

Chapter V: COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM (CIRP)

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 95121
Los Angeles, CA 90095-1521
(310) 825-1925
<http://www.gsies.ucla.edu/heri/heri.html>
e-mail: HERI@ucla.edu

When are results typically available?

The following December-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, Division Heads, 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.

20. 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"/>

21. 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

22. 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"/>
Eastern Orthodox	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Episcopal	<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	<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"/>

23. Did your high school require community service for graduation?
 Yes No

24. Please indicate the ethnic background of yourself, your father, and your mother. (Mark all that apply in each column)

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

25. 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"/>
Overslept and missed class or appointment	<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"/>
Visited an art gallery or museum	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed religion	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicated via e-mail	<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"/>
Communicated via Instant Messaging	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Internet use	<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"/>

26. When did you first visit this college? (Mark one)

Before I applied	<input type="radio"/>
After I applied but before I was accepted	<input type="radio"/>
After I was accepted but before I decided to attend	<input type="radio"/>
After I decided to attend	<input type="radio"/>

27. 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"/>

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

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

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"/>
To improve my reading and study skills	<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"/>
A mentor/role model encouraged me to go	<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"/>

30. Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself. (Mark one 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"/>
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"/>
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"/>
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"/>
Persistence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Popularity	<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"/>
Risk-taking	<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"/>
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"/>

31. 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 home economist	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		

32. 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	
The federal government should do more to control the sale of handguns	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	
People should not obey laws which violate their personal values	4	3	2	1	
Federal military spending should be increased	4	3	2	1	

33. Please indicate the extent to which each of the following describes you. (Mark one for each item)

		1 Not at all			
		2 To some extent			
		3 To a great extent			
Searching for meaning/purpose in life		3	2	1	
Engaging in self-reflection		3	2	1	
Appreciating the interconnectedness of everything		3	2	1	
Believing in the sacredness of life		3	2	1	
Being honest in my relationships with others		3	2	1	

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

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

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

None (I am confident that I will have sufficient funds)

Some (but I probably will have enough funds)

Major (not sure I will have enough funds to complete college)

36. 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	V	S	N	
My teacher advised me	V	S	N	
This college has a very good academic reputation	V	S	N	
This college has a good reputation for its social activities	V	S	N	
I was offered financial assistance	V	S	N	
This college offers special educational programs	V	S	N	
This college has low tuition	V	S	N	
High school counselor advised me	V	S	N	
Private college counselor advised me	V	S	N	
I wanted to live near home	V	S	N	
Not offered aid by first choice	V	S	N	
I was attracted by the religious affiliation/orientation of the college	V	S	N	
I wanted to go to a school about the size of this college	V	S	N	
Rankings in national magazines	V	S	N	
Information from a website	V	S	N	
I was admitted through an Early Action or Early Decision program	V	S	N	
A visit to the campus	V	S	N	
This college's graduates get good jobs	V	S	N	

2003 STUDENT INFORMATION FORM (“CIRP First-Year Survey”)

Supplemental CIRP Questions: Items 41-63

Please mark one response to items 41-43 using the scale:

- A- None**
- B- One**
- C- Two**
- D- Three**
- E- Four or More**

41. In selecting a college, how many college or university campuses did you visit?
42. In making a college selection, how many times did you visit Truman State University?
43. 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 44-56 using the scale:

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

44. Visiting the campus of Truman State University was influential in my final college decision.
45. The telephone calls I received from Truman, faculty, staff, and students were influential in my college decision.
46. The liberal arts and sciences mission influenced my decision to attend Truman State University.
47. The publications and correspondence I received from Truman State University were influential in my decision to attend.
48. Truman State University’s website was influential in my decision to attend.
49. I expect Truman faculty to be approachable, helpful, understanding and encouraging.
50. I expect Truman students to be friendly and supportive.
51. I expect Truman administrators and staff to be helpful, considerate, and flexible.
52. I expect to graduate from Truman in four years (May 2007).
53. I expect Truman will be the best four years of my life.
54. A Truman education is about exploring and engaging ideas.
55. A Truman education is about personal growth.
56. My future happiness depends on the outcomes of the next four years.

For items 57-61, please mark one response using the scale given for each item:

57. What do you expect most of your first semester grades at Truman to be?
- A. A
 - B. A-, B+
 - C. B
 - D. B-, C+
 - E. C, C-, or below
58. During the time Truman is in session, about how many hours a week do you expect to spend outside of class on activities related to your academic program, such as studying, writing, reading, lab work, rehearsing, etc.?
- A. 5 or fewer hours a week
 - B. 6-10 hours a week
 - C. 11-15 hours a week
 - D. 16-20 hours a week
 - E. more than 20 hours a week
59. During the time Truman is in session, about how many hours a week do you expect to spend watching television or playing video games?
- A. none
 - B. 1-2 hours
 - C. 3-5 hours
 - D. 6-10 hours
 - E. more than 10 hours
60. During the time Truman is session, about how many hours a week do you expect to spend socializing with friends?
- A. none
 - B. 1-2 hours
 - C. 3-5 hours
 - D. 6-10 hours
 - E. more than 10 hours
61. Upon graduation from Truman, how many faculty members do you expect to know well enough that you would ask them for a letter of recommendation?
- A. None
 - B. One
 - C. Two
 - D. Three
 - E. More than three.

For items 62 and 63, please mark your responses on this piece of paper, tuck it inside the CIRP survey and turn it in with the rest of the CIRP survey.

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

name of college or university

location (city, state)

63. Did you bring a computer to campus with you? Yes ____ No ____

If yes, is the computer a Laptop ____ or a PC ____

What brand of computer is it: _____

Cooperative Institutional Research Program

Fall 2003

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.

1,133 entering Truman freshmen completed the survey instrument. This represents 86 percent of the fall 2003 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 2003, 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 2003 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 21 participating campuses in 2003. 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, Navy, Air Force), 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 2003 Truman freshmen continue to show interest in studying social sciences, business, professional fields, and arts and humanities with 13.8, 14.0, 15.6 and 17.4 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	1999	2000	2001	2002	2003
Arts & Humanities	16.0	14.6	16.5	17.4	18.8
Biological Sciences	10.8	9.5	9.3	9.2	9.1
Business	16.4	15.0	13.7	14.0	14.5
Education	7.9	10.4	7.5	8.0	7.4
Engineering	1.3	1.0	0.7	1.3	1.0
Physical Sciences	4.8	3.4	4.4	4.8	7.1
Professional	16.2	14.1	15.5	15.6	16.4
Social Science	11.6	12.7	12.9	13.8	11.5
Technical	0.9	2.4	1.9	1.5	1.2
Other Fields	14.8	17.3	17.1	14.5	13.5

Public Highly Selective vs. Truman

Major Field of Study	Highly Selective	Truman
Arts & Humanities	10.4	18.8
Biological Sciences	6.4	9.1
Business	14.8	14.5
Education	11.1	7.4
Engineering	12.9	1.0
Physical Science	3.8	7.1
Professional	12.5	16.4
Social Science	8.8	11.5
Technical	1.1	1.2
Other Fields/Undecided	17.3	13.5

HIGHEST DEGREE PLANNED

In 2003, 44.1 percent of Truman freshmen plan to attain a master's degree. Over 40 percent plan to attain at least a PhD which exceeds the highly selective figure of 24 percent.

TRUMAN

Highest Degree	1999	2000	2001	2002	2003
None	0.2	2.8	0.1	0.2	0.1
Vocational Cert.	0.1	0.0	0.0	0.0	0.0
Associate	0.0	0.0	0.0	0.0	0.1
Bachelor's	13.5	7.1	13.8	14.6	14.1
Master's	43.9	42.0	42.1	42.2	44.1
PhD or Professional	41.0	47.1	42.8	42.3	40.4
BD or M.Div	0.1	0.5	0.5	0.2	0.4
Other	1.1	0.5	0.7	0.6	0.9

Public Highly Selective vs. Truman

Highest Degree	Highly Selective	Truman
None	0.6	0.1
Vocational Cert.	0.0	0.0
Associate	0.3	0.1
Bachelor's	25.7	14.1
Master's	46.0	44.1
PhD or Professional	26.0	40.4
BD or M.Div	0.2	0.4
Other	1.1	0.9

HIGH SCHOOL RECORD

Truman students report much higher grades than the nationwide average. In 2003, 98.5 percent of the Truman freshmen reported an average of "B" or higher and 77.9 percent reported an average of "A-" or higher. This is compared to 95.2 percent and 59.5 percent respectively nationwide.

TRUMAN

Average HS Grade	1999	2000	2001	2002	2003
A or A+	40.5	42.7	40.0	43.5	44.1
A-	32.3	30.7	33.7	31.3	33.8
B+	16.2	15.6	16.5	15.6	12.9
B	9.0	8.8	8.2	8.2	7.7
B-	1.7	1.6	1.2	1.2	1.2
C+	0.3	0.4	0.4	0.1	0.3
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+	29.7	44.1
A-	29.8	33.8
B+	20.5	12.9
B	15.2	7.7
B-	3.3	1.2
C+	1.2	0.3
C	0.5	0.1
D	0.0	0.0

NUMBER OF APPLICATIONS SUBMITTED

Truman was the only choice for 17.5 percent of the freshmen in 2003. The application distribution for both Truman students and students at highly selective institutions is fairly similar overall.

TRUMAN

Other colleges applied to	1999	2000	2001	2002	2003
None	21.6	21.9	18.2	19.2	17.5
1	14.6	16.8	16.1	15.0	15.7
2 - 3	37.2	35.7	40.3	37.6	36.4
4+	26.6	25.7	25.4	28.3	30.3

Public Highly Selective vs. Truman

Other Colleges applied to	Highly Selective	Truman
None	19.2	17.5
1	14.6	15.7
2 - 3	34.8	36.4
4+	31.4	30.3

COLLEGE CHOICE

Truman was the first choice for 73.4 percent of the students completing this survey in 2003. The rating distribution of college choices between Truman students and public highly selective students are similar to each other.

TRUMAN

This college is student's	1999	2000	2001	2002	2003
1st choice	80.3	71.6	75.6	75.4	73.4
2nd choice	13.4	21.6	17.8	17.6	20.7
3rd choice	3.9	4.3	4.6	4.0	3.8
Less than 3rd choice	2.4	2.5	1.9	3.0	2.1

Public Highly Selective vs. Truman

This college is student's	Highly Selective	Truman
1st choice	76.5	73.4
2nd choice	17.9	20.7
3rd choice	3.8	3.8
Less than 3rd choice	1.9	2.1

REASONS FOR SELECTION

Academic reputation continues as the primary reason for selecting Truman. Other major factors of Truman selection are financial assistance, low tuition, size, and rankings in national magazines. 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 was noted as a significant reason for selection for both Truman and public highly selective freshmen.

TRUMAN

Reasons for selection	1999	2000	2001	2002	2003
Relative's advice	5.3	5.9	5.7	6.5	8.5
Teacher's advice	2.6	3.4	3.4	4.3	4.0
Good academic rep	83.0	84.4	83.1	82.0	81.2
Good social rep	16.7	17.9	17.2	16.6	16.2
Financial assistance	50.1	50.1	52.8	57.7	60.7
Special programs	18.3	18.9	18.3	15.9	18.9
Low tuition	53.3	56.7	55.3	52.2	56.1
Counselor's advice	7.5	6.0	7.0	5.7	6.9
Near home	7.0	9.1	6.4	8.4	1.6
Grads get good jobs	59.7	62.2	55.9	n/a	n/a
Grads go to top grad schools	44.5	44.6	39.5	n/a	n/a
Size	47.6	50.7	49.0	49.3	46.0
Rankings in national magazines	26.6	28.6	27.5	32.0	29.2

Public Highly Selective vs. Truman

Reasons for selection	Highly Selective	Truman
Relative's advice	8.4	8.5
Teacher's advice	3.7	4.0
Good academic reputation	58.3	81.2
Good social reputation	25.8	16.2
Financial assistance	28.5	60.7
Special educational programs	21.4	18.9
Low tuition	30.7	56.1
Counselor's advice	6.1	6.9
Near home	1.4	1.6
Information on website	13.6	11.6
Not offered aid by first choice	14.0	7.5
Size	32.4	46.0
Rankings in national magazines	15.7	29.2
Early action/Early decision program	9.0	11.2
Religious affiliation/orientation	2.5	3.5
Visit to the campus*	40.7	39.1

PARENTAL INCOME

Truman students reported a shift in parental incomes with slight increases in the \$50-99,999 and over \$99,999 ranges and decreases in the \$20-24,999, \$30-39,999 and \$40-49,999 ranges. The 2003 parental income distribution for Truman students roughly parallels the distribution for highly selective students.

TRUMAN

Estimated Income	1999	2000	2001	2002	2003
<\$10,000	2.2	1.8	1.9	1.2	1.5
\$10,000-14,999	1.4	1.7	1.1	1.3	0.9
\$15,000-19,999	1.7	1.8	1.4	1.8	1.8
\$20,000-24,999	3.8	3.1	2.3	2.3	1.5
\$25,000-29,999	2.9	3.3	4.1	2.9	3.3
\$30,000-39,999	7.3	7.8	7.2	8.1	5.3
\$40,000-49,999	10.0	10.9	9.1	9.3	7.8
\$50,000-99,999	50.7	46.4	47.8	46.8	49.6
>\$99,999	19.9	23.3	25.2	26.3	28.2

Public Highly Selective vs. Truman

Estimated Income	Highly Selective	Truman
<\$10,000	1.5	1.5
\$10,000-14,999	1.6	0.9
\$15,000-19,999	1.8	1.8
\$20,000-24,999	2.5	1.5
\$25,000-29,999	2.5	3.3
\$30,000-39,999	5.3	5.3
\$40,000-49,999	7.5	7.8
\$50,000-99,999	43.3	49.6
>\$99,999	34.0	28.2

The 1999-2003 distribution of the responses for \$50,000 - \$99,999 is as follows:

TRUMAN

Estimated Income	1999	2000	2001	2002	2003
\$50,000-59,999	12.1	13.1	12.7	12.5	11.5
\$60,000-74,999	20.6	15.4	16.4	15.8	17.7
\$75,000-99,999	18.0	17.9	18.7	18.5	20.4

Public Highly Selective vs. Truman

Estimated Income	Highly Selective	Truman
\$50,000-59,999	9.5	11.5
\$60,000-74,999	14.2	17.7
\$75,000-99,999	19.6	20.4

FATHER'S EDUCATION

The percentage of students reporting that their father has a college degree or higher is 60.7 percent in 2003. Including those who report "some college", almost 74 percent of the fathers have college experience. Compared to the nationwide sample, 4.4% more Truman students report their fathers have at least a college degree and 2.3% more Truman fathers have some graduate school experience.

TRUMAN

Education	1999	2000	2001	2002	2003
High School or less	21.5	20.1	18.1	16.9	18.6
Postsecondary/college	51.2	53.0	54.9	54.1	54.1
Graduate School	27.3	26.8	26.9	28.8	27.2

Public Highly Selective vs. Truman

Education	Highly Selective	Truman
High School or less	23.3	18.6
Postsecondary/College	51.8	54.1
Graduate School	24.9	27.2

FATHER'S OCCUPATION

Popular occupations include business (30.1%), skilled worker (9.1%), and engineer (8.2%). 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 but increased slightly in 2003. 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	1999	2000	2001	2002	2003
Artist (incl. performer)	0.3	1.0	0.7	1.4	1.1
Business	29.6	29.4	29.7	29.6	30.1
Clergy/religious	1.6	1.4	1.2	1.4	0.9
College Teacher/admin	0.9	0.8	2.1	1.3	0.9
Doctor or dentist	2.2	2.6	2.8	2.7	2.3
Education (secondary)	3.2	5.2	3.1	4.9	3.2
Education (elementary)	1.6	1.4	1.5	1.5	1.2
Engineer	6.2	8.1	8.7	6.9	8.2
Farmer or forester	3.1	3.4	2.1	2.3	1.9
Health prof. (non MD)	1.4	2.0	1.4	1.5	2.3
Lawyer	1.9	1.8	2.6	2.0	2.4
Military (career)	1.4	1.2	1.6	1.2	1.5
Research scientist	0.5	0.7	1.0	1.0	1.2
Skilled worker	9.0	7.9	8.8	9.1	9.1
Semi-skilled worker	3.0	3.1	3.7	3.8	4.3
Laborer (unskilled)	2.2	2.2	2.7	2.1	2.4
Unemployed	1.0	1.1	0.7	1.5	1.8
Other occupation	28.7	24.7	25.7	25.7	25.2

Public Highly Selective vs. Truman

Occupation	Highly Selective	Truman
Artist (incl. performer)	1.0	1.1
Business	30.9	30.1
Clergy/religious	0.9	0.9
College teacher/admin	0.5	0.9
Doctor or dentist	2.2	2.3
Education (secondary)	3.3	3.2
Education (elementary)	1.1	1.2
Engineer	9.6	8.2
Farmer or forester	1.5	1.9
Health prof. (non MD)	1.5	2.3
Lawyer	2.0	2.4
Military (career)	2.9	1.5
Research scientist	0.7	1.2
Skilled worker	8.4	9.1
Semi-skilled worker	2.5	4.3
Laborer (unskilled)	2.5	2.4
Unemployed	1.9	1.8
Other occupation	26.7	25.2

MOTHER'S EDUCATION

Including those with "some college", over 75 percent of the mothers of 2003 Truman freshmen have college experience, and 57 percent have college degrees or higher. The students from the comparison group reported that 72.6 percent of the mothers had college experience and 53.3 percent had college degrees or higher.

TRUMAN

Education	1999	2000	2001	2002	2003
High School or less	23.2	24.1	19.7	18.0	19.1
Postsecondary/College	57.1	59.3	59.3	60.3	59.6
Graduate School	19.7	16.7	20.9	21.6	21.2

Public Highly Selective vs. Truman

Education	Highly Selective	Truman
High School or less	23.0	19.1
Postsecondary/College	56.7	59.6
Graduate School	20.3	21.2

MOTHER'S OCCUPATION

Business (15.1%), elementary education (10.9%), nurse (9.7%), homemaker (9.3%), and business-clerical (8.6%) continue to be the most frequent occupation responses in 2003. The response trend for these popular occupations for mothers is similar for the national comparison group also.

TRUMAN

Occupation	1999	2000	2001	2002	2003
Artist (incl. performer)	1.0	2.1	0.7	2.0	1.7
Business	12.1	12.1	15.2	14.1	15.1
Business (clerical)	9.5	9.1	10.0	8.1	8.6
Clergy/religious	0.4	0.6	0.4	0.3	0.6
College teacher/admin	0.5	0.6	1.0	0.9	0.5
Doctor or dentist	0.6	0.7	0.4	1.0	0.5
Education (secondary)	7.5	7.5	6.7	7.8	6.9
Education (elementary)	14.0	11.5	11.4	11.9	10.9
Engineer	0.1	0.2	0.3	0.4	0.3
Farmer or forester	0.2	0.2	0.2	0.4	0.3
Health prof. (non MD)	3.7	3.6	4.1	4.6	4.7
Homemaker (full-time)	10.5	10.7	11.3	11.2	9.3
Lawyer	0.2	0.5	0.4	0.2	0.5
Nurse	8.0	8.2	9.4	8.9	9.7
Research scientist	0.2	0.4	0.1	0.4	0.1
Social/Welfare Worker	1.4	1.3	2.0	1.7	1.4
Skilled worker	1.7	1.4	1.8	1.5	1.4
Semi-skilled worker	1.4	1.7	1.8	1.9	2.1
Laborer (unskilled)	1.0	1.0	0.9	1.2	1.6
Unemployed	2.1	3.5	3.5	3.8	3.9
Other occupation	23.8	23.0	18.3	17.8	19.9

Public Highly Selective vs. Truman

Occupation	Highly Selective	Truman
Artist (incl. performer)	1.6	1.7
Business	15.6	15.1
Business (clerical)	6.9	8.6
Clergy/religious	0.2	0.6
College teacher/admin	0.4	0.5
Doctor or dentist	1.1	0.5
Education (secondary)	6.4	6.9
Education (elementary)	11.1	10.9
Engineer	0.6	0.3
Farmer or forester	0.3	0.3
Health prof. (non MD)	3.4	4.7
Homemaker (full-time)	10.4	9.3
Lawyer	0.6	0.5
Nurse	8.9	9.7
Research Scientist	0.3	0.1
Social/Welfare Worker	1.5	1.4
Skilled worker	1.4	1.4
Semi-skilled worker	1.8	2.1
Laborer (unskilled)	1.4	1.6
Unemployed	3.8	3.9
Other occupation	22.2	19.9

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	1999	2000	2001	2002	2003
Far left	1.1	2.0	3.0	1.6	1.5
Liberal	21.8	24.8	23.9	23.8	25.2
Middle/road	53.6	50.1	47.7	49.9	49.7
Conservative	22.2	21.9	24.2	22.9	22.3
Far right	1.3	1.2	1.1	1.8	1.4

Public Highly Selective vs. Truman

Political Orientation	Highly Selective	Truman
Far left	1.8	1.5
Liberal	19.3	25.2
Middle/road	50.6	49.7
Conservative	26.3	22.3
Far right	2.1	1.4

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	1999	2000	2001	2002	2003
Baptist	11.6	9.8	12.5	9.8	10.3
United Church of Christ	2.4	2.7	2.4	2.2	2.1
Lutheran	6.9	6.6	6.5	7.2	8.5
Methodist	8.8	9.3	8.0	8.2	7.2
Catholic	30.7	33.2	27.3	27.7	29.2
Other	25.3	24.9	26.1	28.9	26.2
None	14.6	13.7	17.1	15.9	16.5

Public Highly Selective vs. Truman

Current religious preference	Highly Selective	Truman
Baptist	12.1	10.3
United Church of Christ	1.4	2.1
Lutheran	4.9	8.5
Methodist	7.6	7.2
Catholic	30.2	29.2
Other	28.8	26.2
None	16.1	16.5

ADDITIONAL INFORMATION

In addition to the traditionally reported information, the 2003 Truman freshmen have the following characteristics compared with the 2003 freshmen from four-year public highly selective institutions nationwide.

ACTIVITIES ENGAGED IN DURING THE PAST YEAR

In 2003, 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	58.1	63.2
Came late to class	61.2	54.9
Played musical instrument	42.8	51.0
Socialized w/different ethnic group*	70.0	58.0
Visited art gallery or museum	56.3	64.9
Discussed religion*	31.2	40.1
Drank beer	45.9	38.8
Felt overwhelmed by all I had to do*	25.4	32.6
Overslept and missed class or appointment	30.3	24.8
Performed community service as part of class	53.1	45.8

The following questions reference the usage of personal computers by students. In 2003, Truman freshmen indicated that 88.8 percent frequently used a personal computer. With these questions, it's more clearly defined exactly how students use a personal computer. The table indicates that both the Truman freshmen and the public highly selective freshmen's computer usage has increased since 1999 and appears to be leveling off. Homework/research related and non-homework/non-research related internet usage has increased over the years but communication via e-mail decreased in 2003. Instead of asking if students participated in chat rooms, the survey asked whether they communicated via instant messenger; 64.5% of Truman freshmen said they did.

Public Highly Selective vs. Truman

Highly Selective					
	1999	2000	2001	2002	2003
Communicated via e-mail	59.5	68.7	70.4	71.8	64.3
Used internet for research/homework	59.5	69.0	74.7	81.2	81.9
Participated in internet chat rooms	19.5	19.2	17.1	15.3	n/a
Other internet use	39.3	54.2	58.1	64.4	67.5
Used a personal computer	71.3	81.4	83.3	87.2	85.7
Communicated via instant messenger	---	---	---	---	69.7
Truman					
	1999	2000	2001	2002	2003
Communicated via e-mail	62.6	74.3	76.2	75.9	71.0
Used internet for research/homework	59.5	67.9	73.9	81.1	82.2
Participated in internet chat rooms	15.3	15.2	16.1	12.8	n/a
Other internet use	23.7	52.2	55.9	63.5	69.8
Used a personal computer	74.2	83.9	86.9	88.8	88.2
Communicated via instant messenger	---	---	---	---	64.5

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	3.3	64.5	18.2	8.0	5.9
Socializing w/friends	0.3	22.4	25.2	19.2	32.8
Talking w/teacher	9.7	86.5	2.5	0.7	0.7
Exercise/sports	3.9	39.5	19.6	15.8	21.2
Partying	23.3	53.1	12.8	5.7	5.3
Working	29.2	13.8	12.6	15.3	29.1
Volunteer work	27.7	63.5	5.0	1.8	2.1
Student clubs/groups	24.7	61.2	7.6	3.1	3.5
Watching TV	5.6	67.4	16.3	5.5	5.3
Housework/childcare	20.3	71.8	4.9	1.5	1.4
Reading for pleasure	25.0	65.4	6.1	2.0	1.6
Playing Video Games	38.3	51.5	5.7	2.2	2.3
Prayer/meditation	33.0	63.2	2.3	0.7	0.8

Truman					
Hours/week spent on:	none	<1-5	6-10	11-15	>=16
Studying/homework	2.2	57.3	20.1	11.2	9.2
Socializing w/friends	0.2	27.2	27.8	21.4	23.5
Talking w/teacher	6.7	90.7	2.1	0.4	0.3
Exercise/sports	4.8	50.1	16.8	14.6	13.6
Partying	34.0	49.3	11.4	3.4	2.0
Working	26.3	12.8	13.2	17.8	30.0
Volunteer work	26.1	65.8	4.9	1.1	2.0
Student clubs/groups	16.3	65.2	9.3	4.3	4.9
Watching TV	6.1	66.6	16.9	4.9	5.5
Housework/childcare	17.0	77.7	2.9	1.3	1.2
Reading for pleasure	17.2	69.0	9.7	2.3	1.8
Playing Video Games	39.8	51.1	5.4	2.0	1.7
Prayer/meditation	29.0	67.2	2.2	0.5	0.9

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	76.7	88.3
Spirituality	41.3	46.9
Popularity	39.6	28.0
Social self-confidence	51.1	40.5
Religiousness	34.8	40.7
Writing ability	49.6	56.6
Physical health	61.0	49.1
Emotional Health	57.1	52.0
Risk-taking	44.4	34.3
Leadership	64.4	58.6
Persistence	66.1	61.0

TRAITS DESCRIBING STUDENT TO A GREAT EXTENT

Freshmen were asked for the first time to indicate to what extent several statements described them. The following table highlights the "great extent" responses.

Searching for mission/purpose in life	32.1	35.1
Engaging in self-reflection	24.8	27.5
Appreciating the interconnectedness of everything	22.5	24.9
Believing in the sacredness of life	32.9	41.5
Being honest in my relationships with others	71.8	69.1

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	65.8	55.0
Prepare for grad/prof school	52.6	62.4
Be a more cultured person	36.6	43.6
Get training for a specific career	71.8	57.3
To gain a general education and appreciation of ideas	61.9	67.5

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	5.3	36.8	57.9
Truman	1.3	8.2	90.7

FIRST VISIT TO COLLEGE

Freshmen were asked for the first time in 2003, when they visited their selected college's campus. Compared to the students from highly selective institutions, Truman students typically visited campus within the same time stages of the application process. However, more Truman students visited campus after being accepted but before deciding to attend Truman.

Public Highly Selective vs. Truman

	Highly Selective	Truman
First visit to campus . . .		
Before I applied	60.2	56.8
After I applied but before I was accepted	12.9	11.0
After I was accepted but before I decided to attend	13.1	22.0
After I decided to attend	13.8	10.3

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

89.7 percent of Truman freshmen plan to obtain a bachelor’s degree, 72.6 percent plan to develop close friendships with other students, and 66.2 percent plan to socialize with someone of another racial/ethnic group. 69.9 percent plan to maintain at least a “B” average and 0.3 percent plan to drop out of college.

Public Highly Selective vs. Truman

	Highly Selective	Truman
Chances are very good. . .		
Participate in student clubs/groups	41.4	51.2
Make at least "B" Average	56.0	69.9
Get bachelor's degree	80.1	89.7
Participate in volunteer/cmtly service	21.4	29.5
Change career choices	12.7	20.0
Strengthen religious beliefs/convictions	27.8	35.0
Participate in study abroad programs	17.1	28.7
Change major field	13.8	19.1
Play varsity/intercollegiate athletics	16.7	11.6

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

	Highly Selective	Truman
Objectives		
Have administrative responsibility	40.5	26.1
Be very well off financially	68.6	56.6
Integrate spirituality into life	42.3	51.0
Becoming successful in a business of my own	34.3	24.5
Improving my understanding of other countries & cultures	42.3	49.0
Develop a meaningful philosophy of life	37.2	43.0

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, and same-sex couples should have the right to legal marital status. 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

	Highly Selective	Truman
Agrees Strongly or Somewhat		
Abortion should be legal	51.8	41.9
Abolish death penalty	28.3	39.2
Activities of married women are best confined to home and family	21.9	14.7
Too much concern in the courts for rights of criminals	63.9	57.9
Federal military spending should be increased	47.2	29.9
Federal government should do more to control sale of handguns	71.3	76.8
Wealthy people should pay larger share of taxes	50.8	59.7