

2013 Incoming Transfer Survey

Thank you for your willingness to share your opinions and experiences by completing the NC State Incoming Transfer Survey. As mentioned in the email you received inviting you to participate in it, this study is part of our on-going efforts to make sure we understand the needs and expectations of our incoming students, to get your feedback on your experiences thus far, and to help you get engaged in the campus community as quickly as possible. We are committed to your success at NC State, and rely on the information collected in this study to help make that happen. The survey should take about 15-20 minutes to complete.

meta Browser Meta Info

Browser
Version
Operating System
Screen Resolution
Flash Version
Java Support
User Agent

A. Applying to NC State

A_tr1 What is the total number of institutions you attended before enrolling at NC State?

- One
- Two
- Three
- Four
- Five or more

A2 After applying for admission to NC State, did you receive a phone call(s) from any of the following people?

	Yes	No	Don't know/ Don't remember
An NC State faculty or staff member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A current NC State student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A graduate of NC State	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A3 After applying for admission to NC State, did you receive a letter from someone other than the admissions office?

- Yes
- No
- Don't know/ Don't remember

A5 Please select the single most influential factor in your decision to attend NC State.

- Academic reputation
- Cost
- Location
- Size
- Availability of program
- Recommended by a friend, family member, teacher, counselor, etc.
- Number of hours transferred/credited
- Level of support for my intended major
- Facilities and resources available
- Scholarship/financial aid available
- Campus visit prior to orientation
- Contact with a current student
- Contact with a faculty or staff member
- Contact with a graduate
- Letter from someone other than Admissions Office
- Attendance at a College Fair
- Publications from NC State
- Extracurricular opportunities
- University Recreation facilities and programs
- Participation in an Engineering 2 + 2 program
- Commitment to the environment and sustainability
- Other

A6 In thinking about the various schools to which you applied to transfer this fall (regardless of whether or not you were accepted), was NC State your first choice of colleges to attend?

- It was my only choice
- Yes - it was my first choice
- No - it was my second choice
- No - it was my third choice or below

A7 How satisfied were you with each of the following...

	Very satisfied	Moderately satisfied	Moderately dissatisfied	Very dissatisfied	Don't know/ Didn't use
The NC State University admissions process?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your departmental admissions process?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A_tr2 Was the number of courses/credits that actually transferred to NC State the same as what your previous institution led you to believe would transfer?

- More courses/credits transferred than I was led to expect
- The courses/credits that I expected transferred
- Fewer courses/credits transferred than I was led to expect

A_tr3 Was the number of courses/credits that actually transferred to NC State the same as what your department at NC State led you to believe would transfer?

- More courses/credits transferred than I was led to expect
- The courses/credits that I expected transferred
- Fewer courses/credits transferred than I was led to expect

A8 Overall, how would you rate the NC State Virtual Advising Center website?

- Excellent
- Good
- Fair
- Poor
- Never Used

B. Paying for College

B1 How much of your first year educational expenses (tuition and fees, room, meals, and books/supplies) do you expect to cover from each of the following sources below?

	None	Less than \$1,000	\$1,000 - \$2,999	\$3,000 - \$5,999	\$6,000 - \$9,999	\$10,000 or more
Family resources (parents, relatives, spouse, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your own resources (savings from work, work-study, other income)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aid that does not need to be repaid (grants, scholarship, military funding, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aid that must be repaid (loans, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other than above	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B2 Did you or your parents/guardians submit a FAFSA (Free Application for Federal Student Aid)?

- Yes
- No
- Don't know

B3 Please indicate what, if any, kind(s) of financial aid you are receiving. (Mark all that apply)

- Grants and scholarships (aid that you do not have to repay)
- Loans
- Other (VA benefits, ROTC scholarship, gifts from family members other than parents, etc.)
- No financial aid at all

B4 How satisfied were you with the NC State University financial aid process (the process for applying for aid, not the award amount)?

- Very Satisfied
- Moderately satisfied
- Moderately dissatisfied
- Very dissatisfied
- Not applicable (did not use)

C1. Preparing for College

C_tr1 How well do you think...

	Very well	Somewhat well	Not very well
Your high school prepared you for college?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You prepared yourself for college?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your last institution prepared you for further study?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C2 What is your primary goal or objective for attending NC State?

- To obtain a bachelor's degree or certificate only
- To obtain a bachelor's degree as preparation for graduate or professional school
- To obtain a bachelor's degree as preparation for a new career or profession
- To improve knowledge, technical skills, and/or competencies required for current profession
- To take courses for personal interest
- Other (please specify) _____

C3 How certain are you about your choice of a college major?

- Very certain
- Certain
- Uncertain
- Very uncertain

C2. Preparing for College (General Education Preparation)

C4ge_a Below is a list of general education goals held by NC State for your undergraduate preparation. In the drop boxes below, rate your current level of development of the goal.

	Excellent	Good	Fair	Poor	Don't know
Writing effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking effectively (i.e., to large and small groups and making presentations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening attentively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comprehending written and oral information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating and distributing information and knowledge using multiple communication forms, including text, video, graphics, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using mathematical skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applying scientific methods of inquiry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using technology appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding information using technology; and evaluating the value, reliability and validity of information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to plan and carry out projects independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying a problem or concept and articulating its various components	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectively analyzing and evaluating evidence, arguments, claims, and beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating and being open to new and worthwhile ideas and perspectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solving real world problems in ways that demonstrate imagination and creativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The capacity to engage with and respond to creative works (e.g., plays, music, movies, dance, visual arts, and other arts), as creator, designer, performer, or audience member; and to evaluate their significance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C4ge_b The same general education goals from the previous page are listed below. Now please rate **how important** each goal is to you.

	Very important	Somewhat important	Not very important	Not at all important	Don't know
Writing effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking effectively (i.e., to large and small groups and making presentations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening attentively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comprehending written and oral information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating and distributing information and knowledge using multiple communication forms, including text, video, graphics, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using mathematical skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applying scientific methods of inquiry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using technology appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding information using technology; and evaluating the value, reliability and validity of information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to plan and carry out projects independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying a problem or concept and articulating its various components	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectively analyzing and evaluating evidence, arguments, claims, and beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating and being open to new and worthwhile ideas and perspectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solving real world problems in ways that demonstrate imagination and creativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The capacity to engage with and respond to creative works (e.g., plays, music, movies, dance, visual arts, and other arts), as creator, designer, performer, or audience member; and to evaluate their significance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C3. Preparing for College (Personal Development)

C4pd_a Below is a list of personal development goals held by NC State for your undergraduate preparation. In the drop boxes below, rate your current level of development of the goal.

	Excellent	Good	Fair	Poor	Don't know
Recognizing and acting on ethical principles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing leadership skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working effectively as part of a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being involved in public and community affairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing and sustaining an active and healthy lifestyle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experiencing personal growth (e.g., self-discipline, responsibility, self-awareness)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to handle stress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to reflect, review, self-regulate, and self-examine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking responsibility for my own behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Potential for success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Viewing failure as an opportunity to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gaining clarity in my career direction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C4pd_b The same personal development goals from the previous page are listed below. Now please rate how important each goal is to you.

	Very important	Somewhat important	Not very important	Not at all important	Don't know
Recognizing and acting on ethical principles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing leadership skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working effectively as part of a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being involved in public and community affairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing and sustaining an active and healthy lifestyle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experiencing personal growth (e.g., self-discipline, responsibility, self-awareness)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to handle stress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to reflect, review, self-regulate, and self-examine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking responsibility for my own behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Potential for success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Viewing failure as an opportunity to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gaining clarity in my career direction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C4. Preparing for College (World Views)

C4wv_a Below is a list of world view goals held by NC State for your undergraduate preparation. In the drop boxes below, rate your current level of development of the goal.

	Excellent	Good	Fair	Poor	Don't know
Understanding issues and problems facing the world	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding and respecting diverse cultures, values, and perspectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work with people from diverse backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sensitivity to issues associated with gender equity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sensitivity to issues associated with racial equity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appreciating differences in sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding the present as it relates to historical events and processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding the commonality of human problems through a global perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C4wv_b The same world view goals from the previous page are listed below. Now please rate how important each goal is to you.

	Very important	Somewhat important	Not very important	Not at all important	Don't know
Understanding issues and problems facing the world	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding and respecting diverse cultures, values, and perspectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work with people from diverse backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sensitivity to issues associated with gender equity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sensitivity to issues associated with racial equity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appreciating differences in sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding the present as it relates to historical events and processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding the commonality of human problems through a global perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D3 Did you contact an academic advisor prior to Transfer Orientation to discuss your fall class schedule?

- Yes, I contacted an academic advisor
- No, I did not contact an academic advisor
- Not applicable, I was directed to not contact an academic advisor

Answer If Did you contact an academic advisor prior to Transfer Ori... No, I did not contact an academic advisor Is Selected

D3a Please choose the primary reason why you did not contact an academic advisor.

- I was not aware I was supposed to contact an academic advisor
- I did not know who my academic advisor was
- My academic advisor was not assigned prior to Transfer Orientation
- I knew what I had to do and did it myself
- I received help from someone else who was not my academic advisor
- Other (please specify) _____

D4 To what extent do you agree or disagree with each of the following statements? Transfer Orientation provided useful information about:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The academic advising and course registration process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NC State's expectation that students will graduate in a timely manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How the research mission of the University impacts the classroom setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The academic challenges facing transfer students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The academic resources available to all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The importance of students connecting to NC State in some manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The expectation for NC State community members to act with civility and respect toward others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The resources available if you feel you have been unlawfully harassed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Safety and security on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D5 Transfer Orientation provided me with an opportunity to get my questions answered.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

D6 The information I received during Transfer Orientation helped me feel better prepared to start my first semester at NC State.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

D7 As a result of Transfer Orientation, I am excited to start my first semester at NC State.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

D8 In thinking back on your Transfer Orientation experience, what topics or issues do you wish you had gotten more, or more useful, information about?

E. Getting Involved at NC State

PLEASE READ THESE IMPORTANT INSTRUCTIONS: Unlike ALL the other questions in this survey, the information you provide in this section is NOT confidential. We are asking these questions to pro-actively help you get involved at NC State. For any/all activities below in which you indicate an interest, we will share your name and contact information with the person(s) on campus responsible for that activity so that they can send you information about the activity. We will NOT connect any of your responses to other questions in the survey with the information we provide to these people.

E1 In which of the following co-curricular programs/activities at NC State are you interested in learning about and/or participating? (Mark all that apply)

- Student Government
- Student Conduct Board
- Residence Hall Councils
- Student Leadership Development (workshops, conferences, etc.)
- Co-op (Cooperative Education) program
- Study Abroad/National Student Exchange
- Volunteer Services
- ROTC
- Club Sports (Cycling, Equestrian, Martial Arts, Ultimate, etc.)
- Fitness (Group Fitness, Massage Therapy, Personal Training, etc.)
- Open Recreation (Cardio and Weight Training, Badminton, Basketball, Swim, etc.)
- Intramural Sports (Basketball, Flag Football, Golf, Soccer, Tennis, etc.)
- Outdoor Adventures (Trips, Rental Center, Rock Climbing, etc.)
- Social Fraternity/Sorority
- Student Media/Publications
- Union Activities Board programs/activities (cultural programs, concerts, etc.)
- Multicultural/Diversity programs/activities
- Gender issues (gender communication, sexual assault, domestic violence, etc.)
- GLBT (Gay, Lesbian, Bisexual, Transgender) programs/activities
- Healthy lifestyles issues (stress management, sexuality, substance abuse, etc.)
- Planning programs and services for children and families
- The Crafts Center programs/activities
- Music minor, bands, choirs, orchestras, chamber music, bagpipes, drums
- Attending art exhibitions, meeting artists, museum internships
- Theater participation as artist
- Theater participation as audience
- Student Dance Companies
- The Center for Student Leadership, Ethics, and Public Service (CSLEPS)
- Organizations/clubs related to your major
- Pre-Law services/planning
- Pre-Health services/counseling
- Undergraduate Research
- Environmental/sustainability activities and organizations

E2 Do you play any musical instruments?

- No
- Yes (please specify) _____

E3 Have you recently participated in a choral group in your school, community, or place of worship?

- No
- Yes

E4 In which of the following pre-college programs did you participate? (Mark all that apply)

- Educational Talent Search
- Upward Bound
- GEAR UP
- Early College
- Student Support Services Program

E5 Please indicate which, if any, of the following religious organizations at NC State you are interested in learning about and/or participating in. (Mark all that apply)

- Alpha Omega
- Anno Domini
- Bridges International
- Brooks Campus Ministry
- Campus Christian Fellowship
- Campus Crusade for Christ
- Campus Outreach Raleigh
- Charisma Campus Ministry
- Christians on Campus
- East Triangle Church Campus Ministry
- Grace Mission Ministries Manna
- Greek Impact
- InterVarsity Christian Fellowship
- Islam and Dialogue Student Association
- Life Changers College Ministry
- Providence College Ministry
- Self Knowledge Symposium
- The Lord's Generation
- The Navigators
- Uninhibited Praise
- United Student Fellowship Christian Ministry
- University Bible Fellowship

E6 What is your religious preference(s)? (Mark all that apply)

- Agnostic
- Atheist
- Baptist
- Buddhist
- Christian Science
- Church of Christ
- Eastern Orthodox
- Episcopalian
- Hindu
- Jewish
- LDS (Mormon)
- Lutheran
- Methodist
- Muslim
- Nondenominational/Interdenominational
- Presbyterian
- Protestant
- Quaker
- Roman Catholic
- Seventh Day Adventist
- United Church of Christ
- Other Christian
- No religious affiliation
- Prefer not to answer
- Other (please specify) _____

E7 Remember, we will share your contact information with the relevant offices for the activities listed above in which you have expressed an interest. No personally identifying information will be connected to your responses to any questions in any other sections of the survey.

F. Technical Capabilities

F1 Which of the following devices do you plan to bring to campus this fall? (Mark all that apply)

- Desktop computer
- Laptop computer
- Tablet
- Mobile phone

Answer If Which of the following devices do you plan to bring... Desktop computer Is Selected

F2 What operating system does/will your desktop computer have? (If you plan to have more than one, please select the operating system of your primary device.)

- Windows
- Mac OS
- Linux
- Don't know

Answer If Which of the following devices do you plan to bring... Laptop computer Is Selected

F3 What operating system does/will your laptop computer have? (If you plan to have more than one, please select the operating system of your primary device.)

- Windows
- Mac OS
- Linux
- Chromium (e.g., Chromebook)
- Don't know

Answer If Which of the following devices do you plan to bring... Tablet Is Selected

F4 What type of tablet will you be bringing to campus this fall? (If you plan to have more than one, please select your primary device.)

- iOS tablet (e.g., iPad or iPad mini)
- Android tablet (e.g., Galaxy, Kindle Fire, Nexus, etc.)
- Windows tablet PC (e.g., Surface, VivoTab, etc.)
- Other tablet (please specify) _____
- Don't know

Answer If Which of the following devices do you plan to bring... Mobile phone Is Selected

F5 What type of mobile phone will you be bringing to campus this fall? (If you plan to have more than one, please select your primary device.)

- Cell phone/feature phone
- iOS smartphone (e.g., iPhone)
- Android smartphone
- Windows smartphone
- Blackberry smartphone
- Other smartphone (please specify) _____
- Don't know

F6 You indicated that you plan to bring a desktop, laptop, tablet, and/or mobile phone to campus this fall. The following questions ask you to think about your expectations for using one over the other(s) for your school-related work during your first year at NC State (e.g., taking notes, doing research, completing online quizzes, checking grades).

F6a How often will you use your desktop computer for school-related work rather than use the other device(s) you will have?

- It will be the only one of my devices that I will use for school-related work
- Will use it most of the time
- Will use it some of the time
- Will rarely use it
- I will never use it for school-related work

F6b How often will you use your laptop computer for school-related work rather than use the other device(s) you will have?

- It will be the only one of my devices that I will use for school-related work
- Will use it most of the time
- Will use it some of the time
- Will rarely use it
- I will never use it for school-related work

F6c How often will you use your tablet for school-related work rather than use the other device(s) you will have?

- It will be the only one of my devices that I will use for school-related work
- Will use it most of the time
- Will use it some of the time
- Will rarely use it
- I will never use it for school-related work

F6d How often will you use your mobile phone for school-related work rather than use the other device(s) you will have?

- It will be the only one of my devices that I will use for school-related work
- Will use it most of the time
- Will use it some of the time
- Will rarely use it
- I will never use it for school-related work

F7 Do you plan to bring a television with you to campus this fall? (If you plan to have more than one, please select your primary device.)

- Not applicable - will not be living on campus this fall
- No - do not plan to bring a television to campus
- Yes - do plan to bring a Standard Definition TV
- Yes - do plan to bring a High Definition TV
- Don't know if will be bringing a TV

G. Conclusions: Some Background Information About You

This final section of the survey asks you to provide us with a variety of information about yourself. Collecting data from all respondents on these questions is important so that we can better and more reliably report differences and similarities between people from different backgrounds. We understand that you might be concerned about sharing some of this information. Please be assured that the responses you provide are kept completely confidential. Any identifying information will be separated from your answers. Results are reported using the average, or pooled answers to the questions, instead of the responses of any one individual. However, if you are uncomfortable answering a question, please feel free to skip it.

G1 What is the highest level of education you plan to complete?

- Bachelor's degree
- Master's degree (e.g., MA, MS, MBA, MSN)
- Doctoral degree (e.g., PhD, EdD, PharmD)
- Doctor of Veterinary Medicine (DVM)
- Medical degree (e.g., MD, DO, DDS)
- Law degree (JD)
- Divinity degree (e.g., M.Div., D.Min.)
- Do not intend to complete any degree

G2 Which best describes the area in which you lived during high school?

- Rural area
- Small town (20,000 people or less)
- Moderate size city (20,001-60,000)
- Large city (60,001-100,000)
- Urban area (over 100,000 people)

G3 Are you currently serving or have you ever served in the United States Armed Forces?

- Yes
- No

Answer If Are you currently serving or have you ever served in the United States Armed Forces? Yes Is Selected

G3a What is your current status?

- Active - Duty
- NC National Guard
- Other National Guard
- Reservist
- Recently Separated Veteran (within the past 5 years)
- Separated Veteran (6 or more years ago)
- Retiree

Answer If Are you currently serving or have you ever served in the United States Armed Forces? Yes Is Selected

G3b What is your branch of service?

- Army
- Air Force
- Navy
- Marine Corps
- Coast Guard

G4 Are you the dependent or spouse of a current or prior United States service member?

- Yes
- No

Answer If Are you a dependent or spouse of a current or prior United States service member? Yes Is Selected

G5 What is your relationship to the service-member or veteran? (Mark all that apply)

- Dependent
- Spouse

Answer If What is your relationship to the service-member or veteran? Dependent Is Selected

G5_1a What is the current status of the service member of whom you are a dependent? (If more than one applies, please just pick one.)

- Active-Duty
- NC National Guard
- Other National Guard
- Reservist
- Recently Separated Veteran (within the past 5 years)
- Separated Veteran (6 or more years ago)
- Retiree

Answer If What is your relationship to the service-member or veteran? Spouse Is Selected

G5_2a What is the current status of your spouse?

- Active-Duty
- NC National Guard
- Other National Guard
- Reservist
- Recently Separated Veteran (within the past 5 years)
- Separated Veteran (6 or more years ago)
- Retiree

G6 Do you self-identify as a member of the GLB (gay, lesbian, bisexual) community?

- Yes
- No
- Prefer not to answer

G7 Do you self-identify as a member of the transgender community?

- Yes - male to female
- Yes - female to male
- No
- Prefer not to answer

G8 For the year 2012, what was the amount of your parents' or guardians' combined pre-tax income? Please try to answer even if you are financially independent.

- \$30,000 or less
- \$30,001 - \$50,000
- \$50,001 - \$75,000
- \$75,001 - \$100,000
- \$100,001 - \$150,000
- \$150,001 - \$200,000
- More than \$200,000

G9 What is the total number of people financially supported by your parents/guardians, including yourself and parents/guardians? (i.e., What is the size of your family household?)

- One
- Two
- Three
- Four
- Five or more

G10 How many of your parents' or guardians' dependents including yourself are currently enrolled in college?

- Only myself
- Two dependents
- Three or more dependents

G11a During the time school is in session this coming year, about how many hours do you plan on working on-campus?

- None - I won't have a job on campus
- 1 - 10 hours per week
- 11 - 20 hours per week
- 21 - 30 hours per week
- 31 - 40 hours per week
- More than 40 hours per week

G11b During the time school is in session this coming year, about how many hours do you plan on working off-campus?

- None - I won't have a job off-campus
- 1 - 10 hours per week
- 11 - 20 hours per week
- 21 - 30 hours per week
- 31 - 40 hours per week
- More than 40 hours per week

G12 From the time you enter NC State, how long do you intend to take to complete your bachelor's degree at NC State?

- Less than 4 years
- 4 years
- 4 1/2 years
- 5 years
- 5 1/2 years
- 6 or more years
- Do not intend to complete bachelor's degree at NC State

G_tr1 What will your enrollment status (course load) be during your first semester at NC State?

- 15 credit hours of classes or more
- 12 - 14 credit hours of classes
- Fewer than 12 credit hours of classes

Answer If What will your enrollment status (course load) be during ... 12 - 14 credit hours of classes Is Selected Or What will your enrollment status (course load) be during ... Fewer than 12 credit hours of classes Is Selected

G_tr2 For which of the following reasons will you be enrolled for less than 15 credit hours? (Mark all that apply)

- Need to work
- Courses wanted were not available
- Want to be able to make better grades
- Was advised to carry a lighter load by my advisor
- Am completing degree requirements and do not need more courses
- Participation in an internship, co-op, practicum, student teaching, or international study program
- The combination of credit hours would have been too much if I took another big course at the same time
- Family responsibilities
- Cost
- Other (please briefly explain) _____

G13 After graduation, where do you plan to seek employment?

- In North Carolina only
- Anywhere in the USA
- Outside the USA only
- Anywhere - location is not important
- I do not plan to be employed immediately after graduation (e.g., attending graduate school, traveling)

H. Conclusions: Your Final Thoughts

In this last section of the survey we would like you to provide some information in your own words. Your comments will be grouped with others talking about similar issues, and (after removing any personally identifying information) shared with the relevant offices on campus so that they may have a better understanding of how to make your time at NC State as productive and successful as possible. However, in asking you to share your comments we must also inform you that our promise to maintain your confidentiality does not apply where the university has a legal duty to act on the information you provide, such as reports of criminal activity or unlawful harassment.

H1 Please use this space to briefly describe what it is you are most excited about in coming to NC State.

H2 Please use this space to briefly describe what, if anything, you are most concerned or nervous about in transferring to NC State.