



Senior Survey 2013

Welcome to the **Senior Survey**. Thanks for agreeing to participate!

This survey is designed to assess the immediate postgraduation impact of your undergraduate education. The survey will ask you to evaluate good practices and experiences that you had as an undergraduate, to assess the impact of your college experience on your intellectual growth and development, and to describe your immediate plans following graduation.

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. 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 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"/>



2. Below are statements about your contact and interactions with faculty 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 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 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 this institution. 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 this institution. About how often have you undertaken 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 you solved problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Made an oral presentation.	<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 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 race, national origin, values, religion, or political views.	<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 whose political, social, or religious opinions were different from my 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 my own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



6. To what extent has your experience at this institution 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"/>



7. To what extent has your experience at this institution with each of the following contributed to your learning and personal development?

List of activities randomized

	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 (please specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. [In the online version, shows only for those who selected participation in "Community service" or "Service organizations" in question 7.]

Please take a moment to describe your involvement in community service or service organizations.



9. Overall, to what extent have your experiences at this institution prepared 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"/>
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"/>

10. Overall, how satisfied have you been with your undergraduate education?

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

11. If you had it to do all over again, would you choose to attend this institution?

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

12. Is the first job you plan to have after you graduate related to your long-term career goals?

- Yes
- No



13. What are the most important qualities of your first job after graduation? (choose up to 3)

- Relates to my undergraduate major
- Uses 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
- Location

Choices
randomized

14. Please indicate the ONE activity that you consider your PRIMARY plan this fall.

- Employment or internship, full-time paid
- Employment or internship, part-time paid
- Graduate or professional school full-time
- Graduate or professional school part-time
- Additional undergraduate course work
- Military service
- Volunteer/National Service activity (Peace Corps, Americorps, Teach for America, etc.)
- Starting or raising a family
- Traveling
- Undecided
- Other activity (please specify):

15. Please indicate ALL OTHER activities that you plan to be doing this fall.

- Employment or internship, full-time paid
- Employment or internship, part-time paid
- Graduate or professional school full-time
- Graduate or professional school part-time
- Additional undergraduate course work
- Military service (National Guard, Reserves, etc.)
- Volunteer/National Service activity (Peace Corps, Americorps, Teach for America, etc.)
- Starting or raising a family
- Traveling
- Undecided
- Other activity (please specify):

16. [Shows only for those who chose "employment or internship, full-time or part-time" in question 14. Others will skip to question 17.]

Which of the following BEST describes the current state of your employment plans? Exclude search for summer-only 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



17. *[Shows only for those who chose “graduate or professional school, full-time or part-time” in questions 14 or 15. Others will skip to question 18.]*

Please indicate the one degree you plan to start working towards this fall in graduate or professional school.

- Master’s Degree in Arts and Sciences (e.g., MA, MS, MFA)
- Master’s 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)
- Other degree or certificate (please specify):

18. *[Shows only for those who did NOT choose “graduate or professional school, full-time or part-time” in questions 14 and 15.]*

If you are planning to attend graduate or professional school 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 apply to school now or in the future

19. *[Shows only for those who saw question 18 and did NOT choose “no plans to apply to school now or in the future.”]*

Which of the following graduate or professional degrees do you plan/hope to pursue at some point in the future?

- 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)
- Other degree or certificate (please specify):



20. [In the electronic survey, respondents will select one general career area from the list below and will then be able to select one of the specific careers within that area from a drop-down menu (those shown in parenthesis below).]

What career did you plan/hope to pursue when you entered college?

- Art, Design, and Entertainment (e.g., architect, artist, entertainer—studio or performing, gallery worker, graphic designer, interior designer, museum curator, music/film industry, photographer)
- Communications and Media (e.g., broadcasting, editor, journalist, media production, public relations, publisher, writer)
- Community and Social Service (e.g., clergy, community organizer, philanthropy or nonprofit worker, social activist, social work)
- Education and Library (e.g., librarian or archivist, preschool-secondary administration, preschool-secondary teacher, postsecondary administration/staff, postsecondary teacher or researcher, school counselor)
- Health Care (e.g., clinical psychology/psychiatry, dentist, dietician, nurse, optometrist, pharmacist, physical/occupational/speech therapy, physician, veterinarian)
- Law and Government (e.g., diplomat, foreign service, government worker, international relations, judge, lawyer, other legal services, politics, public policy)
- Management, Business, and Financial (e.g., accounting, actuary, advertising, executive, finance, human resources, insurance, management, real estate, recruiting, retail services, sales)
- Natural Resources (e.g., agricultural worker, conservationist, environmental scientist)
- Protection Services (e.g., law enforcement officer, military occupations)
- Science, Technology, and Engineering (e.g., computer programmer/analyst, engineer, information systems, lab technician, scientific researcher)
- Service and Recreational (e.g., chef, food service industry, hospitality, sports and recreation, travel/tourism)
- Undecided
- Other (please specify, if able):

21. [Shows only for those who chose “employment, full-time or part-time” in question 14. Respondents will select one general career area from the list below and will then be able to select one of the specific careers within that area from a drop-down menu (those shown in parenthesis below).]

What is the first job you are pursuing directly upon graduation?

- Art, Design, and Entertainment (e.g., architect, artist, entertainer—studio or performing, gallery worker, graphic designer, interior designer, museum curator, music/film industry, photographer)
- Communications and Media (e.g., broadcasting, editor, journalist, media production, public relations, publisher, writer)
- Community and Social Service (e.g., clergy, community organizer, philanthropy or nonprofit worker, social activist, social work)
- Education and Library (e.g., librarian or archivist, preschool-secondary administration, preschool-secondary teacher, postsecondary administration/staff, postsecondary teacher or researcher, school counselor)
- Health Care (e.g., clinical psychology/psychiatry, dentist, dietician, nurse, optometrist, pharmacist, physical/occupational/speech therapy, physician, veterinarian)



- Law and Government (e.g., diplomat, foreign service, government worker, international relations, judge, lawyer, other legal services, politics, public policy)
- Management, Business, and Financial (e.g., accounting, actuary, advertising, executive, finance, human resources, insurance, management, real estate, recruiting, retail services, sales)
- Natural Resources (e.g., agricultural worker, conservationist, environmental scientist)
- Protection Services (e.g., law enforcement officer, military occupations)
- Science, Technology, and Engineering (e.g., computer programmer/analyst, engineer, information systems, lab technician, scientific researcher)
- Service and Recreational (e.g., chef, food service industry, hospitality, sports and recreation, travel/tourism)
- Undecided
- Other (please specify, if able):

22. *[Respondents will select one general career area from the list below and will then be able to select one of the specific careers within that area from a drop-down menu (those shown in parenthesis below).]*

What is the long-term career you have in mind?

- Art, Design, and Entertainment (e.g., architect, artist, entertainer—studio or performing, gallery worker, graphic designer, interior designer, museum curator, music/film industry, photographer)
- Communications and Media (e.g., broadcasting, editor, journalist, media production, public relations, publisher, writer)
- Community and Social Service (e.g., clergy, community organizer, philanthropy or nonprofit worker, social activist, social work)
- Education and Library (e.g., librarian or archivist, preschool-secondary administration, preschool-secondary teacher, postsecondary administration/staff, postsecondary teacher or researcher, school counselor)
- Health Care (e.g., clinical psychology/psychiatry, dentist, dietician, nurse, optometrist, pharmacist, physical/occupational/speech therapy, physician, veterinarian)
- Law and Government (e.g., diplomat, foreign service, government worker, international relations, judge, lawyer, other legal services, politics, public policy)
- Management, Business, and Financial (e.g., accounting, actuary, advertising, executive, finance, human resources, insurance, management, real estate, recruiting, retail services, sales)
- Natural Resources (e.g., agricultural worker, conservationist, environmental scientist)
- Protection Services (e.g., law enforcement officer, military occupations)
- Science, Technology, and Engineering (e.g., computer programmer/analyst, engineer, information systems, lab technician, scientific researcher)
- Service and Recreational (e.g., chef, food service industry, hospitality, sports and recreation, travel/tourism)
- Undecided
- Other (please specify, if able):



23. [Respondents who choose “No loans,” skip to question 25.]

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"/> \$50,000 to \$59,999 |
| <input type="checkbox"/> Less than \$5,000 | <input type="checkbox"/> \$60,000 to \$69,999 |
| <input type="checkbox"/> \$5,000 to \$9,999 | <input type="checkbox"/> \$70,000 to \$79,999 |
| <input type="checkbox"/> \$10,000 to \$14,999 | <input type="checkbox"/> \$80,000 to \$89,999 |
| <input type="checkbox"/> \$15,000 to \$19,999 | <input type="checkbox"/> \$90,000 to \$99,999 |
| <input type="checkbox"/> \$20,000 to \$29,999 | <input type="checkbox"/> \$100,000 or more |
| <input type="checkbox"/> \$30,000 to \$39,999 | <input type="checkbox"/> I borrowed money to finance my undergraduate education, but I don't know how much. |
| <input type="checkbox"/> \$40,000 to \$49,999 | |

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

25. **What was the field of study of your undergraduate major(s)? (Check 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, 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 (please specify):



26. What is the highest level of education completed by either of your parents or the person/people who raised you?

- Did not complete high school
- High school diploma
- Postsecondary school other than college
- Some college or associate's degree
- Bachelor's degree
- Graduate school
- Do not know

27. What is your gender?

- Male
- Female
- Other (please specify):

28. What is your citizenship status?

- US Citizen
- US permanent resident
- Not US citizen or permanent resident

29. Are you Hispanic or Latino/a?

- Yes
- No

30. 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



HEDS Senior Survey 2013 Supplemental Satisfaction Questions

How satisfied are you with the *Quality of your Academic Experiences?*

	Very Satisfied	Generally Satisfied	Generally Dissatisfied	Very Dissatisfied	Not Relevant
First year advising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Major advising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty availability outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student interaction with faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of courses	<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"/>
Internships or study off-campus or abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tutorial help or other academic assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How satisfied are you with the *Quality of Course Instruction?*

	Very Satisfied	Generally Satisfied	Generally Dissatisfied	Very Dissatisfied	Not Relevant
Humanities and Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science and Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engineering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How satisfied are you with the *Quality of Campus Services and Facilities?*

	Very Satisfied	Generally Satisfied	Generally Dissatisfied	Very Dissatisfied	Not Relevant
Classroom/Laboratory Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer Facilities and Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer Services and Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library Facilities and Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	Very Satisfied	Generally Satisfied	Generally Dissatisfied	Very Dissatisfied	Not Relevant
Career Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counseling Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial Aid Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial Aid Package	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Center/Union Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Center/Union Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Health Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Housing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Financial Services (Student Accounts, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recreation/Athletics Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recreation/Athletics Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Registrar's Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How satisfied are you with the *Quality of Campus Life*?

	Very Satisfied	Generally Satisfied	Generally Dissatisfied	Very Dissatisfied	Not Relevant
Student voice in policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social life on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cultural and fine arts programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lectures and speakers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religious/spiritual life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Campus safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethnic/racial diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Climate for minority students on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sense of community on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>