



MEMORANDUM

TO: Admission Staff
Dean of Students Staff
Director of Annual Fund
Director of Malott Commons
Educational Policy Committee
Faculty Executive Committee
First-Year Academic Advisors
Registrar
Senior Staff
Student Affairs Committee

FR: Jocelyn S. Chong, Research Associate ^{JC}
Office of Planning & Research

RE: Summary Report: 2007 CIRP Freshmen Survey

DT: May 12, 2008

I am pleased to forward to you the final report that summarizes findings from Scripps' participation in the Cooperative Institutional Research Program (CIRP) survey of college freshmen. The 2007 CIRP study marked the 39th year in which Scripps College has been an active participant in this nation-wide study.

For the 2007 survey, our college yielded a response rate of 97%. We succeeded in eliciting the feedback from the vast majority all first-year students because the survey was distributed to all of them during an orientation session dedicated to the completion of the CIRP Freshman Survey. This method of data collection will again be used for the 2008 CIRP study.

The race/ethnicity of respondents at Scripps College was as follows:

White/Caucasian	77.2%
African American/Black	4.2%
American Indian/Alaska Native	2.8%
Asian American/Asian	12.1%
Native Hawaiian/Pacific Islander	0.5%
Mexican American/Chicano	6.0%
Puerto Rican	0.5%
Other Latino	5.1%
Other	6.0%

Totals for ethnicity data equal more than 100% because the CIRP survey instrument invited respondents to select all ethnic identifications that they felt applied to them.

Within these data, please note some findings of particular interest:

- Students' parental income: We see a gradual shift away from students whose parents earn less than \$30,000 toward those whose parents earn in excess of \$250,000 annually.
- Scripps had the highest percentage of *Mexican American/Chicano/Puerto Rican/Other Latino than comparative* institutions. However, the College has less racial/ethnic diversity than women's colleges.
- Students' projected careers: The top choices for students' probable careers have remained constant in the last three years. We saw an increase in interest in scientific research and writing careers, but saw a decrease in pursuing careers in the foreign service. Interest in the medical profession has seen a gradual decline over the last three years despite being the second most popular choice for first-year students.
- In comparison to 2006, Scripps students rated themselves lower in academic ability, computer skills, mathematical ability, and writing ability. However, they rated themselves higher in terms of intellectual self-confidence.
- A visit to campus was the greatest positive influence impacting a student's decision to attend Scripps. On the other hand, Scripps being a women's college was the greatest negative factor.
- Scripps students socialized more frequently with someone of another race/ethnicity in comparison to their peers at comparative institutions.
- Scripps students have the least concern regarding the ability to finance their college education with 44.1% reporting that they did not have any concerns.
- Students at all colleges felt that their parents provided the "right amount" of support in their college decision-making process.

I will be pleased to answer any questions you may have.

JSC
enclosure

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Scripps College
Fall 2007 CIRP Freshman Survey

HIGHLIGHTS OF DATA AND FINDINGS

Prepared by

Office of Planning & Research
Scripps College
May 2008

Introduction

The Cooperative Institutional Research Program (CIRP) at UCLA's Higher Education Research Institute (HERI) issued its annual report, *The American Freshman: National Norms for Fall 2007*¹ based on data obtained from the *CIRP Freshman Survey*. As of Fall 2007, Scripps College has participated in the *CIRP Freshman Survey* for 39 years. Distributed to freshman students during orientation, this survey provides information about first-time, full-time freshman at Scripps. This year, 221 first-time first-year students participated in the survey yielding a response rate of 97%, reflecting an increase from 93% in 2006 and 88% in 2005.

HERI also provides data from comparative institutions. This report includes data of college women from four-year, non-sectarian, very highly selective colleges². In addition, this report uses comparative data provided by the Higher Educational Data Sharing Consortium (HEDS) consisting of two self-selected peer groups, namely: a) peer private liberal arts colleges³; and b) women's colleges⁴.

This report is a synopsis of the responses that Scripps women provided in the *2007 CIRP Freshman Survey* with special attention given to data reflecting high consensus among students, strong polarity in responses, marked changes from responses given by last year's sample of Scripps students, and significant differences in comparison with comparative institutions.

To contextualize the data presented in this report, the discussion of findings, trends and data analysis in the *2007 CIRP Freshman Survey* have been structured as follows:

- Characteristics
- Academic Preparation and Goals
- College Choice
- Financial Concerns
- Personal Choices and Opinions

¹ This report is available for review in the Office of Planning and Research.

² Designated as "VHSNF": Very Highly Selective Non-sectarian Females. Selectivity levels for non-sectarian four-year colleges are defined by the average SAT Composite (V+M) score: Very High (>1,250), High (1,100-1,249), Medium (1,015-1,099), Low (<1,015).

³ The peer colleges are Carleton, Colorado, Connecticut, Middlebury, Occidental, Smith, Wellesley, Whitman, and Barnard (designated as "Peer Colleges"). Data in this category reflect responses from both men and women where responses from men consist of 28% of all responses while women make up 72% of the responses.

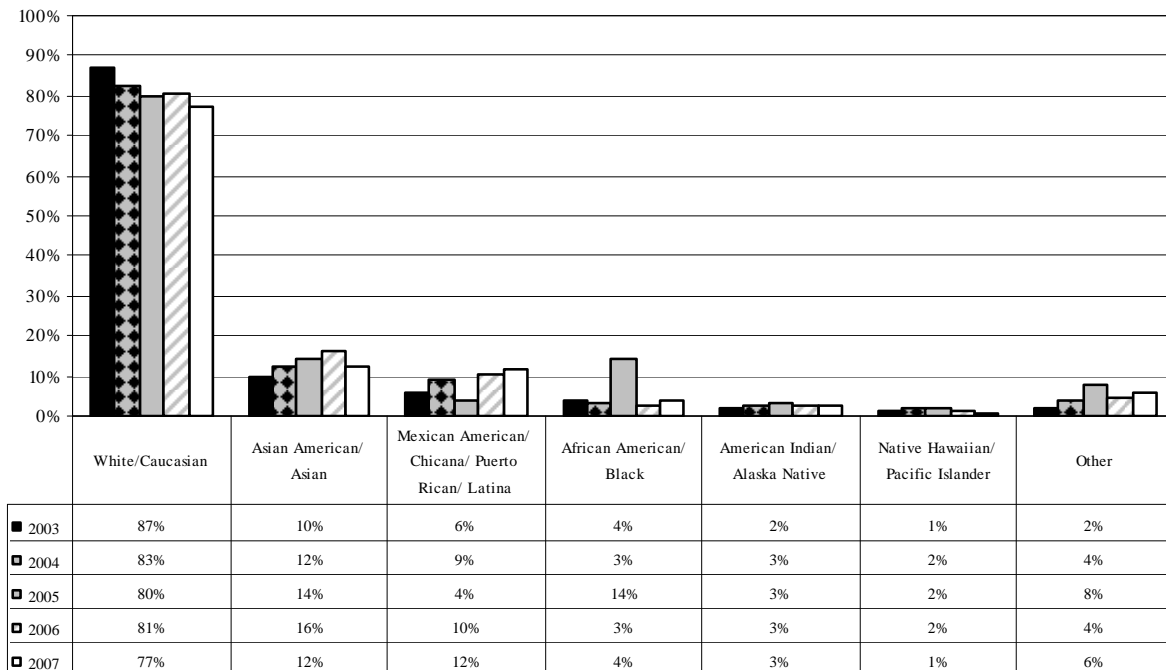
⁴ The women's colleges are Smith, Wellesley, and Barnard (designated as "Women's Colleges").

CHARACTERISTICS

Students

Race/Ethnicity. Figure 1 shows the racial/ethnic breakdown of Scripps' freshman students. Similar to previous years, the majority of Scripps students were from Caucasian backgrounds. However, the proportion of students who self-identified as White/Caucasian showed the greatest decrease in the last five years. In terms of Mexican American/Chicano/Puerto Rican/Other Latina and African American/Black students, Scripps saw an increase of 1% in each group. However, the percentage of Asian American/Asian students decreased from 16% in 2006 to 12% in 2007.

Figure 1. Race/Ethnicity of First-Time First-Year Students 2003-2007, Scripps College⁵



Over the period of 2003-2007, little significant change occurred in the racial/ethnic breakdown of Scripps' freshman students. Table 1 shows the mean over the last five years. In reference to Table 2, when assessing the racial/ethnic diversity of students at comparative institutions, Scripps has a higher percentage of students who identify as *White/Caucasian* and lags behind women's colleges in the percentage of ethnic minorities. However, as in 2006, Scripps had a greater percentage of students who identify as *Mexican American/Chicano/Puerto Rican/Other Latino* than comparative institutions.

Approximately 95% of survey respondents reported that English was their native language. The majority of students were U.S. citizens (98%), 1% were permanent residents and 1% reported that they were neither.

⁵ Percentages may total more than 100%. Multiple responses allowed.

Table 1. Racial/Ethnic Mean 2003-2007, Scripps College⁵

Race/Ethnicity	Mean
White/Caucasian	82%
Asian American/Asian	13%
Mexican American/Chicana/ Puerto Rican/Latina	8%
African American/Black	6%
American Indian/Alaska Native	3%
Native Hawaiian/Pacific Islander	1%
Other	5%

Table 2. Students' Racial/Ethnic Background⁵

Race/Ethnicity	Scripps	VHSNF	Women's Colleges	Peer Colleges
White/Caucasian	77.2%	77.5%	67.5%	76.1%
African American/Black	4.2%	6.2%	6.9%	5.0%
American Indian/Alaska Native	2.8%	1.5%	1.3%	1.5%
Asian American/Asian	12.1%	13.8%	21.6%	15.6%
Native Hawaiian/Pacific Islander	0.5%	0.6%	0.5%	0.8%
Mexican American/Chicano	6.0%	2.0%	1.7%	2.9%
Puerto Rican	0.5%	1.2%	1.6%	1.1%
Other Latino	5.1%	4.2%	4.5%	4.2%
Other	6.0%	4.2%	5.8%	4.6%

⁵ Percentages may total more than 100%. Multiple responses allowed.

Age. Students were asked to indicate how old they would be on December 31 of 2007. Only 1% indicated that they would be either 17 or 20 years old. The vast majority of students (80%) reported that they would be 18 years old with 18% reporting that they would be 19 years old.

Distance from Home. Students were also asked to indicate how far Scripps was from their permanent home. Approximately 61% of respondents reported that Scripps was over 500 miles from home while 18% indicated that it was between 101 and 500 miles from home. Another 17% said home was between 11 and 100 miles away. Only 4% reported that Scripps was 10 miles or less away from home.

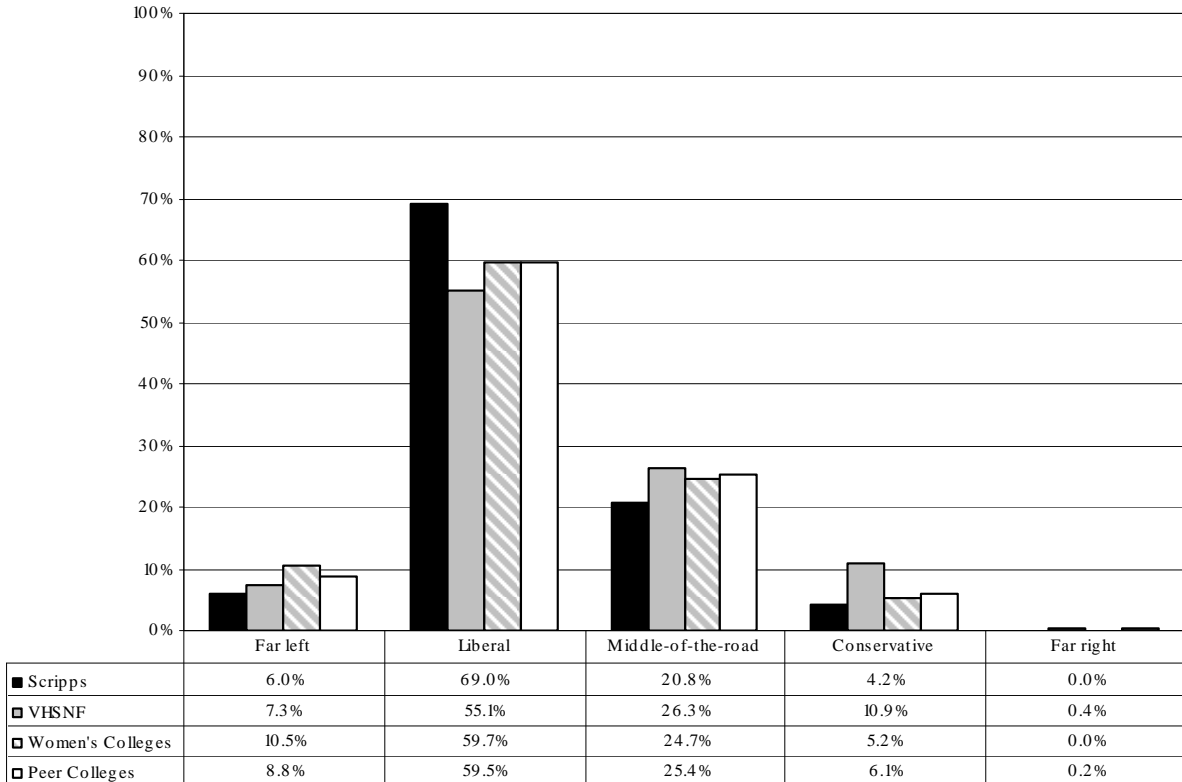
Religious Diversity. As in 2006, Scripps respondents were less religious than their counterparts at comparative institutions as evident from the data in Table 3 which shows that approximately 49% of Scripps respondents stated that they had no religious affiliation. Roman Catholics made up the single largest religious group within the first-year class (13.6%). Amongst its comparative colleges, Scripps had the smallest group of students of the Jewish faith (7.5%). Of mainstream protestant religions, Lutherans were most often mentioned (3.7%).

Table 3. Students' Religious Preferences (most frequently mentioned by Scripps students)

	Scripps	VHSNF	Women's Colleges	Peer Colleges
None	48.6%	35.0%	40.5%	41.7%
Roman Catholic	13.6%	16.1%	13.2%	14.1%
Other Christian	8.9%	9.1%	6.8%	6.8%
Jewish	7.5%	8.9%	12.2%	10.0%
Other Religion	4.7%	4.5%	4.5%	5.5%
Lutheran	3.7%	2.2%	1.5%	2.4%
Presbyterian	3.3%	5.1%	3.3%	3.3%

Political Orientation. Data from the previous year reveal a similar distribution of political inclinations reflecting a change of no more than five percentage points. Figure 2 shows that in comparison to comparative institutions, Scripps students reflected the most liberal views with 75% leaning towards the left reflecting an increase from 72% in 2006. Only 4% subscribed to more conservative views. Neither Scripps nor students at peer women's colleges reported any *far right* leanings.

Figure 2. Students' Political Orientation



Parents

Parental Income. Students were asked to provide a best estimate of their parents' combined income. According to survey respondents, approximately 66% estimated their parents' annual income to be greater than \$100,000, reflecting an increase from 60% in the previous year. In addition, 27% estimated their parents' joint income to be in excess of \$250,000 reflecting a steady increase over the last four years. Only 3.5% of students estimated their parents' joint income to be less than \$30,000, reflecting a decrease from 8% in the previous year. Figure 3 shows the percentage distribution of all survey respondents' estimate of their parents' joint income in the last four years. Trend data show a gradual decrease of students with lower-income parents and a corresponding increase of students whose parents are in higher-income brackets.

Parental Education Level. Figure 4 shows the distribution of the level of formal education of parents. Approximately 83% of Scripps fathers and 72% of Scripps mothers had a minimum of a college degree, reflecting a higher percentage than parents of peer institutions. Approximately 43% of Scripps fathers and 44% of Scripps mothers had graduate degrees. Only 8% of Scripps students reported that they had at least one parent whose highest formal education included a high school diploma.

Figure 3. Joint Parental Income Distribution 2004-2007, Scripps College

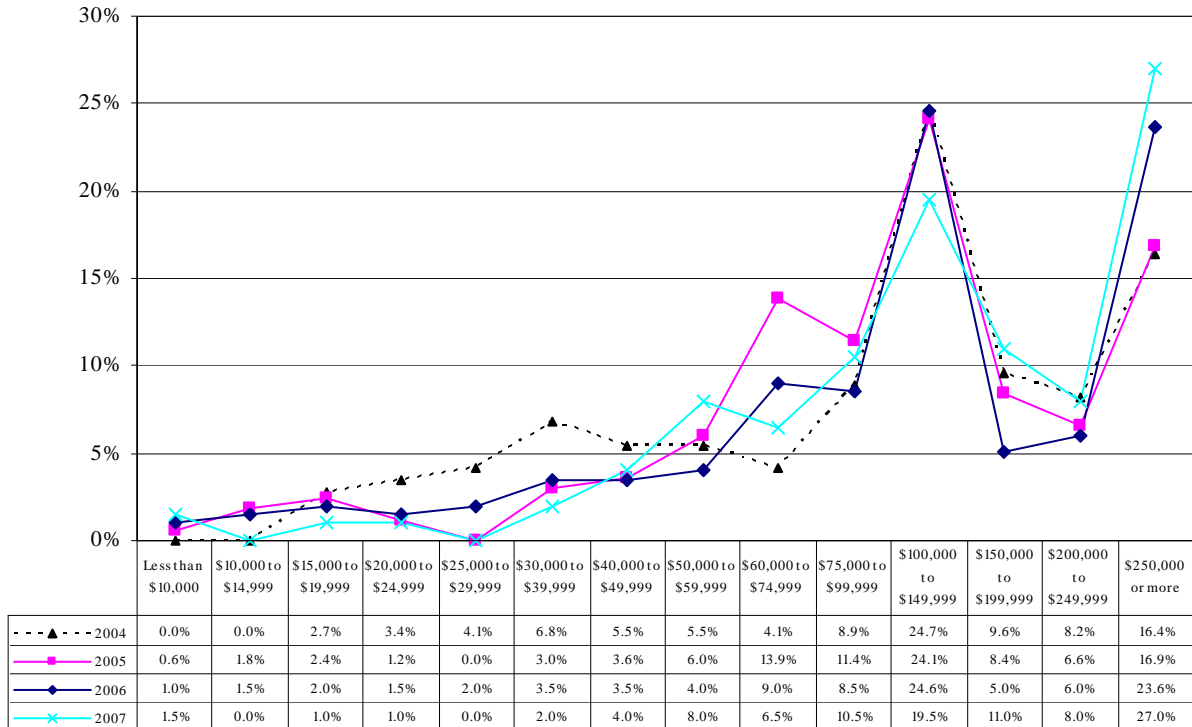
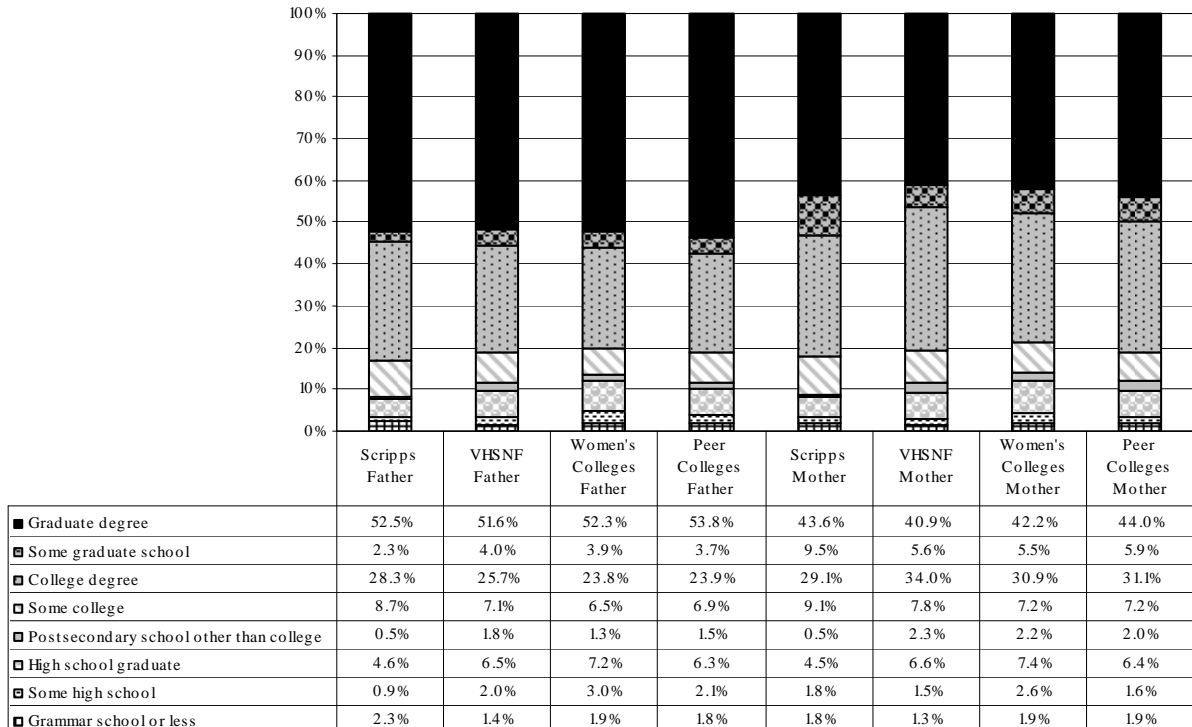


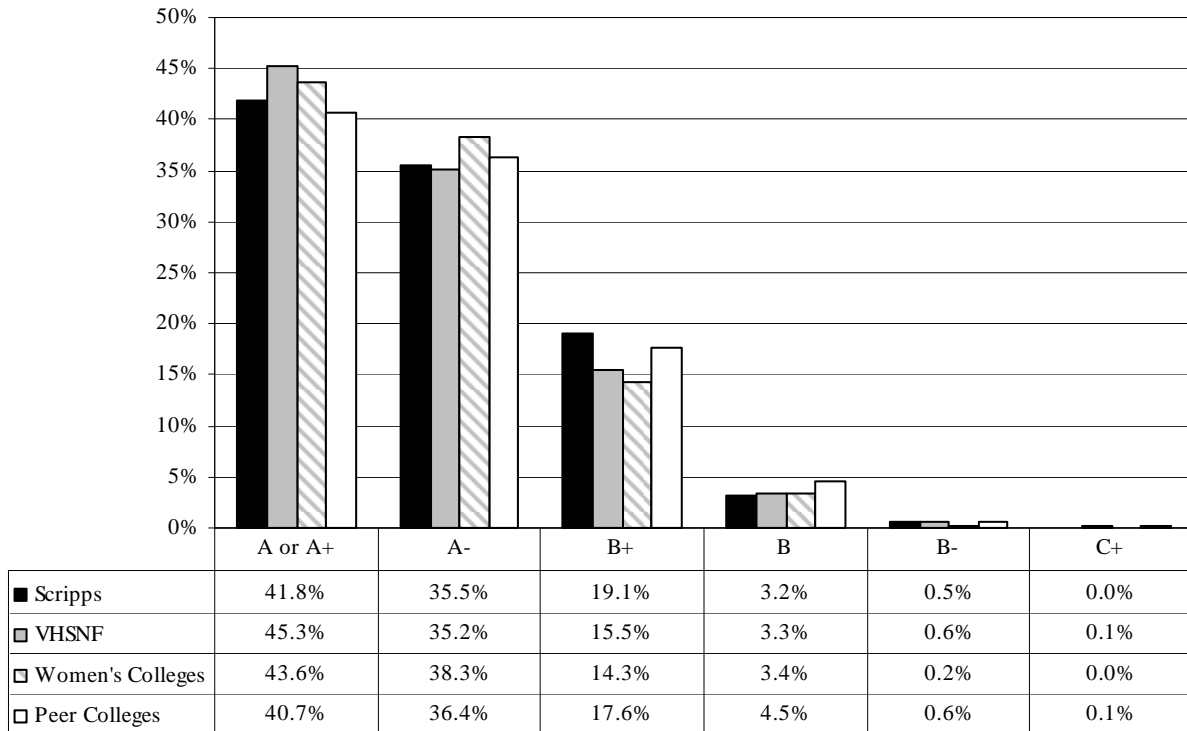
Figure 4. Parental Educational Level



ACADEMIC PREPARATION AND GOALS

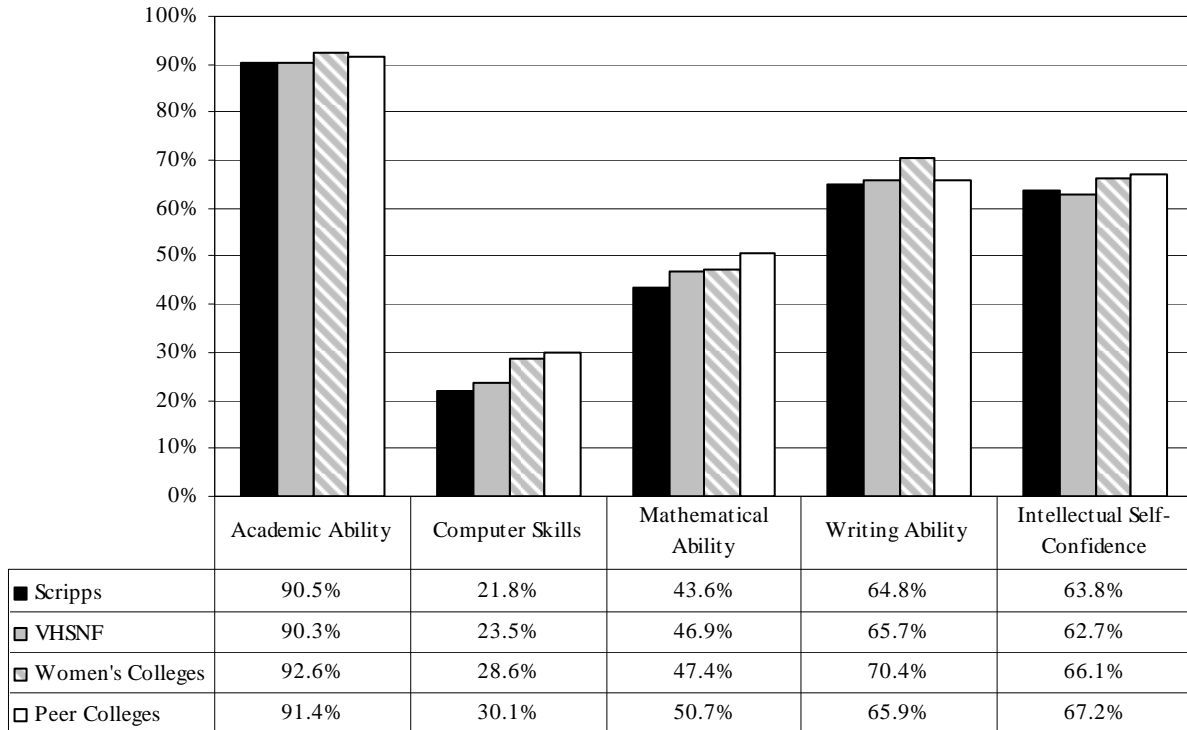
High School Grade. Students were asked to respond to various academically-related items on the survey. Figure 5 shows the distribution of high school grades for students at Scripps and comparative institutions. The data show 42% of Scripps students maintained an A or above compared to 35% who did so in 2006. However, in comparison to women’s colleges, a smaller percentage of Scripps students maintained an A- and above (77% vs. 82%).

Figure 5. Average High School Grade



Academic Abilities. Students were asked to rate themselves on academic-related traits in comparison with their peers. In terms of self perception of students’ academic abilities, Scripps students are similar to those at comparative institutions as evident in Figure 6 which reflects little variation in the percentage of students who rated themselves as *above average* or in the *highest 10%*. However, Scripps students rated themselves lower in most categories. These self-ratings of Scripps students also decreased in comparison to 2006 but increased in terms of intellectual self-confidence.

Figure 6. Self-Rating of “Above Average/Highest 10%” on Overall Academic Ability



Goals

Aspiration of Academic Credentials. Generally speaking, students at Scripps and at comparative institutions see themselves obtaining a second degree beyond the Bachelor’s degree with the majority opting for academic post-Bachelor’s degrees (Master’s and Doctorates). Scripps students also demonstrated greater interest in pursuing medical degrees than students at comparative institutions. While there is nuanced variation when comparing Scripps to comparative institutions, as evident in Figure 7, the desired academic intentions are generally consistent across the board.

Career Options. Students were asked to choose their “probable career occupation” from a list of 50 careers. Figure 8 shows the most popular career choices among Scripps respondents. The data illustrate that approximately 30% of all survey respondents across the board were undecided regarding their future careers. Table 5 shows the most popular Scripps students’ responses regarding their probable careers from 2005 through 2007. The list of top eight options remained identical over the last three years. As in years past, those who were undecided regarding their future careers topped the list, while those intent on pursuing future careers as physicians remained the second most popular choice. Of significance is the increase in interest in pursuing careers in scientific research and writing. However, work in foreign service saw a decrease in interest amongst this year’s first-year class in comparison to the previous year.

Figure 7. Highest Academic Degree Desired

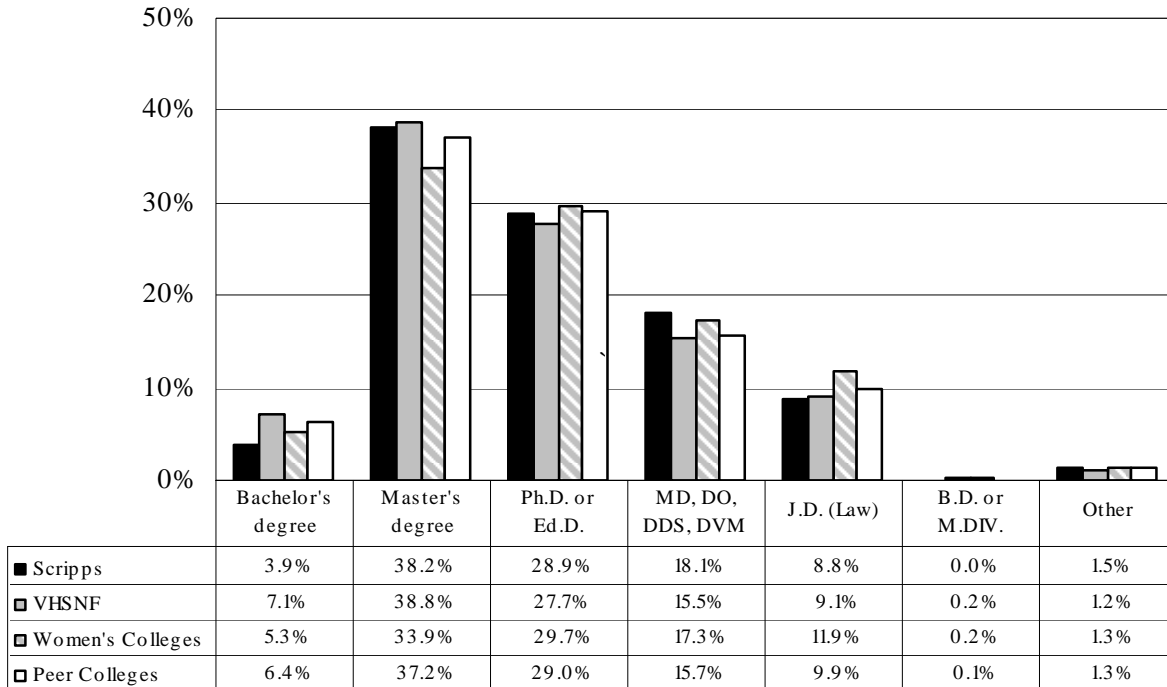


Figure 8. Students' Probable Careers (most popular choices for Scripps)

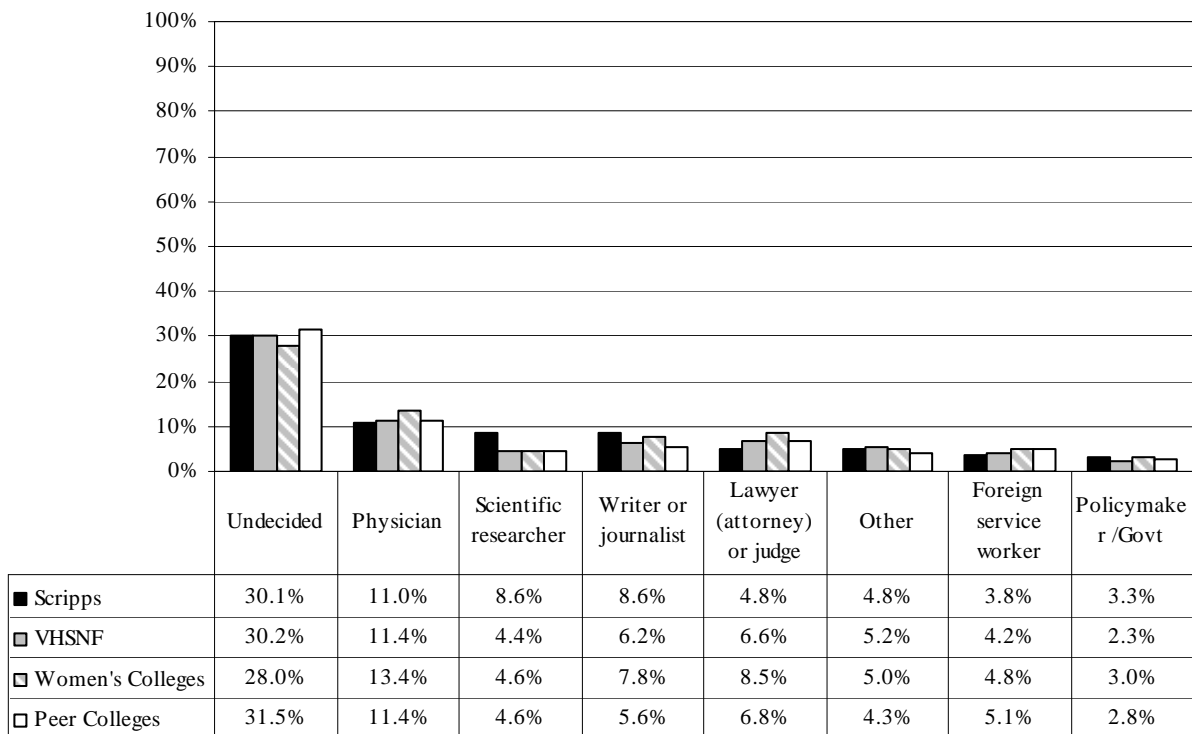


Table 5. Students' Probable Careers 2005-2007, Scripps College (most popular choices)

	2005	2006	2007
Undecided	24.7%	33.7%	30.1%
Physician	17.0%	13.9%	11.0%
Scientific researcher	6.0%	5.3%	8.6%
Writer or journalist	9.3%	3.2%	8.6%
Other	6.6%	8.6%	4.8%
Lawyer (attorney) or judge	6.6%	4.8%	4.8%
Foreign service worker (including diplomat)	2.7%	7.0%	3.8%
Policymaker/Government	3.3%	2.7%	3.3%

In addition to the CIRP survey questions, Scripps posed additional questions to students regarding the importance of academic-related and personal goals at the College. Figure 9 illustrates the level of importance attributed to academic-related goals while Figure 10 shows the level of importance attached to the achievement of personal goals.

The data show that all academic goals outlined in the survey were of some level of importance (*very important/important*) to student respondents. There is a notable decrease in level of importance concerning exposure to the arts and humanities from 93.1% to 85.2%. The level of importance attached to having information about women integrated into course work remained low at 56% despite a slight increase from the previous year. An additional 17.2% of respondents indicated that it was not important at all. Approximately 2.9% of respondents reported that preparation for graduate school was not important. Little differences were seen in levels of importance attributed to personal goals from 2006 to 2007.

Figure 9. Importance of Academic-Related Goals 2006-2007, Scripps College

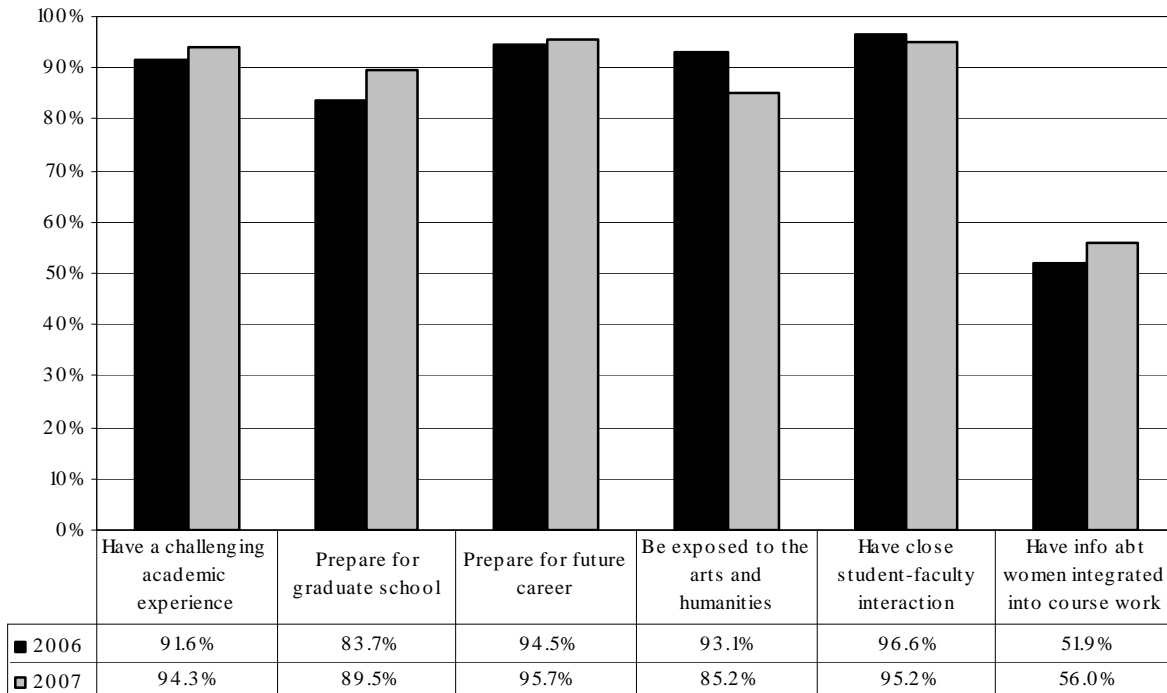
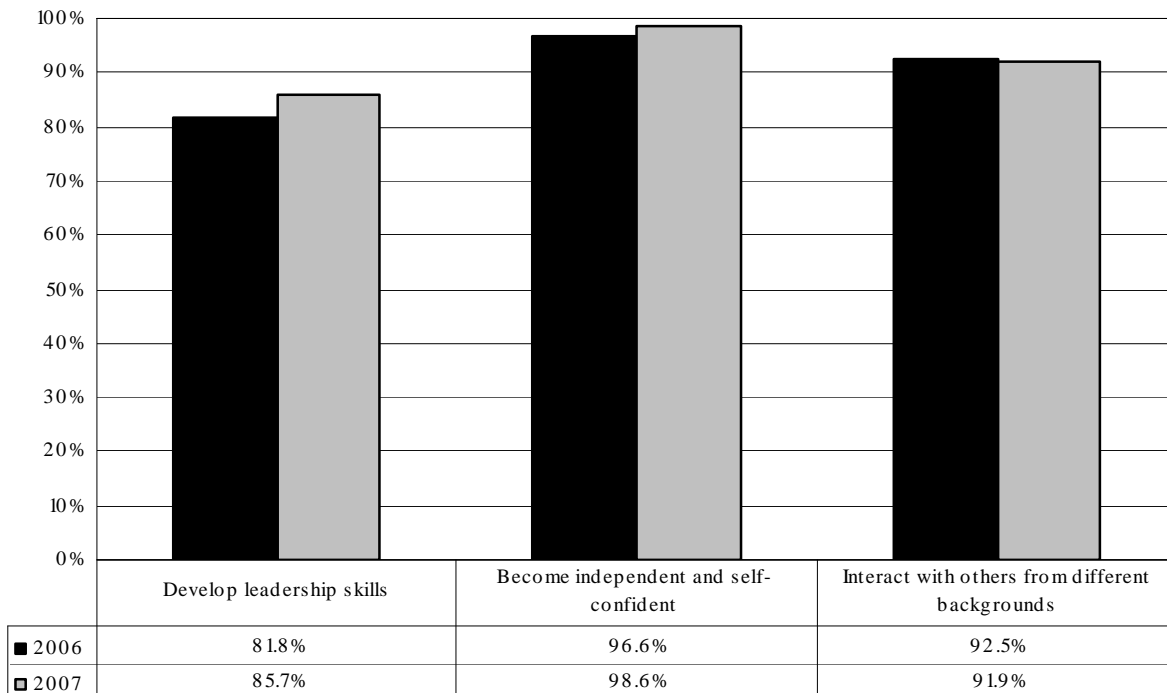


Figure 10. Importance of Personal Goals 2006-2007, Scripps College

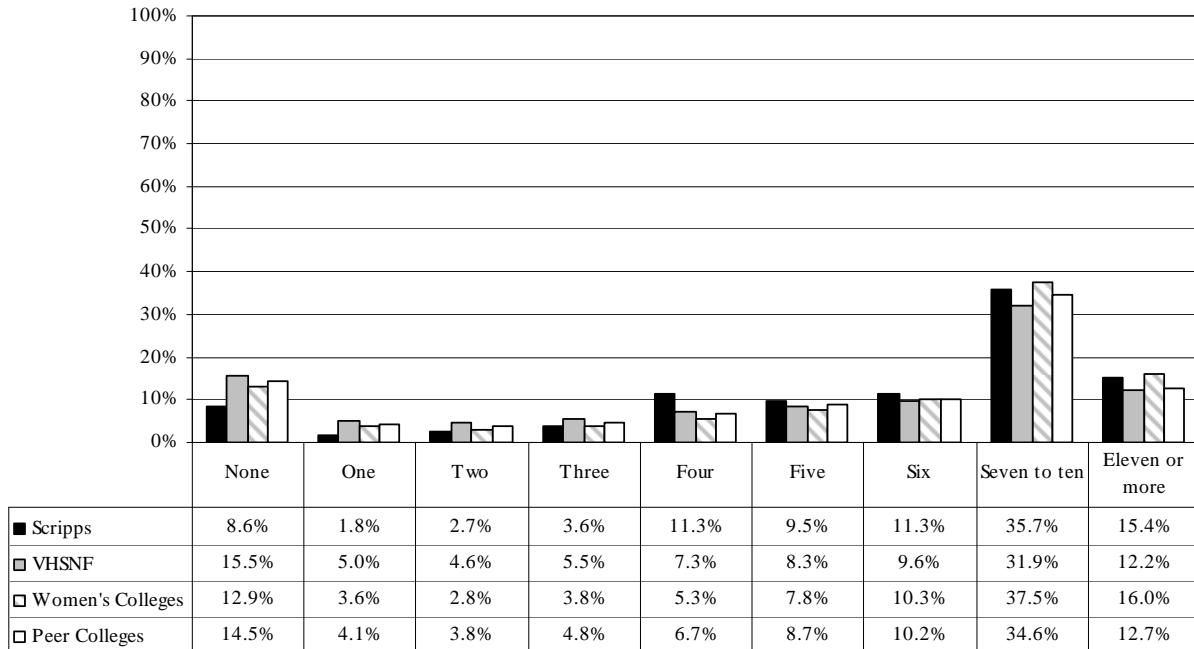


COLLEGE CHOICE

For the majority of Scripps respondents (54.5%), the College was their first choice while 26.4% reported that Scripps was their second choice. Approximately 30% of all respondents reported that they were not accepted by their first choice college.

Approximately 8.6% of survey respondents revealed that they did not apply to any institution other than Scripps, reflecting a decrease from 11.8% in 2006. However, 51.1% of first-year students at Scripps applied to seven or more schools reflecting an increase from 49%. Figure 11 illustrates the number of colleges to which first-year students applied in comparison to first-year students at comparative institutions. As illustrated below, the majority of students across the board applied to seven or more schools.

Figure 11. Number of College Applications Submitted (other than chosen college)



Students were asked to note the extent to which 21 pre-prescribed reasons influenced their decision to attend the college in which they decided to enroll. Figure 12 demonstrates Scripps' top seven influences with responses from comparative institutions. Scripps' greatest factor which influenced a student's decision to enroll was a visit to campus with 74.3% of students reporting that it was a *very important* factor. While the college's academic reputation was the second most important influence for Scripps students, this was the top factor for students at comparative institutions. The ability of graduates to obtain good job was also a *very important* influence with 45.8% of Scripps students in agreement. The data also show that 31.9% of Scripps respondents considered information from websites to be *very important*.

Figure 12. Top Seven “Very Important” Influences in Decision to Attend Chosen College

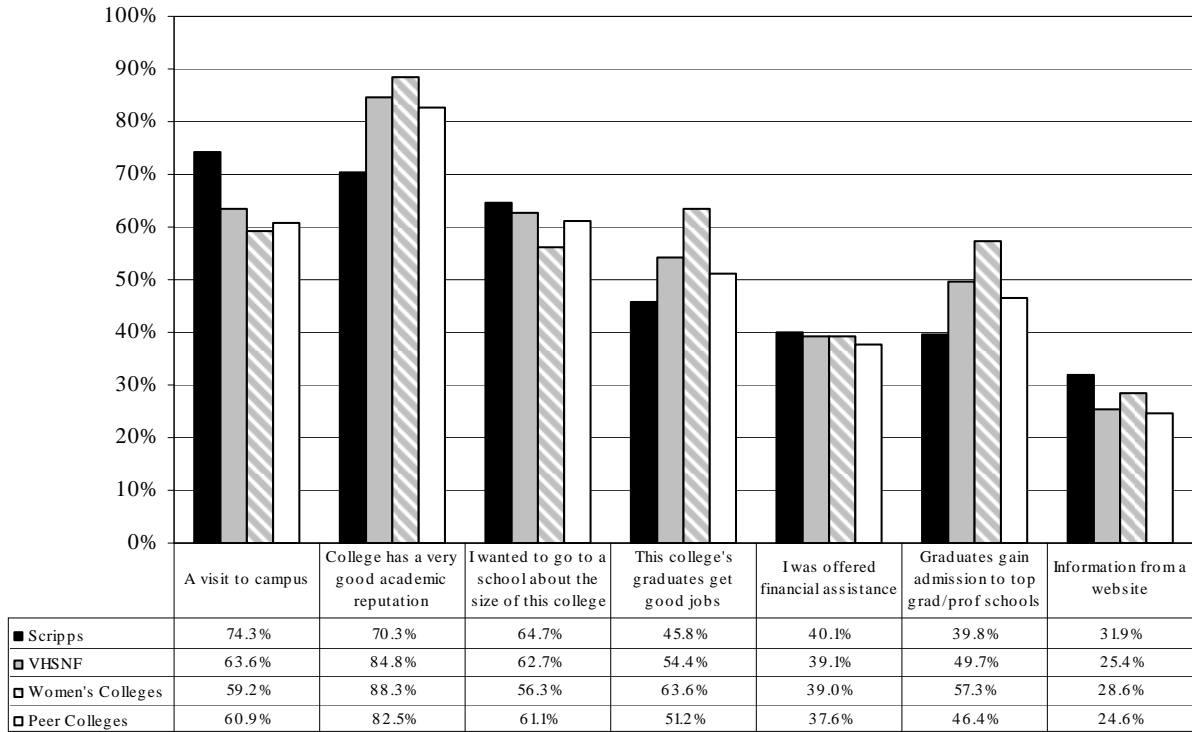
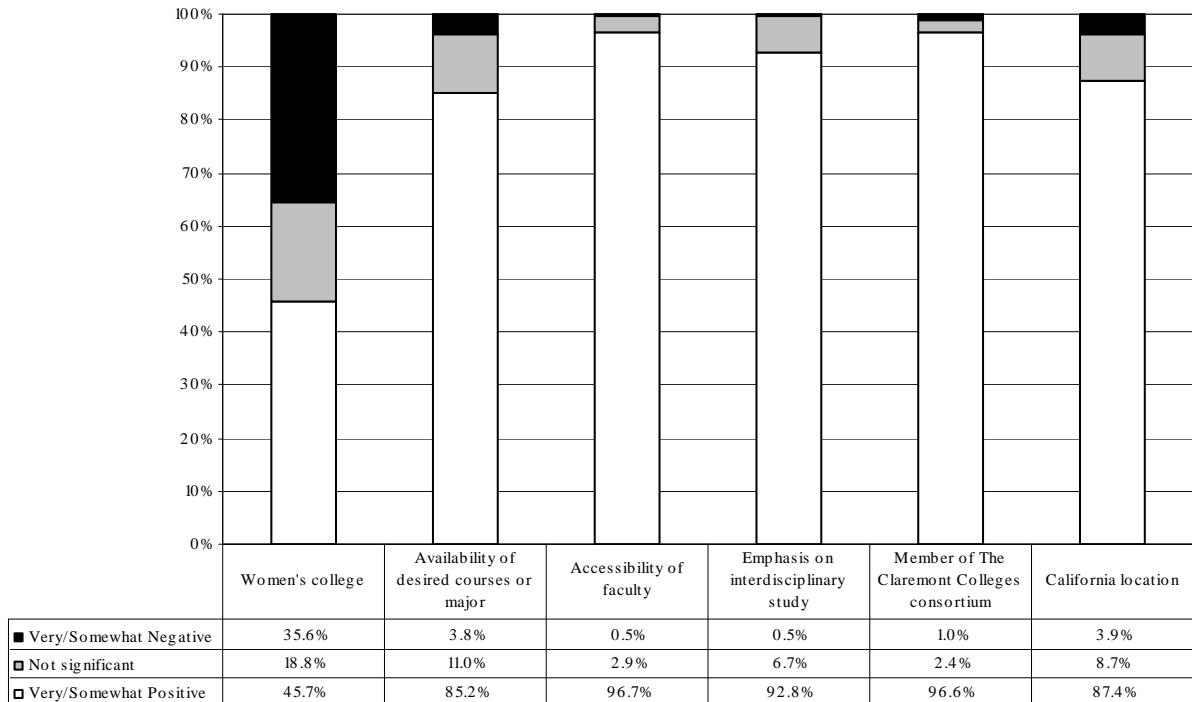


Figure 13. Factors that Influenced Decision to Enroll in Scripps



As a means to gain a deeper understanding of what influenced students to attend Scripps specifically, the College asked Scripps-specific questions in the survey. Figure 13 illustrates the extent to which specific factors positively influenced their decision to attend Scripps. Factors deemed *very/somewhat positive* included accessibility of faculty (97%), member of The Claremont Colleges consortium (97%), emphasis on interdisciplinary study (93%), California location (87%) and availability of desired courses or major (85%). Similar to the previous year, a less positive factor was being a women’s college (46%) with 36% indicating that it negatively affected their decision to attend Scripps.

FINANCIAL CONCERNS

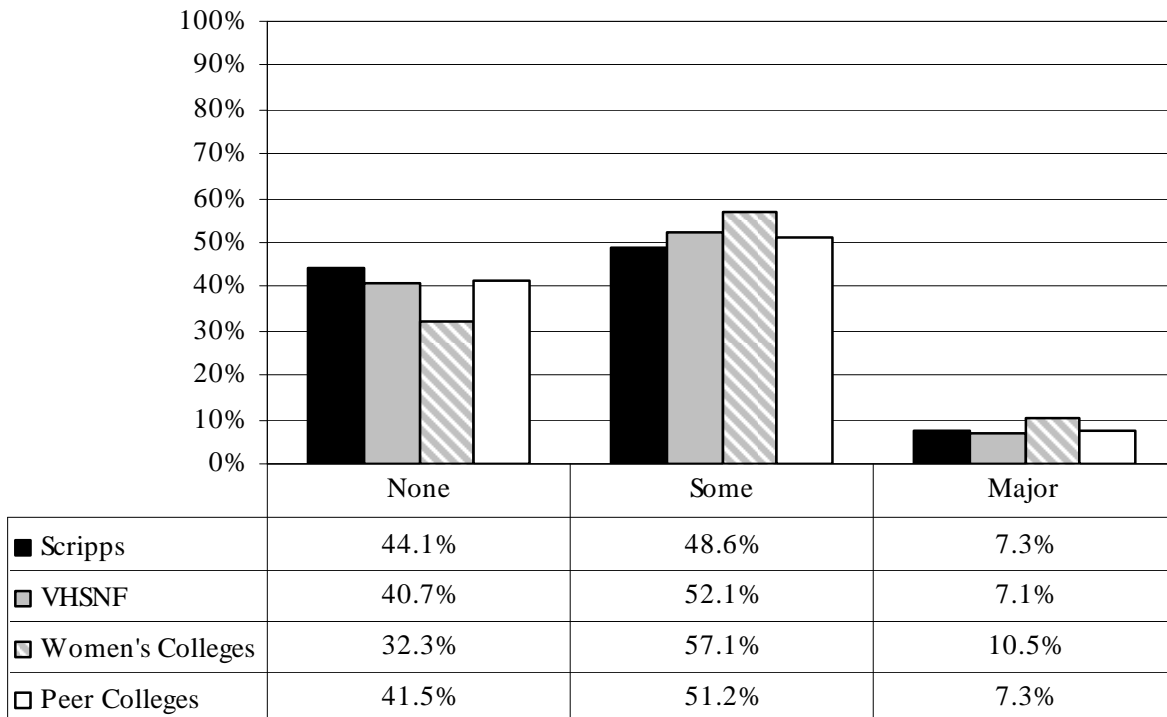
Students were asked to report the various financial resources used to fund their first year’s educational expenses. The data, as illustrated in Table 6, show that 96.4% of Scripps students intend to have parents, relatives or friends contribute to their educational expenses. Monies from summer jobs, part-time work on campus and other forms of savings were also financial resources that students intended to utilize (66.5%).

Table 8. Financial Resources used to fund Education, Scripps College

	Percent
Parents, other relatives or friends	96.4%
Personal resources (savings, PT work etc.)	66.5%
Grants and scholarships	56.6%
Loans	40.7%
Others	4.1%

The results of the survey also show that a significant portion of students were not concerned at all about the ability to fund their college education as evident from Figure 14. While the profile of Scripps students and their financial concerns may not be drastically different from students at comparative institutions, noticeable differences do emerge when comparing Scripps to women’s colleges. A greater percentage (67.6%) of students at women’s colleges, as a whole, have *some/major* concerns about paying for college in comparison to 55.9% of Scripps students.

Figure 14. Concerns Regarding Ability to Fund College Education



PERSONAL CHOICES AND OPINIONS

The CIRP Freshman Survey asked students to report the extent to which they engaged in various activities in the past year. Data shown in Table 7 show the greatest variation (five percent or more) between Scripps and its comparative institutions.

The data show that 82% of Scripps students socialized *frequently* with someone of another racial/ethnic group, thus revealing that they had done so at a higher rate than their peers. This difference is more poignant when comparing women in very highly selective non-sectarian institutions, surpassing their socializing rate by close to 10%. Scripps women also drank wine or liquor at a higher rate than their peers, surpassing their peers in women’s college by 8%. Scripps women also felt more overwhelmed than their peers by 15% at peer colleges, and asked a teacher for advice after class more frequently than their peers.

Table 7. Greatest Variation in Activities Engaged in the Past Year

	Scripps	VHSNF	Women's Colleges	Peer Colleges
Studied with other students	95.0%	93.5%	92.4%	93.1%
Performed volunteer work	93.2%	94.0%	94.4%	93.4%
Used the Internet for research or homework *	90.5%	87.8%	90.9%	88.6%
Socialized with someone of another racial/ethnic group *	82.4%	72.8%	77.9%	73.6%
Tutored another student	66.1%	70.2%	72.7%	68.8%
Came late to class	64.8%	60.4%	62.2%	63.6%
Attended a religious service	62.0%	69.4%	64.3%	64.3%
Drank wine or liquor	59.7%	55.3%	51.4%	59.1%
Performed community service as part of a class	57.9%	56.6%	52.5%	55.4%
Felt overwhelmed by all I had to do *	50.7%	40.8%	45.2%	36.0%
Discussed politics *	49.8%	44.9%	50.5%	49.6%
Played a musical instrument	49.3%	52.7%	54.7%	53.7%
Drank beer	44.8%	43.7%	37.1%	48.9%
Asked a teacher for advice after class *	44.5%	38.1%	39.4%	37.9%
Used the Internet to read news sites *	43.4%	49.0%	59.5%	53.7%

Note. * indicates percentage of students responding "frequent" engagement in activities. All other percentages indicate "frequent" and "occasional" engagement.

Students were asked to rate the level of importance attributed to 20 life goals and values. Table 8 demonstrates the results of *essential* and *very important* goals that Scripps students expressed the greatest polarity (four percent or more) from the previous year. The most significant increase was seen in *helping to promote racial understanding* and *helping others who are in difficulty*, both reflecting a 6.2% increase. *Being involved in programs to clean up the environment* also showed an increase of 5.4%. *Becoming successful in a business of my own* was not a priority for this year's class as reflected in a 4.7% decrease in interest.

More than 50% of Scripps students noted the following personal goals as being *essential* or *very important*:

- Improving my understanding of other countries and cultures
- Helping others who are in difficulty
- Developing a meaningful philosophy of life
- Raising a family
- Keeping up to date with political affairs
- Becoming an authority in my field

This is similar to last year’s list with *being very well off financially* being less important.

Table 8. Greatest Variation of “Essential” and “Very Important” Goals and Values, 2006-2007, Scripps College

	2006	2007
Helping to promote racial understanding	42.9%	49.1%
Helping others who are in difficulty	67.8%	74.0%
Becoming involved in programs to clean up the environment	36.9%	42.3%
Becoming an authority in my field	52.2%	56.9%
Obtaining recognition from my colleagues for contributions to my special field	38.7%	43.1%
Writing original works	19.2%	23.6%
Becoming successful in a business of my own	26.6%	21.9%

Parental Involvement. This year’s CIRP Freshman Survey introduced a variety of questions to determine the extent to which students’ parents were involved in the overall process of their college choice and experience. Figure 15 shows responses from Scripps students while Table 9 illustrates responses from comparative colleges as well. Data show that more than 75% of respondents at Scripps and at comparative institutions reported that their parents/guardians provided the “right amount” of involvement in their decision-making process regarding attending college and associated choices once enrolled. Scripps students reported consistently higher levels of the “right amount” of parental involvement across the board.

Figure 15. Extent of Parental Involvement, Scripps College

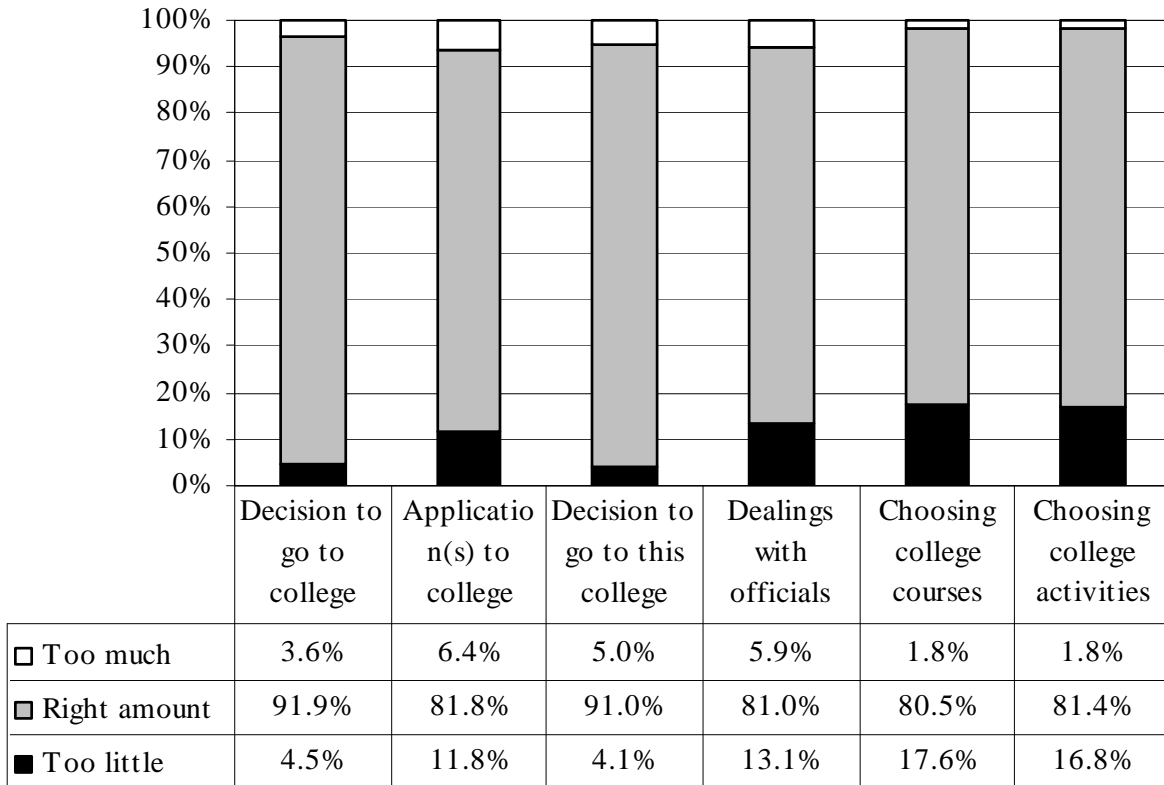


Table 9. Extent of Parental Involvement

	Scripps	VHSNF	Women's Colleges	Peer Colleges
Decision to go to college				
Too little	4.5%	4.2%	4.7%	3.8%
Right amount	91.9%	89.8%	87.7%	89.8%
Too much	3.6%	6.1%	7.6%	6.4%
Application(s) to college				
Too little	11.8%	12.4%	14.6%	11.9%
Right amount	81.8%	78.7%	75.7%	78.1%
Too much	6.4%	8.9%	9.7%	10.0%

Table 9. Extent of Parental Involvement (cont'd)

	Scripps	VHSNF	Women's Colleges	Peer Colleges
Decision to go to <u>this</u> college				
Too little	4.1%	7.2%	7.9%	7.0%
Right amount	91.0%	86.7%	83.5%	86.8%
Too much	5.0%	6.2%	8.6%	6.2%
Dealings with officials at your college				
Too little	13.1%	14.2%	19.2%	14.9%
Right amount	81.0%	81.2%	76.4%	80.0%
Too much	5.9%	4.7%	4.4%	5.1%
Choosing college courses				
Too little	17.6%	17.7%	20.7%	17.9%
Right amount	80.5%	79.4%	75.6%	78.9%
Too much	1.8%	2.9%	3.7%	3.2%
Choosing college activities				
Too little	16.8%	15.8%	20.9%	16.2%
Right amount	81.4%	81.4%	76.5%	81.2%
Too much	1.8%	2.8%	2.6%	2.6%
