

# CLASS OF 2010 SENIOR SURVEY

## HIGHLIGHTS OF DATA AND FINDINGS

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February 2011

### Introduction

In the spring of 2010, Scripps College participated in its tenth Higher Education Data Sharing (HEDS) consortium Survey of Seniors.<sup>1</sup> Membership in the HEDS consortium affords Scripps the opportunity to learn more about the undergraduate experiences and post-graduation plans of seniors at Scripps and at peer colleges.<sup>2</sup>

Prior to 2006, the HEDS Senior Survey was administered during the morning rehearsal on the day of Commencement. Since 2006, this survey has been administered electronically in a web-based format. Three emails were sent to 220 graduating seniors in the spring of 2010 inviting them to participate in the survey. The initial email was sent in late March, a reminder email was sent two weeks later, followed by a final reminder in mid-April. These multiple attempts to elicit participation yielded a final and valid response rate of 58% ( $n=127$ ), about the same as the last time this survey was administered in 2008 (59%,  $n=111$ ). These last two results represented a marked improvement in response rates from 27% in 2007 ( $n=57$ ) and 45% in 2006 ( $n=101$ ).

The improved response rates beginning in 2008 may be attributed to a new policy of offering the incentive of a drink coupon for the Motley coffeehouse, which in 2008 was sent to every senior who completed the survey. For the 2010 survey administration, seniors were told that respondents' names would be entered into a drawing for more than 50 Motley drink coupons. Those names were selected randomly and drink coupons were distributed in late April.

This report presents results from the 2010 survey of Scripps seniors as well as comparative data from the 2006 and 2008 surveys. The report is divided into the following main sections:

- Student Characteristics
- College Experiences
- Future Plans
- Student Satisfaction
- Supplemental Items

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<sup>1</sup> Scripps has participated in the HEDS Senior Survey every year since Spring 2000, except for 2009 when the National Survey of Student Engagement (NSSE) was administered to seniors in place of the Senior Survey.

<sup>2</sup> In the past, HEDS has provided Scripps with aggregated data from a self-selected comparative group of peer institutions, but we did not participate in this option this year because only one of our peer colleges took part in this survey administration.

## Student Characteristics

**Table 1. Race/Ethnicity of Senior Survey Respondents, 2006-2010**

	2006	2008	2010	2010 Actual Class Demographics*
Asian, Pacific Islander	13%	15%	14%	13%
Black, Non-Hispanic	2%	5%	1%	2%
Hispanic	9%	11%	10%	9%
Native American, Alaskan Native	1%	1%	2%	1%
White	83%	75%	81%	53%
Other	7%	6%	5%	24%

Question 37. Your race/ethnic background (Mark all that apply.)

Note: Percentages may total more than 100% because multiple responses were allowed (except in calculating the actual class demographics).

\*These statistics were calculated based on a list of 232 seniors with a planned graduation date of Spring 2010 provided by Messina Zurbuch in the Office of the Registrar, Scripps College, 1/5/2011.

### Key Findings:

- Table 1 shows the racial/ethnic demographics of the Scripps seniors who responded to the survey. In addition, the last column shows the actual demographics for seniors from the Class of 2010 who were expected to graduate in May 2010. For the survey, respondents were allowed to mark as many categories as applied to them, so the fact that each of the survey data columns totals more than 100% indicates that some respondents were multiracial. This was not the case for the 2010 actual class demographics, for which students had to choose one racial/ethnic category (perhaps one reason that the percentage of students who chose the *Other* designation was much larger in the actual class demographics than among survey respondents).
- Only one *Black (Non-Hispanic)* senior filled out the 2010 Senior Survey, comprising 1% of all survey respondents, a much smaller representation than in 2008 (5%).
- The proportions of respondents who identified as *Asian/Pacific Islander* (13-15%), *Hispanic* (9-10%), and *Native American/Alaskan Native* (1-2%) remained relatively consistent over the three survey administrations.
- The 2010 percentages of survey respondents in the racial/ethnic minority categories were roughly the same as their percentages in the actual senior class demographics. However, just as in 2008, seniors who chose *White* as a racial/ethnic background were over-represented in the 2010 survey sample compared to the actual population (81% compared to 53%) while those who chose *Other* were under-represented in the 2010 sample compared to the actual population (5% compared to 24%).

**Table 2. Educational Levels of Parents, 2006-2010**

	2006		2008		2010	
	Mother	Father	Mother	Father	Mother	Father
Did not complete high school	3%	1%	5%	2%	3%	5%
High school diploma	5%	6%	6%	6%	7%	2%
Post-secondary school other than college	1%	8%	1%	3%	2%	2%
Some college or associate's degree	6%	16%	9%	10%	13%	10%
<i>Subtotal: No Bachelor's Degree</i>	<i>15%</i>	<i>31%</i>	<i>21%</i>	<i>21%</i>	<i>25%</i>	<i>19%</i>
Bachelor's degree	27%	25%	18%	28%	34%	25%
Master's degree (M.A., M.S., M.B.A., M.S.W., M.S.N.)	19%	29%	32%	39%	27%	23%
Medical degree (M.D., D.O., D.D.S., or D.V.M.)	15%	5%	11%	4%	5%	10%
Law degree (J.D.)	9%	3%	5%	3%	5%	10%
Doctorate (Ph.D., Ed.D., D.B.A.)	14%	6%	14%	6%	4%	14%
<i>Subtotal: Bachelor's Degree or Higher</i>	<i>85%</i>	<i>69%</i>	<i>79%</i>	<i>79%</i>	<i>75%</i>	<i>81%</i>

*Question 41. What is the highest level of education completed by your mother?*

*Question 42. What is the highest level of education completed by your father?*

**Key Findings:**

- At least three-quarters (75%) of 2010 respondents had a parent with a bachelor's degree or graduate degree.
- In 2006 and 2008, higher percentages of respondents' mothers held medical, law, or doctoral degrees as their highest degrees than fathers did, but those trends were reversed in 2010, with fathers holding more of those three categories of degrees.
- Conversely, higher percentages of respondents' fathers in 2006 and 2008 held master's degrees (including Master of Arts, Master of Science, Master of Business Administration, Master of Social Work, and Master of Science in Nursing) as their highest degrees compared with mothers, but more mothers had master's degrees than fathers did in 2010.
- More mothers of respondents in 2010 completed bachelor's degrees as their highest level of education than fathers did (34% compared to 25%).
- More mothers of respondents in 2010 had less than a bachelor's degree than fathers did (25% compared to 19%). In addition, more mothers in 2010 had less than a bachelor's degree than mothers in 2006 (15%) and 2008 (21%).

**Table 3. Overall Average Grade of Survey Respondents, 2006-2010**

	<b>2006</b>	<b>2008</b>	<b>2010</b>
A	5%	12%	14%
A-	34%	41%	44%
B+	43%	28%	25%
B	16%	16%	15%
B-/C+	1%	3%	2%
<i>B or better</i>	<i>99%</i>	<i>97%</i>	<i>98%</i>
<i>A- or better</i>	<i>39%</i>	<i>53%</i>	<i>58%</i>

*Question 20. What is the average grade you received during your college career, overall and in your major?*

*Note: This table reports only the overall figures.*

**Key Findings:**

- Almost all (97% and above) survey respondents from all three classes reported an overall average grade of a B or better, and between 39% (in 2006) and 58% (in 2010) graduated with an A- or better.
- The percentages of respondents who reported receiving overall average grades of A or A- during their college careers rose between 2006 and 2010, while the percentage of respondents who reported receiving an overall average grade of B+ decreased. The percentages of respondents who reported receiving overall average grades of B or B-/C+ remained relatively the same.

**Table 4a. Number and Percentage of Survey Respondents Receiving Financial Aid, 2006-2010**

	2006	2008	2010
Number receiving financial aid ("Yes" answer)	57	62	58
Number of total respondents to the question	99	110	126
Percentage receiving financial aid	58%	56%	46%

**Table 4b. Types of Financial Aid Received by Survey Respondents, 2006-2010**

	2006	2008	2010
Merit award	55%	59%	64%
Need-based grant	79%	74%	81%
Loan	73%	74%	73%
Work study job	70%	67%	78%

*Question 38. Did you receive financial aid? [Choices were "Yes" or "No."]*

*Question 39. If you received financial aid, mark all that apply. [Choices listed in Table 4b above.]*

**Key Findings:**

- Table 4a reveals that approximately 46% of Scripps survey respondents in 2010 reported that they had received some form of financial aid, a decrease from 58% in 2006 and 56% in 2008. The actual number of 2010 respondents who reported that they had received financial aid ( $n=58$ ) was not much different than in 2006 ( $n=57$ ) or 2008 ( $n=62$ ), but because the total number of survey respondents was substantially greater in 2010, the percentage was smaller.
- Table 4b breaks the financial aid that survey respondents received into four categories or types, and shows the percentage of respondents who received each type (out of the total number of respondents who received any form of financial aid). The percentages of respondents in 2010 who received merit awards, need-based grants, and work study jobs increased notably from 2008, while the percentage of respondents who received loans remained relatively constant.
- Need-based grants were the most common type of financial aid received by 2010 respondents (81% of those who received financial aid), followed by work study jobs (78%), loans (73%), and merit awards (64%). The general historical pattern for Senior Survey respondents has been that need-based grants or loans have been the most reported type of financial aid received and merit awards have been the least reported of the four types.

## College Experiences

**Table 5a. "Greatly" Enhanced Capacities Identified by Survey Respondents, 2006-2010**

	<b>2006</b>	<b>2008</b>	<b>2010</b>
Acquire new skills and knowledge on my own	46%	65%	69%
Think analytically and logically	57%	66%	69%
Understand myself: abilities, interests, limitations, and personality	69%	63%	69%
Gain in-depth knowledge of a subject area	69%	65%	68%
Function independently, without supervision	59%	62%	61%
Formulate creative / original ideas and solutions	46%	45%	55%
Plan and execute complex projects	49%	51%	54%
Write effectively	52%	51%	54%
Work under pressure	65%	55%	53%
Place current problems in historical / cultural / philosophical perspective	51%	40%	52%

*Question 22. The list below contains some abilities and types of knowledge that may be developed in a bachelor's degree program. Please indicate the extent to which each capacity was enhanced by your undergraduate experiences. [Choices were "Not at All," "A Little," "Moderately," and "Greatly." This table reflects the percentages of respondents who marked "Greatly" for each item.]*

### **Key Findings:**

- Table 5a shows the "top ten" capacities (from a list of 26) that survey respondents in 2010 most identified as having been *greatly* enhanced by their undergraduate experiences.
- The top four capacities in 2010, identified by roughly 68-69% of respondents, were:
  - Acquire new skills and knowledge on my own
  - Think analytically and logically
  - Understand myself: abilities, interests, limitations, and personality
  - Gain in-depth knowledge of a subject area.
 These were the same top four capacities for respondents in 2008, though the percentages were a little bit higher and in a slightly different order in 2010.
- The capacities with the largest gains between 2008 and 2010 were "formulate creative/original ideas and solutions" (an increase of 10 percentage points) and "place current problems in historical/cultural/philosophical perspective" (an increase of 12 percentage points). The latter capacity, however, was selected by respondents in 2010 at about the same rate (52%) as by the respondents in 2006 (51%).

**Table 5b. Least Enhanced Capacities Identified by Survey Respondents, 2006-2010**

	<b>2006</b>	<b>2008</b>	<b>2010</b>
Use technology	41%	50%	47%
Read or speak a foreign language	46%	46%	47%
Use quantitative tools (e.g., statistics, graphs)	52%	53%	45%
Evaluate the role of science and technology in society	51%	55%	45%
Understand the process of science and experimentation	61%	52%	44%

*Question 22. The list below contains some abilities and types of knowledge that may be developed in a bachelor's degree program. Please indicate the extent to which each capacity was enhanced by your undergraduate experiences. [Choices were "Not at All," "A Little," "Moderately," and "Greatly." This table reflects the percentages of respondents who marked "Not at All" or "A Little" for each item.]*

**Key Findings:**

- Table 5b shows the five capacities (from the list of 26) that 2010 survey respondents identified as having been enhanced only *a little* or *not at all* by their undergraduate experiences. These skills were also the least enhanced for Scripps survey respondents in 2006 and 2008.
- Between 2008 and 2010 the percentages in this table decreased in all of the capacities except for "read or speak a foreign language" (which showed little change, from 46% to 47%). The four capacities that saw decreases were all related to mathematics, science, and technology skills. The largest decreases--between 8% and 10%--occurred in "use quantitative tools (e.g., statistics, graphs)," "evaluate the role of science and technology in society," and "understand the process of science and experimentation." In this case, decreases are a sign of improvement, as they indicate that more respondents in 2010 (compared to 2008) said that their capacities in these areas had been enhanced *moderately* or *greatly* by their undergraduate experiences.

**Table 6. Extracurricular Participation by Survey Respondents, 2006-2010**

	<b>2006</b>	<b>2008</b>	<b>2010</b>
Volunteer service	50%	50%	39%
Social action/issues group	38%	36%	39%
Performing arts	45%	40%	37%
Work on faculty research	25%	32%	26%
Intramural/recreational athletics	15%	28%	24%
Cultural/ethnic group or organization	19%	23%	20%
Student government	45%	24%	17%
Student newspaper	17%	14%	17%
Political club or organization	22%	27%	14%
Religious group or organization	26%	23%	14%
Intercollegiate athletics	10%	19%	14%
Literary or other magazine	5%	7%	11%
Social fraternity or sorority	1%	3%	6%
Campus media (TV, radio)	7%	2%	4%

*Question 24. In which years, during college, did you actively participate in any of the following? (If you participated in an activity, mark as many years as apply.) [Choices were "1st year," "2nd year," "3rd year," and "4th year." This table reflects the percentages of respondents who marked at least one year of participation for each activity.]*

**Key Findings:**

- Table 6 shows the percentages of survey respondents who actively participated in the extracurricular activities listed during at least one of their four years in college. The activities are listed in order from those in which the most 2010 respondents participated to those in which the least 2010 respondents participated.
- For 2010, “volunteer service” was again the most frequently cited extracurricular activity in which respondents actively participated (as it was in 2006 and 2008), though the percentage of respondents who participated in volunteer service at some point in their college years decreased from 50% in 2006 and 2008 to 39% in 2010.
- Substantially smaller percentages of respondents in 2010 reported having participated in political or religious organizations sometime during their four years of college than among respondents in 2006 or 2008 (14% compared to 22% and 27% for “political club or organization,” and 14% compared to 26% and 23% for “religious group or organization”).

**Table 7. Academic and Student Engagement by Survey Respondents, 2006-2010**

	<b>2006</b>	<b>2008</b>	<b>2010</b>
Discussions with students about "academic" topics	91%	85%	94%
Class presentations	76%	66%	73%
Group project assignments	41%	51%	64%
Cultural events, concerts, or art exhibits	73%	57%	62%
Discussions with students whose beliefs differ from yours	59%	55%	60%
Make multimedia presentations	44%	45%	56%
Religious services	13%	12%	12%
Organized demonstrations	6%	6%	12%
Been a guest in a faculty member's home	6%	6%	4%

*Question 25. How often have you engaged in each of the following during your undergraduate program? [Choices were "Never," "Occasionally," "Often," and "Very Often." This table reflects the percentages of respondents who marked "Often" or "Very Often" for each item.]*

**Key Findings:**

- Table 7 illustrates the percentages of survey respondents who engaged *often* or *very often* in nine different activities during college. These engagement measures range from academic activities like “class presentations” and “group project assignments” to extracurricular activities like “religious services” and “organized demonstrations” and informal discussions with other students. The activities are listed in the table in order from those in which the most 2010 respondents engaged to those in which the 2010 least respondents engaged.
- In 2010 “discussions with students about ‘academic’ topics” was the most frequently cited activity from this list in which respondents were engaged (as it was in 2006 and 2008). Almost all respondents in 2010 (94%) reported engaging in this activity during college, even more than in 2006 (91%) or 2008 (85%).
- All activities saw increases in the percentages of respondents engaged in them between 2008 and 2010 except “religious services” and “been a guest in a faculty member’s home.” The percentages of respondents engaged in those two activities have stayed fairly constant over the three survey administrations. Being a guest in a faculty member’s house, participating in organized demonstrations, and attending religious services have consistently been the activities least engaged in by respondents over time.
- The activities with the largest increases in reported engagement from 2008 to 2010 were “group project assignments” and “make multimedia presentations.” Group project assignments appear to be becoming more common, as 64% of respondents in 2010 engaged in them compared with only 41% in 2006 and 51% in 2008.

## **Future Plans**

The Senior Survey asks students several questions about their post-graduation plans. One question asks respondents to identify the career fields to which they have aspired at three points in time – the career they desired when they entered college, the first job they plan to pursue when they graduate, and the career in which they envision themselves over the long-term. Table 8 (on the next page) reflects the careers that respondents identified in 2010. Students were able to choose from a larger “drop-down” list of possible occupational fields, but only the careers where students marked at least one of the three points mentioned above are included in this table.

## **Key Findings:**

- The most popular career field that respondents wanted to pursue when they entered college was *physician* (17% of respondents). Other popular career fields upon entering college (each chosen by 6% of respondents) were *education (teacher, administrator, or counselor at the primary or secondary level)*, *scientific research*, and *writing professions (writer, journalist, or publisher)*. However, 25% of respondents indicated they were *undecided* about a career field when they entered college.
- The most popular “first job” expected after graduation was in the field of *education* as a teacher, administrator, or counselor at the primary or secondary level. Fully 20% of respondents planned to pursue that a job in that field after graduating from Scripps, much more than in any other career field. The next most popular jobs upon graduation were in *scientific research* (11%), *advertising and public relations* (9%), and *non-profit and philanthropic organizations* (8%). About 13% of respondents selected *other*. Only 8% of respondents indicated they were *undecided* about a first job, though it should be noted that the survey explicitly instructed students to leave this category blank if they did not anticipate “immediate employment” upon graduation, so 34 of the 127 respondents who completed the survey left this category blank.
- The most popular career field that respondents have in mind for the long-term was *physician* (11% of respondents), followed closely by *college/university teaching or research* (10%) and *education (teacher, administrator, or counselor at the primary or secondary level)* (9%). Other popular long-term careers were *lawyer (attorney) or judge* (7%) and *writer, journalist, or publisher* (6%). A sizable number of respondents were *undecided* about their long-term careers (11%), and 8% of respondents wanted to pursue careers not on the list (*other*).
- It makes sense that more respondents chose physician, lawyer or judge, and college/university teaching or research as long-term careers than as their first jobs after graduation since these career fields all require more education than a bachelor’s degree. Conversely, it is not surprising that more respondents in their senior year intend to pursue first jobs in advertising and public relations, primary or secondary education, and non-profits and philanthropy than wanted to when they entered college, since those are fields in which a bachelor’s degree may be sufficient to secure an entry-level position (with the exception of primary or secondary education, which usually requires only one additional year of school to gain a teaching or administrative credential).
- More respondents showed interest in college/university teaching or research, primary or secondary education, law, and non-profit careers by their senior year than did when they entered college. Conversely, less respondents are interested in becoming a physician or scientific researcher by the time they reach their senior year.

**Table 8. Career Aspirations of Survey Respondents at Three Points in Time, 2010 Class**

	Career Desired Upon Entering College (n=126)	First Job Planned Upon Graduation (n=93)	Long-Term Career Aspiration (n=121)
Accounting or actuary		1%	1%
Advertising, Public Relations	2%	9%	2%
Archeologist	1%		
Architect, designer, or urban planner	2%	1%	2%
Arts/Entertainment	5%	3%	3%
Broadcasting, Media Productions	1%	2%	
Business, clerical		2%	
Business Executive	1%		1%
Business Owner, Proprietor, Entrepreneur	2%		4%
Business sales person or buyer		1%	
Clinical Psychologist	3%		1%
College/University Administration		1%	
College/University Teaching or Research	3%	1%	10%
Conservationist or Forester		1%	2%
Dietician or home economist	1%		1%
Education: teacher/administrator/counselor (primary/secondary)	6%	20%	9%
Engineer	1%		
Event Coordinator		1%	1%
Foreign Service, Diplomacy, International Relations	1%		1%
Government, Politics, Public Policy	3%	2%	3%
Graphic Designer	1%	2%	1%
Hospitality, Travel/Tourism		2%	1%
Interior Decorator	1%		1%
Lab technician or hygentist		4%	
Lawyer (attorney) or judge	4%		7%
Museum curator/gallery worker			1%
Music/Film industry			1%
Non-profit/Philanthropy	1%	8%	3%
Nurse			1%
Physician	17%	1%	11%
Real Estate			2%
Scientific Researcher	6%	11%	3%
Social activist/Community organizer	1%	2%	2%
Therapist	2%		2%
Veterinarian	2%		2%
Writer, journalist, or publisher	6%	3%	6%
Other	3%	13%	8%
Undecided	25%	8%	11%

Data for Tables 8 and 9 come from three questions on the survey:

*Questions 9-11. Below are fields in which college graduates are frequently employed. Please select one in EACH CATEGORY to indicate:*

*9. The career you desired when you entered college*

*10. The first job you plan to pursue directly upon graduation (if immediate employment is not anticipated, leave blank);*

*11. The long term career you have in mind*

The following table, Table 9, shows the long-term career aspirations of Scripps respondents from the three survey administrations (2006, 2008, and 2010). Please note that not all of the career categories from the survey are listed in this table; the only categories that are listed are the ones that at least one respondent from at least one of the survey administrations marked as a long-term career aspiration.

Also note that HEDS made changes to the list of career categories for the 2010 version of the survey, including changing the terminology for some categories and adding or deleting others. Those categories that have changed are indicated by the following symbols in the table:

(\*) means the name of the category changed in 2010;

(+) means the category was added in 2010;

(-) means the category was removed in 2010.

Here is a list of the career categories for which the names changed in 2010 (marked by an asterisk in Table 9), and what the prior category names were in 2006 and 2008:

- *Architect* was previously *Architecture, design, or planning*
- *Clergy* was previously *Religious ministry or service*
- *Computer programmer/analyst* was previously *Computer programming, science, or technology*
- *Education: teacher/administrator/counselor (primary/secondary)* was previously *Education, teaching/administration (primary or secondary)*
- *Lawyer (attorney) or judge* was previously *Law*
- *Physician* was previously *Medical Doctor*
- *Social welfare or recreation worker* was previously *Social science or services*
- *Writer, journalist, or publisher* was previously *Publishing, print journalism.*

**Table 9. Long-Term Career Aspirations of Survey Respondents, 2006-2010**

	2006	2008	2010
Accounting	1%	1%	1%
Advertising, Public Relations	3%	1%	2%
Architect (*)	5%	1%	2%
Arts/Entertainment	2%	5%	3%
Biology/Life Science (-)	3%	3%	N/A
Broadcasting, Media Productions	2%	2%	0%
Business Executive (+)	N/A	N/A	1%
Business Owner, Proprietor, Entrepreneur	1%	6%	4%
Clergy (*)	2%	0%	N/A
Clinical Psychologist (+)	N/A	N/A	1%
College/University Teaching or Research	11%	11%	10%
Computer Programmer/analyst (*)	0%	1%	0%
Conservationist or Forester (+)	N/A	N/A	2%
Dietician (+)	N/A	N/A	1%
Education: teacher/administrator/counselor (primary/secondary) (*)	11%	11%	9%
Environmental Science, Natural Resources (-)	2%	1%	N/A
Event Coordinator (+)	N/A	N/A	1%
Finance	0%	4%	0%
Foreign Service, Diplomacy, International Relations	3%	1%	1%
Government, Politics, Public Policy	5%	3%	3%
Graphic Designer (+)	N/A	N/A	1%
Homemaker	0%	1%	0%
Hospitality, Travel/Tourism	0%	1%	1%
Interior Decorator (+)	N/A	N/A	1%
Lawyer (attorney) or judge (*)	9%	8%	7%
Librarian or information science	2%	1%	0%
Management (-)	1%	2%	N/A
Marketing, Sales (-)	1%	0%	N/A
Mathematics, Statistics (-)	0%	0%	N/A
Medicine, Health Care, Other (-)	5%	6%	N/A
Museum curator/gallery worker (+)	N/A	N/A	1%
Music/Film industry (+)	N/A	N/A	1%
Non-profit/Philanthropy (+)	N/A	N/A	3%
Nurse (+)	N/A	N/A	1%
Physical Sciences (-)	0%	1%	N/A
Physician (*)	5%	6%	11%
Real Estate (+)	N/A	N/A	2%
Retail (+)	0%	0%	N/A
Scientific Researcher (+)	N/A	N/A	3%
Social activist/Community organizer (+)	N/A	N/A	2%
Social welfare or recreation worker (*)	7%	7%	0%
Therapist (+)	N/A	N/A	2%
Veterinarian (+)	N/A	N/A	2%
Writer, journalist, or publisher (*)	2%	2%	6%
Other	9%	8%	8%
Undecided	7%	8%	11%

### **Key Findings:**

- Several career fields have been consistently chosen as the most popular long-term careers by respondents over these three survey administrations: *college/university teaching or research* (10-11% of respondents); *education: teacher/administrator/counselor (primary/secondary)* (9-11%); and *lawyer (attorney) or judge* (7-9%).
- *Physician* was a more popular long-term career choice in 2010 than it was in 2006 and 2008 (11% compared to 5% and 6% respectively), but some of that difference might be due to the change in categories on the 2010 survey. In 2006 and 2008, the name used for this category was “medical doctor,” but there was also another category labeled “medicine, health care, other,” so some respondents who were interested in becoming a physician but were open to other careers in the health care profession might have selected that category instead.
- Interest in architecture, government/politics/public policy, and social welfare seems to have dropped off slightly over the three classes, while interest in writing/journalism/publishing appears to have grown among 2010 respondents.

**Table 10. Status of Employment Plans of Survey Respondents, 2006-2010**

	<b>2006 (n=78)</b>	<b>2008 (n=87)</b>	<b>2010 (n=73)</b>
Currently searching for a position or waiting for an offer	45%	41%	53%
Will begin searching for a position after graduation	27%	28%	21%
Accepted a position	21%	29%	16%
Considering one or more specific offers	6%	1%	8%
Offered a position and refused; still searching for preferred position	1%	1%	1%

*Question 5. If employment will be your PRIMARY activity this fall, which of the following BEST describes the current state of your employment plans? (Exclude search for summer-only employment.)*

### **Key Findings:**

- Respondents whose primary activity in the fall following graduation would be employment were asked to indicate the current state of their employment plans by choosing one of five options.
- The majority of 2010 respondents (53%) indicated that they were *currently searching for a position or waiting for an offer* at the time of the survey. This was an increase from 45% in 2006 and 41% in 2008.
- A smaller percentage of respondents in 2010 (21%) said they would *begin searching for a position after graduation* compared to those in 2006 (27%) or 2008 (28%).
- About 16% of 2010 respondents reported having *accepted a position*, a decrease from 21% in 2006 and 29% in 2008.
- A larger percentage of respondents in 2010 (8%) were considering one or more specific offers compared to 2008 (1%), though it was not much more than in 2006 (6%).

**Table 11. "Very Important" and "Essential" Career Considerations of Survey Respondents, 2006-2010**

	2006	2008	2010
Interesting Daily Work	94%	91%	97%
Creativity and Initiative	82%	85%	85%
Intellectual Challenge	82%	82%	85%
Quality of Colleagues and Clients	84%	92%	82%
Expression of Personal Values	76%	71%	76%
Stable, Secure Future	76%	73%	75%
Leadership Potential	58%	55%	61%
Work for Social Change	65%	59%	61%
Availability of Jobs	53%	50%	53%
High Income Potential	32%	47%	31%
Social Recognition or Status	17%	24%	23%
Limited Working Hours	13%	14%	11%

*Question 17. When thinking about a career, how important to you is each of the following considerations? [Choices were "Not Important," "Somewhat Important," "Very Important," and "Essential." This table reflects the percentages of respondents who marked "Very Important" or "Essential" for each item.]*

**Key Findings:**

- Students were asked to rate the importance of various considerations in their choice of careers. Table 11 demonstrates those considerations deemed *very important* or *essential* by survey respondents over the three survey administrations, sorted according to those considerations that the highest percentage of 2010 respondents indicated were important to those that the lowest percentage of 2010 respondents indicated were important.
- In 2010, as in 2006, "interesting daily work" was the consideration most often selected by respondents (97% in 2010) as being *very important* or *essential* in their thinking about a career. "Quality of colleagues and clients," which had been the number one consideration in 2008 when 92% of respondents indicated it was *very important* or *essential*, slipped to fourth place in 2010 (82% of respondents), behind "creativity and initiative" and "intellectual challenge" (both at 85%).
- The other notable change between 2008 and 2010 was a 16 point drop in the percentage of respondents who said "high income potential" was a *very important* or *essential* consideration, from 47% to 31%. Yet the 2010 figure was not far off from the response of 2006 survey respondents, 32% of whom chose this consideration as *very important* or *essential*, so the 2008 result might be an aberration.
- The vast majority of respondents do not consider "social recognition or status" or "limited working hours" to be *very important* or *essential* in their thinking about a career.

## **Student Satisfaction**

This section covers the satisfaction levels of students with the quality of various aspects of their college experience, including academic experiences, campus services and facilities, and campus life.

**Table 12. Satisfaction with the Quality of Academic Experiences, “Generally Satisfied” or “Very Satisfied” Survey Respondents, 2006-2010**

	<b>2006</b>	<b>2008</b>	<b>2010</b>
Student Interaction with Faculty	97%	99%	100%
Faculty Availability Outside of Class	100%	99%	99%
Independent Study	96%	92%	97%
Internships or Study Off-Campus or Abroad	92%	85%	96%
Tutorial Help or Other Academic Assistance	92%	82%	94%
Availability of Courses	91%	86%	89%
Major Advising	79%	84%	86%
First Year Advising	62%	63%	64%

*Question 30. How satisfied are you with the Quality of your Academic Experiences? [Choices were “Very Dissatisfied,” “Generally Dissatisfied,” “Generally Satisfied,” “Very Satisfied,” and “Not Relevant.” This table reflects the percentages of respondents who marked “Generally Satisfied” or “Very Satisfied” for each item.]*

### **Key Findings:**

- Table 12 illustrates respondents’ satisfaction with the quality of their academic experiences over the three survey administrations, sorted from the highest to the lowest levels of satisfaction (measured by the combined percentages of *generally satisfied* and *very satisfied* responses) in 2010. The data show that the vast majority of respondents were satisfied with their academic experiences at Scripps.
- Respondents consistently expressed unanimous or near unanimous satisfaction over the three survey administrations with “student interaction with faculty” and “faculty availability outside of class.” On the other hand, the levels of satisfaction with “first year advising” remained consistently the lowest on this list of academic experiences, though it should be noted that a majority of respondents (from 62% to 64%) were satisfied with this feature of academic life.
- The largest changes in satisfaction levels from 2008 to 2010 were in “internships or study off-campus/abroad” (+11%) and “tutorial help/academic assistance” (+12%), both of which were considerable improvements after drops in satisfaction from 2006 to 2008.
- “Major advising” has seen steady improvement in satisfaction levels over time, from 79% in 2006 to 84% in 2008 to 86% in 2010.

**Table 13. Satisfaction with the Quality of Campus Services & Facilities, “Generally Satisfied” or “Very Satisfied” Survey Respondents, 2006-2010**

	2006	2008	2010
Recreation/Athletics Facilities	68%	50%	100%
Recreation/Athletics Programs	90%	85%	99%
Library Services	98%	95%	98%
Library Facilities and Resources	97%	93%	98%
Classroom/Laboratory Facilities	98%	94%	97%
Computer Facilities and Resources	92%	87%	94%
Student Financial Services (Student Accounts)	82%	84%	91%
Student Housing	94%	92%	90%
Computer Services and Support	91%	88%	89%
Career Services	81%	72%	86%
Counseling Services	77%	83%	83%
Food Services	89%	91%	80%
Registrar's Office	81%	75%	71%
Financial Aid Office	77%	75%	68%
Financial Aid Package	82%	63%	67%
Student Health Services	68%	70%	56%
Student Center/Union Programs	71%	67%	53%
Student Center/Union Facilities	73%	65%	53%

*Question 32. How satisfied are you with the Quality of Campus Services and Facilities? [Choices were “Very Dissatisfied,” “Generally Dissatisfied,” “Generally Satisfied,” “Very Satisfied,” and “Not Relevant.” This table reflects the percentages of respondents who marked “Generally Satisfied” or “Very Satisfied” for each item.]*

**Key Findings:**

- Table 13 illustrates respondents’ satisfaction with the quality of 18 campus services or facilities over the three survey administrations, sorted from the highest to the lowest levels of satisfaction (measured by the combined percentages of *generally satisfied* and *very satisfied* responses) in 2010.
- In all instances in 2010, as in 2006 and 2008, a majority (at least 50%) of survey respondents indicated that they were *generally satisfied* or *very satisfied* with all 18 listed services and facilities.

- Respondents' satisfaction with individual services or facilities fluctuated over these three survey administrations. In 2010, 100% of respondents were satisfied with Scripps' "recreation/athletics facilities" and 99% were satisfied with the "recreation/athletics programs." In both cases, these levels of satisfaction were considerable improvements over previous years—especially in the case of recreation/athletics facilities, where the level of satisfaction doubled from only 50% in 2008. The dramatic change in satisfaction in this case might be attributable in large part to the construction and opening of the Sallie Tiernan Field House and Lacrosse/Soccer Field.
- On the other end of the spectrum, there were declining levels of satisfaction expressed for "student center/union programs" and "student center/union facilities" over these three survey administrations. Only a little more than half (53%) of respondents in 2010 were satisfied with each of these two aspects of campus services/facilities, down from satisfaction levels of 67% for programs and 65% for facilities in 2008 and 71% for programs and 73% for facilities in 2006.
- Lower percentages of respondents in 2010 compared to previous years expressed satisfaction with "food services," "registrar's office," and "financial aid office." "Student financial services (student accounts)" and "career services" received more responses of satisfaction than previous years.
- "Library services," "library facilities and resources," "classroom/laboratory facilities," and "student housing" have consistently had 90% or more of respondents express satisfaction with them over these three survey administrations.
- Satisfaction with the "financial aid package" among survey respondents increased slightly from 63% in 2008 to 67% in 2010, but it still has not reached the 82% level it was in 2006.

**Table 14. Satisfaction with the Quality of Campus Life, “Generally Satisfied” or “Very Satisfied” Survey Respondents, 2006-2010**

	2006	2008	2010
Lectures and Speakers	95%	83%	96%
Campus Safety	92%	91%	95%
Cultural and Fine Arts Programming	92%	85%	94%
Student Government	64%	57%	78%
Social Life on Campus	73%	46%	71%
Religious/Spiritual Life	63%	66%	68%
Student Voice in Policies	56%	42%	54%
Sense of Community on Campus	62%	49%	52%
Climate for Minority Students on Campus	39%	42%	38%
Ethnic/Racial Diversity	34%	34%	31%

*Question 33. How satisfied are you with the Quality of Campus Life? [Choices were “Very Dissatisfied,” “Generally Dissatisfied,” “Generally Satisfied,” “Very Satisfied,” and “Not Relevant.” This table reflects the percentages of respondents who marked “Generally Satisfied” or “Very Satisfied” for each item.]*

### **Key Findings:**

- Table 14 illustrates respondents’ satisfaction with the quality of 10 aspects of campus life over the three survey administrations, sorted from the highest to the lowest levels of satisfaction (measured by the combined percentages of *generally satisfied* and *very satisfied* responses) in 2010.
- As in 2006 and 2008, respondents in 2010 again expressed notably high levels of satisfaction with the same three aspects of campus life: “lectures and speakers,” “campus safety,” and “cultural and fine arts programming.”
- Satisfaction levels in 2010 remained low for “climate for minority students on campus” and “ethnic/racial diversity” (38% and 31% respectively)—about the same levels as in 2006 and 2008 or even slightly lower. These are the only areas with which a majority of respondents remain dissatisfied.
- Satisfaction levels in 2010 for “social life on campus” (71%) and “student voice in policies” (54%) bounced back substantially from low 2008 levels to reach almost the same levels they were at in 2006.
- Satisfaction with “student government” in 2010 (78%) experienced a similarly substantial increase from its 2008 level (57%), even exceeding the point it was at in 2006 (64%).
- Satisfaction with the “sense of community on campus” in 2010 (52%) did not recover from its dramatic drop from 62% in 2006 to 49% in 2008, but showed some improvement.
- Satisfaction with “religious/spiritual life” has slightly improved over the past three survey administrations, reaching 68% of respondents in 2010.

**Table 15. Overall Satisfaction with Undergraduate Education and Choice to Attend Same Institution, 2006-2010**

	2006	2008	2010
<b>Overall Satisfaction</b>			
Very/Generally Satisfied	96%	93%	96%
<b>Choose Same Institution Again</b>			
Definitely/Probably Not	8%	15%	10%
Maybe	16%	25%	20%
Definitely/Probably Would	76%	59%	69%

Question 29. Overall, how satisfied have you been with your undergraduate education at this institution? [Choices were "Very Dissatisfied," "Generally Dissatisfied," "Generally Satisfied," "Very Satisfied," and "Not Relevant." This table reflects the percentages of respondents who marked "Generally Satisfied" or "Very Satisfied."] ]

Question 21. If you had the chance to relive your college experience, would you choose to attend the same institution again? [Choices were "Definitely not," "Probably not," "Maybe," "Probably would," and "Definitely would." This table combines some of those responses together.] ]

**Key Findings:**

- In 2010, 96% of respondents were *generally satisfied* or *very satisfied* with their education, about the same level as in 2006 and a slight increase from 2008.
- If given the chance to relive their college experience, almost 70% of respondents in 2010 indicated that they *probably would* or *definitely would* choose to attend Scripps again, which is an improvement from 59% in 2008 but not as much as the 76% that responded this way in 2006.
- In 2010, 10% of respondents indicated that they would *probably not* or *definitely not* choose to attend Scripps again, while 20% indicated they *maybe* would attend Scripps again. Both of those figures are in-between the levels they were at in 2006 and 2008.

## **Supplemental Items Specific to Scripps College**

Additional questions of the College's choosing were included as supplemental items in the survey. Scripps used this section of the survey to focus primarily on the role and status of women and the Interdisciplinary Core Program in the Humanities. Questions regarding the impact of the Malott Commons as a factor in facilitating social interaction with faculty/staff and fellow students were also included.

**Table 16. Opinions about Scripps, "Agree" or "Strongly Agree" Survey Respondents, 2006-2010**

	<b>2006</b>	<b>2008</b>	<b>2010</b>
I would encourage a current high school student to attend Scripps	81%	65%	80%
It is a positive factor to me that Scripps is a women's college	79%	66%	69%

*Scripps College Additional Senior Survey 2010 Items: Questions 9-10*

*Other Questions about Scripps [Choices were "Strongly Disagree," "Disagree," "Neither Agree nor Disagree," "Agree," and "Strongly Agree." This table reflects the percentages of respondents who marked "Agree" or "Strongly Agree" for each item.]*

### **Key Findings:**

- In 2010, 80% of respondents *agreed* or *strongly agreed* that they would encourage a current high school student to attend Scripps, which was an increase of 15% from 2008 (65%) but about the same level as in 2006 (81%).
- In 2010, 69% of respondents *agreed* or *strongly agreed* that Scripps' identity as a women's college was a positive factor to them, which was a slight increase from 66% in 2008 but still less than the 79% level in 2006.

**Table 17. Important Issues for Scripps Women, "Important" or "Very Important" Survey Respondents, 2006-2010**

	<b>2006</b>	<b>2008</b>	<b>2010</b>
Increase awareness of women's roles in society	81%	74%	83%
Focus attention on the opportunities and problems of women in the workforce	82%	74%	80%
Develop friendships among women	85%	73%	79%
Become involved with women in leadership positions	83%	75%	79%
Integrate information about women into existing courses	65%	44%	60%

Scripps College Additional Senior Survey 2010 Items: Questions 1-5

Listed below are some opportunities for development and growth afforded by a Scripps education. Please indicate how important each of these opportunities is to you using the following scale: [Choices were "Not Important," "Somewhat Important," "Important," and "Very Important." This table reflects the percentages of respondents who marked "Important" or "Very Important" for each item.]

**Key Findings:**

- Students were asked to rate the level of importance they attach to five developmental and growth opportunities provided by a Scripps education that are particularly relevant to women. The percentages of respondents in 2010 who marked these statements as *important* or *very important* all increased from their 2008 levels and in most cases came closer to but did not reach their 2006 levels.
- The opportunity that the most 2010 respondents considered important was to "increase awareness of women's roles in society" (83%). This was the only one of the five themes where the 2010 percentage of *important* or *very important* responses exceeded 2006 levels.
- Roughly 80% of respondents in 2010 considered opportunities to "focus attention on the opportunities and problems of women in the workforce," "develop friendships among women," and "become involved with women in leadership positions" an *important* or *very important* part of their Scripps education.
- Only 60% of respondents in 2010 rated the opportunity to "integrate information about women in to existing courses" as *important* or *very important*. This theme has historically received the lowest percentage of positive responses.

**Table 18. Opinions About Core, "Agree" or "Strongly Agree" Survey Respondents, 2006-2010**

	<b>2006</b>	<b>2008</b>	<b>2010</b>
Core contributes to Scripps' uniqueness as a liberal arts college	78%	74%	75%
Core is a challenging academic experience for students	71%	68%	71%
Core fosters an intellectual community among the students	71%	65%	67%

*Scripps College Additional Senior Survey 2010 Items: Questions 6-8*

*Below are some items concerning Core. Please use the following scale to indicate your opinion: [Choices were "Strongly Disagree," "Disagree," "Neither Agree nor Disagree," "Agree," and "Strongly Agree." This table reflects the percentages of respondents who marked "Agree" or "Strongly Agree" for each item.]*

**Key Findings:**

- Students were asked to respond with their level of agreement to three statements about the Core program. The percentages of respondents who *agreed* or *strongly agreed* with all three statements have not changed much over these three survey administrations. The 2010 percentages were slightly higher than 2008 levels but generally less than 2006 levels.
- Three-quarters (75%) of respondents in 2010 agreed that "Core contributes to Scripps' uniqueness as a liberal arts college." There was somewhat less agreement that "Core is a challenging academic experience for students" (71%) and that "Core fosters an intellectual community among the students" (67%).

**Table 19. Opinions About Malott Commons and Social Interaction, "Agree" or "Strongly Agree" Survey Respondents, 2006-2010**

	2006	2008	2010
The central dining services at the Malott Commons has facilitated my social interaction with other Scripps students	69%	50%	50%
The central dining services at the Malott Commons has facilitated my social interaction with other Claremont Colleges' students	50%	33%	40%
The central dining services at the Malott Commons has facilitated my social interaction with faculty/staff	31%	26%	29%

*Scripps College Additional Senior Survey 2010 Items: Questions 11-13*

*Other Questions about Scripps [Choices were "Strongly Disagree," "Disagree," "Neither Agree nor Disagree," "Agree," and "Strongly Agree." This table reflects the percentages of respondents who marked "Agree" or "Strongly Agree" for each item.]*

**Key Findings:**

- Students were asked to respond with their level of agreement to three statements about the central dining services at Malott Commons and whether it had facilitated their social interaction with three different populations: other Scripps students, other Claremont Colleges' students, and faculty and staff. Table 19 shows the percentages of respondents who *agreed* or *strongly agreed* with each statement.
- Half of survey respondents *agreed/strongly agreed* that Malott Commons facilitated their social interaction with other Scripps students, which was the same level of agreement as in 2008 but substantially less than the 69% in 2006.
- About 40% of respondents *agreed/strongly agreed* that Malott Commons facilitated their social interaction with other Claremont Colleges' students, which was an increase from the 33% level in 2008 but still less than the 50% level in 2006.
- Respondents over these three survey administrations have shown the least amount of agreement with the statement that Malott Commons facilitated their social interaction with faculty and staff. In 2010, only 29% of respondents *agreed/strongly agreed* with this statement, a slight increase from 26% in 2008 but not much different from 31% in 2006.
- While the level of agreement with the first two statements fluctuated over the three survey administrations, the level of agreement with the third statement has remained relatively low. Only about a quarter to a third of respondents over time have agreed that Malott Commons facilitated their social interaction with faculty and staff.

**Table 20. Use of Career Planning and Resources, 2006-2010**

	2006*	2008*	2010
Counseling Appointment	N/A	73%	84%
CP&R Web Page	50%	75%	72%
Drop In Hours	N/A	N/A	57%
Alumnae Panel or Workshop	N/A	N/A	40%
Mock Interview	N/A	N/A	21%

Scripps College Additional Senior Survey 2010 Items: Question 14

*Which of the following resources and/or programs did you use at Career Planning and Resources? Please select all that apply. [Choices were the five items listed in the table above. Percentages shown reflect the percentage of respondents who chose that item out of all the survey respondents. Since respondents could choose more than one item, the total of the percentages for all five items is more than 100%.]*

*\* Note: The choices under this section were changed on the 2010 survey. On the 2008 survey, the choices were: "(1) Career Counselor; (2) CP&R Web Page; (3) 'What can I do with a Major in...' program; (4) Life After Scripps conference; (5) Other: (please specify)." The 2006 survey choices were the same as the 2008 version except for the first choice, which was listed as "(1) Career Planning."*

**Key Findings:**

- Students were asked to identify any of five resources or programs offered by Scripps' Career Planning and Resources (CP&R) office they had used. Because the five choices on the survey have changed over the years (see note above), only limited comparisons between the 2006, 2008, and 2010 data can be drawn.
- The CP&R service used by the most 2010 respondents was *counseling appointment*; 84% of 2010 survey respondents reported having had CP&R counseling appointments. This was an increase from 73% of respondents in 2008.
- The second most-used CP&R service in 2010 was the *CP&R web page*; 72% of survey respondents in 2010 reported having used it, slightly less than in 2008 (75%) but substantially more than in 2006 (50%). This was the only item of the five choices that appeared on all three survey administrations.
- In 2010, 57% of respondents reported having taken advantage of *drop in hours*, 40% reported having attended an *alumnae panel or workshop*, and 21% reported having participated in a *mock interview*.

*Submitted by Jonathan Lew, Office of Assessment, Planning, & Institutional Research (Rev. 2/25/11)*