



HEDS Alumni Survey 2022–2023 Summary Report Reed College

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Released 03/25/2024

This report compares the responses of alumni from your institution who took the HEDS Alumni Survey in 2022-2023 with those of alumni from other institutions who've participated in the survey since fall 2020. Although alumni from any graduation year may take this survey, this report focuses solely on alumni who took the survey 5 and 10 years after they graduated.

You can use the Table of Contents and accompanying section descriptions (see below) to navigate this report. Click on the underlined worksheet names below to jump to the worksheet you would like to view:

<u>Results for 5-Year-Out Alumni (5YR)</u>
<u>Results for 10-Year-Out Alumni (10YR)</u>
Comparisons by cohort for post-college activities, academic experiences, and institutional impact. Each worksheet compares your institution's cohort to all other institutions' data for the corresponding cohort.
<u>Cohort Comparison</u>
Information on how different alumni cohorts from your institution compare to each other on post-college activities, academic experiences, and institutional impact.
<u>Technical Information</u>
Information about the response rate for the survey, details about what data is presented in the graphs and tables, and how we calculated the indicators and other variables in this report.
<u>Participating Institutions</u>
A list of the institutions included in this report.
<u>Survey Instrument</u>
A representation of the 2022-2023 HEDS Alumni Survey that your alumni took.
<u>Data Sharing Practices</u>
Information about how you may share this report.



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Results for 5-Year-Out Alumni

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Post-College Activities

Chart 1: Primary activity of alumni after 5 years

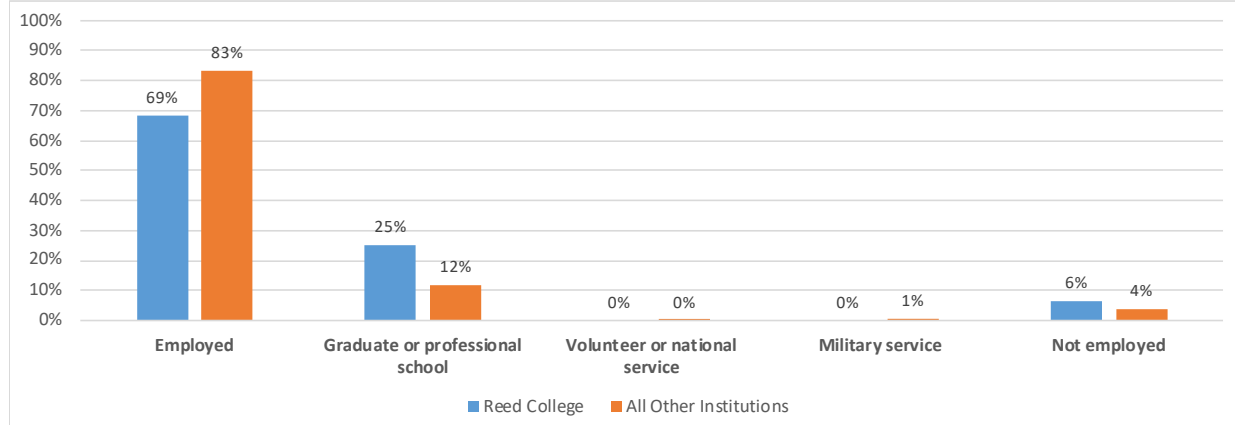
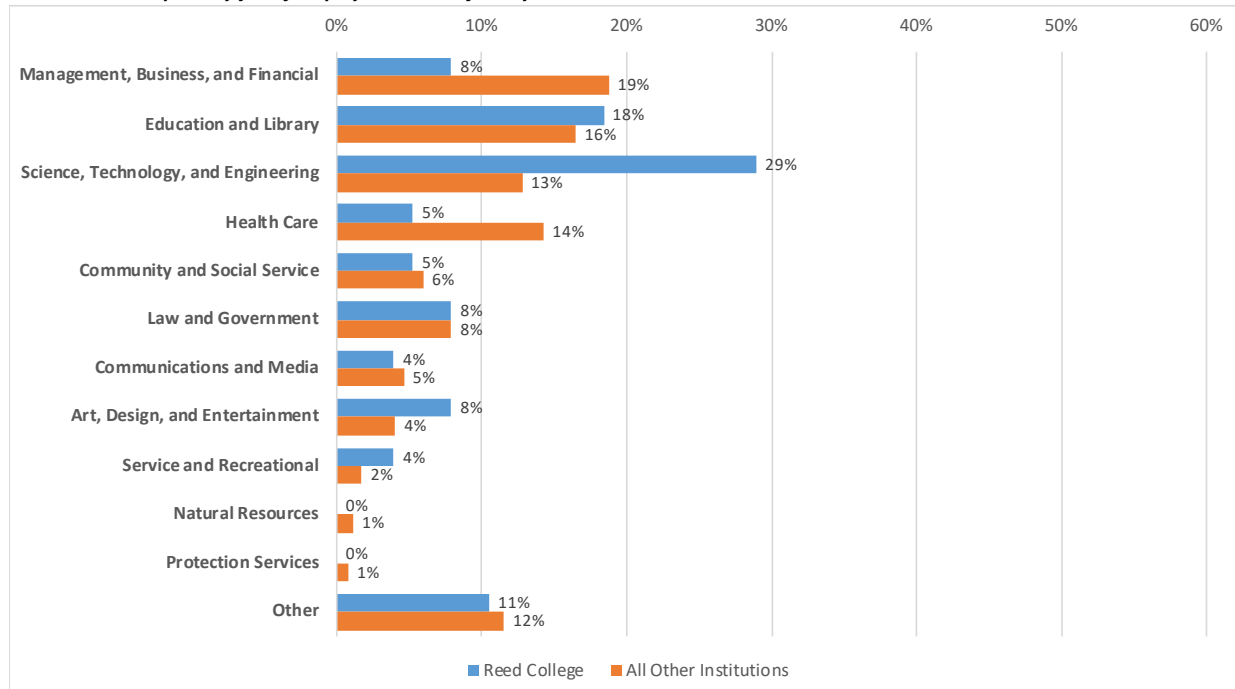


Chart 2: Current primary job of employed alumni after 5 years



**See Q22 on the Survey Instrument tab for all job options in each category.*

Chart 3: Percent of 5-year alumni who reported the following about their current jobs

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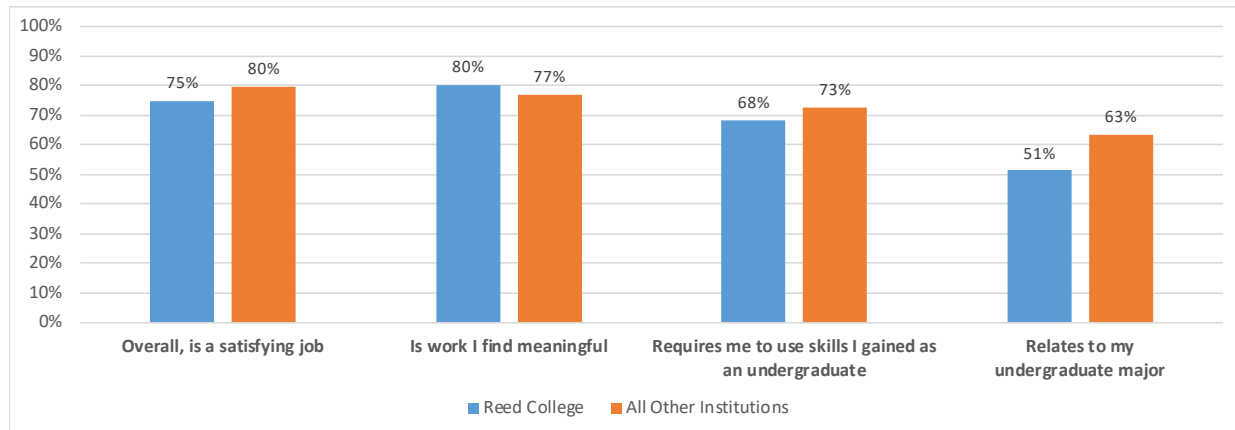
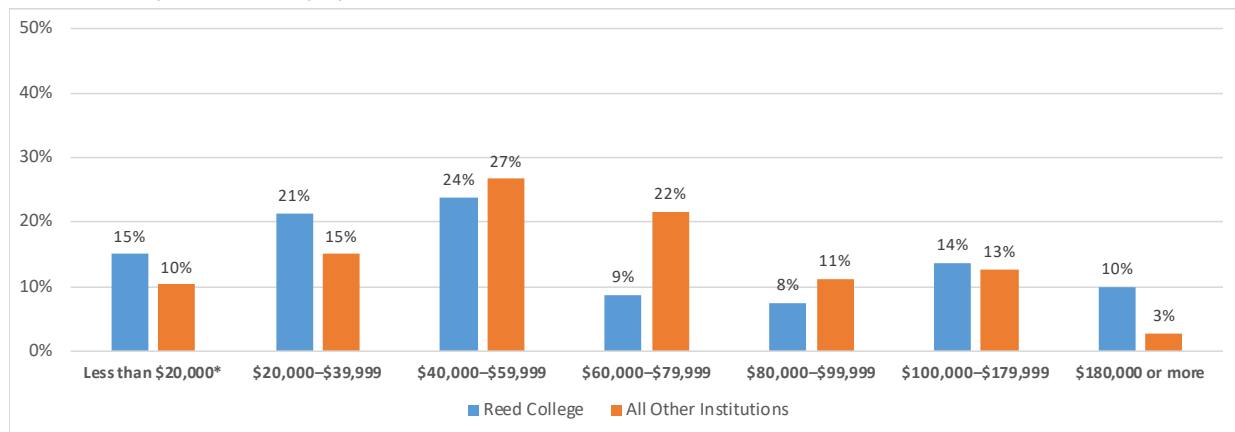


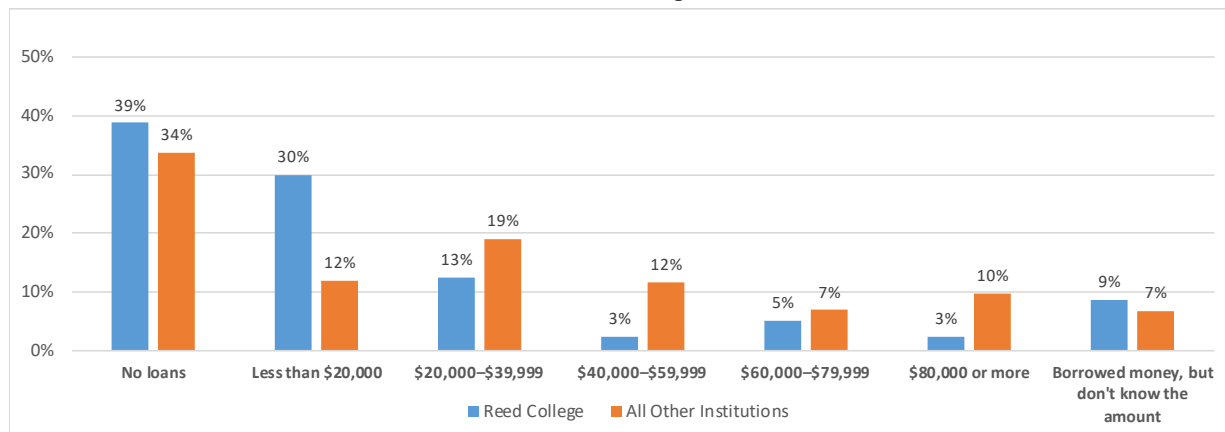
Chart 4: Annual pre-tax income of 5-year alumni



*Includes those who selected "No earned income."

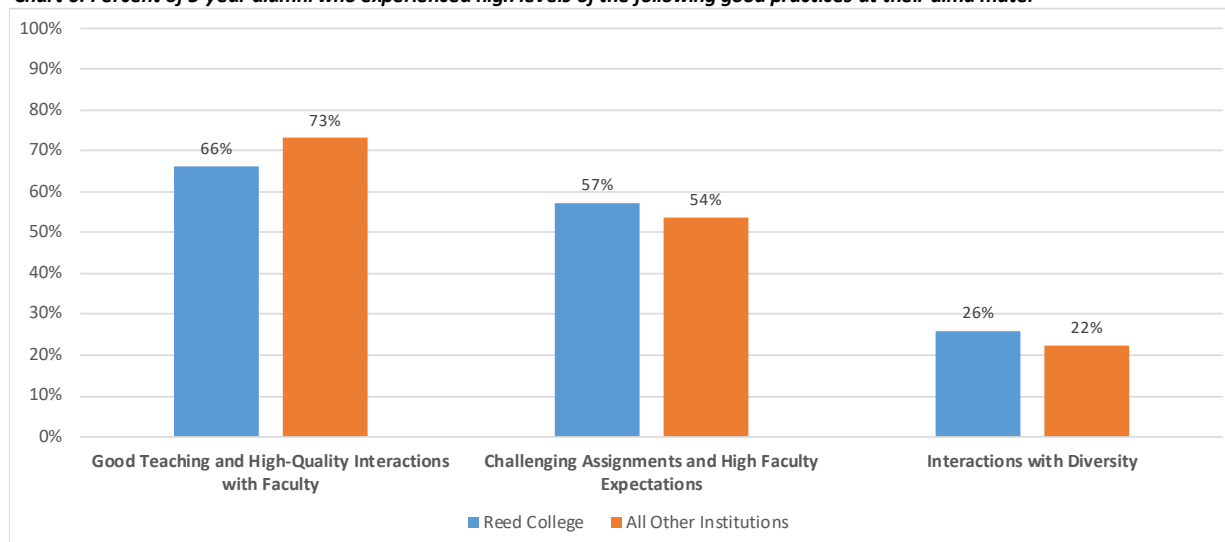
Chart 5: Amount borrowed by 5-year alumni and/or their families to finance attending college

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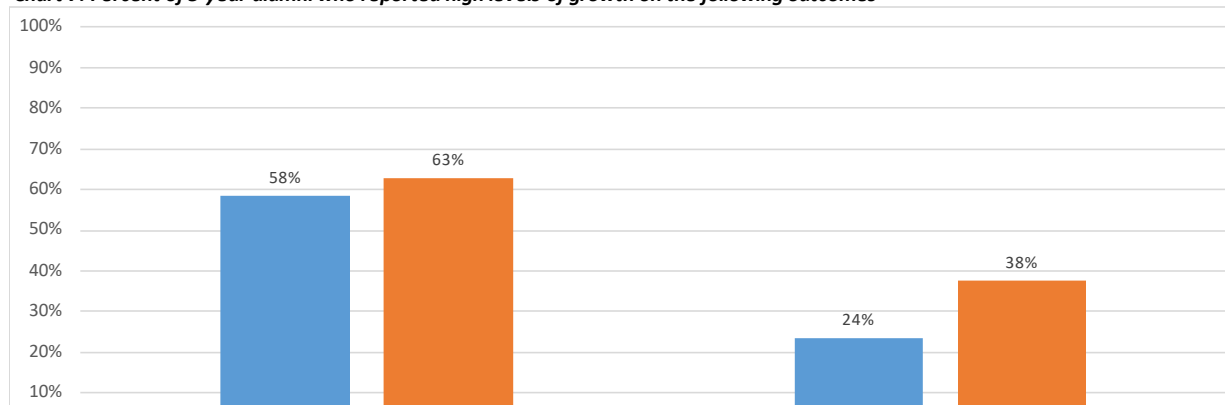
Academic Experience

Chart 6: Percent of 5-year alumni who experienced high levels of the following good practices at their alma mater



Institutional Impact

Chart 7: Percent of 5-year alumni who reported high levels of growth on the following outcomes



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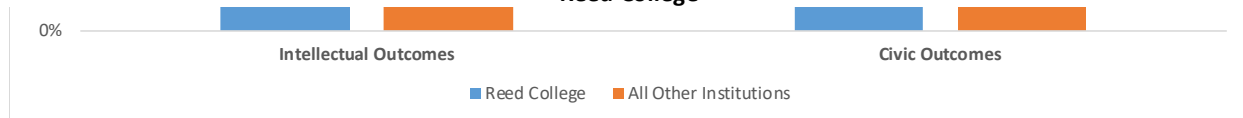


Chart 8: Percent of 5-year alumni who reported that their undergraduate experience "very much" prepared them for the following activities

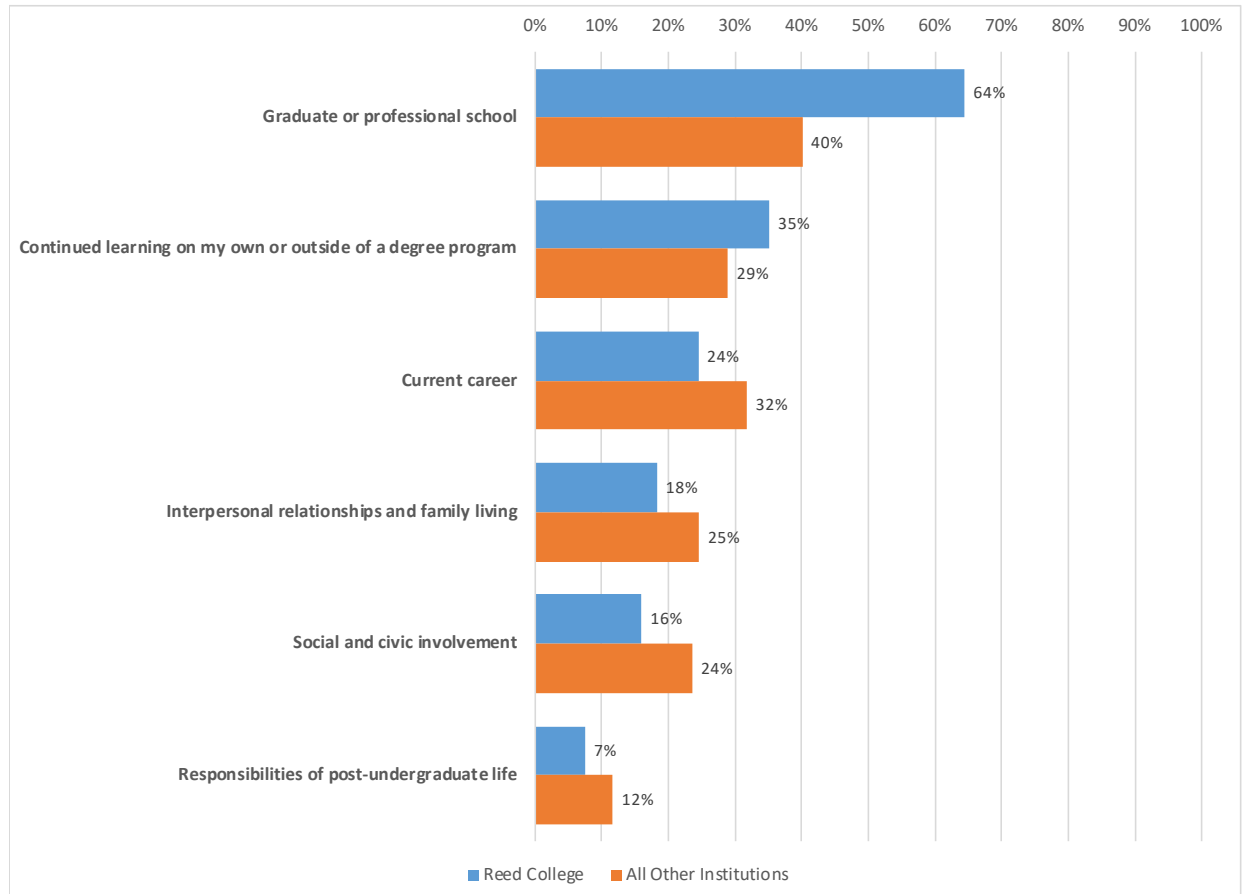
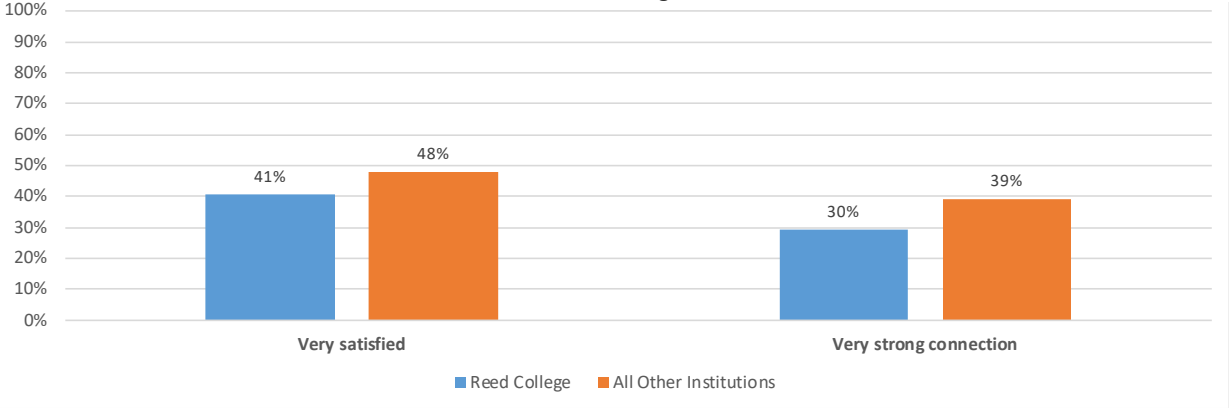


Chart 9: Percent of 5-year alumni who reported that they were "very satisfied" with or had a "very strong connection" to their undergraduate institution



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Results for 10-Year-Out Alumni

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Post-College Activities

Chart 1: Primary activity of alumni after 10 years

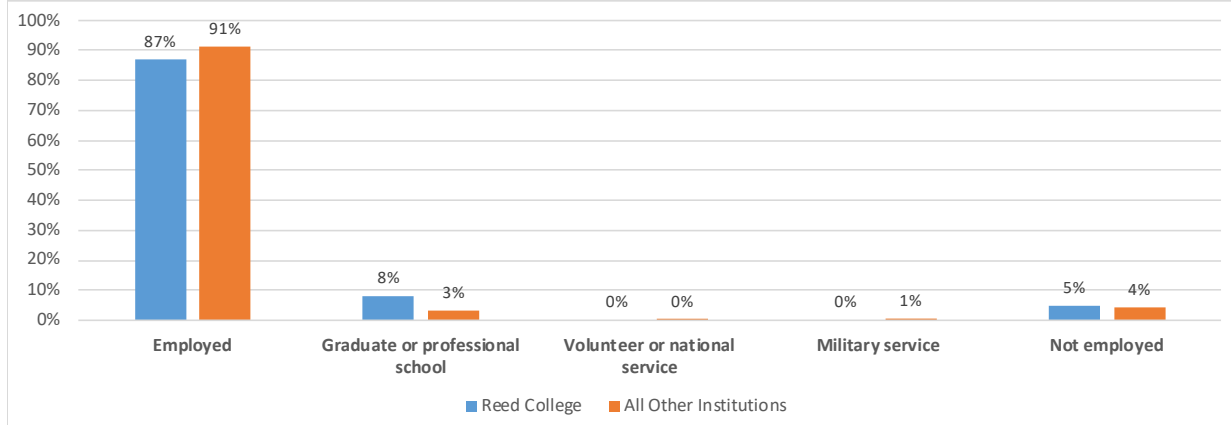
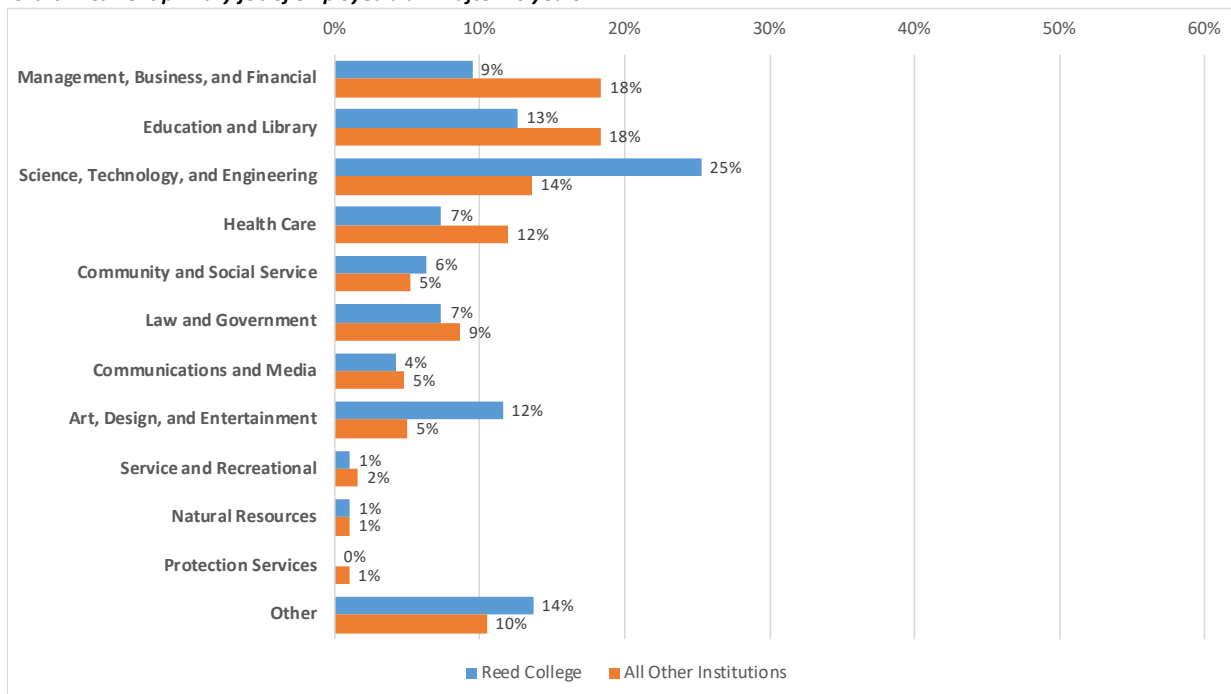


Chart 2: Current primary job of employed alumni after 10 years



[*See Q22 on the Survey Instrument tab for all job options in each category.](#)

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Chart 3: Percent of 10-year alumni who reported the following about their current jobs

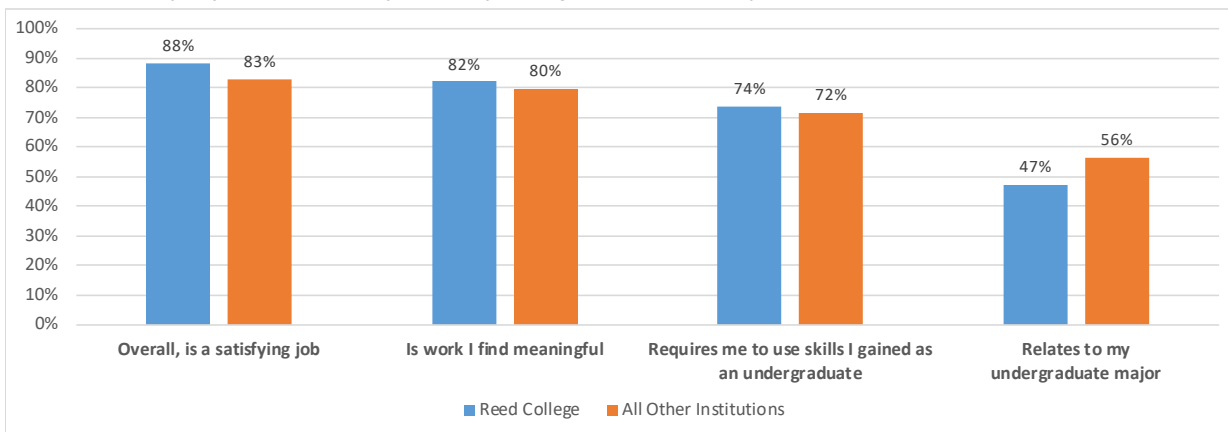
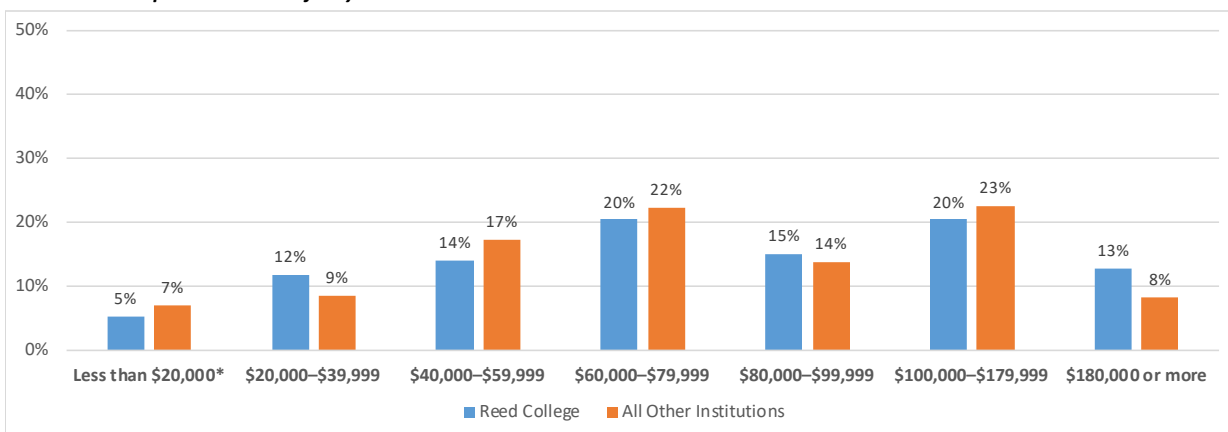


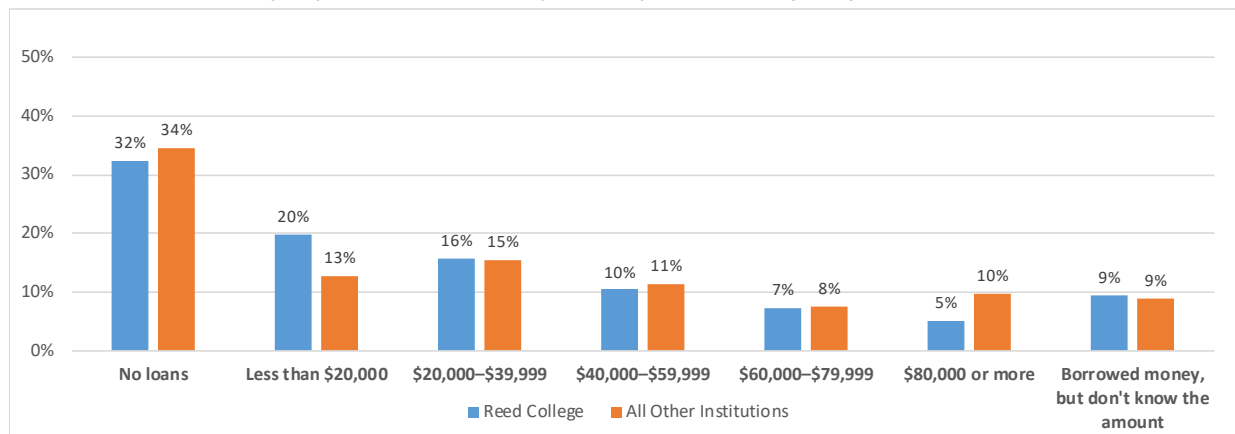
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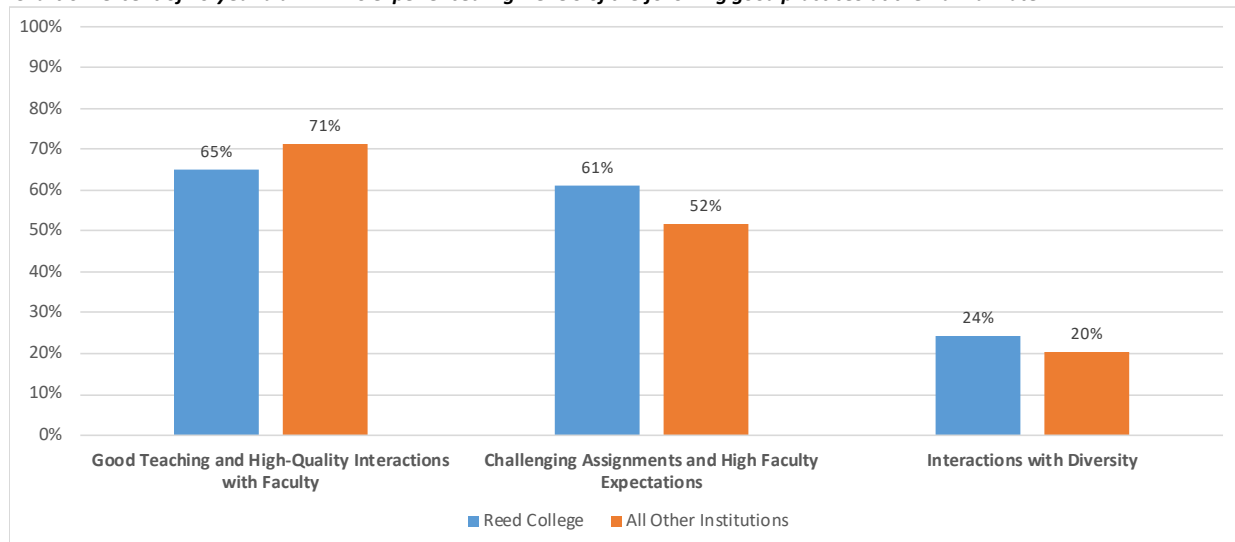
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Chart 5: Amount borrowed by 10-year alumni and/or their families to finance attending college



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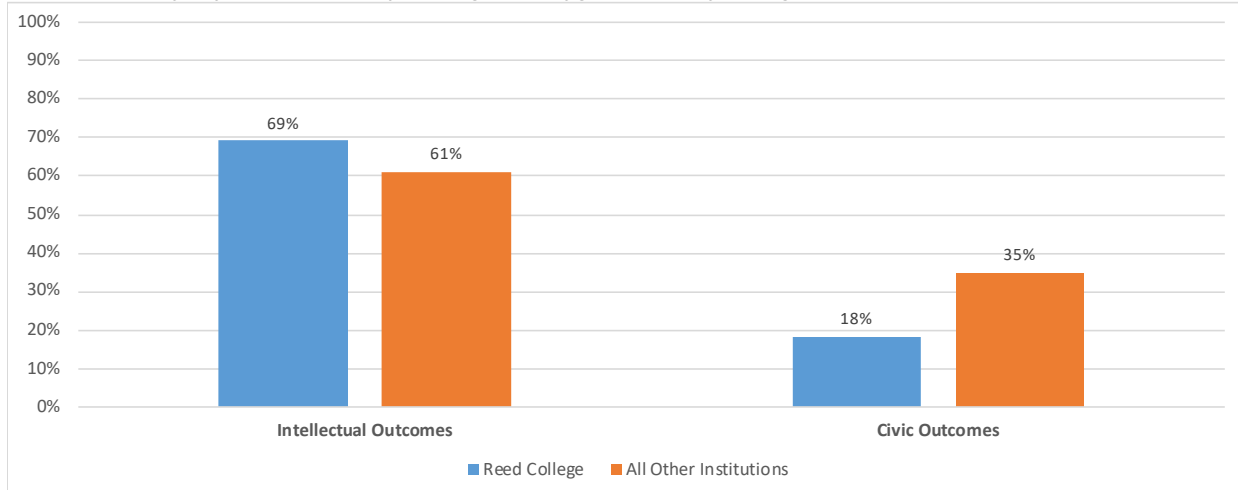
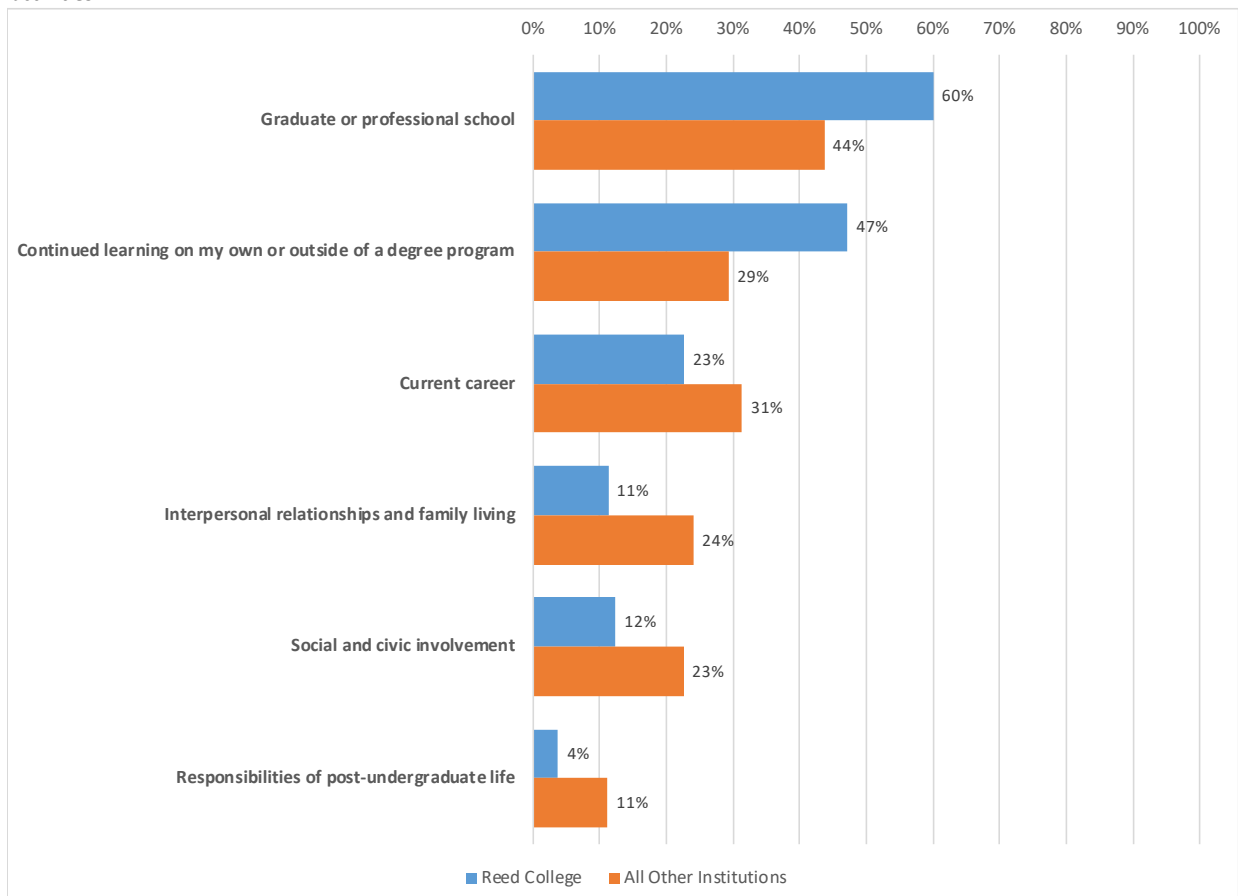


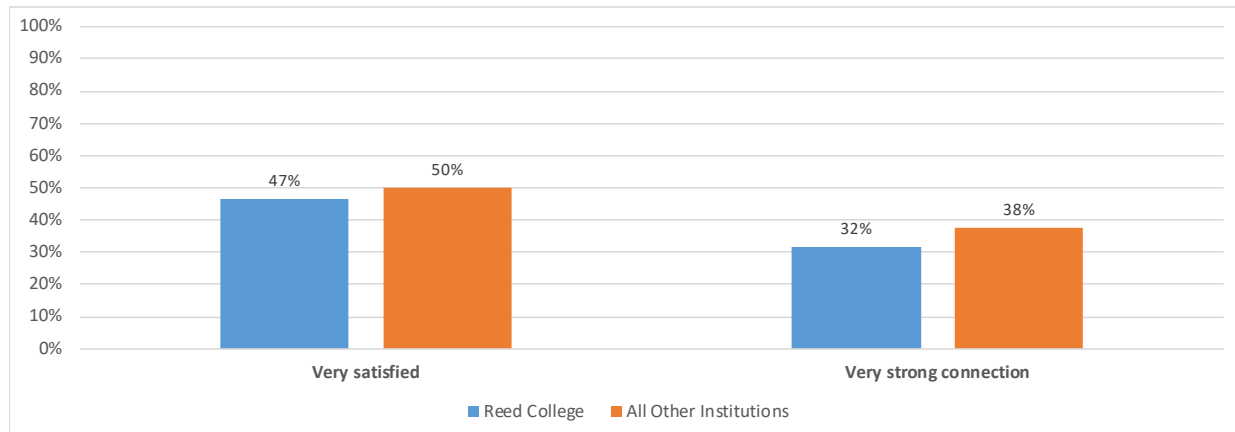
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Chart 9: Percent of 10-year alumni who reported that they were "very satisfied" with or had a "very strong connection" to their undergraduate institution





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Reed College Results, by Cohort: 5-Year-Out (5YR) and 10-Year-Out (10YR)

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Post-College Activities

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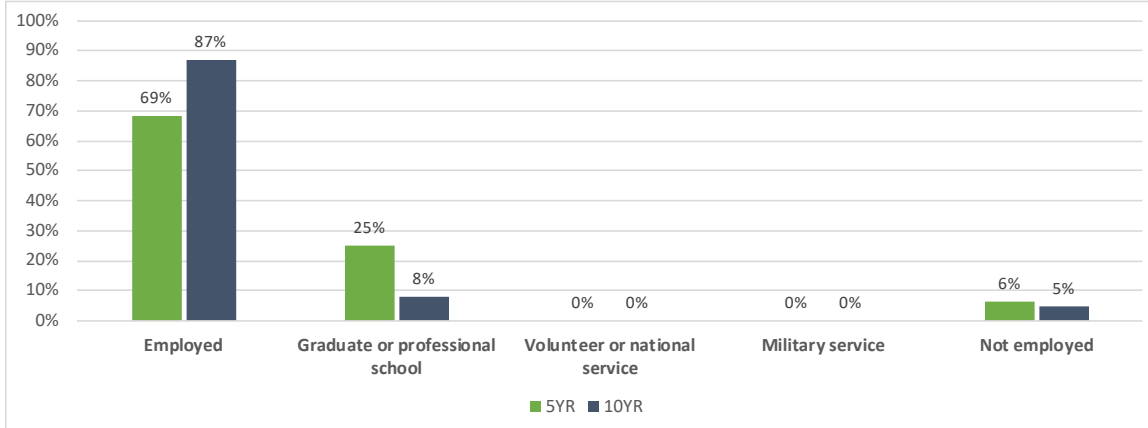
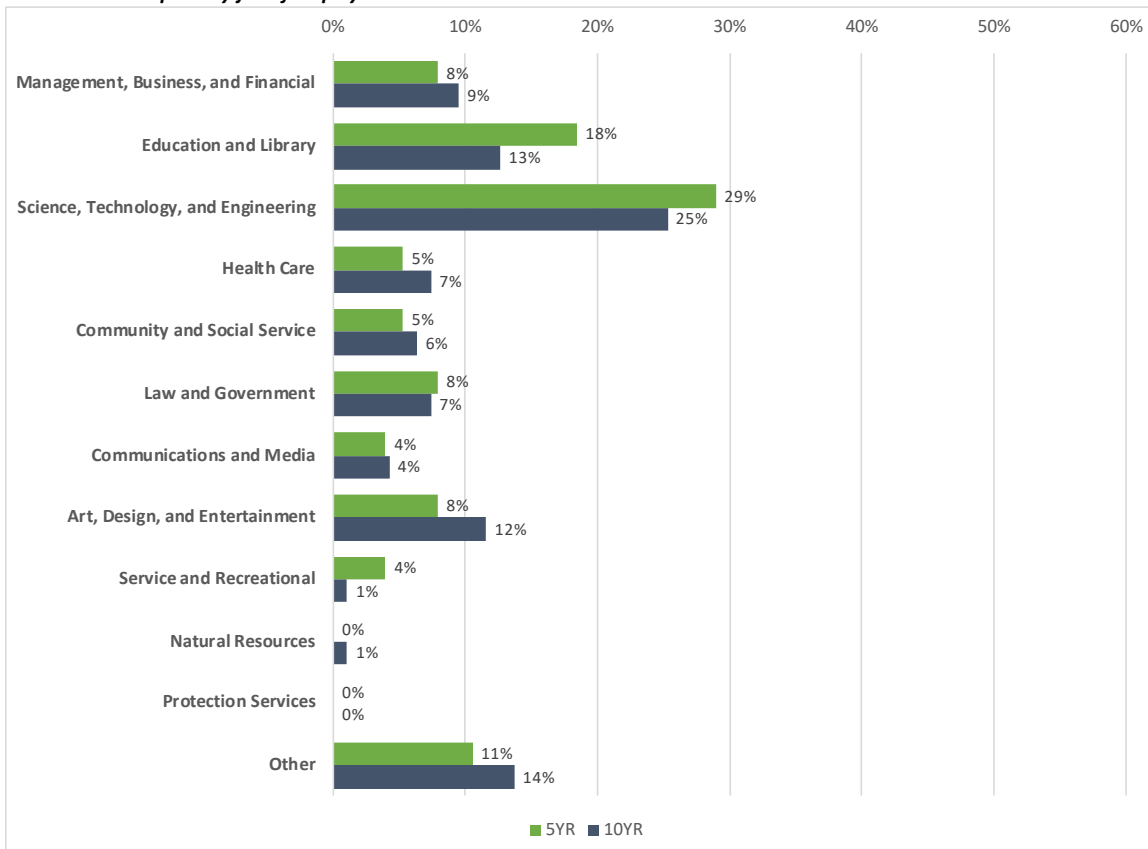


Chart 2: Current primary job of employed alumni



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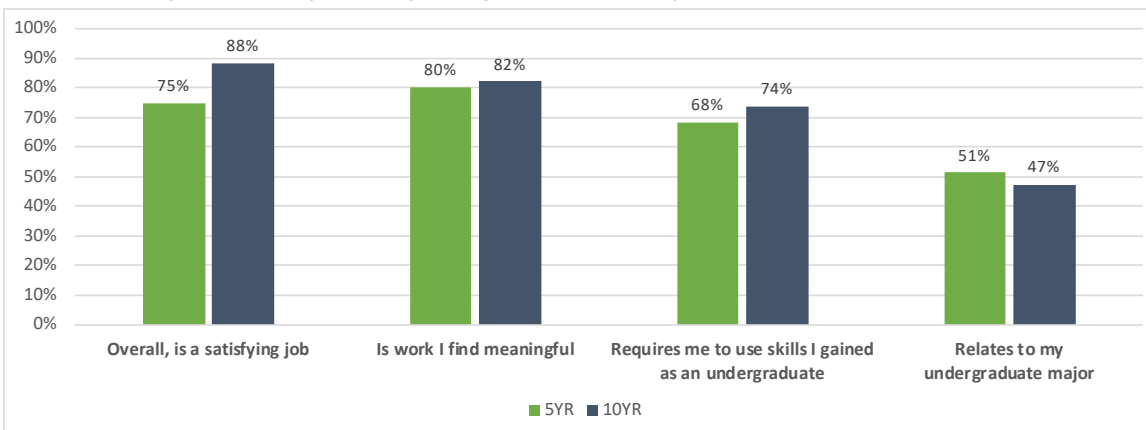
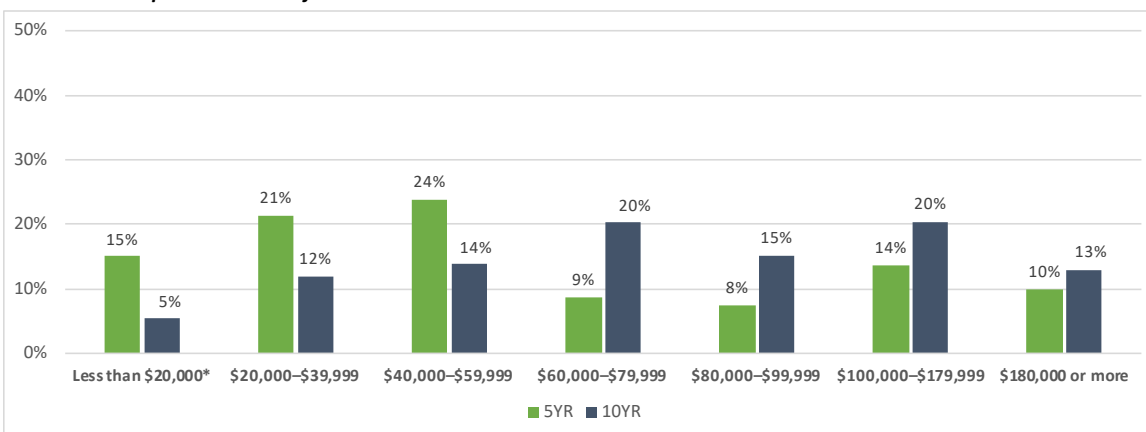


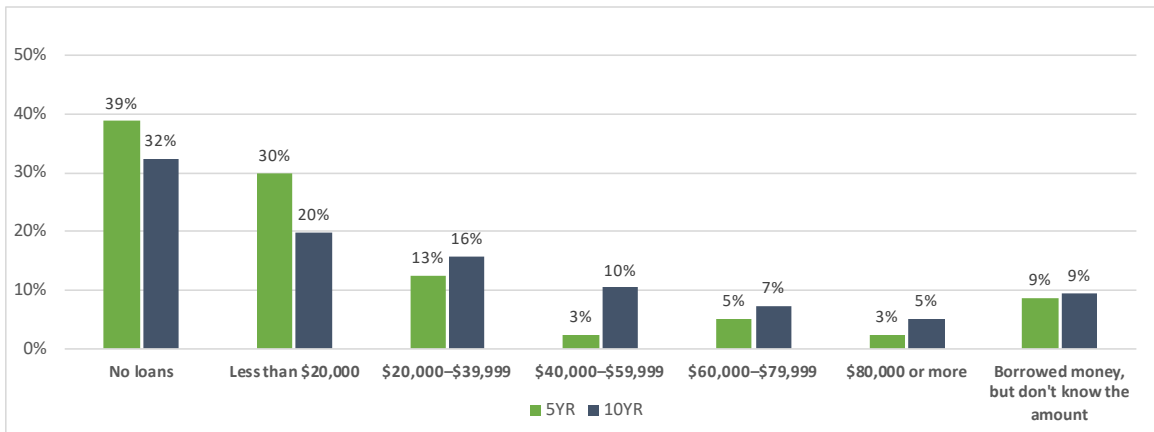
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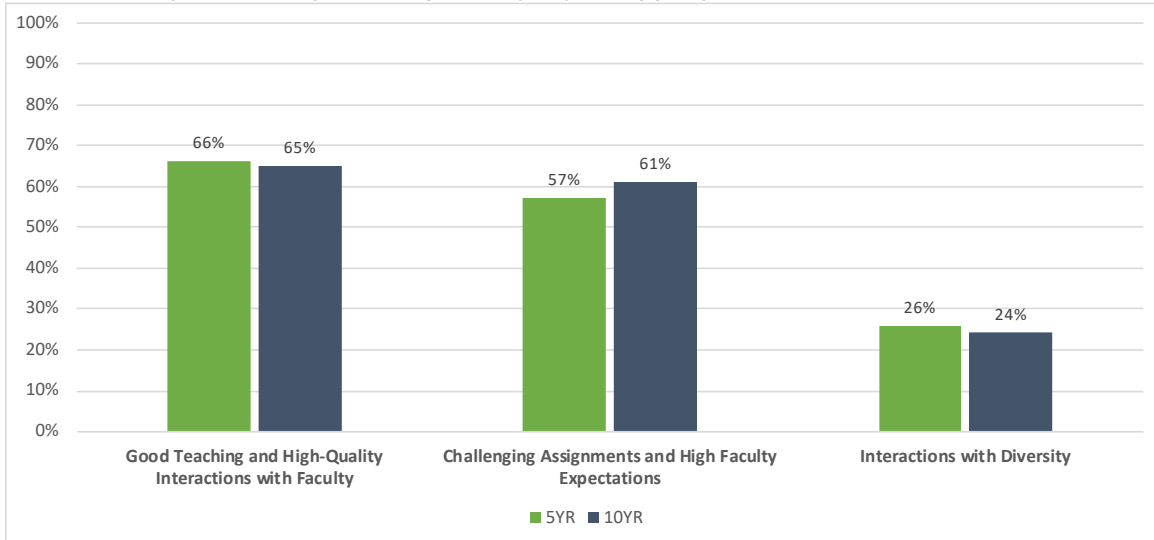
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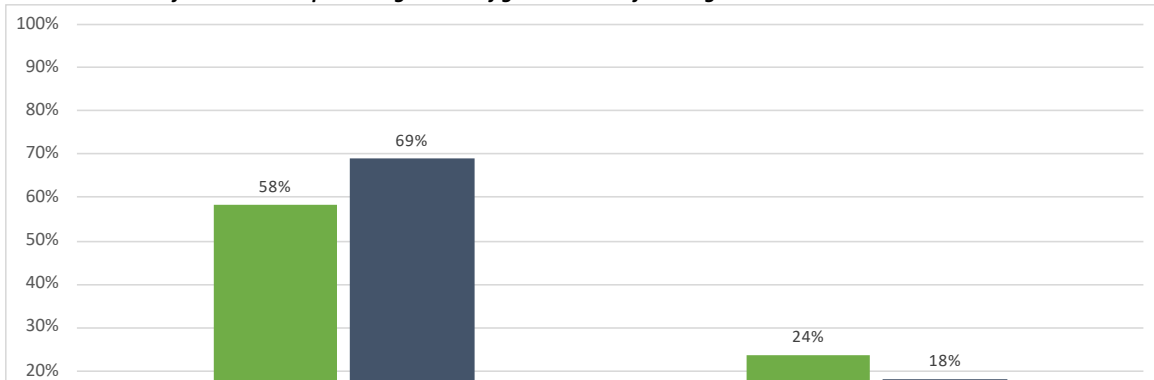
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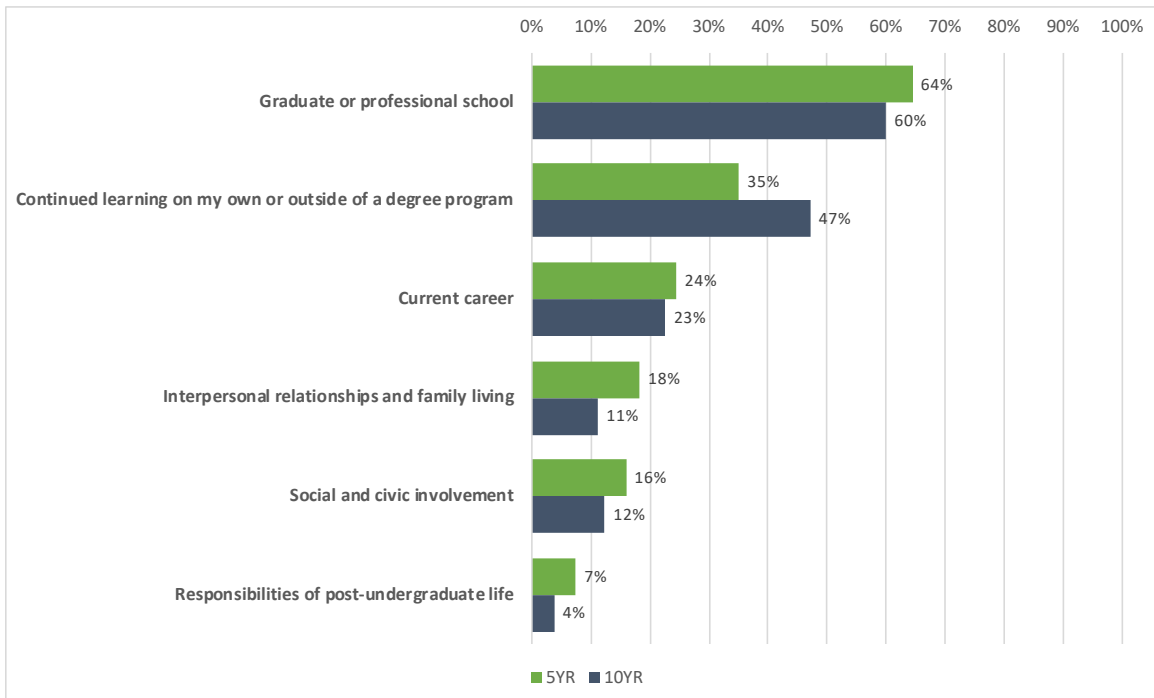
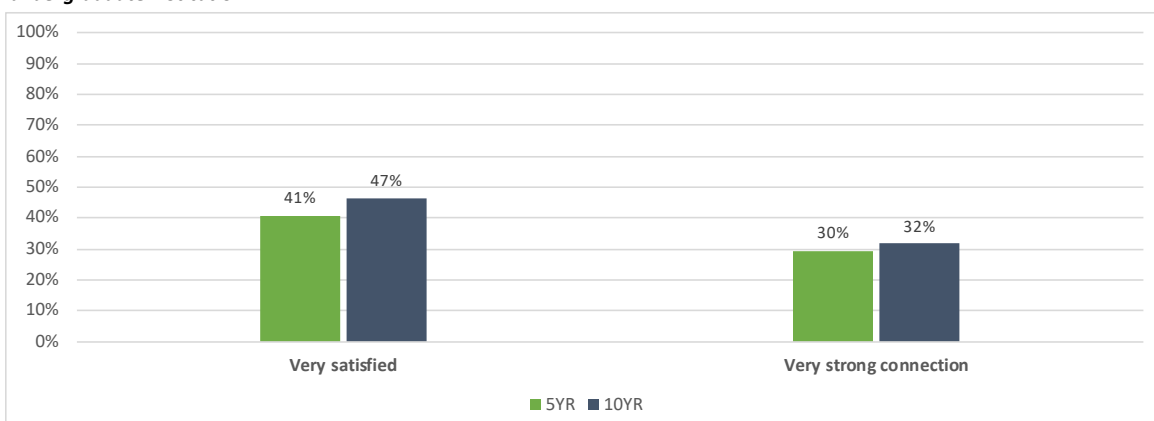


Chart 9: Percent of alumni who reported that they were "very satisfied" with or had a "very strong connection" to their undergraduate institution





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Technical Information

Response rate for the Alumni Survey

The "All Fall 2020–Summer 2023 Institutions" response rate calculation below is based on all alumni from 50 institutions, regardless of when they graduated, who took the HEDS Alumni Survey in the 2020–2021, 2021–2022, and/or 2022–2023 academic years.

	Reed College		All Fall 2020 – Summer 2023 Institutions	
	n	Response Rate	n	Response Rate
All Alumni Respondents	485	20%	21,462	Average institutional response rate is 20% with a range of 1-54%.

Notes about response rate data in the above table:

- Respondents include alumni who answered at least one question.
- We calculate the response rate by dividing the number of respondents by the number of invited participants.
- The n value in the "Fall 2020 – Summer 2023 Institutions" section of the table reflects the total number of respondents across all institutions (see the Participating Institutions tab).

Cohorts

As we noted in the Table of Contents, this report summarizes data only for alumni who graduated 1, 5, and/or 10-years ago from their institutions at the time they took the survey. In the table below, we show the graduation years for the 1-year, 5-year, and/or 10-year out cohorts that we included in this report.

Alumni Cohort	Graduation Years
1-year-out	2021, 2022
5-year-out	2017, 2018
10-year-out	2012, 2013

Comparison Group

Your institution's comparison group includes all institutions (*including yours*) that participated in the survey in prior years plus and all institutions (*except yours*) in the current year.

Information about graphs and tables in this report

"Primary activity of alumni" graph (Chart 1)

The data presented in this graph come from responses to Q1, "Please indicate which of the following describes your current PRIMARY activity." We collapsed the nine responses from the original variable into the five categories seen in the graph. The "Employed" category has the "Employed, full-time," "Employed, part-time," and the "Employed, multiple jobs" responses. The "Graduate or professional school" category has the "Graduate or professional school, full-time" and the "Graduate or professional school, part-time" responses. The "Not employed" category has the "Not employed, but seeking employment, admission to graduate school, or other opportunity" and the "Not employed, and not seeking employment or admission to graduate school (homemaker, traveling, volunteer, retired, etc.)" responses. The "Volunteer or national service" and the "Military service" categories do not combine responses.

"Current primary job of employed alumni" graph (Chart 2)

The data we present in this graph are from responses to Q22, "What is your CURRENT primary job?" This question asks alumni to make two choices in sequence. First, we ask them to select one of 12 broad job categories, such as "Communications and Media" or "Health Care," then we show them a list of job titles within that broad category and ask them to select an option from that list. The data in Chart 2 are from the broad category that alumni selected in response to this question. Please note, in a small number of cases (<1%) alumni selected the broad job category represented in this chart, but didn't respond to the subsequent question asking them to select from the list of job titles within the broad category. For that reason, the data in this chart may occasionally fail to match the Current Primary Job data (Q22) on worksheet "9. Postgraduate Activities" in your Frequency and Indicator Report.

"Percent of alumni who reported the following about their current jobs" graph (Chart 3)

The data presented in this graph come from responses to Q23, "Please indicate whether each of the following descriptions applies to your current job. (Check all that apply)." We calculated the percentages by dividing the number of alumni who selected each response option by the total number of alumni who answered the question and selected anything except for "I am not currently employed."

"Annual pre-tax income of alumni" graph (Chart 4)

The data presented in this graph come from responses to Q36, "Which of the following most accurately describes your current personal annual income before taxes? Please report your personal income, not your total household income." We collapsed 14 of the response options from the original variable into the seven categories seen in the graph. We excluded those who selected, "I prefer not to respond" from our calculations. The "Less than \$20,000" category includes the "No earned income" and the "Less than \$20,000" response options. The "\$100,000–\$179,999" category includes the "\$100,000–\$119,999," "\$120,000–\$139,999," "\$140,000–\$159,999," and the "\$160,000–\$179,999" response options. The "\$180,000 or more" category includes the "\$180,000–\$199,999," "\$200,000–\$219,999," "\$220,000–\$240,000," and the "More than \$240,000" response options. The rest of the categories do not combine response options.

"Amount borrowed by alumni and/or their families to finance attending college" graph (Chart 5)

The data presented in this graph come from responses to Q27, "At the time you graduated, what was the total amount that you and/or your family borrowed to finance your undergraduate education at this institution?" We collapsed the 15 response options from the original variable into the seven categories seen in the graph. The "Less than \$20,000" category includes the "Less than \$5,000," "\$5,000–\$9,999," "\$10,000–\$14,999," and the "\$15,000–\$19,999" response options. The "\$20,000–\$39,999" category includes the "\$20,000–\$29,999" and the "\$30,000–\$39,999" response options. The "\$40,000–\$59,999" category includes the "\$40,000–\$49,999" and the "\$50,000–\$59,999" response options. The "\$60,000–\$79,999" category includes the "\$60,000–\$69,999" and the "\$70,000–\$79,999" response options. The "\$80,000 or more" category includes the "\$80,000–\$89,999," "\$90,000–\$99,999," and the "\$100,000 or more" response options. The rest of the categories do not combine response options.

"Percent of alumni who experienced high levels of the following good practices" graph (Chart 6)

This report contains information on five dimensions of academic experiences that measure alumni's exposure to high-impact experiences and contribute to post-degree outcomes. These dimensions are based on indicators that the Center of Inquiry developed and validated in the Wabash National Study. In this graph, we show data from three of these five indicators:

- Good Teaching and High-Quality Interactions with Faculty – 9 statements, Cronbach's $\alpha = 0.92$
- Challenging Assignments and High Faculty Expectations – 14 questions, Cronbach's $\alpha = 0.90$
- Interactions with Diversity – 6 questions, Cronbach's $\alpha = 0.87$



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These indicators are made up of multiple statements. To determine if an alumni experienced high levels of each good practice, we recoded the response options for each scale into a 100-point scale. For the Good Teaching indicator: 0=Strongly disagree, 25=Disagree, 50=Neither agree nor disagree, 75=Agree, and 100=Strongly agree. For the Challenging Assignments and Diversity indicators: 0=Never, 25=Rarely, 50=Sometimes, 75=Often, and 100=Very often. We then averaged the responses for each item in an indicator to calculate the indicator score. This graph shows the percent of alumni who scored 70 and above on each of these three indicators. Please note that only those alumni who answered every question in the indicator receive a score.

"Percent of alumni who reported high levels of growth on the following outcomes" graph (Chart 7)

This report contains information on five dimensions of academic experiences that measure alumni's exposure to high-impact experiences and contribute to post-degree outcomes. These dimensions are based on indicators that the Center of Inquiry developed and validated in the Wabash National Study. In this graph, we show data from two of these five indicators:

- Growth on Intellectual Outcomes – 10 questions, Cronbach's $\alpha = 0.89$
- Growth on Civic Outcomes – 4 questions, Cronbach's $\alpha = 0.85$

These indicators are made up of multiple statements. To determine if an alumni experienced high levels of growth on these outcomes, we recoded the response options for each scale into a 100-point scale. For the Growth on the Intellectual Outcomes and Civic Outcomes indicators: 0=Very little, 33.33=Some, 66.67=Quite a bit, and 100=Very much. We then averaged the responses for each item in an indicator to calculate the indicator score. This graph shows the percent of alumni who scored 70 and above on these indicators. Please note that only those alumni who answered every question in the indicator receive a score.

"Percent of alumni who reported that their undergraduate experience 'very much' prepared them for the following activities" graph (Chart 8)

The data presented in this graph come from responses to Q9, "Overall, to what extent did your undergraduate experience at this institution prepare you for the following activities?"

"Percent of alumni who reported that they were 'very satisfied' with or had a 'very strong connection' to their undergraduate institution" graph (Chart 9)

The data presented in this graph come from responses to Q13, "How connected do you feel to this institution?" and Q14, "Overall, how satisfied have you been with your undergraduate education at this institution?"



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Below we provide a list of the institutions that administered the HEDS Alumni Survey in 2020-2021, 2021-2022, and/or 2022-2023 and are included in this report.

Participating Institutions
Augustana College
Baldwin Wallace University
Biola University
Cazenovia College
Clark University
Concordia College at Moorhead
Concordia University Texas
Dickinson College
Doane University
Dominican University of California
Earlham College
George Fox University
Gettysburg College
Goshen College
Hampden-Sydney College
Hanover College
Harvey Mudd College
Haverford College
Hood College
Howard University
Illinois Wesleyan University
Kenyon College
Knox College
Lewis & Clark College
McDaniel College
Occidental College
Ouachita Baptist University
Point Park University
Principia College
Quinnipiac University
Reed College
Rockford University



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Saint Anselm College
Saint Edward's University
Saint Norbert College
Salve Regina University
Scripps College
Skidmore College
Soka University of America
Southwestern University
St Catherine University
St Olaf College
Susquehanna University
University of California-Irvine
University of Saint Katherine
Utica University
Wake Forest University
Warren Wilson College
Washburn University
Whittier College



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2022–2023 HEDS Alumni Survey Instrument



2022–2023 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 Alumni Survey. Thanks for agreeing to participate!

This survey asks about the quality and impact of your educational experiences, including cocurricular activities such as internships, study abroad, and community service. The survey also asks you to evaluate the impact of your undergraduate education on your postgraduate critical thinking, problem solving, and other learning outcomes. Finally, the survey asks about postgraduate employment, college satisfaction, and college debt.

Your participation is completely voluntary, and there are no penalties if you decide not to participate or if you choose to skip any questions. All of your responses are strictly confidential. At no time will your responses be publicly linked with your name or any other identifying information.

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

- ☐ Employed, full time
- ☐ Employed, part time
- ☐ Employed, multiple jobs
- ☐ Graduate or professional school, full time
- ☐ Graduate or professional school, part time
- ☐ Military service
- ☐ Volunteer or national service (Peace Corps, AmeriCorps, etc.)
- ☐ Not employed, but seeking employment, admission to graduate school, or other opportunity
- ☐ Not employed, and not seeking employment or admission to graduate school (homemaker, traveling, volunteer, retired, etc.)

2. 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
Second Bachelor's Degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master's Degree in Arts and Sciences (e.g., MA, MS, MFA)	<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)	<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"/>

3. Below are statements about your views of your undergraduate 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 this institution 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"/>

Updated: 7/26/22

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4. Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. 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"/>

5. Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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"/>

6. Below are descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. 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"/>

7. How often did you have the following experiences as an undergraduate at this institution?

	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"/>

8. To what extent did your experience as an undergraduate at this institution 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"/>

9. Overall, to what extent did your undergraduate experience at this institution prepare you for the following activities?

	Very much	Quite a bit	Some	Very little
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-undergraduate 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"/>

Q10 appears only to those alumni who reported in Q9 that their undergraduate experience prepared them "Quite a bit" or "Very much" for continued learning on their own or outside of a degree program.

10. Please describe the continued learning you've experienced on your own or outside of a degree program.

The activities in Q11 are shown in randomized order.

11. How frequently did you participate in the following activities as an undergraduate at this institution?

	Very often	Often	Sometimes	Rarely	Never
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"/>



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Activities from Q11 that alumni skipped or reported "Never" participating in are not shown in Q12. The activities in Q12 are shown in randomized order.

12. To what extent did your experience with each of the following as an undergraduate at this institution contribute to your learning and personal development?

	Very much	Quite a bit	Some	Very little
Student or campus government	<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"/>
Intramural or club sports	<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"/>
Performing arts/music	<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"/>
Community service	<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"/>
Religious groups	<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"/>
Service organizations (on or off campus)	<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"/>
Working with faculty on research	<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"/>
On-campus employment	<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"/>
Independent study	<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"/>

13. How connected do you feel to this institution?

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

14. Overall, how satisfied have you been with your undergraduate education at this institution?

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

15. From the perspective you have gained since graduation, what do you especially value about your undergraduate experience at this institution?

16. Please use this space to elaborate on any of your responses on this survey or on any aspect of your undergraduate experience at this institution.



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Q17 only appears to alumni who did not indicate that they are currently employed or not employed in Q1.

17. Are you currently employed?

- ☐ Yes
- ☐ No

18. How many paying jobs have you had since you graduated from this institution?

Alumni will select from a drop-down menu that lists: 0, 1, 2, 3, 4, 5 or more.

Q19 only appears to alumni who have not had any paying jobs since they graduated. They will then skip to Q24.

19. In the previous question, you indicated you have not had a paying job since you graduated. Which of the following best describes your situation?

- ☐ I have not sought a paying job.
- ☐ I have sought a paying job, but I have not yet found one.

Q20 appears to alumni who indicate that they have had one or more paying jobs since graduating.

20. At what point did you secure your first paying job after graduating from this institution?

- ☐ While enrolled as an undergraduate.
- ☐ During the first six months after graduation.
- ☐ During the second six months after graduation.
- ☐ More than a year after graduation.
- ☐ I have not sought a paying job.
- ☐ I have sought a paying job, but I have not yet found one.

Alumni who select "I have not yet sought a paying job" or "I have sought a paying job, but I have not yet found one" in Q20 skip to Q24.

Q21 only appears to alumni who indicate that they have had multiple paying jobs since graduation or that they had only one paying job and are not currently employed. Response options are shown in randomized order.

21. Please indicate whether each of the following descriptions applied to your first paying job after you graduated from this institution. (Check all that apply)

- ☐ Was related to my undergraduate major
- ☐ Required me to use skills I gained as an undergraduate
- ☐ Was related to my desired career path
- ☐ Was work I found meaningful
- ☐ Allowed me to continue to grow and learn
- ☐ Paid enough to support my desired lifestyle
- ☐ Paid health insurance benefits
- ☐ Had opportunity for upward mobility
- ☐ Continued until I wished to leave
- ☐ Was in a desirable location
- ☐ Overall, was a satisfying job

Q22 and Q23 only appear to alumni who indicate that they are currently employed.

22. What is your CURRENT primary job? (Choose one)

Art, Design, and Entertainment

- ☐ Architect
- ☐ Artist
- ☐ Entertainer
- ☐ Gallery worker
- ☐ Graphic designer
- ☐ Interior designer
- ☐ Museum curator
- ☐ Music/film industry
- ☐ Photographer
- ☐ Other Art, Design, and Entertainment

Communications and Media

- ☐ Broadcasting
- ☐ Editor
- ☐ Journalist
- ☐ Media production
- ☐ Public relations
- ☐ Publisher
- ☐ Writer
- ☐ Other Communications and Media

Community and Social Service

- ☐ Clergy
- ☐ Community organizer
- ☐ Philanthropy or nonprofit worker
- ☐ Social activist
- ☐ Social work
- ☐ Other Community and Social Service

Education and Library

- ☐ Librarian or archivist
- ☐ Preschool/elementary/middle school/high school/secondary administration
- ☐ Preschool/elementary/middle school/high school/secondary teacher
- ☐ Postsecondary administration/staff
- ☐ Postsecondary teacher or researcher
- ☐ School counselor
- ☐ Other Education and Library

Health Care

- ☐ Clinical psychology/psychiatry
- ☐ Dentist
- ☐ Dietician
- ☐ Nurse
- ☐ Optometrist
- ☐ Pharmacist
- ☐ Physical/occupational/speech therapy
- ☐ Physician
- ☐ Veterinarian
- ☐ Other Health Care

Law and Government

- ☐ Diplomat
- ☐ Foreign service
- ☐ Government worker
- ☐ International relations
- ☐ Judge
- ☐ Lawyer
- ☐ Other legal services
- ☐ Politics
- ☐ Public policy
- ☐ Other Law and Government

Management, Business, and Financial

- ☐ Accounting
- ☐ Actuary
- ☐ Advertising
- ☐ Executive
- ☐ Finance
- ☐ Human resources
- ☐ Insurance
- ☐ Management
- ☐ Real estate
- ☐ Recruiting
- ☐ Retail services
- ☐ Sales
- ☐ Other Management, Business, and Financial

Natural Resources

- ☐ Agricultural worker
- ☐ Conservationist
- ☐ Environmental scientist
- ☐ Other Natural Resources

Protection Services

- ☐ Law enforcement officer
- ☐ Military occupations
- ☐ Other Protection Services

Science, Technology, and Engineering

- ☐ Computer programmer/analyst
- ☐ Engineer
- ☐ Information systems
- ☐ Lab technician
- ☐ Scientific researcher
- ☐ Other Science, Technology, and Engineering

Service and Recreational

- ☐ Chef
- ☐ Food service industry
- ☐ Hospitality
- ☐ Sports and recreation
- ☐ Travel/tourism
- ☐ Other Service and Recreational

Other

- ☐ Other: _____
- ☐ I am not currently employed

Response options for Q23 are shown in randomized order.

23. Please indicate whether each of the following descriptions applies to your current job. (Check all that apply)

- ☐ Relates to my undergraduate major
- ☐ Requires me to use skills I gained as an undergraduate
- ☐ 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
- ☐ I am not currently employed

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

	Not at all true of me	Slightly true of me	Moderately true of me	Mostly true of me	Very 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"/>

25. Please answer the following about yourself:

	Not at all true of me	Slightly true of me	Moderately true of me	Mostly true of me	Very 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"/>

26. 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

27. At the time you graduated, what was the total amount that you and/or your family borrowed to finance your undergraduate education at this institution?

- | | |
|--|--|
| <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 | |

Alumni who selected "No loans" in Q27 skip to Q29.

28. 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



HEDS

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.

29. Which of the following best describes 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

30. What is your gender?

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

31. Are you transgender?

- ☐ Yes
- ☐ No
- ☐ Prefer not to respond

32. What was your citizenship status during the time you were enrolled as an undergraduate?

- ☐ 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

33. Are you Hispanic or Latino/a?

- ☐ Yes
- ☐ No
- ☐ Prefer not to respond

34. Please indicate the race or races with which you identify. (Choose one or more)

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Native Hawaiian or other Pacific Islander
- ☐ White
- ☐ Prefer not to respond



35. What is your current age?

- ☐ Younger than 25
- ☐ 25–34
- ☐ 35–44
- ☐ 45–54
- ☐ 55–64
- ☐ 65–74
- ☐ 75–84
- ☐ 85 or older
- ☐ Prefer not to respond

36. 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 | |

37. What is your current relationship status? (Choose one)

- ☐ Living with partner
- ☐ Married
- ☐ Separated or divorced
- ☐ Single
- ☐ Widowed
- ☐ Other relationship status: _____
- ☐ Prefer not to respond

38. How many dependent children do you have?

- ☐ None
- ☐ 1 or 2
- ☐ More than 2
- ☐ Prefer not to respond



Understandings Regarding the Use of Information Gathered for HEDS

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Data Sharing Practices

You can share this report without any restrictions. We send each participating institution (both members and non-members) this report, comparing their results to those of the other participating institutions. This report aggregates data from all other institutions besides your own into one or more comparison groups. These reports do not identify data from individual institutions.