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 2010 marks the 42nd year of the College’s participation.

This report represents data from 253 of the 263 first-time, full-time, first-year Scripps students who completed the survey in August 2010 as well as comparative data for two peer groups: (1) female first-time, full-time, first-year students from private, non-sectarian, very highly selective, four-year colleges and (2) female and male first-time, full-time, first-year students from peer private liberal arts colleges.

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. Approximately 76% of respondents self-identified as White/Caucasian. The largest racial minority group was Asian American/Asian (17%), followed by Hispanic American at 10% and African American/Black at 7%. Table 2.1 (in Appendix 2) illustrates the racial/ethnic distribution over the last five years.

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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 are member institutions of the Higher Education Data Sharing Consortium (HEDS) that have agreed to share their Freshman Survey data with each other. For this survey administration, we selected the following colleges as our peer colleges: Carleton, Colorado, Connecticut, Occidental, Pomona, and Whitman. Data in this category reflect responses from both male and female students where N = 2506 (men=43.1%; women=56.9%).
• About 13% of respondents self-identified with two or more races (i.e., biracial or multiracial), which was a slight decrease from 16% in 2009.
• Similar to previous years, 60% reported that Scripps was over 500 miles from home.
• Regarding religious preference, about half (50%) of all respondents reported none, which is an increase from the previous two years (44% in both 2009 and 2008). Of those indicating a religious affiliation, 20% are Protestant Christians, 10% are Roman Catholic, 10% are Jewish, 2% are Hindu, 1% are Buddhist, and 5% classify themselves as Other Religion.
• About 74% characterized their political views as far left or liberal while 22% characterized their views as middle-of-the-road and 4% as conservative. No one characterized their views as far right.
• About 83% of respondents have fathers with a college degree or higher, and 83% have mothers with a college degree or higher.
• About 53% of respondents estimated their parents’ total income (before taxes) in the previous year to be $100,000 or more, down from 60% in 2009. About 20% estimated their parents’ total income to be less than $50,000, and 27% estimated it to be between $50,000 and $99,999.

ACADEMIC PREPARATION AND GOALS

Academic Preparation
• About half (50%) of respondents attended a public high school (that was not a charter or magnet school), 4% attended a public charter school, 4% attended a public magnet school, 35% attended a private independent college-prep school and 7% attended a religious/parochial school. In contrast, higher percentages of respondents in the VHSNF and Peer Colleges attended a public high school (61% and 58% respectively), and lower percentages attended a private independent college-prep school (25% and 28% respectively).

Career and Academic Goals
• About 10% of respondents chose physician as a probable career occupation, the most popular career choice (though down slightly from 13% the previous year), while 8% were interested in becoming a writer or journalist, while 5% were interested in careers as a foreign service worker and 5% were interested in becoming a lawyer (attorney) or judge. About 34% were undecided, up from 31% the previous year.
• The vast majority of first-year students at Scripps (roughly 95%) see themselves obtaining additional credentials beyond the bachelor’s degree (see Table 2.5 in Appendix 2). The highest percentage (almost 38%) intend for a master’s degree to be the highest degree they obtain. About 34% plan to pursue a Ph.D. or Ed.D. degree, the highest percentage who have indicated this in the last three years. Less students this year (13%) indicated an interest in a medical degree than in the previous two years. About 9% intend to obtain a law degree.
COLLEGE CHOICE

- The majority of Scripps respondents (61%) reported that they were accepted by their first choice college. Approximately 51% of respondents reported that Scripps was their first choice (down from 62% in 2009), 29% reported that it was their second choice, 11% reported it was their third choice, and 9% reported that Scripps was less than a third choice.

- About 11% of respondents revealed that they did not apply to any institution other than Scripps, whereas 65% of respondents applied to seven or more schools (other than Scripps).

- The reason most often cited by respondents as “very important” in their decision to come to Scripps was the college’s academic reputation (76%) (see Table 2.6 in Appendix 2). That was followed by a visit to the campus (68%) and the desire to go to a school about the size of this college (66%), rounding out the same top three reasons cited by the most Scripps respondents over the last three years. Of the past three years of survey results, this year saw the highest percentage of Scripps respondents selecting financial assistance (49%) and the lowest percentages selecting the beliefs that the college’s graduates get good jobs (43%) and gain admission to top graduate and professional schools (40%) as “very important” reasons for deciding to attend Scripps.

FINANCIAL CONCERNS

- Unlike the national trend of increasing concern about the ability to pay for college, 40% of Scripps first-year students had no concern about their ability to finance their education. About 55% had some concern while 5% expressed major concern.

- About 91% of respondents expected to receive some amount of funding from family members (parents, relatives, etc.) to cover their first year’s educational expenses, while 68% expect to use personal monies from summer jobs, part-time work on campus and other income to fund their education. Table 2.2 in Appendix 2 shows the various financial sources students cited over the last three years. Note that the percentage of respondents who expect to use some of their own monies to pay for their first year at Scripps steadily increased from 56.6% in 2008 to 61.3% in 2009 to 68.0% in 2010. The percentage of respondents who expect to receive some form of financial aid that does not need to be repaid (grants, scholarships, military funding, etc.) also increased from 54.0% in 2008 and 53.3% in 2009 to 60.1% in 2010.

PERSONAL CHOICES AND LIFE GOALS

Personal Choices (see Table 1.1 in Appendix 1 and Table 2.3 in Appendix 2)

- Almost 98% of respondents reported that they had studied with other students “frequently” or “occasionally” in the past year. This was the highest percentage of Scripps survey respondents answering this way over the last three years, and higher than the percentage of respondents answering this way from VHSNF and Peer Colleges comparison groups.
• Approximately 95% of Scripps respondents reported that they had performed volunteer work frequently or occasionally in the past year, while 90% reported frequent use of the internet for research or homework. These figures were comparable to those of the VHSNF and Peer Colleges respondents.
• About 84% of Scripps respondents reported that they socialized with someone of another racial/ethnic group frequently, which was the highest level in the past three years. It was also much higher than VHSNF and Peer Colleges respondents.
• Lower percentages of Scripps respondents reported attending a religious service, demonstrating for or against a cause, and helping to raise money for a cause or campaign than those in the VHSNF group, though the Scripps numbers were comparable to those in the Peer Colleges group.
• A much higher percentage of Scripps respondents reported that they had demonstrated for or against a cause in the past year than in the previous two years (almost 61% this year compared to 38% in 2009 and 36% in 2008), but this could be due in part to this statement being reworded on the 2010 survey. It previously read, “Participated in political demonstrations.”
• This was the first year that the statement “Helped raise money for a cause or campaign” was included on the survey. Almost 60% of Scripps respondents indicated that they had done this frequently or occasionally in the past year.

Life Goals (see Table 1.2 in Appendix 1 and Table 2.4 in Appendix 2)
• The top 3 life goals considered “essential” or “very important” to this year’s Scripps respondents did not change from 2009:
  1. Improving my understanding of other countries and cultures
  2. Helping others who are in difficulty
  3. Adopting “green” practices to protect the environment
• The rest of the top 10 goals this year were also the same as in 2009, but in a different order.
• Scripps respondents considered improving their understanding of other countries and cultures to be “essential” or “very important” goals at a higher rate (80%) than their VHSNF and Peer Colleges counterparts (75% and 74% respectively). The same was true for helping to promote racial understanding (48% compared to 45% and 43%), which reached its highest percentage of Scripps respondents this year compared to 2009 (44%) and 2008 (38%).
• Scripps respondents were less likely to consider raising a family or obtaining recognition from colleagues as “essential” or “very important” goals compared to their VHSNF and Peer Colleges counterparts.
• The percentage of Scripps respondents rating developing a meaningful philosophy of life as “essential” or “very important” this year (64%) recovered from 2009, when it had declined to 52%.
• Not as many Scripps respondents considered being very well off financially as “essential” or “very important” this year (56%) compared to 2009 (61%).
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.” Tables 2.7 and 2.8 in Appendix 2 show the percentages of respondents that marked these goals either “very important” or “somewhat important” over the past three years.

- Five of the six academic goals were rated “very important” or “somewhat important” by at least 80% of respondents:
  - prepare for a future career
  - have close student-faculty interaction
  - have a challenging academic experience
  - be exposed to the arts and humanities
  - and prepare for graduate school.

- For the first time in the past three years, preparing for a future career received the most “very important” or “somewhat important” responses of the six academic goals (94%), slightly higher than having close student-faculty interaction (93%). A slightly higher percentage of respondents this year (89%) ranked exposure to the arts and humanities as “very important” or “somewhat important” compared to previous years (88% in 2009 and 86% in 2008).

- The levels of agreement among respondents with the importance of the three personal goals have not changed much in the last three years. The goal of becoming independent and self-confident continued to receive the highest percentage of “very important” or “somewhat important” responses (94%) of the three goals. The percentages for the other two goals—interact with others from different backgrounds (86%) and develop leadership skills (81%)—declined slightly this year after rising in 2009 from their 2008 levels.

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. Table 2.9 in Appendix 2 show the percentages of respondents who marked these factors as “very positive” or “somewhat positive” over the past three years.

- The factors most cited by respondents as “very” or “somewhat” positive in their decisions to attend Scripps were the accessibility of faculty (96%) and the fact that Scripps is a member of The Claremont Colleges consortium (95%). These results were similar to the results from the previous year. Those two factors were followed by Scripps’ emphasis on interdisciplinary study (87%), availability of desired courses or major (83%), and California location (81%). There was no factor this year that more students found positive this year compared to the previous year.
• Similar to previous years, the factor that received the lowest percentage of positive responses (and the only factor where the majority of responses were not positive) was Scripps’ identity as a women’s college (36%), a decrease from 2009 (41%) but still higher than in 2008 (28%).

The final Scripps-specific question asked students if they took any of three actions in planning for college (Table 2.10 in Appendix 2).

• Of the three actions, seeking a high school counselor’s advice received the highest percentage of “yes” responses (65%), which is about the same level of “yes” responses as 2009 (67%) but notably more than in 2008 (55%). About 54% of respondents this year indicated that they had taken a SAT/ACT preparation course and only 31% 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 Dr. Mark Figueroa, Director, or Jonathan Lew, Research Associate, at Scripps College’s Office of Assessment, Planning, and Institutional Research at (909) 607-1892.
APPENDIX 1: SELECTED TABLES AND CHARTS

NOTE: In the following tables, “VHSNF” refers to 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+) (data provided by the Higher Education Research Institute at UCLA). “Peer Colleges” refers to female and male first-year students from peer private liberal arts colleges (data provided by HEDS, the Higher Education Data Sharing Consortium). The peer colleges for this survey administration were Carleton, Colorado, Connecticut, Occidental, Pomona, and Whitman.

Table 1.1. Top 10 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>Studied with other students</td>
<td>98%</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td>Performed volunteer work</td>
<td>95%</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td>Used the Internet for research or homework*</td>
<td>90%</td>
<td>89%</td>
<td>88%</td>
</tr>
<tr>
<td>Socialized with someone of another racial/ethnic group*</td>
<td>84%</td>
<td>73%</td>
<td>75%</td>
</tr>
<tr>
<td>Tutored another student</td>
<td>65%</td>
<td>67%</td>
<td>67%</td>
</tr>
<tr>
<td>Came late to class</td>
<td>63%</td>
<td>57%</td>
<td>62%</td>
</tr>
<tr>
<td>Attended a religious service</td>
<td>62%</td>
<td>67%</td>
<td>59%</td>
</tr>
<tr>
<td>Drank wine or liquor</td>
<td>61%</td>
<td>56%</td>
<td>58%</td>
</tr>
<tr>
<td>Demonstrated for/against a cause**</td>
<td>61%</td>
<td>65%</td>
<td>61%</td>
</tr>
<tr>
<td>Helped raise money for a cause or campaign</td>
<td>60%</td>
<td>67%</td>
<td>59%</td>
</tr>
</tbody>
</table>

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

** Worded differently in 2009 and 2008: “Participated in political demonstrations”

Table 1.2. Top 10 “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>80%</td>
<td>75%</td>
<td>74%</td>
</tr>
<tr>
<td>Helping others who are in difficulty</td>
<td>71%</td>
<td>77%</td>
<td>73%</td>
</tr>
<tr>
<td>Adopting &quot;green&quot; practices to protect the environment</td>
<td>67%</td>
<td>63%</td>
<td>65%</td>
</tr>
<tr>
<td>Developing a meaningful philosophy of life</td>
<td>64%</td>
<td>59%</td>
<td>64%</td>
</tr>
<tr>
<td>Raising a family</td>
<td>61%</td>
<td>65%</td>
<td>64%</td>
</tr>
<tr>
<td>Being very well off financially</td>
<td>56%</td>
<td>57%</td>
<td>54%</td>
</tr>
<tr>
<td>Becoming an authority in my field</td>
<td>53%</td>
<td>53%</td>
<td>52%</td>
</tr>
<tr>
<td>Keeping up to date with political affairs</td>
<td>50%</td>
<td>46%</td>
<td>52%</td>
</tr>
<tr>
<td>Helping to promote racial understanding</td>
<td>48%</td>
<td>45%</td>
<td>43%</td>
</tr>
<tr>
<td>Obtaining recognition from my colleagues for contributions to my special field</td>
<td>42%</td>
<td>48%</td>
<td>49%</td>
</tr>
</tbody>
</table>
Figure 1.1. Parental income distribution, 2010, Scripps and Peer Groups

<table>
<thead>
<tr>
<th>Income Range</th>
<th>Scripps</th>
<th>Peer</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;$25,000</td>
<td>4%</td>
<td>8%</td>
</tr>
<tr>
<td>$25,000-$49,999</td>
<td>16%</td>
<td>9%</td>
</tr>
<tr>
<td>$50,000-$99,999</td>
<td>27%</td>
<td>12%</td>
</tr>
<tr>
<td>$100,000-$199,999</td>
<td>23%</td>
<td>24%</td>
</tr>
<tr>
<td>$200,000+</td>
<td>30%</td>
<td>28%</td>
</tr>
</tbody>
</table>

Figure 1.2. Average High School Grade, 2010, Scripps and Peer Groups

<table>
<thead>
<tr>
<th>Grade</th>
<th>Scripps</th>
<th>Peer</th>
</tr>
</thead>
<tbody>
<tr>
<td>A or A+</td>
<td>42%</td>
<td>41%</td>
</tr>
<tr>
<td>A-</td>
<td>39%</td>
<td>36%</td>
</tr>
<tr>
<td>B+</td>
<td>16%</td>
<td>-</td>
</tr>
<tr>
<td>B</td>
<td>3%</td>
<td>5%</td>
</tr>
<tr>
<td>B- and lower</td>
<td>0%</td>
<td>1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>VHSNF</th>
</tr>
</thead>
<tbody>
<tr>
<td>A or A+</td>
<td>40%</td>
</tr>
<tr>
<td>A-</td>
<td>36%</td>
</tr>
<tr>
<td>B+</td>
<td>17%</td>
</tr>
<tr>
<td>B</td>
<td>7%</td>
</tr>
<tr>
<td>B- and lower</td>
<td>1%</td>
</tr>
</tbody>
</table>
Figure 1.3. Highest Academic Degree Desired, 2010, Scripps and Peer Groups

![Highest Academic Degree Desired Chart]

Figure 1.4. Top Six “Very Important” Influences in College Choice, 2010, Scripps and Peer Groups

![Top Six Influences Chart]
Figure 1.5. Importance of Academic-Related Goals, 2010 (Scripps-Specific Questions)

![Bar chart showing the importance of academic-related goals with percentages for each goal.]

Figure 1.6. Importance of Personal Goals, 2010 (Scripps-Specific Questions)

![Bar chart showing the importance of personal goals with percentages for each goal.]

Figure 1.7. Factors that Influenced Decision to Enroll at Scripps, 2010 (Scripps-Specific Questions)

![Bar chart showing factors influencing decision to enroll at Scripps.]

Figure 1.8. Actions Taken in Planning for College, 2010 (Scripps-Specific Questions)

![Bar chart showing actions taken in planning for college.]

## APPENDIX 2: SELECTED TABLES OF LONGITUDINAL DATA FOR SCRIPPS ONLY

### Table 2.1. Race/Ethnicity of First-Time, Full-Time, First-Year Students, 2006-2010

<table>
<thead>
<tr>
<th>Race/Ethnicity*</th>
<th>2010</th>
<th>2009</th>
<th>2008</th>
<th>2007</th>
<th>2006</th>
<th>5-year Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaska Native</td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
<td>3%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Asian American/Asian</td>
<td>17%</td>
<td>18%</td>
<td>17%</td>
<td>12%</td>
<td>16%</td>
<td>16%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>1%</td>
<td>2%</td>
<td>0%</td>
<td>1%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>African American/Black</td>
<td>7%</td>
<td>7%</td>
<td>6%</td>
<td>4%</td>
<td>3%</td>
<td>5%</td>
</tr>
<tr>
<td>Hispanic American**</td>
<td>10%</td>
<td>8%</td>
<td>10%</td>
<td>12%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>White/Caucasian</td>
<td>76%</td>
<td>77%</td>
<td>75%</td>
<td>77%</td>
<td>81%</td>
<td>77%</td>
</tr>
<tr>
<td>Other</td>
<td>3%</td>
<td>5%</td>
<td>8%</td>
<td>6%</td>
<td>4%</td>
<td>5%</td>
</tr>
</tbody>
</table>

* Total may add to more than 100% because students are allowed to mark all that apply.

** Combines responses to the survey categories of Mexican American/Chicano, Puerto Rican, and Other Latino.

### Table 2.2. Sources of Students’ Financial Resources to Fund Their First Year, 2008-2010

<table>
<thead>
<tr>
<th>Source</th>
<th>2010</th>
<th>2009</th>
<th>2008</th>
<th>3-year Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family resources (parents, relatives, spouse, etc.)</td>
<td>91%</td>
<td>92%</td>
<td>88%</td>
<td>90%</td>
</tr>
<tr>
<td>My own resources (savings from work, work-study, other income)</td>
<td>68%</td>
<td>61%</td>
<td>57%</td>
<td>62%</td>
</tr>
<tr>
<td>Aid which need not be repaid (grants, scholarships, military funding, etc.)</td>
<td>60%</td>
<td>53%</td>
<td>54%</td>
<td>56%</td>
</tr>
<tr>
<td>Aid which must be repaid (loans, etc.)</td>
<td>38%</td>
<td>38%</td>
<td>32%</td>
<td>36%</td>
</tr>
<tr>
<td>Other than above</td>
<td>5%</td>
<td>5%</td>
<td>6%</td>
<td>5%</td>
</tr>
</tbody>
</table>
Table 2.3. Top 10 Activities Engaged in the Past Year, 2008-2010

<table>
<thead>
<tr>
<th>Activity</th>
<th>2010</th>
<th>2009</th>
<th>2008</th>
<th>3-Year Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studied with other students</td>
<td>98%</td>
<td>93%</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td>Performed volunteer work</td>
<td>95%</td>
<td>96%</td>
<td>94%</td>
<td>95%</td>
</tr>
<tr>
<td>Used the Internet for research or homework*</td>
<td>90%</td>
<td>89%</td>
<td>85%</td>
<td>88%</td>
</tr>
<tr>
<td>Socialized with someone of another racial/ethnic group*</td>
<td>84%</td>
<td>79%</td>
<td>81%</td>
<td>81%</td>
</tr>
<tr>
<td>Tutored another student</td>
<td>65%</td>
<td>57%</td>
<td>65%</td>
<td>62%</td>
</tr>
<tr>
<td>Came late to class</td>
<td>63%</td>
<td>61%</td>
<td>68%</td>
<td>64%</td>
</tr>
<tr>
<td>Attended a religious service</td>
<td>62%</td>
<td>59%</td>
<td>60%</td>
<td>60%</td>
</tr>
<tr>
<td>Drank wine or liquor</td>
<td>61%</td>
<td>61%</td>
<td>58%</td>
<td>60%</td>
</tr>
<tr>
<td>Demonstrated for/against a cause**</td>
<td>61%</td>
<td>38%</td>
<td>36%</td>
<td>45%</td>
</tr>
<tr>
<td>Helped raise money for a cause or campaign</td>
<td>60%</td>
<td>N/A***</td>
<td>N/A***</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

** Worded differently in 2009 and 2008: “Participated in political demonstrations”

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

Table 2.4. Top 10 “Essential” and “Very Important” Life Goals, 2008-2010

<table>
<thead>
<tr>
<th>Goal</th>
<th>2010</th>
<th>2009</th>
<th>2008</th>
<th>3-Year Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improving my understanding of other countries and cultures</td>
<td>80%</td>
<td>88%</td>
<td>79%</td>
<td>82%</td>
</tr>
<tr>
<td>Helping others who are in difficulty</td>
<td>71%</td>
<td>70%</td>
<td>71%</td>
<td>71%</td>
</tr>
<tr>
<td>Adopting &quot;green&quot; practices to protect the environment</td>
<td>67%</td>
<td>68%</td>
<td>66%</td>
<td>67%</td>
</tr>
<tr>
<td>Developing a meaningful philosophy of life</td>
<td>64%</td>
<td>52%</td>
<td>69%</td>
<td>61%</td>
</tr>
<tr>
<td>Raising a family</td>
<td>61%</td>
<td>67%</td>
<td>68%</td>
<td>65%</td>
</tr>
<tr>
<td>Being very well off financially</td>
<td>56%</td>
<td>61%</td>
<td>52%</td>
<td>56%</td>
</tr>
<tr>
<td>Becoming an authority in my field</td>
<td>53%</td>
<td>53%</td>
<td>56%</td>
<td>54%</td>
</tr>
<tr>
<td>Keeping up to date with political affairs</td>
<td>50%</td>
<td>54%</td>
<td>55%</td>
<td>53%</td>
</tr>
<tr>
<td>Helping to promote racial understanding</td>
<td>48%</td>
<td>44%</td>
<td>38%</td>
<td>43%</td>
</tr>
<tr>
<td>Obtaining recognition from my colleagues for contributions to my special field</td>
<td>42%</td>
<td>46%</td>
<td>46%</td>
<td>45%</td>
</tr>
</tbody>
</table>
### Table 2.5. Highest Academic Degree Desired, 2008-2010

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2009</th>
<th>2008</th>
<th>3-Year Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's degree (B.A., B.S., etc.)</td>
<td>5%</td>
<td>7%</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>Master's degree (M.A., M.S., etc.)</td>
<td>38%</td>
<td>36%</td>
<td>40%</td>
<td>38%</td>
</tr>
<tr>
<td>Ph.D. or Ed.D.</td>
<td>34%</td>
<td>31%</td>
<td>28%</td>
<td>31%</td>
</tr>
<tr>
<td>M.D., D.O., D.D.S., D.V.M.</td>
<td>13%</td>
<td>19%</td>
<td>15%</td>
<td>16%</td>
</tr>
<tr>
<td>J.D. (Law)</td>
<td>9%</td>
<td>5%</td>
<td>11%</td>
<td>8%</td>
</tr>
</tbody>
</table>

### Table 2.6. Top Six “Very Important” Influences in College Choice, 2008-2010

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2009</th>
<th>2008</th>
<th>3-Year Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>This college has a very good academic reputation</td>
<td>76%</td>
<td>75%</td>
<td>75%</td>
<td>75%</td>
</tr>
<tr>
<td>A visit to the campus</td>
<td>68%</td>
<td>75%</td>
<td>74%</td>
<td>72%</td>
</tr>
<tr>
<td>I wanted to go to a school about the size of this college</td>
<td>66%</td>
<td>72%</td>
<td>62%</td>
<td>67%</td>
</tr>
<tr>
<td>I was offered financial assistance</td>
<td>49%</td>
<td>39%</td>
<td>41%</td>
<td>43%</td>
</tr>
<tr>
<td>This college's graduates get good jobs</td>
<td>43%</td>
<td>52%</td>
<td>48%</td>
<td>48%</td>
</tr>
<tr>
<td>This college's graduates gain admission to top graduate/professional schools</td>
<td>40%</td>
<td>43%</td>
<td>44%</td>
<td>42%</td>
</tr>
</tbody>
</table>

### Table 2.7. Importance of Academic-Related Goals (Scripps-Specific Questions), 2008-2010*

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2009</th>
<th>2008</th>
<th>3-Year Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare for future career</td>
<td>94%</td>
<td>94%</td>
<td>91%</td>
<td>93%</td>
</tr>
<tr>
<td>Have close student-faculty interaction</td>
<td>93%</td>
<td>94%</td>
<td>91%</td>
<td>93%</td>
</tr>
<tr>
<td>Have a challenging academic experience</td>
<td>89%</td>
<td>92%</td>
<td>90%</td>
<td>90%</td>
</tr>
<tr>
<td>Be exposed to the arts and humanities</td>
<td>89%</td>
<td>88%</td>
<td>86%</td>
<td>87%</td>
</tr>
<tr>
<td>Prepare for graduate school</td>
<td>83%</td>
<td>87%</td>
<td>84%</td>
<td>84%</td>
</tr>
<tr>
<td>Have information about women integrated into course work</td>
<td>50%</td>
<td>60%</td>
<td>49%</td>
<td>53%</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), 2008-2010*

<table>
<thead>
<tr>
<th>Goal</th>
<th>2010</th>
<th>2009</th>
<th>2008</th>
<th>3-Year Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Become independent and self-confident</td>
<td>94%</td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
</tr>
<tr>
<td>Interact with others from different</td>
<td>86%</td>
<td>88%</td>
<td>83%</td>
<td>86%</td>
</tr>
<tr>
<td>backgrounds</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop leadership skills</td>
<td>81%</td>
<td>86%</td>
<td>82%</td>
<td>83%</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), 2008-2010*

<table>
<thead>
<tr>
<th>Factor</th>
<th>2010</th>
<th>2009</th>
<th>2008</th>
<th>3-year Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessibility of faculty</td>
<td>96%</td>
<td>97%</td>
<td>93%</td>
<td>95%</td>
</tr>
<tr>
<td>Member of The Claremont Colleges consortium</td>
<td>95%</td>
<td>96%</td>
<td>93%</td>
<td>95%</td>
</tr>
<tr>
<td>Emphasis on interdisciplinary study</td>
<td>87%</td>
<td>88%</td>
<td>84%</td>
<td>86%</td>
</tr>
<tr>
<td>Availability of desired courses or major</td>
<td>83%</td>
<td>85%</td>
<td>76%</td>
<td>81%</td>
</tr>
<tr>
<td>California location</td>
<td>81%</td>
<td>88%</td>
<td>76%</td>
<td>82%</td>
</tr>
<tr>
<td>Women’s college</td>
<td>36%</td>
<td>41%</td>
<td>28%</td>
<td>35%</td>
</tr>
</tbody>
</table>

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

Table 2.10. Actions Taken in Planning for College (Scripps-Specific Questions), 2008-2010*

<table>
<thead>
<tr>
<th>Action</th>
<th>2010</th>
<th>2009</th>
<th>2008</th>
<th>3-Year Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seek your high school counselor’s advice</td>
<td>65%</td>
<td>67%</td>
<td>55%</td>
<td>62%</td>
</tr>
<tr>
<td>Take a SAT/ACT preparation course</td>
<td>54%</td>
<td>57%</td>
<td>51%</td>
<td>54%</td>
</tr>
<tr>
<td>Hire a private college counselor</td>
<td>31%</td>
<td>33%</td>
<td>32%</td>
<td>32%</td>
</tr>
</tbody>
</table>

* Percentages of students who marked "yes" in response to each item
APPENDIX 3: SURVEY INSTRUMENT

2010 CIRP FRESHMAN SURVEY

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

NAME: 

ADDRESS: 

CITY: 

STUDENT ID#: (as instructed): 

EMAIL: (print letters carefully): 

When were you born? 

Month (01-12) 

Day (01-31) 

Year 

SERIAL #

MARKING DIRECTIONS 

• Use a black or blue pen. 

• Fill in your response completely. 

• Mark out any answers you wish to change with an “X”. 

CORRECT MARK INCORRECT MARKS 

Group Code 

A B 

1. Your sex: 

• Male 

• Female 

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

18 or younger: 

20 or younger: 

25 or younger: 

30 or younger: 

55 or older: 

3. Is English your native language? 

• Yes 

• No 

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

2009: 

2008: 

Never completed high school: 

5. Are you enrolled (or enrolling) as: 

• Full-time student 

• Part-time student 

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

5 or less: 

11-50: 

51-100: 

Over 100: 

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

A or A+: 

B or B+: 

C or C+: 

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

SAT VERBAL: 

SAT MATH: 

SAT WRITING: 

ACT Composite: 

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

Public school (not charter or magnet) 

Charter school 

Magnet school 

Private religious/parochial school 

Private independent college-prep school 

Home school 

10. Prior to this term, have you ever taken courses for credit at this institution? 

• Yes 

• No 

11. Since leaving high school, have you ever taken courses, whether for credit or not for credit, at any other institution (university, 4-year or 2-year college, technical, vocational, or business school)? 

• Yes 

• No 

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

With my family or other relatives 

Other private home, apartment, or room 

College residence hall 

Fraternity or sorority house 

Other campus student housing 

Other 

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

None 

1 

2 

3 or more 

14. Were you accepted by your first choice college? (Mark one) 

• Yes 

• No 

15. Is this college your: (Mark one) 

First choice? 

Less than third 

Second choice? 

Third choice? 

16. Are your parents: (Mark one) 

Both alive and living with each other? 

Both alive, divorced or living apart? 

One or both deceased? 

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

English 

Mathematics 

Foreign Language 

Physical Science 

Biological Science 

History/World Gov't 

Computer Science 

Arts and Music 

18. Do you have any of the following disabilities or medical conditions? (Mark yes or no for each item) 

• Learning disability (dyslexia, etc.) 

• Attention-deficit/hyperactivity disorder (ADHD) 

• Physical disability (speech, sight, mobility, hearing, etc.) 

• Chronic illness (cancer, diabetes, autoimmune disorders, etc.) 

• Psychological disorder (depression, etc.) 

• Other 

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

None 

Vocational certificate 

Associate (A.A. or equivalent) 

Bachelor's degree (B.A., B.S., etc.) 

Master's degree (M.A., M.S., etc.) 

Ph.D. or Ed.D. 

M.D., D.D.S., or D.V.M. 

J.D. (Law) 

B.D. or M.Div. (Divinity) 

Other 

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

High school I last attended: 

Northwest 

Northeast 

Southwest 

Southeast 

Neighborhood where I grew up: 

Northwest 

Northeast 

Southwest 

Southeast

Fall 2010 CIRP Freshman Survey Report 16
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)

| Trait | Below Average | Your Average | Above Average | Highest 

30. 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 with different beliefs
- Openness to having my own views challenged
- Ability to discuss and debate controversial issues
- Ability to work cooperatively with diverse people

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

<table>
<thead>
<tr>
<th>Father</th>
<th>Mother</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar school or less</td>
<td>Grammar school or less</td>
</tr>
<tr>
<td>Some high school</td>
<td>Some high school</td>
</tr>
<tr>
<td>High school graduate</td>
<td>High school graduate</td>
</tr>
<tr>
<td>Postsecondary school other than college</td>
<td>Postsecondary school other than college</td>
</tr>
<tr>
<td>Some college</td>
<td>Some college</td>
</tr>
<tr>
<td>College degree</td>
<td>College degree</td>
</tr>
<tr>
<td>Some graduate school</td>
<td>Some graduate school</td>
</tr>
<tr>
<td>Graduate degree</td>
<td>Graduate degree</td>
</tr>
</tbody>
</table>

32. How often have you used the following classes and activities?

- Ask questions in class
- Support your opinions with a logical argument
- Seek solutions to problems and explain them to others
- Review your papers to improve your writing
- Evaluate the quality or reliability of information you received
- Take a risk 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 is 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 group projects
- Integrate skills and knowledge from different sources and experiences
23. Mark only three responses, one in each column.

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

Accountant or auditor .................. (a) (b) (c)
Actor or entertainer .................. (a) (b) (c)
Architect or urban planner ............... (a) (b) (c)
Artist ........................................ (a) (b) (c)
Business (clerical) ..................... (a) (b) (c)
Business executive (management, administrator) ...... (a) (b) (c)
Business owner or proprietor .................. (a) (b) (c)
Business salesperson or buyer ................... (a) (b) (c)
Clergy (minister, priest) .................. (a) (b) (c)
Clergy (other religious) .................. (a) (b) (c)
Clinical psychologist .................. (a) (b) (c)
College administrator/office staff ................. (a) (b) (c)
College teacher .................. (a) (b) (c)
Computer programmer or analyst ............... (a) (b) (c)
Conservationist or forester .................. (a) (b) (c)
Dentist (including orthodontist) ............... (a) (b) (c)
Dietitian or nutritionist .................. (a) (b) (c)
Engineer ....................................... (a) (b) (c)
Farmer or rancher .................. (a) (b) (c)
Foreign Service worker (including diplomat) ............... (a) (b) (c)
Homeemaker (full-time) .................. (a) (b) (c)
Interior decorator (including designer) ............... (a) (b) (c)
Lab technician or medical technologist ............... (a) (b) (c)
Law enforcement officer .................. (a) (b) (c)
Lawyer (attorney) or judge .................. (a) (b) (c)
Military service (career) .................. (a) (b) (c)
Musician (performer, composer) ............... (a) (b) (c)
Nurse ........................................... (a) (b) (c)
Optometrist ........................................ (a) (b) (c)
Pharmacist ....................................... (a) (b) (c)
Physician ....................................... (a) (b) (c)
Policymaker/Government .................. (a) (b) (c)
School counselor .................. (a) (b) (c)
School principal or superintendent ............... (a) (b) (c)
Scientific research ................................ (a) (b) (c)
Social worker, education administrator ............... (a) (b) (c)
Social worker, welfare, or recreation worker ............... (a) (b) (c)
Therapist (physical, occupational, speech) ............... (a) (b) (c)
Teacher or administrator (elementary) ............... (a) (b) (c)
Teacher or administrator (secondary) ............... (a) (b) (c)
Veterinarian ..................................... (a) (b) (c)
Writer or journalist ........................ (a) (b) (c)
Skilled trades ..................................... (a) (b) (c)
Semi-skilled worker .................. (a) (b) (c)
Unemployed ...................................... (a) (b) (c)
Other ........................................... (a) (b) (c)
Uncertain ....................................... (a) (b) (c)

94. Are you: (Mark all that apply)

- White/Caucasian ................................ (a) (b) (c)
- African American/Black .................. (a) (b) (c)
- American Indian/Alaska Native ............... (a) (b) (c)
- Asian American/Asian .................. (a) (b) (c)
- Native Hawaiian/Pacific Islander ............... (a) (b) (c)
- Mexican American/Chicano .................. (a) (b) (c)
- Puerto Rican ..................................... (a) (b) (c)
- Other Latino ..................................... (a) (b) (c)
- Other ........................................... (a) (b) (c)

38. 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 ........................................ (a) (b) (c)
  - Socializing with friends .................................... (a) (b) (c)
  - Talking with teachers outside of class ............... (a) (b) (c)
  - Exercise or sports .......................................... (a) (b) (c)
  - Partying ................................................. (a) (b) (c)
  - Working (for pay) .......................................... (a) (b) (c)
  - Volunteer work ............................................. (a) (b) (c)
  - Student clubs/groupons .................................... (a) (b) (c)
  - Watching TV ............................................... (a) (b) (c)
  - Household/childcare duties ............................... (a) (b) (c)
  - Reading for pleasure ..................................... (a) (b) (c)
  - Playing video/computer games ....................... (a) (b) (c)
  - Online social networks (MySpace, Facebook, etc.) (a) (b) (c)

40. The current economic situation significantly affected my college choice: (Mark one)

- Agree Strongly ........................................ (a) (b) (c)
- Agree Somewhat .......................................... (a) (b) (c)
- Disagree Somewhat ........................................ (a) (b) (c)
- Disagree Strongly ....................................... (a) (b) (c)

35. Mark one in each row:

- Wealthy people should pay a larger share of taxes than they do now ........................................ (a) (b) (c)
- Affirmative action in college admissions should be abolished ........................................ (a) (b) (c)
- The federal government should do more to control the sale of handguns ................................ (a) (b) (c)
- The federal government is not doing enough to control environmental pollution ............... (a) (b) (c)
- A national health care plan is needed to cover everybody’s medical costs ....................... (a) (b) (c)
- The federal government should raise taxes to reduce the deficit ........................................ (a) (b) (c)
- Addressing global warming should be a federal priority ........................................ (a) (b) (c)
- The chief benefit of a college education is that it increases one’s earning power ................ (a) (b) (c)
- Gay and lesbian students should have the legal right to adopt a child ....................... (a) (b) (c)

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

- My parents wanted me to come here .......................... (a) (b) (c)
- My relatives wanted me to come here ....................... (a) (b) (c)
- My teacher advised me ........................................ (a) (b) (c)
- This college has a very good academic reputation ....................................... (a) (b) (c)
- This college has a good reputation for its social activities ....................... (a) (b) (c)
- I was offered financial assistance ............................. (a) (b) (c)
- The cost of attending this college .................................. (a) (b) (c)
- My high school counselor advised me ....................... (a) (b) (c)
- Private college counselor advised me ....................... (a) (b) (c)
- I was wanted to live near home .................................. (a) (b) (c)
- Not offered aid by first choice ................................... (a) (b) (c)
- Could not afford first choice ................................. (a) (b) (c)
- This college’s graduates gain admission to top graduate/professional schools ................ (a) (b) (c)
- This college’s graduates get good jobs ................................ (a) (b) (c)
- I was attracted by the religious affiliation/orientation of the college ....................... (a) (b) (c)
- I wanted to go to a school about the size of this college ....................................... (a) (b) (c)
- Rankings in national magazines ................................ (a) (b) (c)
- Information from a website ..................................... (a) (b) (c)
- I was admitted through an Early Action or Early Decision program ....................... (a) (b) (c)
- The athletic department recruited me ................................ (a) (b) (c)
- A visit to the campus ........................................... (a) (b) (c)
- Ability to take online courses ................................... (a) (b) (c)

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

- To be able to get a better job .................................. (a) (b) (c)
- To gain more general education and appreciation of ideas ................................. (a) (b) (c)
- To make me a more cultured person .................................. (a) (b) (c)
- To be able to make more money .................................. (a) (b) (c)
- To learn more about things that interest me .................................. (a) (b) (c)
- To get training for a specific career .................................. (a) (b) (c)
- To prepare myself for graduate or professional school .................................. (a) (b) (c)
41. 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

**BIOLICAL SCIENCE**
- Biology (general)
- Biochemistry or Biophysics
- Botany
- Environmental Science
- Marine (Life) Science
- Microbiology or Bacteriology
- 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 or Electronic Engineering
- Industrial Engineering
- Mechanical Engineering
- Other Engineering

**PHYSICAL SCIENCE**
- Astronomy
- Atmospheric Science (incl. Meteorology)
- Chemistry
- Earth Science
- Marine Science (incl. Oceanography)
- Mathematics
- Physics
- Other Physical Science
- PROFESSIONAL
- Architecture or Urban Planning
- Family & Consumer Sciences
- Health Technology (medical, dental, laboratory)
- Library or Archival Science
- Medicine, Dentistry
- Veterinary Medicine
- Nursing
- Pharmacy
- Therapy (occupational, physical, speech)
- Other Professional

**SOCIAL SCIENCE**
- Anthropology
- Economics
- Ethnic Studies
- Geography
- Political Science (gov't., international relations)
- Psychology
- Public Policy
- Social Work
- Sociology
- Other Social Sciences

**TECHNICAL**
- Building Trades
- Data Processing or Computer Programming
- Drafting or Design
- Electronics
- Mechanics
- Other Technical
- Agriculture
- Forestry
- Kinesiology
- Law Enforcement
- Military Science
- Other Field
- Undecided

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

- Not Important
- Somewhat Important
- Very Important
- Essential

- Becoming accomplished in one of the performing arts (acting, dancing, etc.)
- Becoming an authority in my field
- Receiving 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 (poems, novels, etc.)
- Creating artwork (painting, sculpture, 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

43. What is your best guess as to the chances that you will:

- Change major fields?
- Change career choice?
- Participate in student government?
- Get a job to help pay for college expenses?
- Work full-time while attending college?
- Join a social fraternity or sorority?
- Play 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?
- Get tutoring help in specific courses?
- Take courses from more than one college simultaneously?

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.

44.  
45.  
46.  
47.  

Thank you!
Additional CIRP Questions - Fall 2010

PLEASE ANSWER THESE QUESTIONS DIRECTLY ON THE CIRP FRESHMAN SURVEY FORM AT THE BOTTOM OF PAGE 4 IN THE SPACES PROVIDED FOR QUESTIONS 44-61

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

44. Have a challenging academic experience
45. Prepare for graduate school
46. Prepare for future career
47. Be exposed to the arts and humanities
48. Have close student-faculty interaction
49. Develop leadership skills
50. Have information about women integrated into course work
51. Become independent and self-confident
52. 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

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

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

(A) No
(B) Yes

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