2014-15 Diverse Learning Environments
Climate for Transfer at 2-Year Institutions Module

1. Please indicate the extent to which you agree or disagree with each of the following statements about this college:
   
   Response Categories: Strongly Agree, Agree, Disagree, Strongly Disagree
   
   - This campus proactively distributes transfer information to students
   - It’s easy to find help for applying to colleges/universities here
   - Counselors make transfer a priority at this institution
   - This campus actively helps students/parents apply for financial aid
   - Faculty make transfer a priority at this institution
   - Class sections are available in the evening
   - Student services are available for night students
   - Faculty and staff understand the academic, cultural, social, and economic needs of students who go here
   - Administrators make transfer a priority at this institution
   - This community college promoted transfer at my high school
   - Students learn about transfer requirements at college entry

2. Since entering this college, how difficult has it been to:
   
   Response Categories: Very Easy, Somewhat Easy, Somewhat Difficult, Very Difficult
   
   - Adjust to the academic demands of classes
   - Access support services outside of "regular" business hours
   - Figure out which courses count towards your goals
   - Find parking
   - Schedule classes for the next semester
   - Improve my English reading, writing, or speaking skills
   - Have time to do schoolwork
   - Find child care
   - Complete course pre-requisites for an intended major
   - Pass basic skills or remedial courses

3. Are you planning to transfer?
   - Yes, and I have specific plans
   - Yes, but I don’t have specific plans yet
   - No
3a. SKIP LOGIC (if yes above) Since entering this college have you:
Response Categories: Frequently, Occasionally, Not at All

- Taken courses that provided transfer, financial aid and study skills information
- Met with a community college counselor about transferring
- Discussed my academic goals with faculty
- Talked to a peer advisor about transferring
- Attended a college fair
- Talked with a transfer admissions counselor from a four-year institution
- Participated in a summer program at a four-year institution
- Sought information for prerequisites in my major
- Visited a four-year campus
- Used the transfer course requirements list/transfer plan when registering for classes
- Was encouraged by faculty or staff to participate in an academic summer program linked with a four-year institution