

2017 Incoming Transfer Student 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, this study is part of our ongoing efforts to make sure we understand the needs and expectations of our incoming students, to get 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 by this study to help make that happen. The survey should take about 15-20 minutes to complete.

Please click "Next" to begin the survey.

**A. Applying to NC State**

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

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

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"/>

After applying for admission to NC State, did you receive a letter from someone other than the Admissions Office?

- Yes (1)
- No (2)
- Don't know/Don't remember (0)

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To what extent did each of the following factors influence your decision to attend NC State?

	Very strong influence	Strong influence	Moderate influence	Weak influence	Very weak influence	Not applicable
Academic reputation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cost	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Size	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NC State's commitment to diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of academic program/major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent did each of the following factors influence your decision to attend NC State?

	Very strong influence	Strong influence	Moderate influence	Weak influence	Very weak influence	Not applicable
Recommended by a friend, family member, teacher, counselor, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of hours transferred/credited	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of support for my intended major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilities and resources available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scholarships/financial aid available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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To what extent did each of the following factors influence your decision to attend NC State?

	Very strong influence	Strong influence	Moderate influence	Weak influence	Very weak influence	Not applicable
Campus visit prior to orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contact with a current student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contact with a faculty or staff member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contact with a graduate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Letter from someone other than the Admissions Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attendance at a College Fair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent did each of the following factors influence your decision to attend NC State?

	Very strong influence	Strong influence	Moderate influence	Weak influence	Very weak influence	Not applicable
Publications from NC State	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extracurricular opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University Recreation facilities and programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in an Engineering 2 + 2 program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NC State's commitment to the environment and sustainability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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All the various factors from the previous page are listed below. Please select the single most influential factor in your decision to attend NC State. (This is a long list - please scroll down to see all options)

- Academic reputation
- Cost
- Location
- Size
- NC State's commitment to diversity
- Availability of academic program/major
- 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
- Scholarships/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 the 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
- NC State's commitment to the environment and sustainability
- Other

In thinking about the various schools to which you applied to transfer to 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

How satisfied were you with the NC State University admissions process?

- Very satisfied
- Moderately satisfied
- Moderately dissatisfied
- Very dissatisfied
- Don't know

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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

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

Overall, how would you rate the NC State Academic Advising Services website?

- Excellent
- Good
- Fair
- Poor
- Never used

**B. Paying for College**

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

	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, scholarships, 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"/>

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

- Yes
- No
- Don't know

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

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

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**

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"/>

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

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

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

- Very certain
- Certain
- Uncertain
- Very uncertain

**C2. Preparing for College (General Education Preparation)**

Below is a list of general education goals held by NC State for your undergraduate preparation. Please rate your current level of development of each 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"/>

Below is a list of general education goals held by NC State for your undergraduate preparation. Please rate your current level of development of each goal.

	Excellent	Good	Fair	Poor	Don't know
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"/>
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"/>
Gathering relevant information or evidence	<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"/>

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Below is a list of general education goals held by NC State for your undergraduate preparation. Please rate your current level of development of each goal.

	Excellent	Good	Fair	Poor	Don't know
Questioning my assumptions and considering points of view that conflict with my own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Considering all options when solving a problem or addressing an issue and thinking through the implications and consequences of selecting one alternative over another	<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"/>
Reflecting on my own work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The capacity to engage with and respond to artistic works (e.g., plays, music, movies, dance, visual 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"/>

The same general education goals from the previous pages 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"/>



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The same general education goals from the previous pages 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
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"/>
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"/>
Gathering relevant information or evidence	<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"/>

The same general education goals from the previous pages 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
Questioning my assumptions and considering points of view that conflict with my own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Considering all options when solving a problem or addressing an issue and thinking through the implications and consequences of selecting one alternative over another	<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"/>
Reflecting on my own work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The capacity to engage with and respond to artistic works (e.g., plays, music, movies, dance, visual 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"/>

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**C3. Preparing for College (Personal Development)**

Below is a list of personal development goals held by NC State for your undergraduate preparation. Please rate your current level of development of each 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"/>

Below is a list of personal development goals held by NC State for your undergraduate preparation. Please rate your current level of development of each goal.

	Excellent	Good	Fair	Poor	Don't know
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"/>
Working to my potential	<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"/>

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The same personal development goals from the previous pages 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"/>

The same personal development goals from the previous pages 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
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"/>
Working to my potential	<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"/>

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**C4. Preparing for College (World Views)**

Below is a list of world view goals held by NC State for your undergraduate preparation. Please rate your current level of development of each 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"/>

Below is a list of world view goals held by NC State for your undergraduate preparation. Please rate your current level of development of each goal.

	Excellent	Good	Fair	Poor	Don't know
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"/>

The same world view goals from the previous pages 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"/>

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The same world view goals from the previous pages 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
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"/>

**D. Transfer Orientation**

These questions ask you to think about the Transfer Orientation program that you attended at NC State.

Please rate the following based on your experience with your college/department prior to and during Transfer Orientation:

	Strongly agree	Agree	Disagree	Strongly disagree	Did not get/ Does not apply
The information and advice I received from my college/department prior to attending Orientation helped me to plan my fall schedule	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The information and advice I received from my college/ department during Orientation helped me to plan my fall schedule	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the attention I received from my college/ department prior to attending Orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the attention I received from my college/ department during Orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Transfer Orientation provided useful information about:

	Strongly agree	Agree	Disagree	Strongly disagree	Do not remember
How to navigate NC State's physical campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resources available to you related to dining at NC State	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What to expect when living with a roommate on-campus or living off-campus (depending on your housing arrangements)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expectations for being a member of the NC State community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Policies that may impact your experience at NC State (i.e., Code of Student Conduct, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to access academic support services available to all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The prohibition of sexual violence, relationship violence, and stalking at NC State	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The resources available to me if I need help preventing or reporting sexual violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

As a result of my participation in Transfer Orientation:

	Strongly agree	Agree	Disagree	Strongly disagree	Do not remember
I can identify opportunities to engage with people different from myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can articulate the importance of civility and respect in an educational setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can identify how my behavior may impact my community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel more comfortable having conversations with others around our differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am excited to start my first semester at NC Stat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel better prepared to start my first semester at NC State	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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During Transfer Orientation, various resources that would help you navigate your day-to-day life at NC State were discussed. What resource do you think might be most helpful to you?

During Transfer Orientation, ways in which you can impact your community were also discussed. Please provide one way in which you can impact your community at NC State.

How important is it to you to feel a sense of community with other community members at NC State?

- Very important
- Important
- Somewhat important
- Not very important
- Not important at all
- Prefer not to be a part of the NC State community

How well do each of the following statements represent how you feel about the NC State community?

**2017 Incoming Transfer Student Survey**

	Not at all	Somewhat	Mostly	Completely
I get important needs of mine met because I am part of this community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community members and I value the same things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This community has been successful in getting the needs of its members met	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being a member of this community makes me feel good	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I have a problem, I can talk about it with members of this community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People in this community have similar needs, priorities, and goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How well do each of the following statements represent how you feel about the NC State community?

	Not at all	Somewhat	Mostly	Completely
I can trust people in this community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can recognize most members of this community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most community members know me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This community has symbols and expressions of membership such as clothes, signs, art, architecture, logos, landmarks, and flags that people can recognize	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I put a lot of time and effort into being part of this community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being a member of this community is part of my identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How well do each of the following statements represent how you feel about the NC State community?



**2017 Incoming Transfer Student Survey**

	Not at all	Somewhat	Mostly	Completely
Fitting into this community is important to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This community can influence other communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I care about what other community members think of me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have influence over what this community is like	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If there is a problem in this community, members can get it solved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This community has good leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How well do each of the following statements represent how you feel about the NC State community?

	Not at all	Somewhat	Mostly	Completely
It is very important to me to be a part of this community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am with other community members a lot and enjoy being with them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I expect to be a part of this community for a long time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Members of this community have shared important events together, such as holidays, celebrations, or disasters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel hopeful about the future of this community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Members of this community care about each other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

## 2017 Incoming Transfer Student Survey

**E. Technical Capabilities**

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

- Desktop computer
- Laptop computer
- Tablet (including iPad Pro and Surface Pro)
- Mobile phone/smartphone

When did you purchase your desktop? (If you will be bringing more than one desktop, base your response on the one you think you will primarily be using.)

- March 2017 or earlier
- April 2017 or more recently

When did you purchase your laptop? (If you will be bringing more than one laptop, base your response on the one you think you will primarily be using.)

- March 2017 or earlier
- April 2017 or more recently

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

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

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

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

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

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

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

- Cell phone/feature phone (e.g., traditional flip phone or slider)
- iOS smartphone (e.g., iPhone)
- Android smartphone
- Windows smartphone
- Other smartphone (please specify) \_\_\_\_\_
- Don't know

What service provider does your mobile phone/smartphone use? (If you will be bringing more than one, please select the service provider of your primary device.)

- AT&T
- Sprint
- T-Mobile
- US Cellular
- Verizon
- Other (please specify) \_\_\_\_\_

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 of these devices 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).

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

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

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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

How often will you use your mobile phone/smartphone 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

Do you plan on bringing an electronic device (other than a desktop, laptop, tablet or smartphone) that uses WiFi to campus? (Mark all that apply)

- Wireless router/wireless access point
- Game console/handheld gaming device (Playstation, Xbox, Wii, Nintendo DS)
- Streaming video device (Roku, Chromecast, network-enabled TV or blu-ray player)
- eReader (Kindle, Nook)
- Portable media player (iPod Touch, Zune)
- Cell phone or feature phone (NOT a smartphone, but rather a traditional flip phone, slider or similar)
- Wireless printer
- IP Phone (e.g., Vonage)
- Other device not listed here (please specify) \_\_\_\_\_

**F. Some Background Information About You**

This 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.

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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

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)

What is your race/ethnicity? (Mark all that apply)

- African American or Black (please specify, e.g., African American, Jamaican, Nigerian, etc.)  
\_\_\_\_\_
- Native American, American Indian or Alaska Native (please specify tribal affiliation, e.g., Lumbee, Cherokee, Haliwa Saponi, etc. If you don't know your tribal affiliation, write "don't know") \_\_\_\_\_
- Asian or Pacific Islander (please specify, e.g., Asian-American, Korean, Hmong, etc.)  
\_\_\_\_\_
- Hispanic or Latino (please specify, e.g., Puerto Rican, Cuban, Mexican)  
\_\_\_\_\_
- White or Caucasian (please specify, e.g., Caucasian, Irish, Scottish, etc.)  
\_\_\_\_\_
- Other (please specify) \_\_\_\_\_
- I prefer not to answer

Do you consider yourself as belonging to any particular religion or denomination?

- Yes (please specify) \_\_\_\_\_
- No
- I prefer not to answer

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How do you identify in terms of your gender? (Mark all that apply)

- Man
- Woman
- Transman
- Transwoman
- Genderqueer or Non-binary
- Uncertain or questioning
- I identify using a different term (please specify) \_\_\_\_\_
- I prefer not to answer

How do you identify in terms of your sexual orientation? (Mark all that apply)

- Heterosexual or straight
- Gay
- Lesbian
- Bisexual or pansexual
- Asexual
- Uncertain or questioning
- I identify using a different term (please specify) \_\_\_\_\_
- I prefer not to answer

For the year 2016, 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
- Don't know
- Prefer not to answer

What is the total number of people currently financially supported by your parents/guardians, including yourself and parents/guardians?

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

**2017 Incoming Transfer Student Survey**

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

- Only myself
- Two dependents
- Three or more dependents

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

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

How long do you intend to take to complete your bachelor's degree at NC State?

- 1 year or less
- 1 1/2 years
- 2 years
- 2 1/2 years
- 3 years
- 3 1/2 years
- 4 years
- More than 4 years
- Do not intend to complete bachelor's degree at NC State

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

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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) \_\_\_\_\_

After graduation, where do you plan to seek employment?

- In North Carolina
- 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)

**G. 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.

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

Finally, please use this space to briefly describe what, if anything, you are most concerned or nervous about in starting your first semester at NC State.



2017 Incoming Transfer Student Survey

thank\_you

THANK YOU!

Please click the 'Submit' button to record your responses. If you have any difficulties with the survey please contact NC State's Office of Institutional Research and Planning at [studentsurveys@ncsu.edu](mailto:studentsurveys@ncsu.edu) or (919) 515-4184.