



SCRIPPS

THE WOMEN'S COLLEGE
• CLAREMONT •

MEMORANDUM

TO: Admission Staff
Dean of Students Staff
Director of Annual Fund
Director of Malott Commons
Educational Policy Committee
Faculty Executive Committee
First-Year Academic Advisors
Registrar
Senior Staff
Student Affairs Committee

FR: Janel Henriksen Hastings, Director
Office of Planning & Research

RE: Summary Report: 2006 CIRP Freshmen Student Survey

DT: April 29, 2007

I am pleased to forward to you the final report that summarizes findings from Scripps' participation in the Cooperative Institutional Research Program (CIRP) survey of college freshmen. The 2006 CIRP study marked the 38th year in which Scripps College has been an active participant in this nation-wide study. I extend my sincere thanks to Jocelyn Chong, Graduate Intern in the Planning & Research office for her very careful and thoughtful work on this report.

For the 2006 survey, our college yielded a response rate of 93%, with 207 of 233 first-time, first-year students participating. We succeeded in eliciting the feedback from the vast majority all first-year students because the survey was distributed to all of them during an orientation session dedicated to the completion of the CIRP survey. This method of data collection will again be used for the 2007 CIRP study.

The race/ethnicity of respondents at Scripps College was as follows:

White/Caucasian	80.8%
African American/Black	2.5%
American Indian/Alaska Native	2.5%
Asian American/Asian	16.3%
Native Hawaiian/Pacific Islander	1.5%
Mexican American/Chicano	6.4%
Puerto Rican	0.5%
Other Latino	3.4%
Other	4.4%

Totals for ethnicity data equal more than 100% because the CIRP survey instrument invited respondents to select *all ethnic identifications* that they felt applied to them.

Within these data, please note some findings of particular interest:

- About 77% of Scripps first-year students reported a high school GPA of A- to A+, a slight decrease from 83% in 2005.
- Most first-year students at Scripps rated and described their academic and personal attributes as high as – or higher than - their peers at other women’s and liberal arts colleges. For example, as illustrated in Figure 6, similar proportions of students in each comparative group rated themselves “above average” or in the “highest 10%” in their *academic ability, writing ability and intellectual self-confidence*.
- Fewer Scripps first-year student admitted to feeling *overwhelmed* and/or *depressed* occasionally or frequently in the past year. About 62% stated they had felt *depressed* “occasionally” or “frequently” in the past year (down from 68% in 2005).
- Scripps students attributed high levels of importance to the following goals for their college career: *develop leadership skills* (82% rated as “important” or “very important”); *becoming independent and self-confident* (87%); and *interact with others from different backgrounds* (93%).

I will be pleased to answer any questions you may have.

JHH:ncc
enclosure

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Scripps College
Fall 2006 CIRP Freshman Survey

HIGHLIGHTS OF DATA AND FINDINGS

Prepared by

Office of Planning & Research
Scripps College
March 2007

Introduction

The Cooperative Institutional Research Program (CIRP) at UCLA's Higher Education Research Institute (HERI) issued its annual report, *The American Freshman: National Norms for Fall 2006*¹ based on data obtained from the *CIRP Freshman Survey*. Scripps College has participated in the *CIRP Freshman Survey* for 38 years. Distributed to first-year students during orientation, this survey provides information about first time, full-time students at Scripps. This year, 207 of the 223 first-time first-year students participated in the survey yielding a response rate of 93%, up from 88% in 2005 and 90% in 2004.

CIRP also provides comparative data from other peer institutions. This report includes data of college women from four-year, non-sectarian, very highly selective colleges². In addition, this report uses comparative data provided by the Higher Educational Data Sharing Consortium (HEDS) for two self-selected peer groups: a) private liberal arts colleges³; and b) women's colleges⁴.

This report is a synopsis of the responses that Scripps women provided in the *2006 CIRP Freshman Survey* with special attention given to data reflecting high consensus among students, strong polarity in responses, marked changes from responses given by last year's sample of Scripps students, and significant differences in comparison with women at peer institutions.

To contextualize the data presented in this report, the discussion of findings, trends and data analysis in the *2006 CIRP Freshman Survey* have been structured as follows:

- Student and Parental Characteristics
- Academic Preparation and Goals
- College Choice

¹ This report is available for review in the Office of Planning and Research.

² Selectivity levels for non-sectarian four-year colleges are defined by the average SAT Composite (V+M) score: Very High (>1,250), High (1,100-1,249), Medium (1,015-1,099), Low (<1,015). (designated as "VHSNF": Very Highly Selective Non-sectarian Females).

³ The peer colleges are Agnes Scott, Carleton, Colorado, Connecticut, Middlebury, Occidental, Smith, Wellesley, Whitman, and Barnard (designated as "Peer Colleges"). Data in this category reflect responses from both men and women where responses from men consist of 26% of all responses while women make up 74% of the responses.

⁴ The women's colleges are Agnes Scott, Smith, Wellesley, and Barnard (designated as "Women's Colleges").

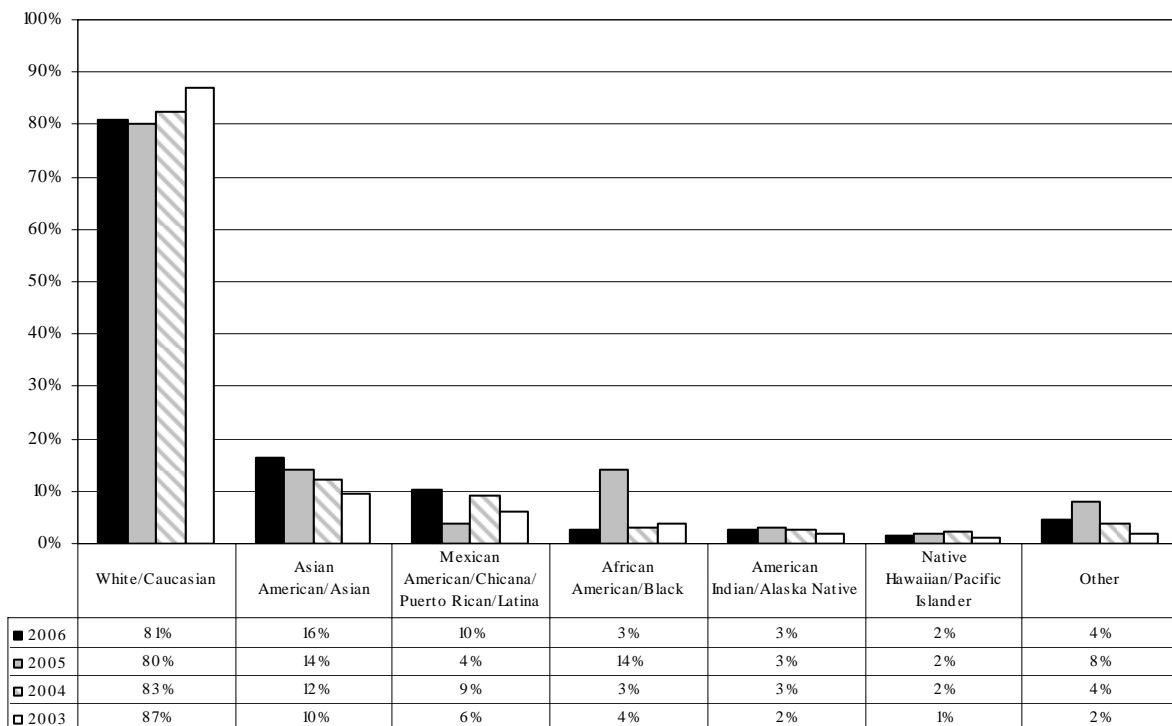
- Financial Concerns
- Personal Choices and Opinions

Characteristics

Students

Race/Ethnicity. Similar to previous years, the majority of Scripps students were Caucasian. Figure 1 shows the racial/ethnic breakdown of Scripps' freshman students. In terms of Mexican American/Chicano/Puerto Rican/Other Latina students, Scripps saw an increase from 4% in 2005 to 10.3% in 2006 in first-time first-year enrollment. Conversely, the percentage of African American/Black students decreased from 5% in 2005 to 2.5% in 2006.

Figure 1. Race/Ethnicity of First-Time First-Year Students 2003-2006, Scripps College⁵



During the timeframe of 2003-2006, little significant change has occurred in the racial/ethnic breakdown of Scripps' freshman students. Table 1 shows the mean over the last four years. In reference to Table 2, when assessing the racial/ethnic diversity of students at peer institutions (not including those designated as "other"), Scripps lags behind women's colleges in the percentage of ethnic minorities by 5.5% and has a higher percentage of students who identify as *White/Caucasian* in comparison to women's colleges. However, Scripps also has a greater percentage of students who identify as *Mexican American/Chicano/Puerto Rican/Other Latino* than peer institutions.

⁵ Percentages may total more than 100%. Multiple responses allowed.

Table 1. Racial/Ethnic Mean 2003-2006, Scripps College⁵

Race/Ethnicity	Average
White/Caucasian	83%
Asian American/Asian	13%
Mexican American/Chicana/ Puerto Rican/Latina	7%
African American/Black	6%
American Indian/Alaska Native	3%
Native Hawaiian/Pacific Islander	2%
Other	5%

Table 2. Students' Racial/Ethnic Background⁵

	Scripps	VHSNF	Women's Colleges	Peer Colleges
White/Caucasian	80.8%	79.1%	67.2%	76.4%
African American/Black	2.5%	5.7%	7.5%	5.3%
American Indian/Alaska Native	2.5%	1.3%	1.3%	1.4%
Asian American/Asian	16.3%	13.0%	20.9%	15.0%
Native Hawaiian/Pacific Islander	1.5%	0.5%	0.8%	0.7%
Mexican American/Chicano	6.4%	2.1%	2.5%	3.1%
Puerto Rican	0.5%	1.1%	1.3%	1.0%
Other Latino	3.4%	4.0%	4.4%	4.1%
Other	4.4%	4.3%	6.5%	5.3%

⁵ Percentages may total more than 100%. Multiple responses allowed.

Another 94% of survey respondents reported that English was their native language while only 6% reported that it was not. The majority of students were U.S. citizens (98%), 2% were permanent residents and 1% reported that they were neither.

Age. Students were asked their age by indicating how old they would be on December 31 of 2006. The vast majority of students (69.1%) reported 18 while 27.1% reported 19. Only 3.4% indicated that they would be 17.

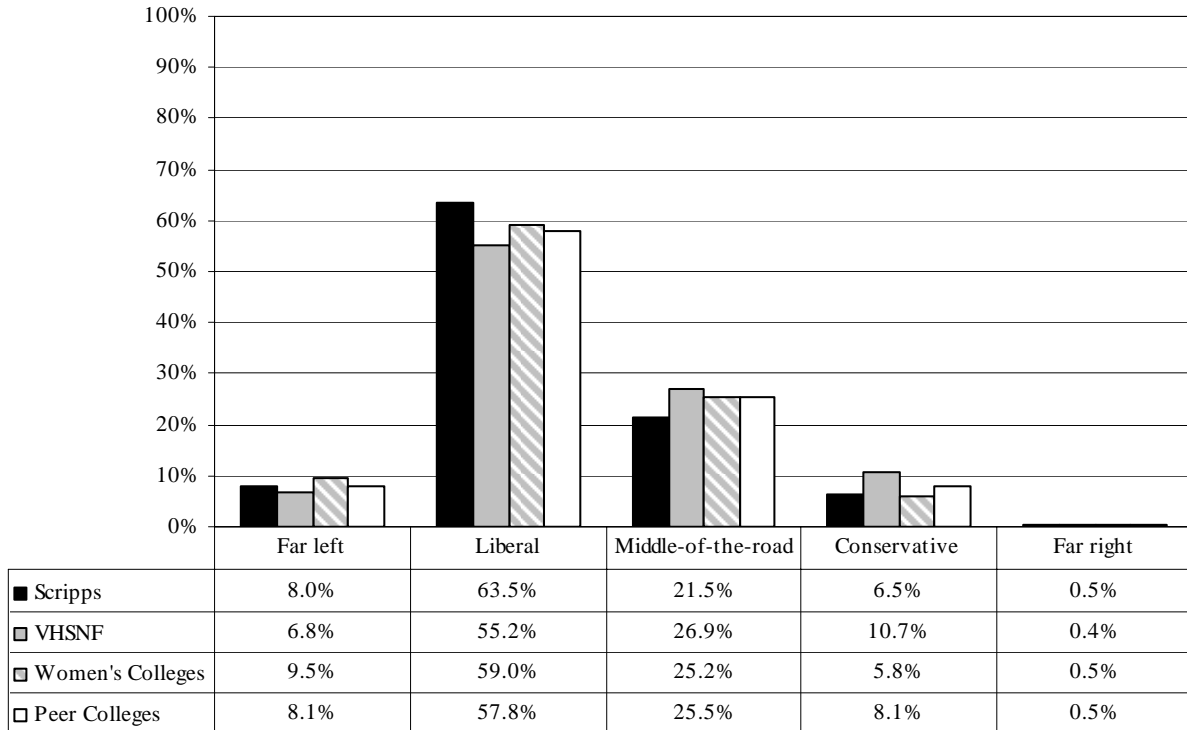
Table 3. Students' Religious Preferences (most frequently mentioned)

	Scripps	VHSNF	Women's Colleges	Peer Colleges
None	45.0%	33.9%	38.8%	40.1%
Roman Catholic	13.4%	17.9%	12.4%	13.5%
Jewish	9.9%	9.9%	11.7%	9.8%
Other Religion	7.9%	4.2%	5.0%	5.3%
Other Christian	7.4%	7.5%	7.5%	7.5%
Episcopalian	5.9%	4.7%	3.6%	4.0%

Religious Diversity. On the whole, Scripps respondents were less religious than their counterparts at peer institutions as evident from Table 3 which shows that 45% of Scripps respondents stated that they had no religious affiliation. There was a slightly higher contingency of Episcopalians at Scripps than at peer institutions. Furthermore, the percentage of Roman Catholics increased from 10% to 13.4% from 2005 to 2006, thereby comprising the single largest religious group on campus.

Political Orientation. Data from the previous year reveal a similar distribution of political inclinations reflecting a change of no more than two percentage points. In comparison to peer institutions, Scripps students share a profile most comparable to students at women's colleges (see Figure 2). Scripps students also reflect the most liberal views with 71.5% leaning towards the left and only 7% subscribing to more conservative views. Only a very small percentage reflected *far right* leanings.

Figure 2. Students' Political Orientation



Parents

Parental Income. Students were asked to provide a best estimate of their parents' combined income. According to survey respondents, 8% of students (16) estimated their parents' yearly income to be less than \$25,000 while 7% (14) estimated it to be between \$25,000 and \$50,000. Approximately 24% of students (47) approximate their parents' joint income to be between \$50,000 and \$100,000. However, the vast majority of students (61%; 122) estimate their parent's yearly income to be more than \$100,000 with 25% (50) estimating it to be \$250,000 and more. Table 4 shows parental income levels disaggregated by race/ethnicity.

Table 4. Parental Income Level by Race/Ethnicity of Student⁷

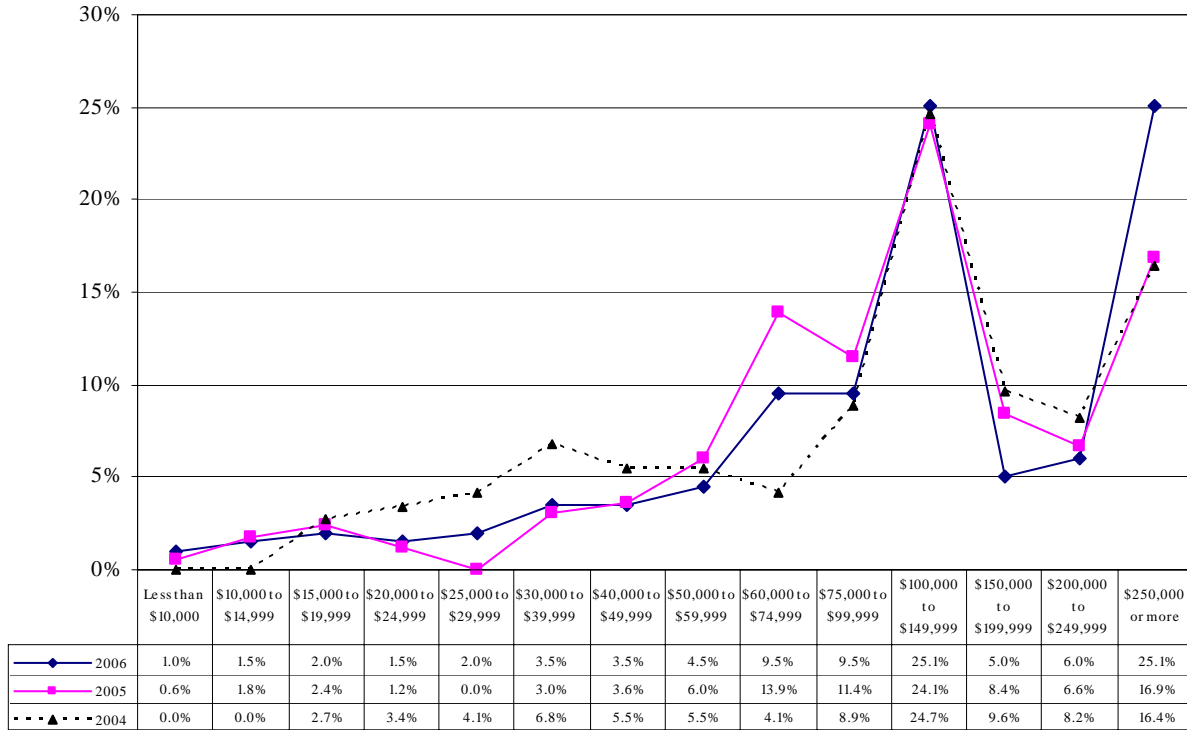
	White/ Caucasian	African American/ Black	American Indian/ Alaska Native	Asian American/ Asian	Native Hawaiian /Pacific Islander	Mexican American/ Chicano	Other Latino	Other
Less than \$10,000	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
\$10,000 to \$14,999	0.5%	0.5%	0.0%	0.0%	0.0%	0.5%	0.0%	0.0%
\$15,000 to \$19,999	1.0%	0.0%	0.0%	0.5%	0.0%	0.0%	0.5%	0.0%
\$20,000 to \$24,999	0.0%	0.0%	0.0%	0.5%	0.0%	1.0%	0.0%	0.0%
\$25,000 to \$29,999	0.0%	0.5%	0.0%	0.5%	0.0%	1.0%	0.0%	0.0%
\$30,000 to \$39,999	2.0%	0.5%	0.0%	0.0%	0.0%	1.0%	0.0%	0.0%
\$40,000 to \$49,999	3.0%	0.0%	0.0%	0.5%	0.0%	0.0%	0.0%	0.0%
\$50,000 to \$59,999	3.0%	0.0%	0.0%	0.5%	0.0%	0.5%	0.0%	0.5%
\$60,000 to \$74,999	6.0%	0.0%	0.5%	1.0%	0.0%	0.5%	1.0%	0.5%
\$75,000 to \$99,999	7.5%	0.0%	0.0%	0.5%	0.0%	0.0%	0.5%	1.0%
\$100,000 to \$149,999	16.1%	0.5%	1.0%	5.0%	1.0%	1.0%	0.0%	0.5%
\$150,000 to \$199,999	4.5%	0.0%	0.0%	0.5%	0.0%	0.0%	0.0%	0.0%
\$200,000 to \$249,999	5.5%	0.0%	0.0%	0.5%	0.0%	0.0%	0.0%	0.0%
\$250,000 or more	20.0%	0.0%	0.5%	2.0%	0.0%	0.5%	0.5%	1.5%

Figure 3 shows the percentage distribution of all survey respondents' estimate of their parents' joint income in 2004, 2005 and 2006. While the trend of the last three years is not entirely dissimilar, there are some notable differences. The biggest change from 2004 to 2006 has been a consistent increase of 8.7% in parental income in the *\$250,000 and more* category. The *\$60,000*

⁷ N=199

to \$74,999 category showed the most notable change with a 9.8% variance in the last three years. The data also reflect a 4.6% decrease from 2004 to 2006 in the \$150,000 to \$199,999 range.

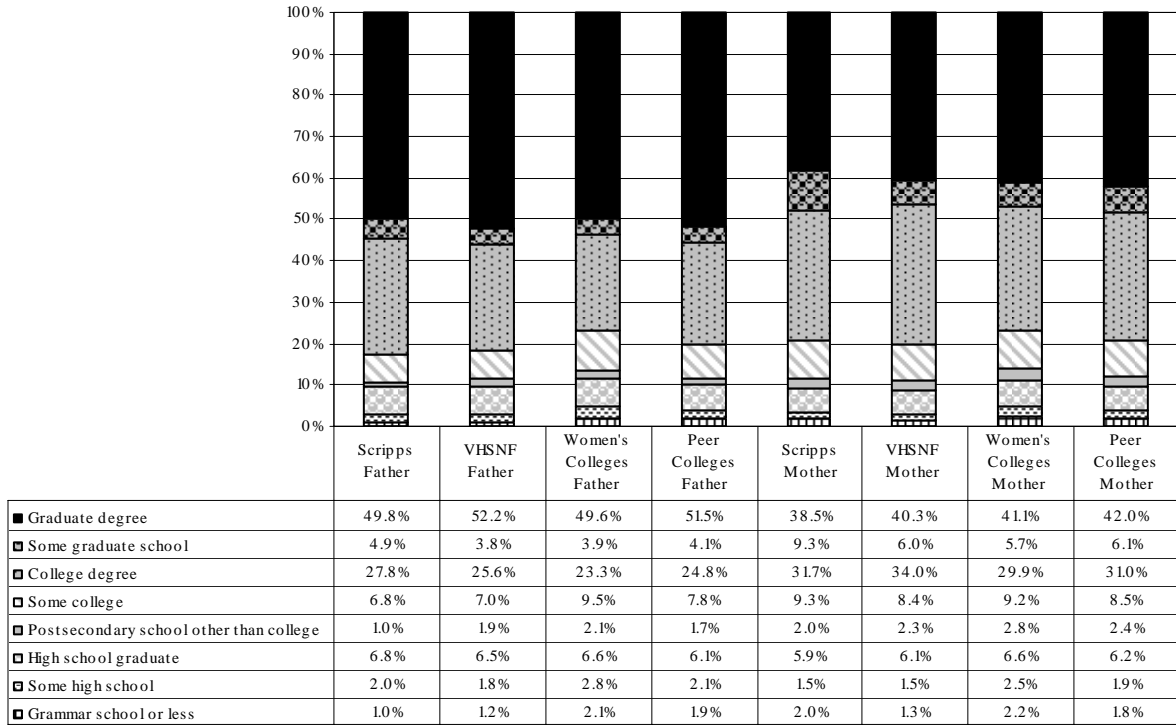
Figure 3. Joint Parental Income Distribution 2004-2006, Scripps College



Parental Education Level. Students were asked to indicate the highest level of formal education obtained by their parents. 82.5% of Scripps students reported at least one parent with a college degree while 49.8% had at least one parent with a graduate degree. Only 9.8% of Scripps students indicated that they had at least one parent whose highest formal education included a high school diploma.

Figure 4 shows the distribution of the level of formal education of parents of Scripps students and students at peer institutions. Across the board, parents at Scripps and at all peer institutions are well educated with more than 76% having at least one parent with a college degree. The vast majority have both sets of parents with a college degree and higher. Approximately 10% of survey respondents at Scripps and peer institutions have at least one parent whose highest formal education level is a high school diploma. And another 4% have at least one parent who never completed high school.

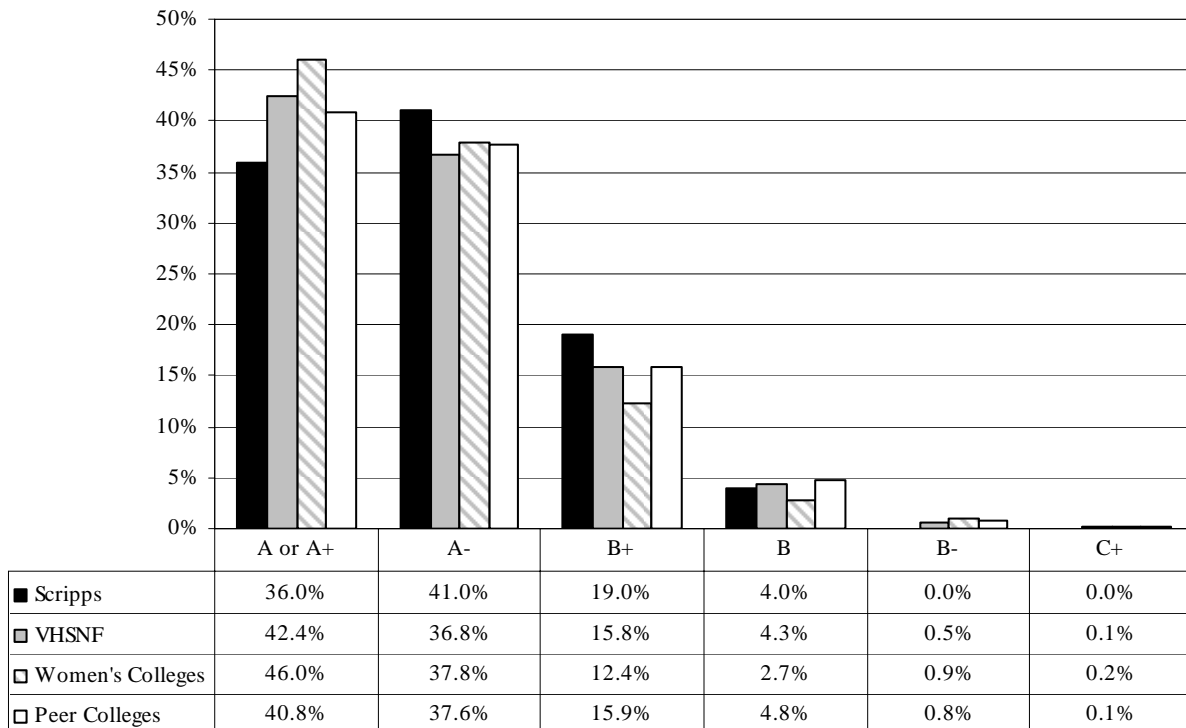
Figure 4. Parental Formal Education



Academic Preparation and Goals

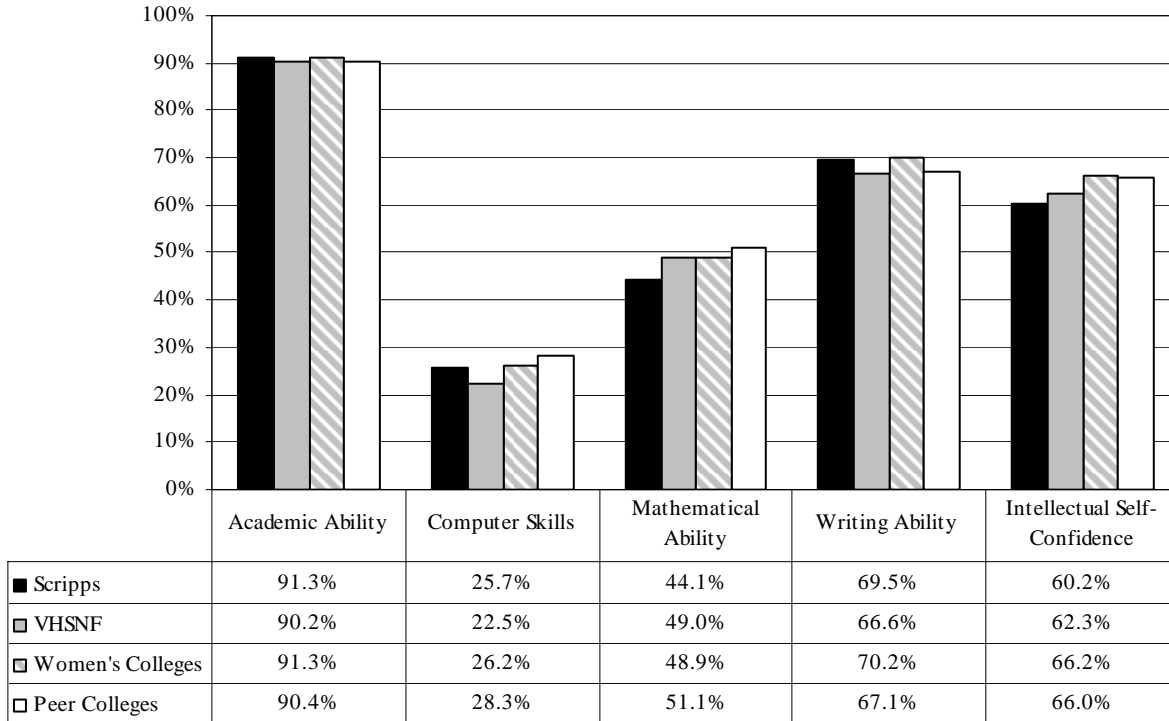
High School Grade. Students were asked to respond to various academically-related items on the survey. Figure 5 shows the distribution of high school grades for Scripps and comparative institutions. The data show that a smaller percentage of Scripps students maintained an A- and above in high school in comparison to peer institutions. The difference is pronounced when comparing Scripps with women's colleges where 77% of Scripps student had a high school grade of A- and above while 83.8% of students at women's colleges did.

Figure 5. Average High School Grade



Academic Abilities. Students were asked to rate themselves on academic-related traits in comparison with their peers of the same group. In terms of self perception of students' academic abilities, the profile of Scripps students was comparable to those of peer institutions as evident in Figure 6 which reflects little variation in the percentage of students who rated themselves as *above average* and in the *highest 10%*. However, Scripps students did rate themselves lowest in terms of mathematical ability and intellectual self-confidence but rated themselves the highest as it relates to academic ability although the latter trait revealed a less than one percent variation with students at peer institutions.

Figure 6. Self-Rating of “Above Average/Highest 10%” on Overall Academic Ability



Goals

Aspiration of Academic Credentials. Generally speaking, students at Scripps and at peer institutions see themselves obtaining a second degree beyond the Bachelor’s degree with the majority opting for academic post-Bachelor’s degrees (Master’s and Doctorates). While there is some variation when comparing Scripps to peer institutions, as evident in Figure 7, the desired academic intentions are consistent across the board.

Career Options. Students were asked to choose their “probable career occupation” from a list of 50 careers. Figure 8 shows the careers that have the greatest variance between students at Scripps and at peer institutions. The data illustrate that more than one-quarter of survey respondents across the board were undecided regarding their future careers. Scripps students were on the high end of this continuum, reflecting a 9% increase from the previous year in the number of students who were undecided about their future careers. Table 5 shows Scripps students’ responses regarding their probable careers in 2005 and 2006. Pursuing a future career as a physician remained the second most popular career choice despite a 3.1% dip in interest from the previous year. A notable increase was seen in being a foreign service worker while a significant decrease was seen in pursuing a career as a writer or journalist.

Figure 7. Highest Academic Degree Desired

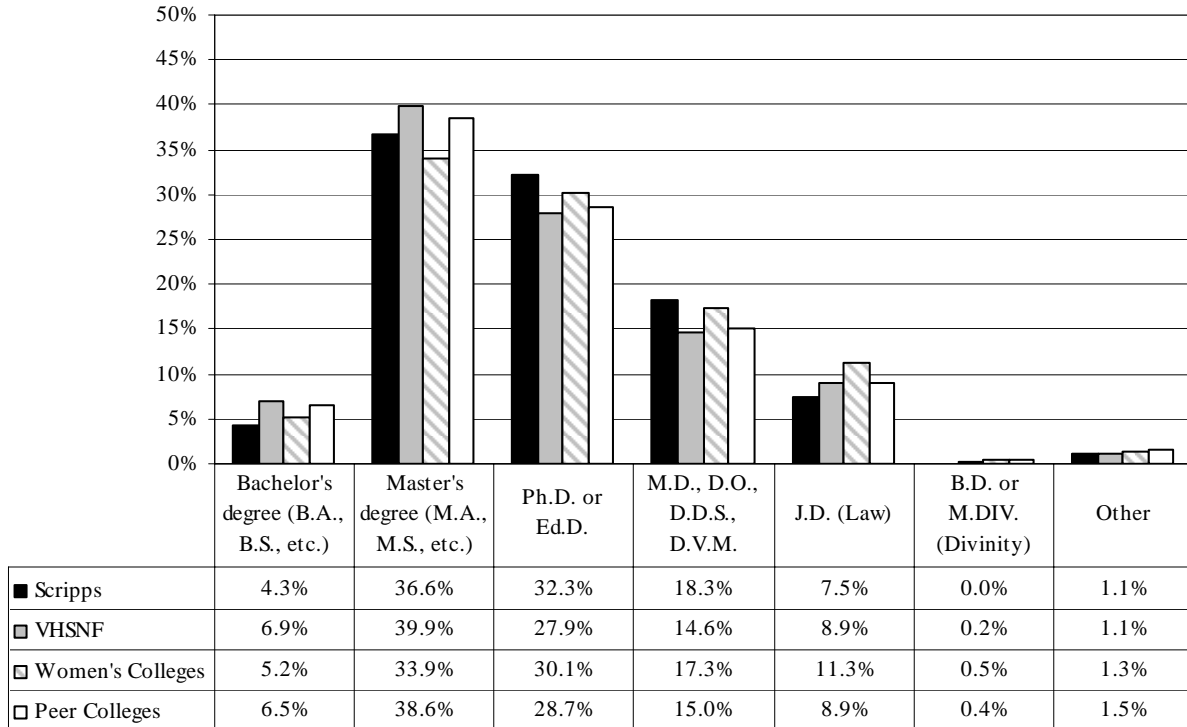


Figure 8. Students' Probable Careers (most popular choices for Scripps)

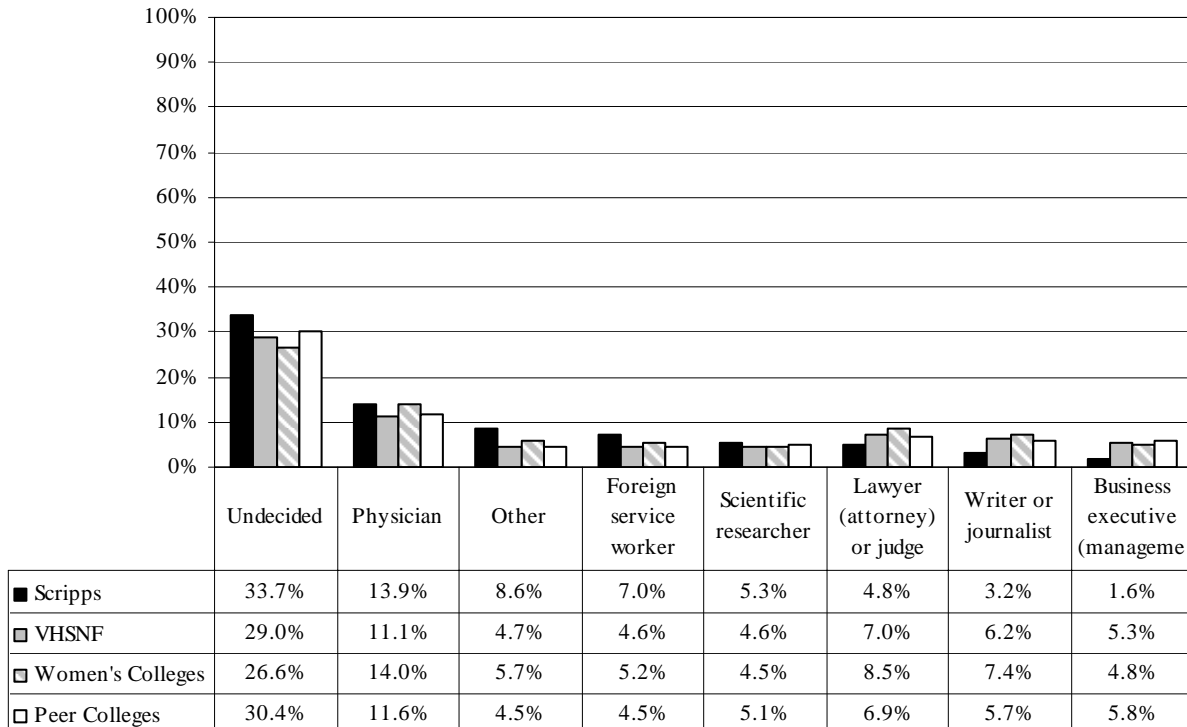


Table 5. Students' Probable Careers, Scripps College (most popular choices)

	2006	2005
Undecided	33.7%	24.7%
Physician	13.9%	17.0%
Other	8.6%	6.6%
Foreign service worker (including diplomat)	7.0%	2.7%
Scientific researcher	5.3%	6.0%
Lawyer (attorney) or judge	4.8%	6.6%
Writer or journalist	3.2%	9.3%
Policymaker/Government	2.7%	3.3%
Clinical psychologist	2.7%	1.6%
Artist	2.1%	1.6%
Teacher or administrator (elementary)	2.1%	1.1%

In addition to the CIRP survey questions, Scripps posed additional questions to students regarding the importance of academic-related and personal goals at the College. Figure 9 illustrates the level of importance attributed to academic-related goals, and Figure 10 shows the level of importance attached to the achievement of personal goals.

The data show that all the academic and personal goals outlined in the survey were of some level of importance (very important/important/somewhat important) with all goals demonstrating a level of 98% and higher. Only *hav(ing) information about women integrated into course work* was ascribed a relative lower level of importance of 88% with 11% indicating that it was not important at all.

Figure 9. Importance of Academic-Related Goals

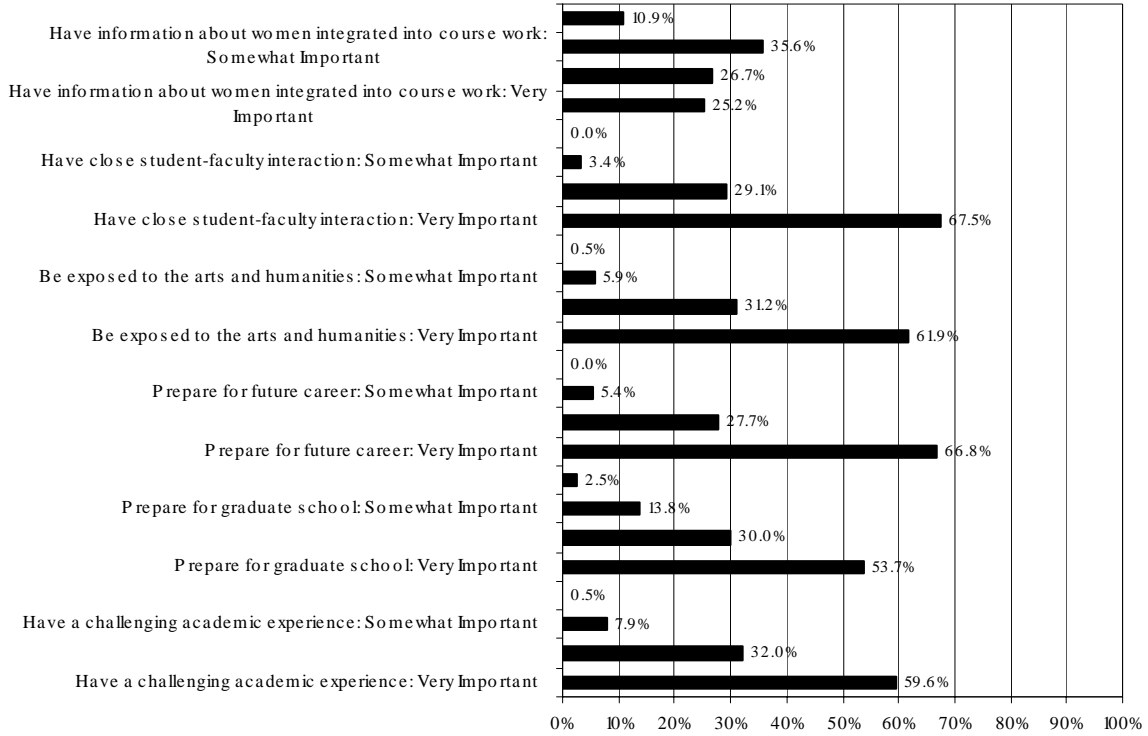
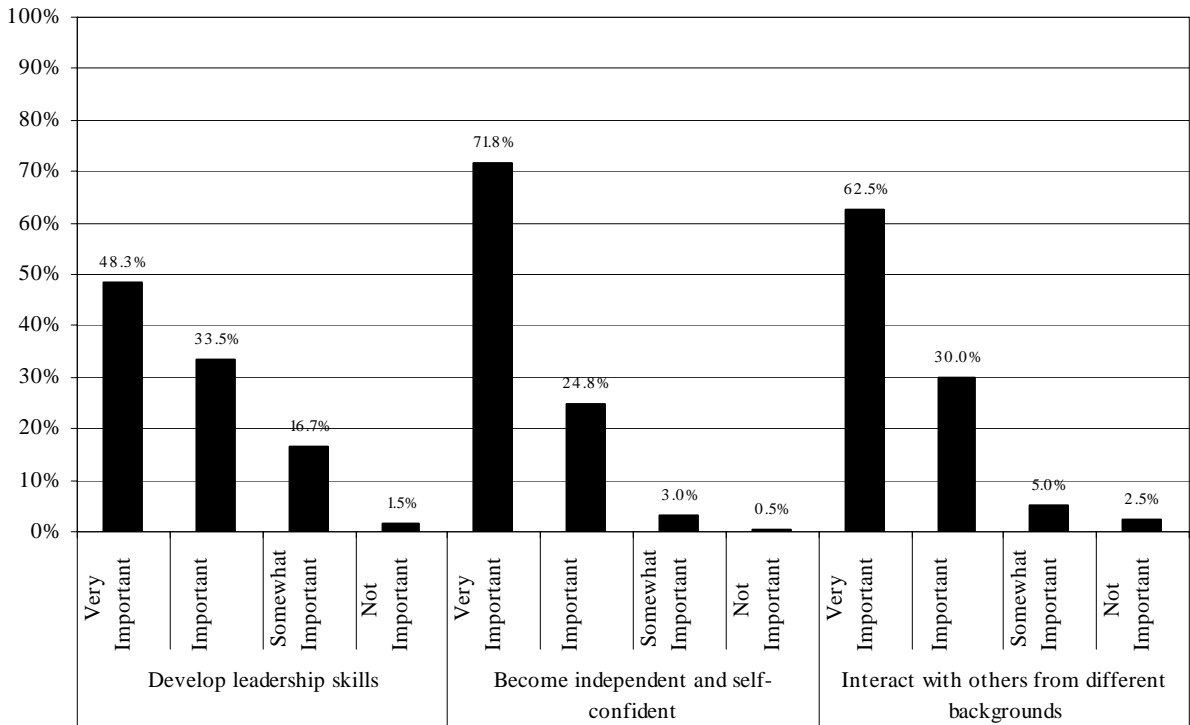


Figure 10. Importance of Personal Goals



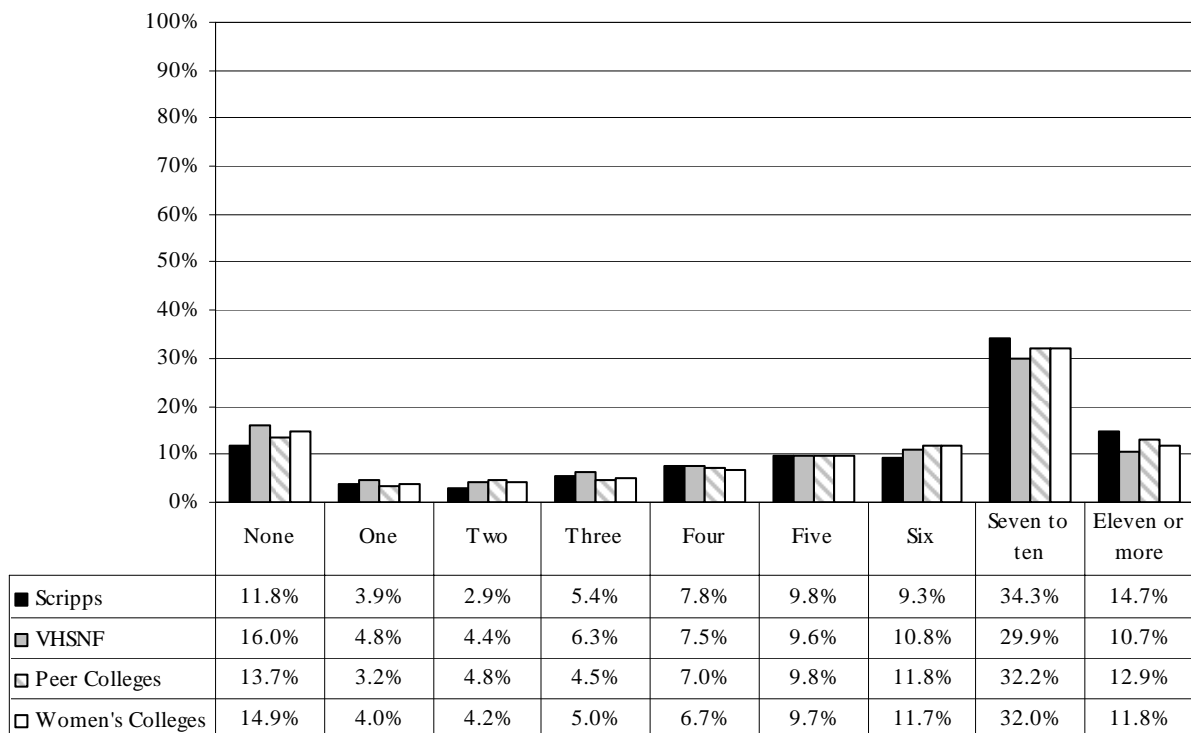
College Choice

The process of choosing a college to attend is an important issue for many high school students. This is true for Scripps students as well, as reflected by the data that show 57.4% of survey respondents sought the advice of their high school counselor while 13.8% hired a private college counselor. Furthermore, 27.7% enrolled in a SAT/ACT preparation course.

For the majority of survey respondents (65.5%), Scripps was their first choice with 21.2% reporting that Scripps was their second choice. 10.3% indicated that Scripps was their third choice and 3% said it was less than a third choice. Of the 83 students who reported that Scripps was not their first choice, 25.3% revealed that they were accepted by their first choice, whereas 74.7% reported that they were denied admission by their first choice.

About 12% of survey respondents revealed that they did not apply to any institution other than Scripps. However, 49% of first-year students at Scripps applied to seven or more schools. Figure 11 illustrates the number of colleges first-year students applied to in comparison to first-year students at peer institutions. As illustrated below, the majority of students across the board applied to seven or more schools.

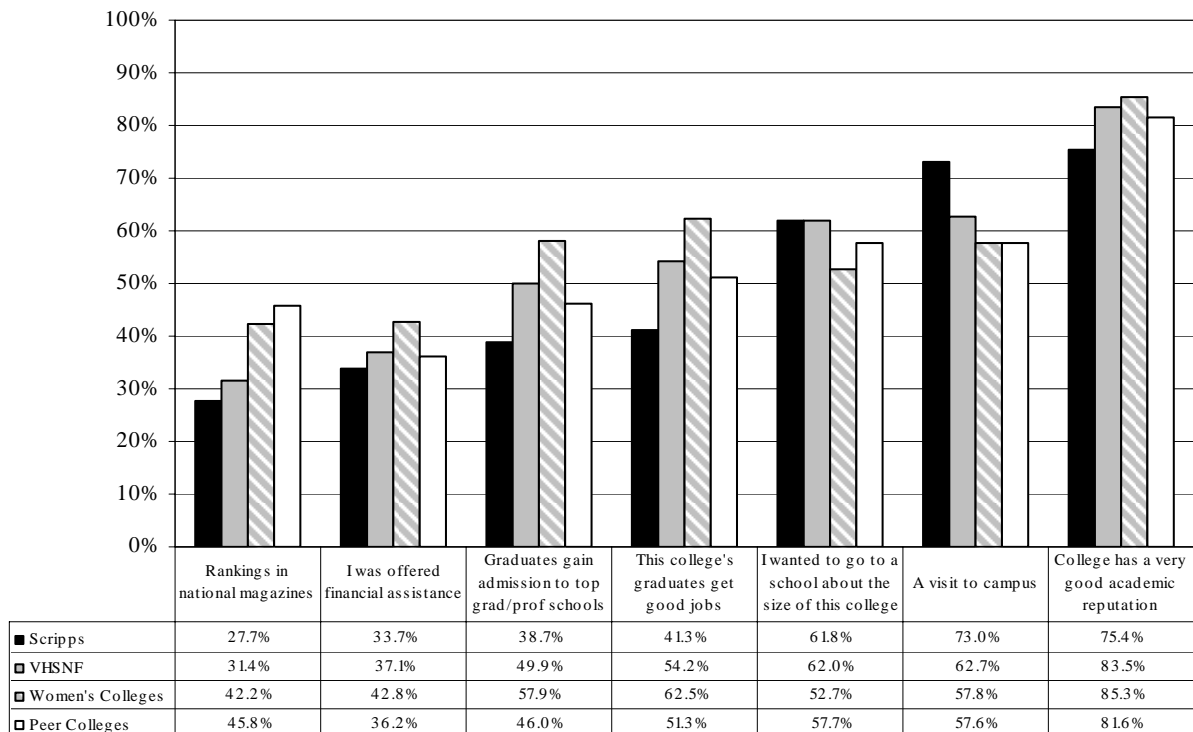
Figure 11. Number of College Applications Submitted (other than chosen college)



Students were asked to note the extent to which twenty pre-prescribed reasons influenced their decision to attend the college in which they decided to enroll. Figure 12 demonstrates a comparison of Scripps' top seven influences to peer institutions. As evident from Figure 12, where Scripps shines in terms of influencing a student's decision to enroll is a visit to campus. 10.3% more students reported that a visit to campus was a "very important" influence. Rankings

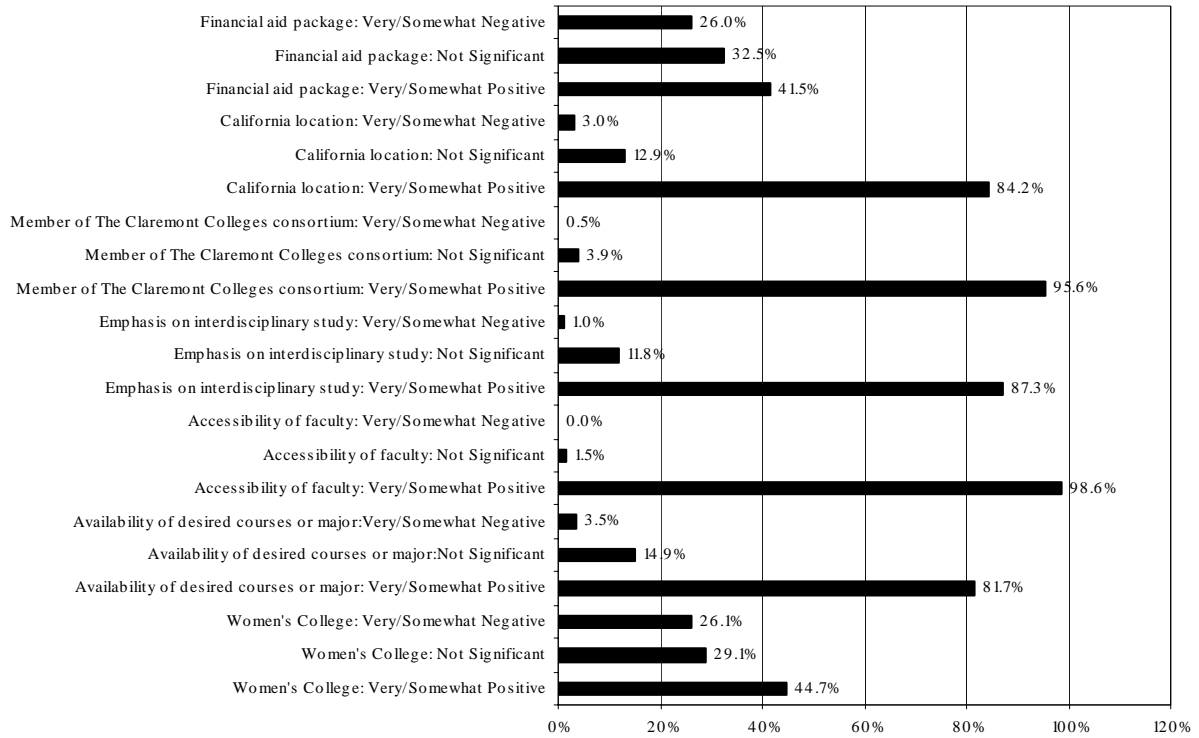
in national magazines proved to be less of a decision-making influence for Scripps students than students at peer institutions. The ability of Scripps graduates to obtain good jobs and admission to graduate and professional schools were also deemed less important than their peers at comparative institutions. Nonetheless, the top five reasons cited by Scripps students in this survey were the same top five cited in 2005.

Figure 12. Top Seven “Very Important” Influences in Decision to Attend Chosen College



As a means to gain a deeper understanding of what influenced students to attend Scripps specifically, the College asked Scripps-specific questions in the survey. Figure 13 illustrates how positive specific factors were. Many factors were deemed *very/somewhat positive* including accessibility of faculty (99%), member of The Claremont Colleges consortium (96%), emphasis on interdisciplinary study (87%), California location (84%) and availability of desired courses or major (82%). Less positive factors were being a women’s college (45%) and the financial aid package (42%).

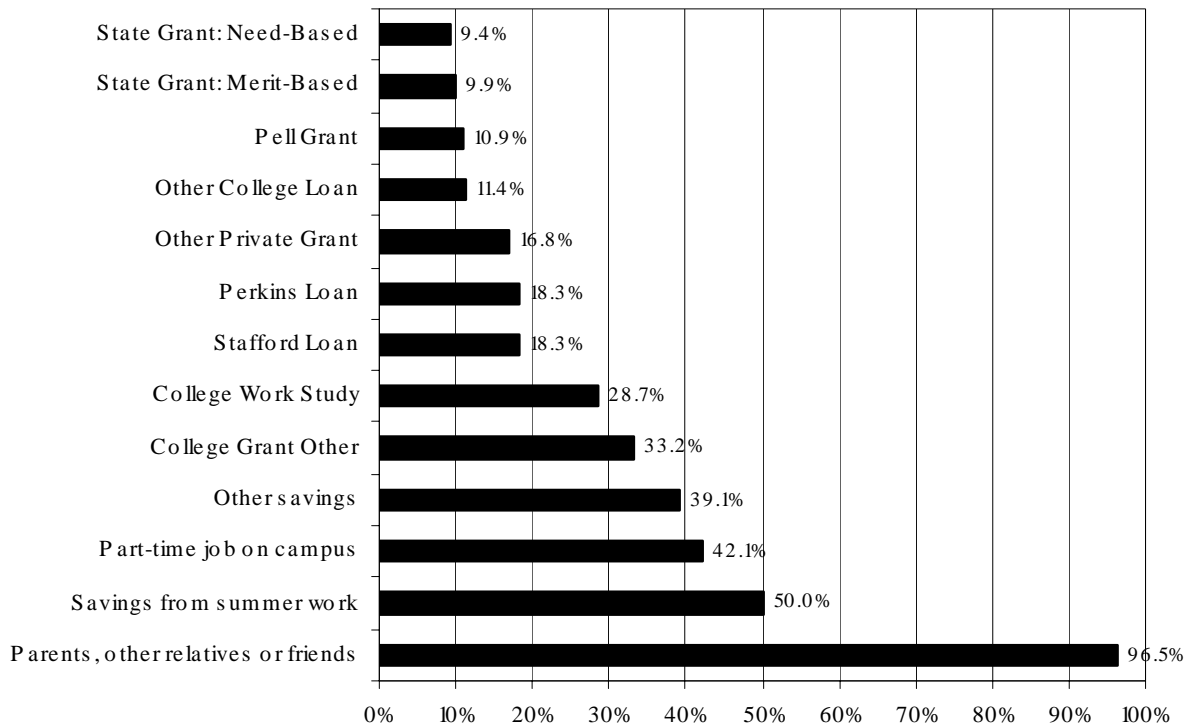
Figure 13. Factors that Influenced Decision to Enroll in Scripps



Financial Concerns

Students were asked to indicate the various financial resources used to fund their first year's educational expenses. Figure 14 reflects the various forms of aid that most indicated were sources of educational funding for them. The data show that 96.5% intend to have parents, other relatives or friends contribute to their first year's educational expenses. Monies from summer jobs, part-time work on campus and other forms of savings were also financial resources that students intended to rely on. Aid from federal and state governments were not relied on as much to fund students' college education.

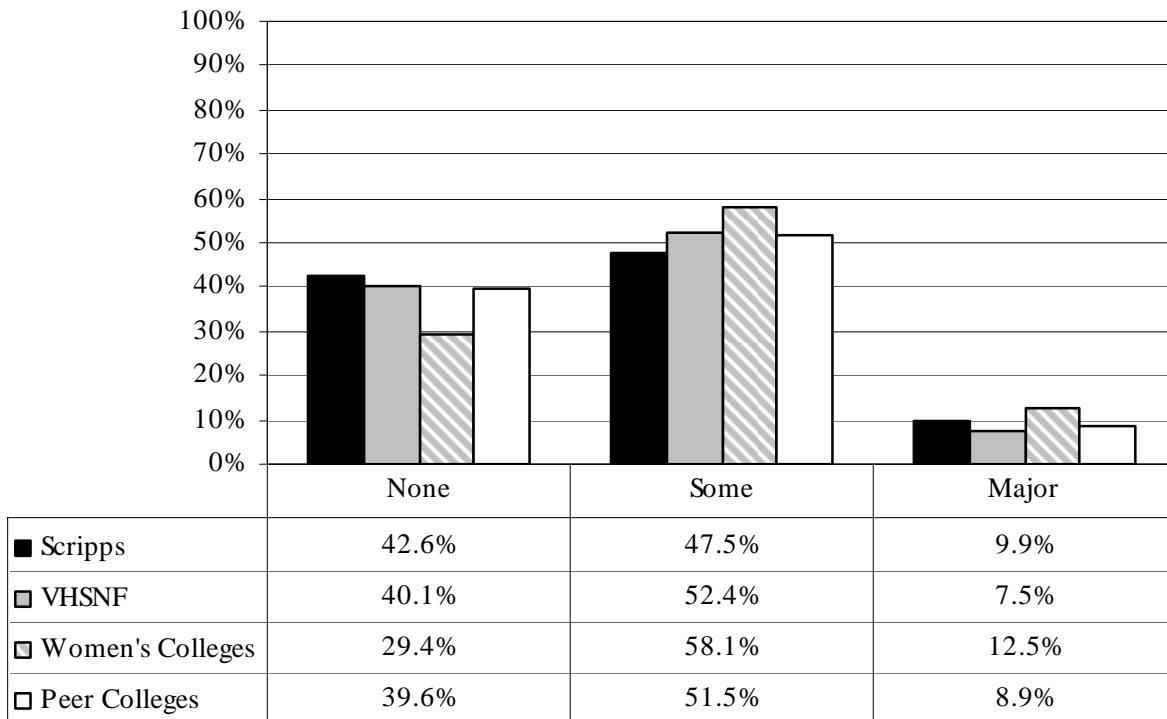
Figure 14. Financial Resources to Fund Education, Scripps College⁸



The results of the survey also show that a significant portion of students were not concerned at all about the ability to fund their college education as evident from Figure 15. While the profile of Scripps students and their concerns regarding paying for their education may not be drastically different from students at peer institutions, noticeable differences do emerge when comparing Scripps to women's colleges. A greater percentage (70.6%) of students at women's colleges, as a whole, have *some/major* concerns about paying for college in comparison to 57.4% of Scripps students.

⁸ Students were requested to mark more than one response as appropriate.

Figure 15. Concerns Regarding Ability to Fund College Education



Personal Choices and Options

As colleges and universities develop programs and services for incoming students, they need to be cognizant of the frequency of activities that students participate in. Data in Table 6 show “occasional” and “frequent” activities that students engage in the year prior to their enrolling in the first year of college. Data illustrated in the table show changes from 2005 to 2006, in addition to 2006 comparative data with Scripps’ peer institutions.

The table shows that while behaviors did not change much for Scripps students from 2005 to 2006, the percentage of students who felt depressed, drank beer, and experienced boredom in class decreased. In 2006, Scripps students were less often bored in class in comparison to first-year students at comparative institutions.

Table 6. Activities Engaged in in High School

	Scripps 2005	Scripps 2006	VHSNF 2006	Women's Colleges 2006	Peer Colleges 2006
Felt depressed	68%	62%	9% *	13% *	9% *
Drank wine or liquor	59%	58%	57%	51%	58%
Felt overwhelmed by all I had to do	45% *	45% *	41% *	43% *	37% *
Drank beer	44%	39%	45%	38%	48%
Was bored in class	34% *	27% *	34% *	36% *	34% *
Smoked cigarettes	16%	17%	3% *	4% *	3% *

*Note. * indicates percentage of students responding “frequent” engagement in activities. All other percentages indicate “frequent” and “occasional” engagement.*

Table 7. Greatest Variation of “Essential” and “Very Important” Goals and Values

	Scripps	VHSNF	Women's Colleges	Peer Colleges
Helping others who are in difficulty	67.8%	76.8%	77.7%	73.9%
Becoming an authority in my field	52.2%	60.5%	67.5%	61.2%
Helping to promote racial understanding	42.9%	47.9%	54.3%	48.7%
Obtaining recognition from my colleagues for contributions to my special field	38.7%	52.4%	60.0%	52.6%
Becoming a community leader	36.9%	42.9%	48.8%	44.0%
Influencing the political structure	25.2%	27.5%	35.8%	31.4%
Writing original works	19.2%	25.1%	32.5%	27.5%
Having administrative responsibility for the work of others	19.0%	27.0%	31.1%	28.6%

Students were asked to rate the level of importance attributed to 21 life goals and values. Table 7 demonstrates the results of “essential” and “very important” goals that Scripps students expressed the greatest polarity (ten percent or more) from their peers. The most significant difference seen was with women’s college where *obtaining recognition from my colleagues for contributions to my special field* was 21.3% more important to students at women’s colleges compared to Scripps students. This was followed by *becoming an authority in my field* which had a 15.3% difference.

In general, students at Scripps were less inclined toward the 21 goals and values in comparison to students at comparative institutions. However, more than 50% of Scripps students noted the following as being “essential” or “very important”:

- Improving my understanding of other countries and cultures
- Helping others who are in difficulty
- Developing a meaningful philosophy of life
- Raising a family
- Keeping up to date with political affairs
- Becoming an authority in my field
- Being very well off financially