



## FALL 2009 CIRP FRESHMAN SURVEY

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### *Highlights of Data and Findings*

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#### **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 colleges<sup>1</sup> and (2) female and male first-year students from peer private liberal arts colleges<sup>2</sup>.

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.

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<sup>1</sup> Designated as "VHSNF": Very Highly Selective Non-sectarian Females defined by the median SAT Composite (V+M) score: Very High (1,200+).

<sup>2</sup> 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**

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

\* "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+).

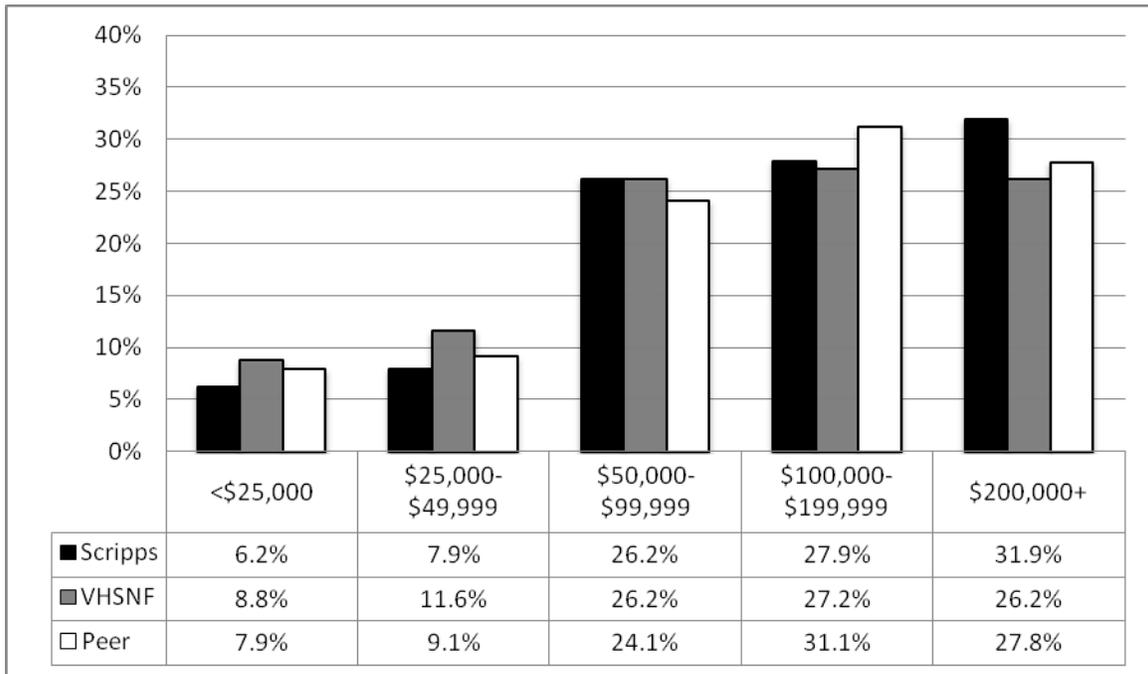
\*\* "Peer Colleges": includes female and male first-year students from peer private liberal arts colleges. The peer colleges for this survey administration were Carleton, Colorado, Connecticut, Harvey Mudd, Middlebury, Occidental, Smith, and Whitman.

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

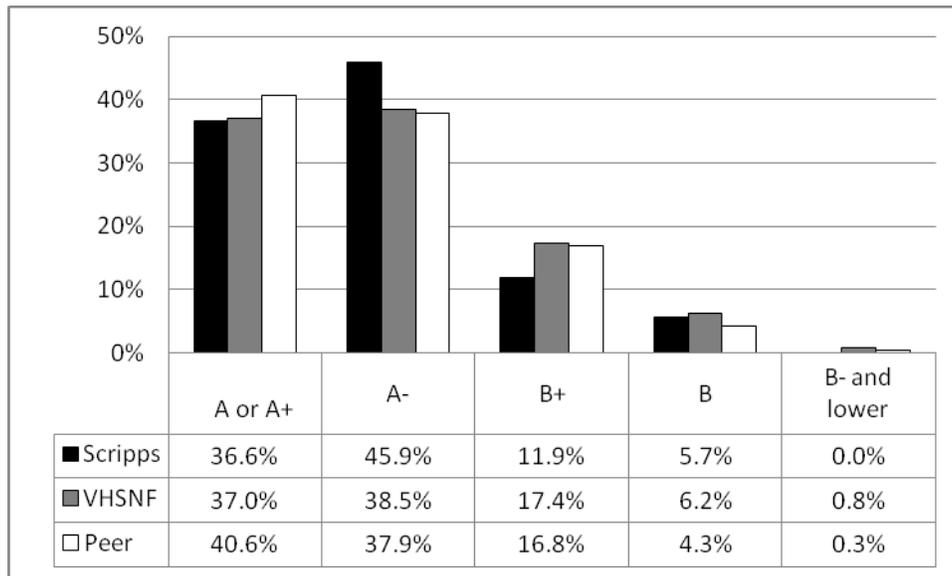
**Table 1.2. "Essential" and "Very Important" Life Goals, Scripps and Peer Institutions**

	Scripps	VHSNF	Peer Colleges
Improving my understanding of other countries and cultures	87.7%	78.1%	75.0%
Helping others who are in difficulty	69.7%	76.4%	74.1%
Adopting "green" practices to protect the environment	67.7%	65.6%	66.9%
Raising a family	66.7%	64.7%	64.0%
Being very well off financially	60.6%	55.6%	53.5%
Keeping up to date with political affairs	53.6%	54.3%	56.7%
Becoming an authority in my field	53.3%	54.7%	56.8%
Developing a meaningful philosophy of life	51.6%	60.7%	64.3%
Obtaining recognition from my colleagues for contributions to my special field	45.6%	50.3%	51.2%
Helping to promote racial understanding	44.0%	44.5%	44.3%

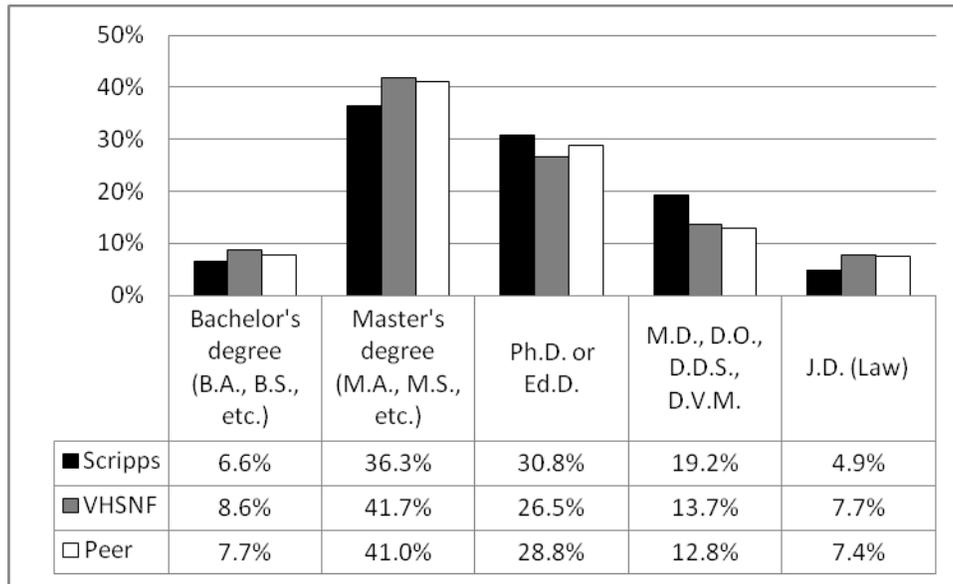
**Figure 1.1. Parental income distribution, Scripps and Peer Institutions**



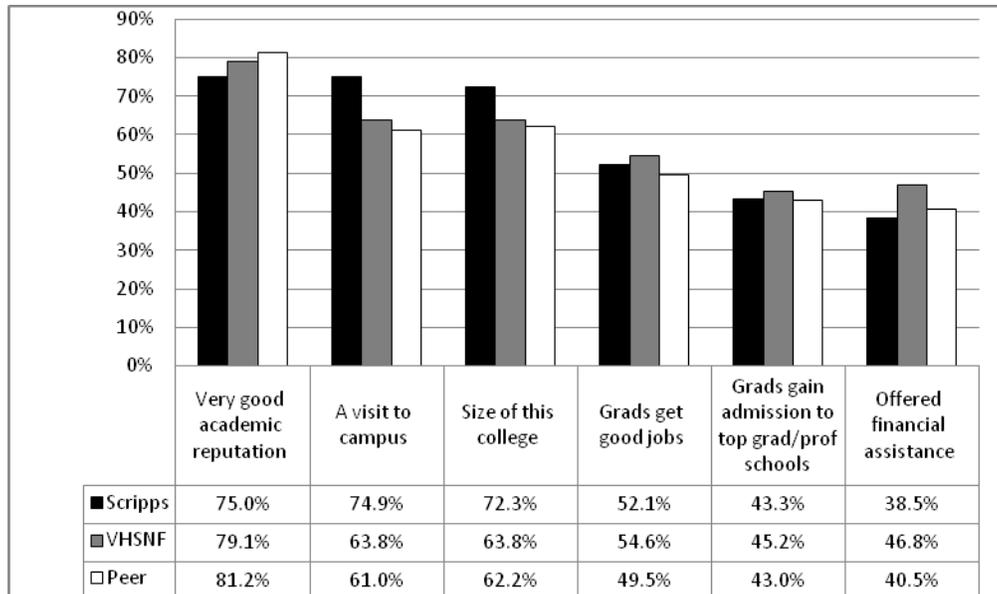
**Figure 1.2. Average High School Grade, Scripps and Peer Institutions**



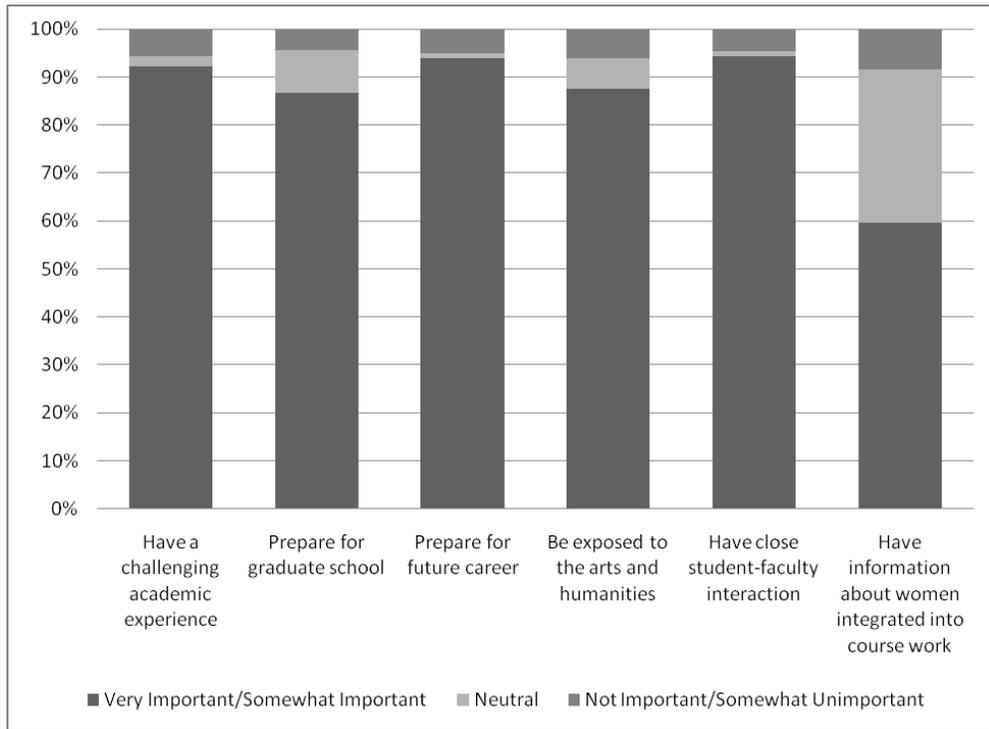
**Figure 1.3. Highest Academic Degree Desired, Scripps and Peer Institutions**



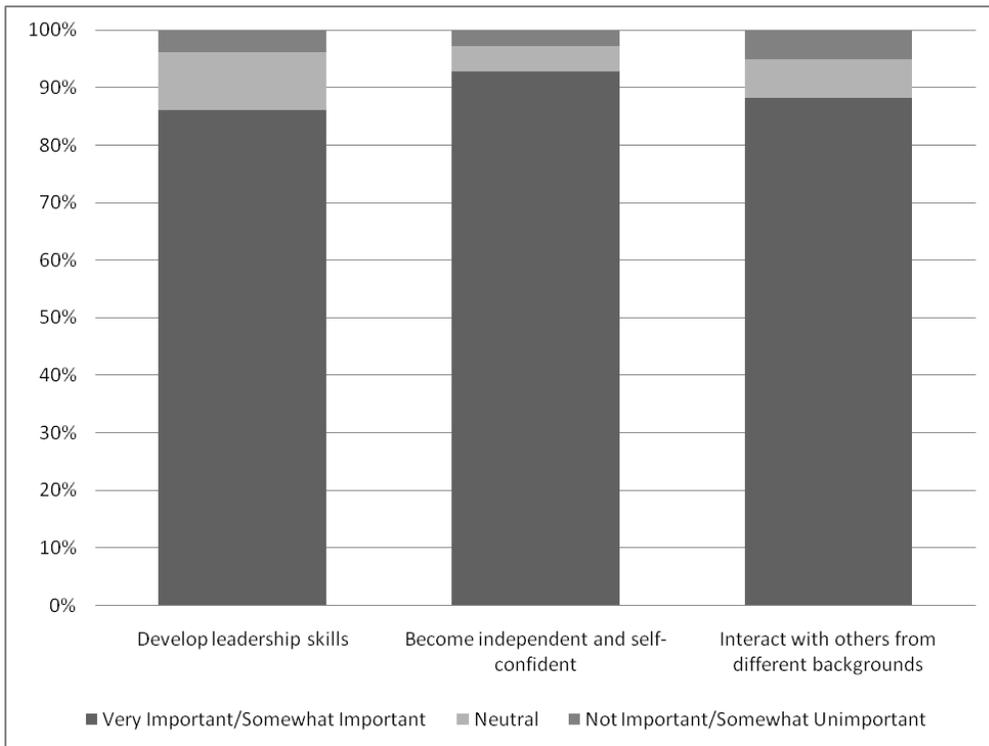
**Figure 1.4. Top Six “Very Important” Influences in College Choice, Scripps and Peer Institutions**



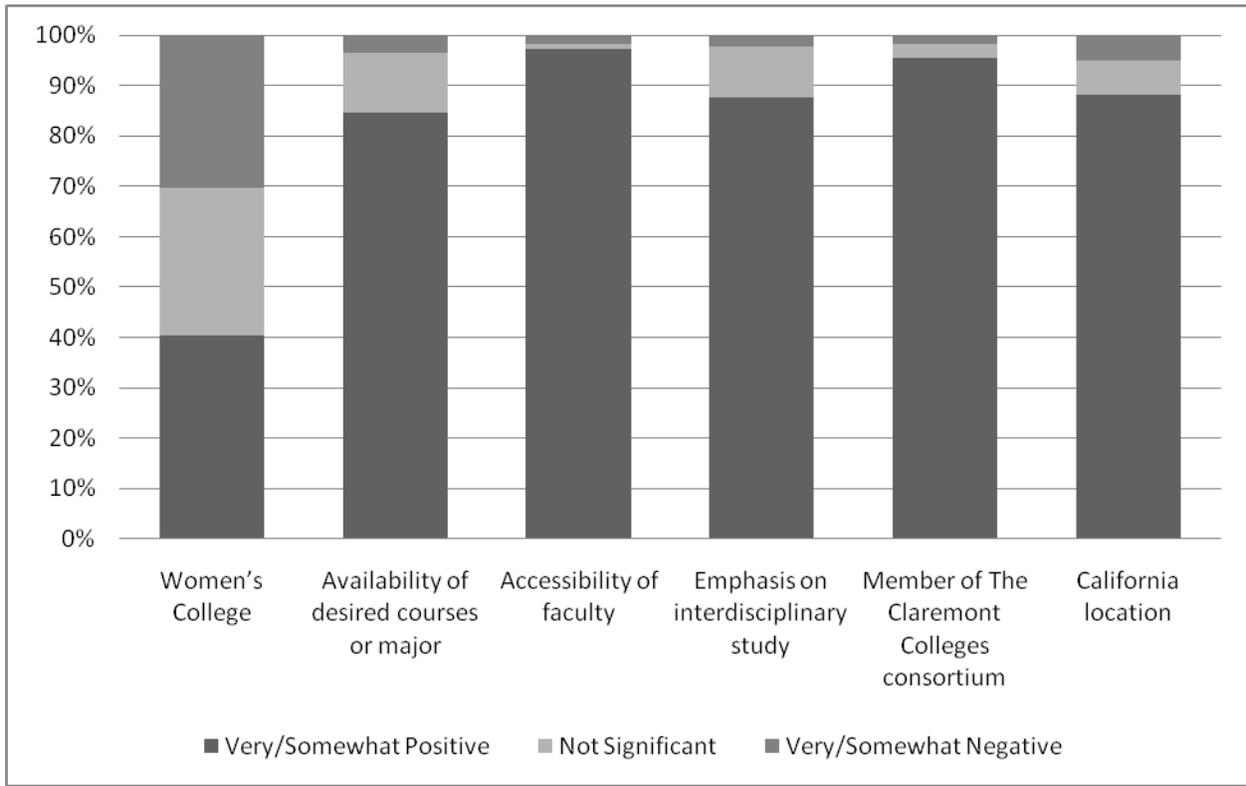
**Figure 1.5. Importance of Academic-Related Goals, Scripps College**



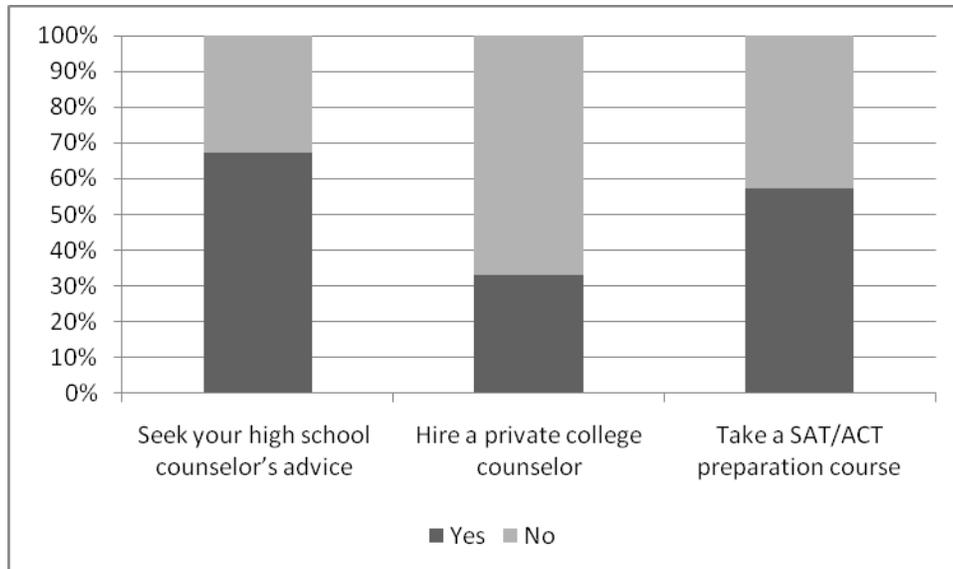
**Figure 1.6. Importance of Personal Goals, Scripps College**



**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**

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

\* 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**

	2009	2008	2007	3-year Mean
Parents, other relatives or friends	91.9%	88.1%	96.4%	92.1%
Personal resources	61.3%	56.6%	66.5%	61.5%
Grants and scholarships	53.3%	54.0%	56.6%	54.6%
Loans	37.6%	31.9%	40.7%	36.7%
Others	5.0%	5.8%	4.1%	5.0%

**Table 2.3. Activities Engaged in the Past Year, 2007-2009**

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

\* 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**

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

\* Not offered as a choice on this version of the survey instrument.

**Table 2.5. Highest Academic Degree Desired, 2007-2009**

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

**Table 2.6. Top Six "Very Important" Influences in College Choice, 2007-2009**

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

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

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

\* 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\***

	2009	2008	2007	3-year Mean
Become independent and self-confident	92.7%	92.8%	98.6%	94.7%
Interact with others from different backgrounds	88.3%	83.1%	91.9%	87.8%
Develop leadership skills	86.0%	81.7%	85.7%	84.5%

\* 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\***

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

\* Percentages of students who marked these factors as "very positive" or "somewhat positive" in their decision to come to Scripps



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)

	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"/>					
My own resources (savings from work, work-study, other income)	<input type="radio"/>					
Aid which need <u>not</u> be repaid (grants, scholarships, military funding, etc.)	<input type="radio"/>					
Aid which <u>must</u> be repaid (loans, etc.)	<input type="radio"/>					
Other than above	<input type="radio"/>					

24. 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

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)

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

26. 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"/>

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 **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"/>
Tutoring 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"/>
Skipped school/class	<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 in each row)

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

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)

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

30. 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"/>

31. 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"/>
Work with other students on class assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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.

- |  |   |
|--|---|
| <b>ARTS AND HUMANITIES</b>                       | <b>PHYSICAL SCIENCE</b>                                     |
| Art, fine and applied ..... 1                    | Astronomy ..... 43  |
| 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                         | <b>PROFESSIONAL</b>   |
| Theology or Religion ..... 10                    | Architecture or Urban Planning ..... 51                     |
| Other Arts and Humanities ..... 11               | Family & Consumer Sciences ..... 52                         |
| <b>BIOLOGICAL SCIENCE</b>                        | 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                                 | <b>SOCIAL SCIENCE</b>                                       |
| Other Biological Science ..... 19                | Anthropology ..... 60                                       |
| <b>BUSINESS</b>                                  | 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                                    |
| <b>EDUCATION</b>                                 | Other Social Sciences ..... 70                              |
| Business Education ..... 28                      | <b>TECHNICAL</b>  |
| 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                                    |
| <b>ENGINEERING</b>                               | <b>OTHER FIELDS</b>   |
| Aeronautical or Astronautical 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  |

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

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

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

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

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.

- |   |   |   |   |   |
|---|---|---|---|---|
| 43. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 47. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 51. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 55. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 59. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 44. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 48. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 52. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 56. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 60. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 45. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 49. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 53. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 57. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 61. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 46. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 50. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 54. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 58. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 62. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |

**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

/updated June 10, 2008