

2024 HEDS New Student Survey

This is a PDF representation of the online version of the survey. It includes all questions and response options, as well as notes (in italics) about how questions will display to survey takers.

[Institution name] is using this survey to get a better understanding of the experiences, goals, and concerns of its new students. Faculty and staff at [Institution Name] would like to learn more about you and how they can help you get the most out of college.

The questions on this short survey will help you think about what you plan to do in college, what you're worried about, and what your long-term goals are. In addition, this survey will give you the opportunity to set up a follow-up conversation with someone at [Institution Name] about your goals and strategies for success.

The survey will take about 10 minutes to complete. When you're done, you can see a summary of how other students at [Institution Name] responded to the survey.

Your responses to this survey will be shared with a handful of people at [Institution Name] who work to help [Institution Name] students succeed and improve teaching and learning. They are, of course, obligated to keep your responses confidential.

The [Institution Name] leader(s) of this survey effort [is/are] [name(s)], and [he/she/they] can be reached at [email address(es) and/or phone number(s)].

By clicking "Next," you acknowledge that you are at least 18 years old, have read the information above, and agree to participate in the survey. Thank you for taking the time to share your thoughts. We appreciate it.

(Students see a "Next" button here.)

We have “[Student’s First and Last Name]” as your name in our records. We apologize if this isn’t right. If you’d like to revise your name for this survey, please enter the name you prefer here: _____

1. Please indicate your level of agreement with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am willing to work hard in a course to learn the material even if it won’t lead to a higher grade.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I do well on a test, it is usually because I am well-prepared, not because the test is easy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In the past, I frequently did more reading than was required in a class simply because it interested me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In the past, I frequently talked to my teachers outside of class about ideas presented during class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting the best grades I can is very important to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I enjoy the challenge of learning complicated new material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My academic experiences (i.e., courses, labs, studying, discussions with faculty) will be the <i>most important</i> part of college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My academic experiences (i.e., courses, labs, studying, discussions with faculty) will be the <i>most enjoyable</i> part of college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Please rate your confidence in the following.

	Very confident	Fairly confident	Somewhat confident	Not confident
Choosing to attend [Institution Name]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowing what I want to major in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. How much do the following statements apply to you?

	Very much like me	Mostly like me	Somewhat like me	Not much like me	Not like me at all
Setbacks don’t discourage me. I don’t give up easily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am a hard worker.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I finish whatever I begin.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am diligent. I never give up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have overcome setbacks to conquer an important challenge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. People go to college to achieve many different goals. Which of the following must happen by the time you graduate from [Institution Name] for you to feel like you've had a successful college experience? (Select all that apply)

- I'm prepared to begin a meaningful career.
- I've learned new things that will help me in my life after college.
- I feel prepared to deal with intellectual and interpersonal challenges that will come my way.
- I've built friendships that will last long beyond college.
- I've figured out what I want to do with my life.
- I feel confident that I will be able to financially support myself in the future.
- I feel prepared to build a good life for my family.
- I've made my family proud.
- I'm in a position to give back to my community.
- I've been accepted to a graduate school program (e.g., law school, medical school, business school).
- I'm better prepared to make a positive impact on the world.
- Other: _____

5. How often do you worry about the following?

	Very often	Often	Sometimes	Never
Doing well academically in college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paying bills (tuition, books, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meeting the expectations of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Balancing class, social, family, and other life responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintaining my mental health and well-being	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Figuring out what I want to do with my life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
National/global issues that impact society at large (e.g., climate change, the political environment, social inequality)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having enough to eat day-to-day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having a safe and secure place to sleep every night	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Are there other worries or concerns that you'd like people at [Institution Name] to know about?

7. How many hours per week, on average, do you plan to spend on the following activities while you're in college?

	0 hours	1-5 hours	6-10 hours	11-15 hours	16-20 hours	21-25 hours	26+ hours
Studying, doing homework, or preparing for classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extracurricular activities (sports, music, drama, media, clubs, organizations, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working for pay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To help us better understand what you'd like to get out of your college education, we'd appreciate it if you'd let us know your thoughts on the two questions below.

8. Imagine some point in the future, after you're done with school and you're leading a successful life. What does your life look like? What are you doing? How are you living? Don't be afraid to think big!

9. What could [Institution Name] faculty and staff do this year to support you and help you be successful?

If your institution chooses to add supplemental questions they will be inserted here, preceded by this statement.

The following questions were provided by [Institution Name]. Of course, like the rest of the survey, you may choose to skip any of these questions.

*Question 10 asks students whether they would like to share their survey responses with someone on campus for a follow-up conversation. We've designed the survey so that a student will have the option of automatically forwarding their responses to **up to three people/offices** at your institution for a follow-up conversation. When you register for the survey, we will work with you to identify which people/offices at your institution students will have the option of sending their responses to. These options could include their academic advisor, class dean, coaches, the Career Services office, the chaplain, the Academic Support Center, the dean of student success, or other people/offices on your campus who play a role in helping your students consider their plans for college and beyond.*

Please note, while the system we've created to forward students' survey responses to individuals at your institution is flexible, it is not infinitely flexible, and the range of options for forwarding your students' responses must fit within the constraints of our survey administration tools.

We suggest that institutions give students the option of forwarding their survey results to their academic advisors. We've provided an example below, but you can add in any people/offices at your institution that you think students might benefit from talking to.

10. Would you like to have a conversation about your goals and how to accomplish them with any of the people or offices listed below? If so, please select their name(s) below. You may select as many options as you want from the list. We will forward your survey responses to anyone you select and ask them to contact you to set up a conversation.

- First person/office that the institution identifies (e.g., Jane Smith, your academic advisor)
- Second person/office that the institution identifies (e.g., Career Services) – OPTIONAL RESPONSE
- Third person/office that the institution identifies (e.g., Academic Support Center) - OPTIONAL RESPONSE
- No, I don't want to have a follow-up conversation at this time.

If your institution chooses to include the optional "Institutional Readiness for Incoming Students" module, the [questions in the module](#) will appear here.

You're almost done! Next, we ask a few questions about your identity and background to help us understand how students with different backgrounds and experiences are thinking about college.

11. What is your gender?

- Man
- Woman
- Non-binary, please self-describe: _____
- Prefer not to respond

12. Are you transgender?

- Yes
- No
- Unsure
- Prefer not to respond

13. What is your citizenship status?

- U.S. citizen
- U.S. permanent resident but not a U.S. citizen
- Not a U.S. citizen or permanent resident
- Prefer not to respond

14. What is your race and/or ethnicity? (Select all that apply)

- American Indian or Alaska Native
For example, Navajo Nation, Blackfeet Tribe of the Blackfeet Indian Reservation of Montana, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, Aztec, Maya, etc.
- Asian
For example, Chinese, Asian Indian, Filipino, Vietnamese, Korean, Japanese, Pakistani, Hmong, Afghan, etc.
- Black or African American
For example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, Trinidadian and Tobagonian, Ghanaian, Congolese, etc.
- Hispanic or Latino
For example, Mexican, Puerto Rican, Salvadoran, Cuban, Dominican, Guatemalan, Colombian, Honduran, Spaniard, etc.
- Middle Eastern or North African
For example, Lebanese, Iranian, Egyptian, Syrian, Iraqi, Israeli, Moroccan, Yemeni, Kurdish, etc.
- Native Hawaiian or Pacific Islander
For example, Native Hawaiian, Samoan, Chamorro, Tongan, Fijian, Marshallese, Chuukese, Palauan, Tahitian, etc.
- White
For example, English, German, Irish, Italian, Polish, Scottish, French, Swedish, Norwegian, etc.
- Some other race or ethnicity: _____
- Prefer not to respond

15. What is the highest level of education completed by either of your parents or those who raised you?

- Did not finish high school
- High school diploma or GED
- Attended college but did not complete degree
- Associate's degree (AA, AS, etc.)
- Bachelor's degree (BA, BS, etc.)
- Master's degree (MA, MS, MBA, etc.)
- Doctoral or professional degree (PhD, JD, MD, etc.)
- Prefer not to respond

16. Have you received a Pell Grant?

- Yes
- No
- Prefer not to respond

[The following message appears after students click the "Submit" button.]

Thank you for taking the time to complete this survey. We hope that you have an excellent and rewarding time in college.

If you have requested a conversation with someone at your institution, we will forward your survey responses to the person(s) that you've identified, and they will contact you to schedule a time to talk. If you do not hear from them in the next few weeks, please feel free to reach out to them to initiate a conversation. We've also sent you an email copy of your survey responses.

In the meantime, you can see how your answers compare to the [responses of other new students](#) at [Institution Name]. These results will be updated as more students complete the survey. We'll also include this link in the email with the summary of your survey responses, so you can check back as more students take the survey.

[If your institution chooses to include the optional "Institutional Readiness for Incoming Students" module, students will see the following statement.]

You can also see the [answers to the math problems](#) in this survey.

The [Institution Name] leader(s) of this survey effort [is/are] [name(s)], and [he/she/they] can be reached at [email address(es) and/or phone number(s)]. He/She/They can answer any additional questions you may have about the survey.

Thank you again for participating!