

HEDS Undergraduate Alumni 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 Undergraduate Alumni Survey. Thanks for agreeing to participate!

This survey asks about the quality and impact of your undergraduate educational experiences inside and outside of the classroom at [Institution Name]. It also asks you to evaluate the impact of your undergraduate education at [Institution Name] on your critical thinking, problem solving, and other learning outcomes. Finally, it asks about your postcollege employment, college satisfaction, and college debt.

The survey takes about 10 minutes to complete. Your participation is completely voluntary, and there are no penalties if you decide not to participate or if you choose to skip any questions. 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 have read and considered the above information and agree to participate in the survey. Thank you for taking the time to share your thoughts. We appreciate it.

[Alumni see a “Next” button here.]

1. What year did you graduate from your undergraduate program at [Institution Name]?

[Respondents will select from a drop-down menu of years starting with the current year.]

2. Please indicate which of the following describes your current PRIMARY activity:

- Employed
- Pursuing a degree or certificate (Bachelor’s, Master’s, Doctoral, professional certification, etc.)
- Military service
- Volunteer or national service (Peace Corps, AmeriCorps, etc.)
- Not employed, but seeking employment, admission to college or graduate program, or other opportunity
- Not employed, and not seeking employment or admission to college or graduate program (homemaker, traveling, volunteer, retired, etc.)

Alumni of institutions that grant only Bachelor’s degrees or higher will not see the first items (Associate’s and Bachelor’s Degrees). Alumni of Associate-only granting institutions will see the first two items, but not “Second Bachelor’s Degree.” Alumni of institutions that offer both degrees will see all items.

3. Please indicate your plans for each of the following degrees or certificates:

	Do not plan to pursue	Degree received	Currently enrolled or working toward	Degree you hope to attain in the future
Associate’s Degree (e.g., AA, AS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bachelor’s Degree (e.g., BA, BS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Second Bachelor’s Degree (e.g., BA, BS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master’s Degree in Arts and Sciences (e.g., MA, MS, MFA, MLAS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master of Business Administration (MBA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Master’s Degree (e.g., MSW, MSE, MSN, MAT, MPA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Law Degree (JD or LLB)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medical Degree (e.g., MD, DO, DDS, DVM, PharmD, DNP, DPT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PhD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Doctoral Degree (e.g., EdD, PsyD, DBA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Certificate: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Degree: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. 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 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"/>

5. Below are statements about your contact and interactions with faculty during your time 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 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 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 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 was satisfied with the opportunities to meet and interact informally with faculty members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Below are statements about experiences you may have had in your classes as a student at [Institution Name]. About how often did you experience 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"/>

7. Below are descriptions of the types of exams or assignments you may have had in your classes at [Institution Name]. About how often did you undertake 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"/>

8. How often did you have the following experiences as a student 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"/>

9. To what extent did your experience as a student at [Institution Name] contribute 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"/>

Only Alumni of Associates-granting institutions will see the “Completing Bachelor’s Degree” item.

10. Overall, to what extent did your experience as a student at [Institution Name] prepare you for the following activities?

	Very much	Quite a bit	Some	Very little
Completing Bachelor’s Degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduate or professional school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social and civic involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpersonal relationships and family living	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responsibilities of post-college life (e.g., managing finances, maintaining health, creating a home)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continued learning on my own or outside of a degree program (e.g., learning a new language, professional certification, learning a craft)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The activities in Q11 are shown in randomized order. Institutions may hide items that do not apply to their institution.

11. To what extent did your experience with each of the following as a student at [Institution Name] contribute to your learning and personal development?

	Very much	Quite a bit	Some	Very little	Did not participate
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. How connected do you feel to [Institution Name]?

- Very strong connection
- Some connection
- Very little connection
- No connection

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

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

14. From the perspective you have gained since earning your degree at [Institution Name], what do you especially value about your college experience at [Institution Name]?

15. At what point did you secure your first paying job after earning your degree at [Institution Name]?

- While enrolled as a student.
- During the first six months after earning my degree.
- During the second six months after earning my degree.
- More than a year after earning my degree.
- I have not had a paying job since earning my degree.

Q16 and Q17 appear only to alumni who chose "Employed," "Military Service," or "Volunteer or national service" in Q2.

16. In what area is your **CURRENT** primary job? (Choose one)

- Art, Design, and Entertainment
- Communications and Media
- Community and Social Service
- Education and Library
- Health Care
- Law and Government
- Management, Business, and Financial
- Natural Resources
- Protection Services (including military occupations)
- Science, Technology, and Engineering
- Service and Recreational
- Other: _____

Response options for Q17 are shown in randomized order.

17. Please indicate whether each of the following descriptions applies to your **CURRENT** job. (Select all that apply)

- Relates to my major
- Requires me to use skills I gained as a college student
- Is related to my desired career path
- Is work I find meaningful
- Allows me to continue to grow and learn
- Pays enough to support my desired lifestyle
- Pays health insurance benefits
- Has opportunity for upward mobility
- Is likely to continue until I wish to leave
- Is in a desirable location
- Overall, is a satisfying job

[Optional Leadership Module]

The two questions in this optional section measures two dimensions of leadership—leadership aspirations and leadership motivations.

L1. Please indicate how much each of the following statements applies to you.

	Very true of me	Mostly true of me	Moderately true of me	Slightly true of me	Not at all true of me
I want to be among the very best in my field.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I want my work to have a lasting impact on my field.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I aspire to have my contributions at work recognized by my employer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being outstanding at what I do at my job is important to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I plan to obtain many promotions in my organization or business.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I hope to become a leader in my career field.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I am established in my career, I would like to manage other employees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I want to have responsibility for the future direction of my organization or company.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I hope to move up to a leadership position in my organization or business.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

L2. Please answer the following about yourself:

	Very true of me	Mostly true of me	Moderately true of me	Slightly true of me	Not at all true of me
I enjoy having authority over other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When given the chance, I make a good leader of people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am usually a leader in groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I enjoy planning things and deciding what other people should do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to give orders and get things going.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People notice what I say.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When a group I belong to plans an activity, I would rather direct it myself than just help out and have someone else organize it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I value having an important job where people look up to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like talking to people who are important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I want to be an important person in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I really admire people who have fought their way to the top.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I had enough money, I would not work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Even if I won a great deal of money (lottery, etc.), I would prefer to continue to work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If unemployment benefits were really high, I would still prefer to work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[End Optional Module]

18. About how often do you currently engage in community service or volunteer work for organizations?

- Weekly
- Monthly
- Several times a year
- Once or twice a year
- Less than once a year

19. At the time you earned your degree, what was the total amount that you and/or your family borrowed to finance your education at [Institution Name]?

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

Q20 only appears to alumni who selected an option other than "No loans" in Q19.

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

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

Demographic Information

In the next section, we ask questions about your identity. You may choose not to respond to any of these questions. We use responses to these questions to develop a picture of how an individual's background and identity are related to their experiences.

21. Which of the following best described your primary area of study? (Choose one)

- 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

22. What is your gender?

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

23. Are you transgender?

- Yes
- No
- Unsure
- Prefer not to respond

24. What was your citizenship status during the time you were enrolled at [Institution Name]?

- 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

25. 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

26. 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

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

- Yes
- No
- Prefer not to respond

28. Which of the following most accurately describes your current personal annual income before taxes? Please report your personal income, not your total household income.

- | | |
|--|--|
| <input type="checkbox"/> No earned income | <input type="checkbox"/> \$140,000–\$159,999 |
| <input type="checkbox"/> Less than \$20,000 | <input type="checkbox"/> \$160,000–\$179,999 |
| <input type="checkbox"/> \$20,000–\$39,999 | <input type="checkbox"/> \$180,000–\$199,999 |
| <input type="checkbox"/> \$40,000–\$59,999 | <input type="checkbox"/> \$200,000–\$219,999 |
| <input type="checkbox"/> \$60,000–\$79,999 | <input type="checkbox"/> \$220,000–\$240,000 |
| <input type="checkbox"/> \$80,000–\$99,999 | <input type="checkbox"/> More than \$240,000 |
| <input type="checkbox"/> \$100,000–\$119,999 | <input type="checkbox"/> Prefer not to respond |
| <input type="checkbox"/> \$120,000–\$139,999 | |

[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.]

Almost done! The next set of questions are from [Institution Name].

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

Thank you for taking the time to answer the questions on our Alumni 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].