

NC STATE UNIVERSITY

2021 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.

Please click "Next" to begin the survey.

A. Applying to NC State

A_tr1

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

- One (1)
- Two (2)
- Three (3)
- Four (4)
- Five or more (5)

A3

After applying for admission to NC State, did you receive any communication (excluding a phone call) from someone other than the Admissions Office?

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

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

A3_TEXT

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 (5)	Strong influence (4)	Moderate influence (3)	Weak influence (2)	Very weak influence (1)	Not applicable (0)
Academic reputation (A4a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cost (A4b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Location (A4c)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NC State's commitment to diversity (A4e)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of academic program/major (A4f)	<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 (5)	Strong influence (4)	Moderate influence (3)	Weak influence (2)	Very weak influence (1)	Not applicable (0)
Recommended by a friend, family member, teacher, counselor, etc. (A4g)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of hours transferred (A4h)	<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 (A4i)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilities and resources available (A4j)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scholarships available (A4k)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial aid available (A4l)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus visit/recruitment event(s) (A4m)	<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 (A4s)	<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 (5)	Strong influence (4)	Moderate influence (3)	Weak influence (2)	Very weak influence (1)	Not applicable (0)
Extracurricular opportunities (A4t)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wellness and Recreation facilities and programs (A4v)	<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 (A4u)	<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 (A4w)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Future career opportunities (A4x)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library spaces and services (A4y)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify) (A4z)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A5

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 (1)
- Cost (2)
- Location (3)
- NC State's commitment to diversity (5)
- Availability of academic program/major (6)
- Recommended by a friend, family member, teacher, counselor, etc. (7)
- Number of hours transferred (8)
- Level of support for my intended major (9)
- Facilities and resources available (10)
- Scholarships available (11)
- Financial aid available (12)
- Campus visit/recruitment event(s) (13)
- Attendance at a College Fair or high school visit (18)
- Extracurricular opportunities (20)
- Wellness and Recreation facilities and programs (22)
- Participation in an Engineering 2 + 2 program (25)
- NC State's commitment to the environment and sustainability (23)
- Future career opportunities (26)
- Library spaces and services (27)
- Other (24)

A6

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 (1)
- Yes - it was my first choice (2)
- No - it was my second choice (3)
- No - it was my third choice or below (4)

A7

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

- Very satisfied (4)
- Moderately satisfied (3)
- Moderately dissatisfied (2)
- Very dissatisfied (1)
- Don't know (0)

Display this question if:

*“How satisfied were you with the NC State University admissions process” = Moderately dissatisfied
OR Very dissatisfied*

A7_TEXT

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

A_tr2

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

- More courses/credits transferred than I was led to expect (1)
- The courses/credits that I expected transferred (2)
- Fewer courses/credits transferred than I was led to expect (3)

A_tr3

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

- More courses/credits transferred than I was led to expect (1)
- The courses/credits that I expected transferred (2)
- Fewer courses/credits transferred than I was led to expect (3)

A8

Overall, how would you rate the NC State Admissions website?

- Excellent (4)
- Good (3)
- Fair (2)
- Poor (1)
- Never used (0)

A9

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

- Excellent (4)
- Good (3)
- Fair (2)
- Poor (1)
- Never used (0)

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 (0)	Less than \$1,000 (1)	\$1,000 - \$2,999 (2)	\$3,000 - \$5,999 (3)	\$6,000 - \$9,999 (4)	\$10,000 or more (5)
Family resources (parents, relatives, spouse, etc.) (B1a)	<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) (B1b)	<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.) (B1c)	<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.) (B1d)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other than above (B1e)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B2

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

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

B3

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) (1)
- Loans (2)
- Other (VA benefits, ROTC scholarship, gifts from family members other than parents, etc.) (3)
- No financial aid at all (4)

B4

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

- Very satisfied (4)
- Moderately satisfied (3)
- Moderately dissatisfied (2)
- Very dissatisfied (1)
- Not applicable - Did not use (0)

C1. Preparing for College

How well do you think...

	Very well (3)	Somewhat well (2)	Not very well (1)
Your high school prepared you for college (C_tr1a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You prepared yourself for college (C_tr1b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your last institution prepared you for further study (C_tr1c)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C2

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

- To obtain a bachelor's degree in preparation for a career (1)
- To obtain a bachelor's degree as preparation for graduate or professional school (2)
- To obtain a bachelor's degree as preparation for a career change (3)
- To improve knowledge, technical skills, and/or competencies required for current profession (4)
- To take courses for personal interest (5)
- Other (please specify) (6) _____

C3

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

- Very certain (4)
- Certain (3)
- Uncertain (2)
- Very uncertain (1)

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 (4)	Good (3)	Fair (2)	Poor (1)	Don't know (0)
Writing effectively across genres for diverse audiences (C4_1a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presenting effectively across genres for diverse audiences (C4_2a)	<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. (C4_5a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using quantitative, logical and statistical analysis of data as the basis for judgments; drawing insightful conclusions from the data/information (C4_4a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to interpret mathematical information (e.g., equations, graphs, diagrams, tables) (C4_6a)	<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 (4)	Good (3)	Fair (2)	Poor (1)	Don't know (0)
Applying scientific methods of inquiry (C4_7a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applying analytic skills (C4_8a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advanced use of technology (C4_9a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to plan and carry out projects independently (C4_10a)	<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 (C4_11a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gathering relevant information or evidence (C4_12a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectively analyzing and evaluating evidence, arguments, claims, and beliefs (C4_13a)	<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 (4)	Good (3)	Fair (2)	Poor (1)	Don't know (0)
Questioning my assumptions and considering points of view that conflict with my own (C4_14a)	<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 (C4_15a)	<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 (C4_16a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflecting on my own work (C4_17a)	<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 (4)	Good (3)	Fair (2)	Poor (1)	Don't know (0)
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 (C4_18a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeping my personal data and devices secure (C4_19a)	<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 (C4_20a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appreciating the humanities (C4_21a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applying social science methods to understand human behavior (C4_22a)	<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 (4)	Somewhat important (3)	Not very important (2)	Not at all important (1)	Don't know (0)
Writing effectively across genres for diverse audiences (C4_1b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presenting effectively across genres for diverse audiences (C4_2b)	<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. (C4_5b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using quantitative, logical and statistical analysis of data as the basis for judgments; drawing insightful conclusions from the data/information (C4_4b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to interpret mathematical information (e.g., equations, graphs, diagrams, tables) (C4_6b)	<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 (4)	Somewhat important (3)	Not very important (2)	Not at all important (1)	Don't know (0)
Applying scientific methods of inquiry (C4_7b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applying analytic skills (C4_8b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advanced use of technology (C4_9b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to plan and carry out projects independently (C4_10b)	<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 (C4_11b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gathering relevant information or evidence (C4_12b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectively analyzing and evaluating evidence, arguments, claims, and beliefs (C4_13b)	<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 (4)	Somewhat important (3)	Not very important (2)	Not at all important (1)	Don't know (0)
Questioning my assumptions and considering points of view that conflict with my own (C4_14b)	<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 (C4_15b)	<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 (C4_16b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflecting on my own work (C4_17b)	<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 (4)	Somewhat important (3)	Not very important (2)	Not at all important (1)	Don't know (0)
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 (C4_18b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeping my personal data and devices secure (C4_19b)	<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 (C4_20b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appreciating the humanities (C4_21b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applying social science methods to understand human behavior (C4_22b)	<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 (4)	Good (3)	Fair (2)	Poor (1)	Don't know (0)
Recognizing and acting on ethical principles (C4_23a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing leadership skills (C4_24a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working effectively as part of a team (C4_25a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being involved in public and community affairs (C4_26a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing and sustaining an active and healthy lifestyle (C4_27a)	<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) (C4_28a)	<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 (4)	Good (3)	Fair (2)	Poor (1)	Don't know (0)
Ability to manage ongoing stressors (C4_29a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time management (C4_30a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to reflect, review, self-regulate, and self-examine (C4_31a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Valuing learning as a lifelong process (C4_32a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking responsibility for my own behavior (C4_33a)	<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 (C4_34a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Viewing failure as an opportunity to learn (C4_35a)	<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 (4)	Good (3)	Fair (2)	Poor (1)	Don't know (0)
Gaining clarity in my career direction (C4_36a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to set and accomplish goals (C4_37a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seeing projects through to completion (C4_38a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expressing my opinion when others disagree (C4_39a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying alternatives when faced with setbacks (C4_40a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recovering from emotional setbacks (C4_41a)	<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 (4)	Somewhat important (3)	Not very important (2)	Not at all important (1)	Don't know (0)
Recognizing and acting on ethical principles (C4_23b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing leadership skills (C4_24b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working effectively as part of a team (C4_25b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being involved in public and community affairs (C4_26b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing and sustaining an active and healthy lifestyle (C4_27b)	<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) (C4_28b)	<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 (4)	Somewhat important (3)	Not very important (2)	Not at all important (1)	Don't know (0)
Ability to manage ongoing stressors (C4_29b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time management (C4_30b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to reflect, review, self-regulate, and self-examine(C4_31b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Valuing learning as a lifelong process (C4_32b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking responsibility for my own behavior (C4_33b)	<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 (C4_34b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Viewing failure as an opportunity to learn (C4_35b)	<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 (4)	Somewhat important (3)	Not very important (2)	Not at all important (1)	Don't know (0)
Gaining clarity in my career direction (C4_36b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to set and accomplish goals (C4_37b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seeing projects through to completion (C4_38b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expressing my opinion when others disagree (C4_39b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying alternatives when faced with setbacks (C4_40b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recovering from emotional setbacks (C4_41b)	<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 (4)	Good (3)	Fair (2)	Poor (1)	Don't know (0)
Understanding issues and problems facing the world (C4_42a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding and respecting diverse cultures, values, and perspectives (C4_43a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work with people from diverse backgrounds (C4_44a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sensitivity to issues associated with gender equity (C4_45a)	<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 (4)	Good (3)	Fair (2)	Poor (1)	Don't know (0)
Sensitivity to issues associated with racial equity (C4_46a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appreciating differences in sexual orientation (C4_47a)	<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 (C4_48a)	<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 (C4_49a)	<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 (4)	Somewhat important (3)	Not very important (2)	Not at all important (1)	Don't know (0)
Understanding issues and problems facing the world (C4_42b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding and respecting diverse cultures, values, and perspectives (C4_43b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work with people from diverse backgrounds (C4_44b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sensitivity to issues associated with gender equity(C4_45b)	<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 (4)	Somewhat important (3)	Not very important (2)	Not at all important (1)	Don't know (0)
Sensitivity to issues associated with racial equity (C4_46b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appreciating differences in sexual orientation (C4_47b)	<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 (C4_48b)	<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 (C4_49b)	<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 virtual session and the orientation online module.

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

	Strongly agree (4)	Agree (3)	Disagree (2)	Strongly disagree (1)	Did not get/Does not apply (0)
The information and advice I received from my college/department <u>prior</u> to attending Orientation helped me to plan my fall schedule (D1a_tr)	<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 (D1b_tr)	<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 (D1c_tr)	<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 (D1d_tr)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

New Student Orientation provided useful information about:

	Strongly agree (4)	Agree (3)	Disagree (2)	Strongly disagree (1)	Do not remember (0)
The various ways available to engage in the NC State community (D2a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My part in building an inclusive community on campus (D2b)	<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 (D2c)	<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) (D2d)	<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 (D2e)	<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 (D2f)	<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 (D2g)	<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 (D2h)	<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 (D2i)	<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 (4)	Agree (3)	Disagree (2)	Strongly disagree (1)	Do not remember (0)
I can better envision what my day-to-day life may be like my first year at NC State (D3a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can identify opportunities to engage with people different from myself (D3b)	<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 (D3c)	<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 (D3d)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel more connected to the NC State community (D3e)	<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 (D3f)	<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 (D3g)	<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 (D3h)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D4_text

During New Student Orientation, you heard about the value of the different experiences of individuals within the campus community. Please provide one way in which the different experiences of individuals may impact your time at NC State.

D5_text

During New Student Orientation, you also heard about various resources that would help you navigate your day-to-day life at NC State. What resource do you think might be most helpful to you?

D6_text

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

E. Technical Capabilities

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

- Desktop computer (E1_1)
- Laptop computer (E1_2)
- Tablet (including iPad Pro and Surface Pro) (E1_3)
- Mobile phone/smartphone (E1_4)

Display this question if:

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

Desktop computer

E1_1a

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 (2)
- Before April of this year (1)

Display this question if:

*“Which of the following devices do you plan to bring to campus this fall? (Mark all that apply)” = **Laptop computer***

E1_2a

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 (2)
- Before April of this year (1)

Display this question if:

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

Desktop computer

E2

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 (1)
- MacOS (2)
- Linux (3)
- Don't know (0)

Display this question if:

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

computer

E3

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 (1)
- MacOS (2)
- Linux (3)
- ChromeOS (e.g., Chromebook) (4)
- Don't know (0)

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)

E4

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) (1)
- Android tablet (Galaxy, Kindle Fire, Nexus, etc.) (2)
- Windows tablet PC (Surface, Surface Pro, Fusion5, etc.) (3)
- Other tablet *(please specify)* (4) _____
- Don't know (0)

Display this question if:

*“Which of the following devices to you plan to bring to campus this fall? (Mark all that apply)” = **Mobile phone/smartphone.***

E5

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) (1)
- iOS smartphone (e.g., iPhone) (2)
- Android smartphone (3)
- Other smartphone *(please specify)* (4) _____
- Don't know (0)

Display this question if:

*“Which of the following devices to you plan to bring to campus this fall? (Mark all that apply)” = **Mobile phone/smartphone.***

E5a

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 (1)
- T-Mobile (3)
- US Cellular (4)
- Verizon (5)
- Cricket (6)
- Other *(please specify)* (0) _____

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**.*

E6a

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 (1)
- Will use it most of the time (2)
- Will use it some of the time (3)
- Will rarely use it (4)
- I will never use it for school-related work (5)

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**.*

E6b

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 (1)
- Will use it most of the time (2)
- Will use it some of the time (3)
- Will rarely use it (4)
- I will never use it for school-related work (5)

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)**.*

E6c

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 (1)
- Will use it most of the time (2)
- Will use it some of the time (3)
- Will rarely use it (4)
- I will never use it for school-related work (5)

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**.*

E6d

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 (1)
- Will use it most of the time (2)
- Will use it some of the time (3)
- Will rarely use it (4)
- I will never use it for school-related work (5)

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.) (E7_1)
- Streaming video device (Roku, Chromecast, Fire TV, Apple TV, network-enabled TV, blu-ray player, etc.) (E7_2)
- eReader (Kindle, Nook, etc.) (E7_3)
- Portable media player (iPod Touch, etc.) (E7_4)
- Wireless printer (E7_5)
- IP Phone (Vonage, Ooma, etc.) (E7_6)
- Other device not listed here *(please specify)* (E7_7)_____

E8

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 (5)
- Strong/stable internet connection (4)
- Fairly strong/stable internet connection (3)
- Weak/unstable internet connection (2)
- Very weak/unstable internet connection (1)
- No internet connectivity (0)
- Don't know (9)

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.

F_housing

Where will you be living during the Fall 2021 semester?

- On campus (e.g., residence hall, on-campus apartment) (1)
- Off campus in temporary housing (e.g., off-campus apartment, rental house) (2)
- Off campus at your permanent residence (e.g., home of parents or guardians) (3)

F1

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

- Bachelor's degree (1)
- Master's degree (e.g., MA, MS, MBA, MSN) (2)
- Doctoral degree (e.g., PhD, EdD, PharmD) (3)
- Doctor of Veterinary Medicine (DVM) (4)
- Medical degree (e.g., MD, DO, DDS, PA) (5)
- Law degree (JD) (6)
- Divinity degree (e.g., M.Div., D.Min.) (7)
- Do not intend to complete any degree (8)

F2

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

- Rural area (1)
- Small town (20,000 people or less) (2)
- Moderate size city (20,001 - 60,000) (3)
- Large city (60,001 - 100,000) (4)
- Urban area (over 100,000 people) (5)

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

- African American or Black (race_1)
- Native American, American Indian or Alaska Native (race_2)
- Asian or Pacific Islander (race_3)
- Hispanic or Latino (race_4)
- White or Caucasian (race_5)
- Other *(please specify)* (race_6) _____
- I prefer not to answer (race_7)

relig

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

- Yes *(please specify)* (1) _____
- No (2)
- I prefer not to answer (3)

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

- Man (F3_1)
- Woman (F3_2)
- Trans man (F3_3)
- Trans woman (F3_4)
- Genderqueer or non-binary (F3_5)
- Uncertain or questioning (F3_6)
- I identify using a different term *(please specify)* (F3_7) _____
- I prefer not to answer (F3_8)

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

- Heterosexual or straight (F4_1)
- Gay (F4_2)
- Lesbian (F4_3)
- Bisexual or pansexual (F4_4)
- Asexual (F4_8)
- Uncertain or questioning (F4_5)
- I identify using a different term *(please specify)* (F4_6) _____
- I prefer not to answer (F4_7)

F5

For the year 2020, 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 (1)
- \$30,001 - \$50,000 (2)
- \$50,001 - \$75,000 (3)
- \$75,001 - \$100,000 (4)
- \$100,001 - \$150,000 (5)
- \$150,001 - \$200,000 (6)
- More than \$200,000 (7)
- Don't know (8)
- Prefer not to answer (9)

F6

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 (1)
- Two (2)
- Three (3)
- Four (4)
- Five or more (5)

F7

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

- Only myself (1)
- Two dependents (2)
- Three or more dependents (3)

F8a

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 (0)
- 1 - 10 hours per week (1)
- 11 - 20 hours per week (2)
- 21 - 30 hours per week (3)
- 31 - 40 hours per week (4)
- More than 40 hours per week (5)

F8b

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 (0)
- 1 - 10 hours per week (1)
- 11 - 20 hours per week (2)
- 21 - 30 hours per week (3)
- 31 - 40 hours per week (4)
- More than 40 hours per week (5)

F9

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

- 1 year or less (1)
- 1 1/2 years (2)
- 2 years (3)
- 2 1/2 years (4)
- 3 years (5)
- 3 1/2 years (6)
- 4 years (7)
- More than 4 years (8)
- Do not intend to complete bachelor's degree at NC State (9)

F_tr1

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

- 15 credit hours of classes or more (1)
- 12 - 14 credit hours of classes (2)
- Fewer than 12 credit hours of classes (3)

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 (F_tr2_1)
- Courses wanted were not available (F_tr2_2)
- Want to be able to make better grades (F_tr2_3)
- Was advised to carry a lighter load by my advisor (F_tr2_4)
- Am completing degree requirements and do not need more courses (F_tr2_5)
- Participation in an internship, co-op, practicum, student teaching, or international study program (F_tr2_6)
- The combination of credit hours would have been too much if I took another big course at the same time (F_tr2_7)
- Family responsibilities (F_tr2_8)
- Cost (F_tr2_9)
- Other (please briefly explain) (F_tr2_10) _____

F10

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

- Definitely will (5)
- Probably will (4)
- Maybe (3)
- Probably not (2)
- Definitely not (1)

F11

After graduation, where do you plan to seek employment?

- In North Carolina only (1)
- Anywhere in the USA (2)
- Outside the USA only (3)
- Anywhere - location is not important (4)
- I do not plan to be employed immediately after graduation (attending graduate school, traveling, etc.) (5)

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.*

G1_text

Please use this space to briefly describe what it is you are most excited about in starting your first semester at NC State.

G2_text

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.

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.