FALL 2009 CIRP FRESHMAN SURVEY
Highlights of Data and Findings

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Office of Assessment, Planning & Institutional Research
June 2010

INTRODUCTION
Each fall during Orientation, Scripps College participates in a national study of incoming first-year students. Developed by UCLA’s Higher Education Research Institute (HERI), the Cooperative Institutional Research Program (CIRP) Freshman Survey collects data about students’ backgrounds and their college expectations. Fall 2009 marks the 41st year of the College’s participation.

This report represents data from 197 of the 203 first-time, full-time Scripps students who completed the survey in August 2009 as well as comparative data for two peer groups: (1) female first-year students from four-year, non-sectarian, very highly selective colleges1 and (2) female and male first-year students from peer private liberal arts colleges2.

Selected tables and charts, including the comparative data with peer groups, have been placed in Appendix 1 at the end of this report. Appendix 2 contains tables that show longitudinal data for Scripps only for the last three years (except for Table 2.1, which shows data for the last five years). Appendix 3 contains a copy of the actual survey instrument.

STUDENT AND FAMILY CHARACTERISTICS
- The racial/ethnic breakdown of Scripps’ first-year student respondents varied little from previous cohorts. 77% self-identified as White/Caucasian and 18% self-identified as Asian American/Asian. 16% also self-identified as bi/multi-racial. Table 2.1 (in Appendix 2) illustrates the racial/ethnic distribution over the last five years.
- Similar to previous years, 60% reported that Scripps was over 500 miles from home.

1 Designated as “VHSNF”: Very Highly Selective Non-sectarian Females defined by the median SAT Composite (V+M) score: Very High (1,200+).
2 Designated as “Peer Colleges”: The peer colleges for this survey administration are Carleton, Colorado, Connecticut, Harvey Mudd, Middlebury, Occidental, Smith, and Whitman. Data in this category reflect responses from both men and women where N=2,959 (men=38.4%; women=61.6%).
• 44% reported no religious affiliation, 22% are Protestant Christians, 13% are Roman Catholic, 12% are Jewish, 3% are Buddhist, 2% are Hindu, and 4% classify themselves under “Other Religion.”
• 67% characterized their political views as far left or liberal while 9% self-identified as conservative. No one characterized their political views as far right.
• 4% are among the first generation in their family to attend college. 86% of respondents have fathers with a college degree or higher; 83% have mothers with a college degree or higher.
• 60% estimated their parental joint income (before taxes) to be greater than $100,000; 32% estimated their parental joint income to be $200,000 and above. Figure 1.1 (in Appendix 1) shows comparative parental income distribution.

ACADEMIC PREPARATION AND GOALS

Academic Preparation
• 49% of respondents attended a public high school (not charter or magnet), 37% attended a private independent college-prep school and 9% attended a religious/parochial school. In contrast, 60% of VHSNF and 57% of Peer Colleges attended a public high school, and 27% of VHSNF and 30% of Peer Colleges attended a private independent college-prep school.
• 33% of respondents perceived their academic ability to be in the highest 10% in comparison to their peers with another 57% perceiving it to be above average. However, in terms of intellectual self-confidence, only 14% perceived that they were in the top 10% in comparison to 23% of respondents at peer colleges.
• 37% reported maintaining an A average or above in high school, a slight drop from 41% in the previous year. An additional 45% reported maintaining an average grade of A-, suggesting that a slightly greater percentage of Scripps students averaged an A- and above in comparison to peer institutions (see Figure 1.2 in Appendix 1).

Career and Academic Goals
• 13% of respondents reported an interest in pursuing a career as a physician, the most popular career choice, while 7% were interested in writing/journalism. Interest in careers as an attorney/judge fell to 4% from 8% in 2008. 31% were undecided.
• The vast majority of first-year students at Scripps and comparative institutions see themselves obtaining additional credentials beyond the bachelor’s degree. Only 7% of Scripps students plan to end their academic careers at the undergraduate level. Figure 1.3 illustrates the academic aspirations of students from Scripps and comparative institutions. A larger percentage of Scripps students intend to obtain a Ph.D. or Ed.D. or a medical degree (M.D., D.O., D.D.S., or D.V.M.) than students at comparable institutions, but a smaller percentage of Scripps students are interested in master’s or law (J.D.) degrees.

COLLEGE CHOICE
• The majority of Scripps respondents (67%) reported that they were accepted by their first choice college. Approximately 62% of Scripps respondents reported that the College was their first choice (an increase from 51% in 2008), 23% reported that it was their second choice, while 7% reported that Scripps was less than a third choice.
• 9% of Scripps respondents revealed that they did not apply to any institution other than Scripps. 60% of Scripps respondents applied to seven or more schools (other than Scripps). In contrast, 13% of VHSNF and 13% of Peer Colleges respondents did not apply to any institution other than the one in which they are enrolled, while 44% of VHSNF and 46% of Peer Colleges respondents applied to seven or more schools.
• 75% of respondents reported that Scripps’ academic reputation and a visit to campus were very important in their decision to attend the College. This was followed by the desire to go to a school about the size of this college (72%), the belief that the college’s graduates get good jobs (52%) and gain admission to top graduate and professional schools (43%), and the fact of being offered financial assistance (39%). Figure 1.4 in Appendix 1 shows the reasons marked as “very important” by students from Scripps and comparative institutions.

FINANCIAL CONCERNS
• Unlike the national trend of increasing concern about the ability to pay for college, 43% of Scripps first-year students had no concern about their ability to finance their education. 52% had some concern while 5% expressed major concern.
• 92% of respondents intend to have parents, relatives or friends contribute to their educational expenses while 62% intend to use personal monies from summer jobs, part-time work on campus and other forms of savings to fund their education. Table 2.2 in Appendix 2 shows the various financial sources students cited over the last three years.

PERSONAL CHOICES AND LIFE GOALS
Personal Choices (see Table 1.1 in Appendix 1)
• Approximately 96% of Scripps respondents reported that they had performed volunteer work in the past year while 60% had performed community service as part of a class.
• 93% studied with other students and 57% had tutored another student. 90% reported frequent use of the internet for research or homework. 61% had walked into class late.
• 79% of Scripps respondents reported that they socialized with someone of another racial/ethnic group frequently, which was 4-6% higher than VHSNF and Peer Colleges respondents. Only 2% of Scripps respondents have not socialized with someone of another racial/ethnic group at all in the last year.
• Scripps respondents reported roughly similar or slightly higher levels of engagement in most activities compared with first-year students at VHSNF and Peer Colleges, except for tutoring another student and playing a musical instrument, which significantly less Scripps respondents reported engaging in than their peers.
Life Goals (see Table 1.2 in Appendix 1)

- Of the 20 goals and values listed in this section of the survey, improving my understanding of other countries and cultures was rated by the largest percentage of Scripps respondents (88%) as “essential” or “very important” to them. This was a significant increase in response compared to last year (79%) and much higher than VHSNF (78%) or Peer Colleges (75%).
- Perhaps a sign of the economic times, being very well off financially was rated “essential” or “very important” by a higher percentage of Scripps respondents compared to last year (61% vs. 54%) and higher than VHSNF and Peer Colleges (56% and 54% respectively).
- Conversely, the percentage of Scripps respondents rating developing a meaningful philosophy of life as “essential” or “very important” declined sharply from last year (from 69% to 52%) and was significantly lower this year than VHSNF and Peer Colleges (61% and 64% respectively).

ADDITIONAL QUESTIONS SPECIFICALLY FOR SCRIPPS STUDENTS

In addition to the survey questions provided by CIRP, Scripps attaches a page of questions for its students specifically. The first section asks students to rate the importance of various goals to them during their time at Scripps, using a five-point scale from “Not Important” to “Very Important.” Figure 1.5 in Appendix 1 illustrates the level of importance students attributed to academic-related goals while Figure 1.6 shows the level of importance they attached to personal goals.

- Five of the six academic goals were rated “very important” or “somewhat important” by at least 85% of respondents:
  - having close student-faculty interaction
  - preparing for a future career
  - having a challenging academic experience
  - being exposed to the arts and humanities
  - and preparing for graduate school.
- The sixth goal, having information about women integrated into course work, received the greatest variety of responses, with only 60% rating it “very” or “somewhat” important, 32% indicating that they were “neutral,” and 8% considering it “not important” or “somewhat unimportant.”
- At least 85% of respondents ranked all three personal goals as “very” or “somewhat” important. Becoming independent and self-confident was identified as an important goal by the most number of students (93%), followed by interacting with others from different backgrounds (88%) and developing leadership skills (86%).

A second additional question asked students to indicate the extent to which six listed factors either positively or negatively influenced their decisions to attend Scripps (Figure 1.7).
• The factors most cited by students as “very” or “somewhat” positive in their decisions to attend Scripps were the accessibility of faculty (97%) and the fact that Scripps is a member of The Claremont Colleges consortium (96%). Those were followed by Scripps’ emphasis on interdisciplinary study (88%), California location (88%), and availability of desired courses or major (85%). All five of these percentages were higher than last year’s results.

• Similar to previous years, the least number of respondents indicated that Scripps’ identity as a women’s college was a positive factor in their decision to attend (41%, which is an increase from last year’s 28%, but still a decrease from 46% in 2007). About 30% of respondents (compared to 41% last year) indicated that it was a “very” or “somewhat” negative factor in their decision-making process, while 29% indicated that it was “not significant” for them.

The final Scripps-specific question asked students if they took any of three actions in planning for college (Figure 1.8).

• The highest percentage of respondents (67%) said they had sought their high school counselor’s advice, followed by 57% who indicated that they had taken a SAT/ACT preparation course. Only 33% had hired a private college counselor.

FINAL NOTE

The CIRP Freshman Survey contains additional questions and data that have not been highlighted in this report. If you would like more information on the survey or have any questions, please contact the Office of Assessment, Planning, and Institutional Research at (909) 607-1892.
## APPENDIX 1: SELECTED TABLES AND CHARTS

### Table 1.1. Activities Engaged in the Past Year, Scripps and Peer Institutions

<table>
<thead>
<tr>
<th>Activity</th>
<th>Scripps</th>
<th>VHSNF*</th>
<th>Peer Colleges**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performed volunteer work</td>
<td>96.4%</td>
<td>94.5%</td>
<td>93.5%</td>
</tr>
<tr>
<td>Studied with other students</td>
<td>92.9%</td>
<td>93.7%</td>
<td>93.5%</td>
</tr>
<tr>
<td>Used the Internet for research or homework ***</td>
<td>89.3%</td>
<td>59.5%</td>
<td>87.3%</td>
</tr>
<tr>
<td>Socialized with someone of another racial/ethnic group ***</td>
<td>78.6%</td>
<td>72.5%</td>
<td>73.9%</td>
</tr>
<tr>
<td>Came late to class</td>
<td>60.5%</td>
<td>59.6%</td>
<td>62.7%</td>
</tr>
<tr>
<td>Performed community service as part of a class</td>
<td>60.2%</td>
<td>60.8%</td>
<td>59.0%</td>
</tr>
<tr>
<td>Tutored another student</td>
<td>57.1%</td>
<td>64.6%</td>
<td>67.5%</td>
</tr>
<tr>
<td>Discussed politics ***</td>
<td>52.8%</td>
<td>48.1%</td>
<td>52.6%</td>
</tr>
<tr>
<td>Played a musical instrument</td>
<td>47.2%</td>
<td>50.6%</td>
<td>55.5%</td>
</tr>
</tbody>
</table>

* “VHSNF”: Very Highly Selective Non-sectarian Females—female first-year students from four-year, non-sectarian, very highly selective colleges, defined by a median SAT Composite (V+M) score of “Very High” (1,200+).
** “Peer Colleges”: includes female and male first-year students from peer private liberal arts colleges. The peer colleges for this survey administration were Carleton, Colorado, Connecticut, Harvey Mudd, Middlebury, Occidental, Smith, and Whitman.
*** Indicates percentage of students reporting “frequent” engagement in activities. All other percentages indicate “frequent” and “occasional” engagement.

### Table 1.2. “Essential” and “Very Important” Life Goals, Scripps and Peer Institutions

<table>
<thead>
<tr>
<th>Goal</th>
<th>Scripps</th>
<th>VHSNF</th>
<th>Peer Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improving my understanding of other countries and cultures</td>
<td>87.7%</td>
<td>78.1%</td>
<td>75.0%</td>
</tr>
<tr>
<td>Helping others who are in difficulty</td>
<td>69.7%</td>
<td>76.4%</td>
<td>74.1%</td>
</tr>
<tr>
<td>Adopting &quot;green&quot; practices to protect the environment</td>
<td>67.7%</td>
<td>65.6%</td>
<td>66.9%</td>
</tr>
<tr>
<td>Raising a family</td>
<td>66.7%</td>
<td>64.7%</td>
<td>64.0%</td>
</tr>
<tr>
<td>Being very well off financially</td>
<td>60.6%</td>
<td>55.6%</td>
<td>53.5%</td>
</tr>
<tr>
<td>Keeping up to date with political affairs</td>
<td>53.6%</td>
<td>54.3%</td>
<td>56.7%</td>
</tr>
<tr>
<td>Becoming an authority in my field</td>
<td>53.3%</td>
<td>54.7%</td>
<td>56.8%</td>
</tr>
<tr>
<td>Developing a meaningful philosophy of life</td>
<td>51.6%</td>
<td>60.7%</td>
<td>64.3%</td>
</tr>
<tr>
<td>Obtaining recognition from my colleagues for contributions to my special field</td>
<td>45.6%</td>
<td>50.3%</td>
<td>51.2%</td>
</tr>
<tr>
<td>Helping to promote racial understanding</td>
<td>44.0%</td>
<td>44.5%</td>
<td>44.3%</td>
</tr>
</tbody>
</table>
Figure 1.1. Parental income distribution, Scripps and Peer Institutions

![Chart showing parental income distribution for Scripps and Peer Institutions. The chart displays the percentage of students from different income ranges.]

<table>
<thead>
<tr>
<th>Income Range</th>
<th>Scripps</th>
<th>VHSNF</th>
<th>Peer</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;$25,000</td>
<td>6.2%</td>
<td>8.8%</td>
<td>7.9%</td>
</tr>
<tr>
<td>$25,000-$49,999</td>
<td>7.9%</td>
<td>11.6%</td>
<td>9.1%</td>
</tr>
<tr>
<td>$50,000-$99,999</td>
<td>26.2%</td>
<td>26.2%</td>
<td>24.1%</td>
</tr>
<tr>
<td>$100,000-$199,999</td>
<td>27.9%</td>
<td>27.2%</td>
<td>31.1%</td>
</tr>
<tr>
<td>$200,000+</td>
<td>31.9%</td>
<td>26.2%</td>
<td>27.8%</td>
</tr>
</tbody>
</table>

Figure 1.2. Average High School Grade, Scripps and Peer Institutions

![Chart showing average high school grades for Scripps and Peer Institutions. The chart displays the percentage of students achieving different grade points.]

<table>
<thead>
<tr>
<th>Grade</th>
<th>Scripps</th>
<th>VHSNF</th>
<th>Peer</th>
</tr>
</thead>
<tbody>
<tr>
<td>A or A+</td>
<td>36.6%</td>
<td>37.0%</td>
<td>40.6%</td>
</tr>
<tr>
<td>A-</td>
<td>45.9%</td>
<td>38.5%</td>
<td>37.9%</td>
</tr>
<tr>
<td>B+</td>
<td>11.9%</td>
<td>17.4%</td>
<td>16.8%</td>
</tr>
<tr>
<td>B</td>
<td>5.7%</td>
<td>6.2%</td>
<td>4.3%</td>
</tr>
<tr>
<td>B- and lower</td>
<td>0.0%</td>
<td>0.8%</td>
<td>0.3%</td>
</tr>
</tbody>
</table>
Figure 1.3. Highest Academic Degree Desired, Scripps and Peer Institutions

![Bar chart showing highest academic degree desired for Scripps and Peer institutions.]

- Bachelor's degree (B.A., B.S., etc.): Scripps 6.6%, Peer 7.7%
- Master's degree (M.A., M.S., etc.): Scripps 36.3%, Peer 41.0%
- Ph.D. or Ed.D.: Scripps 30.8%, Peer 28.8%
- J.D. (Law): Scripps 4.9%, Peer 7.4%

Figure 1.4. Top Six “Very Important” Influences in College Choice, Scripps and Peer Institutions

![Bar chart showing top six “Very Important” influences in college choice for Scripps and Peer institutions.]

- Very good academic reputation: Scripps 75.0%, Peer 81.2%
- A visit to campus: Scripps 74.9%, Peer 61.0%
- Size of this college: Scripps 72.3%, Peer 62.2%
- Grads get good jobs: Scripps 52.1%, Peer 49.5%
- Grads gain admission to top grad/prof schools: Scripps 43.3%, Peer 43.0%
- Offered financial assistance: Scripps 38.5%, Peer 40.5%
Figure 1.5. Importance of Academic-Related Goals, Scripps College

![Bar chart showing the importance of academic-related goals at Scripps College.](image)

Figure 1.6. Importance of Personal Goals, Scripps College

![Bar chart showing the importance of personal goals at Scripps College.](image)
Figure 1.7. Factors that Influenced Decision to Enroll at Scripps

Figure 1.8. Actions Taken in Planning for College
APPENDIX 2: SELECTED TABLES OF LONGITUDINAL DATA

Table 2.1. Race/Ethnicity of First-Time Full-Time First-Year Students, 2005-2009

<table>
<thead>
<tr>
<th>Race/Ethnicity*</th>
<th>2009</th>
<th>2008</th>
<th>2007</th>
<th>2006</th>
<th>2005</th>
<th>5-yr Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaska Native</td>
<td>2%</td>
<td>1%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Asian American/Asian</td>
<td>18%</td>
<td>17%</td>
<td>12%</td>
<td>16%</td>
<td>14%</td>
<td>15%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>2%</td>
<td>0%</td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>African American/Black**</td>
<td>7%</td>
<td>6%</td>
<td>4%</td>
<td>3%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Hispanic American***</td>
<td>8%</td>
<td>10%</td>
<td>12%</td>
<td>10%</td>
<td>4%</td>
<td>9%</td>
</tr>
<tr>
<td>White/Caucasian</td>
<td>77%</td>
<td>75%</td>
<td>77%</td>
<td>81%</td>
<td>80%</td>
<td>78%</td>
</tr>
<tr>
<td>Other</td>
<td>5%</td>
<td>8%</td>
<td>6%</td>
<td>4%</td>
<td>8%</td>
<td>6%</td>
</tr>
</tbody>
</table>

* Total may add to more than 100% because students are allowed to mark all that apply.
** Past reports indicated that the 2005 proportion of African American/Black respondents was 14%, but that was an error. The correct figure, as listed in the 2005 survey report, should be 5% (reflected in this table).
*** Combines responses to the survey categories of Mexican American/Chicano, Puerto Rican, and Other Latino.

Table 2.2. Financial Resources to Fund Education, 2007-2009

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2008</th>
<th>2007</th>
<th>3-year Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents, other relatives or friends</td>
<td>91.9%</td>
<td>88.1%</td>
<td>96.4%</td>
<td>92.1%</td>
</tr>
<tr>
<td>Personal resources</td>
<td>61.3%</td>
<td>56.6%</td>
<td>66.5%</td>
<td>61.5%</td>
</tr>
<tr>
<td>Grants and scholarships</td>
<td>53.3%</td>
<td>54.0%</td>
<td>56.6%</td>
<td>54.6%</td>
</tr>
<tr>
<td>Loans</td>
<td>37.6%</td>
<td>31.9%</td>
<td>40.7%</td>
<td>36.7%</td>
</tr>
<tr>
<td>Others</td>
<td>5.0%</td>
<td>5.8%</td>
<td>4.1%</td>
<td>5.0%</td>
</tr>
</tbody>
</table>
Table 2.3. Activities Engaged in the Past Year, 2007-2009

<table>
<thead>
<tr>
<th>Activity</th>
<th>2009</th>
<th>2008</th>
<th>2007</th>
<th>3-year Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performed volunteer work</td>
<td>96.4%</td>
<td>93.7%</td>
<td>93.2%</td>
<td>94.4%</td>
</tr>
<tr>
<td>Studied with other students</td>
<td>92.9%</td>
<td>95.1%</td>
<td>95.0%</td>
<td>94.3%</td>
</tr>
<tr>
<td>Used the Internet for research or homework *</td>
<td>89.3%</td>
<td>84.8%</td>
<td>90.5%</td>
<td>88.2%</td>
</tr>
<tr>
<td>Socialized with someone of another racial/ethnic group *</td>
<td>78.6%</td>
<td>81.3%</td>
<td>82.4%</td>
<td>80.8%</td>
</tr>
<tr>
<td>Came late to class</td>
<td>60.5%</td>
<td>68.4%</td>
<td>64.8%</td>
<td>64.6%</td>
</tr>
<tr>
<td>Performed community service as part of a class</td>
<td>60.2%</td>
<td>62.6%</td>
<td>57.9%</td>
<td>60.2%</td>
</tr>
<tr>
<td>Tutored another student</td>
<td>57.1%</td>
<td>65.3%</td>
<td>66.1%</td>
<td>62.8%</td>
</tr>
<tr>
<td>Discussed politics *</td>
<td>52.8%</td>
<td>52.9%</td>
<td>49.8%</td>
<td>51.8%</td>
</tr>
<tr>
<td>Played a musical instrument</td>
<td>47.2%</td>
<td>52.2%</td>
<td>49.3%</td>
<td>49.6%</td>
</tr>
</tbody>
</table>

* Indicates percentage of students reporting “frequent” engagement in activities. All other percentages indicate “frequent” and “occasional” engagement.

Table 2.4. “Essential” and “Very Important” Life Goals, 2007-2009

<table>
<thead>
<tr>
<th>Goal</th>
<th>2009</th>
<th>2008</th>
<th>2007</th>
<th>3-year Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improving my understanding of other countries and cultures</td>
<td>87.7%</td>
<td>78.8%</td>
<td>81.5%</td>
<td>82.7%</td>
</tr>
<tr>
<td>Helping others who are in difficulty</td>
<td>69.7%</td>
<td>71.4%</td>
<td>74.0%</td>
<td>71.7%</td>
</tr>
<tr>
<td>Adopting &quot;green&quot; practices to protect the environment</td>
<td>67.7%</td>
<td>66.0%</td>
<td>N/A*</td>
<td>66.9%</td>
</tr>
<tr>
<td>Raising a family</td>
<td>66.7%</td>
<td>67.8%</td>
<td>62.0%</td>
<td>65.5%</td>
</tr>
<tr>
<td>Being very well off financially</td>
<td>60.6%</td>
<td>52.2%</td>
<td>48.1%</td>
<td>53.6%</td>
</tr>
<tr>
<td>Keeping up to date with political affairs</td>
<td>53.6%</td>
<td>55.0%</td>
<td>53.2%</td>
<td>53.9%</td>
</tr>
<tr>
<td>Becoming an authority in my field</td>
<td>53.3%</td>
<td>55.6%</td>
<td>56.9%</td>
<td>55.3%</td>
</tr>
<tr>
<td>Developing a meaningful philosophy of life</td>
<td>51.6%</td>
<td>69.0%</td>
<td>65.6%</td>
<td>62.1%</td>
</tr>
<tr>
<td>Obtaining recognition from my colleagues for contributions to my special field</td>
<td>45.6%</td>
<td>46.1%</td>
<td>43.1%</td>
<td>44.9%</td>
</tr>
<tr>
<td>Helping to promote racial understanding</td>
<td>44.0%</td>
<td>37.8%</td>
<td>49.1%</td>
<td>43.6%</td>
</tr>
</tbody>
</table>

* Not offered as a choice on this version of the survey instrument.
Table 2.5. Highest Academic Degree Desired, 2007-2009

<table>
<thead>
<tr>
<th>Degree</th>
<th>2009</th>
<th>2008</th>
<th>2007</th>
<th>3-year Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s degree (B.A., B.S., etc.)</td>
<td>6.6%</td>
<td>5.6%</td>
<td>3.9%</td>
<td>5.4%</td>
</tr>
<tr>
<td>Master’s degree (M.A., M.S., etc.)</td>
<td>36.3%</td>
<td>40.4%</td>
<td>38.2%</td>
<td>38.3%</td>
</tr>
<tr>
<td>Ph.D. or Ed.D.</td>
<td>30.8%</td>
<td>28.3%</td>
<td>28.9%</td>
<td>29.3%</td>
</tr>
<tr>
<td>M.D., D.O., D.D.S., D.V.M.</td>
<td>19.2%</td>
<td>14.6%</td>
<td>18.1%</td>
<td>17.3%</td>
</tr>
<tr>
<td>J.D. (Law)</td>
<td>4.9%</td>
<td>11.1%</td>
<td>8.8%</td>
<td>8.3%</td>
</tr>
</tbody>
</table>

Table 2.6. Top Six “Very Important” Influences in College Choice, 2007-2009

<table>
<thead>
<tr>
<th>Influence</th>
<th>2009</th>
<th>2008</th>
<th>2007</th>
<th>3-year Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good academic reputation</td>
<td>75.0%</td>
<td>74.5%</td>
<td>70.3%</td>
<td>73.3%</td>
</tr>
<tr>
<td>A visit to campus</td>
<td>74.9%</td>
<td>73.7%</td>
<td>74.3%</td>
<td>74.3%</td>
</tr>
<tr>
<td>Size of this college</td>
<td>72.3%</td>
<td>61.8%</td>
<td>64.7%</td>
<td>66.3%</td>
</tr>
<tr>
<td>Grads get good jobs</td>
<td>52.1%</td>
<td>48.3%</td>
<td>45.8%</td>
<td>48.7%</td>
</tr>
<tr>
<td>Grads gain admission to top graduate/professional schools</td>
<td>43.3%</td>
<td>43.6%</td>
<td>39.8%</td>
<td>42.2%</td>
</tr>
<tr>
<td>Offered financial assistance</td>
<td>38.5%</td>
<td>40.5%</td>
<td>40.1%</td>
<td>39.7%</td>
</tr>
</tbody>
</table>

Table 2.7. Importance of Academic-Related Goals (Scripps-Specific Questions), 2007-2009*

<table>
<thead>
<tr>
<th>Goal</th>
<th>2009</th>
<th>2008</th>
<th>2007</th>
<th>3-year Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have close student-faculty interaction</td>
<td>94.3%</td>
<td>91.3%</td>
<td>95.2%</td>
<td>93.6%</td>
</tr>
<tr>
<td>Prepare for future career</td>
<td>93.8%</td>
<td>90.8%</td>
<td>95.7%</td>
<td>93.4%</td>
</tr>
<tr>
<td>Have a challenging academic experience</td>
<td>92.2%</td>
<td>89.8%</td>
<td>94.3%</td>
<td>92.1%</td>
</tr>
<tr>
<td>Be exposed to the arts and humanities</td>
<td>87.6%</td>
<td>85.7%</td>
<td>85.2%</td>
<td>86.2%</td>
</tr>
<tr>
<td>Prepare for graduate school</td>
<td>86.6%</td>
<td>83.7%</td>
<td>89.5%</td>
<td>86.6%</td>
</tr>
<tr>
<td>Have information about women integrated into course work</td>
<td>59.6%</td>
<td>48.8%</td>
<td>56.0%</td>
<td>54.8%</td>
</tr>
</tbody>
</table>

* Percentages of students who marked these goals as "very important" or "somewhat important"
### Table 2.8. Importance of Personal Goals (Scripps-Specific Questions), 2007-2009*

<table>
<thead>
<tr>
<th>Goal</th>
<th>2009</th>
<th>2008</th>
<th>2007</th>
<th>3-year Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Become independent and self-confident</td>
<td>92.7%</td>
<td>92.8%</td>
<td>98.6%</td>
<td>94.7%</td>
</tr>
<tr>
<td>Interact with others from different</td>
<td>88.3%</td>
<td>83.1%</td>
<td>91.9%</td>
<td>87.8%</td>
</tr>
<tr>
<td>backgrounds</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop leadership skills</td>
<td>86.0%</td>
<td>81.7%</td>
<td>85.7%</td>
<td>84.5%</td>
</tr>
</tbody>
</table>

* Percentages of students who marked these goals as "very important" or "somewhat important"

### Table 2.9. Factors that Influenced Decision to Enroll at Scripps (Scripps-Specific Questions), 2007-2009*

<table>
<thead>
<tr>
<th>Factor</th>
<th>2009</th>
<th>2008</th>
<th>2007</th>
<th>3-year Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessibility of faculty</td>
<td>97.2%</td>
<td>92.8%</td>
<td>96.7%</td>
<td>95.6%</td>
</tr>
<tr>
<td>Member of The Claremont Colleges consortium</td>
<td>95.5%</td>
<td>93.4%</td>
<td>96.6%</td>
<td>95.2%</td>
</tr>
<tr>
<td>California location</td>
<td>88.1%</td>
<td>76.1%</td>
<td>87.4%</td>
<td>83.9%</td>
</tr>
<tr>
<td>Emphasis on interdisciplinary study</td>
<td>87.6%</td>
<td>84.2%</td>
<td>92.8%</td>
<td>88.2%</td>
</tr>
<tr>
<td>Availability of desired courses or major</td>
<td>84.6%</td>
<td>76.4%</td>
<td>85.2%</td>
<td>82.1%</td>
</tr>
<tr>
<td>Women’s College</td>
<td>40.5%</td>
<td>28.3%</td>
<td>45.7%</td>
<td>38.2%</td>
</tr>
</tbody>
</table>

* Percentages of students who marked these factors as "very positive" or "somewhat positive" in their decision to come to Scripps
### 2009 CIRP FRESHMAN SURVEY

**Please print in all caps your name and permanent/home address (one letter or number per box).**

- **Name:**
- **Address:**
- **City:**
- **State:**
- **Zip:**
- **Phone:**

**When were you born?**
- **Month:**
- **Day:**
- **Year:**

**Student ID # (as instructed):** **Email:**

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

**Correct Mark Incorrect Marks**

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

#### 9. From what kind of high school did you graduate? (Mark one)
- Public school (not charter or magnet)
- Private school (not charter or magnet)
- Private school (charter)
- Other independent college-prep school
- Catholic school
- Other school

#### 10. Prior to this term, have you ever taken courses for credit at this institution? (Mark one)
- 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)? (Mark one)
- 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? (Mark one)
- None
- 1
- 2
- 3
- 4
- 5 or more

#### 14. Were you accepted by your first choice college? (Mark one)
- Yes
- No

#### 15. Is this college your: (Mark one)
- First choice?
- Second choice?
- Third choice?
- Less than third choice?

#### 16. Citizenship status:
- U.S. citizen
- Permanent resident (green card)
- Neither

#### 17. Are you a veteran? (Mark one)
- Yes
- No

#### 18. Are your parents? (Mark one)
- Both alive and living with each other?
- Both alive, divorced or living apart?
- One or both deceased?

#### 19. Have you had, or do you feel you will need, any special tutoring or remedial work in any of the following subjects? (Mark all that apply)
- English
- Reading
- Mathematics
- Social Studies
- Science
- Foreign Language
- Writing

#### 20. How many Advanced Placement courses or exams did you take in high school? (Mark one in each row)

<table>
<thead>
<tr>
<th>AP Courses</th>
<th>AP Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Highest Desired Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
</tr>
<tr>
<td>Vocational certificate</td>
</tr>
<tr>
<td>Associate (A.A. or equivalent)</td>
</tr>
<tr>
<td>Bachelor's degree (B.A., B.S., etc.)</td>
</tr>
<tr>
<td>Master's degree (M.A., M.S., etc.)</td>
</tr>
<tr>
<td>Ph.D. or Ed.D.</td>
</tr>
<tr>
<td>M.D. or D.O., D.D.S., or D.V.M.</td>
</tr>
<tr>
<td>J.D. (Law)</td>
</tr>
<tr>
<td>B.D. or M.Div. (Divinity)</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

#### 22. 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)

<table>
<thead>
<tr>
<th>Racial Composition of High School</th>
<th>Neighborhood where you grew up</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school last attended</td>
<td>Neighborhood where I grew up</td>
</tr>
</tbody>
</table>
23. 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)

- Family resources (parents, relatives, spouse, etc.)
- My own resources (savings, income, other income)
- Aid which need not be repaid (grants, scholarships, military funding, etc.)
- Aid which must be repaid (loans, etc.)
- Other than above...

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

- Less than $10,000
- $10,000-14,000
- $15,000-19,000
- $20,000-24,000
- $25,000-29,000
- $30,000-34,000
- $35,000-39,000
- $40,000 or more...

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

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

- Baptist
- Buddhist
- Church of Christ
- Episcopal
- Eastern Orthodox
- Hindu
- Jehovah
- LDS (Mormon)
- Lutheran
- Methodist
- Muslim
- Presbyterian
- Quaker
- Roman Catholic
- Seventh Day Adventist
- United Church of Christ/Congregational
- Other Christian
- Other Religion
- None

27. 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 (s). If you did not engage in the activity at all, mark (never).

- Attended a religious service...
- Was bored in class...
- Participated in political demonstrations...
- Tried to tutor other students...
- Studied with other students...
- Was a guest in a teacher’s home...
- Smoked cigarettes...
- Drank beer...
- Drank wine or liquor...
- Felt overwhelmed by all I had to do...
- Fell depressed...
- Performed volunteer work...
- Played a musical instrument...
- Asked a teacher for advice after class...
- Voted in a student election...
- Socialized with someone of another racial/ethnic group...
- Came late to class...
- Used this Internet...
- Performed research or homework...
- To read news stories...
- To read blogs...
- Performed community service as a part of a class...
- Discussed religion...
- Discussed politics...
- Skipped school class...

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)

- Academically able...
- Artistic ability...
- Computer skills...
- Coping ability...
- Creativity...
- Drive to succeed...
- Emotional health...
- Leadership ability...
- Mathematical ability...
- Physical health...
- Popularity...
- Public speaking ability...
- Self-confidence (intellectual)...
- Self-confidence (extra-curricular)...
- Self-understanding...
- Spirituality...
- Understanding of others...
- Writing ability...

29. 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)

- Ability to see the world from someone else’s perspective...
- Tolerance of others...
- Openness to having my own views challenged...
- Ability to discuss and negotiate controversial issues...
- Ability to work cooperatively with diverse people...

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

- Father
- Mother
- Grammar school or less...
- Some high school...
- High school graduate...
- Postsecondary school...
- Some college...
- College degree...
- Some graduate school...
- Graduate degree...

31. How often in the past year did you?

- Ask questions in class...
- Support your opinions with a logical argument...
- Seek solutions to problems and explain them to others...
- Revise your papers to improve your writing...
- Evaluate the quality or reliability of information you received...
- Take a class because you feel you have more to gain...
- Seek alternative solutions to a problem...
- Look up scientific research articles and resources...
- Explore topics on your own, even though it was not required for a class...
- Accept mistakes as part of the learning process...
- Seek feedback on your academic work...
- Take notes during class...
- Work with other students on class assignments...
32. Mark only three responses, one in each column.

- Your mother’s occupation
- Your father’s occupation
- Your probable career occupation

Accountant or actuary
Actor or entertainer
Architect or urban planner
Artist
Business (clerical)
Business executive (management, administrator)
Business owner or proprietor
Business salesperson or buyer
Clergy (minister, priest)
Clergy (other religious)
Clinical psychologist
College administration/staff
College teacher
Computer programmer or analyst
Conservationist or forester
Dentist (including orthodontist)
Dietitian or nutritionist
Engineer
Farmer or rancher
Foreign service worker (including diplomat)
Homemaker (full-time)
Interior decorator (including designer)
Lab technician or laboratory assistant
Law enforcement officer
Lawyer (attorney) or judge
Military service
Musical (performer, composer)
Nurse
Optometrist
Pharmacist
Physician
Psychologist
School counselor
School principal or superintendent
Scientific researcher
Social worker, social service worker
Therapist (physical, occupational, speech)
Teacher or administrator (elementary)
Teacher or administrator (secondary)
Veterinarian
Writer or journalist
Skilled trades
Laborer (unskilled)
Semi-skilled worker
Unemployed
Other
Undecided

34. Mark one in each row:

- There is too much concern in the courts for the rights of criminals
- Abortion should be legal
- Marijuana should be legalized
- Racial discrimination is no longer a major problem in American society
- Realistically, an individual cannot do little to bring about changes in our society
- Same-sex couples should have the right to legal marital status
- Only volunteers should serve in the armed forces
- Dissent is a critical component of the political process
- Colleges have the right to ban extremist speakers from campus
- Students from disadvantaged social backgrounds should be given preferential treatment in college admissions
- Colleges should prohibit racist/sexist speech on campus

35. How would you characterize your political views? (Mark one)

- Far left
- Self-identified libertarian
- Middle-of-the-road
- Conservative
- Far right

36. In deciding to go to college, how important was each of the following reasons? (Mark one answer for each possible reason)

- My parents wanted me to go
- To be able to get a better job
- To gain a general education
- To make me a more cultured person
- To be able to make more money
- To learn more about the world

37. During your last year in high school, how much time did you spend during a typical week doing the following activities?

- Hours per week:
  - Studying/homework
  - Socializing with friends
  - Talking with teachers outside of class
  - Exercising or playing sports
  - Partying
  - Working (for pay)
  - Volunteering
  - Student club/groups
  - Watching TV
  - Watching movies
  - Household/household chores
  - Reading for pleasure
  - Playing video/computer games
  - Online social networks

38. Below are some reasons that might have influenced your decision to attend this particular college. How important was each in your decision to come here? (Mark one answer for each possible reason)

- My parents wanted me to come here
- My relatives wanted me to come here
- My teacher advised me
- This college has a really good academic reputation
- This college has a good reputation for its social activities
- I was offered financial assistance
- The cost of attending this college
- High school counselor advised me
- Private college counselor advised me
- I wanted to be near home
- Not offered aid by first choice
- Could not afford first choice
- This college’s graduates gain admission to top graduate/professional schools
- This college’s graduates get good jobs
- I was attracted by the religious affiliation/orientation of the college
- I wanted to go to a school about the size of this college
- Rankings in national magazines
- Information from a website
- I was admitted through an Early Action or Early Decision program
- The athletic department recruited me
- A visit to the campus
- Ability to take online courses
39. 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
  - Art, fine and applied
  - English (language and literature)
  - History
  - Journalism
  - Language and Literature (except English)
  - Music
  - Philosophy
  - Speech
  - Theater or Drama
  - Theology or Religion
  - Other Arts and Humanities

- BIOLOGICAL SCIENCE
  - Biology (general)
  - Biochemistry or Biophysics
  - Botany
  - Environmental Science
  - Marine (Life) Science
  - Microbiology or Botany
  - Zoology
  - Other Biological Science

- BUSINESS
  - Accounting
  - Business Admin. (general)
  - Finance
  - International Business
  - Marketing
  - Management
  - Secretarial Studies
  - Other Business

- EDUCATION
  - Business Education
  - Elementary Education
  - Music or Art Education
  - Physical Education or Recreation
  - Secondary Education
  - Special Education
  - Other Education

- ENGINEERING
  - Aeronautical or Astronautical Eng.
  - Civil Engineering
  - Chemical Engineering
  - Computer Engineering
  - Electrical Engineering
  - Industrial Engineering
  - Mechanical Engineering
  - Other Engineering

- PHYSICAL SCIENCE
  - Astronomy
  - Atmospheric Science
  - Chemistry
  - Earth Science
  - Marine Science
  - Mathematics
  - Physics
  - Other Physical Science

- PROFESSIONAL
  - Architecture or Urban Planning
  - Business Administration or Management
  - Consumer Sciences
  - Health Technology (medical, dental, laboratory)
  - Library or Archival Sciences
  - Medicine, Dentistry, Veterinary Medicine
  - Nursing
  - Pharmacy
  - Therapy (occupational, physical, speech)
  - Other Professional

- SOCIAL SCIENCE
  - Anthropology
  - Economics
  - Ethnic Studies
  - Geography
  - Political Science
  - Psychology
  - Public Policy
  - Social Work
  - Sociology
  - Other Social Sciences

- TECHNICAL
  - Building Trades
  - Data Processing or Computer Programming
  - Drafting or Design
  - Electronics
  - Mechanics
  - Other Technical
  - Other Fields

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

- Becoming accomplished in one of the performing arts (acting, dancing, etc.)
- Becoming an authority in my field
- Obtaining recognition from my colleagues for contributions to my special field
- Influencing the political structure
- Influencing social values
- Raising a family
- Being very well off financially
- Helping others who are in difficulty
- Making a theoretical contribution to science
- Writing original works (poetry, novels, short stories, etc.)
- Creating artistic works (painting, sculpture, composing, etc.)
- Becoming successful in a business of my own
- Becoming involved in programs to clean up the environment
- Developing a meaningful philosophy of life
- Participating in a community action program
- Helping to promote racial understanding
- Keeping up to date with political affairs
- Becoming a community leader
- Improving my understanding of other countries and cultures
- Adopting "green" practices to protect the environment

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

- No Chance
- Some Chance
- Very Little Chance
- Good Chance
- Very Good Chance

- Change major field?
- Change career choice?
- Get a job to help pay for college expenses?
- Work full-time while attending college?
- Join a social fraternity or sorority?
- Play intramural or recreational sports?
- Participate in intercollegiate athletics (e.g., NCAA or NAIA-sponsored)?
- Make at least a "B" average?
- Need extra time to complete your degree requirements?
- Participate in student protests or demonstrations?
- Transfer to another college before graduating?
- Be satisfied with your college?
- Participate in volunteer or community service work?
- Seek personal counseling?
- Communicate regularly with your professors?
- Socialize with someone of another race/ethnic group?
- Participate in student clubs/groups?
- Participate in a study abroad program?
- Have a roommate of a different race/ethnicity?
- Discuss course content with students outside of class?
- Work on a professor's research project?

42. 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.

Thank you!
Additional CIRP Questions - Fall 2009

PLEASE ANSWER THESE QUESTIONS DIRECTLY ON THE QUESTIONNAIRE.

Students come to college with many different goals. Please use the following scale to indicate how important the following goals are for you at Scripps College (mark only one (1) response per item):

(A) Not Important  
(B) Somewhat Unimportant  
(C) Neutral  
(D) Somewhat Important  
(E) Very Important

43. Have a challenging academic experience
44. Prepare for graduate school
45. Prepare for future career
46. Be exposed to the arts and humanities
47. Have close student-faculty interaction
48. Develop leadership skills
49. Have information about women integrated into course work
50. Become independent and self-confident
51. Interact with others from different backgrounds

Below are some reasons that might have influenced your decision to attend Scripps College in particular. Please use the following scale to indicate how positive a factor each was for you in your decision to come here (mark only one (1) response per item).

(A) Very Negative  
(B) Somewhat Negative  
(C) Not Significant  
(D) Somewhat Positive  
(E) Very Positive

52. Women’s College
53. Availability of desired courses or major
54. Accessibility of faculty
55. Emphasis on interdisciplinary study
56. Member of The Claremont Colleges consortium
57. California location

In planning for college, did you: (mark only one (1) response per item).

(A) No  
(B) Yes

58. Seek your high school counselor’s advice
59. Hire a private college counselor
60. Take a SAT/ACT preparation course