

Scripps College
Fall 2008 CIRP Freshman Survey

HIGHLIGHTS OF DATA AND FINDINGS

Prepared by

Office of Assessment, Planning & Institutional Research
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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 2008*¹ based on data obtained from the *CIRP Freshman Survey*. As of Fall 2008, Scripps College has participated in the *CIRP Freshman Survey* for 40 years. Distributed to freshman students during Fall orientation, this survey provides information about first-time, full-time freshman at Scripps. This year, 226 first-time first-year students participated in the survey yielding a response rate of 89%. Survey response rates over the last few years are as follows:

- 2007: 97%
- 2006: 93%
- 2005: 88%

HERI also provides data from comparative institutions. This report includes data of college women from four-year, non-sectarian, very highly selective colleges². This report also uses comparative data provided by the Higher Educational Data Sharing Consortium (HEDS) consisting of peer private liberal arts colleges³. In years past, HEDS also provided data for the women's colleges within Scripps' peer group. However, because only one college participated in the data exchange this year, comparative data were not available to preserve confidentiality.

This report is a synopsis of the responses that Scripps women provided 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 from the *2008 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 Assessment, Planning and Institutional Research.

² Designated as "VHSNF": Very Highly Selective Non-sectarian Females. Selectivity levels for non-sectarian four-year colleges are defined by the median SAT Composite (V+M) score: Very High (1,200+), High (1,070-1,199), Medium (990-1,069), Low (<990).

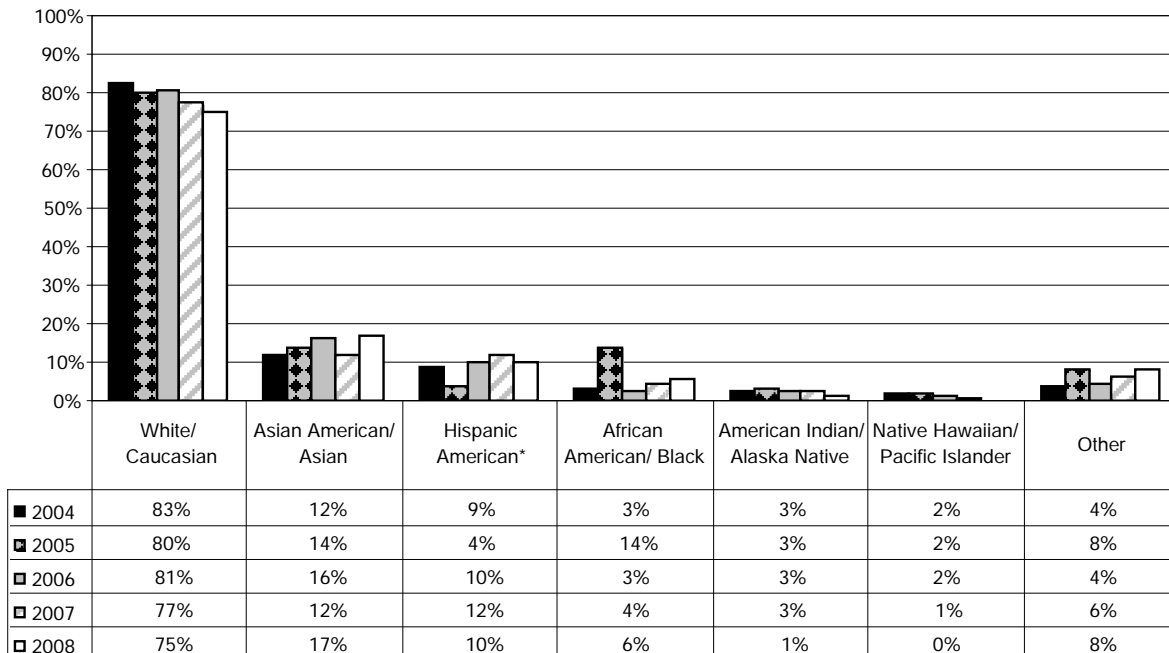
³ The peer colleges this year are Carleton, Colorado, Middlebury, Occidental, Smith, and Whitman (designated as "Peer Colleges"). Data in this category reflect responses from both men and women where N=2,589 (men=37.3%; women=62.7%).

CHARACTERISTICS

Students

Race/Ethnicity. Figure 1 shows the racial/ethnic breakdown of Scripps' first-year students who responded to the survey. Similar to previous years, the majority of Scripps students were from Caucasian backgrounds. However, as evident in Figure 1, the proportion of students who self-identify as White/Caucasian has fallen slowly over the last five years to 75%. The percentage of Hispanic Americans decreased from 12% in 2007 to 10% in 2008 while the percentage of Asian Americans increased from 12% in 2007 to 17% in 2008. While the percentage of African Americans increased from 4% in 2007 to 6% in 2008, it is still notably below 14% in 2005.

Figure 1. Race/Ethnicity of First-Time First-Year Students 2004-2008, Scripps College⁴



* Includes Mexican American/ Chicana/ Puerto Rican/ Latina

Overall, little significant change occurred in the racial/ethnic breakdown of Scripps' first-year students between 2004 and 2008. Table 1 shows the mean over the last five years while Table 2 illustrates the racial/ethnic breakdown at comparative institutions. The data show that unlike the previous year, Scripps has a slightly lower percentage of students who identify as *White/Caucasian* in comparison to peer colleges. Scripps, as in the previous two years, also has a greater percentage of students who identify as *Mexican American/ Chicano/ Puerto Rican/ Other Latino* than comparative institutions.

⁴ Percentages may total more than 100%. Multiple responses allowed.

Table 1. Racial/Ethnic Mean 2004-2008, Scripps College⁵

	Mean
White/Caucasian	79%
Asian American/Asian	14%
Mexican American/Chicana/ Puerto Rican/Latina	9%
African American/Black	6%
American Indian/Alaska Native	2%
Native Hawaiian/Pacific Islander	1%
Other	6%

Table 2. Students' Racial/Ethnic Background⁵

	Scripps	VHSNF	Peer Colleges
White/Caucasian	75.0%	79.1%	77.6%
African American/Black	5.6%	5.9%	6.1%
American Indian/Alaska Native	1.4%	2.1%	1.9%
Asian American/Asian	16.7%	12.4%	13.6%
Native Hawaiian/Pacific Islander	0.0%	0.9%	0.7%
Mexican American/Chicano	4.6%	2.4%	3.4%
Puerto Rican	0.9%	1.2%	1.1%
Other Latino	4.2%	4.2%	4.5%
Other	7.9%	4.1%	3.9%

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

Distance from Home. Students were also asked to indicate how far Scripps was from their permanent home. Similar to the previous year, 60% of respondents reported that Scripps was over 500 miles from home. Approximately 24% indicated that it was between 101 and 500 miles from home reflecting an increase from 18% in the previous year. Another 8% said home was between 11 and 100 miles away reflecting a decrease from 17% in the previous year. Only 3% reported that Scripps was 10 miles or less away from home.

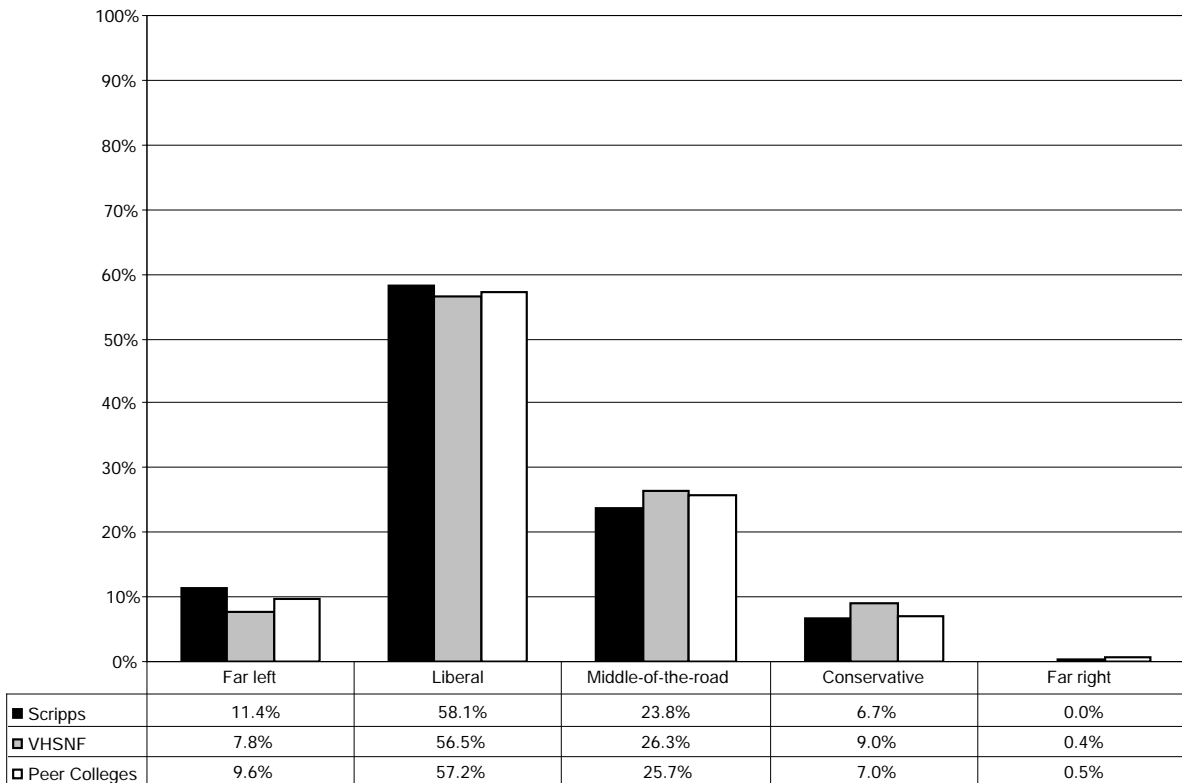
Religious Diversity. Table 3 illustrates the most frequently mentioned religious affiliation by Scripps respondents. As in years past, the bulk of Scripps respondents (44%) reported having no religious affiliation while Roman Catholics made up the single largest religious group within the first-year class (14%). However, unlike 2007, Scripps had the largest group of students of the Jewish faith (11%) amongst comparative institutions, reflecting an increase from 8% in 2007. For the first time, Hinduism was mentioned as a religion that more Scripps students identified with than in previous years.

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

	Scripps	VHSNF	Peer Colleges
None	44.2%	38.7%	46.2%
Roman Catholic	14.0%	16.4%	13.2%
Jewish	11.2%	9.1%	7.7%
Other Christian	6.5%	7.5%	6.7%
Other Religion	3.7%	4.3%	5.8%
Episcopalian	3.3%	4.2%	3.7%
Hindu	3.3%	1.2%	0.7%
Presbyterian	3.3%	4.3%	3.6%

Political Orientation. Figure 2 shows survey respondents' political orientation. Data show that Scripps students hold more liberal views than their peers at comparative colleges with 70% leaning toward the left. This reflects a slight decrease from the past two years when 75% leaned to the left in 2007 and 72% did so in 2006. Approximately 7% of Scripps students subscribe to conservative views this year, reflecting a slight increase from 4% in 2007.

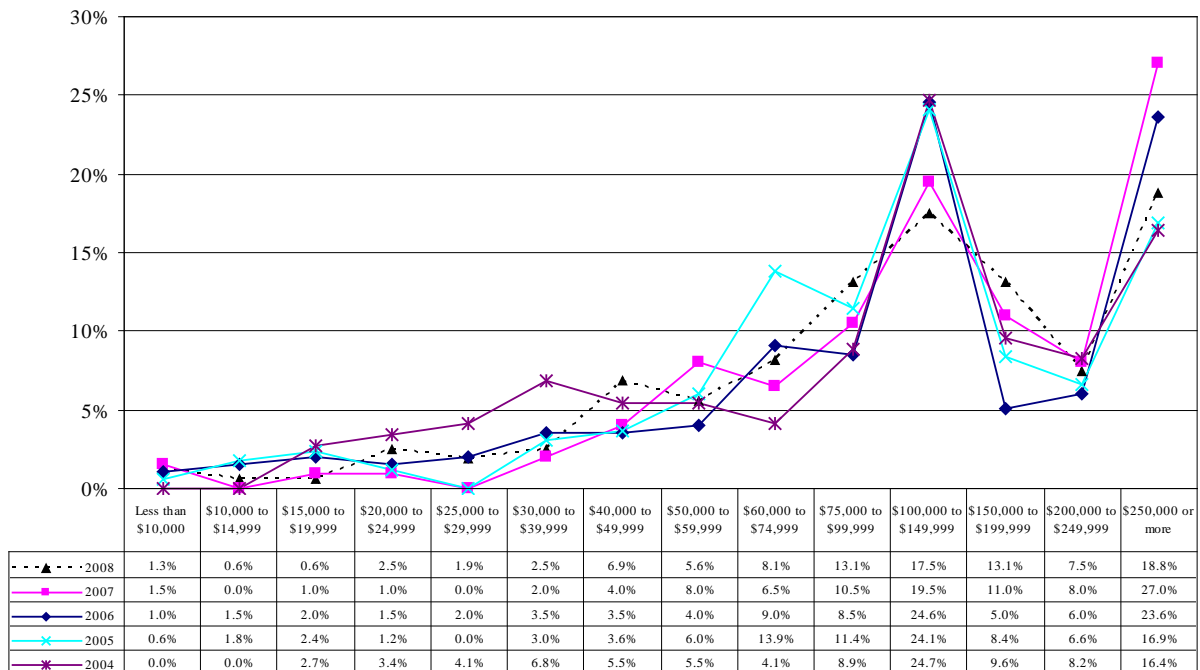
Figure 2. Students' Political Orientation



Parents

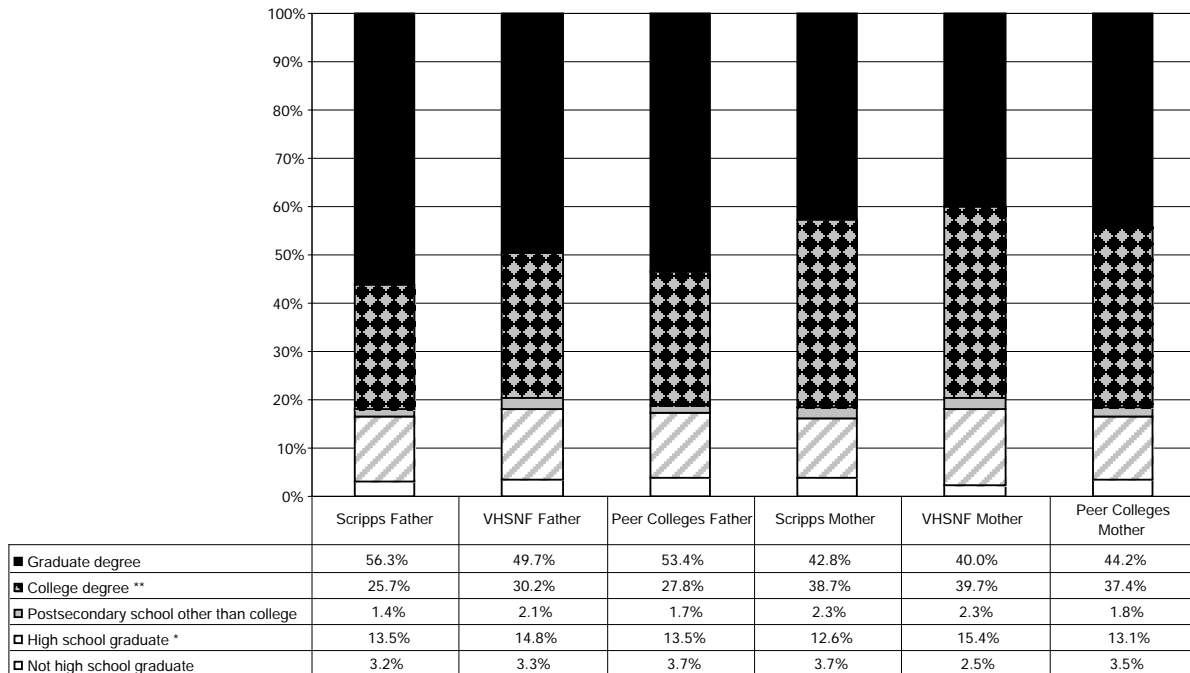
Parental Income. Students were asked to provide a best estimate of their parents' combined income. Figure 3 shows the percentage distribution of all survey respondents' estimate of their parents' joint income over the last five years. According to survey respondents, 57% estimate their parents' annual income to be greater than \$100,000, reflecting a decrease from 66% in the previous year. In addition, 19% estimate their parents' joint income to be above \$250,000, marking a trend reversal from a steady increase over the last four years. This also reflects a decrease from 27% in 2007. Approximately 7% of students estimate their parents' joint income to be less than \$30,000, reflecting an increase from 4% in the previous year.

Figure 3. Joint Parental Income Distribution 2004-2008, Scripps College



Parental Education Level. Figure 4 shows the distribution of the level of formal education of parents. Approximately 78% of Scripps fathers and 73% of Scripps mothers have a minimum of a college degree. Approximately 56% of Scripps fathers hold graduate degrees while 43% of Scripps mothers do. Only 3% of Scripps fathers and 4% of Scripps mothers are not high school graduates.

Figure 4. Parental Educational Level



*includes "some college"

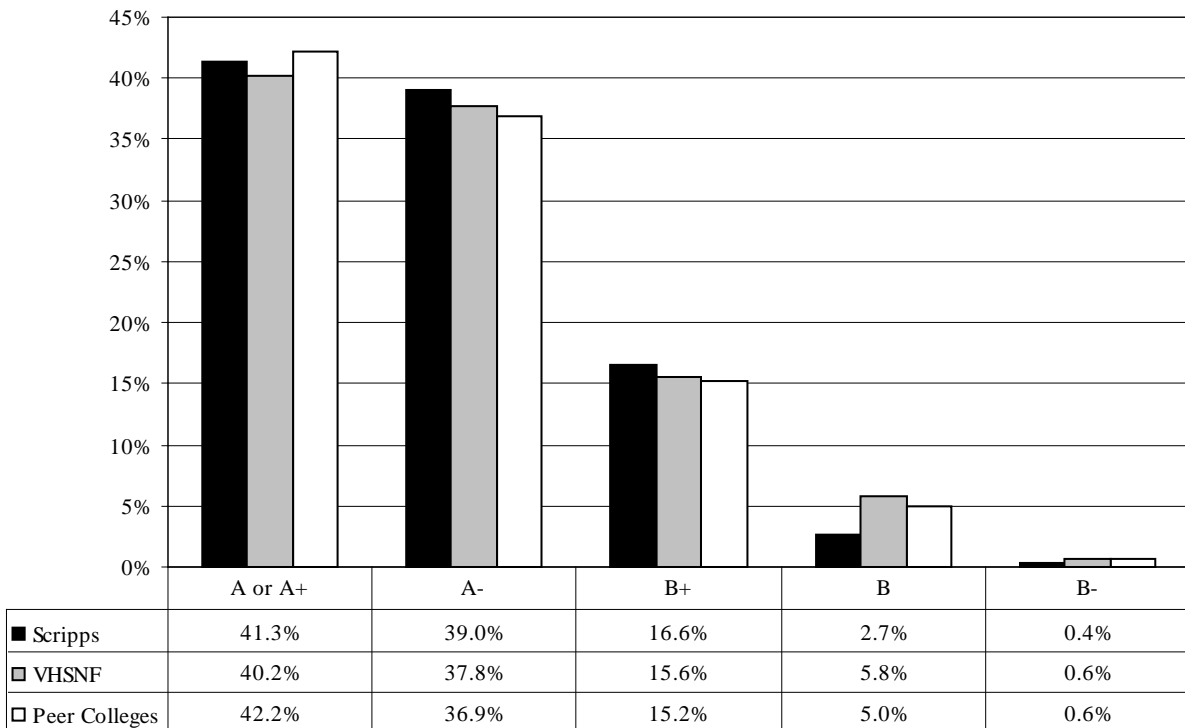
** includes "some graduate school"

ACADEMIC PREPARATION AND GOALS

Academic Preparation

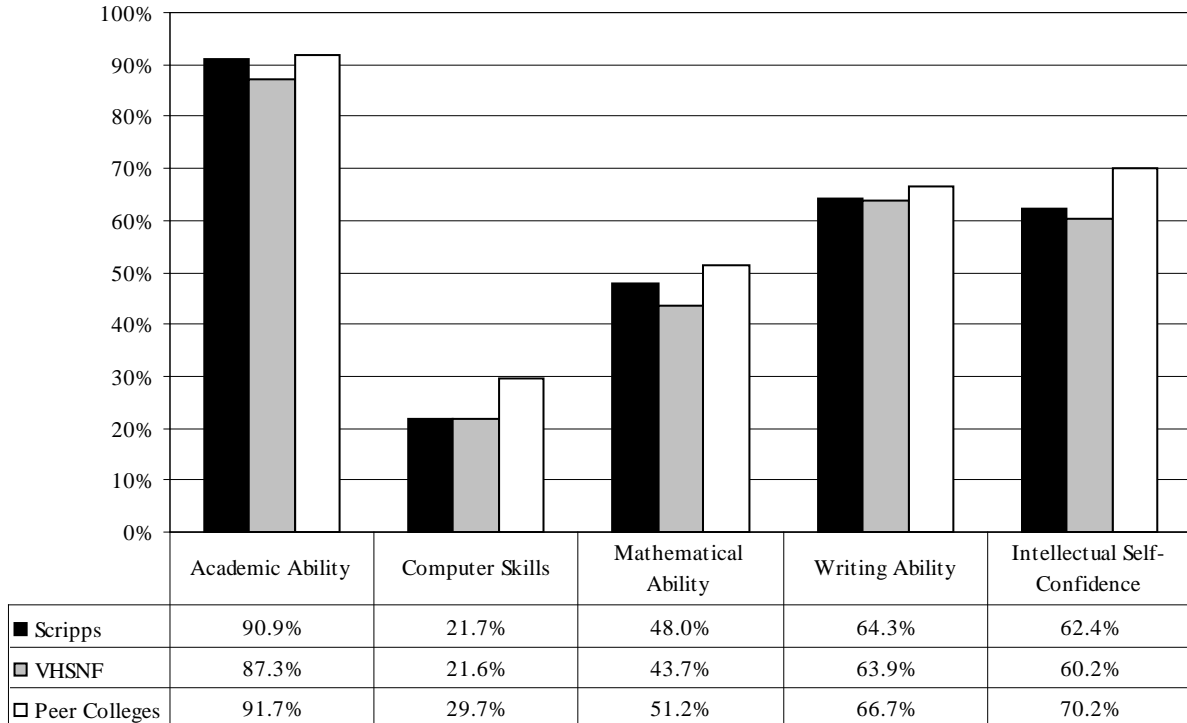
High School Grade. Students were asked to respond to various academically-related items on the survey. Figure 5 shows the distribution of high school grades for students at Scripps and comparative institutions. The data show that 41% of Scripps respondents maintained an A or above, reflecting little change from the 42% who did so in 2007.

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, Scripps and VHSNF students did not perceive their computer skills to be as high as students in peer colleges. Overall, Scripps students rated themselves higher in all categories when compared to VHSNF but lower when compared to students at peer colleges.

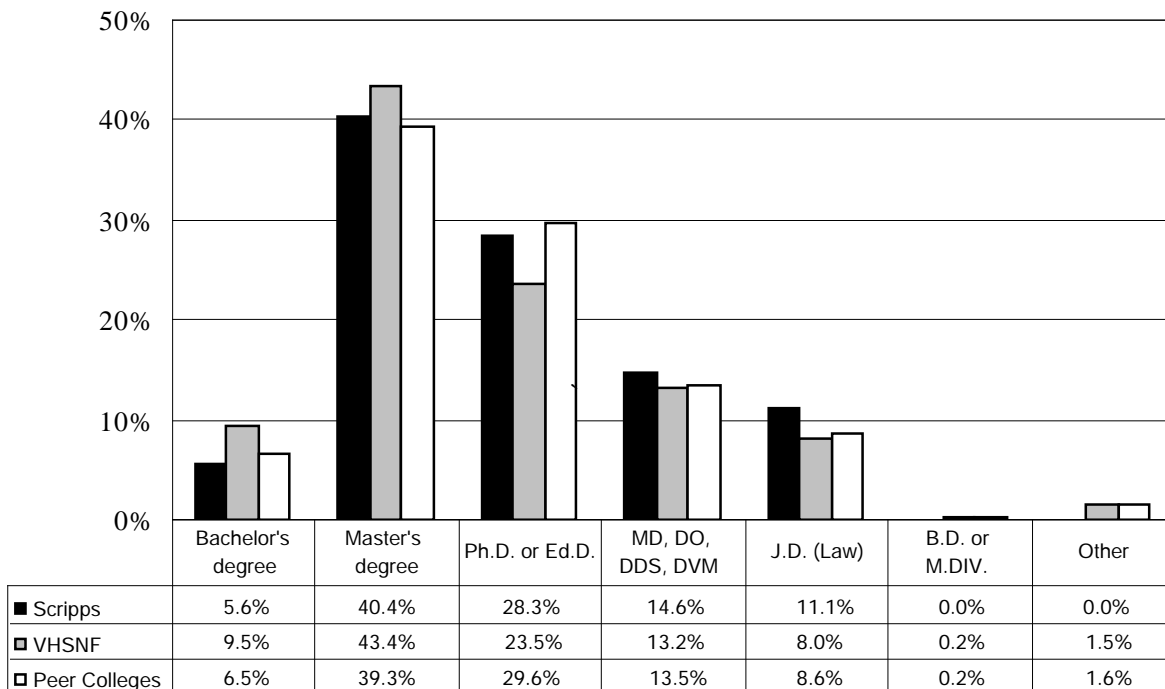
Figure 6. Self-Rating of “Above Average/Highest 10%” on Overall Academic Ability



Goals

Aspiration of Academic Credentials. Generally speaking, students at Scripps and at comparative institutions see themselves obtaining additional credentials beyond the Bachelor's degree with the majority opting for academic post-Bachelor's degrees (Master's and Doctorates). As in 2007, Scripps students show greater interest in pursuing medical degrees than students at comparative institutions. Figure 7 shows that while nuanced variations exist when comparing Scripps to comparative institutions, desired long-term academic aspirations are generally consistent across the board.

Figure 7. Highest Academic Degree Desired



Career Options. Students were asked to select 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 survey respondents at comparative colleges were undecided regarding their future careers while 36% of Scripps respondents felt the same way. Furthermore, a greater percentage of Scripps students reported interest in pursuing careers as physicians and attorneys than students at comparative colleges.

Figure 8. Students’ Probable Careers, by Scripps College’s popularity

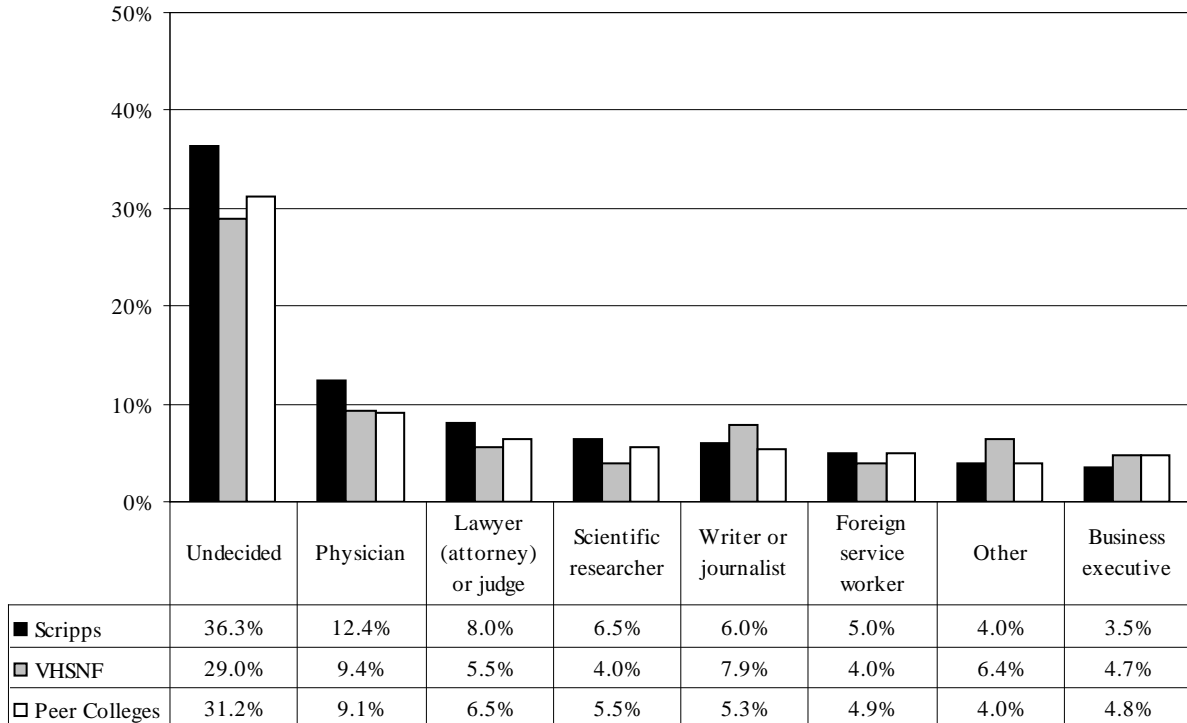


Table 4 shows the most popular Scripps students' responses regarding their probable careers from 2005 through 2008. The list of top eight options remained identical over the last four years with minor changes in ranking over the years. As in years past, students who were undecided concerning their future careers top the list. However, this year's data marks the highest percentage of students who were undecided concerning their careers over the last four years. Students interested in pursuing future careers as physicians remained the second most popular choice. Interest in careers in scientific research, writing and governmental policy decreased this year while interest in careers as physicians, lawyers and the foreign service increased in comparison to 2007.

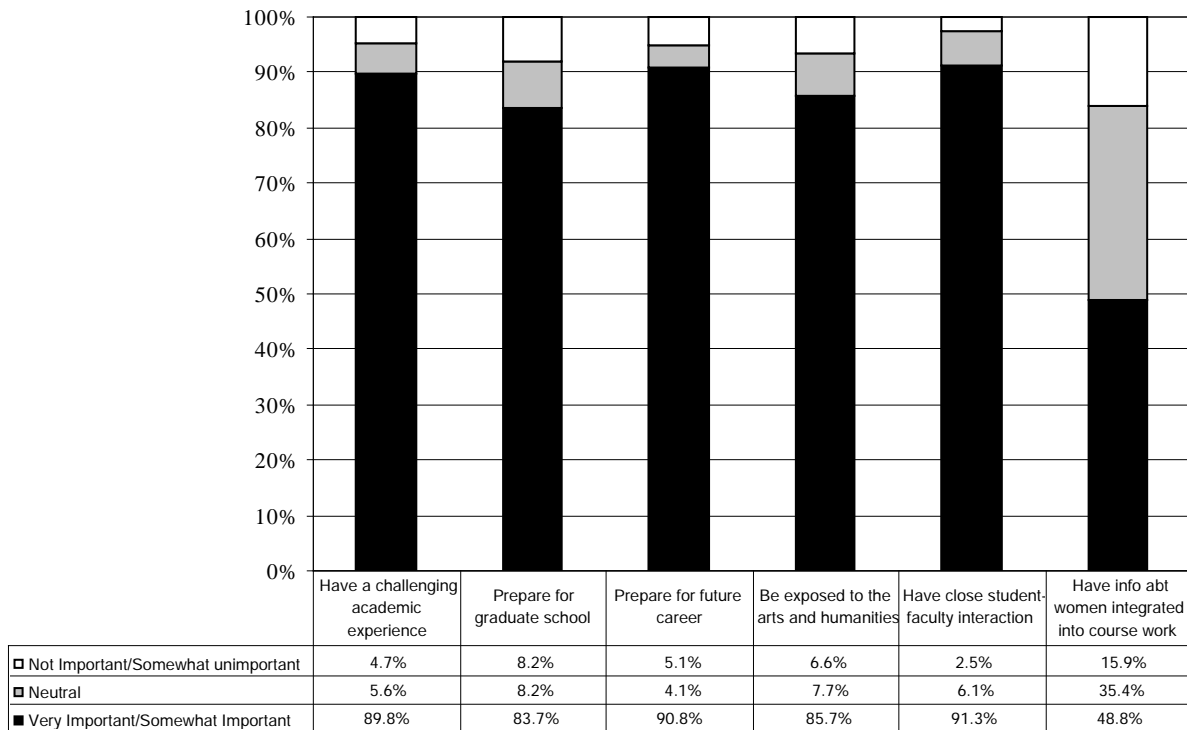
Table 4. Students' Probable Careers 2005-2008, Scripps College (most popular choices)

	2005	2006	2007	2008
Undecided	24.7%	33.7%	30.1%	36.3%
Physician	17.0%	13.9%	11.0%	12.4%
Lawyer (attorney) or judge	6.6%	4.8%	4.8%	8.0%
Scientific researcher	6.0%	5.3%	8.6%	6.5%
Writer or journalist	9.3%	3.2%	8.6%	6.0%
Foreign service worker (including diplomat)	2.7%	7.0%	3.8%	5.0%
Other	6.6%	8.6%	4.8%	4.0%
Policymaker/Government	3.3%	2.7%	3.3%	1.5%

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.

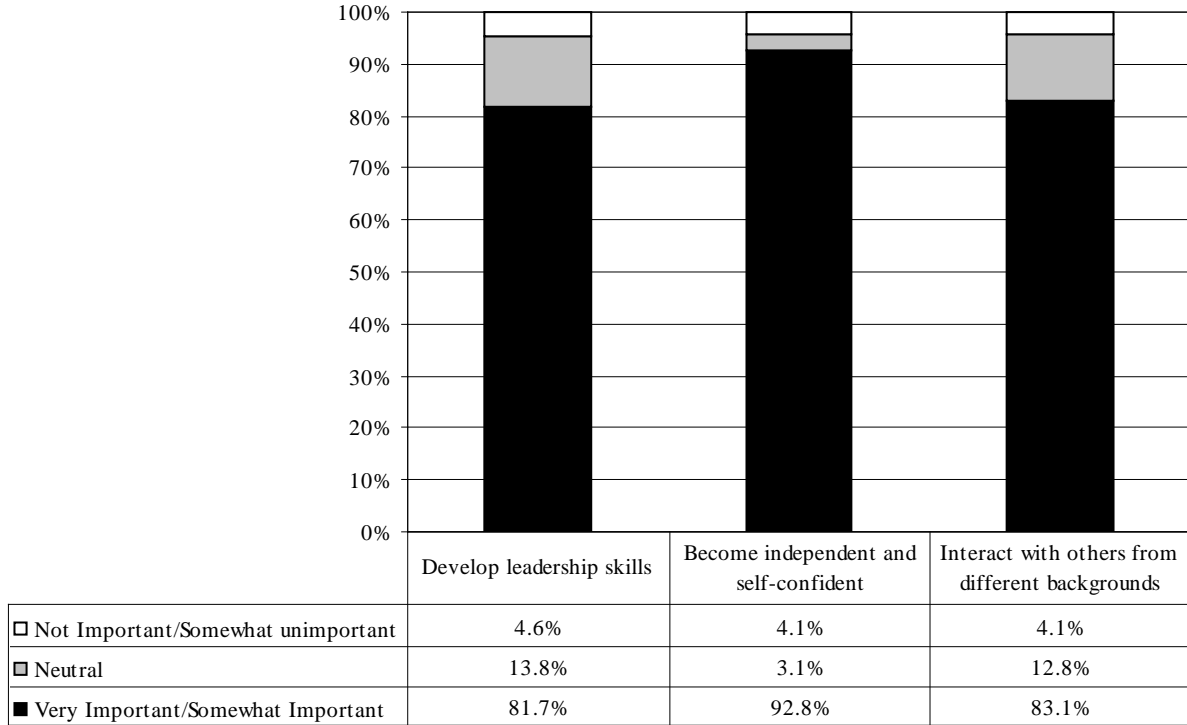
The data show that all academic goals outlined in the survey were of some level of importance to student respondents. Having information about women integrated into course work proved to be of the lowest importance with 49% of respondents indicating that it was *very important/somewhat important*. This reflects a decrease from 56% in 2007. Approximately 16% felt that it was *not important/somewhat unimportant* while 35% were *neutral* concerning this issue.

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



Like academic goals, personal goals were also important to students. Approximately 93% of respondents felt that it was *very important/somewhat important* to become independent and self-confident while 82% felt the same about developing leadership skills. Approximately 4% of respondents reported that it was *not important/somewhat unimportant* to become independent and self-confident and to interact with others from different backgrounds.

Figure 10. Importance of Personal Goals, Scripps College



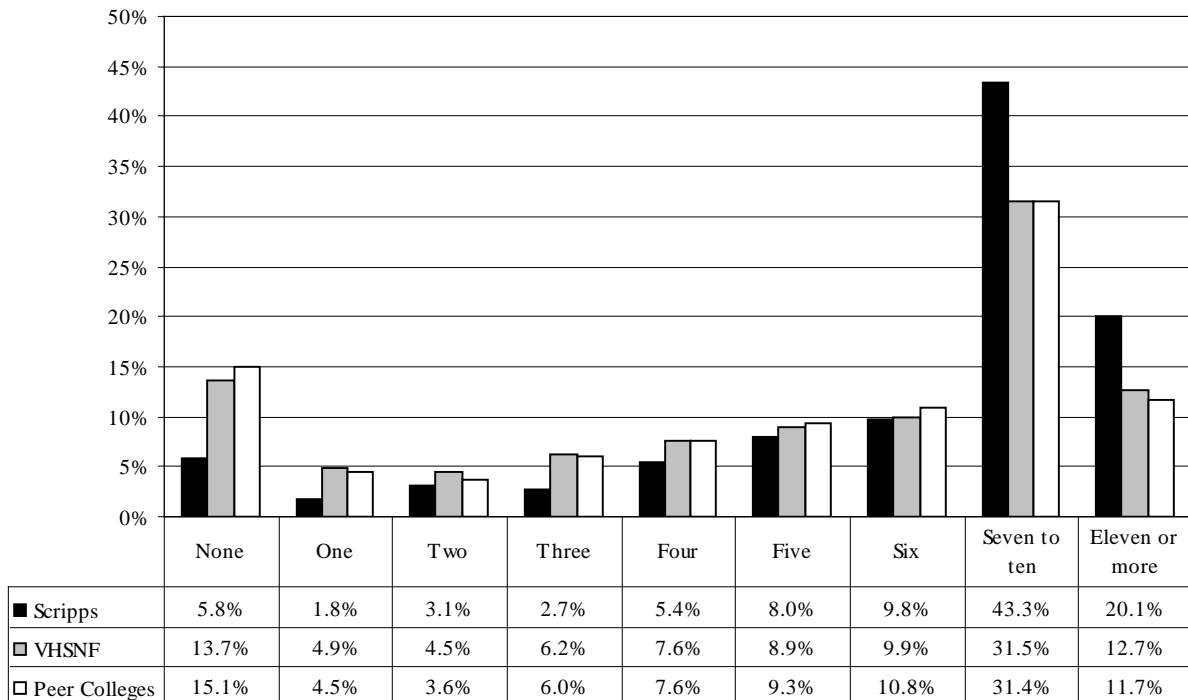
COLLEGE CHOICE

The majority of Scripps respondents (60%) reported that they were accepted by their first choice college. Approximately 51% of Scripps respondents reported that the College was their first choice while 26% reported that it was their second choice.

Approximately 6% of survey respondents revealed that they did not apply to any institution other than Scripps, reflecting a decrease from 9% in 2007 and 12% in 2006. However, 63% of first-year students at Scripps applied to seven or more schools (other than Scripps), reflecting an upward trend from 51% in 2007 and 49% in 2006. Approximately 20% reported applying to eleven or more schools (other than Scripps).

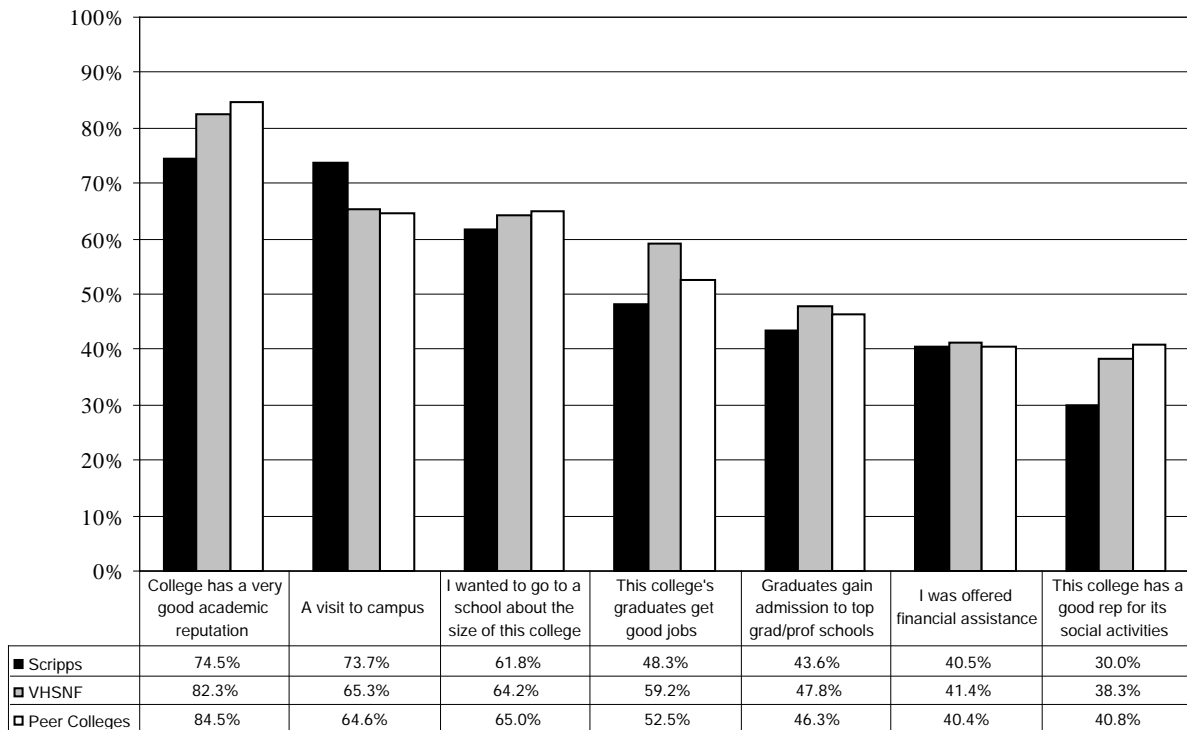
Figure 11 illustrates the number of colleges to which first-year students applied in comparison to first-year students at comparative institutions. As illustrated below, 20% of students at Scripps applied to eleven or more schools and an additional 43% applied to between seven and ten schools. Overall, 63% of Scripps students applied to seven or more schools while only 43% of students at peer colleges applied to the same number of colleges. Only 6% of Scripps respondents applied solely to the College in comparison to 14% of VHSNF and 15% of peer colleges.

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



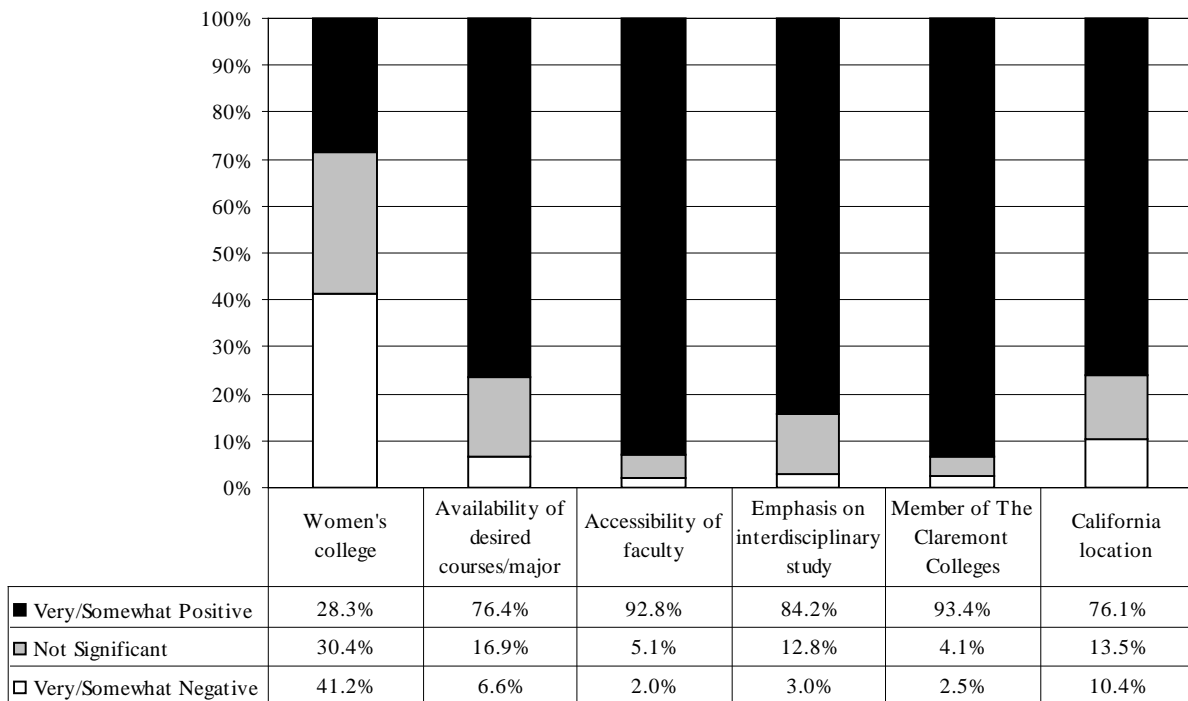
Students were asked to note the extent to which 21 pre-prescribed reasons influenced their decision to attend the college in which they decided to enroll. Figure 12 demonstrates Scripps' top seven influences with responses from comparative institutions. The greatest factor which influenced a student's decision to select Scripps was its academic reputation with 75% reporting that it was a *very important* factor. This factor was also *very important* to students at VHSNF (82%) and peer colleges (85%). The second most important influence was a visit to campus with 74% of Scripps students indicating that it was *very important*. This was a more influential factor for Scripps students than her comparative colleges.

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



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 being a member of The Claremont Colleges consortium (93%), accessibility of faculty (93%), emphasis on interdisciplinary study (84%), availability of desired courses or major (76%) and its California location (76%). Similar to previous years, a less positive factor was being a women's college (28%, a decrease from 46% in 2007) with 41% indicating that it negatively affected their decision to attend Scripps.

Figure 13. Factors that Influenced Decision to Enroll in Scripps



FINANCIAL CONCERNS

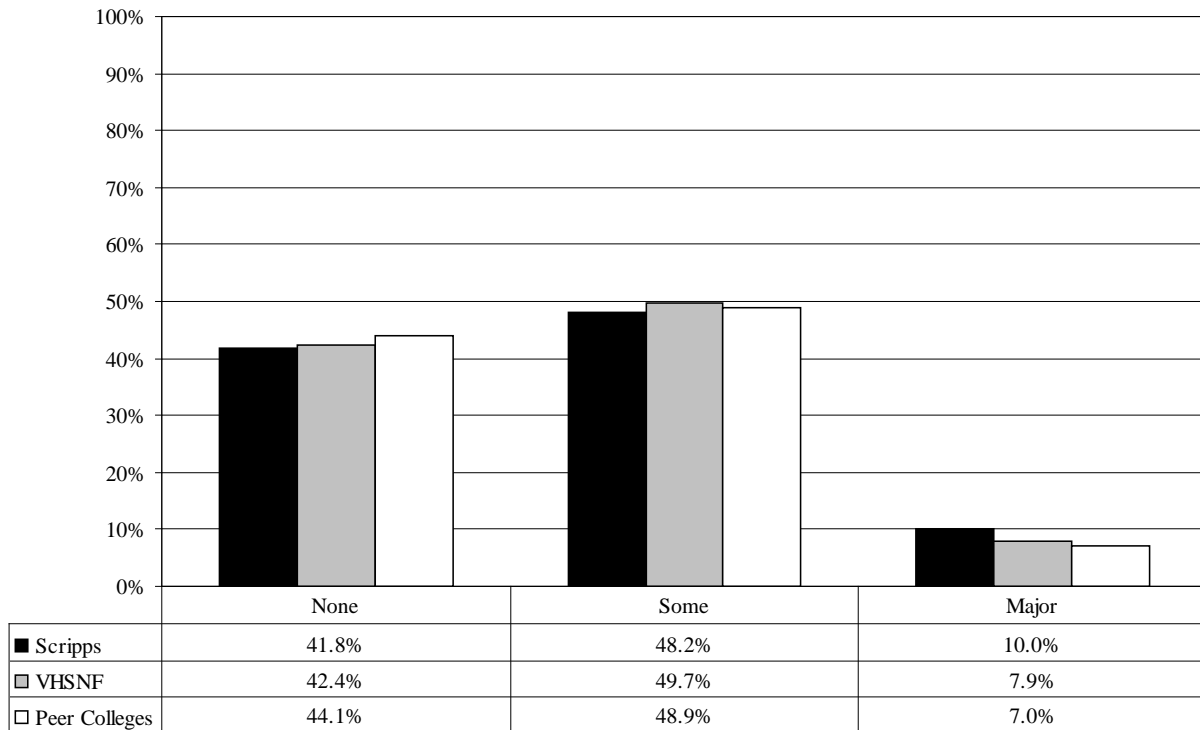
Students were asked to report the various financial resources used to fund their first year's educational expenses. The data in Table 5 illustrate that 88% of Scripps students intend to have parents, relatives or friends contribute to their educational expenses, reflecting a decrease from 96% in the previous year. Personal monies from summer jobs, part-time work on campus and other forms of savings were also financial resources that students intended to utilize (57%), also marking a decrease from 67% in 2007. The use of loans also dipped from 41% in 2007 to 32% in 2008.

Table 5. Financial Resources used to fund Education, 2007-2008, Scripps College

	2007	2008
Parents, other relatives or friends	96.4%	88.1%
Personal resources (savings, part-time work etc.)	66.5%	56.6%
Grants and scholarships	56.6%	54.0%
Loans	40.7%	31.9%
Others	4.1%	5.8%

The results of the survey also show that a significant portion of students (42%) were not concerned at all about the ability to fund their college education while 10% had major concerns. As evident from Figure 14, students at Scripps and comparative institutions were similar in their concerns regarding their ability to fund their college education. The profile of Scripps students did not vary much from 2007 either.

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 6 show the activities most frequently engaged in the past year while Table 7 illustrates the greatest change from 2007 to 2008 for Scripps respondents.

The data show that 81% of Scripps students socialize *frequently* with someone of another racial/ethnic group while students at comparative institutions did so less frequently. Data from Table 6 also suggest that a greater percentage of Scripps students arrived late to class more frequently than their peers at comparative colleges.

Table 6. Activities Engaged in the Past Year, by Scripps College's popularity

	Scripps	VHSNF	Peer Colleges
Studied with other students	95.1%	93.4%	92.5%
Performed volunteer work	93.7%	92.9%	93.8%
Used the Internet for research or homework *	84.8%	88.3%	86.6%
Socialized with someone of another racial/ethnic group *	81.3%	72.4%	74.4%
Came late to class	68.4%	63.1%	64.5%
Tutored another student	65.3%	65.3%	66.6%
Performed community service as part of a class	62.6%	60.8%	59.1%
Attended a religious service	59.9%	65.4%	62.9%
Drank wine or liquor	58.1%	61.3%	57.8%
Discussed politics *	52.9%	50.6%	57.7%
Played a musical instrument	52.2%	50.0%	53.9%

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

As evident from Table 7, using the internet to read blogs saw the greatest decrease in activity frequency by Scripps students from 2007 to 2008. Conversely, a greater percentage of students used the internet to blog in 2008 than 2007. The data also show that a greater percentage of students participated in political demonstrations and performed community service as part of class in 2008 compared to students in 2007.

Table 7. Activities Engaged in the Past Year, by greatest 2007-2008 change, Scripps College

	Percent Change
Used the Internet to read blogs *	-10.5%
Was a guest in a teacher's home	-8.2%
Used the Internet to blog *	7.6%
Used the Internet for research or homework *	-5.7%
Asked a teacher for advice after class *	-5.2%
Participated in political demonstrations	5.0%
Performed community service as part of a class	4.7%

*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 Scripps students' *essential* and *very important* goals. While the data from Table 8 suggest that Scripps students' top life goals are not all that different from their peers at comparative colleges, Scripps students appeared to consider them less important than their peers at comparative colleges. For instance, while 46% of Scripps students consider recognition from colleagues for contributions to their special fields *essential* or *very important*, 54% of VHSNF and 53% of students at peer colleges felt the same way.

Table 8. "Essential" and "Very Important" Life Goals, by Scripps College's popularity

	Scripps	VHSNF	Peer Colleges
Improving my understanding of other countries and cultures	78.8%	79.2%	81.1%
Helping others who are in difficulty	71.4%	75.7%	75.1%
Developing a meaningful philosophy of life	69.0%	64.3%	69.7%
Raising a family	67.8%	66.0%	66.4%
Adopting "green" practices to protect the environment *	66.0%	70.0%	72.7%
Becoming an authority in my field	55.6%	58.3%	59.6%
Keeping up to date with political affairs	55.0%	58.2%	64.8%
Being very well off financially	52.2%	57.4%	54.8%
Obtaining recognition from my colleagues for contributions to my special field	46.1%	54.0%	53.0%
Influencing social values	40.9%	46.6%	48.1%

Note. * indicates new question for 2008.

Table 9 illustrates the life goals by the greatest percentage change for Scripps students from 2007 to 2008. The data show that the goal of helping to promote racial understanding decreased by 11% from 2007 to 2008. Other life goals that decreased in importance for Scripps students include being involved in programs to clean up the environment (-8%), becoming a community leader (-5%) and influencing social value (-5%). Life goals that rose in importance include becoming accomplished in the performing arts (+9%), raising a family (+6%), creating artistic work (+5%) and being well off financially (+4%).

Table 9. Life Goals, by greatest 2007-2008 change, Scripps College

	Percent Change
Helping to promote racial understanding	-11.3%
Becoming accomplished in one of the performing arts	9.3%
Becoming involved in programs to clean up the environment	-7.8%
Raising a family	5.8%
Creating artistic work	5.2%
Becoming a community leader	-4.9%
Influencing social values	-4.7%
Being very well off financially	4.1%

Highlights:

- Approximately 51% of Scripps students reported that the College was their first choice while 26% indicated that Scripps was their second choice.
- The majority of Scripps students (63%) applied to seven or more colleges, excluding Scripps. Approximately 6% of Scripps students applied only to Scripps.
- The most important factors impacting their Scripps students' decision to attend the College were its good academic reputation, a visit to campus and the size of the institution. However, 41% of students reported that Scripps being a women's college negatively affected their decision to attend Scripps.
- Scripps students hold more liberal political views than those at comparative institutions.
- The majority of Scripps students see themselves pursuing additional academic degrees upon graduation from Scripps. Scripps students show greater interest in pursuing careers as physicians and attorneys than students at comparative institutions.
- In comparison to 2007, Scripps students used the internet less to read blogs but used it more to blog.
- Scripps saw a spike in the percentage of African American students in 2005 with 14% identifying as African American. However, that percentage has fallen to 6% in 2008.

Appendix A

2008 CIRP Freshman Survey Instrument

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2008 CIRP FRESHMAN SURVEY

PLEASE PRINT NAME AND PERMANENT/HOME ADDRESS (one letter or number per box).

NAME: FIRST MI LAST

When were you born?
 Month (01-12) Day (01-31) Year

ADDRESS:

CITY: STATE: ZIP: PHONE: - -

STUDENT ID# (as instructed): EMAIL (print letters carefully):

SERIAL #

MARKING DIRECTIONS

- Use a #2 pencil or black or blue pen.
- Erase cleanly any answer you wish to change or "X" out mark in pen.

CORRECT MARK **INCORRECT MARKS**

● ○ ○ X ● ●

Group Code **A** **B**

1. Your sex: Male Female

2. How old will you be on December 31 of this year? (Mark one)

16 or younger 21-24

17 25-29

18 30-39

19 40-54

20 55 or older

3. Is English your native language?
 Yes No

4. In what year did you graduate from high school? (Mark one)

2008 Did not graduate but
 2007 passed G.E.D. test.

2006 Never completed

2005 or earlier high school

5. Are you enrolled (or enrolling) as a:
 (Mark one) Full-time student?

Part-time student?

6. How many miles is this college from your permanent home? (Mark one)

5 or less 11-50 101-500

6-10 51-100 Over 500

7. What was your average grade in high school? (Mark one)

A or A+ B C

A- B- D

B+ C+

8. What were your scores on the SAT I and/or ACT?

SAT VERBAL

SAT MATH

SAT WRITING

ACT Composite

9. From what kind of high school did you graduate? (Mark one)

Public school (not charter or magnet)

Public charter school

Public magnet school

Private religious/parochial school

Private independent college-prep school

Home school

10. Prior to this term, have you ever taken courses for credit at this institution?
 Yes No

11. Since leaving high school, have you ever taken courses, whether for credit or not for credit, at any other institution (university, 4- or 2-year college, technical, vocational, or business school)?
 Yes No

12. Where do you plan to live during the fall term? (Mark one)

With my family or other relatives

Other private home, apartment, or room.

College residence hall

Fraternity or sorority house

Other campus student housing

Other

13. To how many colleges other than this one did you apply for admission this year?

None 1 4 7-10

2 5 11 or more

3 6

14. Were you accepted by your first choice college?
 Yes No

15. Is this college your: (Mark one)

First choice? Less than third
 Second choice? choice?

Third choice?

16. Citizenship status:
 U.S. citizen

Permanent resident (green card)

Neither

17. Are your parents: (Mark one)

Both alive and living with each other?

Both alive, divorced or living apart?

One or both deceased?

18. During high school (grades 9-12) how many years did you study each of the following subjects? (Mark one for each item)

	None	1/2	1	2	3	4	5 or more
English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foreign Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Biological Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
History/Am. Gov't	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts and/or Music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. What is the highest academic degree that you intend to obtain? (Mark one in each column)

	None	Highest Planned	Highest Planned at This College
Vocational certificate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Associate (A.A. or equivalent)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bachelor's degree (B.A., B.S., etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Master's degree (M.A., M.S., etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ph.D. or Ed.D.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M.D., D.O., D.D.S., or D.V.M.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J.D. (Law)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B.D. or M.DIV. (Divinity)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. How would you describe the racial composition of the high school you last attended and the neighborhood where you grew up? (Mark one in each row)

	High school I last attended . . .	Neighborhood where I grew up.
Completely non-White	<input type="radio"/>	<input type="radio"/>
Mostly non-White	<input type="radio"/>	<input type="radio"/>
Evenly mixed	<input type="radio"/>	<input type="radio"/>
Mostly White	<input type="radio"/>	<input type="radio"/>
Completely White	<input type="radio"/>	<input type="radio"/>

21. Do you have a disability? (Mark all that apply)

None Learning disability

Hearing Partially sighted or blind

Speech Health-related

Orthopedic Other

L

I

L

22. How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below?
(Mark one answer for each possible source)

	None	Less than \$1,000	\$1,000 to 2,999	\$3,000 to 5,999	\$6,000 to 9,999	\$10,000+
Family resources (parents, relatives, spouse, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My own resources (savings from work, work-study, other income)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aid which need <u>not</u> be repaid (grants, scholarships, military funding, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aid which <u>must</u> be repaid (loans, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other than above	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. What is your best estimate of your parents' total income last year? Consider income from all sources before taxes. (Mark one)

<input type="radio"/> Less than \$10,000	<input type="radio"/> \$50,000-59,999
<input type="radio"/> \$10,000-14,999	<input type="radio"/> \$60,000-74,999
<input type="radio"/> \$15,000-19,999	<input type="radio"/> \$75,000-99,999
<input type="radio"/> \$20,000-24,999	<input type="radio"/> \$100,000-149,999
<input type="radio"/> \$25,000-29,999	<input type="radio"/> \$150,000-199,999
<input type="radio"/> \$30,000-39,999	<input type="radio"/> \$200,000-249,999
<input type="radio"/> \$40,000-49,999	<input type="radio"/> \$250,000 or more

24. Do you have any concern about your ability to finance your college education? (Mark one)

None (I am confident that I will have sufficient funds)

Some (but I probably will have enough funds)

Major (not sure I will have enough funds to complete college)

25. Current religious preference:
(Mark one in each column)

	Yours	Father's	Mother's
Baptist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Buddhist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Church of Christ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eastern Orthodox	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Episcopalian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hindu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jewish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LDS (Mormon)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lutheran	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Methodist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Muslim	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presbyterian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quaker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Roman Catholic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seventh Day Adventist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
United Church of Christ/Congregational	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Christian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
None	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. For the activities below, indicate which ones you did during the past year. If you engaged in an activity frequently, mark **F. If you engaged in an activity one or more times, but not frequently, mark **O** (Occasionally). Mark **N** (Not at all) if you have not performed the activity during the past year.**
(Mark one for each item)

	Frequently	Occasionally	Not at All
Attended a religious service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was bored in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in political demonstrations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutored another student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studied with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was a guest in a teacher's home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smoked cigarettes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank beer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank wine or liquor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt overwhelmed by all I had to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt depressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performed volunteer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Played a musical instrument	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked a teacher for advice after class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Voted in a student election	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socialized with someone of another racial/ethnic group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Came late to class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used the Internet:			
For research or homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To read news sites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To read blogs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To blog	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performed community service as a part of a class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed politics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on a local, state, or national political campaign	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself.
(Mark one in each row)

	Highest 10%	Above Average	Average	Below Average	Lowest 10%
Academic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Artistic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperativeness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drive to achieve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematical ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Popularity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public speaking ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (intellectual)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (social)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spirituality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself.
(Mark one for each item)

	Highest 10%	Above Average	Average	Below Average	Lowest 10%
Ability to see the world from someone else's perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tolerance of others with different beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Openness to having my own views challenged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to discuss and negotiate controversial issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work cooperatively with diverse people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. What is the highest level of formal education obtained by your parents?
(Mark one in each column)

	Father	Mother
Grammar school or less	<input type="radio"/>	<input type="radio"/>
Some high school	<input type="radio"/>	<input type="radio"/>
High school graduate	<input type="radio"/>	<input type="radio"/>
Postsecondary school other than college	<input type="radio"/>	<input type="radio"/>
Some college	<input type="radio"/>	<input type="radio"/>
College degree	<input type="radio"/>	<input type="radio"/>
Some graduate school	<input type="radio"/>	<input type="radio"/>
Graduate degree	<input type="radio"/>	<input type="radio"/>

30. How often in the past year did you?
(Mark one for each item)

	Frequently	Occasionally	Not at All
Ask questions in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support your opinions with a logical argument	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek solutions to problems and explain them to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Revise your papers to improve your writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluate the quality or reliability of information you received	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take a risk because you feel you have more to gain	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek alternative solutions to a problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Look up scientific research articles and resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explore topics on your own, even though it was not required for a class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accept mistakes as part of the learning process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek feedback on your academic work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take notes during class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

37. Below is a list of different undergraduate major fields grouped into general categories. Mark only one oval to indicate your probable field of study.

- | | | | |
|--|--|---|--|
| ARTS AND HUMANITIES | | PHYSICAL SCIENCE | |
| Art, fine and applied 1 | | Astronomy 38 | |
| English (language and literature) 2 | | Atmospheric Science (incl. Meteorology) 44 | |
| History 3 | | Chemistry 45 | |
| Journalism 4 | | Earth Science 46 | |
| Language and Literature (except English) 5 | | Marine Science (incl. Oceanography) 47 | |
| Music 6 | | Mathematics 48 | |
| Philosophy 7 | | Physics 49 | |
| Speech 8 | | Other Physical Science 50 | |
| Theater or Drama 9 | | PROFESSIONAL | |
| Theology or Religion 10 | | Architecture or Urban Planning 51 | |
| Other Arts and Humanities 11 | | Family & Consumer Sciences 52 | |
| BIOLOGICAL SCIENCE | | Health Technology (medical, dental, laboratory) 53 | |
| Biology (general) 12 | | Library or Archival Science 54 | |
| Biochemistry or Biophysics 13 | | Medicine, Dentistry, Veterinary Medicine 55 | |
| Botany 14 | | Nursing 56 | |
| Environmental Science 15 | | Pharmacy 57 | |
| Marine (Life) Science 16 | | Therapy (occupational, physical, speech) 58 | |
| Microbiology or Bacteriology 17 | | Other Professional 59 | |
| Zoology 18 | | SOCIAL SCIENCE | |
| Other Biological Science 19 | | Anthropology 60 | |
| BUSINESS | | Economics 61 | |
| Accounting 20 | | Ethnic Studies 62 | |
| Business Admin. (general) 21 | | Geography 63 | |
| Finance 22 | | Political Science (gov't, international relations) 64 | |
| International Business 23 | | Psychology 65 | |
| Marketing 24 | | Public Policy 66 | |
| Management 25 | | Social Work 67 | |
| Secretarial Studies 26 | | Sociology 68 | |
| Other Business 27 | | Women's Studies 69 | |
| EDUCATION | | Other Social Science 70 | |
| Business Education 28 | | TECHNICAL | |
| Elementary Education 29 | | Building Trades 71 | |
| Music or Art Education 30 | | Data Processing or Computer Programming 72 | |
| Physical Education or Recreation 31 | | Drafting or Design 73 | |
| Secondary Education 32 | | Electronics 74 | |
| Special Education 33 | | Mechanics 75 | |
| Other Education 34 | | Other Technical 76 | |
| ENGINEERING | | OTHER FIELDS | |
| Aeronautical Eng 35 | | Agriculture 77 | |
| Civil Engineering 36 | | Communications 78 | |
| Chemical Engineering 37 | | Computer Science 79 | |
| Computer Engineering 38 | | Forestry 80 | |
| Electrical or Electronic Engineering 39 | | Kinesiology 81 | |
| Industrial Engineering 40 | | Law Enforcement 82 | |
| Mechanical Engineering 41 | | Military Science 83 | |
| Other Engineering 42 | | Other Field 84 | |
| | | Undecided 85 | |

38. Please indicate the importance to you personally of each of the following: (Mark one for each item)

- | | |
|--|-----------------------------|
| | N Not Important |
| | S Somewhat Important |
| | V Very Important |
| | E Essential |
- Becoming accomplished in one of the performing arts (acting, dancing, etc.) E V S N
 - Becoming an authority in my field E V S N
 - Obtaining recognition from my colleagues for contributions to my special field E V S N
 - Influencing the political structure E V S N
 - Influencing social values E V S N
 - Raising a family E V S N
 - Being very well off financially E V S N
 - Helping others who are in difficulty E V S N
 - Making a theoretical contribution to science E V S N
 - Writing original works (poems, novels, short stories, etc.) E V S N
 - Creating artistic works (painting, sculpture, decorating, etc.) E V S N
 - Becoming successful in a business of my own E V S N
 - Becoming involved in programs to clean up the environment E V S N
 - Developing a meaningful philosophy of life E V S N
 - Participating in a community action program E V S N
 - Helping to promote racial understanding E V S N
 - Keeping up to date with political affairs E V S N
 - Becoming a community leader E V S N
 - Improving my understanding of other countries and cultures E V S N
 - Adopting "green" practices to protect the environment E V S N

39. What is your best guess as to the chances that you will: (Mark one for each item)

- | | |
|--|-----------------------------|
| | N No Chance |
| | L Very Little Chance |
| | S Some Chance |
| | V Very Good Chance |
- Change major field? V S L N
 - Change career choice? V S L N
 - Participate in student government? V S L N
 - Get a job to help pay for college expenses? V S L N
 - Work full-time while attending college? V S L N
 - Join a social fraternity or sorority? V S L N
 - Play varsity/intercollegiate athletics? V S L N
 - Make at least a "B" average? V S L N
 - Need extra time to complete your degree requirements? V S L N
 - Participate in student protests or demonstrations? V S L N
 - Transfer to another college before graduating? V S L N
 - Be satisfied with your college? V S L N
 - Participate in volunteer or community service work? V S L N
 - Seek personal counseling? V S L N
 - Communicate regularly with your professors? V S L N
 - Socialize with someone of another racial/ethnic group? V S L N
 - Participate in student clubs/groups? V S L N
 - Participate in a study abroad program? V S L N
 - Have a roommate of a different race/ethnicity? V S L N
 - Discuss course content with students outside of class? V S L N
 - Work on a professor's research project? V S L N
 - Get tutoring help in specific courses? V S L N

40. Do you give the Higher Education Research Institute (HERI) permission to include your ID number should your college request the data for additional research analyses? HERI maintains strict standards of confidentiality and would require your college to sign a pledge of confidentiality.
 Yes No

The remaining ovals are provided for questions specifically designed by your college rather than the Higher Education Research Institute. If your college has chosen to use the ovals, please observe carefully the supplemental directions given to you.

- | | | | | |
|---------------|---------------|---------------|---------------|---------------|
| 41. A B C D E | 45. A B C D E | 49. A B C D E | 53. A B C D E | 57. A B C D E |
| 42. A B C D E | 46. A B C D E | 50. A B C D E | 54. A B C D E | 58. A B C D E |
| 43. A B C D E | 47. A B C D E | 51. A B C D E | 55. A B C D E | 59. A B C D E |
| 44. A B C D E | 48. A B C D E | 52. A B C D E | 56. A B C D E | 60. A B C D E |

THANK YOU!