



2025 Transfer and Campus Change Report

**A Research Report from the
Student Life Survey**

Center for the Study of Student Life

April 2025



**THE OHIO STATE
UNIVERSITY**

OFFICE OF STUDENT LIFE

EXECUTIVE SUMMARY

This report explores the experiences of transfer and campus change students at the Columbus campus of The Ohio State University. Data for this report are from the 2025 Student Life Survey. In January 2025, a sample of 8,500 undergraduate students on the Columbus campus were surveyed, out of which 1,071 responded, resulting in a response rate of 12.6%. This sample included a random sample 5,500 undergraduate students and an oversample of 3,000 undergraduate transfer and campus change students. In the sample of 5,500 undergraduate students 676 responded, resulting in a response rate of 12.3%. In the oversample of 3,000 undergraduate transfer and campus change students, 395 responded, resulting in a response rate of 13.2%.

Pathways to the Ohio State Columbus Campus

- **64.5%** of campus change students originally applied to the Columbus campus.
- Before attending Ohio State, **49.1%** of transfer students were attending another 4-year institution.
- **59.9%** of transfer students transferred from a college or university located in Ohio.

Top reasons for switching to the Ohio State Columbus Campus	
For campus change students	For transfer students
Academic programs and opportunities (70.3%)	Academic programs and opportunities (71.1%)
Campus facilities and resources (34.1%)	Reputation and ranking of the university (27.8%)
Social environment (24.9%)	Proximity to home or family (26.4%)
Reputation and ranking of the university (18.9%)	Personal reasons (21.7%)

Challenges Before and After Attending the Ohio State Columbus Campus

Campus Change Students

- **64.4%** of campus change students reported experiencing academic challenges since changing campuses, significantly more compared to the **43.9%** of campus change students who experienced academic challenges before switching ($p < .001$).
- Campus change students were significantly less likely to feel like they do not belong after changing to the Columbus campus ($p < .1$).

[†] $p < .1$, ^{*} $p < .05$, ^{**} $p < .01$, ^{***} $p < .001$

- **22.6%** of campus change students reported experiencing physical health concerns since changing to the Columbus campus, significantly more than the **13.6%** of campus change students who experienced physical health concerns before changing to the Columbus campus ($p < .05$).

Transfer Students

- **61.2%** of transfer students reported experiencing academic challenges since changing campuses, significantly more compared to the **47.2%** of transfer students who experienced academic challenges before transferring to the Columbus campus ($p < .001$).
- **39.7%** of transfer students reported feeling like they do not belong since transferring, which is significantly less than the **56.2%** of transfer students who felt like they did not belong before transferring ($p < .01$).
- Transfer students were significantly less likely to experience mental health challenges and loneliness since transferring to the Columbus campus ($p < .1$).

Campus Experiences and Resources

- Significantly fewer campus change and transfer students felt comfortable navigating the Columbus campus ($p < .001$), knew how to access resources to help them overcome challenges ($p < .01$) and knew how to handle their academic workload ($p < .001$) compared to continuing Columbus students.
- **51.4%** of campus change students and **48.7%** of transfer students have created a social network on the Columbus campus, significantly fewer than the **71.0%** of continuing Columbus students who have done so ($p < .001$).
- Continuing Columbus, campus change, and transfer students all had similar levels of knowledge related to getting support for their academic and coursework needs.
- The majority of Continuing Columbus students, campus change, and transfer students were unfamiliar with how to get support for their essential need on campus. **35% or fewer** students in each pathway were familiar with where to access basic needs support.

Campus Involvement

- **73.4%** of campus change students and **71.6%** of transfer students were involved, significantly fewer than the **88.9%** of continuing Columbus students who were involved ($p < .001$).
- Student organizations, working at an on-campus job, one day service events, and ongoing service/volunteer programs were the most common involvement activities for all three pathways.

Sense of Belonging

- Campus change and transfer students had significantly lower mean belonging scores (**2.91** and **2.86** respectively) when compared to continuing Columbus students (**3.04**) ($p < .001$).
- Campus change and transfer students were significantly less likely to agree/strongly agree that they feel a sense of belonging ($p < .01$) and feel like they are part of the Ohio State community ($p < .001$) compared to continuing Columbus students.
- **83.6%** of campus change and **78.3%** of transfer students indicated that they have relationships with other Ohio State students, significantly fewer than the **93.6%** of continuing Columbus students who indicated the same ($p < .001$).

INTRODUCTION

This report explores the experiences of transfer and campus change students at the Columbus campus of The Ohio State University. Students were surveyed on topics such as the reason for their campus change or transfer, challenges they experienced before and after transferring, and adjustment to the Columbus campus.

METHODS

The Student Life Survey is administered annually by the Center for the Study of Student Life to examine trends in student engagement, sense of belonging and satisfaction with the college experience. The 2025 Student Life Survey was administered to a stratified, random sample of 9,000 Ohio State students at the beginning of spring semester (January 6 to January 24, 2025). This sample comprised 5,500 undergraduate students and 3,500 graduate and professional students, all on the Columbus campus. A total of 1,258 students responded to the survey, resulting in an overall response rate of 14.0%. The response rate was 12.3% among undergraduate students and 16.6% among graduate and professional students. The survey was also sent to a stratified random oversample of 3,000 undergraduate students that included 1,500 campus change and 1,500 transfer students. Of the oversample students, 395 responded for a response rate of 13.2%. 14.7% of transfer students ($n = 220$) and 11.7% of campus change students ($n = 175$) in the oversample responded.

Note that not all students who completed the survey answered every question, resulting in different totals for some questions.

FINDINGS

Pathways to the Ohio State Columbus Campus

Transfer and campus change students were asked to provide details about how they came to the Columbus campus. Table 1 displays the proportion of campus change students who originally applied to the Columbus campus (64.5%).

Table 1: Campus Change Application Campus

Did you originally apply to attend the Columbus campus? ¹	Campus Change Students (<i>n</i> = 186)
Yes	64.5%
No	33.3%
I don't know	2.2%

¹ Only campus change students were shown this question.

Table 2 displays the previous institution types attended by transfer students in this sample. Almost half of transfer students (49.1%) were enrolled at a 4-year institution while most others were enrolled at a 2-year community college (38.0%), or employed (10.3%).

Table 2: Pre-Columbus Campus Institution Type

What were you doing before enrolling at the Ohio State Columbus Campus? ¹	Transfer Students (<i>n</i> = 271)
Enrolled at a 2-year community college	38.0%
Enrolled at another 4-year institution	49.1%
Employed full or part-time	10.3%
Other (please specify)	2.6%
Other responses: ²	
• “Flunked Out”	
• “Military”	
• “Military service”	
• “Prep college”	

¹ Only transfer students were shown this question.

² Open responses have not been edited for grammar or clarity.

Table 3 displays the past institution locations attended by transfer students, with a majority of transfer students transferring from other universities within Ohio (59.9%).

Table 3: Transfer Student Past Institution Location

I transferred from a college/university located...¹	Transfer Students (n = 277)
...in Ohio	59.9%
...in the United States outside of Ohio	30.0%
...outside of the United States	8.7%
Other (please specify)	1.4%
Other responses: ²	
<ul style="list-style-type: none"> • “Completed Bachelor's Degree in 2022 - attended here after working full time for two years to pursue post-grad” • “Community college” • “Veteran” • “Military transfer with previous college experience” 	

¹ Only transfer students were shown this question.

² Open responses have not been edited for grammar or clarity.

Table 4 displays the reasons that transfer and campus change students came to the Ohio State Columbus campus. Students were able to select up to three options. For both transfer and campus change students, the top reason was for academic programs and opportunities (around 70% of both transfer and campus change students). Other top reasons for transfer students include the reputation of the university and proximity to home or family. Other top reasons for campus change students include campus facilities and resources as well as the social environment.

Table 4: Reason for Change

What was the primary reason you transferred or changed campuses to come to the Ohio State Columbus campus? Please select up to three reasons. ^{1,2}	Campus Change Students (n = 185)	Transfer Students (n = 278)
Academic programs and opportunities	70.3%	71.1%
Athletic programs and opportunities	2.2%	4.3%
Campus facilities and resources	34.1%	17.7%
Financial aid and scholarships	7.0%	7.9%
I did not like my previous institution	8.1%	21.3%
Personal reasons	13.0%	21.7%
Programs and opportunities offered outside of the classroom	15.1%	9.8%
Proximity to home or family	17.8%	26.4%
Reputation and ranking of the university	18.9%	27.8%
Social environment	24.9%	10.1%
Wanted to be a part of the Buckeye community	16.2%	20.9%
Other (please specify)	8.1%	7.2%
Other responses: ³		
Transfer Students		
<ul style="list-style-type: none"> Financial reasons (1.8%) Academic reasons (1.4%) Personal reasons (1.1%) Military (0.7%) Past institution experiences (0.4%) 		
Campus Change Students		
<ul style="list-style-type: none"> Academic program was not available at regional campus (4.9%) Applied to Columbus campus originally (2.2%) Personal reasons (1.1%) 		

¹ Only transfer and campus change students were shown this question.

² Students could select up to three options in response to this question. Therefore, overall percentages for each group will not equal 100% across all items.

³ Open responses have not been edited for grammar or clarity. Full responses can be found in Appendix A.

Challenges Before and After Attending the Ohio State Columbus Campus

Students were asked to indicate if they had faced challenges like academic difficulties, food insecurity, and loneliness before and after starting at the Columbus campus. Table 5 displays the challenges that campus change and transfer students faced prior to their start at the Columbus campus. Transfer students were significantly more likely to report experiencing loneliness than campus change students. Likewise, significantly more transfer students indicated that they struggled with feeling like they belong, compared to campus change students. Chi-square tests were used to identify significant differences between experiences had by campus change and transfer students before attending the Columbus campus.

Table 5: Challenges Before Starting at Columbus

Prior to transferring to Ohio State or changing campuses have you experienced any of the following? Select all that apply.	Campus Change Students (<i>n</i> = 132)	Transfer Students (<i>n</i> = 233)	Significance
Academic challenges	43.9%	47.2%	
Disability related concerns	12.1%	17.2%	
Financial Insecurity	36.4%	32.2%	
Food insecurity	11.4%	17.2%	
Housing insecurity	10.6%	15.0%	
Loneliness	47.7%	59.2%	*
Mental health concerns	48.5%	55.4%	
Not feeling like I belong	46.2%	56.2%	†
Physical health concerns	13.6%	20.2%	

† $p < .1$, * $p < .05$, ** $p < .01$, *** $p < .001$

Table 6 displays differences in challenges experienced between continuing Columbus, campus change, and transfer students since they started attending the Columbus campus. Chi-square tests were used to identify significant differences between experiences had by continuing Columbus, campus change and transfer students.

Continuing Columbus students reported experiencing academic challenges at a significantly higher rate compared to campus change and transfer students. Financial insecurity was notably higher among campus change and transfer students. Loneliness was significantly more prevalent among continuing Columbus students compared to campus change and transfer students.

Table 6: Challenges Since Attending the Columbus Campus

Since starting at the Ohio State University Columbus campus have you experienced any of the following? Select all that apply.	Continuing Columbus Students (n = 391)	Campus Change Students (n = 146)	Transfer Students (n = 224)	Significance
Academic challenges	75.7%	64.4%	61.2%	***
Disability related concerns	12.3%	11.6%	14.7%	
Financial Insecurity	26.6%	39.0%	36.6%	**
Food insecurity	12.3%	10.3%	17.9%	+
Housing insecurity	10.5%	8.9%	16.1%	+
Loneliness	58.1%	43.8%	52.7%	*
Mental health concerns	56.3%	55.5%	49.1%	
Not feeling like I belong	40.2%	39.7%	39.7%	
Physical health concerns	30.2%	22.6%	22.3%	+

Comparing Challenges Before and After Columbus

Proportions from Tables 7 and 8 were used to identify significant differences in student's experiences of challenges before and after attending the Columbus campus. McNemar's test was used to identify significant differences.

Table 7 displays the differences in campus change students' academic and personal experiences both before and after attending the Columbus campus. Campus change students experienced a significant increase in their academic challenges and physical health concerns after changing to the Columbus campus. Additionally, a significantly lower proportion of campus change students reported not feeling like they belong since changing to the Columbus campus, indicating that their sense of belonging at Ohio State has increased since changing campuses.

Table 7: Challenges Before v. After Columbus – Campus Change Students

[†] $p < .1$, * $p < .05$, ** $p < .01$, *** $p < .001$

Since starting at the Ohio State University Columbus campus have you experienced any of the following? Select all that apply.	Before Attending Columbus (n = 132)	Since Attending Columbus (n = 146)	Significance
Academic challenges	43.9%	64.4%	***
Disability related concerns	12.1%	11.6%	
Financial Insecurity	36.4%	39.0%	
Food insecurity	11.4%	10.3%	
Housing insecurity	10.6%	8.9%	
Loneliness	47.7%	43.8%	
Mental health concerns	48.5%	55.5%	
Not feeling like I belong	46.2%	39.7%	†
Physical health concerns	13.6%	22.6%	*

Table 8 displays the differences in transfer students' academic and personal experiences before and after transferring. Notably, a significantly higher proportion of transfer students have experienced academic challenges since transferring. However, a significantly lower proportion of transfer students reported feeling like they do not belong since transferring, indicating that their sense of belonging has increased at Ohio State. Additionally, significantly fewer transfer students reported experiencing loneliness and mental health concerns since transferring.

Table 8: Challenges Before v. After Columbus – Transfer Students

Since starting at the Ohio State University Columbus campus have you experienced any of the following? Select all that apply.	Before Attending Columbus (n = 233)	Since Attending Columbus (n = 224)	Significance
Academic challenges	47.2%	61.2%	**
Disability related concerns	17.2%	14.7%	
Financial Insecurity	32.2%	36.6%	
Food insecurity	17.2%	17.9%	
Housing insecurity	15.0%	16.1%	
Loneliness	59.2%	52.7%	†
Mental health concerns	55.4%	49.1%	†
Not feeling like I belong	56.2%	39.7%	**
Physical health concerns	20.2%	22.3%	

† $p < .1$, * $p < .05$, ** $p < .01$, *** $p < .001$

Campus Experiences and Resources

Students were asked about their experiences on the Columbus campus and their knowledge of where to get support for their needs. Students rated their agreement to questions using a 5-point Likert scale ranging from Strongly Disagree to Strongly Agree. Results were split by pathway (i.e., transfer, campus change, and continuing Columbus) and chi-square tests were used to determine if there was a difference in agreement by pathway.

Table 9 displays the differences in agreement with statements related to campus experiences and resources split by pathway. Continuing Columbus students reported significantly higher comfort in navigating the campus compared to campus change and transfer students. They also were more likely to have a social network around the Columbus campus and reported a better ability to handle their academic workload compared to campus change and transfer students. Additionally, continuing Columbus students were more adept at accessing campus resources compared to campus change and transfer students.

Table 9: Campus Experiences

% Agree/Strongly Agree	Continuing Columbus (<i>n</i> = 443)	Campus Change (<i>n</i> = 183)	Transfer (<i>n</i> = 273)	Significance
I can comfortably navigate the Ohio State Columbus campus.	92.8%	81.4%	82.8%	***
I have created a social network on the Columbus campus.	71.0%	51.4%	48.7%	***
I know how to access resources on campus to help me overcome challenges.	80.4%	71.6%	68.9%	**
I can handle my academic workload.	83.5%	68.3%	75.8%	***
I know how to achieve my goals at Ohio State.	82.8%	79.8%	79.1%	
I would choose to attend the Ohio State Columbus campus again.	81.0%	74.3%	79.8%	

Table 10 displays the differences between knowledge of where to get support on campus for specific needs such as academic and essential needs. Continuing Columbus students reported significantly greater awareness of how to access on-campus support for housing, mental health, and physical health compared to campus change and transfer students. They also showed greater knowledge of resources for internships and career interests. However, all groups had similar levels of awareness for academic needs, future coursework, and essential needs.

[†]*p* < .1, **p* < .05, ***p* < .01, ****p* < .001

Table 10: Campus Resources**I know how to get on-campus support related to my:**

% Agree/Strongly Agree	Continuing Columbus (n = 434)	Campus Change (n = 175)	Transfer (n = 263)	Significance
Academic needs (studying, understanding your courses, etc.)	92.2%	90.9%	90.0%	
Future coursework (academic plan, courses to take next semester)	87.6%	85.7%	83.7%	
Essential needs (food pantry, emergency funding, etc.)	33.0%	31.4%	35.0%	
Housing	44.2%	32.6%	30.0%	***
Internships and career interests	58.3%	48.6%	50.2%	*
Mental health	63.6%	46.9%	55.1%	***
Physical health	63.4%	42.3%	49.1%	***

¹ Students could select multiple options in response to this question. Therefore, overall percentages for each group will not equal 100% across all items.

Campus Involvement

Involvement in on-campus activities during college plays a critical role in student success, from bolstering a student's sense of belonging to increasing retention and academic success (Tinto, 2006-2007; Morrow & Ackermann, 2012). Involvement fosters experiential learning during college, which is linked to getting a good job after graduation, workplace engagement, overall well-being and alumni attachment (Gallup, 2014).

The percentage of students involved was calculated by examining participation across thirteen different types of campus activities and community service (see Tables 11 and 12). The figure below shows differences in overall involvement in at least one of the thirteen involvement activities by pathway. As shown in Figure 1, continuing Columbus students were significantly more involved than campus change and transfer students. Chi-square tests of independence were used to identify significant differences in involvement between the three pathways.

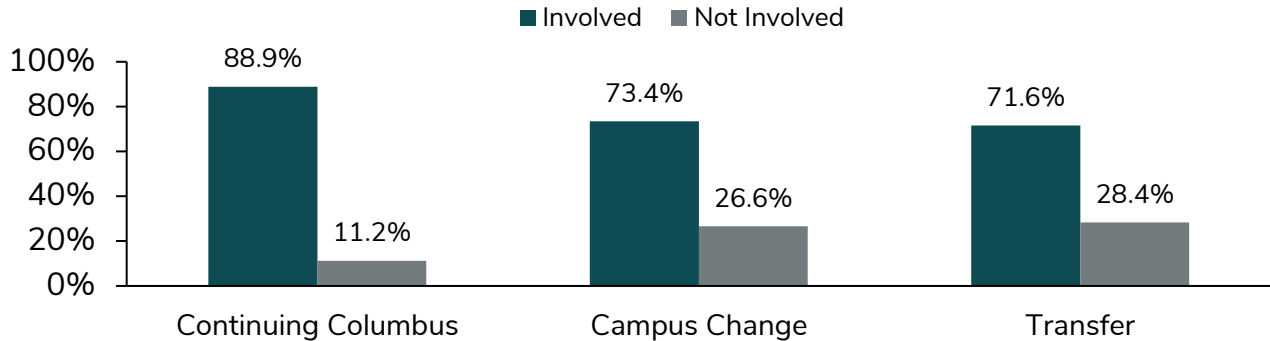
Figure 1: Overall Involvement by Pathway***

Table 11 displays the differences in student involvement in specific involvement activities. Continuing Columbus students were significantly more involved in social fraternities and sororities, business fraternities and sororities, intramural sports, student organizations, research with faculty members, on-campus jobs, and learning communities compared to campus change and transfer students.

Table 11: Campus Involvement by Pathway

	Continuing Columbus (<i>n</i> = 528)	Campus Change (<i>n</i> = 222)	Transfer (<i>n</i> = 317)	Significance
A social fraternity or sorority	11.2%	6.8%	6.0%	*
A business fraternity or sorority	4.4%	4.5%	1.0%	*
Intramural sports	11.7%	5.4%	5.4%	**
Sports clubs	8.7%	5.4%	7.6%	
Student organizations (e.g., Psychology Club, Running Club, Black Student Association)	65.3%	41.0%	42.9%	***
Research with a faculty member	9.1%	6.8%	5.1%	†
Working at an on-campus job	32.0%	19.8%	19.6%	***
A learning community in the Residence Halls (e.g., Engineering House, Stadium Scholarship Program, Morrill Scholars Program, Global Business)	9.7%	1.8%	1.0%	***
A capstone project or experience (e.g., senior thesis, portfolio, doctoral dissertation)	6.1%	6.3%	4.4%	

† $p < .1$, * $p < .05$, ** $p < .01$, *** $p < .001$

Table 12 displays the differences in student involvement in community service activities. Continuing Columbus students participate more in one-day service events and ongoing service/volunteer programs compared to campus change and transfer students. However, all groups have similar involvement in academic courses with service-learning components and multi-day service events.

Table 12: Community Service Involvement by Educational Level

	Continuing Columbus (<i>n</i> = 520)	Campus Change (<i>n</i> = 216)	Transfer (<i>n</i> = 312)	Significance
An academic course with a service-learning component	10.2%	11.1%	10.3%	
A one-day service event	25.6%	19.0%	17.0%	**
Multi-day service event (e.g., Buck-I-SERV, a church or club-based service trip)	8.3%	5.1%	5.1%	
An ongoing service/volunteer program (e.g., volunteered at a community organization once a month or more)	21.7%	13.9%	16.0%	*

Sense of Belonging

The final set of analyses examined variations in students' average sense of belonging by pathway. To obtain a mean score, select items from Table 13 were used to create a sense of belonging scale. Table 13 illustrates which items were incorporated into the scale and shows the association of the individual scale items with pathway using chi-square tests of independence. Each item was a four-point Likert question (i.e., Strongly Disagree to Strongly Agree), meaning that a minimum possible score was one, and a maximum possible score was four. Students were given a score if they answered at least four out of the five questions on the belongingness scale.

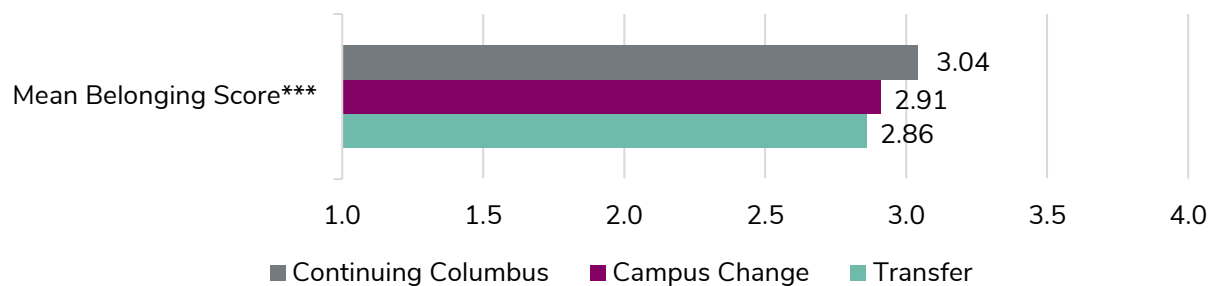
Table 13 displays the individual belonging scale items by pathway. Continuing Columbus students reported a significantly stronger sense of belonging and community at Ohio State compared to campus change and transfer students. They also have more relationships with other Ohio State students. However, all groups have similar levels of relationships with Ohio State faculty and staff.

[†]*p* < .1, **p* < .05, ***p* < .01, ****p* < .001

Table 13: Sense of Belonging Scale Items by Pathway

% Agree or Strongly Agree	Continuing Columbus Students (<i>n</i> = 486)	Campus Change Students (<i>n</i> = 207)	Transfer Students (<i>n</i> = 237)	Significance
I feel a sense of belonging at Ohio State	88.5%	82.6%	79.5%	**
I feel that I am a member of the Ohio State community	91.0%	83.1%	79.3%	***
I have relationships with other Ohio State students	93.6%	83.6%	78.3%	***
I have relationships with Ohio State faculty (e.g., professors)	66.9%	66.7%	61.5%	
I have relationships with Ohio State staff (e.g., academic advisors, hall directors, Student Life employees)	66.5%	61.2%	59.2%	†

Figure 2 displays the composite belonging score by pathway. A one-way ANOVA was used to identify significant differences in belonging between pathways. On average, continuing Columbus students had a significantly higher sense of belonging than campus change and transfer students.

Figure 2: Average Undergraduate Belonging Scores by Pathway

† $p < .1$, * $p < .05$, ** $p < .01$, *** $p < .001$

CONCLUSION

This report highlights the unique experiences of transfer and campus change students at The Ohio State University Columbus campus. The findings indicate that while these students face increased academic challenges after transitioning, their sense of belonging improves. However, Columbus students show higher levels of campus involvement, comfort in navigating resources, and overall sense of belonging underscoring the need for targeted support to enhance the success of transfer and campus change students.

REFERENCES

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APPENDIX A: PARTICIPANT DEMOGRAPHICS

Note: Participant demographics below represent all undergraduate respondents in the 2025 Student Life Survey.

	Columbus Students		Campus Change Students		Transfer Students	
	<i>n</i>	Percent	<i>n</i>	Percent	<i>n</i>	Percent
Total	529		224		320	
Academic Level	430		176		262	
First-year undergraduate	153	35.6%	4	2.3%	16	6.1%
Second-year undergraduate	93	21.6%	60	34.1%	64	24.4%
Third-year undergraduate	113	26.3%	49	27.8%	95	36.3%
Fourth-year undergraduate	57	13.3%	46	26.1%	57	21.8%
Fifth-year or beyond undergraduate	14	3.3%	17	9.7%	30	11.5%
Gender Identity	529		224		320	
Man	182	34.4%	90	40.2%	132	41.3%
Non-binary	3	0.6%	2	0.9%	4	1.3%
Woman	326	61.6%	128	57.1%	169	52.8%
Another identity not listed	5	1.0%	1	0.5%	3	0.9%
Multiple identities selected	8	1.5%	1	0.5%	6	1.9%
Prefer not to answer	5	1.0%	2	0.9%	6	1.9%
Transgender Identity	431		175		262	
Transgender	11	2.6%	3	1.7%	8	3.1%
Cisgender	412	95.6%	169	96.6%	244	93.1%
Prefer not to answer	8	1.9%	3	1.7%	10	3.8%

	Columbus Students		Campus Change Students		Transfer Students	
	<i>n</i>	Percent	<i>n</i>	Percent	<i>n</i>	Percent
Race/Ethnicity	529		224		320	
Black and/or African American	34	6.4%	19	8.5%	25	7.8%
Asian/Asian American, Pacific Islander, Desi American, and/or Native Hawai'ian	84	15.9%	23	10.3%	36	11.3%
Latine and/or Hispanic	29	5.5%	11	4.9%	10	3.1%
Middle Eastern and/or North African (MENA)	6	1.1%	3	1.3%	6	1.9%
White and/or European American	316	59.7%	152	67.9%	188	58.8%
Multiracial and/or Biracial	42	7.9%	12	5.4%	32	10.0%
Another identity not listed	3	0.6%	2	0.9%	1	0.3%
Prefer not to answer	15	2.8%	2	0.9%	22	6.9%
Sexual Orientation	428		174		261	
LGBQ+	104	24.3%	35	20.1%	54	20.7%
Heterosexual/straight	310	72.4%	131	75.3%	189	72.4%
Prefer not to answer	14	3.3%	8	4.6%	18	6.9%
Generational Status	529		224		320	
First-generation student	106	20.0%	83	37.0%	120	37.5%
Continuing-generation student	423	80.0%	141	63.0%	200	62.5%

[†] $p < .1$, * $p < .05$, ** $p < .01$, *** $p < .001$

	Columbus Students		Campus Change Students		Transfer Students	
	<i>n</i>	Percent	<i>n</i>	Percent	<i>n</i>	Percent
Disability	430		176		263	
Has a disability	58	13.5%	29	16.5%	67	25.5%
Does not have a disability	359	83.5%	134	76.1%	181	68.8%
Prefer not to answer	13	3.0%	13	7.4%	15	5.7%
Residence	431		176		262	
On-campus	212	49.2%	38	21.6%	37	14.1%
Off-campus	207	48.0%	136	77.3%	222	84.7%
Sorority or fraternity housing	12	2.8%	2	1.1%	3	1.2%

[†] $p < .1$, * $p < .05$, ** $p < .01$, *** $p < .001$

APPENDIX B: OPEN RESPONSE ITEMS

Table 4 Open Response Items – Transfer Student Responses (*n* = 18)

Comments
▪ OSU is not my first choice. It's just the only reasonable choice for engineering in central Ohio.
▪ Offered the program I was looking for and accredited
▪ Work related reasons
▪ My previous school was in danger of closing.
▪ Long term goal to come here
▪ Had to drop out before I started at OSU freshman year for financial reasons
▪ tuition assistance for staff
▪ Finances, my other college was more expensive
▪ I got out of the army
▪ COVID-19 because OSU is close to home
▪ My husband got a job here.
▪ Degree
▪ other institution only offered Associate degrees
▪ Cheapest local 4 year out of pocket degree
▪ Left Military
▪ Spouse is military
▪ Columbus State Transfer path to OSU
▪ Wanted a Bachelors degree
▪ OSU is not my first choice. It's just the only reasonable choice for engineering in central Ohio.

Table 4 Open Response Items – Campus Change Student Responses (*n* = 15)

Comments
▪ I was rejected from Ohio State main campus
▪ Did not get accepted Freshman year and didn't have the funds to attend OSU for four years either
▪ Regional campus that I transferred from didn't have of the classes required for my major
▪ My program is only offered on main campus
▪ Closer to home and better
▪ I prefer the regional campus, however could not complete my major there.
▪ Needed to for my major
▪ lima - and from what i hear all other branch campuses - are literally terrible and it was one of the worst experiences of my life, but because of that, I am grateful for it because it's only up from here, right?
▪ I had to for my major (mechanical engineering).
▪ Columbus has the courses I need to take to graduate
▪ i wanted to be in cbus but got defered to newark
▪ Originally planned to come to Columbus and got deferred to a regional campus
▪ It was required of me to transfer to finish my degree
▪ I thought I could complete my major in the Marion Campus but unfortunately I can only complete my major in the Columbus Campus.
▪ I was deferred to a regional campus for my first year