
Scholarships available	3.30	23.9%	18.4%	30.2%	19.1%	8.4%	653
Campus visit/recruitment event(s)	3.17	18.7%	22.9%	28.3%	17.5%	12.7%	584
Attendance at a college fair or college visit	3.04	16.9%	19.6%	28.8%	20.2%	14.6%	521
Other (please specify)	3.51	44.2%	14.0%	15.1%	2.3%	24.4%	86

Satisfaction with NC State Admissions Process (Tables 4-5, Figures 2-3)

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”). Almost all respondents were satisfied (94.7%), with more than half of respondents reporting they were “very satisfied” (55.7%).

Table 4: Satisfaction with NC State Admission Process

	%	N
Very satisfied	55.7%	386
Moderately satisfied	39.0%	270
Moderately dissatisfied	3.8%	26
Very dissatisfied	1.6%	11
Total	100.0%	693

Incoming transfer students were asked to rate the ease to which they found the *information they needed on the Admissions website*. Nearly three quarters of respondents said that finding the information they needed was “very easy” (34.1%) or “somewhat easy” (39.6%). A small percentage reported that information was “somewhat difficult” (2.9%) or “very difficult” (0.6%) to find.

Table 5 - Ease of Finding Needed Information on Admissions Website

	%	N
Very easy	34.1%	235
Somewhat easy	39.6%	273
Sometimes easy, sometimes difficult	22.9%	158
Somewhat difficult	2.9%	20
Very difficult	0.6%	4
Total	100.0%	690

In addition to the website, incoming transfer students were asked to rate the helpfulness of the new Undergraduate Admissions ChatBot. Less than 10% of respondents reported using the ChatBot (8%). Of those who used it, more than three-fourths said that it was “very helpful” (22%) or “somewhat helpful” (56%). While no one said it was “not at all helpful,” a few respondents found the ChatBot to be “not very helpful” (9%).

Figure 2 – Used ChatBot to Assist in Finding Needed Information on Admissions Website (N=715)

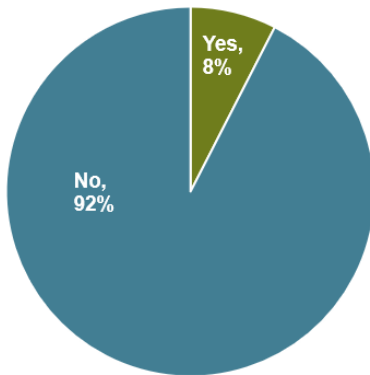
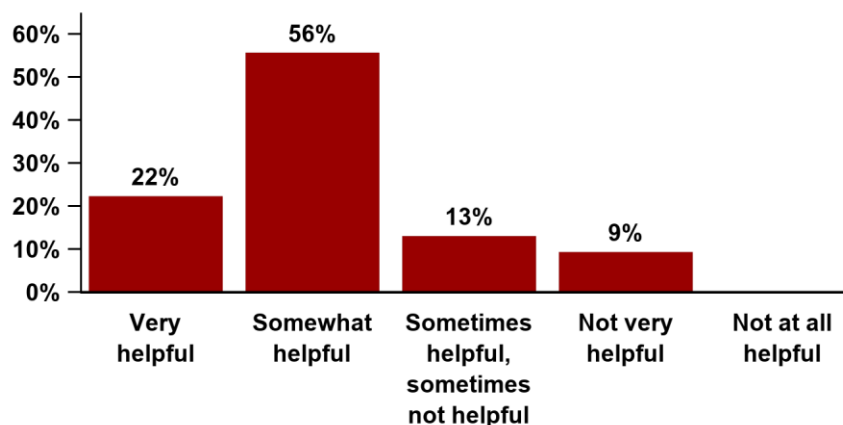


Figure 3 - Helpfulness of Admissions Website ChatBot (N=54)



Personal, Educational, and Career Goals

Primary Goal/Objective for Attending NC State (Table 6)

Just over half of respondents said their primary goal or objective for attending NC State was to earn a “bachelor’s degree in preparation for a career” (54.6%). Approximately two-in-five students said it was to earn a “bachelor’s degree as preparation for graduate school or professional school” (37.6%).

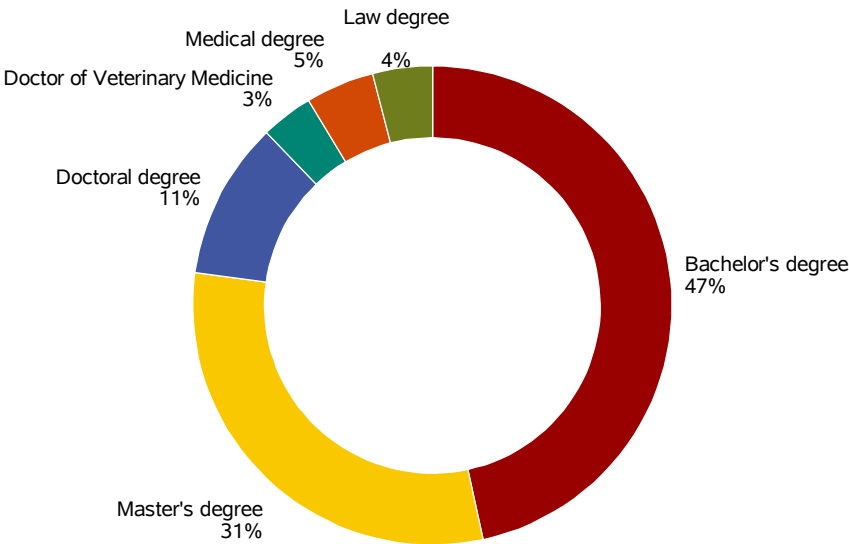
Table 6: Primary Goal/Objective for Attending NC State

	%	N
Obtain degree in preparation for career	54.6%	360
Obtain degree for grad school preparation	37.6%	248
Obtain degree for career change preparation	3.3%	22
Improve knowledge/skills for current profession	2.9%	19
Take courses for personal interest	0.8%	5
Other	0.8%	5
Total	100.0%	659

Highest Level of Education Anticipated to Complete (Figure 4)

When asked to identify the highest level of education they planned to complete, almost one-third of respondents reported they plan to pursue a master’s degree (31%) and just under one-fourth plan to pursue a doctoral or professional degree (23%). Just under half of respondents said that the highest degree they intend to earn is a bachelor’s (47%).

Figure 4: Highest Level of Education Anticipate Completing (among those intending on completing a degree) (N=601)



Time Anticipated to Complete Bachelor's Degree (Table 7)

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 (41.2%), and almost two-in-five said it would take them three or more years to get their degree (36.0%). A small percentage of transfer students said they plan to take fewer than two years (4.2%).

Table 7: Time Anticipated to Complete Bachelor's Degree

	%	N
1 year or less	1.5%	9
1 1/2 years	2.7%	16
2 years	41.2%	247
2 1/2 years	18.4%	110
3 years	25.0%	150
3 1/2 years	3.5%	21
4 years	6.5%	39
More than 4 years	1.0%	6
Do not intend to complete bachelor's degree at NC State	0.2%	1
Total	100.0%	599

Certainty of College Major (Table 8)

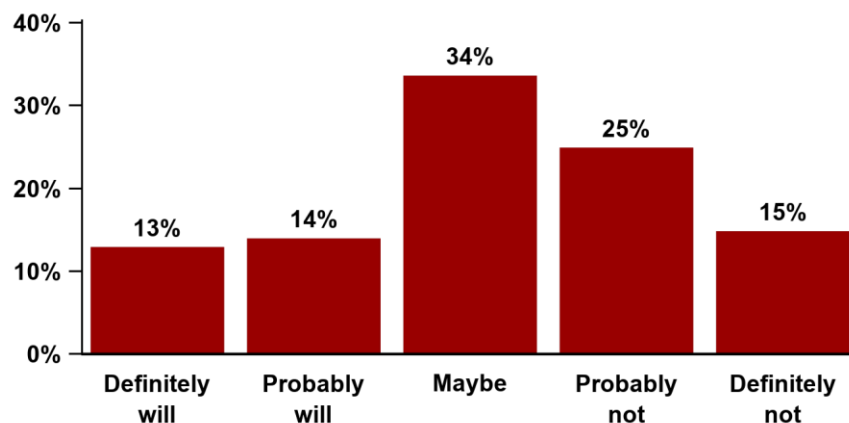
Nine-in-ten incoming transfer students reported that they were either “very certain” (51.5%) or “certain” (39.2%) in their choice of college major. Although a majority of respondents from each individual college reported being either “very certain” or “certain” in their choice of college major, levels of certainty varied somewhat by college. The relatively few students in the College of Design were especially likely to be “very certain” of their major (90.9%). Following them, those in the College of Agriculture and Life Sciences (58.8%), the Poole College of Management (52.8%), and the College of Natural Resources (52.4%) were most likely to be “very certain” about their choice of college major. Incoming transfer students in the Wilson College of Textiles (44.4%) and College of Humanities and Social Sciences (46.6%) least likely to be “very certain.”

Table 8: Certainty of College Major

College	Certainty of college major choice				N
	Very certain	Certain	Uncertain	Very uncertain	
Agriculture & Life Sciences	58.8%	32.5%	8.8%	.	80
Design	90.9%	9.1%	.	.	11
Education	50.0%	43.8%	6.3%	.	16
Engineering	50.0%	40.7%	8.7%	0.7%	150
Natural Resources	52.4%	33.3%	9.5%	4.8%	42
Humanities & Social Sciences	46.6%	39.3%	11.2%	2.8%	178
Sciences	51.5%	43.9%	4.5%	.	66
Textiles	44.4%	44.4%	11.1%	.	9
Management	52.8%	43.5%	2.8%	0.9%	108
Total	51.5%	39.2%	7.9%	1.4%	660

Likelihood of Participation in Study Abroad Program (Figure 5)

Just over one-quarter of incoming transfer students indicated that it is likely that they will participate in a study abroad program while an undergraduate student at NC State, by saying that they either “definitely” (13%) or “probably will” (14%) participate. A much larger percentage think that they will “probably not” (25%) or “definitely not” (15%) participate in study abroad.

Figure 5: Likelihood of Study Abroad Program Participation (N=598)

Intended Employment Location after Graduation (Table 9)

When asked to indicate the general location in which they intend to seek employment after graduation, three-in-ten said that they will be seeking work “in North Carolina only” (29.6%), while four-in-ten said that they would seek work “anywhere in the USA” (39.2%). A very small percentage said they would seek work “outside the USA only” (1.2%), and 30% said that they would seek work “anywhere – location is not important” (30.0%).

Table 9: Intended Employment Location after Graduation (among those planning on seeking employment)

	%	N
In North Carolina only	29.6%	154
Anywhere in USA	39.2%	204
Outside USA only	1.2%	6
Anywhere - location is not important	30.0%	156
Total	100.0%	520

Development and Importance of Goals Held by NC State (Tables 10-16)

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 undergraduate students, and how important each of those goals are 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 3.53 (*Valuing learning as a lifelong process* and *Ability to work with people with varied backgrounds*) to a low of 2.75 (*Presenting effectively across genres for a wide variety of audiences*) (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 22 of the 33 goals asked about.

Average ratings for incoming transfer students perceived importance of the 28 individual goals asked about range from a high of 3.85 (*Time management*) to a low of 3.12 (*Engaging with and responding to artistic works*) (on a 4-point scale). At least half of respondents rated all but two of the goals asked about as "very important," and for only six goals do more than 5% 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 nine of the 14 general education goals presented in the survey. Students were most likely to say that their current level of development was "excellent" for:

- *Ability to plan and carry out projects independently* (44.7% "excellent")
- *Considering options and their consequences when solving a problem or addressing an issue* (42.2%)
- *Solving real-world problems by applying imagination, creativity, and/or knowledge and skills from multiple disciplines* (39.9%)

Conversely, more than one-third of incoming transfer students rated their current level of development on two of the 14 general education goals as "fair" or "poor."

- *Engaging with and responding to artistic works* (38.6% "fair" or "poor")
- *Presenting effectively across genres for a wide variety of audiences* (38.3%)

Table 10: 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	3.33	42.2%	49.2%	8.0%	0.7%	614
Development: Ability to plan and carry out projects independently	3.32	44.7%	43.6%	10.6%	1.1%	631
Development: Solving real-world problems by applying imagination, creativity, and/or knowledge and skills from multiple disciplines	3.24	39.9%	45.4%	13.2%	1.5%	614
Development: Identifying a problem or concept and articulating its various components	3.22	34.4%	53.5%	11.4%	0.7%	613
Development: Effectively analyzing and evaluating evidence, arguments, claims, and beliefs	3.20	35.2%	50.3%	13.8%	0.7%	614
Development: Reflecting on learning in and out of the classroom	3.18	34.2%	49.7%	15.6%	0.5%	614
Development: Appreciating the humanities	3.11	37.9%	39.2%	18.7%	4.1%	604
Development: Keeping my personal data and devices secure	3.07	32.5%	46.0%	17.2%	4.3%	609
Development: Communicating information and knowledge using multiple forms, including text, video, graphics, etc.	3.05	30.2%	46.5%	21.3%	2.1%	630
Development: Applying social science methods to understand human behavior	2.97	31.0%	40.6%	23.2%	5.2%	596
Development: Writing effectively across genres for a wide variety of audiences	2.91	22.9%	48.9%	24.5%	3.6%	632
Development: Applying scientific methods of inquiry	2.90	24.9%	45.2%	25.2%	4.8%	631
Development: Engaging with and responding to artistic works (e.g., plays, music, movies, dance, visual arts)	2.78	29.5%	32.0%	25.7%	12.9%	604
Development: Presenting effectively across genres for a wide variety of audiences	2.75	21.5%	40.3%	29.5%	8.8%	628

Incoming transfer students on average rated their importance of the general education goals asked about higher than their current level of development on them. A majority of respondents rated each of the 14 goals as either “very” or “moderately important” to them, with 90% or more giving such a rating to ten of the goals. Transfer students were most likely to see the following goals as “very important:”

- *Ability to plan and carry out projects independently* (77.9% “very important”)
- *Considering options and their consequences when solving a problem or addressing an issue* (75.6%)
- *Solving real-world problems by applying imagination, creativity, and/or knowledge and skills from multiple disciplines* (75.4%)
- *Keeping my personal data and devices secure* (75.3%)

However, at least one-in-ten incoming transfer students see several of the general education goals as either “not very” or “not at all important.” Those goals seen by these respondents as least important are:

- Engaging with and responding to artistic works (23.3% “not very important” or “not at all important”)
- Appreciating the humanities (12.7%)
- Applying scientific methods of inquiry (11.6%)
- Applying social science methods to understand human behavior (11.2%)

Table 11: Importance of General Education Goals

	Mean	4: Very important	3: Somewhat important	2: Not very important	1: Not at all important	N
Importance: Ability to plan and carry out projects independently	3.76	77.9%	19.9%	2.3%	0.0%	619
Importance: Considering options and their consequences when solving a problem or addressing an issue	3.74	75.6%	23.2%	1.2%	0.0%	607
Importance: Solving real-world problems by applying imagination, creativity, and/or knowledge and skills from multiple disciplines	3.73	75.4%	22.8%	1.7%	0.2%	605
Importance: Keeping my personal data and devices secure	3.72	75.3%	21.9%	2.8%	0.0%	603
Importance: Effectively analyzing and evaluating evidence, arguments, claims, and beliefs	3.72	73.1%	25.6%	1.3%	0.0%	606
Importance: Identifying a problem or concept and articulating its various components	3.70	72.5%	25.5%	1.8%	0.2%	607
Importance: Communicating information and knowledge using multiple forms, including text, video, graphics, etc.	3.65	69.3%	26.3%	4.2%	0.2%	623
Importance: Presenting effectively across genres for a wide variety of audiences	3.62	64.9%	32.2%	2.7%	0.2%	624
Importance: Reflecting on learning in and out of the classroom	3.59	63.7%	31.8%	4.3%	0.2%	603
Importance: Writing effectively across genres for a wide variety of audiences	3.46	54.3%	38.0%	7.2%	0.5%	623
Importance: Applying scientific methods of inquiry	3.45	57.5%	30.9%	10.5%	1.1%	619
Importance: Applying social science methods to understand human behavior	3.40	52.3%	36.5%	10.2%	1.0%	600
Importance: Appreciating the humanities	3.35	49.0%	38.3%	11.2%	1.5%	596
Importance: Engaging with and responding to artistic works (e.g., plays, music, movies, dance, visual arts)	3.12	39.2%	37.4%	19.5%	3.8%	604

Personal Development Goals

At least half of respondents gave a rating of “excellent” or “good” to their current level of development for each of the 14 personal development goals, with two-thirds or more doing so for 12 of the goals. Incoming transfer students were most likely to say that their current level of development was “excellent” for:

- *Valuing learning as a lifelong process* (58.8% “excellent”)
- *Recognizing and acting on ethical principles* (49.3%)
- *Working effectively as part of a team* (44.5%)

Conversely, more than one-fourth of incoming students rated their current level of development of five of the 14 personal development goals as only “fair” or “poor.” They were most likely to give such a rating for their development of:

- *Being involved in public and community affairs* (37.2% “fair” or “poor”)
- *Time management* (36.5%)
- *Ability to manage ongoing stressors* (31.4%)
- *Recovering from emotional setbacks* (28.6%)
- *Developing and sustaining an active and healthy lifestyle* (26.5%)

Table 12: Current Level of Development of Personal Development Goals

	Mean	4: Excellent	3: Good	2: Fair	1: Poor	N
Development: Valuing learning as a lifelong process	3.53	58.8%	36.1%	4.8%	0.3%	604
Development: Recognizing and acting on ethical principles	3.43	49.3%	44.3%	6.5%	0.0%	601
Development: Working effectively as part of a team	3.32	44.5%	44.4%	9.4%	1.7%	604
Development: Ability to reflect upon academic goals and expectations and update them as needed in response to changing circumstances	3.22	38.7%	46.2%	13.8%	1.3%	600
Development: Ability to set and accomplish goals	3.19	37.0%	47.2%	14.0%	1.8%	598
Development: Seeing projects through to completion	3.19	39.0%	44.1%	13.9%	3.0%	597
Development: Ability to reflect upon personal goals and expectations and update them as needed in response to changing circumstances	3.17	38.1%	42.2%	18.0%	1.7%	599
Development: Identifying alternatives when faced with setbacks	3.17	36.3%	45.7%	16.4%	1.7%	598
Development: Developing leadership skills	3.09	35.8%	40.8%	20.1%	3.3%	603
Development: Developing and sustaining an active and healthy lifestyle	3.04	35.9%	37.6%	20.8%	5.7%	601
Development: Recovering from emotional setbacks	2.98	32.2%	39.2%	22.7%	5.9%	594
Development: Ability to manage ongoing stressors	2.85	21.8%	46.8%	25.6%	5.8%	602
Development: Being involved in public and community affairs	2.81	28.1%	34.7%	27.1%	10.1%	602
Development: Time management	2.77	23.1%	40.4%	27.0%	9.5%	601

An overwhelming majority of transfer students rated each of the 14 personal development goals asked about as being “very” or “moderately important” to them. In particular, a large majority said that *time management* (85.6%) and *ability to manage ongoing stressors* (82.8%) 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* (6.9%).

Table 13: Importance of Personal Development Goals

	Mean	4: Very important	3: Somewhat important	2: Not very important	1: Not at all important	N
Importance: Time management	3.85	85.6%	13.4%	1.0%	0.0%	598
Importance: Ability to manage ongoing stressors	3.81	82.8%	15.9%	1.2%	0.2%	599
Importance: Ability to set and accomplish goals	3.78	79.4%	19.1%	1.5%	0.0%	596
Importance: Valuing learning as a lifelong process	3.78	79.2%	19.3%	1.3%	0.2%	602
Importance: Working effectively as part of a team	3.77	78.6%	19.7%	1.3%	0.3%	599
Importance: Seeing projects through to completion	3.76	78.5%	19.5%	2.0%	0.0%	595
Importance: Identifying alternatives when faced with setbacks	3.76	78.0%	20.3%	1.7%	0.0%	595
Importance: Developing and sustaining an active and healthy lifestyle	3.76	78.9%	18.4%	2.2%	0.5%	602
Importance: Ability to reflect upon academic goals and expectations and update them as needed in response to changing circumstances	3.74	76.0%	22.7%	1.2%	0.2%	595
Importance: Recovering from emotional setbacks	3.74	77.3%	20.2%	2.2%	0.3%	594
Importance: Ability to reflect upon personal goals and expectations and update them as needed in response to changing circumstances	3.74	76.4%	21.8%	1.7%	0.2%	597
Importance: Recognizing and acting on ethical principles	3.72	75.2%	22.2%	2.3%	0.3%	604
Importance: Developing leadership skills	3.68	72.5%	22.8%	4.7%	0.0%	601
Importance: Being involved in public and community affairs	3.49	57.6%	35.6%	5.2%	1.7%	601

World View Goals

At least four-fifths of respondents gave a rating of “excellent” or “good” to their current level of development for each of the five world view goals asked about. They were most likely to say that their current level of development was “excellent” for *Ability to work with people with varied backgrounds* (58.6%).

Less than one-fifth of incoming transfer students rated their current level of development on three of the world view goals as only “fair” or “poor.” They were most likely to give such a rating for their development of:

- *Understanding problems and issues facing the world* (17.3% “fair” or “poor”)
- *Understanding the present as it relates to historical events and processes* (17.2%)
- *Understanding the commonality of human problems through a global perspective* (16.2%)

Table 14 - Current Level of Development of World View Goals

	Mean	4: Excellent	3: Good	2: Fair	1: Poor	N
Development: Ability to work with people with varied backgrounds	3.53	58.6%	35.6%	5.7%	0.2%	596
Development: Understanding and respecting varied cultures, values, and perspectives	3.35	47.1%	41.8%	10.6%	0.5%	595
Development: Understanding the commonality of human problems through a global perspective	3.24	41.2%	42.6%	15.0%	1.2%	594
Development: Understanding the present as it relates to historical events and processes	3.23	41.8%	41.0%	15.5%	1.7%	595
Development: Understanding problems and issues facing the world	3.14	33.3%	49.3%	15.8%	1.5%	594

The incoming transfer students see world view goals as important, with a majority saying all five goals presented are “very important.” Those goals seen as most important are:

- *Ability to work with people with varied backgrounds* (82.6% “very important”)
- *Understanding and respecting varied cultures, values, and perspectives* (77.8%)
- *Understanding problems and issues facing the world* (75.5%)

Less than 5% of incoming transfer students rated any one of the world view goals asked as “not very” or “not at all important.” The goals seen as least important to these students are:

- *Understanding the present as it relates to historical events and processes* (3.7% “not very” or “not at all important”)
- *Understanding the commonality of human problems through a global perspective* (3.7%)

Table 15 - Importance of World View Goals

	Mean	4: Very important	3: Somewhat important	2: Not very important	1: Not at all important	N
Importance: Ability to work with people with varied backgrounds	3.80	82.6%	15.2%	1.5%	0.7%	593
Importance: Understanding and respecting varied cultures, values, and perspectives	3.75	77.8%	19.7%	2.2%	0.3%	594
Importance: Understanding problems and issues facing the world	3.73	75.5%	22.5%	1.7%	0.3%	595
Importance: Understanding the commonality of human problems through a global perspective	3.66	70.6%	25.7%	3.0%	0.7%	595
Importance: Understanding the present as it relates to historical events and processes	3.64	68.0%	28.3%	3.4%	0.3%	594

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 16 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:

- *Ability to work with people with varied backgrounds* (3rd in importance [average rating 3.80] and 2nd in development [average rating 3.53])
- *Valuing learning as a lifelong process* (5th [3.78] and 1st [3.53])
- *Working effectively as part of a team* (6th [3.77] and 7th [3.32])
- *Ability to plan and carry out projects independently* (10th [3.76] and 6th [3.32])

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

- *Engaging with and responding to artistic works* (33rd in importance [average rating 3.12] and 31st in development [average rating 2.78])
- *Applying social science methods to understand human behavior* (31st [3.40] and 26th [2.97])
- *Applying scientific methods of inquiry* (30th [3.45] and 28th [2.90])
- *Writing effectively across genres for a wide variety of audiences* (29th [3.46] and 27th [2.91])
- *Being involved in public and community affairs* (28th [3.49] and 30th [2.81])

A few goals have an average importance rating that is relatively high compared to other goals but have an average current level of development that is relatively low in comparison. The “gap” between ratings of importance and development was largest for:

- *Time management* (1st in importance [average rating 3.85] vs 32nd in development [average rating 2.77])
- *Ability to manage ongoing stressors* (2nd [3.81] vs 29th [2.85])
- *Developing and sustaining an active and healthy lifestyle* (9th [3.76] and 24th [3.04])

Table 16: Relative Ranking of Importance of Goals and Current Level of Development

Goals	Importance Rank	Importance Mean	Development Rank	Development Mean
Time management	1	3.85	32	2.77
Ability to manage ongoing stressors	2	3.81	29	2.85
Ability to work with people with varied backgrounds	3	3.80	2	3.53
Ability to set and accomplish goals	4	3.78	14	3.19
Valuing learning as a lifelong process	5	3.78	1	3.53
Working effectively as part of a team	6	3.77	7	3.32
Seeing projects through to completion	7	3.76	15	3.19
Identifying alternatives when faced with setbacks	8	3.76	18	3.17
Developing and sustaining an active and healthy lifestyle	9	3.76	24	3.04
Ability to plan and carry out projects independently	10	3.76	6	3.32
Understanding and respecting varied cultures, values, and perspectives	11	3.75	4	3.35
Considering options and their consequences when solving a problem or addressing an issue	12	3.74	5	3.33
Ability to reflect upon academic goals and expectations and update them as needed in response to changing circumstances	13	3.74	11	3.22
Recovering from emotional setbacks	14	3.74	25	2.98
Ability to reflect upon personal goals and expectations and update them as needed in response to changing circumstances	15	3.74	17	3.17
Solving real-world problems by applying imagination, creativity, and/or knowledge and skills from multiple disciplines	16	3.73	9	3.24
Understanding problems and issues facing the world	17	3.73	19	3.14
Keeping my personal data and devices secure	18	3.72	22	3.07
Recognizing and acting on ethical principles	19	3.72	3	3.43
Effectively analyzing and evaluating evidence, arguments, claims, and beliefs	20	3.72	13	3.20
Identifying a problem or concept and articulating its various components	21	3.70	12	3.22
Developing leadership skills	22	3.68	21	3.09
Understanding the commonality of human problems through a global perspective	23	3.66	8	3.24
Communicating information and knowledge using multiple forms, including text, video, graphics, etc.	24	3.65	23	3.05
Understanding the present as it relates to historical events and processes	25	3.64	10	3.23
Presenting effectively across genres for a wide variety of audiences	26	3.62	33	2.75
Reflecting on learning in and out of the classroom	27	3.59	16	3.18
Being involved in public and community affairs	28	3.49	30	2.81

Goals	Importance Rank	Importance Mean	Development Rank	Development Mean
Writing effectively across genres for a wide variety of audiences	29	3.46	27	2.91
Applying scientific methods of inquiry	30	3.45	28	2.90
Applying social science methods to understand human behavior	31	3.40	26	2.97
Appreciating the humanities	32	3.35	20	3.11
Engaging with and responding to artistic works (e.g., plays, music, movies, dance, visual arts)	33	3.12	31	2.78

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 17)

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 (22.8%). About one-fourth of respondents reported that they will not receive any financial assistance from their parents (26.0%).

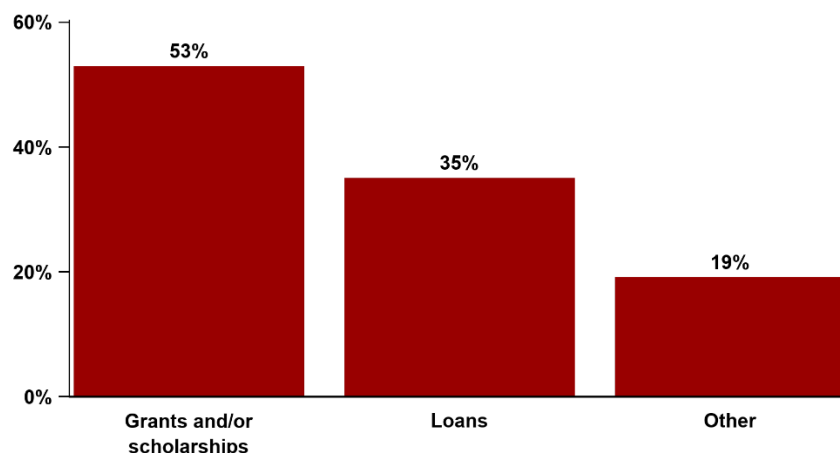
Table 17 - Financial Independence Among Students

	%	N
Parents cover all expenses	22.8%	136
Parents cover half or more of expenses	33.2%	198
Parents cover less than half of expenses	18.1%	108
No financial assistance from parents	26.0%	155
Total	100.0%	597

Financial Aid Received (Figure 6)

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 (53%), while roughly one-third said that they received loans to help pay for their education (35%). One-in-five incoming transfer students reported they were receiving some other type of financial aid (19%). One-fourth of students did not select any of the response options, indicating they were not receiving any financial aid (26%, data not reported below).

Figure 6: Financial Aid Received* (N=680)



*Note: Respondents could select more than one response

Sources of Education Funding (Table 18)

Incoming transfer students were asked about how much of their AY2025-26 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* (24.8%). Less than one-fifth reported that they would be receiving “\$10,000 or more” in *grants and/or scholarships* (16.5%). Approximately one-third will be using *aid that must be repaid* to pay for their education expenses (33.5%), with almost one-in-ten incoming transfer students having “\$10,000 or more” in such loans (8.0%).

While more than three-fourths of incoming transfer students reported using their own resources to help pay for their first year at NC State (77.1%), most are contributing relatively smaller amounts. Approximately one-in-ten reported that they will be personally responsible for either “\$6,000-\$9,999” (5.8%) or “\$10,000 or more” (5.1%) of their expenses for their first year at NC State, while about one-fourth said they will be contributing “less than \$1,000” (26.6%).

¹ Students first identified sources of their financial aid (Figure 6) and then reported how much funding they expect to receive from each identified source (Table 18). In some instances, students’ self-reported aid amounts do not align as anticipated.

Table 18: 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 (i.e., parents/guardians, spouse/partner)	29.4%	13.7%	10.2%	12.8%	9.1%	24.8%	649
Grants and/or scholarships (i.e., aid that you do not have to repay)	50.8%	2.1%	8.0%	10.7%	12.0%	16.5%	666
Your own resources (savings from work, work-study, other income)	22.9%	26.6%	25.5%	14.0%	5.8%	5.1%	642
Loans (i.e., aid that must be repaid)	66.5%	0.9%	6.1%	12.1%	6.4%	8.0%	671
Other than above (gifts from family [excluding parents/guardians and/or spouse/partner] or non-family members, VA benefits, ROTC scholarship, other forms of military funding, etc.)	91.8%	1.4%	1.6%	1.6%	0.9%	2.8%	644

Student Employment (Figures 7-8; Table 19)

Three-fourths of incoming transfer student respondents reported that they would be employed during their first year at NC State (75%). Employed respondents were overwhelmingly likely to say they would be working only off campus (55%), while almost one-fourth reported they would be working both on and off campus (24%). A smaller percentage said they would only be working on campus only (21%). Students working off campus were more than three times as likely as those working on campus to say they would be working more than 20 hours per week (32% vs 10%, respectively). Half of students working on campus reported that they would be working just 1-10 hours per week (50%).

The 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. Close to one-fourth said they will be working 1-10 hours at each of their on-campus and off campus jobs (22.6%), while one-in-five said they would work 11-20 hours at each (20.8%). However, a small percentage 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 (3.8%).

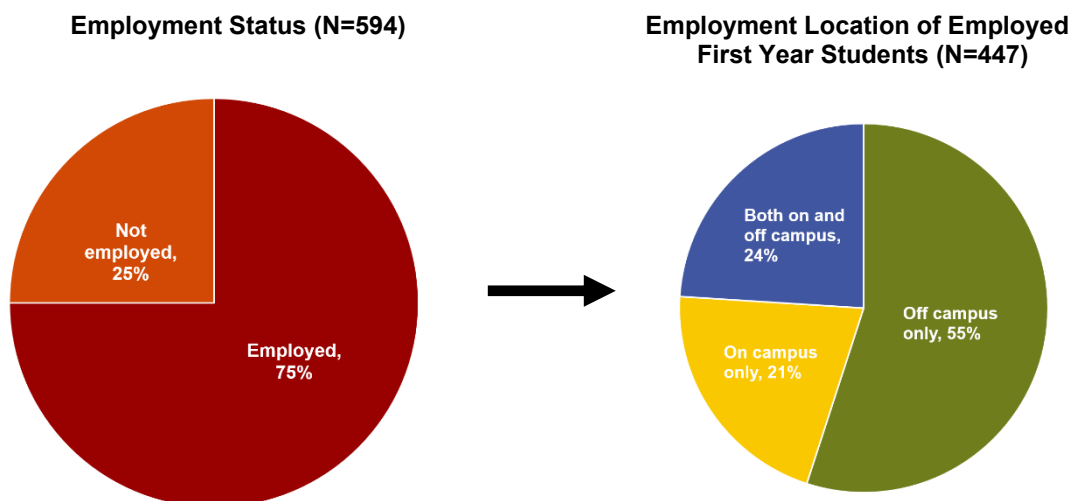
Figure 7: Employment Status and Work Location during First Year at NC State

Figure 8: On Campus vs Off Campus Work Hours (Among Employed Respondents)

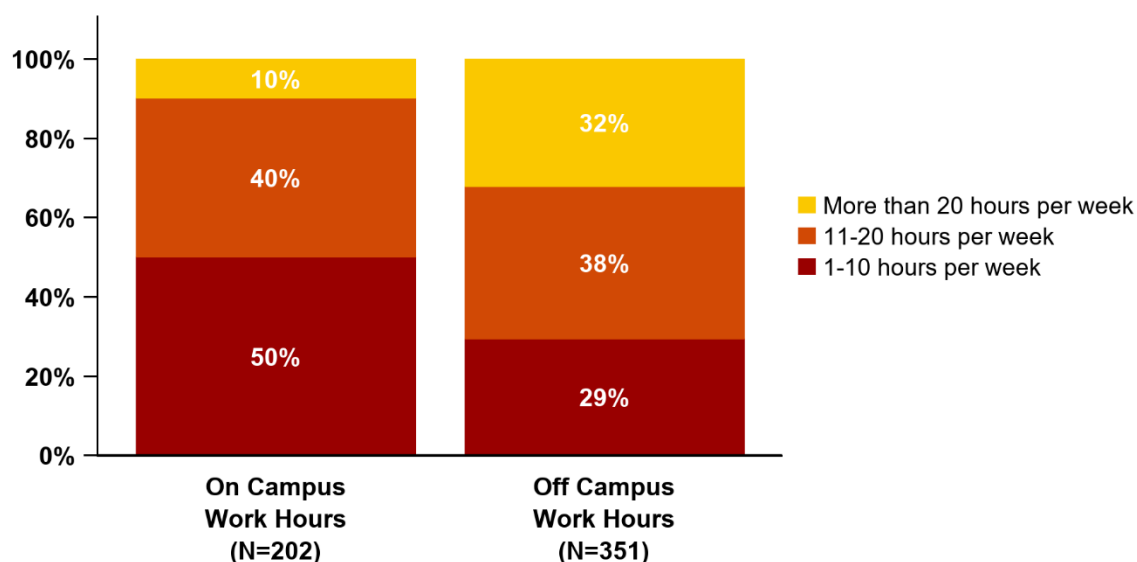


Table 19: Students Employed both On and Off Campus (N=107)

On-campus hours (among those working)	Off-campus hours (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	22.6%	16.0%	5.7%	44.3%
11-20 hours per week	7.5%	20.8%	13.2%	41.5%
More than 20 hours per week	5.7%	4.7%	3.8%	14.2%
Total	35.8%	41.5%	22.6%	100.0%

Satisfaction with NC State Services

Satisfaction with NC State Financial Aid Process (Table 20)

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”). Almost nine-in-ten incoming transfer students report that they were either “very” (40.6%) or “moderately satisfied” (46.0%) with the financial aid process.

Table 20: Satisfaction with NC State Financial Aid Process (excluding those who responded “Not applicable”)

	%	N
Very satisfied	40.6%	226
Moderately satisfied	46.0%	256
Moderately dissatisfied	9.7%	54
Very dissatisfied	3.8%	21
Total	100.0%	557

New Student Orientation (Tables 21-24)

Incoming transfer students were offered a series of questions asking them to rate their experiences with support provided by their college/department before and during New Student Orientation, as well as about their experiences in attending Orientation before starting classes in the Fall 2025 semester. A majority of respondents said they either “strongly agree” or “agree” that orientation achieved each of the stated outcomes, with one-third or more saying they “strongly agree” with each. While still very favorably rated, incoming transfer students were most likely to “disagree” or “strongly disagree” that the *information/advice they received from their college/department during orientation helped them confirm or adjust their fall schedule* (13.7%).

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

	4: Strongly agree	3: Agree	2: Disagree	1: Strongly disagree	N
Satisfied with attention received from college/dept prior to orientation	37.1%	51.4%	9.1%	2.4%	595
Communication with college/dept prior to orientation provided opportunity to get answers to academic questions	37.3%	51.6%	8.2%	2.9%	587
Info/advice from college/dept prior to orientation helped me to plan schedule	37.0%	49.7%	10.4%	2.9%	589

Table 22: Rating of Experiences with College/Department During New Student Orientation

	4: Strongly agree	3: Agree	2: Disagree	1: Strongly disagree	N
Satisfied with attention received from college/dept during orientation	36.3%	54.5%	6.8%	2.4%	589
Communication with college/dept during orientation provided opportunity to get answers to academic questions	35.8%	51.0%	9.6%	3.6%	586
Info/advice from college/dept during orientation helped me to plan schedule	34.5%	51.7%	11.1%	2.6%	576

Incoming transfer students attending New Student Orientation were asked about the overall impact of their experience. An overwhelming majority say they “strongly agree” or “agree” that as a result of attending orientation they *are excited to start their first semester at NC State* (97.2%) and that they *feel better prepared to start their first semester* (92.1%). While still very favorably rated, incoming transfer students were most likely to “disagree” or “strongly disagree” that they have a *greater sense of community with other new transfer students* as a result of participating in New Student Orientation (20.9%).

Table 23: Result of Participation in New Student Orientation

	4: Strongly agree	3: Agree	2: Disagree	1: Strongly disagree	N
I am excited to start my first semester at NC State	54.8%	42.4%	2.1%	0.7%	609
I feel better prepared to start my first semester at NC State	36.7%	55.4%	6.7%	1.2%	608
I feel more connected to the NC State community	26.6%	59.2%	12.1%	2.1%	605
I can better envision what my day-to-day life may be like in my first year	27.8%	57.0%	12.7%	2.5%	607
I have a greater sense of community with other new transfer students	24.3%	54.8%	17.4%	3.5%	602

Finally, incoming transfer students evaluated the programming and formatting of New Student Orientation. A majority of respondents “strongly agree” or “agree” that *the small groups during orientation helped them connect with other students* (81.8%). Attendees also reported that their orientation experience was appropriate for transfer students. A majority of respondents “strongly agree” or “agree” that their *orientation was tailored to new transfer students* (87.0%) and that *orientation helped them to better understand what NC State is like for transfer students* (86.8%). Despite the overwhelmingly favorable ratings, however, just over one-in-five of the incoming transfer students attending New Student Orientation either disagree (13.9%) or “strongly disagree” (7.9%) that *time spent at orientation was a good use of time*.

Table 24 – Overall Evaluation of New Student Orientation

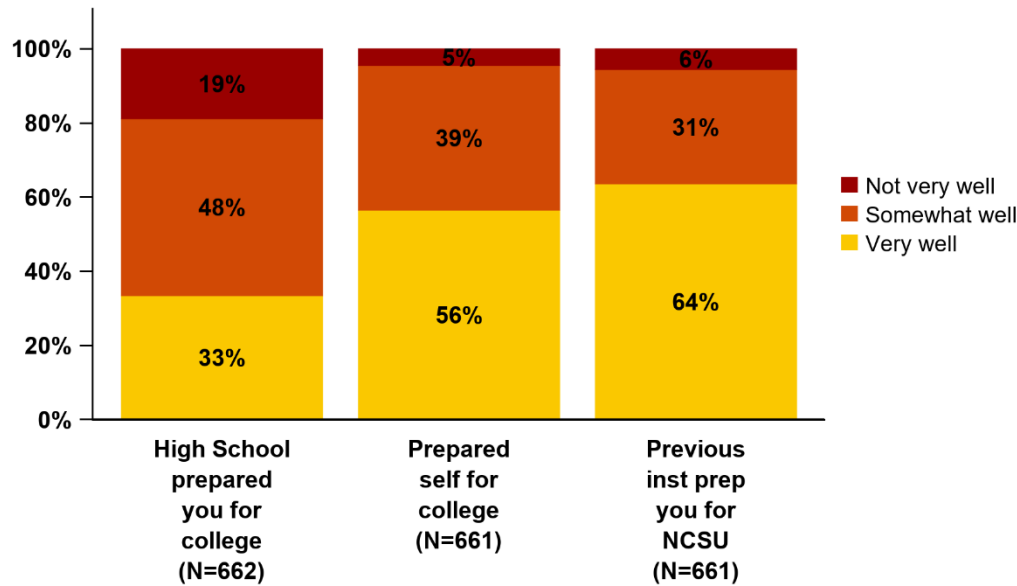
	4: Strongly agree	3: Agree	2: Disagree	1: Strongly disagree	N
Time spent at orientation was good use of time	26.7%	50.7%	13.9%	7.9%	610
Orientation was tailored to new transfer students	30.2%	56.8%	10.3%	2.7%	602
Orientation helped to better understand what NC State is like for transfer students	28.3%	58.5%	10.4%	2.8%	605
Orientation small groups helped me connect to other students	29.2%	52.6%	14.8%	3.5%	603
Orientation helped me learn more about NC State history and traditions	24.1%	56.0%	16.9%	3.0%	598

Demographic and Family Background Characteristics

College Preparation (Figure 9)

Over 90% percent of respondents reported that they were either “very well” (64%) or “somewhat well” prepared (31%) for further study at NC State by their last institution. While 56% of respondents reported that they felt they were “very well” prepared for college by their own efforts, only 33% reported they were “very well” prepared for college by their high school. Almost one-fifth said their high school did not prepare them very well for college (19%).

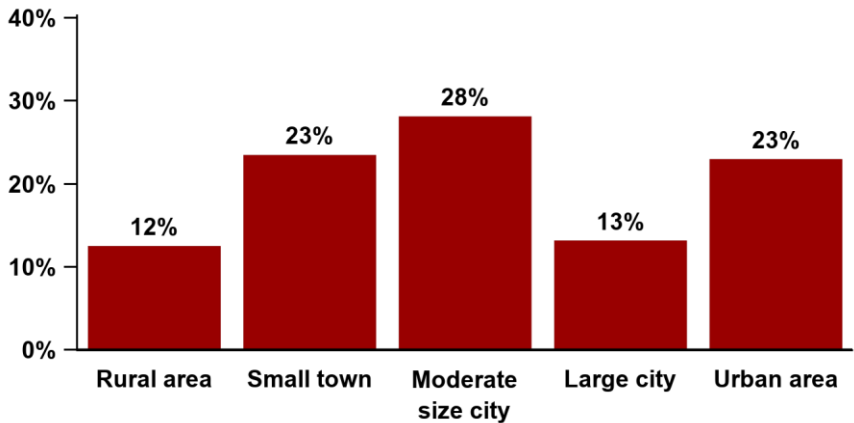
Figure 9: College Preparation



Hometown Geographic Area (Figure 10)

Just over one-third of incoming transfer students reported that they were from a “rural area” (12%) or a “small town” (23%). A similar amount of incoming transfer students come from an “urban area” (23%) or a “large city” (13%).

Figure 10: Hometown Geographic Area (N=602)



First Generation College Students (Table 25)

One-fifth of respondents indicated they are a first-generation college student, with just over one-in-ten having no parent/guardian who ever attended college (11.4%), and one-in-ten having a parent/guardian who attended college, but not earning a four-year degree (9.6%).

Table 25: First Generation College Students

	%	N
First generation college student	11.4%	56
At least one parent some college/no degree	9.6%	47
Not first generation	79.0%	387
Total	100.0%	490

Parents'/Guardians' Finances (Tables 26-27; Figure 11)

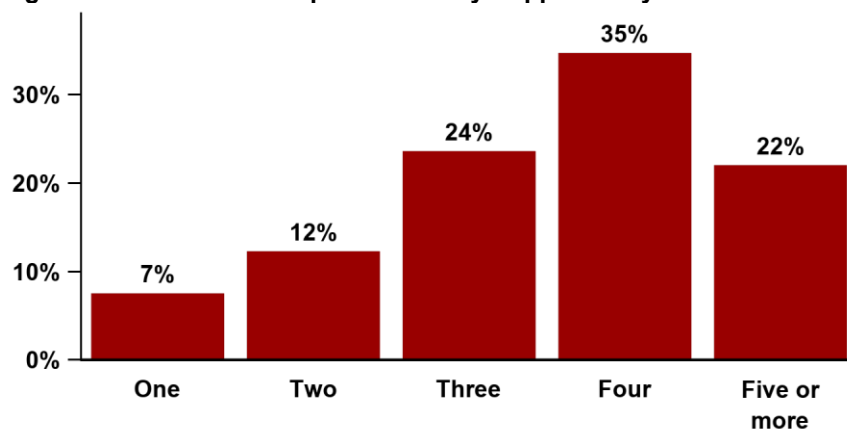
Incoming transfer students were asked a series of questions pertaining to their family's finances and household demographics. When asked to estimate their parents'/guardians' combined 2024 pre-tax income, many of them selected the "don't know" or "prefer not to answer" response options. Among respondents who reported their parents'/guardians' income, almost half indicated their parents'/guardians' combined income to be \$100,000 or less (46.0%), with one-in-five reporting it was \$50,000 or less (20.7%). A similar percentage, however, said the combined income was more than \$200,000 (19.9%).

Table 26: Parents'/Guardians' Combined Income (excluding those who selected "Don't know" or "Prefer not to answer")

	%	N
\$30,000 or less	9.2%	24
\$30,001-\$50,000	11.5%	30
\$50,001-\$75,000	10.0%	26
\$75,001-\$100,000	15.3%	40
\$100,001-\$150,000	16.5%	43
\$150,001-\$200,000	17.6%	46
\$200,001-\$250,000	7.3%	19
More than \$250,000	12.6%	33
Total	100.0%	261

Almost three-in-five respondents (57.0%) 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, just 12% reported that they came from a household with only two people financially supported by their parents/guardians, and 7% reported that only one person in their household was financially supported.

Figure 11: Number of People Financially Supported by Parents/Guardians (N=439)



When asked about their parents'/guardians' dependents enrolled in college, more than two-thirds said they were the only dependent in their household currently enrolled (67.5%).

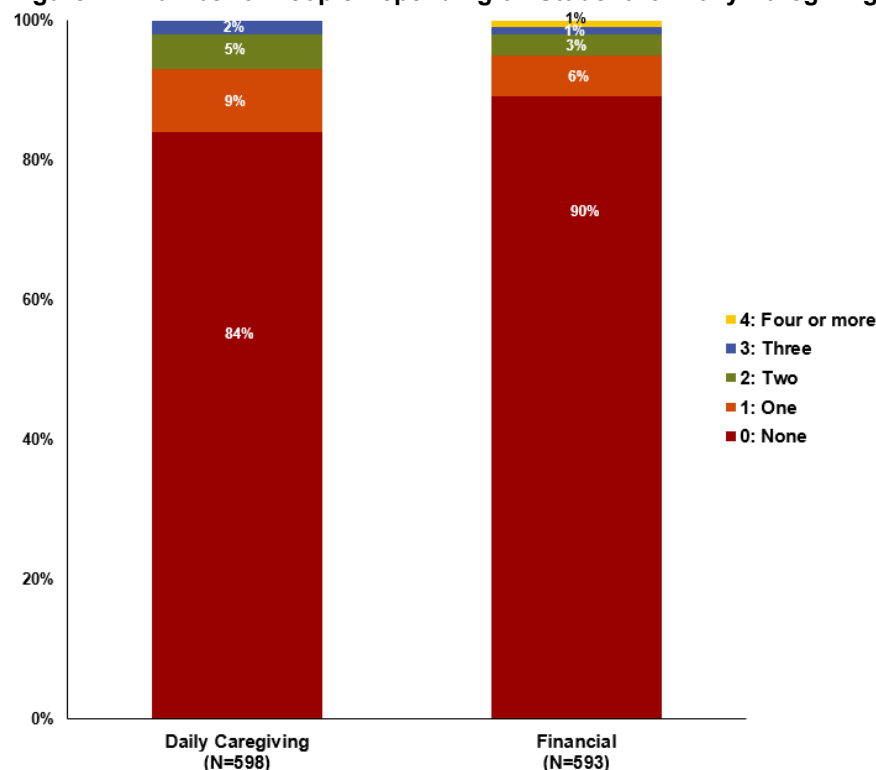
Table 27: Parents'/Guardians' Dependents Enrolled in College

	%	N
Only myself	67.5%	299
Two	28.4%	126
Three or more	4.1%	18
Total	100.0%	443

Respondents' Caregiving and Financial Responsibilities (Figure 12)

While the majority of respondents do not provide day-to-day caregiving to someone (e.g. children, elders, others), nearly one-sixth of transfer students report providing such care giving for at least one person (16%). In addition, one-in-ten provide the majority of financial support for one or more people (10%).

Figure 12: Number of People Depending on Student for Daily Caregiving and Financial Support



Open-End Comments

The Incoming Transfer Student Survey, administered shortly after Transfer Student Orientation, includes two open-end questions asking students 1) what they are most excited about in coming to NC State and 2) what they are most concerned or nervous about in transferring to NC State. This document briefly describes the process for coding responses and provides a summary of key findings.

The deidentified comments are first cleaned to drop blank and nonsense responses. Each comment is then read to look for any personally identifiable information (PII), which is redacted before further analysis is conducted.

Next, comments were read again to determine if the pre-existing coding frame, created over the years of administering the survey, needed any revisions. The coding scheme was updated as appropriate, e.g., new categories were added, categories were dropped, categories were combined, “tokens” or “strings” included in each category were cleaned up. Additionally, all comments were run through Gemini (Google’s AI tool) to see what common themes it identified. These recommendations were considered before developing the final coding scheme.

Once edits to the coding scheme were finalized, the SAS code used to read through the comments and automatically code them into the various categories was updated to reflect these changes and run. A single comment could be included in any number of categories. Responses that were not included in any of the pre-identified categories were reviewed and hand coded as appropriate into a category. Finally, frequencies were run to identify how many comments were coded into each of the categories.

A copy of the final coding scheme is provided in Appendix A. Please note that example quotes in the remainder of this report are verbatim, as written by the respondents – they have not in any way been revised, other than the redacting of PII as needed.

What Students Are Excited About (Table 28)

Table 28 outlines the different categorized topics of what excites students the most about starting their first year at NC State. Students were most likely to mention being excited about things related to *community and belonging* (48.7%), *coursework and instruction* (40.2%), and *campus life and activities* (31.3%). Descriptions and example quotes for these categories can be found below Table 29.

Table 28: What Students are Excited About (N comments = 415)

	N	%
Community and belonging	202	48.7%
Coursework and instruction	167	40.2%
Campus life and activities	130	31.3%
Career planning	106	25.5%
Adapting to college	51	12.3%
Academic performance and goals	18	4.3%
Spirit and pride	18	4.3%
Housing	7	1.7%
Time management	4	1.0%
Health	3	0.7%
Registration	2	0.5%
Technology	2	0.5%
Transportation	2	0.5%
Finances	1	0.2%
Safety	1	0.2%

What Students are Concerned About (Table 2)

Table 29 outlines the different topics into which student comments regarding what they are most concerned about in coming to NC State were categorized. Students were most likely to mention being most concerned about *adapting to college* (33.7%), *community and belonging* (28.9%), and *coursework and instruction* (28.4%). Descriptions and example quotes for these categories can be found below Table 2.

Table 29: What Students are Concerned About (N comments = 380)

	N	%
Adapting to college	128	33.7%
Community and belonging	110	28.9%
Coursework and instruction	108	28.4%
Academic performance and goals	93	24.5%
Time management	51	13.4%
Transportation	35	9.2%
Campus life and activities	34	8.9%
Health	31	8.2%
Finances	25	6.6%
Career planning	22	5.8%
Housing	18	4.7%
Registration	13	3.4%
Safety	9	2.4%
Technology	5	1.3%
Spirit and pride	3	0.8%

Community and belonging

The topic *community and belonging* includes responses that discuss how students think they will connect and fit in with others on campus. Some examples of words that would be picked up and identified as being in this category include “community,” “sense of belonging,” “friend,” “social,” “meeting,” and “new people.”

In responding to what they are most excited about in starting their first semester at NC State, almost half the incoming transfer students expressed excitement about connecting with others. They look forward to finding lifelong friends and building a support system. Examples of such comments include:

- *“I am most excited about meeting people and being able to experience things that I wouldn’t be able to do at home or at a community college. I am eager to live in a new city and to surround myself with others who also feel the same!”*
- *“I’m very excited to meet the College of Design faculty, as well as the current and incoming students. I have a good feeling it will help me find a sense of community and belonging that can be elusive in our hectic daily lives.”*
- *“Trying to make new friends and create secure friend groups that will be a support system for each other during the college years and on.”*

While most students express excitement about opportunities for *community and belonging* in starting their first year at NC State, in responding to their biggest concerns in starting their first year, more than one-fourth describe worries related to finding their people. They mention concerns such as the quality of their social skills and sharing interests with peers. Examples of such comments include:

- *“I am really nervous that I won’t fit in, I won’t make friends, and I will feel like an outsider.”*
- *“I’m nervous about forming community with other students through a significant age gap. I worry I will have a harder time feeling like I belong at NCSU and in my degree / courses as an older, half time enrolled, non-traditional student.”*
- *“I’m concerned about how ‘immersed’ I’ll be on campus since I will be commuting.”*

Coursework and instruction

The topic of *coursework and instruction* includes responses that describe how students are feeling about their classes, the rigor of their studies, and their academic program. Terms like “education,” “major,” “elective,” “department,” “course,” and “instruction,” among other similar terms, were flagged for inclusion in this category.

About two-fifths of the students mentioned something about *coursework and instruction* as what they are most excited about in coming to NC State. They talk about how they are ready to challenge themselves in the classroom and look forward to studying topics of their own interest. Examples of such comments include:

- *“Mostly my classes themselves. I love learning and devote a vast majority of my time to it, and so the class content excites me more than anything else could.”*
- *“Excited for more rigorous coursework that focuses more heavily on my major”*
- *“I am excited to partake in classes that fit my interests and will come in handy after graduation.”*

More than one-fourth of students express that they are most concerned about *coursework and instruction*. These students are worried about the rigor and format of their courses and how their experience at NC State will be different from the institutions they previously attended. Examples of such comments include:

- *“Though community college and university are similar, my biggest concern is the transition between online classes versus in-person lectures. However, I am sure that over time I will develop the skills to succeed in any class.”*
- *“The coursework will be harder than it was at my previous institution, so I will have to spend more time studying/office hours, etc., than I did at my last school. But I believe I can do it.”*
- *“I’m nervous about becoming a full-time student and managing my workload, as I did not have a full course load at my previous college.”*

Campus life and activities

Responses where students describe how they want to get involved on campus are included in the topic *campus life and activities*. Broad terms such as “event,” “activity,” “club,” “organization,” and “athletics” are included in this category, as well as more specific activities like “yoga,” “band,” “Greek life,” and “soccer.”

Almost one-third of students mentioned something related to *campus life and activities* when expressing what they were most excited about in coming to NC State. These students mention being excited to get involved with activities at NC State that meet their interests, such as going to sporting events, participating in rush for a sorority or fraternity, and joining clubs related to their major. Examples of such comments include:

- *“I am most excited about joining the different clubs at NC State that have piqued my interest as well as going to and supporting all NC State sports.”*
- *“I’m most excited for looking into ways I can be active on campus, whether via clubs, student organizations, or intramurals.”*
- *“Getting involved in extra-curriculars that involve agriculture, and ministry.”*

Relatively few students mentioned concerns related to *campus life and activities* when asked what they are most concerned about in starting their first year at NC State.

Career planning

Responses that described a student’s ideas about planning and preparing for their future career fit are included in the *career planning* category. Comments including words such as “career,” “jobs,” “internships,” “employment,” and “service learning” were among those flagged for inclusion in this category

In response to what they are most excited about, roughly one-fourth of incoming students described how excited they are to explore different career paths and prepare for their future career. Many are seeking opportunities to learn about new career paths and apply what they learn in class to the field. Examples of such comments include:

- *“Finally working towards my career, I feel like I was doing mindless work and once I’m here I can finally work on something that’s going to progress me in the field I want to work in”*
- *“Being in a large city, with multiple opportunities and networking with people who are industry experts.”*
- *“I am excited to take advantage of all the resources and facilities provided to me at NC State to help better prepare me for my future career.”*

Very few incoming students indicated that anything related to *career planning* was something they were especially concerned about in starting their first semester at NC State.

Adapting to college

The category *adapting to college* includes responses that mention how students think they will adapt to being a college student at NC State. Responses that mention things like “moving away from home,” “adjusting,” “transitioning,” “unfamiliarity,” and “independence” are among the many key words that were flagged for inclusion in this category.

In thinking about what they were most excited about, about 1-in-10 incoming students mentioned looking forward to *adapting to college* and the upcoming changes in their life. They are excited to be in a new environment, experience new things, and be on their own. Examples of such comments include:

- *“Starting a new life on my own and finding my way.”*
- *“I love the idea of being independent from my family. Or at least more so.”*
- *“I’m excited to test my own mental toughness, this is practice for true adulthood. I’m also excited to be in a new environment and my make a name for myself outside of ‘societal norms’ that my hometown has set.”*

However, while some students are excited about the transition to NC State, students were more likely to say *adapting to college* was something they were most concerned about, with about one-third expressing concern with adapting to newfound independence. Students are particularly concerned about adjusting to life in a completely new place with new people. Examples of such comments include:

- *“The size of the school, both in number of students and in acreage, can be a little intimidating.”*
- *“It is new school for me. So, everything is new and I have to get acquainted with that.”*
- *“I am afraid I will not be able to adapt to this new environment quickly.”*

Academic performance and goals

Responses that mentioned how students think they will do in their academic career and the progress they will make towards their academic goals were included in the topic of *academic performance and goals*. Key words included in this category include, for example, “grades,” “GPA,” “keeping up with assignments,” “failing,” “passing,” and “struggling.”

While very few students mentioned something related to academic performance and goals as something they were most excited about, about one-fourth of respondents indicated they were concerned about their academic performance and meeting their goals, making the *academic performance and goals* category one of the most common areas of concern for incoming students. These students mentioned concerns with falling behind on their work, doing poorly in classes, and feeling unprepared for college. Examples of students who mentioned concerns with academic performance include:

- *“I am concerned on being able to keep up with the classes and the people around me, as I’m worried I’m not good enough”*
- *“I am most concerned about doing well academically”*
- *“Getting good grades first semester because now my good GPA from freshman year doesn’t matter”*

Time management

The category of *time management* includes responses that describe how students are feeling about their ability to manage their time and priorities. Comments that mentioned things like “having time,” “balancing priorities,” “procrastination,” “building good habits,” and “staying on top of deadlines” and other similar terms were flagged for inclusion in this category

Time management was not something students said they were excited about in starting at NC State. However, just over 1-in-10 students indicated that time management was a top concern for them, particularly with managing responsibilities, making time to do things they enjoy, and taking care of their needs. Examples of such comments include:

- *"I'm an older single mother (50/50 custody) of an incredible young daughter, and I'm a little concerned about keeping up with the course load on my weeks with her. I'm confident that once I settle into the semester's routine that things will go well though!"*
- *"I'm nervous about balancing work, school, and my social life. I am a bit worried I may have bitten off more than I can chew but I'm going to work hard to manage everything"*
- *"I nervous about getting overwhelmed and being able to balance family, studying, and commuting to/from campus."*

For all 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 2025 Incoming Transfer Student Survey, contact:

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Appendix I

Academic performance and goals	perform	grade gpa prepar perform load succe school work amount of work keep up keeping up falling behind fail struggl\bpass\b ² doing well do well doing good do good much work do bad do poor exam test homework paper essay
Adapting to college	adapt	moving away adapt adjust transition lost size huge my way find my finding hometown large get around navigat new environment getting away get away college in general freshm high school big enormous unfamiliar change responsibl small town everything being away where to go family parent leaving home independen own decision freedom on my own mom dad moving out own life
Campus life and activities	campus	event activit involv club organization game sport athlet extracur \bart\b dance theat music honor greek frat soror soccer swim tennis golf ball fitness gym exercis intramur yoga raleigh city atmosphere location recreation society amenit volunteer campus life college life experience college experiencing college band librar student life rush ice cream
Career planning	career	career job intern interview resume placement planning employ passion rotc co-op coop co op abroad service learning service project research say program teaching fellow wise program opportunity opportunities resource
Community and belonging	community	friend out-of-state companion social new people lone network meeting shy fit in fitting in outsider connect communicat sense of belong discover who I am introvert reserved socializ peer communit
Finances	finance	money budget bills pay tuition fees free ride financ expens loan scholarship afford cost grant work study price debt
Health	health	depress overwhelm food \beat\b weight fifteen health pharm doctor nurse infirm clinic sick stress \bill\b counsel anxiety anxious energy drain burn covid coronavirus virus vaccin pandemic testing positive cluster recover impair disab medicat diet diabet autis injur

² /b is a SAS word boundary used to identify where a word should begin or end. In using this word boundary, we can distinguish when a series of letters should be surrounded by only non-word characters. For example, \blab\b flags responses that have “lab” surrounded by non-word characters, excluding responses that have “collaborate” or “available” because while they have the word “lab,” the word is surrounded by word characters.

Housing	housing	moving in village sharing a room hous dorm residen roommate roomate apartment living on campus living with live with living alone living by myself room mate rooming bathroom shower living situation
Coursework and instruction	educat	education college of field department matriculate knowledge elective major academic program engineering science course start class take class subject \bstem\b chem math physics calc ch 101 stats statistics \blab\b new material studio remote virtual zoom online synch teacher professor instruct faculty lecturer rigor difficult hard challeng my classes taking class
Registration	registr	registra schedul tracs \bsis\b getting the class getting into waitlist wait list register
Safety	safety	assault rape safe attack crime harass theft secur light dark \bnight\b phone victim danger gun discriminat bully shoot \bhate\b racis homophob
Spirit and pride	spirit	spirit tradition pride proud legacy go pack reputa rank wolfpack wolf pack dream school prestige
Technology	tech	Moodle eduroam laptop technolog computer ipad
Time management	time	manage study habit enough time have the time balanc lazy time wisely procrast distract deadline staying on top organize good habit routine juggl
Transportation	transport	wolflin wolf line park my parking deck dan allen \bbus\b traffic transp walk drive permit driving \bcar\b