

Chapter V: COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM (CIRP) SURVEY

Who takes it?

Fall first-time students.

When is it administered?

During Truman Week (in August).

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

30 minutes.

What office administers it?

Class instructors administer the survey and return it to Assessment and Testing.

Who originates the survey?

Higher Education Research Institute
UCLA Graduate School of Education and Information
3005 Moore Hall, Box 951521
Los Angeles, CA 90095-1521
(310) 825-1925
<http://www.gseis.ucla.edu/heri/cirp.html>
e-mail: heri@ucla.edu

When are results typically available?

The following December or January

What type of information is sought?

The CIRP provides a profile of an entering class. 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: ethnic background, activities during the previous year, self-rating in regard 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 Office, Violette Hall 1130.

To whom are the results regularly distributed?

President, VPAA, Deans, Assessment Committee, and readers of the *Almanac*.

Are the results available by division or discipline?

No.

Are the results comparable to data of other universities?

Yes.

Cooperative Institutional Research Program

Fall 2004

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.

1,453 entering Truman freshmen completed the survey instrument. This represents 98 percent of the fall 2004 class. The demographic information provided by these students indicates that they reflect the profile of the class. They are full-time students who graduated from high school in 2004, 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 2004 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 23 participating campuses in 2004. This group is a mixture of public liberal arts colleges such as Truman and St. Mary's College of Maryland, engineering campuses such as Michigan Tech, the service academies (Army and Navy), and some multi-purpose campuses such as SUNY College at Geneseo. Thus, one should be cautious in drawing conclusions regarding Truman's responses versus the public highly selective group.

PROBABLE MAJOR FIELD OF STUDY

The 2004 Truman freshmen continue to show interest in studying social sciences, business, professional fields, and arts and humanities with 12.0, 13.6, 14.7 and 17.7 percent planning to major in these respective fields. There is also renewed interest in physical sciences. Compared to the highly selective institutions, Truman students show more interest in arts and humanities and professional fields and less interest in education and engineering.

TRUMAN

Major Field of Study	2000	2001	2002	2003	2004
Arts & Humanities	14.6	16.5	17.4	18.8	17.7
Biological Sciences	9.5	9.3	9.2	9.1	8.6
Business	15.0	13.7	14.0	14.5	13.6
Education	10.4	7.5	8.0	7.4	9.0
Engineering	1.0	0.7	1.3	1.0	1.7
Physical Sciences	3.4	4.4	4.8	7.1	6.9
Professional	14.1	15.5	15.6	16.4	14.7
Social Science	12.7	12.9	13.8	11.5	12.0
Technical	2.4	1.9	1.5	1.2	0.6
Other Fields	17.3	17.1	14.5	13.5	15.3

Public Highly Selective vs. Truman

Major Field of Study	Highly Selective	Truman
Arts & Humanities	11.2	17.7
Biological Sciences	6.1	8.6
Business	14.7	13.6
Education	11.3	9.0
Engineering	13.6	1.7
Physical Science	4.2	6.9
Professional	12.4	14.7
Social Science	9.5	12.0
Technical	1.3	0.6
Other Fields/Undecided	15.7	15.3

HIGHEST DEGREE PLANNED

In 2004, 44.3 percent of Truman freshmen plan to attain a master's degree. Almost 39 percent plan to attain at least a PhD which exceeds the highly selective figure of 26.6 percent.

TRUMAN

Highest Degree	2000	2001	2002	2003	2004
None	2.8	0.1	0.2	0.1	0.2
Vocational Cert.	0.0	0.0	0.0	0.0	0.1
Associate	0.0	0.0	0.0	0.1	0.3
Bachelor's	7.1	13.8	14.6	14.1	15.4
Master's	42.0	42.1	42.2	44.1	44.3
PhD or Professional	47.1	42.8	42.3	40.4	38.8
BD or M.Div	0.5	0.5	0.2	0.4	0.2
Other	0.5	0.7	0.6	0.9	0.8

Public Highly Selective vs. Truman

Highest Degree	Highly Selective	Truman
None	0.8	0.2
Vocational Cert.	0.1	0.1
Associate	0.4	0.3
Bachelor's	26.7	15.4
Master's	43.8	44.3
PhD or Professional	26.6	38.8
BD or M.Div	0.2	0.2
Other	1.3	0.8

HIGH SCHOOL RECORD

Truman students report higher high school grades than the nationwide average. In 2004, 98.3 percent of the Truman freshmen reported an average of "B" or higher and 73.9 percent reported an average of "A-" or higher. This is compared to 92.4 percent and 52.9 percent respectively nationwide.

TRUMAN

Average HS Grade	2000	2001	2002	2003	2004
A or A+	42.7	40.0	43.5	44.1	41.5
A-	30.7	33.7	31.3	33.8	32.4
B+	15.6	16.5	15.6	12.9	16.5
B	8.8	8.2	8.2	7.7	7.9
B-	1.6	1.2	1.2	1.2	1.3
C+	0.4	0.4	0.1	0.3	0.4
C	0.1	0.1	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+	26.5	41.5
A-	26.4	32.4
B+	21.0	16.5
B	18.5	7.9
B-	4.7	1.3
C+	1.8	0.4
C	1.0	0.1
D	0.0	0.0

NUMBER OF APPLICATIONS SUBMITTED

Truman was the only choice for 18.8 percent of the freshmen in 2004. The application distribution for both Truman students and students at highly selective institutions is similar overall.

TRUMAN

Other colleges applied to	2000	2001	2002	2003	2004
None	21.9	18.2	19.2	17.5	18.8
1	16.8	16.1	15.0	15.7	14.4
2 - 3	35.7	40.3	37.6	36.4	38.9
4+	25.7	25.4	28.3	30.3	27.9

Public Highly Selective vs. Truman

Other Colleges applied to	Highly Selective	Truman
None	19.4	18.8
1	14.0	14.4
2 - 3	34.6	38.9
4+	32.1	27.9

COLLEGE CHOICE

Truman was the first choice for 78.8 percent of the students completing this survey in 2004. The rating distribution of college choices between Truman students and public highly selective students is similar overall.

TRUMAN

This college is student's	2000	2001	2002	2003	2004
1st choice	71.6	75.6	75.4	73.4	78.8
2nd choice	21.6	17.8	17.6	20.7	16.0
3rd choice	4.3	4.6	4.0	3.8	3.5
Less than 3rd choice	2.5	1.9	3.0	2.1	1.7

Public Highly Selective vs. Truman

This college is student's	Highly Selective	Truman
1st choice	75.7	78.8
2nd choice	18.6	16.0
3rd choice	3.9	3.5
Less than 3rd choice	1.8	1.7

REASONS FOR SELECTION

Academic reputation continues as the primary reason for selecting Truman. Other major factors of Truman selection are low tuition, financial assistance, size, and graduates go to top graduate schools. Academic reputation is also the most significant consideration in college selection by freshmen in the highly selective comparison group. Asked for the first time in 2003, a visit to the campus continues to be a significant reason for

selection for both Truman and public highly selective freshmen.

TRUMAN

Reasons for selection	2000	2001	2002	2003	2004
Relative's advice	5.9	5.7	6.5	8.5	7.0
Teacher's advice	3.4	3.4	4.3	4.0	4.1
Good academic rep	84.4	83.1	82.0	81.2	83.7
Good social rep	17.9	17.2	16.6	16.2	21.5
Financial assistance	50.1	52.8	57.7	60.7	61.3
Special programs	18.9	18.3	15.9	18.9	n/a
Low tuition/cost	56.7	55.3	52.2	56.1	69.0
Counselor's advice	6.0	7.0	5.7	6.9	6.8
Near home	9.1	6.4	8.4	1.6	7.4
Grads get good jobs	62.2	55.9	n/a	n/a	58.9
Grads go to top grad schools	44.6	39.5	n/a	n/a	41.9
Size	50.7	49.0	49.3	46.0	48.9
Rankings in national magazines	28.6	27.5	32.0	29.2	29.8
Information on website	---	---	---	11.6	11.7
Not offered aid by first choice	---	---	---	7.5	8.6
Early action/Early decision program	---	---	---	11.2	8.5
Religious affiliation/orientation	---	---	---	3.5	3.5
Visit to the campus	---	---	---	39.1	40.3

Public Highly Selective vs. Truman

Reasons for selection	Highly Selective	Truman
Relative's advice	8.7	7.0
Teacher's advice	4.7	4.1
Good academic reputation	61.3	83.7
Good social reputation	27.3	21.5
Financial assistance	26.7	61.3
Grads go to top graduate schools	27.5	41.9
Grads get good jobs	52.2	58.9
Low tuition	37.6	69.0
Counselor's advice	9.1	6.8
Near home	13.9	7.4
Information on website	15.0	11.7
Not offered aid by first choice	5.0	8.6
Size	36.8	48.9
Rankings in national magazines	17.5	29.8
Early action/Early decision program	10.7	8.5
Religious affiliation/orientation	3.2	3.5
Visit to the campus*	43.7	40.3

PARENTAL INCOME

Truman students reported slight shifts in all ranges of incomes with the largest decrease occurring in the \$50-99,999 range. The 2004 parental income distribution for Truman students roughly parallels the distribution for highly selective students.

TRUMAN

Estimated Income	2000	2001	2002	2003	2004
<\$10,000	1.8	1.9	1.2	1.5	2.1
\$10,000-14,999	1.7	1.1	1.3	0.9	1.5
\$15,000-19,999	1.8	1.4	1.8	1.8	1.6
\$20,000-24,999	3.1	2.3	2.3	1.5	2.1
\$25,000-29,999	3.3	4.1	2.9	3.3	2.7
\$30,000-39,999	7.8	7.2	8.1	5.3	6.5
\$40,000-49,999	10.9	9.1	9.3	7.8	9.4
\$50,000-99,999	46.4	47.8	46.8	49.6	44.9
>\$99,999	23.3	25.2	26.3	28.2	29.1

Public Highly Selective vs. Truman

Estimated Income	Highly Selective	Truman
<\$10,000	2.0	2.1
\$10,000-14,999	1.8	1.5
\$15,000-19,999	1.8	1.6
\$20,000-24,999	2.5	2.1
\$25,000-29,999	2.8	2.7
\$30,000-39,999	5.3	6.5
\$40,000-49,999	7.6	9.4
\$50,000-99,999	40.8	44.9
>\$99,999	35.4	29.1

The 2000-2004 distribution of the responses for \$50,000 - \$99,999 is as follows:

TRUMAN

Estimated Income	2000	2001	2002	2003	2004
\$50,000-59,999	13.1	12.7	12.5	11.5	10.5
\$60,000-74,999	15.4	16.4	15.8	17.7	15.6
\$75,000-99,999	17.9	18.7	18.5	20.4	18.8

Public Highly Selective vs. Truman

Estimated Income	Highly Selective	Truman
\$50,000-59,999	9.7	10.5
\$60,000-74,999	13.2	15.6
\$75,000-99,999	17.9	18.8

FATHER'S EDUCATION

The percentage of students reporting their father has a college degree or higher is 59.7 percent in 2004. Including those who report "some college", over 74 percent of the fathers have college experience. Compared to the nationwide sample, 5% more Truman students report their fathers have at least a college degree and 2.9% more Truman fathers have some graduate school experience.

TRUMAN

Education	2000	2001	2002	2003	2004
High School or less	20.1	18.1	16.9	18.6	20.8
Postsecondary/college	53.0	54.9	54.1	54.1	52.3
Some Graduate School or more	26.8	26.9	28.8	27.2	26.9

Public Highly Selective vs. Truman

Education	Highly Selective	Truman
High School or less	25.2	20.8
Postsecondary/College	50.7	52.3
Some Graduate School or more	24.0	26.9

FATHER’S OCCUPATION

Popular occupations include business (29.4%), skilled worker (10.0%), and engineer (7.9%). 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	2000	2001	2002	2003	2004
Artist (incl. performer)	1.0	0.7	1.4	1.1	1.1
Business	29.4	29.7	29.6	30.1	29.4
Clergy/religious	1.4	1.2	1.4	0.9	1.2
College Teacher/admin	0.8	2.1	1.3	0.9	1.4
Doctor or dentist	2.6	2.8	2.7	2.3	2.9
Education (secondary)	5.2	3.1	4.9	3.2	3.6
Education (elementary)	1.4	1.5	1.5	1.2	1.1
Engineer	8.1	8.7	6.9	8.2	7.9
Farmer or forester	3.4	2.1	2.3	1.9	3.0
Health prof. (non MD)	2.0	1.4	1.5	2.3	1.3
Lawyer	1.8	2.6	2.0	2.4	2.1
Military (career)	1.2	1.6	1.2	1.5	1.2
Research scientist	0.7	1.0	1.0	1.2	1.1
Skilled worker	7.9	8.8	9.1	9.1	10.0
Semi-skilled worker	3.1	3.7	3.8	4.3	3.5
Laborer (unskilled)	2.2	2.7	2.1	2.4	3.2
Unemployed	1.1	0.7	1.5	1.8	1.6
Other occupation	24.7	25.7	25.7	25.2	24.5

Public Highly Selective vs. Truman

Occupation	Highly Selective	Truman
Artist (incl. performer)	0.9	1.1
Business	28.9	29.4
Clergy/religious	0.6	1.2
College teacher/admin	0.6	1.4
Doctor or dentist	2.4	2.9
Education (secondary)	3.1	3.6
Education (elementary)	1.0	1.1
Engineer	10.0	7.9
Farmer or forester	1.4	3.0
Health prof. (non MD)	1.5	1.3
Lawyer	2.1	2.1
Military (career)	2.1	1.2
Research scientist	0.7	1.1
Skilled worker	9.5	10.0
Semi-skilled worker	2.9	3.5
Laborer (unskilled)	3.1	3.2
Unemployed	1.8	1.6
Other occupation	27.3	24.5

MOTHER’S EDUCATION

Including those with “some college”, over 76 percent of the mothers of 2004 Truman freshmen have college experience, and 58.5 percent have college degrees or higher. The students from the comparison group reported that 70.2 percent of the mothers had college experience and 53.0 percent had college degrees or higher.

TRUMAN

Education	2000	2001	2002	2003	2004
High School or less	24.1	19.7	18.0	19.1	18.5
Postsecondary/College	59.3	59.3	60.3	59.6	58.4
Graduate School	16.7	20.9	21.6	21.2	22.9

Public Highly Selective vs. Truman

Education	Highly Selective	Truman
High School or less	24.6	18.5
Postsecondary/College	55.2	58.4
Graduate School	20.1	22.9

MOTHER’S OCCUPATION

Business (16.3%), elementary education (10.5%), homemaker (9.5%), nurse (8.2%), and business-clerical (6.9%) continue to be the most frequent mother occupation responses in 2004. The response trend for these popular occupations for mothers is also similar for the national comparison group.

TRUMAN

Occupation	2000	2001	2002	2003	2004
Artist (incl. performer)	2.1	0.7	2.0	1.7	1.7
Business	12.1	15.2	14.1	15.1	16.3
Business (clerical)	9.1	10.0	8.1	8.6	6.9
Clergy/religious	0.6	0.4	0.3	0.6	0.5
College teacher/admin	0.6	1.0	0.9	0.5	0.5
Doctor or dentist	0.7	0.4	1.0	0.5	0.9
Education (secondary)	7.5	6.7	7.8	6.9	5.7
Education (elementary)	11.5	11.4	11.9	10.9	10.5
Engineer	0.2	0.3	0.4	0.3	0.2
Farmer or forester	0.2	0.2	0.4	0.3	0.1
Health prof. (non MD)	3.6	4.1	4.6	4.7	3.7
Homemaker (full-time)	10.7	11.3	11.2	9.3	9.5
Lawyer	0.5	0.4	0.2	0.5	0.7
Nurse	8.2	9.4	8.9	9.7	8.2
Research scientist	0.4	0.1	0.4	0.1	0.4
Social/Welfare Worker	1.3	2.0	1.7	1.4	2.3
Skilled worker	1.4	1.8	1.5	1.4	1.3
Semi-skilled worker	1.7	1.8	1.9	2.1	1.3
Laborer (unskilled)	1.0	0.9	1.2	1.6	1.4
Unemployed	3.5	3.5	3.8	3.9	3.9
Other occupation	23.0	18.3	17.8	19.9	23.9

Public Highly Selective vs. Truman

Occupation	Highly Selective	Truman
Artist (incl. performer)	1.4	1.7
Business	16.2	16.3
Business (clerical)	5.7	6.9
Clergy/religious	0.3	0.5
College teacher/admin	0.5	0.5
Doctor or dentist	1.1	0.9
Education (secondary)	5.5	5.7
Education (elementary)	9.7	10.5
Engineer	0.7	0.2
Farmer or forester	0.3	0.1
Health prof. (non MD)	3.4	3.7
Homemaker (full-time)	10.4	9.5
Lawyer	0.6	0.7
Nurse	9.3	8.2
Research Scientist	0.3	0.4
Social/Welfare Worker	1.9	2.3
Skilled worker	1.5	1.3
Semi-skilled worker	2.0	1.3
Laborer (unskilled)	1.4	1.4
Unemployed	4.4	3.9
Other occupation	23.4	23.9

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	2000	2001	2002	2003	2004
Far left	2.0	3.0	1.6	1.5	3.8
Liberal	24.8	23.9	23.8	25.2	25.5
Middle/road	50.1	47.7	49.9	49.7	43.9
Conservative	21.9	24.2	22.9	22.3	25.9
Far right	1.2	1.1	1.8	1.4	0.9

Public Highly Selective vs. Truman

Political Orientation	Highly Selective	Truman
Far left	3.0	3.8
Liberal	23.9	25.5
Middle/road	45.6	43.9
Conservative	24.7	25.9
Far right	2.7	0.9

RELIGIOUS PREFERENCE

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

TRUMAN

Current religious preference	2000	2001	2002	2003	2004
Baptist	9.8	12.5	9.8	10.3	11.7
United Church of Christ	2.7	2.4	2.2	2.1	4.5
Lutheran	6.6	6.5	7.2	8.5	6.8
Methodist	9.3	8.0	8.2	7.2	7.9
Catholic	33.2	27.3	27.7	29.2	28.5
Other	24.9	26.1	28.9	26.2	23.5
None	13.7	17.1	15.9	16.5	17.2

Public Highly Selective vs. Truman

Current religious preference	Highly Selective	Truman
Baptist	8.7	11.5
United Church of Christ	3.5	4.5
Lutheran	5.7	6.8
Methodist	7.2	7.9
Catholic	29.4	28.5
Other	27.0	23.5
None	18.4	17.2

ADDITIONAL INFORMATION

In addition to the traditionally reported information, the 2004 Truman freshmen have the following characteristics compared with the 2004 freshmen from four-year public highly selective institutions nationwide.

ACTIVITIES ENGAGED IN DURING THE PAST YEAR

In 2004, 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	56.0	64.3
Came late to class	62.8	53.6
Played musical instrument	42.7	49.5
Socialized w/different ethnic group*	66.0	56.9
Discussed religion with friends*	26.2	33.6
Drank beer	47.3	39.5
Drank wine or liquor	53.1	47.5
Participated in organized demonstrations	47.1	41.1
Performed volunteer work	81.7	84.8
Performed community service as part of class	52.8	48.0

The following questions reference the usage of personal computers by students. In 2004, Truman freshmen indicated that 90.2 percent frequently used a personal computer and 82.1 percent used the internet for research or homework. The table indicates that both the Truman freshmen and the public highly selective freshmen’s computer usage has increased since 2000 and appears to be leveling off.

Public Highly Selective vs. Truman

Highly Selective					
	2000	2001	2002	2003	2004
Communicated via e-mail	68.7	70.4	71.8	64.3	n/a
Used internet for research/homework	69.0	74.7	81.2	81.9	78.2
Participated in internet chat rooms	19.2	17.1	15.3	n/a	n/a
Other internet use	54.2	58.1	64.4	67.5	n/a
Used a personal computer	81.4	83.3	87.2	85.7	87.4
Communicated via instant messenger	---	---	---	69.7	n/a
Truman					
	2000	2001	2002	2003	2004
Communicated via e-mail	74.3	76.2	75.9	71.0	n/a
Used internet for research/homework	67.9	73.9	81.1	82.2	82.1
Participated in internet chat rooms	15.2	16.1	12.8	n/a	n/a
Other internet use	52.2	55.9	63.5	69.8	n/a
Used a personal computer	83.9	86.9	88.8	88.2	90.2
Communicated via instant messenger	---	---	---	64.5	n/a

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	3.0	64.5	18.7	7.9	5.9
Socializing w/friends	0.4	22.2	25.3	20.1	32.1
Talking w/teacher	10.4	85.6	2.6	0.8	0.7
Exercise/sports	4.1	40.7	19.4	15.9	19.7
Partying	24.5	51.9	12.4	5.7	5.4
Working	27.0	13.8	12.6	14.9	31.8
Volunteer work	27.9	63.8	4.7	1.7	1.9
Student clubs/groups	28.5	58.9	7.0	2.7	3.1
Watching TV	5.6	68.0	15.6	5.7	5.2
Housework/childcare	19.6	70.9	5.9	2.0	1.7
Reading for pleasure	28.0	66.1	6.3	2.2	1.8
Playing Video Games	38.8	48.4	5.9	2.4	3.0
Prayer/meditation	38.3	58.6	1.7	0.6	0.9

Truman					
Hours/week spent on:	none	<1-5	6-10	11-15	>=16
Studying/homework	1.6	57.1	22.0	11.9	7.4
Socializing w/friends	0.1	24.5	28.3	21.4	25.7
Talking w/teacher	6.2	90.5	2.3	0.6	0.3
Exercise/sports	4.5	49.2	16.0	13.7	16.5
Partying	33.5	49.8	9.8	3.9	3.0
Working	27.5	11.2	12.4	16.1	32.8
Volunteer work	24.7	67.5	5.5	1.1	1.2
Student clubs/groups	17.2	65.4	9.4	3.9	4.0
Watching TV	5.3	69.4	16.2	5.7	3.6
Housework/childcare	18.3	74.7	4.8	1.3	1.0
Reading for pleasure	16.8	70.7	7.5	3.2	1.9
Playing Video Games	40.3	48.6	5.9	2.7	2.5
Prayer/meditation	29.5	67.8	1.8	0.4	0.5

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	74.5	87.1
Spirituality	36.3	41.9
Computer skills	36.6	31.2
Social self-confidence	49.2	40.7
Religiousness	31.6	36.8
Writing ability	49.8	56.2
Physical health	54.6	47.4
Courage	54.1	44.4
Creativity	55.4	49.8
Leadership	60.6	55.6

RECOMMENDED YEARS OF HIGH SCHOOL STUDY

Freshmen were asked how many years they studied different subjects in high school. Most of the Truman and public highly selective freshmen met or exceeded the recommended years of high school study in English (4 years), Mathematics (3 years), Foreign Language (2 years), and History/American Government (1 year). The following table shows that not as many freshmen met or exceeded the recommended years of study in Physical Science, Biological Science, Computer Science, and Arts and/or Music. However, Truman freshmen did study Art and/or Music more than the public highly selective freshmen.

Public Highly Selective vs. Truman

Met or exceeded recommended years of high school study in:	Highly Selective	Truman
Physical Science (2 years)	60.3	59.3
Biological Science (2 years)	44.5	51.5
Computer Science (1/2 year)	64.6	64.5
Art and/or Music (1 year)	77.2	89.6

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	68.1	60.5
Prepare for grad/prof school	51.8	61.2
Be a more cultured person	37.3	41.5
Get training for a specific career	75.1	65.9
To gain a general education and appreciation of ideas	61.4	64.3
To be able to get a better job	71.9	70.6
To learn more about things that interest me	75.9	79.0

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	6.9	34.3	58.9
Truman	2.4	8.1	89.5

PARTICIPATION IN COMMUNITY SERVICE/VOLUNTEER ACTIVITIES

Freshmen were asked for the first time in 2004 to indicate activities they participated in in high school. Truman freshmen responded similarly to the responses of the public highly selective freshmen on most of the activities listed. However, Truman students participated more in community improvement/construction, tutoring/teaching, and service to their religious community.

Public Highly Selective vs. Truman

Participation in Community Service/Volunteer Activities	Highly Selective	Truman
None	8.8	6.1
Tutoring/teaching	45.8	57.6
Counseling/mentoring	17.9	22.1
Environmental activities	26.9	25.9
Child care	33.3	35.9
Elder care	17.1	16.1
Hospital work	8.6	10.0
Substance abuse education	4.4	6.2
Other health education	3.2	4.2
Services to the homeless	22.0	21.7
Community improvement/construction	27.2	32.2
Conflict mediation	4.7	6.0
Service to my religious community	33.4	41.5
Other community service	45.2	45.1

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

68.5 percent of Truman freshmen plan to maintain at least a "B" average, 58.1 percent plan to socialize with someone of another racial/ethnic group, and 56.4 percent plan to be satisfied with their college, while 5.3 percent plan to transfer to another college before graduating.

Public Highly Selective vs. Truman

Chances are very good. . .	Highly Selective	Truman
Participate in student clubs/groups	39.7	46.8
Make at least "B" Average	57.3	68.5
Participate in volunteer/cmtly service	20.5	27.3
Change career choices	13.3	20.9
Strengthen religious beliefs/convictions	22.9	31.9
Participate in study abroad programs	23.0	31.5
Change major field	14.3	20.1
Play varsity/intercollegiate athletics	16.9	10.7

OBJECTIVES CONSIDERED TO BE IMPORTANT

Truman freshmen responded similarly to the responses of the public highly selective freshmen on many objectives. Some objectives considered to be important to both groups are raising a family, helping others who are in difficulty, becoming an authority in their field, and obtaining recognition from colleagues for contributions to the field. 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
Have administrative responsibility	39.4	27.2
Be very well off financially	70.6	58.9
Integrate spirituality into life	37.2	47.4
Becoming successful in a business of my own	35.9	26.2
Develop a meaningful philosophy of life	40.0	45.6

AGREES STRONGLY OR SOMEWHAT . . .

Students were asked to what degree they agreed or disagreed (either somewhat or strongly) with several statements. Both groups of students similarly agree that the federal government should do more to control the sale of handguns, affirmative action in college admissions should be abolished, colleges should prohibit racist/sexist speech on campus, same-sex couples should have the right to legal marital status, and colleges have the right to ban extreme speakers. Listed below are several items that indicate some 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	53.2	44.4
Abolish death penalty	30.9	38.9
Activities of married women are best confined to home and family	20.4	13.7
Too much concern in the courts for rights of criminals	60.7	55.1
Federal military spending should be increased	40.5	33.7
If two people really like each other, it's okay to have sex even if they've known each other for only a very short time	45.4	34.8
Wealthy people should pay larger share of taxes	53.8	62.2
Marijuana should be legalized	37.1	29.7

21. How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below? (Mark one answer for each possible source)

	None	Less than \$1,000	\$1,000-2,999	\$3,000-5,999	\$6,000-9,999	\$10,000+
Family resources (parents, relatives, spouse, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My own resources (savings from work, work-study, other income)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aid which need <u>not</u> be repaid (grants, scholarships, military funding, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aid which <u>must</u> be repaid (loans, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other than above	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. What is your best estimate of your parents' total income last year? Consider income from all sources before taxes. (Mark one)

<input type="radio"/> Less than \$10,000	<input type="radio"/> \$50,000-59,999
<input type="radio"/> \$10,000-14,999	<input type="radio"/> \$60,000-74,999
<input type="radio"/> \$15,000-19,999	<input type="radio"/> \$75,000-99,999
<input type="radio"/> \$20,000-24,999	<input type="radio"/> \$100,000-149,999
<input type="radio"/> \$25,000-29,999	<input type="radio"/> \$150,000-199,999
<input type="radio"/> \$30,000-39,999	<input type="radio"/> \$200,000-249,999
<input type="radio"/> \$40,000-49,999	<input type="radio"/> \$250,000 or more

23. Current religious preference:

(Mark one in each column)

	Yours	Father's	Mother's
Baptist	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Buddhist	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Church of Christ	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eastern Orthodox	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Episcopalian	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hindu	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Islamic	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jewish	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
LDS (Mormon)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lutheran	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Methodist	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presbyterian	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quaker	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Roman Catholic	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seventh Day Adventist	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unitarian/Universalist	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
United Church of Christ/Congregational	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Christian	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Religion	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
None	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. Do you consider yourself a Born-Again Christian?

Yes No

25. Please indicate your ethnic background.

(Mark all that apply)

White/Caucasian	<input type="checkbox"/>
African American/Black	<input type="checkbox"/>
American Indian/Alaska Native	<input type="checkbox"/>
Asian American/Asian	<input type="checkbox"/>
Native Hawaiian/Pacific Islander	<input type="checkbox"/>
Mexican American/Chicano	<input type="checkbox"/>
Puerto Rican	<input type="checkbox"/>
Other Latino	<input type="checkbox"/>
Other	<input type="checkbox"/>

26. For the activities below, indicate which ones you did during the past year. If you engaged in an activity frequently, mark **F**. If you engaged in an activity one or more times, but not frequently, mark **O** (Occasionally). Mark **N** (Not at all) if you have not performed the activity during the past year. (Mark one for each item)

	Frequently	Occasionally	Not at all
Attended a religious service	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was bored in class	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in organized demonstrations	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutored another student	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studied with other students	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was a guest in a teacher's home	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smoked cigarettes	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank beer	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank wine or liquor	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt overwhelmed by all I had to do	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt depressed	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performed volunteer work	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Played a musical instrument	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked a teacher for advice after class	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed politics	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Voted in a student election	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socialized with someone of another racial/ethnic group	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Came late to class	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used the Internet for research or homework	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performed community service as part of a class	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used a personal computer	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed religion/spirituality:			
In class	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
With friends	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
With family	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on a local, state, or national political campaign	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintained a healthy diet	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stayed up all night	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Missed school because of illness	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. For each item, please mark Yes or No:

Did your high school require community service for graduation?	Yes	No
	<input checked="" type="radio"/>	<input type="radio"/>
Have you participated in:		
A summer research program?	<input checked="" type="radio"/>	<input type="radio"/>
A health science research program sponsored by a university?	<input checked="" type="radio"/>	<input type="radio"/>

28. What is the highest level of formal education obtained by your parents?

(Mark one in each column)

	Father	Mother
Grammar school or less	<input type="radio"/>	<input type="radio"/>
Some high school	<input type="radio"/>	<input type="radio"/>
High school graduate	<input type="radio"/>	<input type="radio"/>
Postsecondary school other than college	<input type="radio"/>	<input type="radio"/>
Some college	<input type="radio"/>	<input type="radio"/>
College degree	<input type="radio"/>	<input type="radio"/>
Some graduate school	<input type="radio"/>	<input type="radio"/>
Graduate degree	<input type="radio"/>	<input type="radio"/>

29. In deciding to go to college, how important to you was each of the following reasons?

(Mark one answer for each possible reason)

	Very Important	Somewhat Important	Not Important
My parents wanted me to go	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could not find a job	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wanted to get away from home	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be able to get a better job	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
To gain a general education and appreciation of ideas	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
There was nothing better to do	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
To make me a more cultured person	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be able to make more money	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
To learn more about things that interest me	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
To prepare myself for graduate or professional school	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
To get training for a specific career	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
To find my purpose in life	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Far left

Liberal

Middle-of-the-road

Conservative

Far right

31. Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself.

(Mark one in each row)

	Highest 10%	Above Average	Average	Below Average	Lowest 10%
Academic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Artistic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compassion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperativeness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drive to achieve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Forgiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generosity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kindness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematical ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public speaking ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religiousness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (intellectual)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (social)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spirituality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

NOTE: If your father or mother is deceased, please indicate his or her last occupation.

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

33. Mark one in each row:

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

There is too much concern in the courts for the rights of criminals	4	3	2	1
Abortion should be legal	4	3	2	1
The death penalty should be abolished	4	3	2	1
Marijuana should be legalized	4	3	2	1
It is important to have laws prohibiting homosexual relationships	4	3	2	1
Racial discrimination is no longer a major problem in America	4	3	2	1
Realistically, an individual can do little to bring about changes in our society	4	3	2	1
Wealthy people should pay a larger share of taxes than they do now	4	3	2	1
Colleges should prohibit racist/sexist speech on campus	4	3	2	1
Same-sex couples should have the right to legal marital status	4	3	2	1
Affirmative action in college admissions should be abolished	4	3	2	1
The activities of married women are best confined to the home and family	4	3	2	1
Federal military spending should be increased	4	3	2	1
Colleges have the right to ban extreme speakers	4	3	2	1
If two people really like each other, it's all right for them to have sex even if they've known each other for only a very short time	4	3	2	1
The federal government should do more to control the sale of handguns	4	3	2	1

34. Below is a list of community service/volunteer activities. Indicate which of these you participated in during high school. (Mark all that apply)

None	<input type="checkbox"/>	Elder care	<input type="checkbox"/>	Community improvement/construction	<input type="checkbox"/>
Tutoring/teaching	<input type="checkbox"/>	Hospital work	<input type="checkbox"/>	Conflict mediation	<input type="checkbox"/>
Counseling/mentoring	<input type="checkbox"/>	Substance abuse education	<input type="checkbox"/>	Service to my religious community	<input type="checkbox"/>
Environmental activities	<input type="checkbox"/>	Other health education	<input type="checkbox"/>	Other community service	<input type="checkbox"/>
Child care	<input type="checkbox"/>	Services to the homeless	<input type="checkbox"/>		

35. During your last year in high school, how much time did you spend during a typical week doing the following activities?

Hours per week:	None	Less than 1 hour	1-2	3-5	6-10	11-15	16-20	Over 20
Studying/homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Socializing with friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talking with teachers outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exercise or sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Partying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working (for pay)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volunteer work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student clubs/groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Watching TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Household/childcare duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading for pleasure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Playing video/computer games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prayer/meditation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

36. Do you have any concern about your ability to finance your college education? (Mark one)

None (I am confident that I will have sufficient funds)	<input type="checkbox"/>
Some (but I probably will have enough funds)	<input type="checkbox"/>
Major (not sure I will have enough funds to complete college)	<input type="checkbox"/>

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

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

