

HEDS

HEDS Alumni Survey 2022–2023 Frequency and Indicator Report Kenyon College

Release

of Contents

report, we compare the responses of your undergraduate alumni who took the HEDS Alumni Survey during the 2022-2023 academic year to the responses of undergraduate alumni from other institutions who have participated in the survey since late summer 2020. The report is broken into one of four cohorts based on whether they took the survey 1, 5, 10, or more than 10 years after graduating.

This report will help you see the impact your institution has had on your alumni's outcomes, the extent of their exposure to formative educational practices and experiences while attending your institution, and their overall connection and satisfaction with your institution. It will also show you what they are currently doing.

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

[1. Growth on Intellectual Outcomes](#)

[2. Growth on Civic Outcomes](#)

The two indicators on worksheets 1–2 above evaluate the impact of your alumni's education on their postgraduate critical thinking, problem-solving, and other learning outcomes. We provide mean scores for each indicator comparing alumni at your institution to alumni at other institutions. We also show how your alumni and alumni at other institutions responded to each question within the indicators.

[3. Leadership Outcomes](#)

This worksheet focuses on two aspects of post-college leadership—leadership aspirations and leadership motivation. We've created indicators for each of these aspects of leadership. We provide mean scores for each indicator comparing alumni at your institution to alumni at other institutions. We also show how your alumni and alumni at other institutions responded to each question within the indicators.

[4. Good Teaching and High-Quality Interactions with Faculty](#)

[5. Challenging Assignments and High Faculty Expectations](#)

[6. Interactions with Diversity](#)

The indicators in worksheets 4–6 above look at the quality of alumni's educational experiences based on their exposure to these three formative educational practices. We provide mean scores for each indicator comparing alumni at your institution to alumni at other institutions. We also show how your alumni and alumni at other institutions responded to each question within the indicators.

[7. College Activities](#)

Information on how often your alumni participated in different college activities and the impact of those activities on their development.

[8. Institution Satisfaction & Connection](#)

Data on your alumni's satisfaction with their undergraduate education and their connection to your institution broken down by their primary area of study and current primary activity. We also show data on the degree to which your alumni felt their experiences at your institution prepared them for post-graduate activities.

[9. Postgraduate Activities](#)

Your alumni's responses to questions about postgraduate activities, including primary activity, plans for continuing education, and information related to their first and current paying jobs compared to alumni from the other participating institutions.

[10. Information about Respondents](#)

Detailed demographic information about the alumni who took this survey, compared to alumni at the other participating institutions.

[11. Technical Information](#)

Information about the response rate for the survey and details about how we calculated the indicators and other variables in this report.


[12. Participating Institutions](#)

A list of the institutions included in this report.

[13. Survey Instrument](#)

A representation of the 2022-2023 HEDS Alumni Survey that your alumni took.

[14. Data Sharing Practices](#)

Information about how you may share this report. 



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Growth on Intellectual Outcomes

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This tab includes three tables on the [Growth on Intellectual Outcomes](#) indicator. Table 1 includes the ten statements from the survey that were combined to create the indicator. Table 2 compares your alumni's responses on this indicator to those of alumni from all other participating institutions. Table 3 provides comparative responses for each statement in the indicator.

Table 1: Growth on Intellectual Outcomes	
1 = Very little; 2 = Some; 3 = Quite a bit; 4 = Very much	
To what extent did your experience as an undergraduate at this institution contribute to your knowledge, skills, and personal development in the following areas?	
Careful reading	Effective writing
Critical thinking	Effective speaking
Creative thinking	Teamwork
Information literacy	Problem solving
Quantitative literacy	Integrative thinking

Table 2: Summary Results for Growth on Intellectual Outcomes								
	Kenyon College 1-Year Cohort	All Other Alumni in 1-Year Cohort	Kenyon College 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon College 10-Year Cohort	All Other Alumni in 10-Year Cohort	Kenyon College 10+ Years Cohort	All Other Alumni in 10+ Years Cohort
Mean	-	3.22	3.41 ▲▲	3.21	3.39 ▲▲	3.18	-	3.14
Standard Deviation	-	0.60	0.39	0.58	0.45	0.61	-	0.64
75th Percentile	-	3.70	3.75	3.70	3.80	3.70	-	3.70
Median	-	3.30	3.45	3.20	3.40	3.20	-	3.20
25th Percentile	-	2.90	3.05	2.90	3.00	2.80	-	2.80
Total Responses	0	3,521	52	3,965	54	2,997	0	2,627

The symbols in Table 2 represent effect sizes and indicate the magnitude of the difference between the mean score of your institution's alumni and the overall mean score for all other participating institution's alumni in each cohort. We only calculate effect size when n ≥ 10 for both the institution and comparison groups. For more information on how we calculate effect sizes, please see the [Technical Information](#) tab.

▲▲▲ Large positive difference ▲▲ Medium positive difference ▲ Small positive difference = No difference
▼ Small negative difference ▼▼ Medium negative difference ▼▼▼ Large negative difference

Table 3: Responses to Statements in the Growth on Intellectual Outcomes Indicator																	
	Kenyon College 1-Year Cohort		All Other Alumni in 1-Year Cohort		Kenyon College 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon College 10-Year Cohort		All Other Alumni in 10+ Years Cohort						
	n	%	n	%	n	%	n	%	n	%	n	%					
To what extent did your experience as an undergraduate at this institution contribute to your knowledge, skills, and personal development in the following areas? (Q8)																	
Careful reading: Comprehension and analysis of written texts within and across genres.	Very little	0	-	157	4%	0	0%	136	3%	0	0%	98	3%	0	-	83	3%
	Some	0	-	639	18%	3	6%	673	17%	3	5%	502	16%	0	-	498	18%
	Quite a bit	0	-	1,279	36%	10	19%	1,408	35%	10	18%	942	31%	0	-	823	30%
	Very much	0	-	1,525	42%	41	76%	1,851	46%	42	76%	1,520	50%	0	-	1,328	49%
	Total	0	-	3,600	100%	54	100%	4,068	100%	55	100%	3,062	100%	0	-	2,732	100%
Critical thinking: Examination of ideas, evidence, and assumptions before accepting or formulating a conclusion.	Very little	0	-	67	2%	0	0%	65	2%	1	2%	56	2%	0	-	57	2%
	Some	0	-	353	10%	2	4%	407	10%	1	2%	312	10%	0	-	323	12%
	Quite a bit	0	-	1,177	33%	13	24%	1,252	31%	6	11%	915	30%	0	-	816	30%
	Very much	0	-	1,994	56%	39	72%	2,345	58%	47	85%	1,771	58%	0	-	1,529	56%
	Total	0	-	3,591	100%	54	100%	4,069	100%	55	100%	3,054	100%	0	-	2,725	100%

Creative thinking: Developing or combining ideas, images, or expertise in innovative ways.	Very little	0	-	144	4%	0	0%	127	3%	0	0%	84	3%	0	-	89	3%
	Some	0	-	678	19%	8	15%	779	19%	6	11%	577	19%	0	-	509	19%
	Quite a bit	0	-	1,243	35%	17	31%	1,417	35%	17	31%	1,075	35%	0	-	861	32%
	Very much	0	-	1,520	42%	29	54%	1,736	43%	32	58%	1,320	43%	0	-	1,263	46%
	Total	0	-	3,585	100%	54	100%	4,059	100%	55	100%	3,056	100%	0	-	2,722	100%
Information literacy: Locating, evaluating, and using information effectively and responsibly for a particular purpose.	Very little	0	-	93	3%	0	0%	102	3%	0	0%	60	2%	0	-	61	2%
	Some	0	-	468	13%	1	2%	535	13%	5	9%	416	14%	0	-	417	15%
	Quite a bit	0	-	1,298	36%	15	28%	1,459	36%	17	31%	1,060	35%	0	-	941	35%
	Very much	0	-	1,727	48%	38	70%	1,961	48%	33	60%	1,517	50%	0	-	1,291	48%
	Total	0	-	3,586	100%	54	100%	4,057	100%	55	100%	3,053	100%	0	-	2,710	100%
Quantitative literacy: Seeking, understanding, and using quantitative information appropriately to solve problems or make arguments.	Very little	0	-	149	4%	2	4%	192	5%	3	5%	164	5%	0	-	169	6%
	Some	0	-	649	18%	12	23%	816	20%	11	20%	681	22%	0	-	669	25%
	Quite a bit	0	-	1,286	36%	15	28%	1,432	35%	17	31%	1,037	34%	0	-	905	34%
	Very much	0	-	1,494	42%	24	45%	1,615	40%	24	44%	1,167	38%	0	-	958	35%
	Total	0	-	3,578	100%	53	100%	4,055	100%	55	100%	3,049	100%	0	-	2,701	100%
Effective writing: Conveying accurate and compelling content in clear, expressive, and audience-appropriate prose.	Very little	0	-	118	3%	0	0%	122	3%	0	0%	84	3%	0	-	80	3%
	Some	0	-	501	14%	1	2%	533	13%	4	7%	394	13%	0	-	458	17%
	Quite a bit	0	-	1,186	33%	12	22%	1,314	32%	5	9%	957	31%	0	-	814	30%
	Very much	0	-	1,779	50%	41	76%	2,091	52%	46	84%	1,620	53%	0	-	1,363	50%
	Total	0	-	3,584	100%	54	100%	4,060	100%	55	100%	3,055	100%	0	-	2,715	100%
Effective speaking: Conveying accurate and compelling content in clear, expressive, and audience-appropriate oral presentations.	Very little	0	-	191	5%	0	0%	209	5%	1	2%	191	6%	0	-	223	8%
	Some	0	-	741	21%	14	26%	965	24%	20	36%	787	26%	0	-	758	28%
	Quite a bit	0	-	1,281	36%	19	35%	1,422	35%	15	27%	1,073	35%	0	-	873	32%
	Very much	0	-	1,367	38%	21	39%	1,458	36%	19	35%	1,001	33%	0	-	860	32%
	Total	0	-	3,580	100%	54	100%	4,054	100%	55	100%	3,052	100%	0	-	2,714	100%
Teamwork: Contributing to a team, facilitating the work of team members, and fostering a constructive team climate.	Very little	0	-	154	4%	3	6%	192	5%	6	11%	167	5%	0	-	242	9%
	Some	0	-	655	18%	16	30%	855	21%	17	31%	779	25%	0	-	707	26%
	Quite a bit	0	-	1,150	32%	21	39%	1,409	35%	14	25%	1,052	34%	0	-	822	30%
	Very much	0	-	1,626	45%	14	26%	1,594	39%	18	33%	1,058	35%	0	-	947	35%
	Total	0	-	3,585	100%	54	100%	4,050	100%	55	100%	3,056	100%	0	-	2,718	100%
Problem solving: Designing, evaluating, and implementing a strategy to answer questions or achieve a goal.	Very little	0	-	109	3%	0	0%	102	3%	0	0%	110	4%	0	-	134	5%
	Some	0	-	515	14%	4	7%	647	16%	8	15%	570	19%	0	-	559	21%
	Quite a bit	0	-	1,255	35%	21	39%	1,471	36%	19	35%	1,125	37%	0	-	917	34%
	Very much	0	-	1,700	47%	29	54%	1,834	45%	27	50%	1,244	41%	0	-	1,099	41%
	Total	0	-	3,579	100%	54	100%	4,054	100%	54	100%	3,049	100%	0	-	2,709	100%
Integrative thinking: The habit of connecting ideas and experiences, and the ability to transfer learning to novel situations.	Very little	0	-	126	4%	0	0%	124	3%	1	2%	123	4%	0	-	142	5%
	Some	0	-	640	18%	7	13%	730	18%	4	7%	583	19%	0	-	571	21%
	Quite a bit	0	-	1,278	36%	19	36%	1,524	38%	15	27%	1,095	36%	0	-	908	34%
	Very much	0	-	1,521	43%	27	51%	1,651	41%	35	64%	1,244	41%	0	-	1,078	40%
	Total	0	-	3,565	100%	53	100%	4,029	100%	55	100%	3,045	100%	0	-	2,699	100%

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Growth on Civic Outcomes

This tab includes three tables on the *Growth on Civic Outcomes* indicator. Table 1 includes the four statements from the survey that were combined to create the indicator. Table 2 compares your alumni's responses on this indicator to those of alumni from all other participating institutions. Table 3 provides comparative responses for each statement in the indicator.

Table 1: Growth on Civic Outcomes	
<i>1 = Very little; 2 = Some; 3 = Quite a bit; 4 = Very much</i>	
To what extent did your experience as an undergraduate at this institution contribute to your knowledge, skills, and personal development in the following areas?	
Civic engagement	
Intercultural knowledge and competence	
Ethical reasoning	
Overall, to what extent did your graduate program at this institution prepare you for the following activities?	
Contributing to your community	

Table 2: Summary Results for Growth on Civic Outcomes								
	Kenyon College 1-Year Cohort	All Other Alumni in 1-Year Cohort	Kenyon College 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon College 10-Year Cohort	All Other Alumni in 10-Year Cohort	Kenyon College 10+ Years Cohort	All Other Alumni in 10+ Years Cohort
Mean	-	2.82	2.75	2.79	2.79	2.71	-	2.77
Standard Deviation	-	0.81	0.74	0.81	0.87	0.83	-	0.84
75th Percentile	-	3.50	3.25	3.50	3.50	3.50	-	3.50
Median	-	3.00	2.63	2.75	2.75	2.75	-	2.75
25th Percentile	-	2.25	2.25	2.25	2.25	2.00	-	2.25
Total Responses	0	3,469	50	3,985	54	2,984	0	2,640

The symbols in Table 2 represent effect sizes and indicate the magnitude of the difference between the mean score of your institution's alumni and the overall mean score for all other participating institution's alumni in each cohort. We only calculate effect size when n ≥ 10 for both the institution and comparison groups. For more information on how we calculate effect sizes, please see the Technical Information tab.

▲▲▲ Large positive difference ▲▲ Medium positive difference ▲ Small positive difference = No difference
▼ Small negative difference ▼▼ Medium negative difference ▼▼▼ Large negative difference

Table 3: Responses to Statements in the Growth on Civic Outcomes Indicator																	
		Kenyon College 1-Year Cohort		All Other Alumni in 1-Year Cohort		Kenyon College 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon College 10-Year Cohort		All Other Alumni in 10-Year Cohort		Kenyon College 10+ Years Cohort		All Other Alumni in 10+ Years Cohort	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
To what extent did your experience as an undergraduate at this institution contribute to your knowledge, skills, and personal development in the following areas? (Q8)																	
Civic engagement: Promoting the quality of life in a community, through both political and nonpolitical processes.	Very little	0	-	544	15%	7	13%	628	15%	11	20%	526	17%	0	-	501	19%
	Some	0	-	1,054	30%	18	34%	1,253	31%	16	29%	1,031	34%	0	-	818	30%
	Quite a bit	0	-	1,020	29%	14	26%	1,105	27%	13	24%	760	25%	0	-	650	24%
	Very much	0	-	950	27%	14	26%	1,068	26%	15	27%	732	24%	0	-	738	27%
	Total	0	-	3,568	100%	53	100%	4,054	100%	55	100%	3,049	100%	0	-	2,707	100%
Intercultural knowledge and competence: Information, skills, and commitments that support effective and appropriate interactions in a variety of cultural contexts.	Very little	0	-	330	9%	5	9%	400	10%	10	18%	351	12%	0	-	348	13%
	Some	0	-	896	25%	18	34%	1,104	27%	12	22%	909	30%	0	-	835	31%
	Quite a bit	0	-	1,185	33%	17	32%	1,268	31%	12	22%	915	30%	0	-	756	28%
	Very much	0	-	1,161	33%	13	25%	1,271	31%	21	38%	868	29%	0	-	757	28%
	Total	0	-	3,572	100%	53	100%	4,043	100%	55	100%	3,043	100%	0	-	2,696	100%
Ethical reasoning: Recognizing ethical issues, examining different ethical perspectives, and considering the ramifications of alternative actions.	Very little	0	-	222	6%	3	6%	231	6%	4	7%	238	8%	0	-	252	9%
	Some	0	-	728	20%	9	17%	893	22%	9	16%	704	23%	0	-	636	24%
	Quite a bit	0	-	1,243	35%	22	42%	1,410	35%	18	33%	1,067	35%	0	-	864	32%
	Very much	0	-	1,381	39%	19	36%	1,511	37%	24	44%	1,043	34%	0	-	950	35%
	Total	0	-	3,574	100%	53	100%	4,045	100%	55	100%	3,052	100%	0	-	2,702	100%
Overall, to what extent did your undergraduate experience at this institution prepare you for the following activities? (Q9)																	
Social and civic involvement	Very little	0	-	496	14%	3	6%	568	14%	6	11%	470	16%	0	-	277	10%

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Growth on Civic Outcomes

This tab includes three tables on the *Growth on Civic Outcomes* indicator. Table 1 includes the four statements from the survey that were combined to create the indicator. Table 2 compares your alumni's responses on this indicator to those of alumni from all other participating institutions. Table 3 provides comparative responses for each statement in the indicator.

Table 1: Growth on Civic Outcomes

1 = *Very little*; 2 = *Some*; 3 = *Quite a bit*; 4 = *Very much*

To what extent did your experience as an undergraduate at this institution contribute to your knowledge, skills, and personal development in the following areas?

- Civic engagement
- Intercultural knowledge and competence
- Ethical reasoning

Overall, to what extent did your graduate program at this institution prepare you for the following activities?

- Contributing to your community

Table 2: Summary Results for Growth on Civic Outcomes

	Kenyon College 1-Year Cohort	All Other Alumni in 1-Year Cohort	Kenyon College 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon College 10-Year Cohort	All Other Alumni in 10-Year Cohort	Kenyon College 10+ Years Cohort	All Other Alumni in 10+ Years Cohort
Mean	- -	2.82	2.75 \pm	2.79	2.79 \pm	2.71	- -	2.77
Standard Deviation	-	0.81	0.74	0.81	0.87	0.83	-	0.84
75th Percentile	-	3.50	3.25	3.50	3.50	3.50	-	3.50
Median	-	3.00	2.63	2.75	2.75	2.75	-	2.75
25th Percentile	-	2.25	2.25	2.25	2.25	2.00	-	2.25
Total Responses	0	3,469	50	3,985	54	2,984	0	2,640

The symbols in Table 2 represent effect sizes and indicate the magnitude of the difference between the mean score of your institution's alumni and the overall mean score for all other participating institution's alumni in each cohort. We only calculate effect size when $n \geq 10$ for both the institution and comparison groups. For more information on how we calculate effect sizes, please see the Technical Information tab.

- ▲▲▲ Large positive difference
- ▲▲ Medium positive difference
- ▲ Small positive difference
- ≈ No difference
- ▼ Small negative difference
- ▼▼ Medium negative difference
- ▼▼▼ Large negative difference

Table 3: Responses to Statements in the Growth on Civic Outcomes Indicator

	Kenyon College 1-Year Cohort	All Other Alumni in 1-Year Cohort	Kenyon College 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon College 10-Year Cohort	All Other Alumni in 10-Year Cohort	Kenyon College 10+ Years Cohort	All Other Alumni in 10+ Years Cohort
Some	0 -	1,069 30%	20 38%	1,268 31%	18 33%	1,020 34%	0 -	738 27%
Quite a bit	0 -	1,163 33%	17 33%	1,263 31%	16 30%	875 29%	0 -	834 31%
Very much	0 -	814 23%	12 23%	950 23%	14 26%	660 22%	0 -	856 32%
Total	0 -	3,542 100%	52 100%	4,049 100%	54 100%	3,025 100%	0 -	2,705 100%

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Leadership Outcomes

This tab includes four tables on the [Leadership Aspirations](#) and [Leadership Motivations](#) indicators. Tables 1 and 2 include the 23 statements from the survey that were combined to create the two indicators. Table 3 compares your alumni's responses on these indicators to those of alumni from all other participating institutions. Table 4 provides comparative responses for each statement in the indicators.

Table 1: Leadership Aspirations	
1 = Not at all true of me; 2 = Slightly true of me; 3 = Moderately true of me; 4 = Mostly true of me; 5 = Very true of me	
Please indicate how much each of the following statements applies to you.	
I want to be among the very best in my field.	
I want my work to have a lasting impact on my field.	
I aspire to have my contributions at work recognized by my employer.	
Being outstanding at what I do at my job is important to me.	
I plan to obtain many promotions in my organization or business.	
I hope to become a leader in my career field.	
When I am established in my career, I would like to manage other employees.	
I want to have responsibility for the future direction of my organization or company.	
I hope to move up to a leadership position in my organization or business.	

Table 2: Leadership Motivations	
1 = Not at all true of me; 2 = Slightly true of me; 3 = Moderately true of me; 4 = Mostly true of me; 5 = Very true of me	
Please answer the following about yourself:	
I enjoy having authority over other people.	
When given the chance, I make a good leader of people.	
I am usually a leader in groups.	
I enjoy planning things and deciding what other people should do.	
I like to give orders and get things going.	
People notice what I say.	
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.	
I value having an important job where people look up to me.	
I like talking to people who are important.	
I want to be an important person in the community.	
I really admire people who have fought their way to the top.	
If I had enough money, I would not work.	
Even if I won a great deal of money (lottery, etc.), I would prefer to continue to work.	
If unemployment benefits were really high, I would still prefer to work.	

Table 3: Summary Results for Leadership Indicators												
	Kenyon College 1-Year Cohort		All Other Alumni in 1-Year Cohort		Kenyon College 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon College 10+ Years Cohort		All Other Alumni in 10+ Years Cohort	
Leadership Aspirations												
Mean	-	3.99	4.07	A	3.85	4.04	A	3.83	-	3.59	-	3.59
Standard Deviation	-	0.94	0.72	-	0.92	0.84	-	0.92	-	0.97	-	0.97
75th Percentile	-	4.28	4.56	-	4.67	4.78	-	4.56	-	4.33	-	4.33
Median	-	4.11	4.22	-	4.00	4.11	-	4.00	-	3.67	-	3.67
25th Percentile	-	3.44	3.78	-	3.22	3.56	-	3.22	-	2.78	-	2.78
Total Responses	0	789	45	-	830	51	-	698	0	1,046	0	1,046
Leadership Motivations												
Mean	-	3.46	3.54	A	3.34	3.34	F	3.29	-	3.16	-	3.16
Standard Deviation	-	0.72	0.49	-	0.73	0.69	-	0.69	-	0.73	-	0.73
75th Percentile	-	4.00	3.93	-	3.86	3.79	-	3.79	-	3.71	-	3.71
Median	-	3.50	3.57	-	3.36	3.21	-	3.36	-	3.14	-	3.14
25th Percentile	-	3.00	3.29	-	2.79	3.00	-	2.79	-	2.64	-	2.64
Total Responses	0	762	45	-	797	49	-	672	0	1,056	0	1,056

The symbols in Table 3 represent effect sizes and indicate the magnitude of the difference between the mean score of your institution's alumni and the overall mean score for all other participating institution's alumni in each cohort. We only calculate effect size when n ≥ 10 for both the institution and comparison groups. For more information on how we calculate effect sizes, please see the [Technical Information](#) tab.

A & A: Large positive difference A: Medium positive difference A: Small positive difference - : No difference
 ▼ : Small negative difference ▼▼ : Medium negative difference ▼▼▼ : Large negative difference

Table 4: Responses to Statements in the Leadership Indicators																
	Kenyon College 1-Year Cohort		All Other Alumni in 1-Year Cohort		Kenyon College 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon College 10-Year Cohort		All Other Alumni in 10+ Years Cohort		All Other Alumni in 10+ Years Cohort			
	n	%	n	%	n	%	n	%	n	%	n	%	n	%		
Please indicate how much each of the following statements applies to you. (Q24)																
I want to be among the very best in my field.	Not at all true of me															
	0	-	14	2%	1	2%	33	4%	3	6%	33	5%	0	-	53	5%
	Slightly true of me															
	0	-	32	4%	1	2%	40	5%	1	2%	32	5%	0	-	68	6%
	Moderately true of me															
0	-	109	14%	8	17%	155	18%	7	13%	111	16%	0	-	210	18%	
I want my work to have a lasting impact on my field.	Not at all true of me															
	0	-	211	26%	16	35%	241	29%	20	38%	245	35%	0	-	370	31%
	Slightly true of me															
	0	-	434	54%	20	43%	373	44%	21	40%	288	41%	0	-	445	39%
	Moderately true of me															
0	-	800	100%	46	100%	842	100%	52	100%	709	100%	0	-	1,146	100%	
I aspire to have my contributions at work recognized by my employer.	Not at all true of me															
	0	-	15	2%	0	0%	31	4%	2	4%	36	5%	0	-	63	6%
	Slightly true of me															
	0	-	29	4%	7	16%	57	7%	2	4%	45	6%	0	-	75	7%
	Moderately true of me															
0	-	94	12%	8	18%	136	16%	7	13%	119	17%	0	-	204	18%	
Being outstanding at what I do at my job is important to me.	Not at all true of me															
	0	-	186	23%	11	24%	193	23%	13	25%	198	28%	0	-	293	26%
	Slightly true of me															
	0	-	476	60%	19	42%	425	50%	28	54%	309	44%	0	-	508	44%
	Moderately true of me															
0	-	800	100%	45	100%	842	100%	52	100%	707	100%	0	-	1,143	100%	
I plan to obtain many promotions in my organization or business.	Not at all true of me															
	0	-	14	2%	1	2%	23	3%	1	2%	25	4%	0	-	52	5%
	Slightly true of me															
	0	-	28	4%	1	2%	38	5%	0	0%	26	4%	0	-	58	5%
	Moderately true of me															
0	-	85	11%	2	4%	100	12%	4	8%	97	13%	0	-	208	18%	
I hope to become a leader in my career field.	Not at all true of me															
	0	-	209	26%	10	22%	237	28%	17	33%	187	26%	0	-	323	28%
	Slightly true of me															
	0	-	464	58%	31	69%	444	53%	30	58%	379	53%	0	-	499	44%
	Moderately true of me															
0	-	800	100%	45	100%	842	100%	52	100%	709	100%	0	-	1,140	100%	
I plan to obtain many promotions in my organization or business.	Not at all true of me															
	0	-	6	1%	0	0%	6	1%	0	0%	12	2%	0	-	17	1%
	Slightly true of me															
	0	-	18	2%	0	0%	27	3%	1	2%	26	4%	0	-	26	2%
	Moderately true of me															
0	-	75	9%	5	11%	94	11%	4	8%	66	9%	0	-	123	11%	
I hope to become a leader in my career field.	Not at all true of me															
	0	-	205	26%	12	27%	237	28%	13	25%	212	30%	0	-	313	27%
	Slightly true of me															
	0	-	495	63%	28	62%	472	56%	34	65%	393	55%	0	-	665	58%
	Moderately true of me															
0	-	789	100%	45	100%	839	100%	52	100%	709	100%	0	-	1,144	100%	
I hope to become a leader in my career field.	Not at all true of me															
	0	-	47	6%	0	0%	68	8%	4	8%	70	10%	0	-	260	24%
	Slightly true of me															
	0	-	74	9%	3	7%	94	11%	1	2%	76	11%	0	-	149	14%
	Moderately true of me															
0	-	165	21%	6	13%	185	22%	12	24%	144	20%	0	-	247	22%	
I hope to become a leader in my career field.	Not at all true of me															
	0	-	224	28%	17	38%	189	23%	16	31%	181	26%	0	-	235	20%
	Slightly true of me															
	0	-	285	36%	19	42%	300	36%	18	35%	235	33%	0	-	238	21%
	Moderately true of me															
0	-	795	100%	45	100%	837	100%	51	100%	706	100%	0	-	1,099	100%	
I hope to become a leader in my career field.	Not at all true of me															
	0	-	50	6%	1	2%	64	8%	3	6%	63	9%	0	-	181	16%
	Slightly true of me															
	0	-	39	5%	4	9%	75	9%	1	2%	72	10%	0	-	131	12%
	Moderately true of me															
0	-	158	20%	5	11%	171	20%	14	27%	138	20%	0	-	211	19%	
I hope to become a leader in my career field.	Not at all true of me															
	0	-	206	26%	14	31%	190	23%	11	21%	191	27%	0	-	242	23%
	Slightly true of me															
	0	-	344	43%	21	47%	337	40%	23	44%	242	34%	0	-	330	30%
	Moderately true of me															

Leadership Outcomes

This tab includes four tables on the [Leadership Aspirations](#) and [Leadership Motivations](#) indicators. Tables 1 and 2 include the 23 statements from the survey that were combined to create the two indicators. Table 3 compares your alumni's responses on these indicators to those of alumni from all other participating institutions. Table 4 provides comparative responses for each statement in the indicators.

Table 1: Leadership Aspirations	
1 = Not at all true of me; 2 = Slightly true of me; 3 = Moderately true of me; 4 = Mostly true of me; 5 = Very true of me	
Please indicate how much each of the following statements applies to you.	
I want to be among the very best in my field.	
I want my work to have a lasting impact on my field.	
I aspire to have my contributions at work recognized by my employer.	
Being outstanding at what I do at my job is important to me.	
I plan to obtain many promotions in my organization or business.	
I hope to become a leader in my career field.	
When I am established in my career, I would like to manage other employees.	
I want to have responsibility for the future direction of my organization or company.	
I hope to move up to a leadership position in my organization or business.	

Table 2: Leadership Motivations	
1 = Not at all true of me; 2 = Slightly true of me; 3 = Moderately true of me; 4 = Mostly true of me; 5 = Very true of me	
Please answer the following about yourself:	
I enjoy having authority over other people.	
When given the chance, I make a good leader of people.	
I am usually a leader in groups.	
I enjoy planning things and deciding what other people should do.	
I like to give orders and get things going.	
People notice what I say.	
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.	
I value having an important job where people look up to me.	
I like talking to people who are important.	
I want to be an important person in the community.	
I really admire people who have fought their way to the top.	
If I had enough money, I would not work.	
Even if I won a great deal of money (lottery, etc.), I would prefer to continue to work.	
If unemployment benefits were really high, I would still prefer to work.	

Table 3: Summary Results for Leadership Indicators								
	Kenyon College 1-Year Cohort	All Other Alumni in 1-Year Cohort	Kenyon College 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon College 10-Year Cohort	All Other Alumni in 10-Year Cohort	Kenyon College 10+ Years Cohort	All Other Alumni in 10+ Years Cohort
Leadership Aspirations								
Mean	-	3.99	4.07	3.85	4.04	3.83	-	3.59
Standard Deviation	-	0.84	0.72	0.92	0.84	0.92	-	0.97
75th Percentile	-	4.28	4.56	4.67	4.78	4.56	-	4.33
Median	-	4.11	4.22	4.00	4.11	4.00	-	3.67
25th Percentile	-	3.44	3.78	3.22	3.56	3.22	-	2.78
Total Responses	0	789	45	830	51	698	0	1,046
Leadership Motivations								
Mean	-	3.46	3.54	3.34	3.34	3.29	-	3.16
Standard Deviation	-	0.72	0.49	0.73	0.69	0.69	-	0.73
75th Percentile	-	4.00	3.93	3.86	3.79	3.79	-	3.71
Median	-	3.50	3.57	3.36	3.21	3.36	-	3.14
25th Percentile	-	3.00	3.29	2.79	3.00	2.79	-	2.64
Total Responses	0	762	45	797	49	672	0	1,056

The symbols in Table 3 represent effect sizes and indicate the magnitude of the difference between the mean score of your institution's alumni and the overall mean score for all other participating institution's alumni in each cohort. We only calculate effect size when n ≥ 10 for both the institution and comparison groups. For more information on how we calculate effect sizes, please see the [Technical Information](#) tab.

▲ ▲ ▲ Large positive difference ▲ ▲ Medium positive difference ▲ Small positive difference - No difference
▼ Small negative difference ▼▼ Medium negative difference ▼▼▼ Large negative difference

Table 4: Responses to Statements in the Leadership Indicators																
	Kenyon College 1-Year Cohort		All Other Alumni in 1-Year Cohort		Kenyon College 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon College 10-Year Cohort		All Other Alumni in 10-Year Cohort		Kenyon College 10+ Years Cohort		All Other Alumni in 10+ Years Cohort	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Please indicate how much each of the following statements applies to you. (Q24)																
I want to be among the very best in my field.	Not at all true of me															
	0	-	14	2%	1	2%	33	4%	3	6%	33	5%	0	-	53	5%
	Slightly true of me															
	0	-	32	4%	1	2%	40	5%	1	2%	32	5%	0	-	68	6%
	Moderately true of me															
0	-	109	14%	8	17%	155	18%	7	13%	111	16%	0	-	210	18%	
When I am established in my career, I would like to manage other employees.	Mostly true of me															
	0	-	211	28%	16	35%	241	29%	20	38%	245	35%	0	-	370	32%
	Very true of me															
0	-	434	54%	20	43%	373	44%	21	40%	288	41%	0	-	445	39%	
Total																
0	-	797	100%	45	100%	837	100%	52	100%	706	100%	0	-	1,105	100%	
When I am established in my career, I would like to manage other employees.	Not at all true of me															
	0	-	98	12%	3	7%	128	15%	8	15%	116	16%	0	-	306	28%
	Slightly true of me															
	0	-	131	14%	4	9%	105	13%	7	13%	89	12%	0	-	137	13%
	Moderately true of me															
0	-	148	19%	9	20%	171	20%	4	8%	136	19%	0	-	185	17%	
Mostly true of me																
0	-	179	22%	14	31%	159	19%	11	21%	129	18%	0	-	179	16%	
Very true of me																
0	-	260	33%	15	33%	275	33%	22	42%	239	34%	0	-	285	26%	
Total																
0	-	796	100%	45	100%	838	100%	52	100%	708	100%	0	-	1,092	100%	

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Good Teaching and High-Quality Interactions with Faculty

This tab includes three tables on the *Good Teaching and High-Quality Interactions with Faculty* indicator. Table 1 includes the nine statements from the survey that were combined to create the indicator. Table 2 compares your alumni's responses on this indicator to those of alumni from all other participating institutions. Table 3 provides comparative responses for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty	
1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree	
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 have had contact at this institution were...	
Genuinely interested in students.	
Interested in helping students grow in more than just academic areas.	
Good at providing prompt and useful feedback.	
Willing to spend time outside of class to discuss issues of interest and importance to students.	
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.	
My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes.	
My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas.	
My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations.	
I developed a close, personal relationship with at least one faculty member.	
I was satisfied with the opportunities to meet and interact informally with faculty members.	

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty								
	Kenyon College 1-Year Cohort	All Other Alumni in 1-Year Cohort	Kenyon College 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon College 10-Year Cohort	All Other Alumni in 10-Year Cohort	Kenyon College 10+ Years Cohort	All Other Alumni in 10+ Years Cohort
Mean	-	4.11	4.34 ▲	4.17	4.37 ▲▲	4.14	-	4.19
Standard Deviation	-	0.76	0.60	0.72	0.59	0.71	-	0.71
75th Percentile	-	4.78	4.89	4.78	4.89	4.78	-	4.78
Median	-	4.22	4.44	4.22	4.44	4.22	-	4.33
25th Percentile	-	3.78	3.89	3.78	4.00	3.67	-	3.78
Total Responses	0	4,335	67	4,818	66	3,573	0	3,092

The symbols in Table 2 represent effect sizes and indicate the magnitude of the difference between the mean score of your institution's alumni and the overall mean score for all other participating institution's alumni in each cohort. We only calculate effect size when n ≥ 10 for both the institution and comparison groups. For more information on how we calculate effect sizes, please see the Technical Information tab.

▲▲▲ Large positive difference ▲▲ Medium positive difference ▲ Small positive difference = No difference
▼ Small negative difference ▼▼ Medium negative difference ▼▼▼ Large negative difference

Table 3: Responses to Statements in the Good Teaching and High-Quality Interactions with Faculty Indicator																	
		Kenyon College 1-Year Cohort		All Other Alumni in 1-Year Cohort		Kenyon College 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon College 10-Year Cohort		All Other Alumni in 10-Year Cohort		Kenyon College 10+ Years Cohort		All Other Alumni in 10+ Years Cohort	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
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. (Q3)																	
Most faculty with whom I had contact at this institution were . . .																	
Genuinely interested in students.	Strongly disagree	0	-	56	1%	0	0%	26	1%	0	0%	18	0%	0	-	18	1%
	Disagree	0	-	113	2%	0	0%	106	2%	1	1%	49	1%	0	-	31	1%
	Neither agree nor disagree	0	-	308	7%	2	3%	242	5%	2	3%	181	5%	0	-	140	4%
	Agree	0	-	2,011	43%	15	22%	1,990	39%	17	23%	1,474	38%	0	-	994	30%
	Strongly agree	0	-	2,213	47%	51	75%	2,770	54%	53	73%	2,108	55%	0	-	2,134	64%
	Total		0	-	4,701	100%	68	100%	5,134	100%	73	100%	3,830	100%	0	-	3,317
Interested in helping students grow in more than just academic areas.	Strongly disagree	0	-	71	2%	0	0%	61	1%	0	0%	41	1%	0	-	33	1%
	Disagree	0	-	235	5%	2	3%	251	5%	2	3%	166	4%	0	-	118	4%

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Good Teaching and High-Quality Interactions with Faculty

This tab includes three tables on the [Good Teaching and High-Quality Interactions with Faculty](#) indicator. Table 1 includes the nine statements from the survey that were combined to create the indicator. Table 2 compares your alumni's responses on this indicator to those of alumni from all other participating institutions. Table 3 provides comparative responses for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty	
1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree	
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 have had contact at this institution were...	
Genuinely interested in students.	
Interested in helping students grow in more than just academic areas.	
Good at providing prompt and useful feedback.	
Willing to spend time outside of class to discuss issues of interest and importance to students.	
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.	
My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes.	
My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas.	
My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations.	
I developed a close, personal relationship with at least one faculty member.	
I was satisfied with the opportunities to meet and interact informally with faculty members.	

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty																		
		Kenyon College 1-Year Cohort		All Other Alumni in 1-Year Cohort		Kenyon College 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon College 10-Year Cohort		All Other Alumni in 10-Year Cohort		Kenyon College 10+ Years Cohort		All Other Alumni in 10+ Years Cohort		
		Neither agree nor disagree	0	-	548	12%	8	12%	630	12%	15	21%	538	14%	0	-	458	14%
		Agree	0	-	1,962	42%	28	41%	2,134	42%	17	23%	1,566	41%	0	-	1,140	35%
		Strongly agree	0	-	1,877	40%	30	44%	2,053	40%	39	53%	1,511	40%	0	-	1,537	47%
		Total	0	-	4,693	100%	68	100%	5,129	100%	73	100%	3,822	100%	0	-	3,286	100%
Good at providing prompt and useful feedback.	Strongly disagree	0	-	77	2%	0	0%	52	1%	0	0%	21	1%	0	-	23	1%	
	Disagree	0	-	239	5%	1	1%	165	3%	3	4%	86	2%	0	-	69	2%	
	Neither agree nor disagree	0	-	589	13%	1	1%	561	11%	6	8%	404	11%	0	-	319	10%	
	Agree	0	-	2,260	48%	33	49%	2,540	50%	29	40%	1,850	48%	0	-	1,464	45%	
	Strongly agree	0	-	1,524	33%	33	49%	1,810	35%	35	48%	1,455	38%	0	-	1,406	43%	
		Total	0	-	4,689	100%	68	100%	5,128	100%	73	100%	3,816	100%	0	-	3,281	100%
Willing to spend time outside of class to discuss issues of interest and importance to students.	Strongly disagree	0	-	69	1%	0	0%	53	1%	0	0%	27	1%	0	-	28	1%	
	Disagree	0	-	165	4%	1	1%	172	3%	1	1%	109	3%	0	-	97	3%	
	Neither agree nor disagree	0	-	573	12%	5	7%	538	11%	5	7%	493	13%	0	-	444	14%	
	Agree	0	-	1,897	41%	15	22%	2,020	39%	20	27%	1,484	39%	0	-	1,088	33%	
	Strongly agree	0	-	1,974	42%	47	69%	2,338	46%	47	64%	1,701	45%	0	-	1,614	49%	
		Total	0	-	4,678	100%	68	100%	5,121	100%	73	100%	3,814	100%	0	-	3,271	100%
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. (Q4)																		
My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes.	Strongly disagree	0	-	84	2%	0	0%	64	1%	0	0%	34	1%	0	-	28	1%	
	Disagree	0	-	161	4%	0	0%	163	3%	2	3%	122	3%	0	-	89	3%	
	Neither agree nor disagree	0	-	665	15%	8	12%	664	14%	6	9%	595	16%	0	-	547	17%	
	Agree	0	-	1,634	37%	29	43%	1,761	36%	24	36%	1,297	36%	0	-	999	31%	
	Strongly agree	0	-	1,856	42%	30	45%	2,220	46%	35	52%	1,581	44%	0	-	1,531	48%	
	Total	0	-	4,400	100%	67	100%	4,872	100%	67	100%	3,629	100%	0	-	3,194	100%	
My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas.	Strongly disagree	0	-	79	2%	0	0%	55	1%	0	0%	34	1%	0	-	27	1%	
	Disagree	0	-	145	3%	0	0%	172	4%	2	3%	118	3%	0	-	79	2%	
	Neither agree nor disagree	0	-	692	16%	7	10%	680	14%	6	9%	605	17%	0	-	542	17%	
	Agree	0	-	1,694	39%	24	36%	1,788	37%	19	28%	1,321	37%	0	-	1,043	33%	

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Good Teaching and High-Quality Interactions with Faculty

This tab includes three tables on the *Good Teaching and High-Quality Interactions with Faculty* indicator. Table 1 includes the nine statements from the survey that were combined to create the indicator. Table 2 compares your alumni's responses on this indicator to those of alumni from all other participating institutions. Table 3 provides comparative responses for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty	
<i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>	
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 have had contact at this institution were...	
Genuinely interested in students.	
Interested in helping students grow in more than just academic areas.	
Good at providing prompt and useful feedback.	
Willing to spend time outside of class to discuss issues of interest and importance to students.	
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.	
My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes.	
My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas.	
My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations.	
I developed a close, personal relationship with at least one faculty member.	
I was satisfied with the opportunities to meet and interact informally with faculty members.	

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty																	
		Kenyon College 1-Year Cohort		All Other Alumni in 1-Year Cohort		Kenyon College 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon College 10-Year Cohort		All Other Alumni in 10-Year Cohort		Kenyon College 10+ Years Cohort		All Other Alumni in 10+ Years Cohort	
Strongly agree		0	-	1,786	41%	36	54%	2,171	45%	40	60%	1,539	43%	0	-	1,483	47%
Total		0	-	4,396	100%	67	100%	4,866	100%	67	100%	3,617	100%	0	-	3,174	100%
My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations.	Strongly disagree	0	-	110	3%	1	1%	95	2%	0	0%	72	2%	0	-	50	2%
	Disagree	0	-	195	4%	1	1%	284	6%	7	10%	232	6%	0	-	171	5%
	Neither agree nor disagree	0	-	804	18%	15	22%	1,004	21%	16	24%	857	24%	0	-	849	27%
	Agree	0	-	1,578	36%	24	36%	1,620	33%	21	31%	1,180	33%	0	-	939	30%
	Strongly agree	0	-	1,701	39%	26	39%	1,865	38%	23	34%	1,273	35%	0	-	1,158	37%
Total		0	-	4,388	100%	67	100%	4,868	100%	67	100%	3,614	100%	0	-	3,167	100%
I developed a close, personal relationship with at least one faculty member.	Strongly disagree	0	-	187	4%	2	3%	183	4%	0	0%	131	4%	0	-	103	3%
	Disagree	0	-	470	11%	7	10%	489	10%	9	13%	444	12%	0	-	432	14%
	Neither agree nor disagree	0	-	531	12%	9	13%	624	13%	2	3%	526	15%	0	-	514	16%
	Agree	0	-	1,214	28%	14	21%	1,397	29%	15	22%	1,096	30%	0	-	790	25%
	Strongly agree	0	-	1,990	45%	35	52%	2,174	45%	41	61%	1,422	39%	0	-	1,335	42%
Total		0	-	4,392	100%	67	100%	4,867	100%	67	100%	3,619	100%	0	-	3,174	100%
I was satisfied with the opportunities to meet and interact informally with faculty members.	Strongly disagree	0	-	134	3%	0	0%	95	2%	0	0%	55	2%	0	-	39	1%
	Disagree	0	-	316	7%	5	7%	334	7%	3	5%	268	7%	0	-	210	7%
	Neither agree nor disagree	0	-	712	16%	8	12%	691	14%	6	9%	583	16%	0	-	524	17%
	Agree	0	-	1,612	37%	25	37%	1,883	39%	24	36%	1,400	39%	0	-	1,087	34%
	Strongly agree	0	-	1,607	37%	29	43%	1,856	38%	33	50%	1,305	36%	0	-	1,306	41%
Total		0	-	4,381	100%	67	100%	4,859	100%	66	100%	3,611	100%	0	-	3,166	100%

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Challenging Assignments and High Faculty Expectations

This tab includes three tables on the [Challenging Assignments and High Faculty Expectations](#) indicator. Table 1 includes the fourteen statements from the survey that were combined to create the indicator. Table 2 compares your alumni's responses on this indicator to those of alumni from all other participating institutions. Table 3 provides comparative responses for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations	
1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often	
Below are statements about experiences you may have had in your classes as an undergraduate at this institution. About how often have you experienced each?	
Faculty posed challenging ideas in class.	
Faculty asked me to show how a particular course concept could be applied to an actual problem or situation.	
Faculty asked me to point out any fallacies in ideas, principles, or points of view presented in the course.	
Faculty asked me to argue for or against a particular point of view.	
Faculty challenged my ideas in class.	
Students challenged each other's ideas in class.	
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?	
Wrote essays.	
Completed assignments or projects in which I solved problems.	
Made oral presentations.	
Used course content to address a problem not presented in the course.	
Compared or contrasted topics or ideas from a course.	
Pointed out the strengths and weaknesses of a particular argument or point of view.	
Argued for or against a particular point of view and defended my argument.	
Connected what I learned in multiple courses.	

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations								
	Kenyon College 1-Year Cohort	All Other Alumni in 1-Year Cohort	Kenyon College 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon College 10-Year Cohort	All Other Alumni in 10-Year Cohort	Kenyon College 10+ Years Cohort	All Other Alumni in 10+ Years Cohort
Mean	- -	3.83	3.99 ▲	3.87	4.04 ▲▲	3.84	- -	3.81
Standard Deviation	-	0.62	0.51	0.62	0.51	0.62	-	0.67
75th Percentile	-	4.29	4.36	4.29	4.43	4.29	-	4.29
Median	-	3.86	3.96	3.86	4.00	3.86	-	3.86
25th Percentile	-	3.43	3.57	3.43	3.79	3.43	-	3.36
Total Responses	0	3,848	60	4,356	61	3,211	0	2,755

The symbols in Table 2 represent effect sizes and indicate the magnitude of the difference between the mean score of your institution's alumni and the overall mean score for all other participating institution's alumni in each cohort. We only calculate effect size when n ≥ 10 for both the institution and comparison groups. For more information on how we calculate effect sizes, please see the [Technical Information](#) tab.

▲▲▲ Large positive difference ▲▲ Medium positive difference ▲ Small positive difference = No difference
▼ Small negative difference ▼▼ Medium negative difference ▼▼▼ Large negative difference

Table 3: Responses to Statements in the Challenging Assignments and High Faculty Expectations Indicator																	
		Kenyon College 1-Year Cohort		All Other Alumni in 1-Year Cohort		Kenyon College 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon College 10-Year Cohort		All Other Alumni in 10-Year Cohort		Kenyon College 10+ Years Cohort		All Other Alumni in 10+ Years Cohort	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
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? (Q5)																	
Faculty posed challenging ideas in class.	Never	0	-	20	0%	0	0%	7	0%	0	0%	6	0%	0	-	8	0%
	Rarely	0	-	88	2%	2	3%	76	2%	0	0%	42	1%	0	-	27	1%
	Sometimes	0	-	700	17%	6	10%	672	15%	5	8%	459	14%	0	-	309	10%

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Challenging Assignments and High Faculty Expectations

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Table 1: Challenging Assignments and High Faculty Expectations	
1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often	
Below are statements about experiences you may have had in your classes as an undergraduate at this institution. About how often have you experienced each?	
Faculty posed challenging ideas in class.	
Faculty asked me to show how a particular course concept could be applied to an actual problem or situation.	
Faculty asked me to point out any fallacies in ideas, principles, or points of view presented in the course.	
Faculty asked me to argue for or against a particular point of view.	
Faculty challenged my ideas in class.	
Students challenged each other's ideas in class.	
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?	
Wrote essays.	
Completed assignments or projects in which I solved problems.	
Made oral presentations.	
Used course content to address a problem not presented in the course.	
Compared or contrasted topics or ideas from a course.	
Pointed out the strengths and weaknesses of a particular argument or point of view.	
Argued for or against a particular point of view and defended my argument.	
Connected what I learned in multiple courses.	

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations																	
		Kenyon College 1-Year Cohort		All Other Alumni in 1-Year Cohort		Kenyon College 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon College 10-Year Cohort		All Other Alumni in 10-Year Cohort		Kenyon College 10+ Years Cohort		All Other Alumni in 10+ Years Cohort	
	Often	0	-	1,904	48%	19	31%	1,964	44%	18	30%	1,397	42%	0	-	1,190	40%
	Very often	0	-	1,295	32%	35	56%	1,778	40%	38	62%	1,418	43%	0	-	1,419	48%
	Total	0	-	4,007	100%	62	100%	4,497	100%	61	100%	3,322	100%	0	-	2,953	100%
Faculty asked me to show how a particular course concept could be applied to an actual problem or situation.	Never	0	-	35	1%	0	0%	36	1%	0	0%	24	1%	0	-	42	1%
	Rarely	0	-	178	4%	4	7%	246	5%	6	10%	215	6%	0	-	206	7%
	Sometimes	0	-	858	21%	19	31%	1,012	23%	16	26%	807	24%	0	-	805	27%
	Often	0	-	1,602	40%	19	31%	1,770	40%	20	33%	1,275	38%	0	-	1,042	35%
	Very often	0	-	1,327	33%	19	31%	1,416	32%	19	31%	996	30%	0	-	841	29%
	Total	0	-	4,000	100%	61	100%	4,480	100%	61	100%	3,317	100%	0	-	2,936	100%
Faculty asked me to point out any fallacies in ideas, principles, or points of view presented in the course.	Never	0	-	114	3%	2	3%	90	2%	0	0%	65	2%	0	-	95	3%
	Rarely	0	-	458	11%	3	5%	499	11%	5	8%	354	11%	0	-	276	9%
	Sometimes	0	-	1,069	27%	16	27%	1,215	27%	7	11%	954	29%	0	-	812	28%
	Often	0	-	1,386	35%	22	37%	1,501	34%	27	44%	1,060	32%	0	-	951	33%
	Very often	0	-	972	24%	17	28%	1,166	26%	22	36%	875	26%	0	-	779	27%
	Total	0	-	3,999	100%	60	100%	4,471	100%	61	100%	3,308	100%	0	-	2,913	100%
Faculty asked me to argue for or against a particular point of view.	Never	0	-	79	2%	0	0%	68	2%	0	0%	57	2%	0	-	84	3%
	Rarely	0	-	416	10%	2	3%	440	10%	2	3%	284	9%	0	-	291	10%
	Sometimes	0	-	1,157	29%	16	27%	1,195	27%	15	25%	949	29%	0	-	874	30%
	Often	0	-	1,338	34%	17	28%	1,489	33%	22	36%	1,068	32%	0	-	869	30%
	Very often	0	-	1,001	25%	25	42%	1,279	29%	22	36%	951	29%	0	-	799	27%
	Total	0	-	3,991	100%	60	100%	4,471	100%	61	100%	3,309	100%	0	-	2,917	100%
Faculty challenged my ideas in class.	Never	0	-	63	2%	0	0%	42	1%	0	0%	32	1%	0	-	55	2%
	Rarely	0	-	365	9%	1	2%	314	7%	0	0%	237	7%	0	-	238	8%

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Challenging Assignments and High Faculty Expectations

This tab includes three tables on the [Challenging Assignments and High Faculty Expectations](#) indicator. Table 1 includes the fourteen statements from the survey that were combined to create the indicator. Table 2 compares your alumni's responses on this indicator to those of alumni from all other participating institutions. Table 3 provides comparative responses for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations													
1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often													
Below are statements about experiences you may have had in your classes as an undergraduate at this institution. About how often have you experienced each?													
Faculty posed challenging ideas in class.													
Faculty asked me to show how a particular course concept could be applied to an actual problem or situation.													
Faculty asked me to point out any fallacies in ideas, principles, or points of view presented in the course.													
Faculty asked me to argue for or against a particular point of view.													
Faculty challenged my ideas in class.													
Students challenged each other's ideas in class.													
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?													
Wrote essays.													
Completed assignments or projects in which I solved problems.													
Made oral presentations.													
Used course content to address a problem not presented in the course.													
Compared or contrasted topics or ideas from a course.													
Pointed out the strengths and weaknesses of a particular argument or point of view.													
Argued for or against a particular point of view and defended my argument.													
Connected what I learned in multiple courses.													

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations																	
		Kenyon College 1-Year Cohort		All Other Alumni in 1-Year Cohort		Kenyon College 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon College 10-Year Cohort		All Other Alumni in 10-Year Cohort		Kenyon College 10+ Years Cohort		All Other Alumni in 10+ Years Cohort	
	Sometimes	0	-	1,211	30%	14	23%	1,296	29%	12	20%	1,046	32%	0	-	868	30%
	Often	0	-	1,425	36%	24	40%	1,589	36%	26	43%	1,104	33%	0	-	975	33%
	Very often	0	-	916	23%	21	35%	1,224	27%	23	38%	884	27%	0	-	779	27%
	Total	0	-	3,980	100%	60	100%	4,465	100%	61	100%	3,303	100%	0	-	2,915	100%
	Students challenged each other's ideas in class.	Never	0	-	68	2%	1	2%	42	1%	0	0%	40	1%	0	-	36
	Rarely	0	-	339	9%	0	0%	333	7%	2	3%	268	8%	0	-	215	7%
	Sometimes	0	-	1,223	31%	22	37%	1,265	28%	13	21%	941	29%	0	-	814	28%
	Often	0	-	1,373	35%	16	27%	1,569	35%	24	39%	1,141	35%	0	-	969	33%
	Very often	0	-	963	24%	21	35%	1,244	28%	22	36%	899	27%	0	-	871	30%
	Total	0	-	3,966	100%	60	100%	4,453	100%	61	100%	3,289	100%	0	-	2,905	100%
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? (Q6)																	
Wrote essays.	Never	0	-	23	1%	0	0%	16	0%	0	0%	6	0%	0	-	5	0%
	Rarely	0	-	263	7%	2	3%	222	5%	3	5%	106	3%	0	-	90	3%
	Sometimes	0	-	774	19%	2	3%	634	14%	2	3%	411	12%	0	-	442	15%
	Often	0	-	1,207	30%	13	21%	1,314	29%	11	18%	982	30%	0	-	910	31%
	Very often	0	-	1,729	43%	45	73%	2,286	51%	45	74%	1,796	54%	0	-	1,482	51%
	Total	0	-	3,996	100%	62	100%	4,472	100%	61	100%	3,301	100%	0	-	2,929	100%
Completed assignments or projects in which I solved problems.	Never	0	-	13	0%	0	0%	17	0%	1	2%	17	1%	0	-	13	0%
	Rarely	0	-	228	6%	6	10%	233	5%	3	5%	208	6%	0	-	166	6%
	Sometimes	0	-	755	19%	13	21%	938	21%	19	31%	783	24%	0	-	693	24%
	Often	0	-	1,396	35%	20	32%	1,602	36%	19	31%	1,140	34%	0	-	1,051	36%
	Very often	0	-	1,600	40%	23	37%	1,680	38%	19	31%	1,160	35%	0	-	998	34%

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Challenging Assignments and High Faculty Expectations

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Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. About how often have you experienced each?

- Faculty posed challenging ideas in class.
- Faculty asked me to show how a particular course concept could be applied to an actual problem or situation.
- Faculty asked me to point out any fallacies in ideas, principles, or points of view presented in the course.
- Faculty asked me to argue for or against a particular point of view.
- Faculty challenged my ideas in class.
- Students challenged each other's ideas in class.

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?

- Wrote essays.
- Completed assignments or projects in which I solved problems.
- Made oral presentations.
- Used course content to address a problem not presented in the course.
- Compared or contrasted topics or ideas from a course.
- Pointed out the strengths and weaknesses of a particular argument or point of view.
- Argued for or against a particular point of view and defended my argument.
- Connected what I learned in multiple courses.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

		Kenyon College 1-Year Cohort		All Other Alumni in 1-Year Cohort		Kenyon College 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon College 10-Year Cohort		All Other Alumni in 10+ Years Cohort					
	Total	0	-	3,992	100%	62	100%	4,470	100%	61	100%	3,308	100%	0	-	2,921	100%
Made oral presentations.	Never	0	-	28	1%	0	0%	20	0%	0	0%	18	1%	0	-	42	1%
	Rarely	0	-	335	8%	4	6%	376	8%	7	11%	310	9%	0	-	337	11%
	Sometimes	0	-	1,208	30%	30	48%	1,510	34%	22	36%	1,253	38%	0	-	1,113	38%
	Often	0	-	1,413	35%	17	27%	1,554	35%	20	33%	1,141	34%	0	-	889	30%
	Very often	0	-	1,015	25%	11	18%	1,016	23%	12	20%	589	18%	0	-	553	19%
	Total	0	-	3,999	100%	62	100%	4,476	100%	61	100%	3,311	100%	0	-	2,934	100%
Used course content to address a problem not presented in the course.	Never	0	-	88	2%	0	0%	90	2%	1	2%	89	3%	0	-	95	3%
	Rarely	0	-	540	14%	14	23%	641	14%	14	23%	550	17%	0	-	537	19%
	Sometimes	0	-	1,434	36%	26	42%	1,782	40%	23	38%	1,357	41%	0	-	1,185	41%
	Often	0	-	1,227	31%	13	21%	1,275	29%	17	28%	902	27%	0	-	725	25%
	Very often	0	-	698	18%	9	15%	678	15%	6	10%	407	12%	0	-	358	12%
	Total	0	-	3,987	100%	62	100%	4,466	100%	61	100%	3,305	100%	0	-	2,900	100%
Compared or contrasted topics or ideas from a course.	Never	0	-	36	1%	0	0%	29	1%	0	0%	16	0%	0	-	35	1%
	Rarely	0	-	238	6%	2	3%	267	6%	2	3%	202	6%	0	-	214	7%
	Sometimes	0	-	1,057	27%	15	24%	1,161	26%	13	21%	891	27%	0	-	803	28%
	Often	0	-	1,647	41%	20	32%	1,846	41%	25	41%	1,346	41%	0	-	1,133	39%
	Very often	0	-	999	25%	25	40%	1,164	26%	21	34%	843	26%	0	-	714	25%
	Total	0	-	3,977	100%	62	100%	4,467	100%	61	100%	3,298	100%	0	-	2,899	100%
Pointed out the strengths and weaknesses of a particular argument or point of view.	Never	0	-	50	1%	0	0%	36	1%	0	0%	23	1%	0	-	44	2%
	Rarely	0	-	356	9%	3	5%	363	8%	2	3%	242	7%	0	-	215	7%
	Sometimes	0	-	1,122	28%	9	15%	1,213	27%	10	16%	939	28%	0	-	829	29%
	Often	0	-	1,458	37%	26	42%	1,640	37%	23	38%	1,199	36%	0	-	997	34%

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Table 1: Challenging Assignments and High Faculty Expectations	
1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often	
Below are statements about experiences you may have had in your classes as an undergraduate at this institution. About how often have you experienced each?	
Faculty posed challenging ideas in class.	
Faculty asked me to show how a particular course concept could be applied to an actual problem or situation.	
Faculty asked me to point out any fallacies in ideas, principles, or points of view presented in the course.	
Faculty asked me to argue for or against a particular point of view.	
Faculty challenged my ideas in class.	
Students challenged each other's ideas in class.	
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?	
Wrote essays.	
Completed assignments or projects in which I solved problems.	
Made oral presentations.	
Used course content to address a problem not presented in the course.	
Compared or contrasted topics or ideas from a course.	
Pointed out the strengths and weaknesses of a particular argument or point of view.	
Argued for or against a particular point of view and defended my argument.	
Connected what I learned in multiple courses.	

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations																	
		Kenyon College 1-Year Cohort		All Other Alumni in 1-Year Cohort		Kenyon College 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon College 10-Year Cohort		All Other Alumni in 10-Year Cohort		Kenyon College 10+ Years Cohort		All Other Alumni in 10+ Years Cohort	
		Very often		990 25%		24 39%		1,212 27%		26 43%		899 27%		0 -		815 28%	
		Total		3,976 100%		62 100%		4,464 100%		61 100%		3,302 100%		0 -		2,900 100%	
Argued for or against a particular point of view and defended my argument.	Never		74 2%		0 0%		58 1%		0 0%		35 1%		0 -		52 2%		
	Rarely		436 11%		2 3%		431 10%		1 2%		309 9%		0 -		311 11%		
	Sometimes		1,135 29%		13 21%		1,289 29%		17 28%		1,005 30%		0 -		863 30%		
	Often		1,353 34%		24 39%		1,500 34%		23 38%		1,069 32%		0 -		933 32%		
	Very often		971 24%		22 36%		1,180 26%		20 33%		879 27%		0 -		717 25%		
	Total		3,969 100%		61 100%		4,458 100%		61 100%		3,297 100%		0 -		2,876 100%		
Connected what I learned in multiple courses.	Never		37 1%		0 0%		48 1%		1 2%		27 1%		0 -		51 2%		
	Rarely		125 3%		4 7%		204 5%		6 10%		193 6%		0 -		243 8%		
	Sometimes		712 18%		14 23%		922 21%		5 8%		768 23%		0 -		772 27%		
	Often		1,441 36%		20 33%		1,644 37%		18 30%		1,207 37%		0 -		1,007 35%		
	Very often		1,641 41%		23 38%		1,630 37%		31 51%		1,103 33%		0 -		808 28%		
	Total		3,956 100%		61 100%		4,448 100%		61 100%		3,298 100%		0 -		2,881 100%		

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Interactions with Diversity

This tab includes three tables on the [Interactions with Diversity](#) indicator. Table 1 includes the six statements from the survey that were combined to create the indicator. Table 2 compares your alumni's responses on this indicator to those of alumni from all other participating institutions. Table 3 provides comparative responses for each statement in the indicator.

Table 1: Interactions with Diversity	
1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often	
How often did you have the following experiences as an undergraduate at this institution?	
Attended a debate or lecture on a current political/social issue.	
Participated in a diversity or cultural awareness workshop.	
Had discussions about intergroup relations with students differing from you in gender, national origin, political views, race, religion, sexuality, or values.	
Had serious discussions with other students about different lifestyles and customs.	
Had serious discussions with faculty or staff whose political, social, or religious opinions were different from your own.	
Had serious discussions with students whose political, social, or religious opinions were different from your own.	

Table 2: Summary Results for Interactions with Diversity								
	Kenyon College 1-Year Cohort	All Other Alumni in 1-Year Cohort	Kenyon College 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon College 10-Year Cohort	All Other Alumni in 10-Year Cohort	Kenyon College 10+ Years Cohort	All Other Alumni in 10+ Years Cohort
Mean	-	3.00	3.00	3.06	3.11 ▲	2.97	-	2.98
Standard Deviation	-	0.92	0.73	0.89	0.96	0.91	-	0.93
75th Percentile	-	3.67	3.33	3.67	3.83	3.50	-	3.67
Median	-	3.00	3.00	3.00	3.00	3.00	-	3.00
25th Percentile	-	2.33	2.50	2.50	2.50	2.33	-	2.33
Total Responses	0	3,776	61	4,295	59	3,190	0	2,804

The symbols in Table 2 represent effect sizes and indicate the magnitude of the difference between the mean score of your institution's alumni and the overall mean score for all other participating institution's alumni in each cohort. We only calculate effect size when n ≥ 10 for both the institution and comparison groups. For more information on how we calculate effect sizes, please see the [Technical Information tab](#).

▲▲▲ Large positive difference ▲▲ Medium positive difference ▲ Small positive difference = No difference
▼ Small negative difference ▼▼ Medium negative difference ▼▼▼ Large negative difference

Table 3: Responses to Statements in the Interactions with Diversity Indicator																	
		Kenyon College 1-Year Cohort		All Other Alumni in 1-Year Cohort		Kenyon College 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon College 10-Year Cohort		All Other Alumni in 10-Year Cohort		Kenyon College 10+ Years Cohort		All Other Alumni in 10+ Years Cohort	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
How often did you have the following experiences as an undergraduate at this institution? (Q7)																	
Attended a debate or lecture on a current political/social issue.	Never	0	-	736	19%	8	13%	528	12%	6	10%	406	13%	0	-	300	11%
	Rarely	0	-	993	26%	14	23%	1,086	25%	9	15%	782	24%	0	-	635	22%
	Sometimes	0	-	1,148	30%	20	33%	1,449	33%	23	39%	1,049	33%	0	-	977	34%
	Often	0	-	579	15%	16	26%	792	18%	13	22%	608	19%	0	-	587	21%
	Very often	0	-	355	9%	3	5%	477	11%	8	14%	378	12%	0	-	355	12%
	Total	0	-	3,811	100%	61	100%	4,332	100%	59	100%	3,223	100%	0	-	2,854	100%
Participated in a diversity or cultural awareness workshop.	Never	0	-	787	21%	10	16%	724	17%	12	20%	612	19%	0	-	622	22%
	Rarely	0	-	924	24%	26	43%	1,104	26%	24	41%	906	28%	0	-	827	29%
	Sometimes	0	-	1,156	30%	21	34%	1,391	32%	14	24%	989	31%	0	-	777	27%
	Often	0	-	593	16%	3	5%	668	15%	4	7%	408	13%	0	-	378	13%

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Interactions with Diversity

This tab includes three tables on the [Interactions with Diversity](#) indicator. Table 1 includes the six statements from the survey that were combined to create the indicator. Table 2 compares your alumni's responses on this indicator to those of alumni from all other participating institutions. Table 3 provides comparative responses for each statement in the indicator.

Table 1: Interactions with Diversity	
<i>1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often</i>	
<p>How often did you have the following experiences as an undergraduate at this institution?</p> <ul style="list-style-type: none"> Attended a debate or lecture on a current political/social issue. Participated in a diversity or cultural awareness workshop. Had discussions about intergroup relations with students differing from you in gender, national origin, political views, race, religion, sexuality, or values. Had serious discussions with other students about different lifestyles and customs. Had serious discussions with faculty or staff whose political, social, or religious opinions were different from your own. Had serious discussions with students whose political, social, or religious opinions were different from your own. 	

Table 2: Summary Results for Interactions with Diversity																		
		Kenyon College 1-Year Cohort		All Other Alumni in 1-Year Cohort		Kenyon College 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon College 10-Year Cohort		All Other Alumni in 10-Year Cohort		Kenyon College 10+ Years Cohort		All Other Alumni in 10+ Years Cohort		
		Very often	0	-	347	9%	1	2%	441	10%	5	8%	300	9%	0	-	241	8%
		Total	0	-	3,807	100%	61	100%	4,328	100%	59	100%	3,215	100%	0	-	2,845	100%
Had discussions about intergroup relations with students differing from you in gender, national origin, political views, race, religion, sexuality, or values.	Never	0	-	395	10%	1	2%	357	8%	5	8%	342	11%	0	-	387	14%	
	Rarely	0	-	583	15%	13	21%	757	18%	11	19%	675	21%	0	-	612	22%	
	Sometimes	0	-	1,128	30%	22	36%	1,353	31%	18	31%	1,011	31%	0	-	817	29%	
	Often	0	-	1,011	27%	15	25%	1,050	24%	15	25%	730	23%	0	-	593	21%	
	Very often	0	-	686	18%	10	16%	807	19%	10	17%	460	14%	0	-	435	15%	
	Total	0	-	3,803	100%	61	100%	4,324	100%	59	100%	3,218	100%	0	-	2,844	100%	
Had serious discussions with other students about different lifestyles and customs.	Never	0	-	254	7%	1	2%	203	5%	3	5%	182	6%	0	-	163	6%	
	Rarely	0	-	508	13%	8	13%	657	15%	6	10%	549	17%	0	-	452	16%	
	Sometimes	0	-	1,187	31%	20	33%	1,306	30%	22	37%	1,053	33%	0	-	880	31%	
	Often	0	-	1,098	29%	18	30%	1,260	29%	14	24%	841	26%	0	-	749	26%	
	Very often	0	-	757	20%	14	23%	897	21%	14	24%	590	18%	0	-	605	21%	
	Total	0	-	3,804	100%	61	100%	4,323	100%	59	100%	3,215	100%	0	-	2,849	100%	
Had serious discussions with faculty or staff whose political, social, or religious opinions were different from your own.	Never	0	-	660	17%	7	11%	586	14%	6	10%	481	15%	0	-	396	14%	
	Rarely	0	-	1,013	27%	18	30%	1,279	30%	12	20%	1,009	31%	0	-	862	30%	
	Sometimes	0	-	1,133	30%	22	36%	1,383	32%	18	31%	980	31%	0	-	903	32%	
	Often	0	-	603	16%	6	10%	651	15%	14	24%	471	15%	0	-	420	15%	
	Very often	0	-	391	10%	8	13%	423	10%	9	15%	268	8%	0	-	256	9%	
	Total	0	-	3,800	100%	61	100%	4,322	100%	59	100%	3,209	100%	0	-	2,837	100%	
Had serious discussions with students whose political, social, or religious opinions were different from your own.	Never	0	-	329	9%	2	3%	277	6%	4	7%	215	7%	0	-	214	8%	
	Rarely	0	-	724	19%	19	31%	870	20%	13	22%	753	23%	0	-	622	22%	
	Sometimes	0	-	1,324	35%	22	36%	1,545	36%	18	31%	1,116	35%	0	-	981	35%	
	Often	0	-	866	23%	10	16%	982	23%	13	22%	713	22%	0	-	631	22%	
	Very often	0	-	555	15%	8	13%	643	15%	11	19%	415	13%	0	-	392	14%	
	Total	0	-	3,798	100%	61	100%	4,317	100%	59	100%	3,212	100%	0	-	2,840	100%	

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College Activities

Responses to Questions on College Activities																	
		Kenyon College 1-Year Cohort		All Other Alumni in 1-Year Cohort		Kenyon College 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon College 10-Year Cohort		All Other Alumni in 10-Year Cohort		Kenyon College 10+ Years Cohort		All Other Alumni in 10+ Years Cohort	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
How frequently did you participate in the following activities as an undergraduate at this institution? (Q11)																	
<i>(These activities were shown in randomized order.)</i>																	
Student or campus government	Never	0	-	2288	67%	36	69%	2,549	65%	43	83%	1,872	63%	0	-	1,363	52%
	Rarely	0	-	459	14%	6	12%	554	14%	4	8%	419	14%	0	-	440	17%
	Sometimes	0	-	284	8%	4	8%	362	9%	3	6%	334	11%	0	-	373	14%
	Often	0	-	163	5%	3	6%	214	5%	1	2%	166	6%	0	-	191	7%
	Very often	0	-	199	6%	3	6%	236	6%	1	2%	177	6%	0	-	270	10%
	Total	0	-	3,393	100%	52	100%	3,915	100%	52	100%	2,968	100%	0	-	2,637	100%
Intercollegiate athletics	Never	0	-	2,283	67%	25	49%	2,594	66%	35	67%	1,964	66%	0	-	1,652	63%
	Rarely	0	-	221	7%	2	4%	304	8%	4	8%	203	7%	0	-	253	10%
	Sometimes	0	-	214	6%	1	2%	255	7%	0	0%	200	7%	0	-	232	9%
	Often	0	-	151	4%	1	2%	166	4%	2	4%	147	5%	0	-	141	5%
	Very often	0	-	523	15%	22	43%	600	15%	11	21%	452	15%	0	-	359	14%
	Total	0	-	3,392	100%	51	100%	3,919	100%	52	100%	2,966	100%	0	-	2,637	100%
Intramural or club sports	Never	0	-	1,937	57%	27	52%	2,006	51%	31	60%	1,431	48%	0	-	1,326	50%
	Rarely	0	-	393	12%	6	12%	474	12%	8	15%	411	14%	0	-	354	13%
	Sometimes	0	-	435	13%	4	8%	617	16%	8	15%	453	15%	0	-	419	16%
	Often	0	-	289	9%	3	6%	358	9%	2	4%	293	10%	0	-	251	10%
	Very often	0	-	342	10%	12	23%	466	12%	3	6%	369	12%	0	-	286	11%
	Total	0	-	3,396	100%	52	100%	3,921	100%	52	100%	2,957	100%	0	-	2,636	100%
Student publications	Never	0	-	2,088	61%	31	60%	2,430	62%	27	52%	1,705	58%	0	-	1,345	51%
	Rarely	0	-	550	16%	4	8%	609	16%	6	12%	505	17%	0	-	513	19%
	Sometimes	0	-	417	12%	11	21%	527	13%	13	25%	409	14%	0	-	410	16%
	Often	0	-	179	5%	3	6%	194	5%	2	4%	177	6%	0	-	194	7%
	Very often	0	-	168	5%	3	6%	163	4%	4	8%	164	6%	0	-	169	6%
	Total	0	-	3,402	100%	52	100%	3,923	100%	52	100%	2,960	100%	0	-	2,631	100%
Performing arts/music	Never	0	-	1,868	55%	20	39%	1,731	44%	16	31%	1,267	43%	0	-	929	35%
	Rarely	0	-	462	14%	6	12%	633	16%	2	4%	449	15%	0	-	369	14%
	Sometimes	0	-	439	13%	8	16%	587	15%	12	23%	499	17%	0	-	560	21%
	Often	0	-	249	7%	8	16%	337	9%	8	15%	256	9%	0	-	324	12%
	Very often	0	-	381	11%	9	18%	642	16%	14	27%	497	17%	0	-	454	17%
	Total	0	-	3,399	100%	51	100%	3,930	100%	52	100%	2,968	100%	0	-	2,636	100%
Political organizations or clubs	Never	0	-	2,014	59%	36	69%	2,238	57%	29	56%	1,622	55%	0	-	1,388	53%
	Rarely	0	-	481	14%	6	12%	568	14%	8	15%	512	17%	0	-	494	19%
	Sometimes	0	-	459	14%	8	15%	588	15%	10	19%	446	15%	0	-	403	15%
	Often	0	-	250	7%	1	2%	269	7%	1	2%	182	6%	0	-	197	7%
	Very often	0	-	188	6%	1	2%	258	7%	4	8%	193	7%	0	-	149	6%
	Total	0	-	3,392	100%	52	100%	3,921	100%	52	100%	2,955	100%	0	-	2,631	100%
Community service	Never	0	-	737	22%	8	15%	629	16%	9	17%	500	17%	0	-	482	18%

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College Activities

Responses to Questions on College Activities																	
		Kenyon College 1-Year Cohort		All Other Alumni in 1-Year Cohort		Kenyon College 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon College 10-Year Cohort		All Other Alumni in 10-Year Cohort		Kenyon College 10+ Years Cohort		All Other Alumni in 10+ Years Cohort	
	Rarely	0	-	644	19%	10	19%	723	18%	10	19%	655	22%	0	-	452	17%
	Sometimes	0	-	1,041	31%	17	33%	1,325	34%	18	35%	955	32%	0	-	776	29%
	Often	0	-	582	17%	11	21%	726	19%	11	21%	510	17%	0	-	544	21%
	Very often	0	-	393	12%	6	12%	520	13%	4	8%	349	12%	0	-	388	15%
	Total	0	-	3,397	100%	52	100%	3,923	100%	52	100%	2,969	100%	0	-	2,642	100%
Sorority/fraternity	Never	0	-	2,583	76%	33	63%	2,944	75%	40	77%	2,333	79%	0	-	2,346	89%
	Rarely	0	-	138	4%	0	0%	130	3%	3	6%	111	4%	0	-	68	3%
	Sometimes	0	-	127	4%	1	2%	147	4%	2	4%	100	3%	0	-	66	3%
	Often	0	-	143	4%	4	8%	180	5%	4	8%	107	4%	0	-	53	2%
	Very often	0	-	404	12%	14	27%	517	13%	3	6%	311	10%	0	-	92	4%
	Total	0	-	3,395	100%	52	100%	3,918	100%	52	100%	2,962	100%	0	-	2,625	100%
Religious groups	Never	0	-	2,034	60%	41	79%	2,313	59%	35	67%	1,744	59%	0	-	1,401	53%
	Rarely	0	-	432	13%	4	8%	529	13%	8	15%	389	13%	0	-	357	14%
	Sometimes	0	-	376	11%	4	8%	491	13%	7	13%	370	12%	0	-	352	13%
	Often	0	-	250	7%	1	2%	277	7%	1	2%	224	8%	0	-	270	10%
	Very often	0	-	302	9%	2	4%	314	8%	1	2%	234	8%	0	-	258	10%
	Total	0	-	3,394	100%	52	100%	3,924	100%	52	100%	2,961	100%	0	-	2,638	100%
Internships (paid or unpaid)	Never	0	-	1,134	33%	16	31%	1,230	31%	15	29%	1,090	37%	0	-	1,160	44%
	Rarely	0	-	263	8%	7	14%	347	9%	6	12%	263	9%	0	-	236	9%
	Sometimes	0	-	715	21%	8	16%	908	23%	12	23%	687	23%	0	-	568	22%
	Often	0	-	666	20%	10	20%	755	19%	12	23%	546	18%	0	-	363	14%
	Very often	0	-	618	18%	10	20%	691	18%	7	13%	384	13%	0	-	308	12%
	Total	0	-	3,396	100%	51	100%	3,931	100%	52	100%	2,970	100%	0	-	2,635	100%
Service organizations (on or off campus)	Never	0	-	1,193	35%	21	40%	1,127	29%	14	27%	881	30%	0	-	749	28%
	Rarely	0	-	578	17%	6	12%	693	18%	11	22%	534	18%	0	-	423	16%
	Sometimes	0	-	784	23%	12	23%	980	25%	15	29%	775	26%	0	-	700	27%
	Often	0	-	467	14%	8	15%	585	15%	9	18%	439	15%	0	-	425	16%
	Very often	0	-	373	11%	5	10%	536	14%	2	4%	345	12%	0	-	338	13%
	Total	0	-	3,395	100%	52	100%	3,921	100%	51	100%	2,974	100%	0	-	2,635	100%
Multicultural student groups	Never	0	-	1,551	46%	28	55%	1,630	42%	24	46%	1,218	41%	0	-	999	38%
	Rarely	0	-	578	17%	12	24%	750	19%	9	17%	625	21%	0	-	522	20%
	Sometimes	0	-	586	17%	4	8%	800	20%	11	21%	573	19%	0	-	592	22%
	Often	0	-	364	11%	5	10%	380	10%	5	10%	290	10%	0	-	277	11%
	Very often	0	-	315	9%	2	4%	362	9%	3	6%	256	9%	0	-	244	9%
	Total	0	-	3,394	100%	51	100%	3,922	100%	52	100%	2,962	100%	0	-	2,634	100%
Working with faculty on research	Never	0	-	1,601	47%	29	56%	1,841	47%	26	50%	1,386	47%	0	-	1,254	48%
	Rarely	0	-	445	13%	4	8%	566	14%	4	8%	469	16%	0	-	456	17%
	Sometimes	0	-	573	17%	9	17%	708	18%	6	12%	547	18%	0	-	472	18%
	Often	0	-	392	12%	4	8%	426	11%	8	15%	287	10%	0	-	257	10%
	Very often	0	-	384	11%	6	12%	391	10%	8	15%	277	9%	0	-	198	8%
	Total	0	-	3,395	100%	52	100%	3,932	100%	52	100%	2,966	100%	0	-	2,637	100%

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College Activities

Responses to Questions on College Activities																	
		Kenyon College 1-Year Cohort		All Other Alumni in 1-Year Cohort		Kenyon College 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon College 10-Year Cohort		All Other Alumni in 10+ Years Cohort					
Study abroad	Never	0	-	2,274	67%	22	42%	2,119	54%	20	38%	1,671	56%	0	-	1,767	67%
	Rarely	0	-	148	4%	0	0%	150	4%	0	0%	101	3%	0	-	84	3%
	Sometimes	0	-	348	10%	6	12%	571	15%	8	15%	382	13%	0	-	254	10%
	Often	0	-	319	9%	12	23%	525	13%	12	23%	396	13%	0	-	230	9%
	Very often	0	-	311	9%	12	23%	557	14%	12	23%	417	14%	0	-	298	11%
	Total		0	-	3,400	100%	52	100%	3,922	100%	52	100%	2,967	100%	0	-	2,633
On-campus employment	Never	0	-	1,256	37%	16	31%	1,117	28%	12	24%	851	29%	0	-	724	28%
	Rarely	0	-	184	5%	0	0%	168	4%	1	2%	135	5%	0	-	116	4%
	Sometimes	0	-	377	11%	6	12%	480	12%	5	10%	423	14%	0	-	362	14%
	Often	0	-	492	14%	9	17%	659	17%	17	33%	506	17%	0	-	472	18%
	Very often	0	-	1,087	32%	21	40%	1,510	38%	16	31%	1,055	36%	0	-	958	36%
	Total		0	-	3,396	100%	52	100%	3,934	100%	51	100%	2,970	100%	0	-	2,632
Off-campus employment	Never	0	-	1,406	41%	43	83%	2,009	51%	41	80%	1,567	53%	0	-	1,229	47%
	Rarely	0	-	255	8%	3	6%	288	7%	2	4%	241	8%	0	-	239	9%
	Sometimes	0	-	497	15%	4	8%	565	14%	6	12%	399	13%	0	-	448	17%
	Often	0	-	460	14%	0	0%	426	11%	1	2%	319	11%	0	-	308	12%
	Very often	0	-	774	23%	2	4%	633	16%	1	2%	443	15%	0	-	415	16%
	Total		0	-	3,392	100%	52	100%	3,921	100%	51	100%	2,969	100%	0	-	2,639
Independent study	Never	0	-	1,579	47%	26	51%	1,676	43%	24	46%	1,129	38%	0	-	840	32%
	Rarely	0	-	371	11%	7	14%	456	12%	6	12%	364	12%	0	-	375	14%
	Sometimes	0	-	604	18%	7	14%	795	20%	11	21%	685	23%	0	-	646	25%
	Often	0	-	415	12%	7	14%	529	13%	6	12%	428	14%	0	-	436	17%
	Very often	0	-	426	13%	4	8%	469	12%	5	10%	350	12%	0	-	335	13%
	Total		0	-	3,395	100%	51	100%	3,925	100%	52	100%	2,956	100%	0	-	2,632
Other	Never	0	-	1,257	88%	12	92%	1,069	84%	6	67%	749	84%	0	-	466	75%
	Rarely	0	-	19	1%	0	0%	22	2%	0	0%	17	2%	0	-	18	3%
	Sometimes	0	-	44	3%	0	0%	49	4%	0	0%	22	2%	0	-	36	6%
	Often	0	-	30	2%	0	0%	35	3%	0	0%	23	3%	0	-	35	6%
	Very often	0	-	79	6%	1	8%	105	8%	3	33%	78	9%	0	-	68	11%
	Total		0	-	1,429	100%	13	100%	1,280	100%	9	100%	889	100%	0	-	623
To what extent did your experience with each of the following as an undergraduate at this institution contribute to your learning and personal development? (Q12)																	
<i>(Alumni only saw activities which they reported participating in on Q11.)</i>																	
Student or campus government	Very little	0	-	396	38%	6	40%	447	35%	2	29%	328	32%	0	-	328	27%
	Some	0	-	280	27%	5	33%	402	31%	3	43%	374	36%	0	-	421	35%
	Quite a bit	0	-	176	17%	2	13%	203	16%	1	14%	176	17%	0	-	224	19%
	Very much	0	-	184	18%	2	13%	238	18%	1	14%	154	15%	0	-	237	20%
	Total		0	-	1,036	100%	15	100%	1,290	100%	7	100%	1,032	100%	0	-	1,210
Intercollegiate athletics	Very little	0	-	265	25%	1	5%	318	26%	3	18%	232	24%	0	-	254	27%
	Some	0	-	199	19%	2	10%	240	19%	3	18%	198	21%	0	-	224	24%
	Quite a bit	0	-	148	14%	1	5%	204	16%	2	12%	174	18%	0	-	153	16%

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College Activities

Responses to Questions on College Activities																	
		Kenyon College 1-Year Cohort		All Other Alumni in 1-Year Cohort		Kenyon College 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon College 10-Year Cohort		All Other Alumni in 10+ Years Cohort					
	Very much	0	-	437	42%	16	80%	483	39%	9	53%	352	37%	0	-	304	33%
	Total	0	-	1,049	100%	20	100%	1,245	100%	17	100%	956	100%	0	-	935	100%
Intramural or club sports	Very little	0	-	479	34%	6	29%	636	35%	14	67%	514	35%	0	-	413	33%
	Some	0	-	445	32%	4	19%	604	33%	3	14%	485	33%	0	-	409	33%
	Quite a bit	0	-	229	16%	6	29%	315	17%	3	14%	240	17%	0	-	220	18%
	Very much	0	-	240	17%	5	24%	260	14%	1	5%	212	15%	0	-	197	16%
	Total	0	-	1,393	100%	21	100%	1,815	100%	21	100%	1,451	100%	0	-	1,239	100%
Student publications	Very little	0	-	385	31%	4	25%	462	33%	6	27%	387	32%	0	-	353	29%
	Some	0	-	444	36%	8	50%	520	37%	6	27%	464	39%	0	-	471	38%
	Quite a bit	0	-	214	17%	2	13%	252	18%	8	36%	189	16%	0	-	217	18%
	Very much	0	-	188	15%	2	13%	185	13%	2	9%	160	13%	0	-	186	15%
	Total	0	-	1,231	100%	16	100%	1,419	100%	22	100%	1,200	100%	0	-	1,227	100%
Performing arts/music	Very little	0	-	392	27%	4	15%	487	23%	4	12%	349	21%	0	-	317	19%
	Some	0	-	423	29%	9	35%	642	31%	7	21%	519	32%	0	-	518	32%
	Quite a bit	0	-	280	19%	5	19%	403	19%	12	35%	321	20%	0	-	365	22%
	Very much	0	-	353	24%	8	31%	560	27%	11	32%	447	27%	0	-	436	27%
	Total	0	-	1,448	100%	26	100%	2,092	100%	34	100%	1,636	100%	0	-	1,636	100%
Political organizations or clubs	Very little	0	-	463	36%	6	46%	544	34%	5	23%	425	34%	0	-	362	31%
	Some	0	-	434	33%	5	38%	556	35%	10	45%	469	37%	0	-	462	39%
	Quite a bit	0	-	226	17%	2	15%	269	17%	6	27%	205	16%	0	-	210	18%
	Very much	0	-	175	13%	0	0%	213	13%	1	5%	162	13%	0	-	144	12%
	Total	0	-	1,298	100%	13	100%	1,582	100%	22	100%	1,261	100%	0	-	1,178	100%
Community service	Very little	0	-	430	17%	8	21%	493	16%	7	17%	396	17%	0	-	302	15%
	Some	0	-	903	36%	13	34%	1,164	37%	18	44%	945	40%	0	-	692	33%
	Quite a bit	0	-	691	27%	12	32%	857	27%	10	24%	593	25%	0	-	568	27%
	Very much	0	-	504	20%	5	13%	637	20%	6	15%	431	18%	0	-	512	25%
	Total	0	-	2,528	100%	38	100%	3,151	100%	41	100%	2,365	100%	0	-	2,074	100%
Sorority/fraternity	Very little	0	-	158	20%	3	19%	145	16%	2	18%	122	20%	0	-	63	24%
	Some	0	-	147	19%	4	25%	191	21%	4	36%	132	22%	0	-	60	23%
	Quite a bit	0	-	172	22%	5	31%	218	24%	3	27%	116	19%	0	-	51	19%
	Very much	0	-	294	38%	4	25%	364	40%	2	18%	233	39%	0	-	92	35%
	Total	0	-	771	100%	16	100%	918	100%	11	100%	603	100%	0	-	266	100%
Religious groups	Very little	0	-	318	25%	6	67%	417	27%	8	53%	330	28%	0	-	285	24%
	Some	0	-	386	30%	2	22%	523	34%	6	40%	385	33%	0	-	371	31%
	Quite a bit	0	-	270	21%	0	0%	310	20%	0	0%	207	18%	0	-	250	21%
	Very much	0	-	310	24%	1	11%	290	19%	1	7%	246	21%	0	-	274	23%
	Total	0	-	1,284	100%	9	100%	1,540	100%	15	100%	1,168	100%	0	-	1,180	100%
Internships (paid or unpaid)	Very little	0	-	165	8%	3	10%	232	9%	4	11%	164	9%	0	-	166	12%
	Some	0	-	387	18%	7	24%	544	21%	9	26%	425	24%	0	-	368	26%
	Quite a bit	0	-	631	29%	8	28%	732	28%	13	37%	537	30%	0	-	422	30%
	Very much	0	-	969	45%	11	38%	1,061	41%	9	26%	676	38%	0	-	454	32%

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College Activities

Responses to Questions on College Activities																	
		Kenyon College 1-Year Cohort		All Other Alumni in 1-Year Cohort		Kenyon College 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon College 10-Year Cohort		All Other Alumni in 10-Year Cohort		Kenyon College 10+ Years Cohort		All Other Alumni in 10+ Years Cohort	
	Total	0	-	2,152	100%	29	100%	2,569	100%	35	100%	1,802	100%	0	-	1,410	100%
Service organizations (on or off campus)	Very little	0	-	440	21%	5	20%	516	19%	9	26%	396	20%	0	-	336	19%
	Some	0	-	725	35%	11	44%	976	36%	13	38%	778	39%	0	-	644	36%
	Quite a bit	0	-	522	25%	6	24%	636	24%	7	21%	489	25%	0	-	454	25%
	Very much	0	-	395	19%	3	12%	547	20%	5	15%	330	17%	0	-	358	20%
	Total	0	-	2,082	100%	25	100%	2,675	100%	34	100%	1,993	100%	0	-	1,792	100%
Multicultural student groups	Very little	0	-	340	20%	4	21%	413	19%	7	27%	330	20%	0	-	293	19%
	Some	0	-	553	32%	9	47%	794	37%	9	35%	658	40%	0	-	570	36%
	Quite a bit	0	-	466	27%	4	21%	523	24%	5	19%	379	23%	0	-	366	23%
	Very much	0	-	383	22%	2	11%	440	20%	5	19%	289	17%	0	-	334	21%
	Total	0	-	1,742	100%	19	100%	2,170	100%	26	100%	1,656	100%	0	-	1,563	100%
Working with faculty on research	Very little	0	-	222	13%	3	16%	290	15%	4	16%	242	16%	0	-	285	21%
	Some	0	-	427	25%	6	32%	561	28%	4	16%	451	30%	0	-	394	30%
	Quite a bit	0	-	442	26%	7	37%	461	23%	5	20%	367	24%	0	-	295	22%
	Very much	0	-	617	36%	3	16%	679	34%	12	48%	440	29%	0	-	352	27%
	Total	0	-	1,708	100%	19	100%	1,991	100%	25	100%	1,500	100%	0	-	1,326	100%
Study abroad	Very little	0	-	79	7%	0	0%	53	3%	0	0%	38	3%	0	-	48	6%
	Some	0	-	133	12%	2	7%	209	12%	2	6%	116	9%	0	-	105	13%
	Quite a bit	0	-	242	23%	6	21%	383	22%	7	23%	283	23%	0	-	165	20%
	Very much	0	-	618	58%	20	71%	1,083	63%	22	71%	815	65%	0	-	521	62%
	Total	0	-	1,072	100%	28	100%	1,728	100%	31	100%	1,252	100%	0	-	839	100%
On-campus employment	Very little	0	-	232	11%	4	13%	345	13%	9	24%	268	13%	0	-	237	13%
	Some	0	-	453	22%	10	32%	607	23%	6	16%	548	27%	0	-	437	24%
	Quite a bit	0	-	532	26%	8	26%	709	26%	9	24%	534	26%	0	-	443	24%
	Very much	0	-	824	40%	9	29%	1,032	38%	13	35%	688	34%	0	-	715	39%
	Total	0	-	2,041	100%	31	100%	2,693	100%	37	100%	2,038	100%	0	-	1,832	100%
Off-campus employment	Very little	0	-	345	18%	2	33%	332	18%	3	30%	298	22%	0	-	272	20%
	Some	0	-	451	24%	1	17%	437	24%	4	40%	371	28%	0	-	375	28%
	Quite a bit	0	-	464	25%	2	33%	441	24%	0	0%	304	23%	0	-	326	24%
	Very much	0	-	623	33%	1	17%	611	34%	3	30%	366	27%	0	-	374	28%
	Total	0	-	1,883	100%	6	100%	1,821	100%	10	100%	1,339	100%	0	-	1,347	100%
Independent study	Very little	0	-	248	14%	4	18%	325	15%	3	11%	237	14%	0	-	245	14%
	Some	0	-	480	28%	8	36%	611	29%	8	30%	578	33%	0	-	567	33%
	Quite a bit	0	-	482	28%	2	9%	620	29%	9	33%	474	27%	0	-	462	27%
	Very much	0	-	515	30%	8	36%	582	27%	7	26%	462	26%	0	-	438	26%
	Total	0	-	1,725	100%	22	100%	2,138	100%	27	100%	1,751	100%	0	-	1,712	100%
Other	Very little	0	-	18	12%	0	0%	18	10%	1	33%	16	13%	0	-	12	9%
	Some	0	-	32	21%	0	0%	43	23%	0	0%	26	21%	0	-	29	21%
	Quite a bit	0	-	30	20%	1	100%	36	19%	1	33%	28	22%	0	-	29	21%
	Very much	0	-	70	47%	0	0%	89	48%	1	33%	56	44%	0	-	71	50%
	Total	0	-	150	100%	1	100%	186	100%	3	100%	126	100%	0	-	141	100%

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Institution Satisfaction & Connection

This tab includes three tables on alumni's connection to and satisfaction with their alma mater. In Table 1, we show alumni's mean scores for connection to and satisfaction with their institution. In Table 2, we show responses for the connection and satisfaction questions, as well as the degree to which alumni felt the institution helped prepare them for their postgraduate activities. In Table 3, we show connection and satisfaction mean scores, disaggregated by primary area of study and current primary activity.

Table 1: Summary Results for College Satisfaction								
	Kenyon College 1-Year Cohort	All Other Alumni in 1-Year Cohort	Kenyon College 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon College 10-Year Cohort	All Other Alumni in 10-Year Cohort	Kenyon College 10+ Years Cohort	All Other Alumni in 10+ Years Cohort
Connection to Institution								
<i>Means range from 1 (No connection) to 4 (Very strong connection)</i>								
Mean	- -	3.19	3.51 ▲▲	3.21	3.38 ▲	3.17	- -	3.30
Standard Deviation	-	0.81	0.59	0.76	0.60	0.77	-	0.75
75th Percentile	-	4.00	4.00	4.00	4.00	4.00	-	4.00
Median	-	3.00	4.00	3.00	3.00	3.00	-	3.00
25th Percentile	-	3.00	3.00	3.00	3.00	3.00	-	3.00
Total Responses	0	3,322	47	3,838	52	2,898	0	2,624
Satisfaction with Institution								
<i>Means range from 1 (Very dissatisfied) to 5 (Very satisfied)</i>								
Mean	- -	4.14	4.62 ▲▲	4.26	4.56 ▲	4.32	- -	4.51
Standard Deviation	-	0.96	0.61	0.90	0.83	0.84	-	0.74
75th Percentile	-	5.00	5.00	5.00	5.00	5.00	-	5.00
Median	-	4.00	5.00	4.00	5.00	4.00	-	5.00
25th Percentile	-	4.00	4.00	4.00	4.00	4.00	-	4.00
Total Responses	0	3,321	47	3,837	52	2,899	0	2,622

The symbols in Table 1 represent effect sizes and indicate the magnitude of the difference between the mean score of your institution's alumni and the overall mean score for all other participating institution's alumni in each cohort.

We only calculate effect size when n ≥ 10 for both the institution and comparison groups. For more information on how we calculate effect sizes, please see the Technical Information tab.

▲▲▲ Large positive difference ▲▲ Medium positive difference ▲ Small positive difference ≈ No difference

▼ Small negative difference ▼▼ Medium negative difference ▼▼▼ Large negative difference

Table 2: Responses to Questions on Connection, Satisfaction, and Institutional Impact																
	Kenyon College 1-Year Cohort		All Other Alumni in 1-Year Cohort		Kenyon College 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon College 10-Year Cohort		All Other Alumni in 10-Year Cohort		Kenyon College 10+ Years Cohort		All Other Alumni in 10+ Years Cohort	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
How connected do you feel to this institution? (Q13)																
No connection	0	-	139	4%	0	0%	108	3%	0	0%	88	3%	0	-	43	2%
Very little connection	0	-	419	13%	2	4%	473	12%	3	6%	383	13%	0	-	322	12%
Some connection	0	-	1,428	43%	19	40%	1,779	46%	26	50%	1,365	47%	0	-	1,053	40%
Very strong connection	0	-	1,336	40%	26	55%	1,478	39%	23	44%	1,062	37%	0	-	1,206	46%
Total	0	-	3,322	100%	47	100%	3,838	100%	52	100%	2,898	100%	0	-	2,624	100%

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Institution Satisfaction & Connection

This tab includes three tables on alumni's connection to and satisfaction with their alma mater. In Table 1, we show alumni's mean scores for connection to and satisfaction with their institution. In Table 2, we show responses for the connection and satisfaction questions, as well as the degree to which alumni felt the institution helped prepare them for their postgraduate activities. In Table 3, we show connection and satisfaction mean scores, disaggregated by primary area of study and current primary activity.

Overall, how satisfied have you been with your undergraduate education at this institution? (Q14)																	
Very dissatisfied	0	-	94	3%	0	0%	81	2%	0	0%	37	1%	0	-	17	1%	
Dissatisfied	0	-	148	4%	1	2%	138	4%	3	6%	92	3%	0	-	54	2%	
Neither satisfied nor dissatisfied	0	-	314	9%	0	0%	292	8%	2	4%	219	8%	0	-	133	5%	
Satisfied	0	-	1,419	43%	15	32%	1,501	39%	10	19%	1,119	39%	0	-	793	30%	
Very satisfied	0	-	1,346	41%	31	66%	1,825	48%	37	71%	1,432	49%	0	-	1,625	62%	
Total	0	-	3,321	100%	47	100%	3,837	100%	52	100%	2,899	100%	0	-	2,622	100%	
Overall, to what extent did your undergraduate experience at this institution prepare you for the following activities? (Q9)																	
Graduate or professional school	Very little	0	-	261	8%	3	6%	268	7%	2	4%	208	7%	0	-	203	8%
	Some	0	-	763	22%	6	13%	783	20%	5	10%	569	19%	0	-	464	18%
	Quite a bit	0	-	1,270	37%	14	30%	1,254	32%	9	18%	843	29%	0	-	742	28%
	Very much	0	-	1,172	34%	24	51%	1,597	41%	33	67%	1,312	45%	0	-	1,217	46%
	Total	0	-	3,466	100%	47	100%	3,902	100%	49	100%	2,932	100%	0	-	2,626	100%
Current career	Very little	0	-	428	12%	7	13%	460	11%	3	6%	379	12%	0	-	245	9%
	Some	0	-	893	25%	13	25%	1,009	25%	13	24%	769	25%	0	-	627	23%
	Quite a bit	0	-	1,146	32%	16	30%	1,306	32%	20	37%	938	31%	0	-	772	29%
	Very much	0	-	1,067	30%	17	32%	1,277	32%	18	33%	947	31%	0	-	1,059	39%
	Total	0	-	3,534	100%	53	100%	4,052	100%	54	100%	3,033	100%	0	-	2,703	100%
Interpersonal relationships and family living	Very little	0	-	619	17%	3	6%	635	16%	6	11%	474	16%	0	-	318	12%
	Some	0	-	999	28%	14	26%	1,211	30%	12	22%	944	31%	0	-	798	29%
	Quite a bit	0	-	1,103	31%	20	38%	1,231	30%	21	39%	916	30%	0	-	787	29%
	Very much	0	-	846	24%	16	30%	982	24%	15	28%	699	23%	0	-	813	30%
	Total	0	-	3,567	100%	53	100%	4,059	100%	54	100%	3,033	100%	0	-	2,716	100%
Responsibilities of post-undergraduate life (e.g., managing finances, maintaining health, creating a home)	Very little	0	-	1,211	34%	23	43%	1,464	36%	28	52%	1,171	39%	0	-	735	27%
	Some	0	-	1,116	31%	20	38%	1,400	34%	16	30%	1,002	33%	0	-	919	34%
	Quite a bit	0	-	721	20%	4	8%	734	18%	7	13%	527	17%	0	-	597	22%
	Very much	0	-	512	14%	6	11%	466	11%	3	6%	332	11%	0	-	457	17%
	Total	0	-	3,560	100%	53	100%	4,064	100%	54	100%	3,032	100%	0	-	2,708	100%
Continued learning on my own or outside of a degree program (e.g., learning a new language, professional certification, learning a craft)	Very little	0	-	497	14%	3	6%	460	11%	2	4%	335	11%	0	-	193	7%
	Some	0	-	970	27%	12	23%	1,147	28%	9	17%	850	28%	0	-	566	21%
	Quite a bit	0	-	1,116	31%	21	40%	1,240	31%	21	40%	905	30%	0	-	818	30%
	Very much	0	-	967	27%	16	31%	1,200	30%	21	40%	931	31%	0	-	1,131	42%
	Total	0	-	3,550	100%	52	100%	4,047	100%	53	100%	3,021	100%	0	-	2,708	100%

Table 3: Connection and Satisfaction by Primary Area of Study and Current Primary Activity																
	Kenyon College 1-Year Cohort		All Other Alumni in 1-Year Cohort		Kenyon College 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon College 10-Year Cohort		All Other Alumni in 10-Year Cohort		Kenyon College 10+ Years Cohort		All Other Alumni in 10+ Years Cohort	
	n	Mean	n	Mean	n	Mean	n	Mean	n	Mean	n	Mean	n	Mean	n	Mean
Mean score for "How connected do you feel to this institution?" (Q13) by Primary Area of Study (Q29)																

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Institution Satisfaction & Connection

This tab includes three tables on alumni's connection to and satisfaction with their alma mater. In Table 1, we show alumni's mean scores for connection to and satisfaction with their institution. In Table 2, we show responses for the connection and satisfaction questions, as well as the degree to which alumni felt the institution helped prepare them for their postgraduate activities. In Table 3, we show connection and satisfaction mean scores, disaggregated by primary area of study and current primary activity.

Means range from 1 (No connection) to 4 (Very strong connection)

Biological Sciences (e.g., Biology, Biochemistry, Environmental Science, Neuroscience/Biopsychology)	0	-	347	3.27	6	3.00	403	3.20	4	-	268	3.11	0	-	261	3.33
Business and Management (e.g., Accounting, Business Administration, Finance, Marketing)	0	-	350	3.20	0	-	412	3.24	0	-	277	3.08	0	-	270	3.20
Communications (e.g., Journalism, Mass Communication, Speech, Speech Pathology)	0	-	170	3.18	0	-	173	3.30	0	-	164	3.21	0	-	62	3.66
Education (e.g., Elementary Education, Secondary Education, Special Education)	0	-	102	3.31	0	-	156	3.34	1	-	114	3.24	0	-	250	3.31
Engineering (e.g., Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering)	0	-	134	3.16	0	-	83	3.33	0	-	47	3.40	0	-	29	3.31
Fine and Performing Arts (e.g., Architecture, Art, Dance, Music, Theatre)	0	-	124	3.04	2	-	185	2.98	5	3.00	168	3.09	0	-	170	3.10
Health Sciences (e.g., Exercise Science, Nursing, Pharmacy, Public Health)	0	-	443	3.05	0	-	330	3.11	1	-	121	3.08	0	-	86	3.26
Humanities (e.g., Classics, English, Modern Languages & Literature, Philosophy)	0	-	192	3.23	9	3.56	337	3.26	23	3.35	345	3.28	0	-	343	3.39
Physical Sciences, Mathematics, and Computer Science (e.g., Astronomy, Chemistry, Earth Sciences, Physics)	0	-	237	3.20	4	-	276	3.24	3	-	205	3.24	0	-	149	3.28
Social Sciences (e.g., Anthropology, Economics, Political Science, Psychology, Sociology)	0	-	600	3.24	23	3.61	808	3.21	9	3.44	703	3.20	0	-	594	3.35
Other field of study	0	-	231	3.12	1	-	223	3.16	4	-	167	3.09	0	-	244	3.30

Mean score for "How connected do you feel to this institution?" (Q13) by Current Primary Activity (Q1)

Means range from 1 (No connection) to 4 (Very strong connection)

Employed, full-time	0	-	1,870	3.16	39	3.46	2,844	3.21	41	3.44	2,372	3.18	0	-	1,783	3.33
Employed, part-time	0	-	233	3.15	0	-	105	3.07	1	-	127	3.17	0	-	157	3.17
Employed, multiple jobs	0	-	167	3.04	1	-	157	3.14	4	-	117	3.15	0	-	140	3.34
Graduate or professional school, full-time	0	-	703	3.44	7	3.71	486	3.32	3	-	107	3.32	0	-	40	3.43
Graduate or professional school, part-time	0	-	26	3.38	0	-	21	2.95	0	-	12	3.08	0	-	4	-
Military service	0	-	20	3.10	0	-	22	3.36	0	-	22	2.86	0	-	6	3.50
Volunteer or national service (Peace Corps, AmeriCorps, etc.)	0	-	25	3.48	0	-	9	3.00	0	-	4	-	0	-	4	-
Not employed, but seeking employment, admission to graduate school, or other opportunity	0	-	231	2.88	0	-	112	2.97	3	-	49	3.08	0	-	46	3.17
Not employed and not seeking employment or admission to graduate school (homemaker, traveling, volunteer, retired, etc.)	0	-	25	2.84	0	-	44	3.11	0	-	71	3.04	0	-	443	3.21

Mean score for "Overall, how satisfied have you been with your undergraduate education at this institution?" (Q14) by Primary Area of Study (Q29)

Means range from 1 (Very dissatisfied) to 5 (Very satisfied)

Biological Sciences (e.g., Biology, Biochemistry, Environmental Science, Neuroscience/Biopsychology)	0	-	347	4.20	6	4.50	403	4.27	4	-	268	4.29	0	-	261	4.57
Business and Management (e.g., Accounting, Business Administration, Finance, Marketing)	0	-	350	4.24	0	-	412	4.29	0	-	277	4.23	0	-	270	4.41
Communications (e.g., Journalism, Mass Communication, Speech, Speech Pathology)	0	-	170	3.98	0	-	173	4.26	0	-	164	4.21	0	-	62	4.60
Education (e.g., Elementary Education, Secondary Education, Special Education)	0	-	102	4.25	0	-	157	4.45	1	-	114	4.43	0	-	250	4.60
Engineering (e.g., Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering)	0	-	133	4.12	0	-	83	4.31	0	-	47	4.60	0	-	30	4.30
Fine and Performing Arts (e.g., Architecture, Art, Dance, Music, Theatre)	0	-	124	3.78	2	-	185	3.78	5	4.00	168	4.14	0	-	169	4.30

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Institution Satisfaction & Connection

This tab includes three tables on alumni's connection to and satisfaction with their alma mater. In Table 1, we show alumni's mean scores for connection to and satisfaction with their institution. In Table 2, we show responses for the connection and satisfaction questions, as well as the degree to which alumni felt the institution helped prepare them for their postgraduate activities. In Table 3, we show connection and satisfaction mean scores, disaggregated by primary area of study and current primary activity.

Health Sciences (e.g., Exercise Science, Nursing, Pharmacy, Public Health)	0	-	443	4.10	0	-	329	4.21	1	-	121	4.42	0	-	86	4.43
Humanities (e.g., Classics, English, Modern Languages & Literature, Philosophy)	0	-	192	4.16	9	4.56	337	4.38	23	4.52	344	4.37	0	-	343	4.53
Physical Sciences, Mathematics, and Computer Science (e.g., Astronomy, Chemistry, Earth Sciences, Physics)	0	-	237	4.14	4	-	275	4.27	3	-	205	4.38	0	-	148	4.53
Social Sciences (e.g., Anthropology, Economics, Political Science, Psychology, Sociology)	0	-	600	4.18	23	4.78	808	4.29	9	4.44	703	4.37	0	-	594	4.51
Other field of study	0	-	230	4.13	1	-	223	4.29	4	-	168	4.17	0	-	244	4.60
Mean score for "Overall, how satisfied have you been with your undergraduate education at this institution?" (Q14) by Current Primary Activity (Q1)																
<i>Means range from 1 (Very dissatisfied) to 5 (Very satisfied)</i>																
Employed, full-time	0	-	1,870	4.13	39	4.56	2,843	4.28	41	4.71	2,373	4.34	0	-	1,782	4.51
Employed, part-time	0	-	233	4.05	0	-	105	4.08	1	-	127	4.27	0	-	157	4.43
Employed, multiple jobs	0	-	165	3.94	1	-	158	4.06	4	-	117	4.26	0	-	140	4.47
Graduate or professional school, full-time	0	-	704	4.37	7	4.86	485	4.42	3	-	107	4.39	0	-	40	4.45
Graduate or professional school, part-time	0	-	26	4.35	0	-	21	4.14	0	-	12	4.00	0	-	4	-
Military service	0	-	20	4.25	0	-	22	4.18	0	-	22	3.91	0	-	6	4.67
Volunteer or national service (Peace Corps, AmeriCorps, etc.)	0	-	25	4.16	0	-	9	4.11	0	-	4	-	0	-	4	-
Not employed, but seeking employment, admission to graduate school, or other opportunity	0	-	231	3.71	0	-	112	3.71	3	-	49	4.02	0	-	47	4.15
Not employed and not seeking employment or admission to graduate school (homemaker, traveling, volunteer, retired, etc.)	0	-	25	3.56	0	-	44	4.20	0	-	71	4.08	0	-	441	4.56



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Postgraduate Activities

Responses to Questions on Postgraduate Activities																	
	Kenyon College 1-Year Cohort		All Other Alumni in 1-Year Cohort		Kenyon College 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon College 10-Year Cohort		All Other Alumni in 10-Year Cohort		Kenyon College 10+ Years Cohort		All Other Alumni in 10+ Years Cohort		
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	
Please indicate which of the following describes your current PRIMARY activity: (Q1)																	
Employed, full-time	0	-	3,174	58%	60	83%	4,275	76%	66	83%	3,479	83%	0	-	2,446	68%	
Employed, part-time	0	-	357	7%	0	0%	142	3%	2	3%	179	4%	0	-	212	6%	
Employed, multiple jobs	0	-	253	5%	3	4%	231	4%	5	6%	176	4%	0	-	182	5%	
Graduate or professional school, full-time	0	-	1,134	21%	8	11%	687	12%	4	5%	144	3%	0	-	53	1%	
Graduate or professional school, part-time	0	-	53	1%	0	0%	37	1%	0	0%	16	0%	0	-	8	0%	
Military service	0	-	35	1%	0	0%	37	1%	0	0%	28	1%	0	-	10	0%	
Volunteer or national service (Peace Corps, AmeriCorps, etc.)	0	-	42	1%	0	0%	16	0%	0	0%	8	0%	0	-	10	0%	
Not employed, but seeking employment, admission to graduate school, or other opportunity	0	-	375	7%	1	1%	160	3%	3	4%	68	2%	0	-	62	2%	
Not employed and not seeking employment or admission to graduate school (homemaker, traveling, volunteer, retired, etc.)	0	-	34	1%	0	0%	59	1%	0	0%	109	3%	0	-	637	18%	
Total	0	-	5,457	100%	72	100%	5,644	100%	80	100%	4,207	100%	0	-	3,620	100%	
Please indicate your plans for each of the following degrees or certificates: (Q2)																	
Second Bachelor's Degree	Do not plan to pursue	0	-	3,940	87%	65	98%	4,329	90%	69	97%	3,267	91%	0	-	2,529	88%
	Degree received	0	-	310	7%	1	2%	308	6%	2	3%	222	6%	0	-	263	9%
	Currently enrolled or working toward	0	-	62	1%	0	0%	47	1%	0	0%	19	1%	0	-	10	0%
	Degree you hope to attain in the future	0	-	195	4%	0	0%	118	2%	0	0%	63	2%	0	-	59	2%
	Total	0	-	4,507	100%	66	100%	4,802	100%	71	100%	3,571	100%	0	-	2,861	100%
Master's Degree in Arts and Sciences (e.g., MA, MS, MFA)	Do not plan to pursue	0	-	2,435	52%	40	60%	2,799	56%	37	53%	2,108	57%	0	-	1,710	57%
	Degree received	0	-	143	3%	11	16%	1,002	20%	28	40%	1,077	29%	0	-	1,077	36%
	Currently enrolled or working toward	0	-	697	15%	2	3%	355	7%	0	0%	126	3%	0	-	45	2%
	Degree you hope to attain in the future	0	-	1,368	29%	14	21%	831	17%	5	7%	394	11%	0	-	164	5%
	Total	0	-	4,643	100%	67	100%	4,987	100%	70	100%	3,705	100%	0	-	2,996	100%
Master of Business Administration (MBA)	Do not plan to pursue	0	-	3,576	81%	55	86%	3,855	81%	67	97%	2,918	83%	0	-	2,329	86%
	Degree received	0	-	46	1%	1	2%	148	3%	1	1%	209	6%	0	-	202	7%
	Currently enrolled or working toward	0	-	108	2%	0	0%	111	2%	0	0%	49	1%	0	-	14	1%
	Degree you hope to attain in the future	0	-	690	16%	8	13%	632	13%	1	1%	339	10%	0	-	156	6%
	Total	0	-	4,420	100%	64	100%	4,746	100%	69	100%	3,515	100%	0	-	2,701	100%
Other Master's Degree (e.g., MSW, MSE, MSN, MAT, MPA)	Do not plan to pursue	0	-	3,558	80%	57	90%	3,836	80%	54	76%	2,870	81%	0	-	2,213	80%
	Degree received	0	-	57	1%	2	3%	345	7%	11	15%	415	12%	0	-	404	15%
	Currently enrolled or working toward	0	-	275	6%	1	2%	190	4%	2	3%	63	2%	0	-	42	2%
	Degree you hope to attain in the future	0	-	556	13%	3	5%	409	9%	4	6%	188	5%	0	-	103	4%
	Total	0	-	4,446	100%	63	100%	4,780	100%	71	100%	3,536	100%	0	-	2,762	100%
Law Degree (JD or LLB)	Do not plan to pursue	0	-	4,003	91%	54	86%	4,312	91%	67	94%	3,206	92%	0	-	2,416	91%
	Degree received	0	-	18	0%	7	11%	152	3%	4	6%	168	5%	0	-	195	7%
	Currently enrolled or working toward	0	-	116	3%	1	2%	71	2%	0	0%	21	1%	0	-	5	0%

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Postgraduate Activities

Responses to Questions on Postgraduate Activities																		
	Kenyon College 1-Year Cohort		All Other Alumni in 1-Year Cohort		Kenyon College 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon College 10-Year Cohort		All Other Alumni in 10-Year Cohort		Kenyon College 10+ Years Cohort		All Other Alumni in 10+ Years Cohort			
	Degree you hope to attain in the future		0	-	239	5%	1	2%	183	4%	0	0%	87	2%	0	-	47	2%
	Total		0	-	4,376	100%	63	100%	4,718	100%	71	100%	3,482	100%	0	-	2,663	100%
Medical Degree (e.g., MD, DO, DDS, DVM, PharmD)	Do not plan to pursue		0	-	3,961	90%	60	97%	4,395	93%	68	94%	3,281	94%	0	-	2,493	94%
	Degree received		0	-	14	0%	0	0%	116	2%	4	6%	150	4%	0	-	134	5%
	Currently enrolled or working toward		0	-	178	4%	2	3%	147	3%	0	0%	17	0%	0	-	5	0%
	Degree you hope to attain in the future		0	-	245	6%	0	0%	67	1%	0	0%	35	1%	0	-	19	1%
	Total		0	-	4,398	100%	62	100%	4,725	100%	72	100%	3,483	100%	0	-	2,651	100%
PhD	Do not plan to pursue		0	-	3,296	75%	57	90%	3,714	78%	49	71%	2,853	81%	0	-	2,130	78%
	Degree received		0	-	20	0%	0	0%	47	1%	5	7%	223	6%	0	-	306	11%
	Currently enrolled or working toward		0	-	152	3%	3	5%	293	6%	3	4%	82	2%	0	-	54	2%
	Degree you hope to attain in the future		0	-	945	21%	3	5%	709	15%	12	17%	378	11%	0	-	242	9%
	Total		0	-	4,413	100%	63	100%	4,763	100%	69	100%	3,536	100%	0	-	2,732	100%
Other Doctoral Degree (e.g., EdD, PsyD, DBA)	Do not plan to pursue		0	-	3,886	90%	61	100%	4,222	91%	66	96%	3,152	92%	0	-	2,390	92%
	Degree received		0	-	11	0%	0	0%	54	1%	0	0%	50	1%	0	-	50	2%
	Currently enrolled or working toward		0	-	73	2%	0	0%	40	1%	0	0%	29	1%	0	-	24	1%
	Degree you hope to attain in the future		0	-	350	8%	0	0%	320	7%	3	4%	199	6%	0	-	139	5%
	Total		0	-	4,320	100%	61	100%	4,636	100%	69	100%	3,430	100%	0	-	2,603	100%
Other Certificate	Do not plan to pursue		0	-	2,917	86%	40	87%	2,879	83%	37	79%	2,110	83%	0	-	1,553	81%
	Degree received		0	-	72	2%	2	4%	249	7%	7	15%	240	9%	0	-	260	13%
	Currently enrolled or working toward		0	-	158	5%	1	2%	128	4%	1	2%	88	3%	0	-	41	2%
	Degree you hope to attain in the future		0	-	237	7%	3	7%	209	6%	2	4%	106	4%	0	-	74	4%
	Total		0	-	3,384	100%	46	100%	3,465	100%	47	100%	2,544	100%	0	-	1,928	100%
Other Degree	Do not plan to pursue		0	-	3,057	96%	42	98%	3,062	95%	38	90%	2,273	96%	0	-	1,630	91%
	Degree received		0	-	20	1%	1	2%	60	2%	1	2%	52	2%	0	-	122	7%
	Currently enrolled or working toward		0	-	42	1%	0	0%	41	1%	2	5%	19	1%	0	-	18	1%
	Degree you hope to attain in the future		0	-	74	2%	0	0%	68	2%	1	2%	26	1%	0	-	26	1%
	Total		0	-	3,193	100%	43	100%	3,231	100%	42	100%	2,370	100%	0	-	1,796	100%
About how often do you currently engage in community service or volunteer work for organizations? (Q26)																		
Less than once a year			0	-	1,104	34%	17	38%	1,031	28%	7	14%	796	28%	0	-	509	20%
Once or twice a year			0	-	800	25%	5	11%	980	26%	18	36%	718	25%	0	-	486	19%
Several times a year			0	-	629	20%	12	27%	866	23%	16	32%	673	24%	0	-	573	23%
Monthly			0	-	355	11%	8	18%	450	12%	5	10%	342	12%	0	-	440	17%
Weekly			0	-	325	10%	3	7%	410	11%	4	8%	310	11%	0	-	514	20%
Total			0	-	3,213	100%	45	100%	3,737	100%	50	100%	2,839	100%	0	-	2,522	100%
Are you currently employed? (Q17)																		
<i>(This question only appeared to alumni who chose a primary activity of "Graduate or professional school" (either full-time or part-time), "Military service," or "Volunteer or national service" in Q1 or skipped it entirely.)</i>																		
Yes			0	-	395	50%	6	86%	335	61%	2	67%	105	71%	0	-	40	73%
No			0	-	397	50%	1	14%	217	39%	1	33%	42	29%	0	-	15	27%

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Postgraduate Activities

Responses to Questions on Postgraduate Activities																	
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Total	0	-	792	100%	7	100%	552	100%	3	100%	147	100%	0	-	55	100%	
How many paying jobs have you had since you graduated from this institution? (Q18)																	
0	0	-	333	10%	0	0%	40	1%	0	0%	10	0%	0	-	1	0%	
1	0	-	1,560	47%	8	17%	674	18%	2	4%	220	8%	0	-	121	5%	
2	0	-	939	28%	11	24%	1,097	29%	6	12%	475	16%	0	-	209	8%	
3	0	-	321	10%	12	26%	1,011	26%	10	19%	663	23%	0	-	400	15%	
4	0	-	87	3%	7	15%	480	12%	11	21%	511	18%	0	-	400	15%	
5 or more	0	-	74	2%	8	17%	546	14%	23	44%	1,018	35%	0	-	1,470	57%	
Total	0	-	3,314	100%	46	100%	3,848	100%	52	100%	2,897	100%	0	-	2,601	100%	
What is your CURRENT primary job? (Choose one) (Q22)																	
<i>(This question appeared to alumni who either indicated that they were currently employed or hadn't confirmed that they <u>were not</u> currently employed. That is, they skipped or chose "Graduate or professional school," "Military service," or "Volunteer or national service" in Q1, then also skipped Q17.)</i>																	
Art, Design, and Entertainment	Architect	0	-	0	0%	0	0%	2	0%	0	0%	6	0%	0	-	6	0%
	Artist	0	-	6	0%	0	0%	10	0%	0	0%	23	1%	0	-	16	1%
	Entertainer	0	-	9	0%	0	0%	6	0%	1	2%	9	0%	0	-	5	0%
	Gallery worker	0	-	6	0%	0	0%	4	0%	0	0%	1	0%	0	-	2	0%
	Graphic designer	0	-	14	1%	0	0%	29	1%	0	0%	20	1%	0	-	8	0%
	Interior designer	0	-	0	0%	0	0%	9	0%	0	0%	2	0%	0	-	12	1%
	Museum curator	0	-	4	0%	0	0%	3	0%	0	0%	6	0%	0	-	2	0%
	Music/film industry	0	-	18	1%	0	0%	26	1%	0	0%	17	1%	0	-	8	0%
	Photographer	0	-	3	0%	0	0%	2	0%	0	0%	4	0%	0	-	1	0%
	Other Art, Design, and Entertainment	0	-	31	1%	3	7%	48	1%	0	0%	55	2%	0	-	37	2%
Total	0	-	91	3%	3	7%	139	4%	1	2%	143	5%	0	-	97	5%	
Communications and Media	Broadcasting	0	-	6	0%	0	0%	9	0%	0	0%	2	0%	0	-	3	0%
	Editor	0	-	14	1%	0	0%	15	0%	1	2%	13	0%	0	-	13	1%
	Journalist	0	-	13	0%	1	2%	9	0%	1	2%	14	1%	0	-	6	0%
	Media production	0	-	8	0%	0	0%	13	0%	2	4%	11	0%	0	-	4	0%
	Public relations	0	-	22	1%	0	0%	19	1%	0	0%	16	1%	0	-	10	0%
	Publisher	0	-	3	0%	0	0%	2	0%	0	0%	2	0%	0	-	4	0%
	Writer	0	-	15	1%	0	0%	15	0%	1	2%	21	1%	0	-	12	1%
	Other Communications and Media	0	-	41	2%	1	2%	71	2%	3	6%	46	2%	0	-	35	2%
Total	0	-	122	5%	2	5%	153	4%	8	17%	125	5%	0	-	87	4%	
Community and Social Service	Clergy	0	-	5	0%	0	0%	12	0%	0	0%	6	0%	0	-	10	0%
	Community organizer	0	-	2	0%	0	0%	5	0%	0	0%	1	0%	0	-	2	0%
	Philanthropy or nonprofit worker	0	-	51	2%	4	9%	73	2%	1	2%	57	2%	0	-	44	2%
	Social activist	0	-	2	0%	0	0%	3	0%	0	0%	1	0%	0	-	0	0%
	Social work	0	-	44	2%	0	0%	70	2%	0	0%	44	2%	0	-	40	2%
	Other Community and Social Service	0	-	50	2%	0	0%	35	1%	0	0%	28	1%	0	-	34	2%
	Total	0	-	154	6%	4	9%	198	6%	1	2%	137	5%	0	-	130	6%

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Postgraduate Activities

Responses to Questions on Postgraduate Activities																	
		Kenyon College 1-Year Cohort		All Other Alumni in 1-Year Cohort		Kenyon College 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon College 10-Year Cohort		All Other Alumni in 10-Year Cohort		Kenyon College 10+ Years Cohort		All Other Alumni in 10+ Years Cohort	
Education and Library	Librarian or archivist	0	-	8	0%	0	0%	25	1%	1	2%	31	1%	0	-	19	1%
	Preschool/elementary/middle school/high school/secondary administration	0	-	16	1%	0	0%	18	1%	0	0%	32	1%	0	-	47	2%
	Preschool/elementary/middle school/high school/secondary teacher	0	-	137	5%	1	2%	253	7%	3	6%	170	6%	0	-	126	6%
	Postsecondary administration/staff	0	-	35	1%	0	0%	103	3%	2	4%	63	2%	0	-	51	2%
	Postsecondary teacher or researcher	0	-	25	1%	1	2%	48	1%	3	6%	89	3%	0	-	104	5%
	School counselor	0	-	5	0%	1	2%	23	1%	1	2%	9	0%	0	-	6	0%
	Other Education and Library	0	-	96	4%	2	5%	98	3%	3	6%	79	3%	0	-	98	5%
	Total	0	-	322	12%	5	12%	568	17%	13	27%	473	18%	0	-	451	22%
Health Care	Clinical psychology/psychiatry	0	-	13	0%	0	0%	27	1%	1	2%	40	1%	0	-	29	1%
	Dentist	0	-	0	0%	0	0%	7	0%	0	0%	7	0%	0	-	6	0%
	Dietician	0	-	3	0%	0	0%	4	0%	1	2%	1	0%	0	-	1	0%
	Nurse	0	-	159	6%	0	0%	152	4%	0	0%	58	2%	0	-	45	2%
	Optometrist	0	-	2	0%	0	0%	3	0%	0	0%	2	0%	0	-	0	0%
	Pharmacist	0	-	0	0%	0	0%	4	0%	0	0%	5	0%	0	-	5	0%
	Physical/occupational/speech therapy	0	-	41	2%	0	0%	61	2%	0	0%	38	1%	0	-	13	1%
	Physician	0	-	2	0%	0	0%	38	1%	2	4%	54	2%	0	-	57	3%
	Veterinarian	0	-	4	0%	0	0%	8	0%	1	2%	11	0%	0	-	4	0%
	Other Health Care	0	-	193	7%	1	2%	175	5%	0	0%	102	4%	0	-	98	5%
Total	0	-	417	16%	1	2%	479	14%	5	10%	318	12%	0	-	258	13%	
Law and Government	Diplomat	0	-	0	0%	0	0%	3	0%	0	0%	1	0%	0	-	4	0%
	Foreign service	0	-	1	0%	0	0%	5	0%	0	0%	4	0%	0	-	2	0%
	Government worker	0	-	36	1%	1	2%	59	2%	1	2%	60	2%	0	-	43	2%
	International relations	0	-	3	0%	0	0%	9	0%	0	0%	2	0%	0	-	5	0%
	Judge	0	-	0	0%	0	0%	0	0%	0	0%	0	0%	0	-	6	0%
	Lawyer	0	-	4	0%	4	9%	86	3%	1	2%	98	4%	0	-	94	5%
	Other legal services	0	-	33	1%	1	2%	33	1%	0	0%	15	1%	0	-	17	1%
	Politics	0	-	7	0%	1	2%	21	1%	0	0%	9	0%	0	-	2	0%
	Public policy	0	-	12	0%	1	2%	21	1%	0	0%	17	1%	0	-	20	1%
	Other Law and Government	0	-	22	1%	2	5%	26	1%	1	2%	30	1%	0	-	27	1%
Total	0	-	118	4%	10	23%	263	8%	3	6%	236	9%	0	-	220	11%	
Management, Business, and Financial	Accounting	0	-	60	2%	0	0%	60	2%	0	0%	34	1%	0	-	33	2%
	Actuary	0	-	0	0%	0	0%	1	0%	0	0%	2	0%	0	-	1	0%
	Advertising	0	-	16	1%	1	2%	20	1%	0	0%	21	1%	0	-	6	0%
	Executive	0	-	8	0%	0	0%	11	0%	1	2%	20	1%	0	-	41	2%
	Finance	0	-	76	3%	4	9%	126	4%	1	2%	81	3%	0	-	30	1%
	Human resources	0	-	32	1%	0	0%	42	1%	1	2%	35	1%	0	-	17	1%
	Insurance	0	-	13	0%	0	0%	28	1%	0	0%	21	1%	0	-	8	0%
	Management	0	-	55	2%	1	2%	83	2%	1	2%	77	3%	0	-	60	3%

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Postgraduate Activities

Responses to Questions on Postgraduate Activities																	
		Kenyon College 1-Year Cohort		All Other Alumni in 1-Year Cohort		Kenyon College 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon College 10-Year Cohort		All Other Alumni in 10-Year Cohort		Kenyon College 10+ Years Cohort		All Other Alumni in 10+ Years Cohort	
	Real estate	0	-	20	1%	1	2%	23	1%	0	0%	11	0%	0	-	11	1%
	Recruiting	0	-	5	0%	0	0%	17	0%	0	0%	6	0%	0	-	2	0%
	Retail services	0	-	25	1%	0	0%	15	0%	0	0%	14	1%	0	-	8	0%
	Sales	0	-	52	2%	0	0%	53	2%	0	0%	38	1%	0	-	24	1%
	Other Management, Business, and Financial	0	-	87	3%	1	2%	144	4%	4	8%	110	4%	0	-	80	4%
	Total	0	-	449	17%	8	19%	623	18%	8	17%	470	18%	0	-	321	16%
Natural Resources	Agricultural worker	0	-	2	0%	0	0%	6	0%	0	0%	4	0%	0	-	5	0%
	Conservationist	0	-	6	0%	0	0%	7	0%	0	0%	6	0%	0	-	10	0%
	Environmental scientist	0	-	4	0%	0	0%	13	0%	0	0%	8	0%	0	-	5	0%
	Other Natural Resources	0	-	10	0%	0	0%	14	0%	0	0%	8	0%	0	-	16	1%
	Total	0	-	22	1%	0	0%	40	1%	0	0%	26	1%	0	-	36	2%
Protection Services	Law enforcement officer	0	-	11	0%	0	0%	6	0%	0	0%	11	0%	0	-	0	0%
	Military occupations	0	-	6	0%	0	0%	12	0%	0	0%	10	0%	0	-	2	0%
	Other Protection Services	0	-	7	0%	0	0%	7	0%	0	0%	5	0%	0	-	3	0%
	Total	0	-	24	1%	0	0%	25	1%	0	0%	26	1%	0	-	5	0%
Science, Technology, and Engineering	Computer programmer/analyst	0	-	119	5%	1	2%	115	3%	1	2%	94	4%	0	-	29	1%
	Engineer	0	-	96	4%	3	7%	74	2%	0	0%	66	2%	0	-	21	1%
	Information systems	0	-	13	0%	0	0%	26	1%	0	0%	32	1%	0	-	19	1%
	Lab technician	0	-	58	2%	0	0%	26	1%	0	0%	5	0%	0	-	2	0%
	Scientific researcher	0	-	80	3%	1	2%	123	4%	1	2%	83	3%	0	-	57	3%
	Other Science, Technology, and Engineering	0	-	49	2%	2	5%	97	3%	3	6%	114	4%	0	-	80	4%
	Total	0	-	415	16%	7	16%	461	14%	5	10%	394	15%	0	-	208	10%
Service and Recreational	Chef	0	-	5	0%	0	0%	4	0%	0	0%	0	0%	0	-	3	0%
	Food service industry	0	-	41	2%	0	0%	17	0%	0	0%	9	0%	0	-	4	0%
	Hospitality	0	-	13	0%	0	0%	14	0%	0	0%	9	0%	0	-	3	0%
	Sports and recreation	0	-	20	1%	1	2%	11	0%	0	0%	8	0%	0	-	5	0%
	Travel/tourism	0	-	4	0%	0	0%	6	0%	0	0%	5	0%	0	-	3	0%
	Other Service and Recreational	0	-	26	1%	0	0%	10	0%	0	0%	13	0%	0	-	15	1%
	Total	0	-	109	4%	1	2%	62	2%	0	0%	44	2%	0	-	33	2%
Other	0	-	380	14%	2	5%	398	12%	4	8%	293	11%	0	-	217	11%	
Total	0	-	2,623		43		3,409		48		2,685		0	-	2,063		
Please indicate whether each of the following descriptions applies to your CURRENT job. (Check all that apply) (Q23) <i>(This question appeared to alumni who either indicated that they were currently employed or hadn't confirmed that they were not currently employed. These response options were shown in randomized order.)</i>																	
	Relates to my undergraduate major	0	-	1,623	63%	25	57%	2,139	63%	24	50%	1,511	56%	0	-	1,080	52%
	Requires me to use skills I gained as an undergraduate	0	-	1,732	67%	32	73%	2,470	72%	38	79%	1,931	71%	0	-	1,494	72%
	Is related to my desired career path	0	-	1,745	67%	35	80%	2,603	76%	45	94%	2,068	77%	0	-	1,512	73%
	Is work I find meaningful	0	-	1,760	68%	36	82%	2,621	77%	44	92%	2,154	80%	0	-	1,724	84%
	Allows me to continue to grow and learn	0	-	2,022	78%	36	82%	2,933	86%	47	98%	2,333	86%	0	-	1,771	86%
	Pays enough to support my desired lifestyle	0	-	1,494	58%	33	75%	2,396	70%	33	69%	2,069	77%	0	-	1,600	78%



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Postgraduate Activities

Responses to Questions on Postgraduate Activities																
	Kenyon College 1-Year Cohort		All Other Alumni in 1-Year Cohort		Kenyon College 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon College 10-Year Cohort		All Other Alumni in 10-Year Cohort		Kenyon College 10+ Years Cohort		All Other Alumni in 10+ Years Cohort	
Pays health insurance benefits	0	-	1,546	60%	40	91%	2,779	82%	40	83%	2,201	81%	0	-	1,607	78%
Has opportunity for upward mobility	0	-	1,521	59%	37	84%	2,318	68%	42	88%	1,830	68%	0	-	1,290	63%
Is likely to continue until I wish to leave	0	-	1,828	71%	34	77%	2,838	83%	45	94%	2,301	85%	0	-	1,775	86%
Is in a desirable location	0	-	1,714	66%	36	82%	2,522	74%	42	88%	2,080	77%	0	-	1,615	78%
Overall, is a satisfying job	0	-	1,820	70%	36	82%	2,709	80%	45	94%	2,227	82%	0	-	1,731	84%
Number of Alumni Who Responded to This Question	0		2,589		44		3,407		48		2,701		0		2,063	
At what point did you secure your first paying job after earning your graduate degree from this institution? (Q19 & Q20)																
<i>(Combined responses to Q19, which only appeared to Alumni who selected no paying jobs since earning their degree in Q18, and Q20, which only appeared to Alumni who indicated in Q18 that they have had one or more paying jobs since earning their degree and to those who had not yet confirmed their current employment status.)</i>																
While enrolled as an undergraduate.	0	-	1,298	39%	25	54%	1,522	40%	21	40%	943	33%	0	-	858	33%
During the first six months after graduation.	0	-	1,282	38%	16	35%	1,628	42%	22	42%	1,269	44%	0	-	1,173	45%
During the second six months after graduation.	0	-	283	8%	0	0%	249	6%	5	10%	230	8%	0	-	150	6%
More than a year after graduation.	0	-	126	4%	5	11%	398	10%	4	8%	440	15%	0	-	410	16%
I have not yet sought a paying job.	0	-	223	7%	0	0%	28	1%	0	0%	4	0%	0	-	1	0%
I have sought a paying job, but I have not yet found one.	0	-	123	4%	0	0%	12	0%	0	0%	5	0%	0	-	1	0%
Total	0		3,335		46		3,837		52		2,891		0		2,593	
Please indicate whether each of the following descriptions applied to your FIRST paying job after you graduated from this institution. (Check all that apply) (Q21)																
<i>(This question appeared to alumni who indicated in Q18 that they have had multiple paying jobs since earning their degree and to those who indicated in Q17 that they are not currently employed and then select one or more paying jobs in Q18. It also appeared to those who hadn't indicated yet if they've had a paying job since earning their degree. Response options are shown in randomized order.)</i>																
Was related to my undergraduate major	0	-	1,326	56%	17	45%	1,898	54%	23	46%	1,311	48%	0	-	1,141	46%
Required me to use skills I gained as an undergraduate	0	-	1,352	57%	22	58%	2,065	59%	33	66%	1,479	55%	0	-	1,406	57%
Was related to my desired career path	0	-	1,351	57%	25	66%	2,129	61%	29	58%	1,513	56%	0	-	1,314	53%
Was work I found meaningful	0	-	1,323	55%	19	50%	1,995	57%	31	62%	1,383	51%	0	-	1,359	55%
Allowed me to continue to grow and learn	0	-	1,585	66%	23	61%	2,424	69%	38	76%	1,721	64%	0	-	1,558	63%
Paid enough to support my desired lifestyle	0	-	1,108	46%	16	42%	1,616	46%	21	42%	1,093	40%	0	-	1,057	43%
Paid health insurance benefits	0	-	1,073	45%	16	42%	1,878	54%	27	54%	1,373	51%	0	-	1,227	50%
Had opportunity for upward mobility	0	-	993	42%	14	37%	1,411	40%	21	42%	968	36%	0	-	839	34%
Continued until I wished to leave	0	-	1,087	46%	18	47%	2,074	59%	34	68%	1,611	60%	0	-	1,437	58%
Was in a desirable location	0	-	1,365	57%	22	58%	2,071	59%	32	64%	1,476	55%	0	-	1,404	57%
Overall, was a satisfying job	0	-	1,305	55%	16	42%	1,928	55%	30	60%	1,358	50%	0	-	1,304	53%
Number of Alumni Who Responded to This Question	0		2,389		38		3,503		50		2,706		0		2,467	
Which of the following most accurately describes your current personal annual income before taxes? Please report your personal income, not your total household income. (Q36)																
No earned income	0	-	327	11%	1	2%	167	5%	1	2%	76	3%	0	-	84	4%
Less than \$20,000	0	-	575	19%	0	0%	214	6%	1	2%	121	4%	0	-	101	4%
\$20,000–\$39,999	0	-	660	22%	4	9%	552	15%	5	10%	243	9%	0	-	188	8%
\$40,000–\$59,999	0	-	710	24%	5	12%	963	27%	6	13%	473	17%	0	-	339	15%
\$60,000–\$79,999	0	-	385	13%	14	33%	765	21%	10	21%	611	22%	0	-	416	18%
\$80,000–\$99,999	0	-	151	5%	9	21%	389	11%	6	13%	374	14%	0	-	269	12%



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Postgraduate Activities

Responses to Questions on Postgraduate Activities																
	Kenyon College 1-Year Cohort		All Other Alumni in 1-Year Cohort		Kenyon College 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon College 10-Year Cohort		All Other Alumni in 10-Year Cohort		Kenyon College 10+ Years Cohort		All Other Alumni in 10+ Years Cohort	
\$100,000–\$119,999	0	-	79	3%	6	14%	217	6%	3	6%	263	10%	0	-	225	10%
\$120,000–\$139,999	0	-	45	2%	0	0%	132	4%	6	13%	166	6%	0	-	151	7%
\$140,000–\$159,999	0	-	21	1%	2	5%	67	2%	3	6%	113	4%	0	-	111	5%
\$160,000–\$179,999	0	-	13	0%	0	0%	40	1%	4	8%	61	2%	0	-	63	3%
\$180,000–\$199,999	0	-	10	0%	1	2%	23	1%	1	2%	51	2%	0	-	53	2%
\$200,000–\$219,999	0	-	2	0%	1	2%	23	1%	1	2%	46	2%	0	-	51	2%
\$220,000–\$240,000	0	-	2	0%	0	0%	13	0%	0	0%	21	1%	0	-	41	2%
More than \$240,000	0	-	11	0%	0	0%	46	1%	1	2%	102	4%	0	-	160	7%
Total	0	-	2,991	100%	43	100%	3,611	100%	48	100%	2,721	100%	0	-	2,252	100%
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? (Q27)																
No loans	0	-	1,062	33%	26	58%	1,248	33%	23	46%	962	34%	0	-	868	34%
Less than \$5,000	0	-	77	2%	2	4%	51	1%	1	2%	47	2%	0	-	123	5%
\$5,000–\$9,999	0	-	138	4%	1	2%	113	3%	1	2%	89	3%	0	-	131	5%
\$10,000–\$14,999	0	-	167	5%	0	0%	152	4%	1	2%	113	4%	0	-	174	7%
\$15,000–\$19,999	0	-	171	5%	1	2%	164	4%	2	4%	137	5%	0	-	129	5%
\$20,000–\$29,999	0	-	450	14%	3	7%	423	11%	6	12%	247	9%	0	-	226	9%
\$30,000–\$39,999	0	-	231	7%	1	2%	298	8%	3	6%	195	7%	0	-	126	5%
\$40,000–\$49,999	0	-	149	5%	1	2%	209	6%	2	4%	152	5%	0	-	90	4%
\$50,000–\$59,999	0	-	139	4%	1	2%	223	6%	0	0%	178	6%	0	-	131	5%
\$60,000–\$69,999	0	-	99	3%	0	0%	155	4%	2	4%	110	4%	0	-	86	3%
\$70,000–\$79,999	0	-	70	2%	0	0%	102	3%	0	0%	103	4%	0	-	54	2%
\$80,000–\$89,999	0	-	68	2%	0	0%	85	2%	3	6%	80	3%	0	-	43	2%
\$90,000–\$99,999	0	-	41	1%	0	0%	68	2%	1	2%	45	2%	0	-	22	1%
\$100,000 or more	0	-	143	4%	2	4%	210	6%	1	2%	139	5%	0	-	63	2%
Borrowed money, but don't know the amount	0	-	217	7%	7	16%	248	7%	4	8%	248	9%	0	-	260	10%
Total	0	-	3,222	100%	45	100%	3,749	100%	50	100%	2,845	100%	0	-	2,526	100%
Approximately what proportion of your total loan amount are/were you personally responsible for paying? (Q28)																
<i>(Only alumni who selected a loan amount in Q27 saw this questions.)</i>																
Unsure	0	-	113	5%	1	5%	68	3%	0	0%	52	3%	0	-	46	3%
None	0	-	144	7%	6	32%	176	7%	3	11%	130	7%	0	-	134	8%
Some, but less than half	0	-	148	7%	0	0%	220	9%	3	11%	180	10%	0	-	137	8%
About half	0	-	150	7%	2	11%	195	8%	3	11%	168	9%	0	-	117	7%
Most	0	-	309	14%	1	5%	354	14%	4	15%	276	15%	0	-	224	13%
All	0	-	1,307	60%	9	47%	1,493	60%	14	52%	1,082	57%	0	-	1,011	61%
Total	0	-	2,171	100%	19	100%	2,506	100%	27	100%	1,888	100%	0	-	1,669	100%

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Information about Respondents

Responses to Demographic Questions																
	Institution_Long_ Name 1-Year Cohort		All Other Alumni in 1-Year Cohort		Institution_Long_ Name 5-Year Cohort		All Other Alumni in 5-Year Cohort		Institution_Long_ Name 10-Year Cohort		All Other Alumni in 10-Year Cohort		Institution_Long_ Name 10+ Years Cohort		All Other Alumni in 10+ Years Cohort	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
What is your current relationship status? (Choose one) (Q37)																
Living with partner	0	-	483	15%	21	49%	982	26%	11	22%	477	17%	0	-	221	9%
Married	0	-	328	10%	4	9%	917	25%	24	49%	1,473	52%	0	-	1,576	63%
Separated or divorced	0	-	19	1%	0	0%	35	1%	0	0%	47	2%	0	-	150	6%
Single	0	-	2,193	69%	16	37%	1,674	45%	12	24%	767	27%	0	-	452	18%
Widowed	0	-	3	0%	0	0%	4	0%	0	0%	4	0%	0	-	62	2%
Other relationship status	0	-	132	4%	2	5%	99	3%	2	4%	40	1%	0	-	23	1%
Total	0	-	3,158	100%	43	100%	3,711	100%	49	100%	2,808	100%	0	-	2,484	100%
How many dependent children do you have? (Q38)																
None	0	-	3,008	94%	45	100%	3,383	91%	43	86%	2,028	72%	0	-	1,350	54%
1 or 2	0	-	148	5%	0	0%	308	8%	7	14%	695	25%	0	-	959	39%
More than 2	0	-	35	1%	0	0%	36	1%	0	0%	90	3%	0	-	169	7%
Total	0	-	3,191	100%	45	100%	3,727	100%	50	100%	2,813	100%	0	-	2,478	100%
Which of the following best describes your primary area of study? (Q29)																
Biological Sciences (e.g., Biology, Biochemistry, Environmental Science, Neuroscience/Biopsychology)	0	-	349	12%	6	13%	404	12%	4	8%	270	10%	0	-	263	11%
Business and Management (e.g., Accounting, Business Administration, Finance, Marketing)	0	-	352	12%	0	0%	413	12%	0	0%	277	11%	0	-	270	11%
Communications (e.g., Journalism, Mass Communication, Speech, Speech Pathology)	0	-	172	6%	0	0%	174	5%	0	0%	164	6%	0	-	62	3%
Education (e.g., Elementary Education, Secondary Education, Special Education)	0	-	103	3%	0	0%	158	5%	1	2%	114	4%	0	-	251	10%
Engineering (e.g., Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering)	0	-	136	5%	0	0%	84	2%	0	0%	48	2%	0	-	30	1%
Fine and Performing Arts (e.g., Architecture, Art, Dance, Music, Theatre)	0	-	124	4%	2	4%	186	5%	5	10%	168	6%	0	-	170	7%
Health Sciences (e.g., Exercise Science, Nursing, Pharmacy, Public Health)	0	-	444	15%	0	0%	331	10%	1	2%	121	5%	0	-	86	3%
Humanities (e.g., Classics, English, Modern Languages & Literature, Philosophy)	0	-	193	7%	9	20%	337	10%	23	46%	345	13%	0	-	343	14%
Physical Sciences, Mathematics, and Computer Science (e.g., Astronomy, Chemistry, Earth Sciences, Physics)	0	-	241	8%	4	9%	277	8%	3	6%	205	8%	0	-	149	6%
Social Sciences (e.g., Anthropology, Economics, Political Science, Psychology, Sociology)	0	-	602	20%	23	51%	810	24%	9	18%	706	27%	0	-	596	24%
Other field of study	0	-	232	8%	1	2%	223	7%	4	8%	168	6%	0	-	245	10%
Total	0	-	2,948	100%	45	100%	3,397	100%	50	100%	2,586	100%	0	-	2,465	100%



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Technical Information

This report summarizes data for 1-year, 5-year, 10-year, and 10+ year alumni cohorts from 50 institutions that administered the HEDS Alumni Survey in the 2021 academic years. We only include data from your institution for alumni who were in one of these four cohorts. The total respondents below may include alumni not included in this report.

	Kenyon College		All Fall 2020 – Summer 2023 Institutions	
	n	Response Rate	n	Response Rate
All Alumni Respondents	154	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 Participa

Cohorts

The alumni your institution surveyed in 2022-2023 are put into the following cohorts based on the year they graduated:

Alumni Cohort	Graduation Years
1-year-out	2021, 2022
5-year-out	2017, 2018
10-year-out	2012, 2013
10+ year-out	≥ 2011

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*

Indicators

This report includes information on five dimensions of academic experiences that measure alumni's exposure to high-impact experiences and that contribute to dimensions of leadership. These indicators are made up of multiple statements and are computed by averaging the alumni's responses to each statement in the alumni who answered every question in the indicator receive a score. The seven indicators and their reliabilities are:

- Challenging Assignments and High Faculty Expectations – 14 questions, Cronbach's $\alpha = 0.90$
- Good Teaching and High-Quality Interactions with Faculty – 9 statements, Cronbach's $\alpha = 0.92$
- Growth on Civic Outcomes – 4 questions, Cronbach's $\alpha = 0.85$
- Growth on Intellectual Outcomes – 10 questions, Cronbach's $\alpha = 0.89$
- Interactions with Diversity – 6 questions, Cronbach's $\alpha = 0.87$
- Leadership Aspirations – 9 questions, Cronbach's $\alpha = 0.90$
- Leadership Motivations – 14 questions, Cronbach's $\alpha = 0.86$

The Challenging Assignments, Good Teaching, and Interactions with Diversity indicators are based on indicators that the Center of Inquiry developed and We developed the indicators measuring intellectual and civic outcomes based on responses to the HEDS Alumni Survey and HEDS Senior Survey. The Leadership the Career Aspirations Scale-Revised (CAS-R) Leadership Subscale developed by Gregor & O'Brien, 2016.¹ The Leadership Motivations indicator is based on the developed by Cassidy & Lynn, 1989.² We added questions for the two leadership indicators to the survey in the 2022-2023 administration year.

Calculating Measures of Central Tendency

Please note, we only show means, medians, standard deviations, and 25th and 75th percentiles for groups of five or more people.

Calculating Effect Sizes



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Effect size measures the magnitude of the difference between the results for one group and the results for another group. We calculated effect sizes for key comparisons of statistical significance. We have so many comparisons that using a test of significance for each comparison would increase the likelihood of a Type I error should the comparisons. Unfortunately, correcting this would dramatically reduce the power of our comparisons, thereby increasing the chance of Type II errors if the random influences. So, we have calculated effect sizes to guide assessing the magnitude of the differences between groups. When we compared the mean of two groups, we calculated Cohen's d when $n \geq 10$ in each cell in the comparison.

Following the practice of the National Survey of Student Engagement (see http://www.rpajournal.com/dev/wp-content/uploads/2019/02/RPA_Summer_Fall_1919.pdf), we used the following thresholds for small, medium, and large effect sizes for Cohen's d :

- Large – 0.5
- Medium – 0.3
- Small – 0.1

Excluded Questions

Survey questions 10, 15, and 16 are open-ended questions. The responses to these questions are included in your data file but not this report.

Demographic Calculations Used Throughout this Report

• Broad Race/Ethnicity Categories

This information comes from Question 32, "What was your citizenship status during the time you were enrolled as an undergraduate?"; Question 33 "Are you Hispanic or Latino?" and Question 34 "Please indicate the race or races with which you identify. (Choose one or more)." We labeled alumni according to the citizenship status and races and/or ethnicities as follows:

- "US White" if they selected "U.S. Citizen" in Question 32 and *only* "White" in Question 34;
- "US POC" if they selected "US Citizen" in Question 32 and *any* of the following in Questions 33 and 34: "Hispanic or Latino/a," "American Indian or Alaska Native," "Native Hawaiian or other Pacific Islander," "American or Alaska Native," "Hispanic or Latino/a," "American Indian or Alaska Native," "Native Hawaiian or other Pacific Islander."
- "International" if they selected "U.S. permanent resident but not a U.S. citizen" or "Not a U.S. citizen or permanent resident" in Question 32, *regardless* of race or ethnicity.

¹Gregor, M.A., & O'Brien, K.M. (2016). Understanding career aspirations among young women: Improving instrumentation. *Journal of Career Assessment*, 24 (3)

²Cassidy, T., & Lynn, R. (1989). A multifactorial approach to achievement motivation: The development of a comprehensive measure. *Journal of Occupational Psychology*, 62 (1)



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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



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Quinnipiac University
Reed College
Rockford University
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"/>

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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"/>

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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"/>



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"/>

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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



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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



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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)

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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