

# AREAS CONSORTIUM

Assessing Rural Education  
Assets + Strengths

## College Students' Experiences & Outcomes Survey

### Survey Flow

- Standard: Consent Form (1 Question)
- Standard: Programs & Practices (3 Questions)
- Block: PreCollege & Demographics (38 Questions)
- Block Randomizer: 2 –
  - Block: Barriers (5 Questions)
  - Block: Sociogeographic Factors (3 Questions)
  - Block: Academic Outcomes (2 Questions)
  - Block: Psychosocial Outcomes (1 Question)
- Block Randomizer: 2 –
  - Block: Career Outcomes (5 Questions)
  - Standard: NDCC (2 Questions)
  - Block: Assets (2 Questions)
  - Block: Livability (5 Questions)

## University of Idaho (U of I) Research Study Consent Form

Study Title: College Students' Experiences & Outcomes

Researcher: Dr. Krista Soria, PhD, Associate Professor, University of Idaho

The purpose of this study is to investigate the programs, policies, and practices that improve college students' outcomes. We are asking you to participate because you may be a student attending a U.S. college or university. About 20,000 college students across the nation will complete the survey.

If you consent to participate, you will be asked to complete a 10-minute survey. Your participation in the study is voluntary, and you may withdraw from the study at any time without penalty. Students who complete the survey will receive a \$5 gift card redeemable at dozens of locations.

The results of the study are confidential, and you will never be personally identified. The survey includes questions about your collegiate experiences and background. The risks or discomforts of participating in this research are minimal. If you experience emotional distress while completing the survey, your college or university may offer counseling services to support you.

If you have questions about this study or the information in this form, please contact Dr. Krista Soria, [ksoria@uidaho.edu](mailto:ksoria@uidaho.edu). If you have questions about your rights as a research participant or would like to report a concern or complaint about this study, please contact the U of I Institutional Review Board (IRB), which approved this project, at (208) 885-6340, or e-mail [irb@uidaho.edu](mailto:irb@uidaho.edu), or regular mail at 875 Perimeter Drive MS 3010, Moscow, ID 83844-3010.

A copy of the consent form is available at this link.

Your acceptance of consent means that:

- ☐ You understand the information given to you in this consent form
- ☐ You understand the research study and the potential benefits and risks involved
- ☐ You give your voluntary consent to take part in the study
- ☐ I consent to participate
- ☐ I do not consent to participate

*Skip To: End of Survey If University of Idaho (U of I) Research Study Consent Form Study Title: College Students' Experienc... = I do not consent to participate*

**End of Block: Consent Form**

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### Start of Block: Programs & Practices

Mentor While a student at your college or university, have you been mentored by any of the following types of people? Select all that apply. A mentor offers guidance and support, shares career or personal development opportunities, helps mentees navigate higher education or professional careers, provides encouragement, or connects mentees with valuable resources and networks.

- ☐ Faculty or instructor
- ☐ Student affairs staff (e.g., residence hall advisor)
- ☐ Academic advisor
- ☐ Student or peer
- ☐ On-campus employer

- ☐ Off-campus employer
- ☐ Community member
- ☐ Religious leader (e.g., pastor, rabbi, priest, church group leader)
- ☐ I have not received any mentorship
- ☐ Other (please specify) \_\_\_\_\_

TICS-10 Please indicate your agreement to the following items as they relate to your college or university.

	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
When I attend school here, I feel emotionally safe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I am upset at school, I know that students, staff, faculty, or administrators will understand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm not sure who I can trust among students, staff, faculty, or administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can trust staff, faculty, or administrators to be fair in dealing with all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like I have a great deal of control over my satisfaction at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't have many choices when it comes to my academic major or career choices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The staff, faculty, or administrators only listen to their favorite students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The staff, faculty, or administrators do not share decision-making with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The college/university doesn't seem to care whether students get what they need to complete their school work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are not supported when they try to find new and better ways to do things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HIPs Please specify whether you participated in any of the following programs at your present college or university:

	No	Yes, participating now or previously participated
Research with faculty	<input type="radio"/>	<input type="radio"/>
First-year or freshman seminar course	<input type="radio"/>	<input type="radio"/>
Study abroad	<input type="radio"/>	<input type="radio"/>

Living-learning program (e.g., language house, leadership floors)	<input type="radio"/>	<input type="radio"/>
Learning community (e.g., a program where groups of students take 2+ classes together, usually along a related theme)	<input type="radio"/>	<input type="radio"/>
Service learning course (i.e., community service or volunteering for academic credit)	<input type="radio"/>	<input type="radio"/>
Community service or volunteering without academic credit	<input type="radio"/>	<input type="radio"/>
Member of a student club or organization	<input type="radio"/>	<input type="radio"/>
Positional leader of a student club or organization	<input type="radio"/>	<input type="radio"/>
Culminating senior experience (e.g., capstone course, senior project or thesis, portfolio, recital, comprehensive exam)	<input type="radio"/>	<input type="radio"/>

End of Block: Programs & Practices

Start of Block: PreCollege & Demographics

HSCareerDiscuss In high school, did you discuss your career development with any of the following people? Please select all that apply.

☐ Peers or friends

☐ Peer leader, older peer, or older sibling

☐ School counselor

☐ Teachers

☐ School librarians

☐ Parents or guardians

☐ Other family members

☐ Employer or supervisor

☐ Mentor

☐ Religious leader (e.g., pastor, rabbi, priest, church youth group leader)

☐ I did not discuss my career development with anyone

☐ Other (please specify) \_\_\_\_\_

AcadEnrich In high school, did you participate in any of the following academic enrichment activities? Please select

all that apply.

- ☐ Dual enrollment program(s) (e.g., taking college classes, usually for high school credit)
- ☐ ACT, SAT, or academic enrichment program(s) not affiliated with school
- ☐ Training program(s) (e.g., certifications for Basic First Aid, CPR, CNA)
- ☐ Advanced Placement (AP) class(es)
- ☐ Massive open online course(s) (e.g., via Coursera)
- ☐ I did not participate in any academic enrichment activities
- ☐ Other (please specify) \_\_\_\_\_

Display this question:

*If In high school, did you participate in any of the following academic enrichment activities? Please... = I did not participate in any academic enrichment activities*

Q137 Why did you not participate in academic enrichment activities?

- ☐ These activities were not available in my school/community
- ☐ These activities were not affordable for my family
- ☐ I was not interested in these activities
- ☐ No one encouraged me to pursue these activities
- ☐ Family obligations (e.g., caregiving) interfered with my ability to participate in academic enrichment activities
- ☐ Work obligations interfered with my ability to participate in academic enrichment activities
- ☐ Other (please specify) \_\_\_\_\_

CareerDev Have you participated in any of the following career development experiences or additional support programs in high school or college? Please select all that apply.

	High School	College
Paid internship, co-op, field experience, student teaching, or clinical placement	<input type="checkbox"/>	<input type="checkbox"/>
Unpaid internship, co-op, field experience, student teaching, or clinical placement	<input type="checkbox"/>	<input type="checkbox"/>
Paid employment in an area related to your academic/career interests	<input type="checkbox"/>	<input type="checkbox"/>

Paid employment in an area not related to your academic/career interests

☐☐

Career assessments (e.g., MBTI, Strong Interest Inventory, O\*Net)

☐☐

Career guidance or counseling

☐☐

Career fair, career night, or career event

☐☐

Job shadowing or apprenticeship

☐☐

Trio program (e.g., Upward Bound or Educational Talent Search in K-12, Student Support Services or Educational Opportunity Center in college)

☐☐

None of the above

☐☐

Other (please specify)

☐☐

Gender In research, we must often present demographic information in categories. We understand these labels are limiting, but they are important in helping us to identify differences in students' experiences and outcomes. If you had to select one of the options below, which one best describes your gender identity?

☐ Agender

☐ Gender fluid

☐ Gender queer

☐ Gender questioning

☐ Gender nonconforming

☐ Māhū, or muxe, or two spirit

☐ Man

☐ Nonbinary

☐ Transgender

☐ Woman

☐ I prefer not to answer

☐ Other (please specify) \_\_\_\_\_

SexualOrientation What is your sexual orientation? Please select your preferred option.

☐ Asexual or aromantic

☐ Bisexual

- ☐ Demisexual
- ☐ Gay
- ☐ Lesbian
- ☐ Pansexual
- ☐ Queer
- ☐ Questioning
- ☐ Sexually fluid
- ☐ Straight or heterosexual
- ☐ I prefer not to answer
- ☐ Other (please specify) \_\_\_\_\_

Race/Ethnicity What is your race/ethnicity?

- ☐ American Indian, Native American, or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Hispanic or Latinx
- ☐ Multiracial
- ☐ Native Hawaiian or Pacific Islander
- ☐ White
- ☐ I prefer not to answer
- ☐ Other (please specify) \_\_\_\_\_

Disability How would you describe your disability/ability status? We are interested in understanding your experience with conditions that substantially affect your ability to complete homework, participate in classes or social settings, or limit one or more major life activities, regardless of whether you seek formal accommodations or have a formal diagnosis. Please mark all that apply.

- ☐ I do not identify with a disability or impairment
- ☐ Attention Deficit Hyperactivity Disorder (ADHD)
- ☐ Specific learning disabilities (e.g., reading, dyslexia, dyscalculia)
- ☐ Difficulty seeing (includes significant vision loss and blindness)
- ☐ Difficulty hearing (includes Deafness and hearing loss)

- ☐ Autism/autism spectrum disorder
- ☐ Physical, orthopedic, and mobility-related disabilities (e.g., cerebral palsy, spinal cord injury, muscular dystrophy, etc.)
- ☐ Psychiatric and mental health related disabilities (e.g., depression, bipolar disorders, anxiety disorders, eating disorders, post-traumatic stress disorders)
- ☐ Chronic illnesses (e.g., food allergies, cancer, diabetes, arthritis, epilepsy, HIV/AIDS)
- ☐ Speech and language disabilities
- ☐ Traumatic/acquired brain injuries
- ☐ Intellectual disability (e.g., Down syndrome, Fragile X syndrome)
- ☐ Temporary disabilities or conditions (e.g., broken arm or leg, pregnancy, recovery from substance abuse, temporary mental health conditions)
- ☐ I prefer not to answer
- ☐ Other (please specify) \_\_\_\_\_

Display this question:

If How would you describe your disability/ability status? We are interested in understanding your ex... = Attention Deficit Hyperactivity Disorder (ADHD)

Or How would you describe your disability/ability status? We are interested in understanding your ex... = Specific learning disabilities (e.g., reading, math or written language disabilities, dyslexia, dyscalculia)

Or How would you describe your disability/ability status? We are interested in understanding your ex... = Difficulty seeing (includes significant vision loss and blindness)

Or How would you describe your disability/ability status? We are interested in understanding your ex... = Difficulty hearing (includes Deafness and hearing loss)

Or How would you describe your disability/ability status? We are interested in understanding your ex... = Autism/autism spectrum disorder

Or How would you describe your disability/ability status? We are interested in understanding your ex... = Physical, orthopedic, and mobility-related disabilities (e.g., cerebral palsy, spinal cord injury, muscular dystrophy, etc.)

Or How would you describe your disability/ability status? We are interested in understanding your ex... = Psychiatric and mental health related disabilities (e.g., depression, bipolar disorders, anxiety disorders, eating disorders, post-traumatic stress disorders)

Or How would you describe your disability/ability status? We are interested in understanding your ex... = Chronic illnesses (e.g., food allergies, cancer, diabetes, arthritis, epilepsy, HIV/AIDS)

Or How would you describe your disability/ability status? We are interested in understanding your ex... = Speech and language disabilities

Or How would you describe your disability/ability status? We are interested in understanding your ex... = Traumatic/acquired brain injuries

Or How would you describe your disability/ability status? We are interested in understanding your ex... = Intellectual disability (e.g., Down syndrome, Fragile X syndrome)

Or How would you describe your disability/ability status? We are interested in understanding your ex... = Temporary disabilities or conditions (e.g., broken arm or leg, pregnancy, recovery from substance abuse, temporary mental health conditions)

Or How would you describe your disability/ability status? We are interested in understanding your ex... = Other (please specify)

Accommodations Are you currently receiving disability-related accommodations from your college or university?



- ☐ No
- ☐ Yes
- ☐ I prefer not to answer

*Display this question:*

*If Are you currently receiving disability-related accommodations from your college or university? = No*

AccommBarriers You previously indicated that you have a disability or major health condition and that you are not currently receiving disability-related accommodations from your college or university. Please specify the reasons you are not currently receiving disability-related accommodations from your school. Select all that apply.

- ☐ I am not aware of what disability-related accommodations or services are offered
- ☐ I do not know where to locate disability-related services at my school
- ☐ I have difficulties in providing the required documentation to receive accommodations
- ☐ The time or waitlist to receive accommodations is too long
- ☐ The location or schedule of the disability-related support services office is inaccessible to me
- ☐ Faculty or staff have discouraged me from seeking accommodations
- ☐ Students have discouraged me from seeking accommodations
- ☐ Faculty are reluctant or unwilling to implement accommodations
- ☐ I worry about the stigma of reporting a disability or receiving accommodations
- ☐ Accommodations are not helpful or useful to me
- ☐ I prefer to be independent or self-sufficient
- ☐ Other (please specify) \_\_\_\_\_

*Display this question:*

*If You previously indicated that you have a disability or major health condition and that you are no... = I have difficulties in providing the required documentation to receive accommodations*

DisDocumentation Please share more about the types of difficulties you experience in providing documentation to qualify for disability-related accommodations. Select all that apply.

- ☐ Financial challenges (e.g., expenses related to doctor's visits or testing)
- ☐ Lack of proximity to accessible healthcare or testing services
- ☐ Concerns about privacy or confidentiality (e.g., using parents' health insurance, wishing not to share your disability with anyone on campus)
- ☐ Long wait lists or times for testing

☐

Other (please specify) \_\_\_\_\_

SocialClass Please specify your social class.

- ☐ Lower class (poor)
- ☐ Working class
- ☐ Lower middle class
- ☐ Middle class
- ☐ Upper middle class
- ☐ Upper class (wealthy)

ParentsEd Please indicate your parents/guardians' highest education level.

- ☐ Less than high school diploma or less than a GED
- ☐ High school diploma or a GED
- ☐ Some college
- ☐ Associate's degree
- ☐ Bachelor's degree
- ☐ Master's degree
- ☐ Doctorate or professional degree (e.g., JD, MD, PhD)

Employment Have you worked (or are you currently working) at a job for pay or income at any time in the past 12 months, including self-employment?

- ☐ No
- ☐ Yes

*Display this question:*

*If Have you worked (or are you currently working) at a job for pay or income at any time in the past... = Yes*

TotJobHours How many total jobs or positions have you held during the last 12 months? What is the maximum number of jobs or positions you have held at the same time during the last 12 months? How many hours on average did you work per week? Sum the hours from multiple jobs if you have them.

- ☐ Total jobs held in the last 12 months \_\_\_\_\_
- ☐ Maximum number of different jobs held at the same time in the last 12 months  
\_\_\_\_\_
- ☐ Total hours worked per week (on average) in the last 12 months  
\_\_\_\_\_

Income What is your total combined family income in U.S. dollars for the past 12 months? Please enter a number only (e.g., 19500 or 117125).

Total family income includes the sum of taxable income and transfer income from the family head, spouse, and

- Taxable income includes, but is not limited to, gross salary/wages, income from business, farming, and assets
- Transfer income includes, but is not limited to, private and public cash transfers, from friends, relatives, and payments from welfare, veterans' payments, unemployment payments, social security, and TANF/AFDC/ADC

JusticeImpacted Have you ever been convicted of a crime? (Felony and misdemeanor convictions only. Don't include violations or traffic infractions.)

☐ Yes

☐ Yes

☐ Yes

If Please specify your age and how many adults/children live in your household. Text Response Is Less Than or Equal to 23.99

Yes, I am a current/former foster care youth

☐

Yes, I am unaccompanied and homeless or at risk of becoming homeless

☐

Yes, for other reason (please specify) \_\_\_\_\_

SchoolFinance How are you primarily financing your tuition, fees, and other educational expenses? Select all that apply.

☐

Personal income or savings

☐

Family or parents' income or savings

☐

Credit card(s)

☐

Federal student loan(s)

☐

State student loan(s)

☐

Personal student loan(s) (e.g., through a bank)

☐

Pell grant

☐

State grant

☐

Institutional scholarship, fellowship, award, or assistantship

☐

Employer reimbursement or tuition waiver

☐

Other (please specify) \_\_\_\_\_

Display this question:

If How are you primarily financing your tuition, fees, and other educational expenses? Select all th... = Federal student loan(s)

Or How are you primarily financing your tuition, fees, and other educational expenses? Select all th... = State student loan(s)

Q123 Approximately how much student loan debt have you incurred? Enter a number only (e.g., 0 or 21000).

\_\_\_\_\_

Display this question:

If How are you primarily financing your tuition, fees, and other educational expenses? Select all th... = Credit card(s)



Q124 Approximately how much credit card debt have you incurred? Enter a number only (e.g., 0 or 21000).

\_\_\_\_\_

Residence Where is your current residence?

☐

on-campus

☐

off-campus

Display this question:

If Where is your current residence? = on-campus

OnCampus Please select your current on-campus residence:

- ☐ College/university residence hall or dormitory
- ☐ Family, graduate or law student housing, or housing for upper-level or adult learners
- ☐ Other on-campus student housing maintained by the college or university (e.g., multicultural student house, apartments)
- ☐ Fraternity or sorority house
- ☐ Other (please specify) \_\_\_\_\_

Display this question:  
If Where is your current residence? = off-campus

OffCampus Please select your current off-campus residence:

- ☐ I live alone in an off-campus home, apartment, room, or other residence not maintained by the college or university
- ☐ I live with my spouse, partner, and/or children alone in an off-campus home, apartment, room, or other residence not maintained by the college or university
- ☐ I live with my parents, guardians, or other extended relatives (e.g., aunt, grandfather) in an off-campus home, apartment, room, or other residence not maintained by the college or university
- ☐ I live in a car, vehicle, RV, camper, tent, or other structure not suitable for long-term habitation
- ☐ I live temporarily in a series of other people's homes (e.g., couch surfing)
- ☐ I live in a homeless shelter
- ☐ Other (please specify) \_\_\_\_\_

Display this question:  
If Are you registered as an international student at your college or university? = No

JS

LatLong We are interested in collecting precise location data (latitude/longitude) for the home or community where you spent the most time while growing up before college. Enter your home address, city/town, or zip code as a starting point on the map. Next, move the pin to a different location close to the home or community where you spent the most time until you were 18. Qualtrics automatically converts addresses to latitude and longitude at the .01 level (which covers a 1.11 km distance), so we only receive the latitude and longitude coordinates in the data file.

- ☐ Address, city, or zip code of home or community where you lived the longest up until the age of 18 (it is easiest to begin with zip code) \_\_\_\_\_

Locale Please answer the following questions with regard to your experiences living in the United States.

	Rural	Suburban	Urban
Thinking about <b>your childhood</b> , describe the area in which you primarily lived.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinking about <b>your current residence or living situation</b> , describe the area in which you primarily live.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinking about <b>the future</b> , describe the area in which you would like to live.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Degree What is the primary academic degree you are pursuing at your current college or university?

- ☐ Undergraduate certificate
- ☐ Associate's degree (e.g., AAS, AA)
- ☐ Bachelor's degree (e.g., BA, BS, BEd, BFA)
- ☐ Other (please specify) \_\_\_\_\_

AcademicMajor Which of the following areas best describes your current academic major? Please start typing to populate the form.

Intensity Are you enrolled in classes at a part-time or a full-time level?

- ☐ I am enrolled full time in classes
- ☐ I am enrolled part time in classes

EnrollmentYear What is your current year of enrollment at your present college or university?

- ☐ First year
- ☐ Second year
- ☐ Third year
- ☐ Fourth year
- ☐ Fifth year
- ☐ Sixth year and beyond

AcademicLevel Please specify your academic level (including transfer credits).

- ☐ Freshman (0-30 semester credits)
- ☐ Sophomore (31-60 semester credits)
- ☐ Junior (61-90 semester credits)
- ☐ Senior (over 90 semester credits)

Transfer Are you a transfer student?

- ☐ No
- ☐ Yes

GPA On a 4.0 scale, what is your cumulative grade point average at your current college or university?

\_\_\_\_\_

Graduation Are you completing (or have you recently completed) your certificate, associate's degree, or bachelor's degree in the spring 2025 or summer 2025 semesters?

- ☐ No
- ☐ Yes

Display this question:

If Are you completing (or have you recently completed) your certificate, associate's degree, or bach... = No

NextSemester What are your enrollment intentions for the upcoming 2025-2026 academic year? Note: The timeline is August 1, 2025 to July 31, 2026.

- ☐ I intend to remain enrolled in the 2025-2026 academic year
- ☐ I intend to withdraw temporarily from school (e.g., stop out)
- ☐ I intend to transfer to another college or university
- ☐ I intend to graduate with my degree from this college or university
- ☐ Other (please specify) \_\_\_\_\_

Ext Barriers Career Please indicate to which extent each of the following barriers has hindered you (or may hinder you) in pursuing your career goals:

	Not at all	Slightly	Moderately	To a great extent	Extremely
Lack of time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of support (e.g., from family, colleagues, or employers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Limited social network	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unfavorable economic conditions in my preferred career sector	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Limited personal finances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability, health concerns, or health-related issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Economic Constraints Please indicate your agreement with the following items:

	Strongly disagree	Disagree	Somewhat disagree	Neutral	Somewhat agree	Agree	Strongly agree
For as long as I can remember, I have had very limited economic or financial resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Throughout most of my life, I have struggled financially	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For as long as I can remember, I have had difficulties making ends meet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have considered myself poor or very close to poor most of my life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For most of my life, I have not felt financially stable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Food Insecurity How often is the following true for you or your immediate family?

	Never true	Sometimes true	Often true
Within the past 12 months, I (or we) worried whether food would run out before (or we) got money to buy more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Within the past 12 months, the food (or we) bought just didn't last and I (or we) didn't have enough money to get more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Housing Insecure CDC How often in the past 12 months would you say you were worried or stressed about having enough money to pay your rent/mortgage?

- ☐ Never
- ☐ Sometimes
- ☐ About half the time
- ☐ Most of the time
- ☐ Always

PHQ2 GAD2 Over the last 2 weeks, how often have you been bothered by the following problems?

	Not at all	Several days	More than half the days	Nearly every day
Little interest or pleasure in doing things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling down, depressed, or hopeless	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling nervous, anxious, or on edge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not being able to stop or control worrying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Barriers

## Start of Block: Sociogeographic Factors

Display this question:

If Please answer the following questions with regard to your experiences living in the United States. = Thinking about <strong>your childhood</strong>, describe the area in which you primarily lived. [ Rural ]

RuralAttachment How much are each of the following statements like you?

	Not at all like me	Slightly like me	Somewhat like me	Mostly like me	A lot like me
--	--------------------	------------------	------------------	----------------	---------------



I have a clear sense of my rural background and what it means to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am happy that I lived (or live) in a rural community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a strong sense of belonging to my rural community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a lot of pride in my rural background	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel a strong attachment toward my rural background	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

RuralIden Please rate your agreement with the following items:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Your general attitudes and opinions are similar to people who live in rural communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You are typical of people who live in rural communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You identify with people who live in rural communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You see yourself belonging to a rural community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

RuralAtt Please rate your agreement with the following items:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Rural people are closed-minded in their thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rural communities provide few opportunities for the individual to get ahead in life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rural communities provide few opportunities for new experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## End of Block: Sociogeographic Factors

## Start of Block: Academic Outcomes

TheoryofPlanBehave Please select your level of agreement with the following statements:

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
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I wish I had chosen a different academic major to study at my college or university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied that the academic major I have chosen to study at my college or university is the right one for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The academic major I am studying at my college or university isn't right for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the ability to complete my degree successfully.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the talent necessary to complete my degree successfully.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have sufficient ability to succeed at my college or university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My family and friends would want me to stay at my college or university until my degree is completed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most people whose opinions I value would want me to stay at my college or university until I have completed my degree.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The people who are important to me think I should stay at my college or university until I have finished my degree.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not expect to leave my college or university before my degree is completed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am quite likely to quit my college or university before my degree is finished.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am quite likely to leave my college or university voluntarily before completing my degree.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

InstitutionalCommit Please rate your agreement with the following items:

	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
It is important for me to graduate from this college or university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident I made the right decision in choosing to attend this college university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is likely I will register at (or graduate from) this college or university next semester.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Doing well at this college or university is important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is not important to me to graduate from this college or university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Academic Outcomes

Start of Block: Psychosocial Outcomes

Crossroads Please whether the following statements describe you:

	Not at all like me	Not like me	Somewhat dislike me	Neither like or dislike me	Somewhat like me	Like me	Very much like me
I feel connected to a community on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I belong to a social group on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I attend campus events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel welcomed as a student on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know where to get help with my academics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable approaching professors with questions about the class material or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I was experiencing an academic problem, I would know where to go	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel resentment from my family for being in college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like my family does not understand why I am attending college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender roles in my family do not support me getting a higher education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like an outcast in my family because I am in college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My family responsibilities have conflicted with my academic responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My family obligations interfere with my ability to have a social life at college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Psychosocial Outcomes

Start of Block: Career Outcomes

Career Exploratory B Please rate your agreement with the following statements. Within this past week, I have

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
Spent more time than usual learning about college majors or careers in which I am interested	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talked to lots of people about college majors or careers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Committed to learning more about my abilities and interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gathered the information I need for choosing a major or career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talked with advisors or counselors in my school about career opportunities for different majors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Perceived Employabil Please rate your agreement with the following items:

	Do not agree at all	Somewhat disagree	Neutral	Somewhat agree	Agree entirely
My competence is sought-after in the labor market.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a contact network that I can use to get new (equivalent or better) jobs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know of several organizations or companies where I could get work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My personal qualities make it easy for me to get a new (equivalent or better) job in a different company or organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My experience is in demand on the labor market.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CareerAspirations Please select how accurately the following statements describe you.

	Not at all true of me	Slightly true of me	Moderately true of me	Quite a bit true of me	Very true of me
I hope to become a leader in my career field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I am established in my career, I would like to manage other employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not plan on devoting energy to getting promoted in the organization or business I am working in.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I am established in my career, I would like to train others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I hope to move up through any organization or business I work in.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attaining leadership status in my career is not that important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Once I finish the basic level of education needed for a particular job, I see no need to continue in school.

☐☐☐☐☐

I think I would like to pursue graduate training in my occupational area of interest

☐☐☐☐☐

Display this question:

If Are you completing (or have you recently completed) your certificate, associate's degree, or bach... = Yes

PostGrad What are you primarily doing after graduation?

☐ Working

Display this choice:

If What is the primary academic degree you are pursuing at your current college or university? = Bachelor's degree (e.g., BA, BS, BEd, BFA)

☐ Pursuing graduate or professional education

Display this choice:

If What is the primary academic degree you are pursuing at your current college or university? = Associate's degree (e.g., AAS, AA)

☐ Pursuing a bachelor's degree

☐ Joining the military

☐ Volunteering

☐ Still looking for employment

☐ Not seeking employment

☐ Other (please specify) \_\_\_\_\_

Occupation Which of the following best describes the occupation in which you would most like to work after graduation? Please start typing to populate the form.

☐ Unsure or unknown

☐ Accountants and Auditors

☐ Actors

☐ Actuaries

☐ Acupuncturists

☐ Adhesive Bonding Machine Operators and Tenders

☐ Administrative Law Judges, Adjudicators, and Hearing Officers

☐ Administrative Services Managers

☐ Adult Basic Education, Adult Secondary Education, and English as a Second Language Instructors

☐ Advertising and Promotions Managers

☐ Advertising Sales Agents

- ☐ Aerospace Engineering and Operations Technologists and Technicians
- ☐ Aerospace Engineers
- ☐ Agents and Business Managers of Artists, Performers, and Athletes
- ☐ Agricultural Engineers
- ☐ Agricultural Equipment Operators
- ☐ Agricultural Inspectors
- ☐ Agricultural Sciences Teachers, Postsecondary
- ☐ Agricultural Technicians
- ☐ Agricultural Workers, All Other
- ☐ Air Crew Members
- ☐ Air Crew Officers
- ☐ Air Traffic Controllers
- ☐ Aircraft Cargo Handling Supervisors
- ☐ Aircraft Launch and Recovery Officers
- ☐ Aircraft Launch and Recovery Specialists
- ☐ Aircraft Mechanics and Service Technicians
- ☐ Aircraft Service Attendants
- ☐ Aircraft Structure, Surfaces, Rigging, and Systems Assemblers
- ☐ Airfield Operations Specialists (35)
- ☐ Airline Pilots, Copilots, and Flight Engineers (36)
- ☐ Ambulance Drivers and Attendants, Except Emergency Medical Technicians (37)
- ☐ Amusement and Recreation Attendants (38)
- ☐ Anesthesiologists (39)
- ☐ Animal Breeders (40)
- ☐ Animal Caretakers (41)
- ☐ Animal Control Workers (42)
- ☐ Animal Scientists (43)
- ☐ Animal Trainers (44)
- ☐ Anthropologists and Archeologists (45)

- ☐ Anthropology and Archeology Teachers, Postsecondary (46)
- ☐ Appraisers and Assessors of Real Estate (47)
- ☐ Appraisers of Personal and Business Property (48)
- ☐ Arbitrators, Mediators, and Conciliators (49)
- ☐ Architects, Except Landscape and Naval (50)
- ☐ Architectural and Civil Drafters (51)
- ☐ Architectural and Engineering Managers (52)
- ☐ Architecture Teachers, Postsecondary (53)
- ☐ Archivists (54)
- ☐ Area, Ethnic, and Cultural Studies Teachers, Postsecondary (55)
- ☐ Armored Assault Vehicle Crew Members (56)
- ☐ Armored Assault Vehicle Officers (57)
- ☐ Art Directors (58)
- ☐ Art, Drama, and Music Teachers, Postsecondary (59)
- ☐ Artillery and Missile Crew Members (60)
- ☐ Artillery and Missile Officers (61)
- ☐ Artists and Related Workers, All Other (62)
- ☐ Assemblers and Fabricators, All Other (63)
- ☐ Astronomers (64)
- ☐ Athletes and Sports Competitors (65)
- ☐ Athletic Trainers (66)
- ☐ Atmospheric and Space Scientists (67)
- ☐ Atmospheric, Earth, Marine, and Space Sciences Teachers, Postsecondary (68)
- ☐ Audio and Video Technicians (69)
- ☐ Audiologists (70)
- ☐ Audiovisual Equipment Installers and Repairers (71)
- ☐ Automotive and Watercraft Service Attendants (72)
- ☐ Automotive Body and Related Repairers (73)
- ☐ Automotive Glass Installers and Repairers (74)

- ☐ Automotive Service Technicians and Mechanics (75)
- ☐ Avionics Technicians (76)
- ☐ Baggage Porters and Bellhops (77)
- ☐ Bailiffs (78)
- ☐ Bakers (79)
- ☐ Barbers (80)
- ☐ Bartenders (81)
- ☐ Bicycle Repairers (82)
- ☐ Bill and Account Collectors (83)
- ☐ Billing and Posting Clerks (84)
- ☐ Biochemists and Biophysicists (85)
- ☐ Bioengineers and Biomedical Engineers (86)
- ☐ Biological Science Teachers, Postsecondary (87)
- ☐ Biological Scientists, All Other (88)
- ☐ Biological Technicians (89)
- ☐ Boilermakers (90)
- ☐ Bookkeeping, Accounting, and Auditing Clerks (91)
- ☐ Brickmasons and Blockmasons (92)
- ☐ Bridge and Lock Tenders (93)
- ☐ Broadcast Announcers and Radio Disc Jockeys (94)
- ☐ Broadcast Technicians (95)
- ☐ Brokerage Clerks (96)
- ☐ Budget Analysts (97)
- ☐ Building Cleaning Workers, All Other (98)
- ☐ Bus and Truck Mechanics and Diesel Engine Specialists (99)
- ☐ Bus Drivers, School (100)
- ☐ Bus Drivers, Transit and Intercity (101)
- ☐ Business Operations Specialists, All Other (102)
- ☐ Business Teachers, Postsecondary (103)



- ☐ Butchers and Meat Cutters (104)
- ☐ Buyers and Purchasing Agents, Farm Products (105)
- ☐ Cabinetmakers and Bench Carpenters (106)
- ☐ Calibration Technologists and Technicians (107)
- ☐ Camera and Photographic Equipment Repairers (108)
- ☐ Camera Operators, Television, Video, and Film (109)
- ☐ Captains, Mates, and Pilots of Water Vessels (110)
- ☐ Cardiologists (111)
- ☐ Cardiovascular Technologists and Technicians (112)
- ☐ Career/Technical Education Teachers, Middle School (113)
- ☐ Career/Technical Education Teachers, Postsecondary (114)
- ☐ Career/Technical Education Teachers, Secondary School (115)
- ☐ Cargo and Freight Agents (116)
- ☐ Carpenters (117)
- ☐ Carpet Installers (118)
- ☐ Cartographers and Photogrammetrists (119)
- ☐ Cashiers (120)
- ☐ Cement Masons and Concrete Finishers (121)
- ☐ Chefs and Head Cooks (122)
- ☐ Chemical Engineers (123)
- ☐ Chemical Equipment Operators and Tenders (124)
- ☐ Chemical Plant and System Operators (125)
- ☐ Chemical Technicians (126)
- ☐ Chemistry Teachers, Postsecondary (127)
- ☐ Chemists (128)
- ☐ Chief Executives (129)
- ☐ Child, Family, and School Social Workers (130)
- ☐ Childcare Workers (131)
- ☐ Chiropractors (132)

- ☐ Choreographers (133)
- ☐ Civil Engineering Technologists and Technicians (134)
- ☐ Civil Engineers (135)
- ☐ Claims Adjusters, Examiners, and Investigators (136)
- ☐ Cleaners of Vehicles and Equipment (137)
- ☐ Cleaning, Washing, and Metal Pickling Equipment Operators and Tenders (138)
- ☐ Clergy (139)
- ☐ Clinical and Counseling Psychologists (140)
- ☐ Coaches and Scouts (141)
- ☐ Coating, Painting, and Spraying Machine Setters, Operators, and Tenders (142)
- ☐ Coil Winders, Tapers, and Finishers (143)
- ☐ Coin, Vending, and Amusement Machine Servicers and Repairers (144)
- ☐ Command and Control Center Officers (145)
- ☐ Command and Control Center Specialists (146)
- ☐ Commercial and Industrial Designers (147)
- ☐ Commercial Divers (148)
- ☐ Commercial Pilots (149)
- ☐ Communications Equipment Operators, All Other (150)
- ☐ Communications Teachers, Postsecondary (151)
- ☐ Community and Social Service Specialists, All Other (152)
- ☐ Community Health Workers (153)
- ☐ Compensation and Benefits Managers (154)
- ☐ Compensation, Benefits, and Job Analysis Specialists (155)
- ☐ Compliance Officers (156)
- ☐ Computer and Information Research Scientists (157)
- ☐ Computer and Information Systems Managers (158)
- ☐ Computer Hardware Engineers (159)
- ☐ Computer Network Architects (160)
- ☐ Computer Network Support Specialists (161)

- ☐ Computer Numerically Controlled Tool Operators (162)
- ☐ Computer Numerically Controlled Tool Programmers (163)
- ☐ Computer Occupations, All Other (164)
- ☐ Computer Programmers (165)
- ☐ Computer Science Teachers, Postsecondary (166)
- ☐ Computer Systems Analysts (167)
- ☐ Computer User Support Specialists (168)
- ☐ Computer, Automated Teller, and Office Machine Repairers (169)
- ☐ Concierges (170)
- ☐ Conservation Scientists (171)
- ☐ Construction and Building Inspectors (172)
- ☐ Construction and Related Workers, All Other (173)
- ☐ Construction Laborers (174)
- ☐ Construction Managers (175)
- ☐ Continuous Mining Machine Operators (176)
- ☐ Control and Valve Installers and Repairers, Except Mechanical Door (177)
- ☐ Conveyor Operators and Tenders (178)
- ☐ Cooks, All Other (179)
- ☐ Cooks, Fast Food (180)
- ☐ Cooks, Institution and Cafeteria (181)
- ☐ Cooks, Private Household (182)
- ☐ Cooks, Restaurant (183)
- ☐ Cooks, Short Order (184)
- ☐ Cooling and Freezing Equipment Operators and Tenders (185)
- ☐ Correctional Officers and Jailers (186)
- ☐ Correspondence Clerks (187)
- ☐ Cost Estimators (188)
- ☐ Costume Attendants (189)
- ☐ Counselors, All Other (190)

- ☐ Counter and Rental Clerks (191)
- ☐ Couriers and Messengers (192)
- ☐ Court Reporters and Simultaneous Captioners (193)
- ☐ Court, Municipal, and License Clerks (194)
- ☐ Craft Artists (195)
- ☐ Crane and Tower Operators (196)
- ☐ Credit Analysts (197)
- ☐ Credit Authorizers, Checkers, and Clerks (198)
- ☐ Credit Counselors (199)
- ☐ Crematory Operators (200)
- ☐ Criminal Justice and Law Enforcement Teachers, Postsecondary (201)
- ☐ Crossing Guards and Flaggers (202)
- ☐ Crushing, Grinding, and Polishing Machine Setters, Operators, and Tenders (203)
- ☐ Curators (204)
- ☐ Customer Service Representatives (205)
- ☐ Cutters and Trimmers, Hand (206)
- ☐ Cutting and Slicing Machine Setters, Operators, and Tenders (207)
- ☐ Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic (208)
- ☐ Dancers (209)
- ☐ Data Entry Keyers (210)
- ☐ Data Scientists (211)
- ☐ Database Administrators (212)
- ☐ Database Architects (213)
- ☐ Demonstrators and Product Promoters (214)
- ☐ Dental Assistants (215)
- ☐ Dental Hygienists (216)
- ☐ Dental Laboratory Technicians (217)
- ☐ Dentists, All Other Specialists (218)
- ☐ Dentists, General (219)

- ☐ Dermatologists (220)
- ☐ Derrick Operators, Oil and Gas (221)
- ☐ Designers, All Other (222)
- ☐ Desktop Publishers (223)
- ☐ Detectives and Criminal Investigators (224)
- ☐ Diagnostic Medical Sonographers (225)
- ☐ Dietetic Technicians (226)
- ☐ Dietitians and Nutritionists (227)
- ☐ Dining Room and Cafeteria Attendants and Bartender Helpers (228)
- ☐ Directors, Religious Activities and Education (229)
- ☐ Disc Jockeys, Except Radio (230)
- ☐ Dishwashers (231)
- ☐ Dispatchers, Except Police, Fire, and Ambulance (232)
- ☐ Door-to-Door Sales Workers, News and Street Vendors, and Related Workers (233)
- ☐ Drafters, All Other (234)
- ☐ Dredge Operators (235)
- ☐ Drilling and Boring Machine Tool Setters, Operators, and Tenders, Metal and Plastic (236)
- ☐ Driver/Sales Workers (237)
- ☐ Drywall and Ceiling Tile Installers (238)
- ☐ Earth Drillers, Except Oil and Gas (239)
- ☐ Economics Teachers, Postsecondary (240)
- ☐ Economists (241)
- ☐ Editors (242)
- ☐ Education Administrators, All Other (243)
- ☐ Education Administrators, Kindergarten through Secondary (244)
- ☐ Education Administrators, Postsecondary (245)
- ☐ Education and Childcare Administrators, Preschool and Daycare (246)
- ☐ Education Teachers, Postsecondary (247)
- ☐ Educational Instruction and Library Workers, All Other (248)

- ☐ Educational, Guidance, and Career Counselors and Advisors (249)
- ☐ Electric Motor, Power Tool, and Related Repairers (250)
- ☐ Electrical and Electronic Engineering Technologists and Technicians (251)
- ☐ Electrical and Electronic Equipment Assemblers (252)
- ☐ Electrical and Electronics Drafters (253)
- ☐ Electrical and Electronics Installers and Repairers, Transportation Equipment (254)
- ☐ Electrical and Electronics Repairers, Commercial and Industrial Equipment (255)
- ☐ Electrical and Electronics Repairers, Powerhouse, Substation, and Relay (256)
- ☐ Electrical Engineers (257)
- ☐ Electrical Power-Line Installers and Repairers (258)
- ☐ Electricians (259)
- ☐ Electro-Mechanical and Mechatronics Technologists and Technicians (260)
- ☐ Electromechanical Equipment Assemblers (261)
- ☐ Electronic Equipment Installers and Repairers, Motor Vehicles (262)
- ☐ Electronics Engineers, Except Computer (263)
- ☐ Elementary School Teachers, Except Special Education (264)
- ☐ Elevator and Escalator Installers and Repairers (265)
- ☐ Eligibility Interviewers, Government Programs (266)
- ☐ Embalmers (267)
- ☐ Emergency Management Directors (268)
- ☐ Emergency Medical Technicians (269)
- ☐ Emergency Medicine Physicians (270)
- ☐ Engine and Other Machine Assemblers (271)
- ☐ Engineering Teachers, Postsecondary (272)
- ☐ Engineering Technologists and Technicians, Except Drafters, All Other (273)
- ☐ Engineers, All Other (274)
- ☐ English Language and Literature Teachers, Postsecondary (275)
- ☐ Entertainers and Performers, Sports and Related Workers, All Other (276)
- ☐ Entertainment and Recreation Managers, Except Gambling (277)

- ☐ Entertainment Attendants and Related Workers, All Other (278)
- ☐ Environmental Engineering Technologists and Technicians (279)
- ☐ Environmental Engineers (280)
- ☐ Environmental Science and Protection Technicians, Including Health (281)
- ☐ Environmental Science Teachers, Postsecondary (282)
- ☐ Environmental Scientists and Specialists, Including Health (283)
- ☐ Epidemiologists (284)
- ☐ Etchers and Engravers (285)
- ☐ Excavating and Loading Machine and Dragline Operators, Surface Mining (286)
- ☐ Executive Secretaries and Executive Administrative Assistants (287)
- ☐ Exercise Physiologists (288)
- ☐ Exercise Trainers and Group Fitness Instructors (289)
- ☐ Explosives Workers, Ordnance Handling Experts, and Blasters (290)
- ☐ Extraction Workers, All Other (291)
- ☐ Extruding and Drawing Machine Setters, Operators, and Tenders, Metal and Plastic (292)
- ☐ Extruding and Forming Machine Setters, Operators, and Tenders, Synthetic and Glass Fibers (293)
- ☐ Extruding, Forming, Pressing, and Compacting Machine Setters, Operators, and Tenders (294)
- ☐ Fabric and Apparel Patternmakers (295)
- ☐ Facilities Managers (296)
- ☐ Fallers (297)
- ☐ Family and Consumer Sciences Teachers, Postsecondary (298)
- ☐ Family Medicine Physicians (299)
- ☐ Farm and Home Management Educators (300)
- ☐ Farm Equipment Mechanics and Service Technicians (301)
- ☐ Farm Labor Contractors (302)
- ☐ Farmers, Ranchers, and Other Agricultural Managers (303)
- ☐ Farmworkers and Laborers, Crop, Nursery, and Greenhouse (304)
- ☐ Farmworkers, Farm, Ranch, and Aquacultural Animals (305)
- ☐ Fashion Designers (306)

- ☐ Fast Food and Counter Workers (307)
- ☐ Fence Erectors (308)
- ☐ Fiberglass Laminators and Fabricators (309)
- ☐ File Clerks (310)
- ☐ Film and Video Editors (311)
- ☐ Financial and Investment Analysts (312)
- ☐ Financial Clerks, All Other (313)
- ☐ Financial Examiners (314)
- ☐ Financial Managers (315)
- ☐ Financial Risk Specialists (316)
- ☐ Financial Specialists, All Other (317)
- ☐ Fine Artists, Including Painters, Sculptors, and Illustrators (318)
- ☐ Fire Inspectors and Investigators (319)
- ☐ Firefighters (320)
- ☐ First-Line Supervisors of Air Crew Members (321)
- ☐ First-Line Supervisors of All Other Tactical Operations Specialists (322)
- ☐ First-Line Supervisors of Construction Trades and Extraction Workers (323)
- ☐ First-Line Supervisors of Correctional Officers (324)
- ☐ First-Line Supervisors of Entertainment and Recreation Workers, Except Gambling Services (325)
- ☐ First-Line Supervisors of Farming, Fishing, and Forestry Workers (326)
- ☐ First-Line Supervisors of Firefighting and Prevention Workers (327)
- ☐ First-Line Supervisors of Food Preparation and Serving Workers (328)
- ☐ First-Line Supervisors of Gambling Services Workers (329)
- ☐ First-Line Supervisors of Helpers, Laborers, and Material Movers, Hand (330)
- ☐ First-Line Supervisors of Housekeeping and Janitorial Workers (331)
- ☐ First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers (332)
- ☐ First-Line Supervisors of Material-Moving Machine and Vehicle Operators (333)
- ☐ First-Line Supervisors of Mechanics, Installers, and Repairers (334)
- ☐ First-Line Supervisors of Non-Retail Sales Workers (335)



- ☐ First-Line Supervisors of Office and Administrative Support Workers (336)
- ☐ First-Line Supervisors of Passenger Attendants (337)
- ☐ First-Line Supervisors of Personal Service Workers (338)
- ☐ First-Line Supervisors of Police and Detectives (339)
- ☐ First-Line Supervisors of Production and Operating Workers (340)
- ☐ First-Line Supervisors of Protective Service Workers, All Other (341)
- ☐ First-Line Supervisors of Retail Sales Workers (342)
- ☐ First-Line Supervisors of Security Workers (343)
- ☐ First-Line Supervisors of Transportation Workers, All Other (344)
- ☐ First-Line Supervisors of Weapons Specialists/Crew Members (345)
- ☐ Fish and Game Wardens (346)
- ☐ Fishing and Hunting Workers (347)
- ☐ Flight Attendants (348)
- ☐ Floor Layers, Except Carpet, Wood, and Hard Tiles (349)
- ☐ Floor Sanders and Finishers (350)
- ☐ Floral Designers (351)
- ☐ Food and Tobacco Roasting, Baking, and Drying Machine Operators and Tenders (352)
- ☐ Food Batchmakers (353)
- ☐ Food Cooking Machine Operators and Tenders (354)
- ☐ Food Preparation and Serving Related Workers, All Other (355)
- ☐ Food Preparation Workers (356)
- ☐ Food Processing Workers, All Other (357)
- ☐ Food Science Technicians (358)
- ☐ Food Scientists and Technologists (359)
- ☐ Food Servers, Nonrestaurant (360)
- ☐ Food Service Managers (361)
- ☐ Foreign Language and Literature Teachers, Postsecondary (362)
- ☐ Forensic Science Technicians (363)
- ☐ Forest and Conservation Technicians (364)

- ☐ Forest and Conservation Workers (365)
- ☐ Forest Fire Inspectors and Prevention Specialists (366)
- ☐ Foresters (367)
- ☐ Forestry and Conservation Science Teachers, Postsecondary (368)
- ☐ Forging Machine Setters, Operators, and Tenders, Metal and Plastic (369)
- ☐ Foundry Mold and Coremakers (370)
- ☐ Fundraisers (371)
- ☐ Fundraising Managers (372)
- ☐ Funeral Attendants (373)
- ☐ Funeral Home Managers (374)
- ☐ Furnace, Kiln, Oven, Drier, and Kettle Operators and Tenders (375)
- ☐ Furniture Finishers (376)
- ☐ Gambling and Sports Book Writers and Runners (377)
- ☐ Gambling Cage Workers (378)
- ☐ Gambling Change Persons and Booth Cashiers (379)
- ☐ Gambling Dealers (380)
- ☐ Gambling Managers (381)
- ☐ Gambling Service Workers, All Other (382)
- ☐ Gambling Surveillance Officers and Gambling Investigators (383)
- ☐ Gas Compressor and Gas Pumping Station Operators (384)
- ☐ Gas Plant Operators (385)
- ☐ General and Operations Managers (386)
- ☐ General Internal Medicine Physicians (387)
- ☐ Genetic Counselors (388)
- ☐ Geographers (389)
- ☐ Geography Teachers, Postsecondary (390)
- ☐ Geological Technicians, Except Hydrologic Technicians (391)
- ☐ Geoscientists, Except Hydrologists and Geographers (392)
- ☐ Glaziers (393)

- ☐ Graders and Sorters, Agricultural Products (394)
- ☐ Graphic Designers (395)
- ☐ Grinding and Polishing Workers, Hand (396)
- ☐ Grinding, Lapping, Polishing, and Buffing Machine Tool Setters, Operators, and Tenders, Metal and Plastic (397)
- ☐ Grounds Maintenance Workers, All Other (398)
- ☐ Hairdressers, Hairstylists, and Cosmetologists (399)
- ☐ Hazardous Materials Removal Workers (400)
- ☐ Health and Safety Engineers, Except Mining Safety Engineers and Inspectors (401)
- ☐ Health Education Specialists (402)
- ☐ Health Information Technologists and Medical Registrars (403)
- ☐ Health Specialties Teachers, Postsecondary (404)
- ☐ Health Technologists and Technicians, All Other (405)
- ☐ Healthcare Diagnosing or Treating Practitioners, All Other (406)
- ☐ Healthcare Practitioners and Technical Workers, All Other (407)
- ☐ Healthcare Social Workers (408)
- ☐ Healthcare Support Workers, All Other (409)
- ☐ Hearing Aid Specialists (410)
- ☐ Heat Treating Equipment Setters, Operators, and Tenders, Metal and Plastic (411)
- ☐ Heating, Air Conditioning, and Refrigeration Mechanics and Installers (412)
- ☐ Heavy and Tractor-Trailer Truck Drivers (413)
- ☐ Helpers, Construction Trades, All Other (414)
- ☐ Helpers--Brickmasons, Blockmasons, Stonemasons, and Tile and Marble Setters (415)
- ☐ Helpers--Carpenters (416)
- ☐ Helpers--Electricians (417)
- ☐ Helpers--Extraction Workers (418)
- ☐ Helpers--Installation, Maintenance, and Repair Workers (419)
- ☐ Helpers--Painters, Paperhangers, Plasterers, and Stucco Masons (420)
- ☐ Helpers--Pipelayers, Plumbers, Pipefitters, and Steamfitters (421)
- ☐ Helpers--Production Workers (422)

- ☐ Helpers--Roofers (423)
- ☐ Highway Maintenance Workers (424)
- ☐ Historians (425)
- ☐ History Teachers, Postsecondary (426)
- ☐ Hoist and Winch Operators (427)
- ☐ Home Appliance Repairers (428)
- ☐ Home Health Aides (429)
- ☐ Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop (430)
- ☐ Hotel, Motel, and Resort Desk Clerks (431)
- ☐ Human Resources Assistants, Except Payroll and Timekeeping (432)
- ☐ Human Resources Managers (433)
- ☐ Human Resources Specialists (434)
- ☐ Hydrologic Technicians (435)
- ☐ Hydrologists (436)
- ☐ Industrial Engineering Technologists and Technicians (437)
- ☐ Industrial Engineers (438)
- ☐ Industrial Machinery Mechanics (439)
- ☐ Industrial Production Managers (440)
- ☐ Industrial Truck and Tractor Operators (441)
- ☐ Industrial-Organizational Psychologists (442)
- ☐ Infantry (443)
- ☐ Infantry Officers (444)
- ☐ Information and Record Clerks, All Other (445)
- ☐ Information Security Analysts (446)
- ☐ Inspectors, Testers, Sorters, Samplers, and Weighers (447)
- ☐ Installation, Maintenance, and Repair Workers, All Other (448)
- ☐ Instructional Coordinators (449)
- ☐ Insulation Workers, Floor, Ceiling, and Wall (450)
- ☐ Insulation Workers, Mechanical (451)

- ☐ Insurance Appraisers, Auto Damage (452)
- ☐ Insurance Claims and Policy Processing Clerks (453)
- ☐ Insurance Sales Agents (454)
- ☐ Insurance Underwriters (455)
- ☐ Interior Designers (456)
- ☐ Interpreters and Translators (457)
- ☐ Interviewers, Except Eligibility and Loan (458)
- ☐ Janitors and Cleaners, Except Maids and Housekeeping Cleaners (459)
- ☐ Jewelers and Precious Stone and Metal Workers (460)
- ☐ Judges, Magistrate Judges, and Magistrates (461)
- ☐ Judicial Law Clerks (462)
- ☐ Kindergarten Teachers, Except Special Education (463)
- ☐ Labor Relations Specialists (464)
- ☐ Laborers and Freight, Stock, and Material Movers, Hand (465)
- ☐ Landscape Architects (466)
- ☐ Landscaping and Groundskeeping Workers (467)
- ☐ Lathe and Turning Machine Tool Setters, Operators, and Tenders, Metal and Plastic (468)
- ☐ Laundry and Dry-Cleaning Workers (469)
- ☐ Law Teachers, Postsecondary (470)
- ☐ Lawyers (471)
- ☐ Layout Workers, Metal and Plastic (472)
- ☐ Legal Secretaries and Administrative Assistants (473)
- ☐ Legal Support Workers, All Other (474)
- ☐ Legislators (475)
- ☐ Librarians and Media Collections Specialists (476)
- ☐ Library Assistants, Clerical (477)
- ☐ Library Science Teachers, Postsecondary (478)
- ☐ Library Technicians (479)
- ☐ Licensed Practical and Licensed Vocational Nurses (480)

- ☐ Life Scientists, All Other (481)
- ☐ Life, Physical, and Social Science Technicians, All Other (482)
- ☐ Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers (483)
- ☐ Light Truck Drivers (484)
- ☐ Lighting Technicians (485)
- ☐ Loading and Moving Machine Operators, Underground Mining (486)
- ☐ Loan Interviewers and Clerks (487)
- ☐ Loan Officers (488)
- ☐ Locker Room, Coatroom, and Dressing Room Attendants (489)
- ☐ Locksmiths and Safe Repairers (490)
- ☐ Locomotive Engineers (491)
- ☐ Lodging Managers (492)
- ☐ Log Graders and Scalers (493)
- ☐ Logging Equipment Operators (494)
- ☐ Logging Workers, All Other (495)
- ☐ Logisticians (496)
- ☐ Machine Feeders and Offbearers (497)
- ☐ Machinists (498)
- ☐ Magnetic Resonance Imaging Technologists (499)
- ☐ Maids and Housekeeping Cleaners (500)
- ☐ Mail Clerks and Mail Machine Operators, Except Postal Service (501)
- ☐ Maintenance and Repair Workers, General (502)
- ☐ Maintenance Workers, Machinery (503)
- ☐ Makeup Artists, Theatrical and Performance (504)
- ☐ Management Analysts (505)
- ☐ Managers, All Other (506)
- ☐ Manicurists and Pedicurists (507)
- ☐ Manufactured Building and Mobile Home Installers (508)
- ☐ Marine Engineers and Naval Architects (509)

- ☐ Market Research Analysts and Marketing Specialists (510)
- ☐ Marketing Managers (511)
- ☐ Marriage and Family Therapists (512)
- ☐ Massage Therapists (513)
- ☐ Material Moving Workers, All Other (514)
- ☐ Materials Engineers (515)
- ☐ Materials Scientists (516)
- ☐ Mathematical Science Occupations, All Other (517)
- ☐ Mathematical Science Teachers, Postsecondary (518)
- ☐ Mathematicians (519)
- ☐ Meat, Poultry, and Fish Cutters and Trimmers (520)
- ☐ Mechanical Door Repairers (521)
- ☐ Mechanical Drafters (522)
- ☐ Mechanical Engineering Technologists and Technicians (523)
- ☐ Mechanical Engineers (524)
- ☐ Media and Communication Equipment Workers, All Other (525)
- ☐ Media and Communication Workers, All Other (526)
- ☐ Medical and Clinical Laboratory Technicians (527)
- ☐ Medical and Clinical Laboratory Technologists (528)
- ☐ Medical and Health Services Managers (529)
- ☐ Medical Appliance Technicians (530)
- ☐ Medical Assistants (531)
- ☐ Medical Dosimetrists (532)
- ☐ Medical Equipment Preparers (533)
- ☐ Medical Equipment Repairers (534)
- ☐ Medical Records Specialists (535)
- ☐ Medical Scientists, Except Epidemiologists (536)
- ☐ Medical Secretaries and Administrative Assistants (537)
- ☐ Medical Transcriptionists (538)

- ☐ Meeting, Convention, and Event Planners (539)
- ☐ Mental Health and Substance Abuse Social Workers (540)
- ☐ Mental Health Counselors (541)
- ☐ Merchandise Displayers and Window Trimmers (542)
- ☐ Metal Workers and Plastic Workers, All Other (543)
- ☐ Metal-Refining Furnace Operators and Tenders (544)
- ☐ Meter Readers, Utilities (545)
- ☐ Microbiologists (546)
- ☐ Middle School Teachers, Except Special and Career/Technical Education (547)
- ☐ Military Enlisted Tactical Operations and Air/Weapons Specialists and Crew Members, All Other (548)
- ☐ Military Officer Special and Tactical Operations Leaders, All Other (549)
- ☐ Milling and Planing Machine Setters, Operators, and Tenders, Metal and Plastic (550)
- ☐ Millwrights (551)
- ☐ Mining and Geological Engineers, Including Mining Safety Engineers (552)
- ☐ Mixing and Blending Machine Setters, Operators, and Tenders (553)
- ☐ Mobile Heavy Equipment Mechanics, Except Engines (554)
- ☐ Model Makers, Metal and Plastic (555)
- ☐ Model Makers, Wood (556)
- ☐ Models (557)
- ☐ Molders, Shapers, and Casters, Except Metal and Plastic (558)
- ☐ Molding, Coremaking, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic (559)
- ☐ Morticians, Undertakers, and Funeral Arrangers (560)
- ☐ Motion Picture Projectionists (561)
- ☐ Motor Vehicle Operators, All Other (562)
- ☐ Motorboat Mechanics and Service Technicians (563)
- ☐ Motorboat Operators (564)
- ☐ Motorcycle Mechanics (565)
- ☐ Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic (566)
- ☐ Museum Technicians and Conservators (567)



- ☐ Music Directors and Composers (568)
- ☐ Musical Instrument Repairers and Tuners (569)
- ☐ Musicians and Singers (570)
- ☐ Natural Sciences Managers (571)
- ☐ Network and Computer Systems Administrators (572)
- ☐ Neurologists (573)
- ☐ New Accounts Clerks (574)
- ☐ News Analysts, Reporters, and Journalists (575)
- ☐ NO MATCH (576)
- ☐ Nuclear Engineers (577)
- ☐ Nuclear Medicine Technologists (578)
- ☐ Nuclear Power Reactor Operators (579)
- ☐ Nuclear Technicians (580)
- ☐ Nurse Anesthetists (581)
- ☐ Nurse Midwives (582)
- ☐ Nurse Practitioners (583)
- ☐ Nursing Assistants (584)
- ☐ Nursing Instructors and Teachers, Postsecondary (585)
- ☐ Obstetricians and Gynecologists (586)
- ☐ Occupational Health and Safety Specialists (587)
- ☐ Occupational Health and Safety Technicians (588)
- ☐ Occupational Therapists (589)
- ☐ Occupational Therapy Aides (590)
- ☐ Occupational Therapy Assistants (591)
- ☐ Office and Administrative Support Workers, All Other (592)
- ☐ Office Clerks, General (593)
- ☐ Office Machine Operators, Except Computer (594)
- ☐ Operating Engineers and Other Construction Equipment Operators (595)
- ☐ Operations Research Analysts (596)

- ☐ Ophthalmic Laboratory Technicians (597)
- ☐ Ophthalmic Medical Technicians (598)
- ☐ Ophthalmologists, Except Pediatric (599)
- ☐ Opticians, Dispensing (600)
- ☐ Optometrists (601)
- ☐ Oral and Maxillofacial Surgeons (602)
- ☐ Order Clerks (603)
- ☐ Orderlies (604)
- ☐ Orthodontists (605)
- ☐ Orthopedic Surgeons, Except Pediatric (606)
- ☐ Orthotists and Prosthetists (607)
- ☐ Outdoor Power Equipment and Other Small Engine Mechanics (608)
- ☐ Packaging and Filling Machine Operators and Tenders (609)
- ☐ Packers and Packagers, Hand (610)
- ☐ Painters, Construction and Maintenance (611)
- ☐ Painting, Coating, and Decorating Workers (612)
- ☐ Paper Goods Machine Setters, Operators, and Tenders (613)
- ☐ Paperhangers (614)
- ☐ Paralegals and Legal Assistants (615)
- ☐ Paramedics (616)
- ☐ Parking Attendants (617)
- ☐ Parking Enforcement Workers (618)
- ☐ Parts Salespersons (619)
- ☐ Passenger Attendants (620)
- ☐ Patternmakers, Metal and Plastic (621)
- ☐ Patternmakers, Wood (622)
- ☐ Paving, Surfacing, and Tamping Equipment Operators (623)
- ☐ Payroll and Timekeeping Clerks (624)
- ☐ Pediatric Surgeons (625)

- ☐ Pediatricians, General (626)
- ☐ Personal Care Aides (627)
- ☐ Personal Care and Service Workers, All Other (628)
- ☐ Personal Financial Advisors (629)
- ☐ Personal Service Managers, All Other (630)
- ☐ Pest Control Workers (631)
- ☐ Pesticide Handlers, Sprayers, and Applicators, Vegetation (632)
- ☐ Petroleum Engineers (633)
- ☐ Petroleum Pump System Operators, Refinery Operators, and Gaugers (634)
- ☐ Pharmacists (635)
- ☐ Pharmacy Aides (636)
- ☐ Pharmacy Technicians (637)
- ☐ Philosophy and Religion Teachers, Postsecondary (638)
- ☐ Phlebotomists (639)
- ☐ Photographers (640)
- ☐ Photographic Process Workers and Processing Machine Operators (641)
- ☐ Physical Scientists, All Other (642)
- ☐ Physical Therapist Aides (643)
- ☐ Physical Therapist Assistants (644)
- ☐ Physical Therapists (645)
- ☐ Physician Assistants (646)
- ☐ Physicians, All Other (647)
- ☐ Physicians, Pathologists (648)
- ☐ Physicists (649)
- ☐ Physics Teachers, Postsecondary (650)
- ☐ Pile Driver Operators (651)
- ☐ Pipelayers (652)
- ☐ Plant and System Operators, All Other (653)
- ☐ Plasterers and Stucco Masons (654)

- ☐ Plating Machine Setters, Operators, and Tenders, Metal and Plastic (655)
- ☐ Plumbers, Pipefitters, and Steamfitters (656)
- ☐ Podiatrists (657)
- ☐ Police and Sheriff's Patrol Officers (658)
- ☐ Political Science Teachers, Postsecondary (659)
- ☐ Political Scientists (660)
- ☐ Postal Service Clerks (661)
- ☐ Postal Service Mail Carriers (662)
- ☐ Postal Service Mail Sorters, Processors, and Processing Machine Operators (663)
- ☐ Postmasters and Mail Superintendents (664)
- ☐ Postsecondary Teachers, All Other (665)
- ☐ Pourers and Casters, Metal (666)
- ☐ Power Distributors and Dispatchers (667)
- ☐ Power Plant Operators (668)
- ☐ Precision Instrument and Equipment Repairers, All Other (669)
- ☐ Prepress Technicians and Workers (670)
- ☐ Preschool Teachers, Except Special Education (671)
- ☐ Pressers, Textile, Garment, and Related Materials (672)
- ☐ Print Binding and Finishing Workers (673)
- ☐ Printing Press Operators (674)
- ☐ Private Detectives and Investigators (675)
- ☐ Probation Officers and Correctional Treatment Specialists (676)
- ☐ Procurement Clerks (677)
- ☐ Producers and Directors (678)
- ☐ Production Workers, All Other (679)
- ☐ Production, Planning, and Expediting Clerks (680)
- ☐ Project Management Specialists (681)
- ☐ Proofreaders and Copy Markers (682)
- ☐ Property, Real Estate, and Community Association Managers (683)

- ☐ Prosthodontists (684)
- ☐ Protective Service Workers, All Other (685)
- ☐ Psychiatric Aides (686)
- ☐ Psychiatric Technicians (687)
- ☐ Psychiatrists (688)
- ☐ Psychologists, All Other (689)
- ☐ Psychology Teachers, Postsecondary (690)
- ☐ Public Relations Managers (691)
- ☐ Public Relations Specialists (692)
- ☐ Public Safety Telecommunicators (693)
- ☐ Pump Operators, Except Wellhead Pumpers (694)
- ☐ Purchasing Agents, Except Wholesale, Retail, and Farm Products (695)
- ☐ Purchasing Managers (696)
- ☐ Radiation Therapists (697)
- ☐ Radio, Cellular, and Tower Equipment Installers and Repairers (698)
- ☐ Radiologic Technologists and Technicians (699)
- ☐ Radiologists (700)
- ☐ Rail Car Repairers (701)
- ☐ Rail Transportation Workers, All Other (702)
- ☐ Rail Yard Engineers, Dinkey Operators, and Hostlers (703)
- ☐ Railroad Brake, Signal, and Switch Operators and Locomotive Firers (704)
- ☐ Railroad Conductors and Yardmasters (705)
- ☐ Rail-Track Laying and Maintenance Equipment Operators (706)
- ☐ Real Estate Brokers (707)
- ☐ Real Estate Sales Agents (708)
- ☐ Receptionists and Information Clerks (709)
- ☐ Recreation and Fitness Studies Teachers, Postsecondary (710)
- ☐ Recreation Workers (711)
- ☐ Recreational Therapists (712)

- ☐ Recreational Vehicle Service Technicians (713)
- ☐ Refractory Materials Repairers, Except Brickmasons (714)
- ☐ Refuse and Recyclable Material Collectors (715)
- ☐ Registered Nurses (716)
- ☐ Rehabilitation Counselors (717)
- ☐ Reinforcing Iron and Rebar Workers (718)
- ☐ Religious Workers, All Other (719)
- ☐ Reservation and Transportation Ticket Agents and Travel Clerks (720)
- ☐ Residential Advisors (721)
- ☐ Respiratory Therapists (722)
- ☐ Retail Salespersons (723)
- ☐ Riggers (724)
- ☐ Rock Splitters, Quarry (725)
- ☐ Rolling Machine Setters, Operators, and Tenders, Metal and Plastic (726)
- ☐ Roof Bolters, Mining (727)
- ☐ Roofers (728)
- ☐ Rotary Drill Operators, Oil and Gas (729)
- ☐ Roustabouts, Oil and Gas (730)
- ☐ Sailors and Marine Oilers (731)
- ☐ Sales and Related Workers, All Other (732)
- ☐ Sales Engineers (733)
- ☐ Sales Managers (734)
- ☐ Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel (735)
- ☐ Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products (736)
- ☐ Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products (737)
- ☐ Sawing Machine Setters, Operators, and Tenders, Wood (738)
- ☐ School Bus Monitors (739)
- ☐ School Psychologists (740)
- ☐ Secondary School Teachers, Except Special and Career/Technical Education (741)

- ☐ Secretaries and Administrative Assistants, Except Legal, Medical, and Executive (742)
- ☐ Securities, Commodities, and Financial Services Sales Agents (743)
- ☐ Security and Fire Alarm Systems Installers (744)
- ☐ Security Guards (745)
- ☐ Segmental Pavers (746)
- ☐ Self-Enrichment Teachers (747)
- ☐ Semiconductor Processing Technicians (748)
- ☐ Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders (749)
- ☐ Septic Tank Servicers and Sewer Pipe Cleaners (750)
- ☐ Service Unit Operators, Oil and Gas (751)
- ☐ Set and Exhibit Designers (752)
- ☐ Sewers, Hand (753)
- ☐ Sewing Machine Operators (754)
- ☐ Shampooers (755)
- ☐ Sheet Metal Workers (756)
- ☐ Ship Engineers (757)
- ☐ Shipping, Receiving, and Inventory Clerks (758)
- ☐ Shoe and Leather Workers and Repairers (759)
- ☐ Shoe Machine Operators and Tenders (760)
- ☐ Shuttle Drivers and Chauffeurs (761)
- ☐ Signal and Track Switch Repairers (762)
- ☐ Skincare Specialists (763)
- ☐ Slaughterers and Meat Packers (764)
- ☐ Social and Community Service Managers (765)
- ☐ Social and Human Service Assistants (766)
- ☐ Social Science Research Assistants (767)
- ☐ Social Sciences Teachers, Postsecondary, All Other (768)
- ☐ Social Scientists and Related Workers, All Other (769)
- ☐ Social Work Teachers, Postsecondary (770)

- ☐ Social Workers, All Other (771)
- ☐ Sociologists (772)
- ☐ Sociology Teachers, Postsecondary (773)
- ☐ Software Developers (774)
- ☐ Software Quality Assurance Analysts and Testers (775)
- ☐ Soil and Plant Scientists (776)
- ☐ Solar Photovoltaic Installers (777)
- ☐ Sound Engineering Technicians (778)
- ☐ Special Education Teachers, All Other (779)
- ☐ Special Education Teachers, Elementary School (780)
- ☐ Special Education Teachers, Kindergarten (781)
- ☐ Special Education Teachers, Middle School (782)
- ☐ Special Education Teachers, Preschool (783)
- ☐ Special Education Teachers, Secondary School (784)
- ☐ Special Effects Artists and Animators (785)
- ☐ Special Forces (786)
- ☐ Special Forces Officers (787)
- ☐ Speech-Language Pathologists (788)
- ☐ Stationary Engineers and Boiler Operators (789)
- ☐ Statistical Assistants (790)
- ☐ Statisticians (791)
- ☐ Stockers and Order Fillers (792)
- ☐ Stonemasons (793)
- ☐ Structural Iron and Steel Workers (794)
- ☐ Structural Metal Fabricators and Fitters (795)
- ☐ Substance Abuse and Behavioral Disorder Counselors (796)
- ☐ Substitute Teachers, Short-Term (797)
- ☐ Subway and Streetcar Operators (798)
- ☐ Surgeons, All Other (799)



- ☐ Surgical Assistants (800)
- ☐ Surgical Technologists (801)
- ☐ Survey Researchers (802)
- ☐ Surveying and Mapping Technicians (803)
- ☐ Surveyors (804)
- ☐ Switchboard Operators, Including Answering Service (805)
- ☐ Tailors, Dressmakers, and Custom Sewers (806)
- ☐ Tank Car, Truck, and Ship Loaders (807)
- ☐ Tapers (808)
- ☐ Tax Examiners and Collectors, and Revenue Agents (809)
- ☐ Tax Preparers (810)
- ☐ Taxi Drivers (811)
- ☐ Teachers and Instructors, All Other (812)
- ☐ Teaching Assistants, All Other (813)
- ☐ Teaching Assistants, Postsecondary (814)
- ☐ Teaching Assistants, Preschool, Elementary, Middle, and Secondary School, Except Special Education (815)
- ☐ Teaching Assistants, Special Education (816)
- ☐ Team Assemblers (817)
- ☐ Technical Writers (818)
- ☐ Telecommunications Equipment Installers and Repairers, Except Line Installers (819)
- ☐ Telecommunications Line Installers and Repairers (820)
- ☐ Telemarketers (821)
- ☐ Telephone Operators (822)
- ☐ Tellers (823)
- ☐ Terrazzo Workers and Finishers (824)
- ☐ Textile Bleaching and Dyeing Machine Operators and Tenders (825)
- ☐ Textile Cutting Machine Setters, Operators, and Tenders (826)
- ☐ Textile Knitting and Weaving Machine Setters, Operators, and Tenders (827)
- ☐ Textile Winding, Twisting, and Drawing Out Machine Setters, Operators, and Tenders (828)

- ☐ Textile, Apparel, and Furnishings Workers, All Other (829)
- ☐ Therapists, All Other (830)
- ☐ Tile and Stone Setters (831)
- ☐ Timing Device Assemblers and Adjusters (832)
- ☐ Tire Builders (833)
- ☐ Tire Repairers and Changers (834)
- ☐ Title Examiners, Abstractors, and Searchers (835)
- ☐ Tool and Die Makers (836)
- ☐ Tool Grinders, Filers, and Sharpeners (837)
- ☐ Tour Guides and Escorts (838)
- ☐ Traffic Technicians (839)
- ☐ Training and Development Managers (840)
- ☐ Training and Development Specialists (841)
- ☐ Transit and Railroad Police (842)
- ☐ Transportation Inspectors (843)
- ☐ Transportation Security Screeners (844)
- ☐ Transportation Workers, All Other (845)
- ☐ Transportation, Storage, and Distribution Managers (846)
- ☐ Travel Agents (847)
- ☐ Travel Guides (848)
- ☐ Tree Trimmers and Pruners (849)
- ☐ Tutors (850)
- ☐ Umpires, Referees, and Other Sports Officials (851)
- ☐ Underground Mining Machine Operators, All Other (852)
- ☐ Upholsterers (853)
- ☐ Urban and Regional Planners (854)
- ☐ Ushers, Lobby Attendants, and Ticket Takers (855)
- ☐ Veterinarians (856)
- ☐ Veterinary Assistants and Laboratory Animal Caretakers (857)

- ☐ Veterinary Technologists and Technicians (858)
- ☐ Waiters and Waitresses (859)
- ☐ Watch and Clock Repairers (860)
- ☐ Water and Wastewater Treatment Plant and System Operators (861)
- ☐ Web and Digital Interface Designers (862)
- ☐ Web Developers (863)
- ☐ Weighers, Measurers, Checkers, and Samplers, Recordkeeping (864)
- ☐ Welders, Cutters, Solderers, and Brazers (865)
- ☐ Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders (866)
- ☐ Wellhead Pumpers (867)
- ☐ Wholesale and Retail Buyers, Except Farm Products (868)
- ☐ Wind Turbine Service Technicians (869)
- ☐ Woodworkers, All Other (870)
- ☐ Woodworking Machine Setters, Operators, and Tenders, Except Sawing (871)
- ☐ Word Processors and Typists (872)
- ☐ Writers and Authors (873)
- ☐ Zoologists and Wildlife Biologists (874)
- ☐ Other (875)

#### End of Block: Career Outcomes

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#### Start of Block: NDCC

NDCC Please specify how well each statement describes you.

	Not at all like me	A great deal unlike me	Somewhat unlike me	Somewhat like me	Mostly like me	Exactly like me
I have pursued my goals despite barriers to my schooling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that my dreams for my future are possible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am hopeful for my future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I consider myself an ambitious person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am encouraged to learn about my family's history	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I know about my family's history	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I frequently attend family gatherings (e.g., parties, fiestas, weddings, religious events such as rosaries)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have passed down stories about my family to younger relatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A family member or family members have passed down lessons to me that I can use in my schooling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am connected to my extended family members, such as aunts, uncles, cousins, and others beyond my parents and siblings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have strong role models in my family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have sought out mentors in school who share my interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have succeeded despite barriers to my success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

NDCC2 Please specify how well each statement describes you.

	Not at all like me	A great deal unlike me	Somewhat unlike me	Somewhat like me	Mostly like me	Exactly like me
I learn a lot of valuable knowledge from my family members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to find resources at my college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Even when presented with obstacles, I am able to access resources at my college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident in my ability to network on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Even when I have limited resources (e.g., finances), I find ways to secure the essentials for my education (e.g., tuition, books)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident in my ability to get through struggles in college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe there are injustices in my ethnic, racial, or cultural community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe I have faced discrimination in society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want to make a difference in the broader society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I want to make a difference in my racial, ethnic, or cultural community

I believe I will be able to make a difference in society

I believe racism is a major factor for issues in society

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: NDCC

### Start of Block: Assets

CritCultWealth Please indicate your level of agreement or disagreement with the following statements regarding your college or university:

	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
I feel there is a general atmosphere of prejudice among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have encountered racism while attending this institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have heard negative words about people of my own race or ethnicity while attending classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel stressed about my personal finances in general	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I worry about being able to pay monthly expenses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I worry about having enough money to pay for school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see myself as part of the university community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel a sense of belonging to this university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I am a member of the university community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will be able to choose the jobs I want	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel total control over my future job choices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will be able to do the kind of work I want to, despite external barriers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I know what occupational path I want to pursue when I get out of school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a firm sense of what type of work I would like to do for a living	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is clear to me what I want to do for a living after I graduate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In most ways, my life is close to my ideal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The conditions of my life are excellent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Work Capital Please select one answer to each of the following statements based on this scale:

	Strongly disagree	Moderately disagree	Slightly disagree	Neutral	Slightly agree	Moderately agree	Strongly agree
If I lost my job, I'd have money to tide me over until I could get a new job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can afford to enroll in job training programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can focus on the job search process because I am financially stable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can afford materials that improve my work productivity (e.g., a laptop, books, and software).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have job expertise that helps me be successful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am highly trained in my area of work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the work experience needed to be successful in my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have job qualifications that help me excel at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know influential people who can connect me to job opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am connected to people who coach me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

about work.							
I can access hidden job positions through my connections.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to behave professionally on my first day at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have good manners and behaviors that optimize my work opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My behavior fits the expectations required at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how I'm supposed to behave at work social events, including group meals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Assets

Start of Block: Livability

Display this question:

If Are you registered as an international student at your college or university? = No

FutureLivePin Where do you want to live after graduation? Please enter a zip code, city, town, region, state, or country and then move the pin on the map to the nearest location. Addresses will be automatically converted to latitude and longitude at the .01 level (which covers 1.11 km distance) and then automatically deleted.

☐ zip code, city, town, region, state, or country where you would like to live after graduation

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Liv1 Please rate your satisfaction with the livability conditions of your college campus and/or the immediate surrounding community.

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
Crime rate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visibility of security officers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Street maintenance and cleanliness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Amount of landscaping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Housing maintenance services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Services and utilities provided for building users	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender harassment outdoors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Accessibility for those with special needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sports and recreation facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessibility to residential areas by foot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Liv2 Please rate your satisfaction with the livability conditions of your college campus and/or the immediate surrounding community.

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
CCTV cameras	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of technology (e.g., wi-fi, phone, cable, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Amount of outdoor lighting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Postal services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Healthcare services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Veterinary services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parking spaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emergency services on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus connectivity to the surrounding areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Amount of tree shading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Neighborliness or friendliness of residents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Liv3 Please rate your satisfaction with the livability conditions of your college campus and/or the immediate surrounding community.

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
Banking services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Sense of privacy in dwelling units	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Way finding signage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sidewalk physical condition (e.g., firm surface, slip-resistant, and free from cracks, bumps, litter, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quietness of residential complexes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Places of worship (e.g., mosques, churches, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Variety of housing choices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Liv4 Please rate your satisfaction with the livability conditions of your college campus and/or the immediate surrounding community.

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
Threats from tamed and untamed pets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organized cultural events for different countries (e.g., art, fashion, food, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Places for informal leisurely gathering (e.g., cafes, restaurants, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organized social gatherings for special occasions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public transport around campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilities for special purposes or use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Amount of public seating amenities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sociocultural competitions for kids (e.g., educational debates, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public transportation to off-campus locations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Livability