

# NC STATE UNIVERSITY

## 2020 Incoming Transfer Student Survey: Questionnaire

Thank you for your willingness to share your opinions and experiences by completing the NC State Incoming Transfer Student Survey. 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 20 minutes to complete.

At the end of the survey, you will have an opportunity to describe how the COVID-19 pandemic has affected your preparations for continuing your college career at NC State.

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 any communication (excluding a phone call) from someone other than the Admissions Office?

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

*Display this question if: "After applying for admission to NC State, did you receive any communication (excluding a phone call) from someone other than the Admissions Office?" = Yes*

Please specify which person, office, or organization communicated with you after you applied to NC State. (Again, excluding any phone calls.)

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	<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 available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial aid available	<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
Campus visit/recruitment event(s)	<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"/>
Communications from the NC State Admissions Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communications from NC State, excluding from 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 or high school visit	<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
Extracurricular opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wellness and 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"/>
Future career opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library spaces and services	<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"/>

**Display this question if: "Recommended by a friend, family member, teacher, counselor, etc." = Very strong influence OR Strong influence**

You previously indicated that a friend, family member, teacher, counselor, or some other person had a strong or very strong influence on your decision to attend NC State. Please mark all of those who had an influence on your decision to attend.

- Friend
- Family member
- Teacher
- Counselor
- Coach
- Religious leader
- Other (please specify) \_\_\_\_\_

All the various factors asked about that may have influenced your decision to attend NC State 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
- Level of support for my intended major
- Facilities and resources available
- Scholarships available
- Financial aid available
- Campus visit/recruitment event(s)
- Contact with a current student
- Contact with a faculty or staff member
- Contact with a graduate
- Communications from the NC State Admissions Office
- Communications from NC State, excluding from the Admissions Office
- Attendance at a College Fair or high school visit
- Extracurricular opportunities
- Wellness and Recreation facilities and programs
- Participation in an Engineering 2 + 2 program
- NC State's commitment to the environment and sustainability
- Future career opportunities
- Library spaces and services
- 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

*Display this question if: "How satisfied were you with the NC State University admissions process" = **Moderately dissatisfied OR Very dissatisfied***

Please briefly describe why you were dissatisfied with the NC State University admissions process.

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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 Admissions website?

- Excellent
- Good
- Fair
- Poor
- Never used

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"/>

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 (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 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*) \_\_\_\_\_

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 education. 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 education. 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"/>
Applying analytic skills	<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"/>

Below is a list of general education goals held by NC State for your undergraduate education. 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"/>

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

	Excellent	Good	Fair	Poor	Don't know
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"/>
Keeping my personal data and devices secure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding the need for sustainability as the pursuit of balanced, ethical solutions that are economically viable, environmentally sound, and socially just	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appreciating the humanities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applying social science methods to understand human behavior	<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"/>

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"/>
Applying analytic skills	<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 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
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"/>
Keeping my personal data and devices secure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding the need for sustainability as the pursuit of balanced, ethical solutions that are economically viable, environmentally sound, and socially just	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appreciating the humanities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applying social science methods to understand human behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

	Excellent	Good	Fair	Poor	Don't know
Ability to manage ongoing stressors	<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"/>
Valuing learning as a lifelong process	<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"/>
Believing more time and effort will lead to increased learning	<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"/>

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

	Excellent	Good	Fair	Poor	Don't know
Gaining clarity in my career direction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to set and accomplish goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seeing projects through to completion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expressing my opinion when others disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying alternatives when faced with setbacks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recovering from emotional setbacks	<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
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 manage ongoing stressors	<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"/>
Valuing learning as a lifelong process	<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"/>
Believing more time and effort will lead to increased learning	<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"/>

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
Gaining clarity in my career direction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to set and accomplish goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seeing projects through to completion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expressing my opinion when others disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying alternatives when faced with setbacks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recovering from emotional setbacks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Below is a list of world view goals held by NC State for your undergraduate education. 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 education. 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"/>

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. New Student Orientation**

These questions ask you to think about your New Student Orientation experience over the summer, including the live Zoom orientation sessions and the online orientation platform.

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

	Strongly agree	Agree	Disagree	Strongly disagree	Did not get/Does not apply
The information and advice I received from my college/department <u>prior</u> 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 <u>during</u> 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 <u>prior</u> 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 <u>during</u> Orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

New Student Orientation provided useful information about:

	Strongly agree	Agree	Disagree	Strongly disagree	Do not remember
The various ways available to engage in the NC State community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My part in building an inclusive community on campus	<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 my experience at NC State (e.g., Code of Student Conduct)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NC State's acceptance and encouragement of the free and open exchange of ideas and opinions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The resources available to me if I have questions about free speech and free expression at NC State	<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"/>
The tactics I can use to be an active bystander to prevent or disrupt violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

As a result of my participation in New Student Orientation:

	Strongly agree	Agree	Disagree	Strongly disagree	Do not remember
I can identify <u>resources</u> that will promote my <u>personal well-being</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can identify <u>behaviors</u> that will promote my <u>personal well-being</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can identify <u>resources</u> that will promote <u>community well-being</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can identify <u>behaviors</u> that will promote <u>community well-being</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel more connected to the NC State community	<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 State	<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"/>

During New Student Orientation, you heard about various resources that promote your personal or community safety at NC State. What resource do you think might be most helpful to you?

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During New Student Orientation, you heard about various resources that will help promote your personal and community well-being. What resource do you think might be most helpful to you?

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Please provide any feedback you may have regarding your experience with the live Zoom orientation session and the online orientation platform.

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## 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

*Display this question if: "Which of the following devices do you plan to bring to campus this fall? (Mark all that apply)" = Desktop computer*

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)*

- April of this year or more recently
- Before April of this year

*Display this question if: "Which of the following devices do you plan to bring to campus this fall? (Mark all that apply)" = Laptop computer*

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)*

- April of this year or more recently
- Before April of this year

*Display this question if: "Which of the following devices do you plan to bring to campus this fall? (Mark all that apply)" = Desktop computer*

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

- Windows
- MacOS
- Linux
- Don't know

*Display this question if: "Which of the following devices do you plan to bring to campus this fall? (Mark all that apply)" = Laptop computer*

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

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

*Display this question if: "Which of the following devices do you plan to bring to campus this fall? (Mark all that apply)" = **Tablet (including iPad Pro and Surface Pro)***

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

*Display this question if: "Which of the following devices do you plan to bring to campus this fall? (Mark all that apply)" = **Mobile phone/smartphone.***

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
- Other smartphone *(please specify)* \_\_\_\_\_
- Don't know

*Display this question if: "Which of the following devices do you plan to bring to campus this fall? (Mark all that apply)" = **Mobile phone/smartphone.***

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
- Cricket
- Other *(please specify)* \_\_\_\_\_

*Display this text if: At least two responses to "Which of the following devices do you plan to bring to campus this fall? (Mark all that apply)" are selected.*

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).

*Display this question if: At least two responses to “Which of the following devices do you plan to bring to campus this fall? (Mark all that apply)” are selected, including **Desktop computer**.*

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

*Display this question if: At least two responses to “Which of the following devices do you plan to bring to campus this fall? (Mark all that apply)” are selected, including **Laptop computer**.*

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

*Display this question if: At least two responses to “Which of the following devices do you plan to bring to campus this fall? (Mark all that apply)” are selected, including **Tablet (including iPad Pro and Surface Pro)**.*

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

*Display this question if:*

*At least two response to “Which of the following devices do you plan to bring to campus this fall? (Mark all that apply)” are selected, including **Mobile phone/smartphone**.*

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)*

- Game console/handheld gaming device (Playstation, Xbox, Wii, Nintendo Switch, Nintendo DS, etc.)
- Streaming video device (Roku, Chromecast, network-enabled TV, blu-ray player, etc.)
- eReader (Kindle, Nook, etc.)
- Portable media player (iPod Touch, etc.)
- Wireless printer
- IP Phone (Vonage, Ooma, etc.)
- Other device not listed here *(please specify)* \_\_\_\_\_

While there are no plans to do so at this time, should any part of the 2020-2021 academic year need to be moved to a full online-delivery mode, how would you rate the internet connectivity at your permanent residence (i.e., the home of your parents, legal guardian, or the place you consider to be your home when not on campus) with respect to being able to complete your schoolwork?

- Very strong/stable internet connection
- Strong/stable internet connection
- Fairly strong/stable internet connection
- Weak/unstable internet connection
- Very weak/unstable internet connection
- No internet connectivity
- Don't know



## F: Some Background Information About You

This section of the survey asks you to provide us with a variety of personal 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.

Where will you be living during the Fall 2020 semester?

- On campus (e.g., residence hall, on-campus apartment)
- Off campus in temporary housing (e.g., off-campus apartment, rental house)
- Off campus at your permanent residence (e.g., home of parents or guardians)

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, PA)
- 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: African American, Jamaican, Nigerian, etc.)* \_\_\_\_\_
- Native American, American Indian or Alaska Native *(please specify tribal affiliation: Lumbee, Cherokee, Haliwa Saponi, etc.)* \_\_\_\_\_
- Asian or Pacific Islander *(please specify: Asian-American, Korean, Hmong, etc.)* \_\_\_\_\_
- Hispanic or Latino *(please specify: Puerto Rican, Cuban, Mexican, etc.)* \_\_\_\_\_
- White or Caucasian *(please specify: 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

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 2019, 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 your parents/guardians? (i.e., What is the size of your family household?)

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

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 academic 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 academic 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

*Display this question if "What will your enrollment status (course load) be during your first semester at NC State?" = 12-14 credit hours of classes OR Fewer than 12 credit hours of classes*

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)\_\_\_\_\_

How likely is it that you will participate in a Study Abroad program while an undergraduate at NC State?

- Definitely will
- Probably will
- Maybe
- Probably not
- Definitely not

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 (attending graduate school, traveling, etc.)

## 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 starting your first semester at NC State.

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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.

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Please use this space to describe how, if at all, the COVID-19 pandemic has affected your plans for continuing your college career at NC State.

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**THANK YOU!** In order to submit your responses, please click the "Submit" button. If you have any difficulties with the survey, please contact NC State's Institutional Strategy and Analysis office at [studentsurveys@ncsu.edu](mailto:studentsurveys@ncsu.edu).