

2026 HEDS Graduating 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.

Welcome to the Graduating Student Survey. Thank you for agreeing to participate!

This survey asks you to evaluate teaching practices and institutional conditions you experienced at [Institution Name], assess the impact of your college experience on your intellectual growth and development, and describe your plans following graduation. It should take about 10-15 minutes to complete. People at [Institution Name] will use this information to improve programs and practices for students.

Your survey results will be shared with a handful of people at [Institution Name] who work to help students succeed and improve teaching and learning. Anyone who has access to your responses is legally obligated to keep them 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 will see a “Next” button here.]

1. Below are statements about your views of your faculty’s interest in teaching and students. Please indicate the extent to which you agree or disagree with each.

Most faculty with whom I have had contact at [Institution Name] were . . .

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Genuinely interested in students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interested in helping students grow in more than just academic areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good at providing prompt and useful feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Willing to spend time outside of class to discuss issues of interest and importance to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Below are statements about your contact and interactions with faculty at [Institution Name]. Please indicate the extent to which you agree or disagree with each.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
My nonclassroom interactions with faculty have had a positive influence on my personal growth, values, and attitudes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My nonclassroom interactions with faculty have had a positive influence on my intellectual growth and interest in ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My nonclassroom interactions with faculty have had a positive influence on my career goals and aspirations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I developed a close, personal relationship with at least one faculty member.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am satisfied with the opportunities I had to meet and interact informally with faculty members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Below are statements about experiences you may have had in your classes at [Institution Name]. About how often have you experienced each?

	Very often	Often	Sometimes	Rarely	Never
Faculty posed challenging ideas in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty asked me to show how a particular course concept could be applied to an actual problem or situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty asked me to point out any fallacies in ideas, principles, or points of view presented in the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty asked me to argue for or against a particular point of view.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty challenged my ideas in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students challenged each other's ideas in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Below are descriptions of the types of exams or assignments you may have had in your classes at [Institution Name]. About how often have you done each?

	Very often	Often	Sometimes	Rarely	Never
Wrote essays.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completed assignments or projects in which I solved problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Made oral presentations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used course content to address a problem not presented in the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compared or contrasted topics or ideas from a course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pointed out the strengths and weaknesses of a particular argument or point of view.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Argued for or against a particular point of view and defended my argument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connected what I learned in multiple courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. How often have you had the following experiences at [Institution Name]?

	Very often	Often	Sometimes	Rarely	Never
Attended a debate or lecture on a current political/social issue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participated in a diversity or cultural awareness workshop.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had discussions about intergroup relations with students differing from you in gender, national origin, political views, race, religion, sexuality, or values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had serious discussions with other students about different lifestyles and customs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had serious discussions with faculty or staff whose political, social, or religious opinions were different from your own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had serious discussions with students whose political, social, or religious opinions were different from your own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Institutions may pick one of two options for Question 6: (1) a question about AAC&U's Essential Learning Outcomes or (2) a question about NACE's Career Readiness Competencies.

[Option 1 – AAC&U]

6. To what extent has your experience at [Institution Name] contributed to your knowledge, skills, and personal development in the following areas?

	Very much	Quite a bit	Some	Very little
Careful reading: Comprehension and analysis of written texts within and across genres.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critical thinking: Examination of ideas, evidence, and assumptions before accepting or formulating a conclusion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creative thinking: Developing or combining ideas, images, or expertise in innovative ways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information literacy: Locating, evaluating, and using information effectively and responsibly for a particular purpose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quantitative literacy: Seeking, understanding, and using quantitative information appropriately to solve problems or make arguments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective writing: Conveying accurate and compelling content in clear, expressive, and audience-appropriate prose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective speaking: Conveying accurate and compelling content in clear, expressive, and audience-appropriate oral presentations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teamwork: Contributing to a team, facilitating the work of team members, and fostering a constructive team climate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem solving: Designing, evaluating, and implementing a strategy to answer questions or achieve a goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Civic engagement: Promoting the quality of life in a community, through both political and nonpolitical processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intercultural knowledge and competence: Information, skills, and commitments that support effective and appropriate interactions in a variety of cultural contexts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical reasoning: Recognizing ethical issues, examining different ethical perspectives, and considering the ramifications of alternative actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrative thinking: The habit of connecting ideas and experiences, and the ability to transfer learning to novel situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[Option 2 – NACE]

6. To what extent has your experience at [Institution Name] contributed to your knowledge, skills, and personal development in the following areas?

	Very much	Quite a bit	Some	Very little
Career & Self-Development: Proactively develop oneself and one’s career through continual personal and professional learning, awareness of one’s strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one’s organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication: Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critical Thinking: Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equity & Inclusion: Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures. Engage in anti-racist practices that actively challenge the systems, structures, and policies of racism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership: Recognize and capitalize on personal and team strengths to achieve organizational goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professionalism: Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teamwork: Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technology: Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The activities in Q7 are shown in randomized order.

7. To what extent has your experience with each of the following at [Institution Name] contributed to your learning and personal development? If you have not had any experience with something we ask about, please select “Have not experienced.”

	Very much	Quite a bit	Some	Very little	Have not experienced
Student or campus government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intercollegiate athletics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intramural or club sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student publications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performing arts/music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Political organizations or clubs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sorority/fraternity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religious groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internships (paid or unpaid)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service organizations (on or off campus)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Multicultural student groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working with faculty on research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On-campus employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Off-campus employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independent study (i.e., individual work with a faculty member for credit and a grade.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. How often do you worry about the following?

	Very often	Often	Sometimes	Never
Successfully starting a career that aligns with my long-term goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Settling for a job I don't enjoy because it pays the bills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting into the program or school I need to take the next step in my career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paying off my student loans after college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating balance between work, family, friends, and my personal interests/hobbies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintaining my mental and physical health and well-being	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowing how to do "life stuff" (e.g., managing my finances, finding a good place to live, getting the right kinds of insurance)	<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"/>
Other worry or concern: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. As you think about living a successful life after college, how important are each of the following?

	Very important	Moderately important	Slightly important	Not important
Meaningful work: Work that's challenging and fulfilling, that you're passionate about, and that makes a positive difference in the world.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial stability: Making enough money so that you can support yourself and your family without stressing about bills and debt. Being able to cover unexpected expenses and have enough left over for hobbies, travel, or to splurge on loved ones.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Positive relationships: Having healthy and supportive relationships with the people in your life, including partners, friends, family, and colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Balance: Having enough time outside of work to enjoy family, friends, hobbies, or simply to relax and tend to your mental and physical health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. How much has your time at [Institution Name] prepared you for the following?

	Very much	Quite a bit	Some	Very little	Not at all
Meaningful work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial stability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Positive relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Balance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. What experiences at [Institution Name] have been most helpful in preparing you to be successful and live the life you want to lead after college?

12. What could [Institution Name] have done to better prepare you to be successful?

13. Overall, how satisfied have you been with your undergraduate education at [Institution Name]?

- Very satisfied
- Satisfied
- Neither satisfied nor dissatisfied
- Dissatisfied
- Very dissatisfied

14. If you had it to do all over again, would you choose to attend [Institution Name]?

- Definitely
- Probably
- Not sure
- Probably not
- Definitely not

15. Please indicate the ONE activity that you consider your PRIMARY plan after you graduate.

- Additional undergraduate education
- Paid employment or internship, full-time or part-time
- Graduate or professional school, full-time or part-time
- Military service
- Volunteer or national service (Peace Corps, AmeriCorps, Teach for America, etc.)
- Starting or raising a family
- Traveling
- Undecided
- Other activity: _____

16. Please indicate ALL OTHER activities that you plan to be doing after you graduate. (Select all that apply)

- Additional undergraduate education
- Paid employment or internship, full-time or part-time
- Graduate or professional school, full-time or part-time
- Military service (National Guard, Reserves, etc.)
- Volunteer or national service (Peace Corps, AmeriCorps, Teach for America, etc.)
- Starting or raising a family
- Traveling
- Undecided
- Other activity: _____

Q17 only appears to students who selected "Paid employment or internship, full-time or part-time" in Q15.

17. Which of the following BEST describes the current state of your employment plans? Exclude search for temporary summer employment.

- Accepted a position
- Offered a position and refused; still searching for preferred position
- Considering one or more specific offers
- Currently searching for a position or waiting for an offer
- Will begin searching for a position after graduation

Q18 only appears to students who selected “Additional undergraduate education” or “Graduate or professional school, full-time or part-time” in Q15 or Q16.

18. Please indicate the one degree or certificate you plan to be working towards this fall.

- Bachelor’s Degree
- Second Bachelor’s Degree
- Master’s Degree in Arts and Sciences (e.g., MA, MS, MFA)
- Master of Business Administration (MBA)
- Other Master’s Degree (e.g., MSW, MSE, MSN, MAT, MPA)
- Law Degree (JD or LLB)
- Medical Degree (e.g., MD, DO, DDS, DVM, PharmD)
- PhD
- Other Doctoral Degree (e.g., EdD, PsyD, DBA)
- Certificate: _____
- Other Degree: _____

Q19 only appears to students who DID NOT select “Additional undergraduate education” or “Graduate or professional school, full-time or part-time” in Q15 or Q16.

19. If you are planning to continue your education at any point in the future, which of the following BEST describes your educational plans?

- Accepted and deferring enrollment until later
- Will be applying this coming fall
- Not applying this fall, but might apply at a future date
- No plans to continue education now or in the future

Q20 only appears to students who responded to Q19 but DID NOT select “No plans to continue education now or in the future.”

20. Which of the following degrees or certificates do you plan/hope to pursue at some point in the future? (Select all that apply)

- Bachelor’s Degree
- Second Bachelor’s Degree
- Master’s Degree in Arts and Sciences (e.g., MA, MS, MFA)
- Master of Business Administration (MBA)
- Other Master’s Degree (e.g., MSW, MSE, MSN, MAT, MPA)
- Law Degree (JD or LLB)
- Medical Degree (e.g., MD, DO, DDS, DVM, PharmD)
- PhD
- Other Doctoral Degree (e.g., EdD, PsyD, DBA)
- Certificate: _____
- Other Degree: _____

Q21 and Q22 only appear to students who selected “Paid Employment or internship, full-time or part-time” in Q15.

21. In what area is the first job you are pursuing directly upon graduation? (Choose one)

- Art, Design, and Entertainment
For example, architect, artist, gallery worker, graphic or interior designer, photographer, entertainer, etc.
- Communications and Media
For example, broadcasting, editor, journalist, media production, public relations, publisher, writer, etc.
- Community and Social Service
For example, clergy, community organizer, nonprofit worker, social activist, social worker, etc.
- Education and Library
For example, librarian, archivist, teacher, professor, researcher, school administrator, school counselor, etc.
- Health Care
For example, psychology/psychiatry, dentist, dietician, nurse, optometrist, pharmacist, physical therapy, physician, etc.
- Law and Government
For example, diplomat, foreign service, government worker, international relations, politics, public policy, legal services, etc.
- Management, Business, and Financial
For example, accounting, actuary, advertising, finance, human resources, insurance, management, real estate, retail, sales, etc.
- Natural Resources
For example, agricultural worker, conservationist, environmental scientist, forestry, etc.
- Protection Services
For example, military, law enforcement, etc.
- Science, Technology, and Engineering
For example, computer programmer/analyst, engineer, information technology, lab technician, scientific researcher, etc.
- Service and Recreational
For example, chef, food service, hospitality, sports and recreation, travel/tourism, etc.
- Other: _____

22. To what extent does your first job after graduation align with your long-term career interests?

- Very much
- Quite a bit
- Some
- Very little
- Not at all

23. What is the total amount that you and/or your family have borrowed to finance your undergraduate education?

- | | | |
|--|--|--|
| <input type="checkbox"/> No loans | <input type="checkbox"/> \$30,000–\$39,999 | <input type="checkbox"/> \$90,000–\$99,999 |
| <input type="checkbox"/> Less than \$5,000 | <input type="checkbox"/> \$40,000–\$49,999 | <input type="checkbox"/> \$100,000 or more |
| <input type="checkbox"/> \$5,000–\$9,999 | <input type="checkbox"/> \$50,000–\$59,999 | <input type="checkbox"/> Borrowed money, but don’t know the amount |
| <input type="checkbox"/> \$10,000–\$14,999 | <input type="checkbox"/> \$60,000–\$69,999 | |
| <input type="checkbox"/> \$15,000–\$19,999 | <input type="checkbox"/> \$70,000–\$79,999 | |
| <input type="checkbox"/> \$20,000–\$29,999 | <input type="checkbox"/> \$80,000–\$89,999 | |

Students who did not respond or selected “No loans” in Q23 skip to Q25.

24. Approximately what proportion of your total loan amount are you personally responsible for paying?

- All
- Most
- About half
- Some, but less than half
- None
- Unsure

Below, we ask questions about your identity, background, and affiliation with [Institution Name]. You may choose not to respond to any of these questions. We use responses to these questions to develop a picture of how different people experience our campus.

25. What is the field of study of your major(s)? (Select all that apply)

- Biological Sciences (e.g., Biology, Biochemistry, Environmental Science, Neuroscience/Biopsychology)
- Business and Management (e.g., Accounting, Business Administration, Finance, Marketing)
- Communications (e.g., Journalism, Mass Communication, Speech, Speech Pathology)
- Education (e.g., Elementary Education, Secondary Education, Special Education)
- Engineering (e.g., Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering)
- Fine and Performing Arts (e.g., Architecture, Art, Dance, Music, Theatre)
- Health Sciences (e.g., Exercise Science, Nursing, Pharmacy, Public Health)
- Humanities (e.g., Classics, English, Modern Languages & Literature, Philosophy)
- Physical Sciences, Mathematics, and Computer Science (e.g., Astronomy, Chemistry, Earth Sciences, Physics)
- Social Sciences (e.g., Anthropology, Economics, Political Science, Psychology, Sociology)
- Other field of study: _____
- Prefer not to respond

26. Are you a part-time or full-time student at [Institution Name]?

- Part-time
- Full-time
- Prefer not to respond

27. How do you attend classes at [Institution Name]?

- Primarily or entirely on campus
- Split between on campus and online
- Primarily or entirely online
- Prefer not to respond

Nonresidential institutions may hide the first two response options in Q32.

28. Which of the following best describes where you are currently living?

- Dormitory or other campus housing (not a fraternity or sorority house)
- Fraternity or sorority house (including college-owned housing)
- Residence (house, apartment, etc.) within walking distance to your institution
- Residence (house, apartment, etc.) farther than walking distance to your institution, but in the United States
- In another country
- A living arrangement not listed above
- Prefer not to respond

29. What is your gender?

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

30. Are you transgender?

- Yes
- No
- Unsure
- Prefer not to respond

31. 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

32. 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, Palestinian, 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

33. 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, MBA, MS, etc.)
- Doctoral or professional degree (PhD, JD, MD, etc.)
- Prefer not to respond

34. Have you ever received a Pell Grant during your time at college?

- Yes
- No
- Prefer not to respond

[If your institution chooses to add supplemental questions they will be inserted here, preceded by an introduction stating they are provided by your institution. You may customize this introduction. If you do not, we will use the following statement.]

The following are some additional questions for you provided by [Institution Name].

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

Thank you for taking the time to answer the questions on the Graduating Student Survey! We appreciate your feedback. If you have any questions about this survey, please contact [Survey Liaison Name], [Survey Liaison Title], at [Survey Liaison Email]. To contact HEDS, the provider of this survey, email graduatingsurvey@hedsconsortium.org.

COPYRIGHTED MATERIAL