

Chapter VI: COOPERATIVE INSTITUTIONAL RESEARCH PROJECT (CIRP) – FIRST-YEAR STUDENT SURVEY

Who takes it?

Fall first-time students.

When is it administered?

During Truman (Freshman) Week in August.

How long does it take for the student to complete the instrument?

30 minutes.

What office administers it?

Assessment and Testing sends the forms to the Truman Week Committee. They are then distributed to Freshman College Coordinators. The class instructors are given the survey to give to the class; after they are filled out by the students, the surveys eventually go back to Assessment and Testing. The responses are tabulated at UCLA, the originator of the test.

Who originates the survey?

Higher Education Research Institute
UCLA Graduate School of Education and Information
3005 Moore Hall/Mailbox 95121
Los Angeles, CA 90095-1521
(310) 825-1925

When are results typically available?

The following December or January.

What type of information is sought?

The major information tracked is the probable field of study, highest degree planned, college choice, reason for college choice, high school record, political orientation, parental income, and parental education and occupation. Other information is available as well: racial background, activities during the previous year, self-rating in regards to various abilities and skills, time spent the previous year in other activities, probable career, source of finances, and religious preference of the student.

From whom are the results available?

Assessment and Testing.

To whom are results regularly distributed?

President, VPAA, Division Head, Assessment Committee, and selected administrators.

Are the results available by division or discipline?

No.

Are the results comparable to data of other universities?

The data is comparable to averages of other schools in a class that we select (such as highly-selective public schools)

2001 STUDENT INFORMATION FORM ("CIRP Freshman Survey")

Supplemental CIRP Questions: Items 42-59

Please mark one response to items 42-44 using the scale:

- A - none**
- B - 1**
- C - 2**
- D - 3**
- E - 4 or more**

- 42. In selecting a college, how many college or university campuses did you visit?
- 43. In making a college selection, how many times did you visit Truman State University?
- 44. How many telephone calls did you receive from Truman faculty, staff, or students during your college selection process?

Please indicate your opinion by marking one response for items 45-49 using the scale:

- A - Agree Strongly**
- B - Agree Somewhat**
- C - No Opinion**
- D - Disagree Somewhat**
- E - Disagree Strongly**

- 45. Visiting the campus of Truman State University was influential in my final college decision.
- 46. The telephone calls I received from Truman faculty, staff, and students were influential in my college decision.
- 47. The liberal arts and sciences mission influenced my decision to attend Truman State University.
- 48. The publications and correspondence I received from Truman State University were influential in my decision to attend.
- 49. Truman State University's website was influential in my decision to attend.

For items 50-57, please indicate how you currently *rate yourself* in each area, using the scale:

LOW HIGH
A B C D (Please do not use answer choice E for these items.)

- 50. persisting at difficult tasks
- 51. decision-making ability
- 52. adaptability to new circumstances
- 53. problem-solving skills
- 54. accepting different people and cultures
- 55. concern for the welfare of others
- 56. taking responsibility for your behavior
- 57. awareness of social and political issues

Please respond to the following questions on the lines provided below:

58. If you were not attending Truman this fall, what college or university would you be attending?

name of college or university

location (city, state)

59. Did you bring a computer to campus with you? Yes _____ No _____

If yes, is the computer a: Laptop _____ or PC _____

What brand of computer is it: _____

Cooperative Institutional Research Program

Fall 2001

Summary of Truman Responses

Each year Alexander Astin conducts a survey of entering freshmen as part of a project that is jointly funded by the American Council on Education and the UCLA Higher Education Research Institute. The data are utilized to produce a report known as "The American Freshman" and is widely quoted in the media. The questionnaire covers demographic and attitudinal issues along with degree aspirations, major, and career plans of freshmen. The purpose of this summary is to provide a historical comparison of responses of Truman freshmen to the CIRP Survey for the last five years.

1,372 entering Truman freshmen completed the survey instrument. This represents almost 94 percent of the fall 2001 class. The demographic information provided by these students indicates that they reflect the profile of the entire class. They are full-time students who graduated from high school in 2001, are 18-19 years old, and are "traditional" in many ways.

The following charts provide comparative information on Truman's freshman classes over the past five years. Charts comparing Truman's fall 2001 freshman class with freshman responses at four-year public highly selective institutions nationwide are also provided. All information is self-reported by the student and is for first-time, full-time freshmen. The tables indicate the response percentage in each category.

It should be noted that the "Public Highly Selective" category included 25 participating campuses in 2001. This group is a mixture of public liberal arts colleges (Truman, Mary Washington, New College of South Florida, St. Mary's of Maryland), engineering campuses (University of Missouri-Rolla, Michigan Tech, NJ Institute of Technology), the service academies (Army, Navy, Air Force), and some multi-purpose campuses (SUNY College at Buffalo, George Mason University, University of Northern Iowa). Thus, one should be cautious in drawing conclusions regarding Truman's responses versus the public highly selective group.

PROBABLE MAJOR FIELD OF STUDY

The 2001 Truman freshmen continue to show interest in studying business, professional fields, and arts and humanities with 13.7, 15.5, and 16.5 percent planning to major in these respective fields. There is also increasing interest in social sciences and renewed interest in physical science. Compared to the highly selective institutions, Truman students show more interest in arts and humanities, biological sciences, physical science, professional and social science fields and less interest in business, education, and engineering.

TRUMAN

Major Field of Study	1997	1998	1999	2000	2001
Arts & Humanities	13.9	12.8	16.0	14.6	16.5
Biological Sciences	10.6	10.1	10.8	9.5	9.3
Business	14.8	15.2	16.4	15.0	13.7
Education	8.2	9.1	7.9	10.4	7.5
Engineering	1.3	1.7	1.3	1.0	0.7
Physical Sciences	5.6	3.9	4.8	3.4	4.4
Professional	14.4	16.2	16.2	14.1	15.5
Social Science	13.0	10.6	11.6	12.7	12.9
Technical	0.9	0.9	0.9	2.4	1.9
Other Fields	6.4	8.3	14.8	17.3	17.1

Public Highly Selective vs. Truman

Major Field of Study	Highly Selective	Truman
Arts & Humanities	12.0	16.5
Biological Sciences	6.4	9.3
Business	15.7	13.7
Education	13.2	7.5
Engineering	9.4	0.7
Physical Science	3.5	4.4
Professional	9.5	15.5
Social Science	9.8	12.9
Technical	2.0	1.9
Other Fields/Undecided	18.4	17.1

HIGHEST DEGREE PLANNED

In 2001, 42.1 percent of Truman freshmen plan to attain a master's degree. Over 43 percent plan to attain at least a PhD which exceeds the highly selective nationwide figure of 26 percent.

TRUMAN

Highest Degree	1997	1998	1999	2000	2001
None	0.3	0.3	0.2	2.8	0.1
Vocational Cert.	0.1	0.0	0.1	0.0	0.0
Associate	0.1	0.0	0.0	0.0	0.0
Bachelor's	14.2	15.5	13.5	7.1	13.8
Master's	42.0	44.7	43.9	42.0	42.1
PhD or Professional	42.6	38.8	41.0	47.1	42.8
BD or M.Div	0.1	0.2	0.1	0.5	0.5
Other	0.8	0.6	1.1	0.5	0.7

Public Highly Selective vs. Truman

Highest Degree	Highly Selective	Truman
None	0.4	0.1
Vocational Cert.	0.1	0.0
Associate	0.3	0.0
Bachelor's	26.2	13.8
Master's	46.1	42.1
PhD or Professional	25.7	42.8
BD or M.Div	0.3	0.5
Other	0.9	0.7

HIGH SCHOOL RECORD

Truman students report much higher grades than the nationwide average. In 2001, 98.4 percent of the Truman freshmen reported an average of "B" or higher and 73.7 percent reported an average of "A-" or higher. This is compared to 91.2 percent and 49.0 percent respectively nationwide.

TRUMAN

Average HS Grade	1997	1998	1999	2000	2001
A or A+	34.1	38.4	40.5	42.7	40.0
A-	33.5	29.5	32.3	30.7	33.7
B+	17.5	19.5	16.2	15.6	16.5
B	12.1	10.2	9.0	8.8	8.2
B-	2.3	1.8	1.7	1.6	1.2
C+	0.4	0.6	0.3	0.4	0.4
C	0.1	0.0	0.1	0.1	0.1
D	0.0	0.0	0.0	0.0	0.0

Public Highly Selective vs. Truman

Average HS Grade	Highly Selective	Truman
A or A+	23.8	40.0
A-	25.2	33.7
B+	22.2	16.5
B	20.0	8.2
B-	5.8	1.2
C+	2.2	0.4
C	0.8	0.1
D	0.0	0.0

NUMBER OF APPLICATIONS SUBMITTED

Truman was the only choice for 18.2 percent of the freshmen in 2001. The application distribution for both Truman students and students at highly selective institutions is fairly similar overall.

TRUMAN

Other colleges applied to	1997	1998	1999	2000	2001
None	20.5	23.0	21.6	21.9	18.2
1	17.6	16.6	14.6	16.8	16.1
2 - 3	40.7	36.9	37.2	35.7	40.3
4+	21.3	23.7	26.6	25.7	25.4

Public Highly Selective vs. Truman

Other Colleges applied to	Highly Selective	Truman
None	22.6	18.2
1	15.2	16.1
2 - 3	35.4	40.3
4+	26.8	25.4

COLLEGE CHOICE

Truman was the first choice for 75.6 percent of the students completing this survey in 2001. The rating distribution of college choices between Truman students and public highly selective students almost mirror each other.

TRUMAN

This college is student's	1997	1998	1999	2000	2001
1st choice	79.1	78.4	80.3	71.6	75.6
2nd choice	16.1	16.4	13.4	21.6	17.8
3rd choice	3.4	3.3	3.9	4.3	4.6
Less than 3rd choice	1.3	1.8	2.4	2.5	1.9

Public Highly Selective vs. Truman

This college is student's	Highly Selective	Truman
1st choice	75.8	75.6
2nd choice	18.4	17.8
3rd choice	3.9	4.6
Less than 3rd choice	1.8	1.9

REASONS FOR SELECTION

Academic reputation continues as the primary reason for selecting Truman. Other major factors of Truman selection are placement of our graduates in good jobs, low tuition, financial assistance, size, and admission to graduate/professional schools. Of the financial assistance, merit-based scholarship offers were a significant reason in selecting Truman. Academic reputation

and graduates get good jobs are the most significant considerations in college selection by freshmen in the highly selective comparison group.

TRUMAN

Reasons for selection	1997	1998	1999	2000	2001
Relative's advice	5.9	6.1	5.3	5.9	5.7
Teacher's advice	2.8	2.3	2.6	3.4	3.4
Good academic rep	85.7	82.0	83.0	84.4	83.1
Good social rep	18.2	17.5	16.7	17.9	17.2
Financial assistance	56.9	51.9	50.1	50.1	52.8
Special programs	19.2	15.3	18.3	18.9	18.3
Low tuition	62.4	53.0	53.3	56.7	55.3
Counselor's advice	6.9	5.6	7.5	6.0	7.0
Near home	9.0	8.6	7.0	9.1	6.4
Grads get good jobs	64.8	57.6	59.7	62.2	55.9
Grads go to top grad schools	50.2	44.0	44.5	44.6	39.5
Size	48.0	46.8	47.6	50.7	49.0
Rankings in national magazines	41.3	33.6	26.6	28.6	27.5

Public Highly Selective vs. Truman

Reasons for selection	Highly Selective	Truman
Relative's advice	6.9	5.7
Teacher's advice	3.4	3.4
Good academic reputation	54.9	83.1
Good social reputation	24.7	17.2
Financial assistance	28.6	52.8
Special educational programs	21.4	18.3
Low tuition	32.5	55.3
Counselor's advice	7.4	7.0
Near home	16.2	6.4
Information on website	8.9	8.4
Not offered aid by first choice	5.0	9.0
Grads get good jobs	48.7	55.9
Grads go to top grad schools	26.1	39.5
Size	36.8	49.0
Rankings in national magazines	11.0	27.5
Early action/Early decision program	7.4	10.1
Religious affiliation/orientation	2.6	3.7
Not accepted anywhere else	2.5	1.0
Was offered athletic scholarship	4.3	3.6
Was offered merit scholarship	19.3	52.4
Was offered scholarship based on need	6.8	12.5
Had friends attending	6.0	6.1

PARENTAL INCOME

Truman students reported a greater percentage of parental income of more than \$50,000 in 2001 compared to recent years. The 2001 parental income distribution for Truman students roughly parallels the distribution for highly selective students.

TRUMAN

Estimated Income	1997	1998	1999	2000	2001
<\$10,000	1.3	0.8	2.2	1.8	1.9
\$10,000-14,999	1.6	1.4	1.4	1.7	1.1
\$15,000-19,999	1.6	1.4	1.7	1.8	1.4
\$20,000-24,999	3.4	2.2	3.8	3.1	2.3
\$25,000-29,999	3.9	2.8	2.9	3.3	4.1
\$30,000-39,999	9.6	9.4	7.3	7.8	7.2
\$40,000-49,999	11.5	12.0	10.0	10.9	9.1
\$50,000-99,999	50.6	51.2	50.7	46.4	47.8
>\$99,999	16.5	19.0	19.9	23.3	25.2

Public Highly Selective vs. Truman

Estimated Income	Highly Selective	Truman
<\$10,000	1.8	1.9
\$10,000-14,999	1.7	1.1
\$15,000-19,999	2.0	1.4
\$20,000-24,999	2.8	2.3
\$25,000-29,999	3.3	4.1
\$30,000-39,999	6.9	7.2
\$40,000-49,999	8.9	9.1
\$50,000-99,999	45.2	47.8
>\$99,999	27.5	25.2

The 1997-2001 distribution of the responses for \$50,000 - \$99,999 is as follows:

TRUMAN

Estimated Income	1997	1998	1999	2000	2001
\$50,000-59,999	15.4	13.2	12.1	13.1	12.7
\$60,000-74,999	18.2	19.2	20.6	15.4	16.4
\$75,000-99,999	17.0	18.8	18.0	17.9	18.7

Public Highly Selective vs. Truman

Estimated Income	Highly Selective	Truman
\$50,000-59,999	11.0	12.7
\$60,000-74,999	15.6	16.4
\$75,000-99,999	18.6	18.7

FATHER'S EDUCATION

The percentage of students reporting that their father has a college degree or higher is 61.5 percent in 2001. Including those who report "some college", more than 77 percent of the fathers have postsecondary or college experience. Compared to the nationwide sample, 9.1% more Truman students report their fathers have at least a college degree and 3.6% more Truman fathers have some graduate school experience.

TRUMAN

Education	1997	1998	1999	2000	2001
High School or less	20.4	17.7	21.5	20.1	18.1
Postsecondary/college	53.6	55.6	51.2	53.0	54.9
Graduate School	26.1	26.6	27.3	26.8	26.9

Public Highly Selective vs. Truman

Education	Highly Selective	Truman
High School or less	26.2	18.1
Postsecondary/College	50.4	54.9
Graduate School	23.3	26.9

FATHER'S OCCUPATION

Popular occupations include business (29.7%), skilled worker (8.8%), and engineer (8.7%). The group listing their father as unemployed has remained around two percent or less and below the percentages reported by the nationwide sample over the years. Similarly, the popular occupations for Truman fathers are also the most popular for the fathers of the freshmen attending public highly selective institutions.

TRUMAN

Occupation	1997	1998	1999	2000	2001
Artist (incl. performer)	0.5	0.9	0.3	1.0	0.7
Business	30.0	32.1	29.6	29.4	29.7
Clergy/religious	1.4	1.4	1.6	1.4	1.2
College Teacher/admin	0.8	1.3	0.9	0.8	2.1
Doctor or dentist	2.4	2.5	2.2	2.6	2.8
Education (secondary)	4.0	4.2	3.2	5.2	3.1
Education (elementary)	0.5	1.3	1.6	1.4	1.5
Engineer	8.0	7.9	6.2	8.1	8.7
Farmer or forester	3.3	3.1	3.1	3.4	2.1
Health prof. (non MD)	1.2	1.9	1.4	2.0	1.4
Lawyer	2.6	1.6	1.9	1.8	2.6
Military (career)	1.2	1.5	1.4	1.2	1.6
Research scientist	1.0	0.6	0.5	0.7	1.0
Skilled worker	8.0	8.1	9.0	7.9	8.8
Semi-skilled worker	2.9	3.0	3.0	3.1	3.7
Laborer (unskilled)	2.2	1.6	2.2	2.2	2.7
Unemployed	1.1	1.3	1.0	1.1	0.7
Other occupation	29.0	25.7	28.7	24.7	25.7

Public Highly Selective vs. Truman

Occupation	Highly Selective	Truman
Artist (incl. performer)	0.9	0.7
Business	29.8	29.7
Clergy/religious	0.8	1.2
College teacher/admin	0.6	2.1
Doctor or dentist	1.9	2.8
Education (secondary)	3.5	3.1
Education (elementary)	1.0	1.5
Engineer	8.4	8.7
Farmer or forester	1.3	2.1
Health prof. (non MD)	1.5	1.4
Lawyer	1.5	2.6
Military (career)	3.1	1.6
Research scientist	0.6	1.0
Skilled worker	9.8	8.8
Semi-skilled worker	3.0	3.7
Laborer (unskilled)	2.7	2.7
Unemployed	1.3	0.7
Other occupation	28.3	25.7

MOTHER'S EDUCATION

Including those with "some college", almost 75 percent of the mothers of 2001 Truman freshmen have postsecondary or college experience, and 53.7 percent have college degrees or higher. The students from the comparison group reported that 67.2 percent of the mothers had postsecondary or college experience and that 48.3 percent had college degrees or higher.

TRUMAN

Education	1997	1998	1999	2000	2001
High School or less	22.2	21.1	23.2	24.1	19.7
Postsecondary/College	58.2	58.2	57.1	59.3	59.3
Graduate School	19.6	20.6	19.7	16.7	20.9

Public Highly Selective vs. Truman

Education	Highly Selective	Truman
High School or less	27.7	19.7
Postsecondary/College	53.9	59.3
Graduate School	18.4	20.9

MOTHER'S OCCUPATION

Business (15.2%), elementary education (11.4%), homemaker (11.3%), business-clerical (10.0%), and nurse (9.4%) continue to be the most frequent occupation responses in 2001. The response trend for these popular occupations for mother is similar for the national comparison group also.

TRUMAN

Occupation	1997	1998	1999	2000	2001
Artist (incl. performer)	1.4	1.6	1.0	2.1	0.7
Business	12.4	14.9	12.1	12.1	15.2
Business (clerical)	7.1	8.3	9.5	9.1	10.0
Clergy/religious	0.2	0.4	0.4	0.6	0.4
College teacher/admin	0.7	0.6	0.5	0.6	1.0
Doctor or dentist	0.5	0.4	0.6	0.7	0.4
Education (secondary)	7.3	7.7	7.5	7.5	6.7
Education (elementary)	13.3	11.7	14.0	11.5	11.4
Engineer	0.1	0.3	0.1	0.2	0.3
Farmer or forester	0.5	0.3	0.2	0.2	0.2
Health prof. (non MD)	2.7	2.9	3.7	3.6	4.1
Homemaker (full-time)	10.7	12.2	10.5	10.7	11.3
Lawyer	0.2	0.1	0.2	0.5	0.4
Nurse	9.6	10.7	8.0	8.2	9.4
Research scientist	0.2	0.2	0.2	0.4	0.1
Social/Welfare Worker	1.8	1.1	1.4	1.3	2.0
Skilled worker	1.0	1.6	1.7	1.4	1.8
Semi-skilled worker	2.1	1.9	1.4	1.7	1.8
Laborer (unskilled)	1.0	0.4	1.0	1.0	0.9
Unemployed	3.3	3.0	2.1	3.5	3.5
Other occupation	24.0	19.7	23.8	23.0	18.3

Public Highly Selective vs. Truman

Occupation	Highly Selective	Truman
Artist (incl. performer)	1.5	0.7
Business	15.7	15.2
Business (clerical)	8.3	10.0
Clergy/religious	0.2	0.4
College teacher/admin	0.4	1.0
Doctor or dentist	0.8	0.4
Education (secondary)	6.2	6.7
Education (elementary)	11.3	11.4
Engineer	0.4	0.3
Farmer or forester	0.2	0.2
Health prof. (non MD)	2.9	4.1
Homemaker (full-time)	10.0	11.3
Lawyer	0.5	0.4
Nurse	9.1	9.4
Research Scientist	0.2	0.1
Social/Welfare Worker	1.7	2.0
Skilled worker	1.8	1.8
Semi-skilled worker	1.9	1.8
Laborer (unskilled)	1.6	0.9
Unemployed	3.3	3.5
Other occupation	22.0	18.3

POLITICAL ORIENTATION

Truman students tend to be “middle of the road” politically as do the highly selective group. Very few report that they are at the political extremes.

TRUMAN

Political Orientation	1997	1998	1999	2000	2001
Far left	1.8	2.6	1.1	2.0	3.0
Liberal	23.8	23.4	21.8	24.8	23.9
Middle/road	51.4	50.9	53.6	50.1	47.7
Conservative	22.0	22.4	22.2	21.9	24.2
Far right	1.0	0.7	1.3	1.2	1.1

Public Highly Selective vs. Truman

Political Orientation	Highly Selective	Truman
Far left	2.5	3.0
Liberal	22.9	23.9
Middle/road	50.4	47.7
Conservative	22.4	24.2
Far right	1.9	1.1

RELIGIOUS PREFERENCE

The most frequent religious preference listed by entering Truman students continues to be Catholic. Over the past five years, the distribution of the religion preferences has remained relatively stable. Truman students' religious preferences closely follow those of the highly selective distribution.

TRUMAN

Current religious preference	1997	1998	1999	2000	2001
Baptist	9.5	11.7	11.6	9.8	12.5
United Church of Christ	2.5	2.7	2.4	2.7	2.4
Lutheran	6.9	7.4	6.9	6.6	6.5
Methodist	9.0	8.2	8.8	9.3	8.0
Catholic	34.5	33.1	30.7	33.2	27.3
Other	23.9	22.1	25.3	24.9	26.1
None	13.7	14.8	14.6	13.7	17.1

Public Highly Selective vs. Truman

Current religious preference	Highly Selective	Truman
Baptist	12.9	12.5
United Church of Christ	1.4	2.4
Lutheran	5.1	6.5
Methodist	8.4	8.0
Catholic	30.3	27.3
Other	27.4	26.1
None	14.7	17.1

ADDITIONAL INFORMATION

In addition to the traditionally reported information, the 2001 Truman freshmen have the following characteristics compared with the 2001 freshmen from four-year public highly selective institutions nationwide.

ACTIVITIES ENGAGED IN DURING THE PAST YEAR

In 2001, Truman freshmen and freshmen from the highly selective institutions reported that they frequently or occasionally engaged in the following activities. The items marked with an asterisk (*) are items where the percentage displayed refers to "frequently" only responses. Results for the other items represent the percentage responding "frequently" OR "occasionally".

Public Highly Selective vs. Truman

Activities Engaged in	Highly Selective	Truman
Tutored another student	56.4	64.8
Came late to class	64.7	59.5
Was a guest in a teacher's home	28.6	35.5
Asked a teacher for advice after class	22.7	28.0
Played musical instrument	41.2	50.2
Socialized w/different ethnic group*	71.4	60.6
Communicated via e-mail*	70.4	76.2
Visited art gallery or museum	58.6	67.6
Discussed religion*	30.6	42.2
Participated in organized demonstrations	46.1	40.0
Drank beer	48.9	43.2
Felt overwhelmed by all I had to do	26.5	32.2
Discussed politics	21.5	27.8

The following questions referencing the usage of personal computers by students were new in 1998. In 2001, Truman freshmen indicated that 86.9 percent frequently used a personal computer. With the new questions, it's more clearly defined exactly how students use a personal computer. It's interesting to note that the table indicates that both the Truman freshmen and the public highly selective freshmen's computer usage dropped in 1999 but has increased over the last 2 years.

Public Highly Selective vs. Truman

Highly Selective				
	1998	1999	2000	2001
Communicated via e-mail	73.4	59.5	68.7	70.4
Used internet for research/homework	88.3	59.5	69.0	74.7
Took part in internet chat room	57.2	19.5	19.2	17.1
Other internet use	78.3	39.3	54.2	58.1
Used a personal computer	n/a	71.3	81.4	83.3
Truman				
	1998	1999	2000	2001
Communicated via e-mail	75.5	62.6	74.3	76.2
Used internet for research/homework	91.5	59.5	67.9	73.9
Took part in internet chat room	52.9	15.3	15.2	16.1
Other internet use	78.6	23.7	52.2	55.9
Used a personal computer	n/a	74.2	83.9	86.9

HOURS PER WEEK IN THE LAST YEAR SPENT ON . . .

This table displays the number of reported hours Truman freshmen spend on various activities compared to the freshmen from highly selective institutions.

Public Highly Selective vs. Truman

Highly Selective					
Hours/week spent on:	none	<1-5	6-10	11-15	>=16
Studying/homework	2.9	66.7	18.5	7.0	4.7
Socializing w/friends	0.3	20.3	24.8	19.7	34.9
Talking w/teacher	9.5	86.4	2.8	0.7	0.6
Exercise/sports	3.7	41.5	18.5	15.7	20.5
Partying	18.7	53.8	13.8	7.0	6.6
Working	24.3	10.6	11.9	15.9	37.2
Volunteer work	30.5	61.3	4.6	1.5	2.0
Student clubs/groups	25.7	60.2	7.5	3.2	3.4
Watching TV	5.5	68.1	15.4	5.7	5.4
Housework/childcare	20.2	71.4	5.3	1.5	1.6
Reading for pleasure	25.4	66.3	5.2	1.7	1.4
Playing Video Games	35.2	54.9	5.4	2.1	2.3
Prayer/meditation	33.4	63.1	2.0	0.6	0.9
Truman					
Hours/week spent on:	none	<1-5	6-10	11-15	>=16
Studying/homework	2.3	55.7	22.5	10.5	9.0
Socializing w/friends	0.2	21.3	28.5	22.0	28.0
Talking w/teacher	6.0	90.7	2.5	0.4	0.3
Exercise/sports	4.6	48.6	17.8	14.5	14.4
Partying	24.3	54.2	13.0	5.4	3.3
Working	25.7	9.2	12.2	17.3	35.7
Volunteer work	26.2	65.5	5.2	1.3	1.8
Student clubs/groups	15.6	62.6	12.5	4.5	4.9
Watching TV	6.5	68.5	15.8	5.2	3.9
Housework/childcare	17.6	75.9	3.9	1.5	1.0
Reading for pleasure	19.7	69.8	6.6	2.1	1.8
Playing Video Games	38.7	53.5	3.9	2.2	1.8
Prayer/meditation	27.0	69.5	2.2	0.4	0.9

ADVANCED PLACEMENT COURSES AND EXAMS

Freshman were asked about their Advanced Placement participation in high school. In comparison to the highly selective freshman, Truman freshmen took more AP courses but took less AP exams overall.

Public Highly Selective vs. Truman

Highly Selective						
# taken	none	1	2-3	4-6	7-10	11+
AP courses	39.3	19.2	25.2	12.9	2.7	0.7
AP exams	57.1	17.4	16.9	7.1	1.2	0.2
Truman						
# taken	none	1	2-3	4-6	7-10	11+
AP courses	31.8	16.2	30.8	16.6	3.8	0.9
AP exams	57.6	19.9	16.0	5.2	0.8	0.6

SELF-RATING OF TRAITS

Compared to the average 18-19 year old, Truman freshmen and the comparison group freshmen rated themselves as "Above Average" or "in the Highest 10%" in several ability categories. Listed below are the abilities/areas where at least a 5 percent difference occurred between the responses of Truman freshmen and the freshmen from public highly selective institutions.

Public Highly Selective vs. Truman

Ability/area	Highly Selective	Truman
Academic ability	72.4	87.9
Spirituality	40.0	46.8
Popularity	39.7	29.9
Social self-confidence	50.7	41.7
Religiousness	32.9	40.7
Writing ability	48.0	56.2
Mathematical ability	46.4	52.6
Physical health	58.5	50.4

REASONS FOR DECIDING TO ATTEND COLLEGE

Truman students responded very similarly to the responses of the public highly selective freshmen when asked to note the reasons as very important in deciding to attend college. The more important reasons are listed in the table. It's interesting to note that Truman freshmen responded more favorably to graduate and professional school preparation which correlates positively with the plans of Truman freshmen to attain more graduate and/or professional degrees.

Public Highly Selective vs. Truman

Reasons for Attending College	Highly Selective	Truman
Make more money	67.7	58.9
Prepare for grad/prof school	51.4	60.2
Be a more cultured person	37.6	43.2
Get training for a specific career	73.3	62.5

MILES FROM COLLEGE TO HOME

Compared to the students from highly selective institutions, Truman students typically travel farther away from home to attend college.

Miles traveled from home	0-10	11-100	> 100
4-yr public, highly selective	7.6	41.9	50.5
Truman	3.0	7.7	89.2

CHANCES ARE VERY GOOD THAT S/HE WILL . . .

87.3 percent of Truman freshmen plan to obtain a bachelor's degree and 67.5 percent plan to maintain at least a "B" average.

Public Highly Selective vs. Truman

Chances are very good. . .	Highly Selective	Truman
Participate in student clubs/groups	43.4	53.6
Make at least "B" Average	55.7	67.5
Get bachelor's degree	77.7	87.3
Participate in volunteer/cmtty service	18.7	26.7
Play varsity/intercollegiate athletics	17.8	10.5
Graduate with honors	19.2	24.5
Communicate regularly w/your professors	33.7	40.5
Change career choices	12.7	17.7

OBJECTIVES CONSIDERED TO BE IMPORTANT

Truman freshmen responded similarly to the responses of the public highly selective freshmen. Some objectives considered to be important to both groups are raising a family, being well off financially, becoming an authority in their field, obtaining recognition from colleagues for contributions to the field, influencing social values, helping to promote racial understanding, keeping up to date with political affairs, and becoming a community leader. Notable differences regarding what objectives were considered to be essential or very important to the student also occurred between the two groups and are noted in the chart.

Public Highly Selective vs. Truman

Objectives	Highly Selective	Truman
Developing a meaningful philosophy of life	40.1	47.5
Have administrative responsibility	37.5	25.1
Be very well off financially	70.5	58.0
Integrate spirituality into life	40.4	51.4
Helping others who are in difficulty	58.4	64.0
Becoming successful in a business of my own	34.1	25.6

AGREES STRONGLY OR SOMEWHAT . . .

Students were asked to what degree they agreed or disagreed (either somewhat or strongly) with several statements. Listed below are several items that indicate significant differences in thought between Truman freshmen and the freshmen from 4-year public highly selective institutions.

Public Highly Selective vs. Truman

Agrees Strongly or Somewhat	Highly Selective	Truman
Abortion should be legal	52.5	44.6
Abolish death penalty	27.6	37.1
Sex OK if people like each other	41.5	31.5
Activities of married women are best confined to home and family	21.3	13.8
Important to have laws prohibiting homosexual relationships	27.0	20.4