



FALL 2010 CIRP FRESHMAN SURVEY

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 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 colleges¹ and (2) female and male first-time, full-time, first-year students from peer private liberal arts colleges².

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

STUDENT AND FAMILY CHARACTERISTICS

- The racial/ethnic breakdown of Scripps' first-year student respondents varied little from previous cohorts. 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.

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

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

* 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

	Scripps	VHSNF	Peer Colleges
Improving my understanding of other countries and cultures	80%	75%	74%
Helping others who are in difficulty	71%	77%	73%
Adopting "green" practices to protect the environment	67%	63%	65%
Developing a meaningful philosophy of life	64%	59%	64%
Raising a family	61%	65%	64%
Being very well off financially	56%	57%	54%
Becoming an authority in my field	53%	53%	52%
Keeping up to date with political affairs	50%	46%	52%
Helping to promote racial understanding	48%	45%	43%
Obtaining recognition from my colleagues for contributions to my special field	42%	48%	49%

Figure 1.1. Parental income distribution, 2010, Scripps and Peer Groups

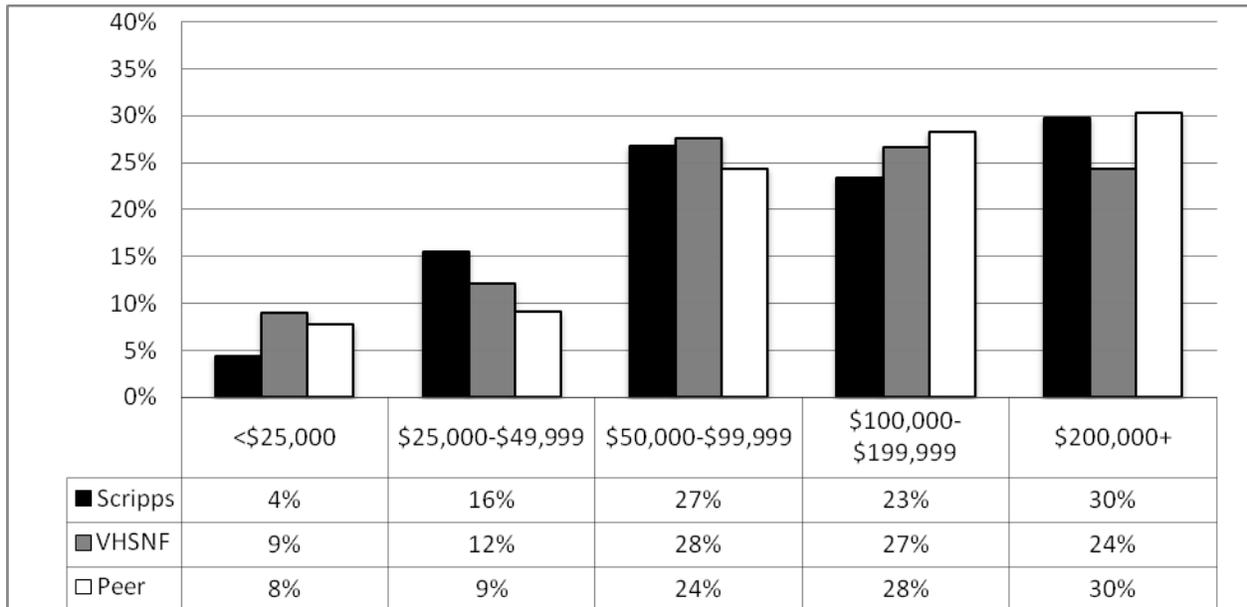


Figure 1.2. Average High School Grade, 2010, Scripps and Peer Groups

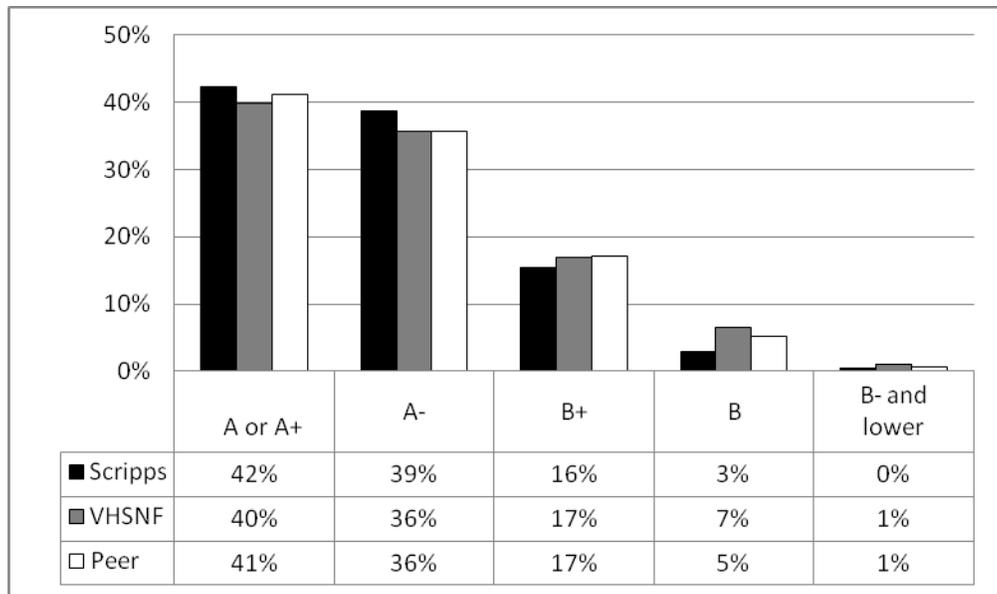


Figure 1.3. Highest Academic Degree Desired, 2010, Scripps and Peer Groups

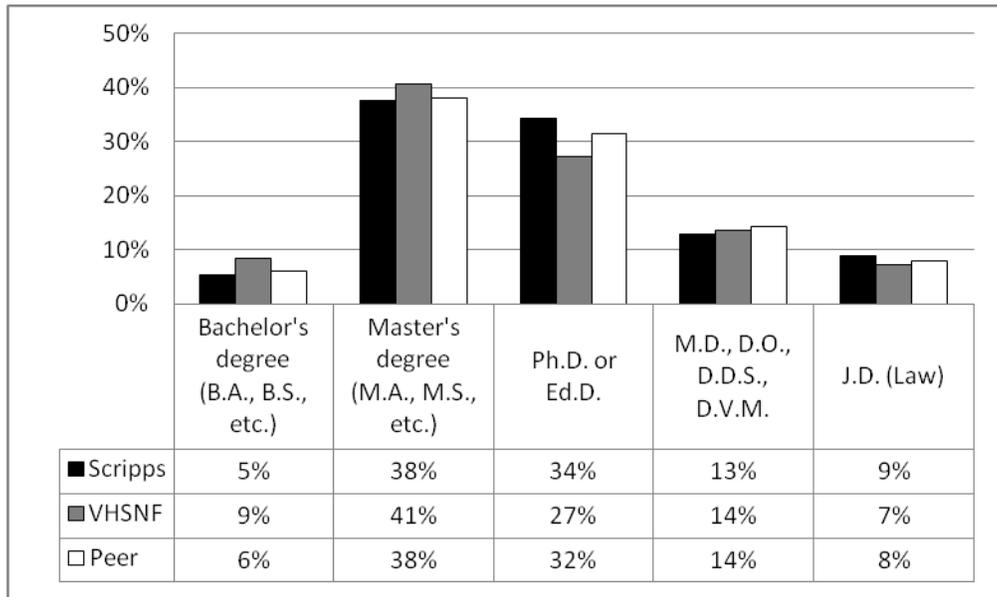


Figure 1.4. Top Six “Very Important” Influences in College Choice, 2010, Scripps and Peer Groups

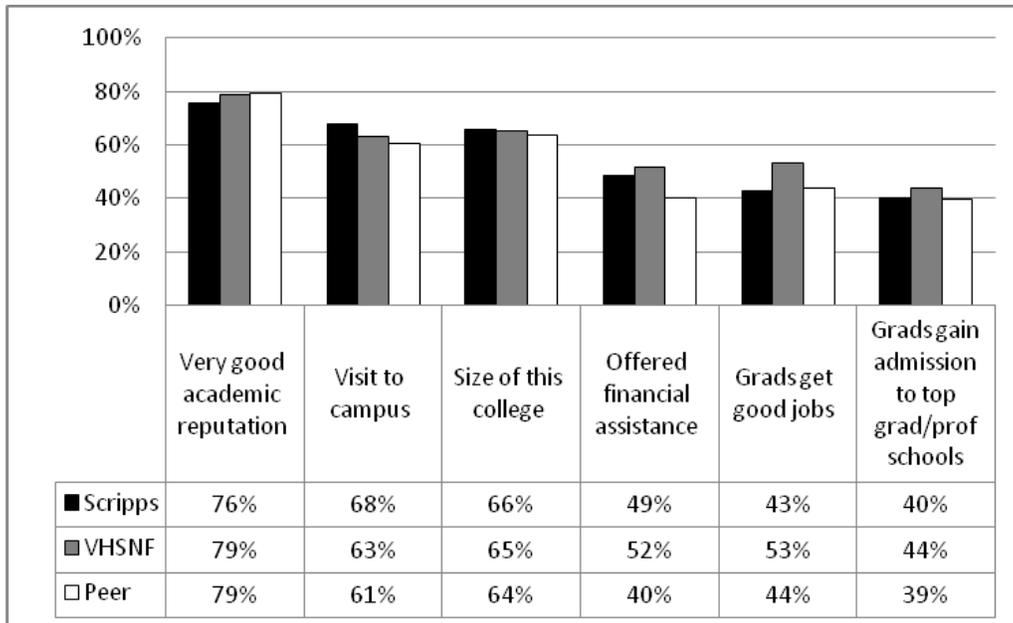


Figure 1.5. Importance of Academic-Related Goals, 2010 (Scripps-Specific Questions)

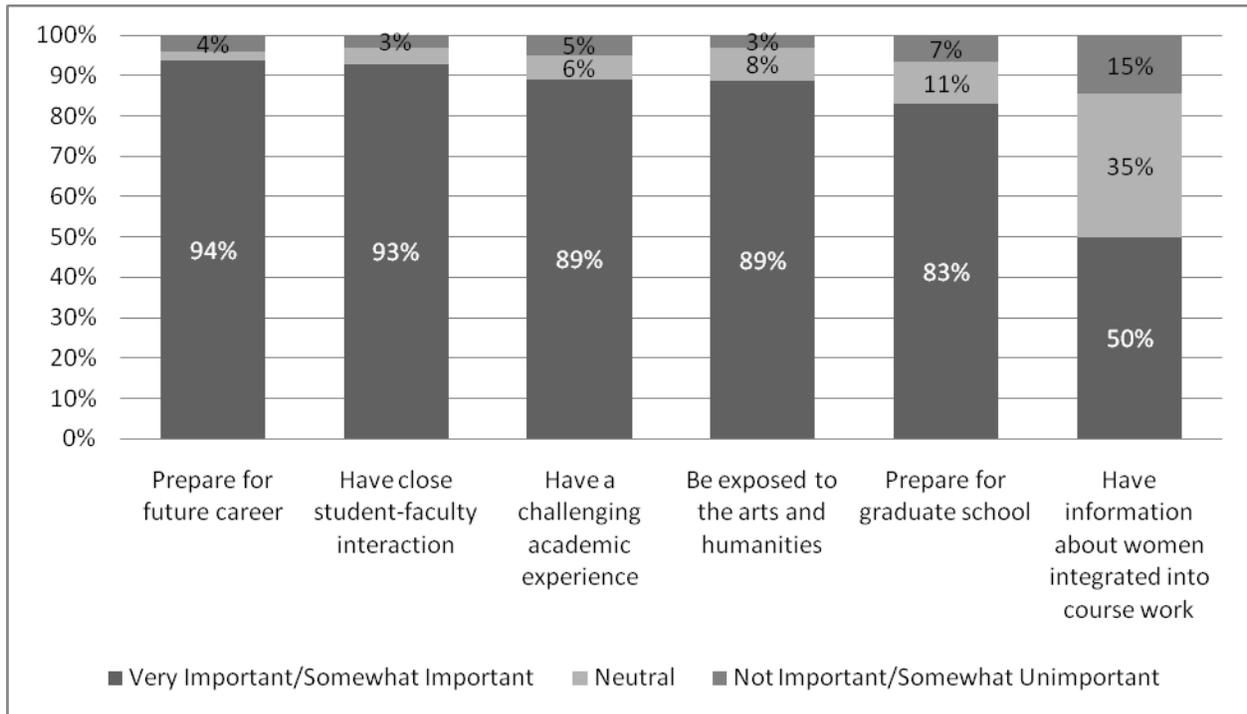


Figure 1.6. Importance of Personal Goals, 2010 (Scripps-Specific Questions)

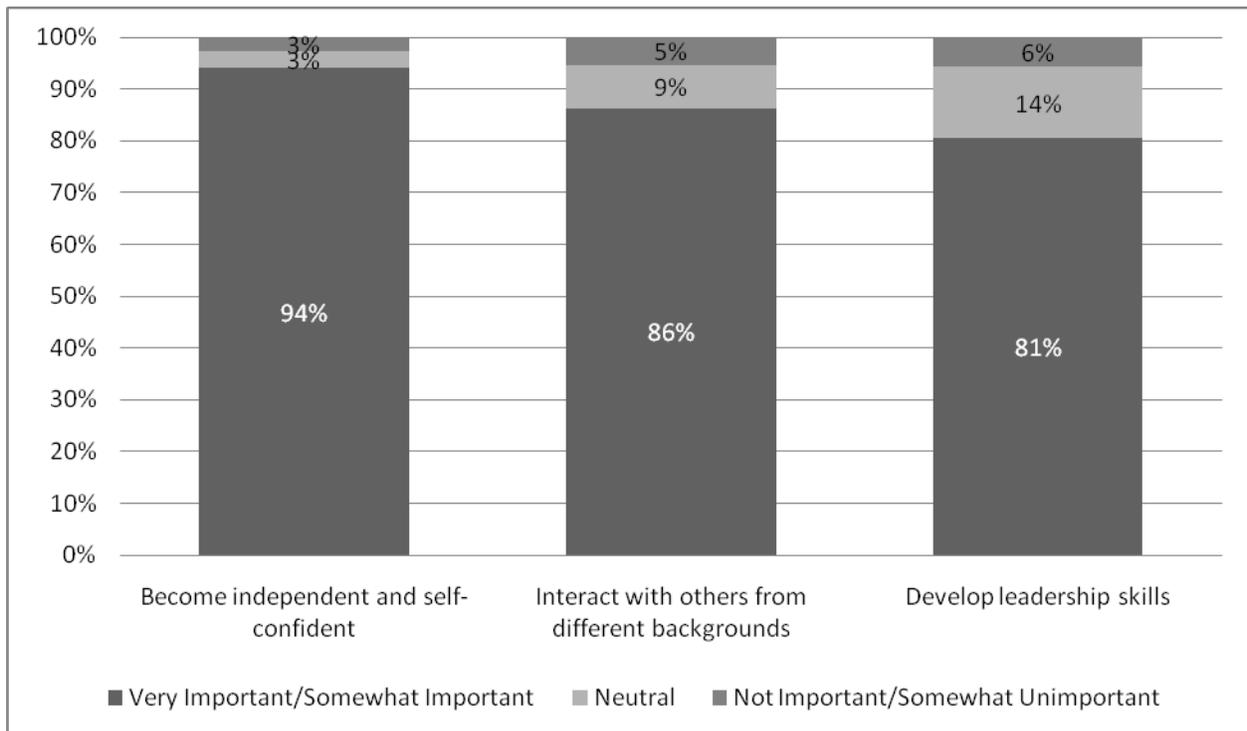


Figure 1.7. Factors that Influenced Decision to Enroll at Scripps, 2010 (Scripps-Specific Questions)

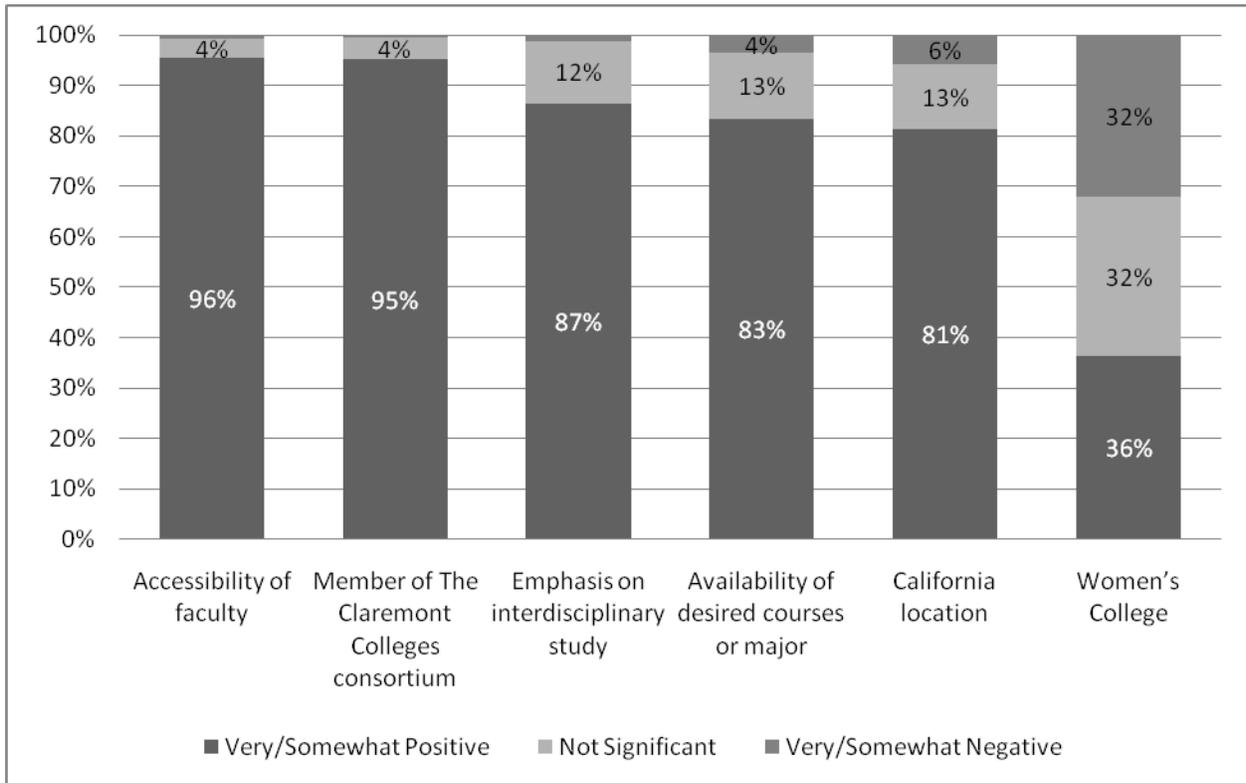
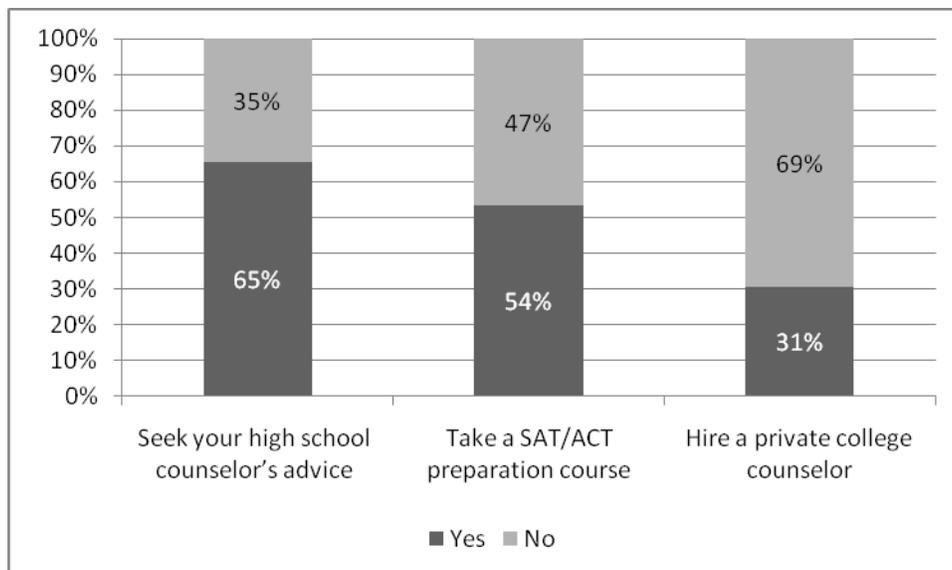


Figure 1.8. Actions Taken in Planning for College, 2010 (Scripps-Specific Questions)



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

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

* 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

	2010	2009	2008	3-year Mean
Family resources (parents, relatives, spouse, etc.)	91%	92%	88%	90%
My own resources (savings from work, work-study, other income)	68%	61%	57%	62%
Aid which need not be repaid (grants, scholarships, military funding, etc.)	60%	53%	54%	56%
Aid which must be repaid (loans, etc.)	38%	38%	32%	36%
Other than above	5%	5%	6%	5%

Table 2.3. Top 10 Activities Engaged in the Past Year, 2008-2010

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

* 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

	2010	2009	2008	3-Year Mean
Improving my understanding of other countries and cultures	80%	88%	79%	82%
Helping others who are in difficulty	71%	70%	71%	71%
Adopting "green" practices to protect the environment	67%	68%	66%	67%
Developing a meaningful philosophy of life	64%	52%	69%	61%
Raising a family	61%	67%	68%	65%
Being very well off financially	56%	61%	52%	56%
Becoming an authority in my field	53%	53%	56%	54%
Keeping up to date with political affairs	50%	54%	55%	53%
Helping to promote racial understanding	48%	44%	38%	43%
Obtaining recognition from my colleagues for contributions to my special field	42%	46%	46%	45%

Table 2.5. Highest Academic Degree Desired, 2008-2010

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

Table 2.6. Top Six "Very Important" Influences in College Choice, 2008-2010

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

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

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

* 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*

	2010	2009	2008	3-Year Mean
Become independent and self-confident	94%	93%	93%	93%
Interact with others from different backgrounds	86%	88%	83%	86%
Develop leadership skills	81%	86%	82%	83%

* 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*

	2010	2009	2008	3-year Mean
Accessibility of faculty	96%	97%	93%	95%
Member of The Claremont Colleges consortium	95%	96%	93%	95%
Emphasis on interdisciplinary study	87%	88%	84%	86%
Availability of desired courses or major	83%	85%	76%	81%
California location	81%	88%	76%	82%
Women's college	36%	41%	28%	35%

* 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*

	2010	2009	2008	3-Year Mean
Seek your high school counselor's advice	65%	67%	55%	62%
Take a SAT/ACT preparation course	54%	57%	51%	54%
Hire a private college counselor	31%	33%	32%	32%

* 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: FIRST MI LAST

ADDRESS:

CITY: STATE: ZIP: PHONE: - -

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)

16 or younger. 21-24

17..... 25-29

18..... 30-39

19..... 40-54

20..... 55 or older.

3. Is English your native language?
 Yes No

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

2010..... Did not graduate but
 2009..... passed G.E.D. test.

2008..... Never completed
 2007 or earlier high school.....

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

Part-time student?.....

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

5 or less 11-50 101-500

6-10 51-100 Over 500

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

A or A+ B C

A- B- D

B+ C+

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

SAT VERBAL.....

SAT MATH.....

SAT WRITING.....

ACT Composite.....

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

Public school (not charter or magnet)

Public charter school

Public magnet school

Private religious/parochial school

Private independent college-prep school

Home school

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

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

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

With my family or other relatives

Other private home, apartment, or room.

College residence hall

Fraternity or sorority house

Other campus student housing

Other.....

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

None 1 4 7-10

2 5 11 or more

3 6

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

15. Is this college your: (Mark one)

First choice?..... Less than third
 Second choice?..... choice?.....

Third choice?.....

16. Citizenship status:

U.S. citizen

Permanent resident (green card)

Neither

17. Do you currently have veteran status with the US Armed Forces, Military Reserves or National Guard? (Mark one)
 Yes No

18. Are your parents: (Mark one)

Both alive and living with each other?...

Both alive, divorced or living apart?.....

One or both deceased?.....

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

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

20. 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

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

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

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

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

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. Do you consider yourself: (Mark yes or no for each item)

	Yes	No
Born-Again Christian	<input type="radio"/>	<input type="radio"/>
Evangelical	<input type="radio"/>	<input type="radio"/>

28. 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"/>
Demonstrated for/against a cause	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutored another student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studied with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was a guest in a teacher's home ..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smoked cigarettes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank beer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank wine or liquor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt overwhelmed by all I had to do ..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt depressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performed volunteer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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"/>
Performed community service as a part of a class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed politics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on a local, state, or national political campaign	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skipped school/class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Publicly communicated my opinion about a cause (e.g. blog, email, petition)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped raise money for a cause or campaign	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fell asleep in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Failed to complete homework on time	<input type="radio"/>	<input type="radio"/>	<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 in each row)

	Highest 10%	Above Average	Average	Below Average	Lowest 10%
Academic ability	<input type="radio"/>				
Artistic ability	<input type="radio"/>				
Competitiveness	<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"/>				

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)

	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"/>				

31. 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"/>

32. 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 is 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 group projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrate skills and knowledge from different sources and experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. Mark only three responses, one in each column.

- M Your mother's occupation
- F Your father's occupation
- Y Your probable career occupation

Accountant or actuary	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Actor or entertainer	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Architect or urban planner	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Artist	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Business (clerical)	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Business executive (management, administrator)	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Business owner or proprietor	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Business salesperson or buyer	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Clergy (minister, priest)	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Clergy (other religious)	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Clinical psychologist	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
College administrator/staff	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
College teacher	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Computer programmer or analyst ..	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Conservationist or forester	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Dentist (including orthodontist)	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Dietitian or nutritionist	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Engineer	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Farmer or rancher	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Foreign Service worker (including diplomat)	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Homemaker (full-time)	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Interior decorator (including designer) ..	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Lab technician or hygienist	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Law enforcement officer	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Lawyer (attorney) or judge	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Military service (career)	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Musician (performer, composer)	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Nurse	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Optometrist	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Pharmacist	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Physician	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Policymaker/Government	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
School counselor	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
School principal or superintendent	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Scientific researcher	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Social, welfare, or recreation worker ..	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Therapist (physical, occupational, speech)	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Teacher or administrator (elementary)	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Teacher or administrator (secondary)	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Veterinarian	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Writer or journalist	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Skilled trades	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Laborer (unskilled)	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Semi-skilled worker	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Unemployed	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Other	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Undecided	<input type="radio"/> Y		

34. Are you: (Mark all that apply)
- White/Caucasian
 - African American/Black
 - American Indian/Alaska Native
 - Asian American/Asian
 - Native Hawaiian/Pacific Islander
 - Mexican American/Chicano
 - Puerto Rican
 - Other Latino
 - Other

35. Mark one in each row:

- 1 Disagree Strongly
- 2 Disagree Somewhat
- 3 Agree Somewhat
- 4 Agree Strongly

Wealthy people should pay a larger share of taxes than they do now	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Affirmative action in college admissions should be abolished	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
The federal government should do more to control the sale of handguns	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
The federal government is not doing enough to control environmental pollution	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
A national health care plan is needed to cover everybody's medical costs	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
The federal government should raise taxes to reduce the deficit	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Addressing global warming should be a federal priority	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
The chief benefit of a college education is that it increases one's earning power	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Gays and lesbians should have the legal right to adopt a child	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1

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

- Far left
- Liberal
- Middle-of-the-road
- Conservative
- Far right

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	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
To gain a general education and appreciation of ideas	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
To make me a more cultured person	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
To be able to make more money	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
To learn more about things that interest me	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
To get training for a specific career ..	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
To prepare myself for graduate or professional school	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N

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:	None	Less than 1 hour	1-2	3-5	6-10	11-15	16-20	Over 20
Studying/homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socializing with friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking with teachers outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exercise or sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working (for pay)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student clubs/groups ..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching TV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Household/childcare duties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading for pleasure ..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Playing video/computer games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online social networks (MySpace, Facebook, etc) ..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

- Agree Strongly
- Agree Somewhat
- Disagree Somewhat
- Disagree Strongly

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 | | PHYSICAL SCIENCE | |
| 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 | PROFESSIONAL | |
| Theology or Religion | 10 | Architecture or Urban Planning | 51 |
| Other Arts and Humanities | 11 | Family & Consumer Sciences | 52 |
| BIOLOGICAL SCIENCE | | Health Technology (medical, dental, laboratory) | 53 |
| Biology (general) | 12 | Library or Archival Science | 54 |
| Biochemistry or Biophysics | 13 | Medicine, Dentistry, Veterinary Medicine | 55 |
| Botany | 14 | Nursing | 56 |
| Environmental Science | 15 | Pharmacy | 57 |
| Marine (Life) Science | 16 | Therapy (occupational, physical, speech) | 58 |
| Microbiology or Bacteriology | 17 | Other Professional | 59 |
| Zoology | 18 | SOCIAL SCIENCE | |
| Other Biological Science | 19 | Anthropology | 60 |
| BUSINESS | | Economics | 61 |
| Accounting | 20 | Ethnic Studies | 62 |
| Business Admin. (general) | 21 | Geography | 63 |
| Finance | 22 | Political Science (gov't, international relations) | 64 |
| International Business | 23 | Psychology | 65 |
| Marketing | 24 | Public Policy | 66 |
| Management | 25 | Social Work | 67 |
| Secretarial Studies | 26 | Sociology | 68 |
| Other Business | 27 | Women's Studies | 69 |
| EDUCATION | | Other Social Sciences | 70 |
| Business Education | 28 | TECHNICAL | |
| Elementary Education | 29 | Building Trades | 71 |
| Music or Art Education | 30 | Data Processing or Computer Programming | 72 |
| Physical Education or Recreation | 31 | Drafting or Design | 73 |
| Secondary Education | 32 | Electronics | 74 |
| Special Education | 33 | Mechanics | 75 |
| Other Education | 34 | Other Technical | 76 |
| ENGINEERING | | OTHER FIELDS | |
| Aeronautical 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 |

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

- | | | | | |
|--|-----------------------|---------------------------|-------------------------------|--------------------------|
| | (E) Essential | (V) Very Important | (S) Somewhat Important | (N) Not Important |
| 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, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Creating artistic works (painting, sculpture, 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"/> |

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

- | | | | | |
|--|-----------------------------|------------------------|-------------------------------|-----------------------|
| | (V) Very Good Chance | (S) Some Chance | (L) Very Little Chance | (N) No Chance |
| 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"/> |
| Get tutoring help in specific courses? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Take courses from more than one college simultaneously? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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. <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 |
| 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 | 63. <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 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

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