

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

## General Information

### Incoming Student--Cooperative Institutional Research Project (CIRP)

*Who takes it?*

Fall first-time students.

*When is it administered?*

During Freshman Week (in August).

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

30 minutes.

*What office administers it?*

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

*Who originates the survey?*

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

*When are results typically available?*

The following December or January.

*What type of information is sought?*

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

*From whom are the results available?*

Assessment and Testing.

*To whom are results regularly distributed?*

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

*Are the results available by division or discipline?*

No.

*Are the results comparable to data of other universities?*

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

# Cooperative Institutional Research Program

## Fall 1999

### 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.

1,148 entering Truman freshmen completed the survey instrument. This represents 79 percent of the fall 1999 class. The demographic information provided by these students indicates that they reflect the profile of the entire class. They are full-time students who graduated from high school in 1999, are 18-19 years old, and are "traditional" in many ways.

The following charts provide comparative information on recent Truman freshman classes over the past five years. Charts comparing Truman's fall 1999 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 percentage in each category.

It should be noted that the "Public Highly Selective" category included 39 participating campuses in 1999. This group is a mixture of public liberal arts colleges (Truman, Mary Washington, New College of South Florida, St. Mary's of Maryland), engineering campuses (University of Missouri-Rolla, Michigan Tech, NJ Institute of Technology), the service academies (Army, Navy, Air Force), and some multi-purpose campuses (SUNY College at Buffalo, George Mason University, University of Northern Iowa). Thus, one should be cautious in drawing conclusions regarding Truman's responses versus the public highly selective group.

#### PROBABLE MAJOR FIELD OF STUDY

The 1999 Truman freshmen continue to show interest in studying business and professional fields with 16.4 percent and 16.2 percent planning to major in these respective fields. There is also renewed interest in arts & humanities, social sciences, physical sciences, and biological sciences. Compared to the highly selective institutions, Truman students show more interest in all the major fields of study listed with the exceptions of the education, engineering, technical, and other fields categories.

#### TRUMAN

Major Field of Study	1995	1996	1997	1998	1999
Arts & Humanities	12.1	14.1	13.9	12.8	16.0
Biological Sciences	10.2	9.9	10.6	10.1	10.8
Business	16.0	15.9	14.8	15.2	16.4
Education	9.4	7.9	8.2	9.1	7.9
Engineering	2.0	1.2	1.3	1.7	1.3
Physical Sciences	4.8	5.3	5.6	3.9	4.8
Professional	16.4	17.0	14.4	16.2	16.2
Social Science	11.1	11.5	13.0	10.6	11.6
Technical	1.4	0.8	0.9	0.9	0.9
Other Fields	6.6	6.8	6.4	8.3	14.8

#### Public Highly Selective vs. Truman

Major Field of Study	Highly Selective	Truman
Arts & Humanities	10.5	16.0
Biological Sciences	7.2	10.8
Business	12.1	16.4
Education	15.6	7.9
Engineering	14.7	1.3
Physical Science	4.2	4.8
Professional	7.8	16.2
Social Science	9.9	11.6
Technical	1.3	0.9
Other Fields	16.5	14.8

#### HIGHEST DEGREE PLANNED

In 1999, 84.9 percent of Truman freshmen plan to attain a graduate or professional degree, exceeding the highly selective nationwide figure of 78.6 percent.

## TRUMAN

Highest Degree	1995	1996	1997	1998	1999
None	0.2	0.5	0.3	0.3	0.2
Vocational Cert.	0.0	0.1	0.1	0.0	0.1
Associate	0.3	0.1	0.1	0.0	0.0
Bachelor's	15.4	15.1	14.2	15.5	13.5
Master's	44.1	41.7	42.0	44.7	43.9
PhD or Professional	38.4	41.7	42.6	38.8	41.0
BD or M.Div	0.2	0.0	0.1	0.2	0.1
Other	1.4	0.8	0.8	0.6	1.1

### Public Highly Selective vs. Truman

Highest Degree	Highly Selective	Truman
None	0.4	0.2
Vocational Cert.	0.1	0.1
Associate	0.2	0.0
Bachelor's	19.0	13.5
Master's	50.5	43.9
PhD or Professional	28.1	41.0
BD or M.Div	0.3	0.1
Other	1.4	1.1

### A. HIGH SCHOOL RECORD

Truman students report much higher grades than the nationwide average. In 1999, 98 percent of the Truman freshmen reported an average of "B" or higher and 72.8 percent reported an average of "A-" or higher. This is compared to 89.6 percent and 55.3 percent respectively nationwide.

## TRUMAN

Average HS Grade	1995	1996	1997	1998	1999
A or A+	26.1	29.7	34.1	38.4	40.5
A-	30.1	30.8	33.5	29.5	32.3
B+	24.2	23.3	17.5	19.5	16.2
B	15.7	13.8	12.1	10.2	9.0
B-	3.1	1.7	2.3	1.8	1.7
C+	0.7	0.7	0.4	0.6	0.3
C	0.2	0.0	0.1	0.0	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+	28.1	40.5
A-	27.2	32.3
B+	18.9	16.2
B	15.4	9.0
B-	5.9	1.7
C+	3.1	0.3
C	1.4	0.1
D	0.0	0.0

## NUMBER OF APPLICATIONS SUBMITTED

Truman was the only choice for 21.6 percent of the freshmen in 1999. The students at highly selective institutions had a higher percentage applying to 4 or more colleges (38.6% vs. 26.6%).

## TRUMAN

Other colleges applied to	1995	1996	1997	1998	1999
None	22.3	20.7	20.5	23.0	21.6
1	17.6	17.5	17.6	16.6	14.6
2 - 3	38.2	37.4	40.7	36.9	37.2
4+	21.8	24.5	21.3	23.7	26.6

### Public Highly Selective vs. Truman

Other Colleges applied to	Highly Selective	Truman
None	13.7	21.6
1	12.2	14.6
2 - 3	35.4	37.2
4+	38.6	26.6

## COLLEGE CHOICE

Truman was the first choice for 80.3 percent of the students completing this survey in 1999. This is higher than the nationwide sample where 75 percent are attending their first choice.

## TRUMAN

This college is student's	1995	1996	1997	1998	1999
1st choice	76.9	77.1	79.1	78.4	80.3
2nd choice	17.2	18.3	16.1	16.4	13.4
3rd choice	3.8	2.7	3.4	3.3	3.9
Less than 3rd choice	2.0	1.8	1.3	1.8	2.4

### Public Highly Selective vs. Truman

This college is student's	Highly Selective	Truman
1st choice	75.0	80.3
2nd choice	18.0	13.4
3rd choice	4.5	3.9
Less than 3rd choice	2.5	2.4

## REASONS FOR SELECTION

Academic reputation continues as the primary reason for selecting Truman. Other major factors of selection are placement of our graduates in good jobs, our low tuition, financial assistance, size, and Truman graduates go to top graduate schools. Since the question's inclusion in 1995, rankings in national magazines was a significant selection consideration but has fallen off in recent years to an all-time low of 26.6 percent in 1999 from a high of 41.3 percent in 1997. Academic reputation

and graduates get good jobs are the most significant considerations in college selection by freshmen in the highly selective comparison group. Questions not asked on the survey during a particular year are indicated by n/a.

### TRUMAN

Reasons for selection	1995	1996	1997	1998	1999
Relative's advice	6.7	7.7	5.9	6.1	5.3
Teacher's advice	3.0	3.1	2.8	2.3	2.6
Good academic rep	81.9	87.0	85.7	82.0	83.0
Good social rep	13.8	21.5	18.2	17.5	16.7
Financial assistance	43.4	48.7	56.9	51.9	50.1
Special programs	16.7	18.6	19.2	15.3	18.3
Low tuition	63.5	65.9	62.4	53.0	53.3
Counselor's advice	7.8	8.7	6.9	5.6	7.5
Near home	9.1	7.6	9.0	8.6	7.0
Not offered aid by first choice	n/a	7.1	6.3	8.6	6.3
Religious affiliation/orientation	2.1	1.7	2.1	2.4	3.0
Not accepted anywhere else	0.8	0.8	0.7	0.4	0.5
Grads get good jobs	58.0	64.7	64.8	57.6	59.7
Grads go to top grad schools	45.2	47.2	50.2	44.0	44.5
Size	47.7	51.0	48.0	46.8	47.6
Rankings in national magazines	36.5	40.9	41.3	33.6	26.6
Info in multicollge guidebook	n/a	n/a	n/a	9.1	7.2

### Public Highly Selective vs. Truman

Reasons for selection	Highly Selective	Truman
Relative's advice	6.9	5.3
Teacher's advice	4.1	2.6
Good academic reputation	69.1	83.0
Good social reputation	22.9	16.7
Financial assistance	27.3	50.1
Special educational programs	25.3	18.3
Low tuition	39.5	53.3
Counselor's advice	0.1	7.5
Near home	13.6	7.0
Info. in multicollge guidebook	8.3	7.2
Not offered aid by first choice	5.8	6.3
Grads get good jobs	61.4	59.7
Grads go to top grad schools	36.0	44.5
Size	32.6	47.6
Rankings in national magazines	16.6	26.6
Early action/Early decision program	8.7	8.7
Religious affiliation/orientation	2.3	3.0
Not accepted anywhere else	2.6	0.5

### PARENTAL INCOME

After a few years of Truman students reporting higher family income levels, Truman students reported a greater percentage of parental income levels less than \$30,000 and more than \$99,999 in 1999. The 1999 class included 19.9 percent reporting family incomes of \$100,000 or more while 24.1 percent of the public highly selective group reported family incomes greater than

\$100,000. Also Truman students (60.7%) reported more family income levels in the \$40,000 to \$99,999 ranges than the highly selective group (55.0%).

### TRUMAN

Estimated Income	1995	1996	1997	1998	1999
<\$10,000	1.7	1.7	1.3	0.8	2.2
\$10,000-14,999	1.8	2.2	1.6	1.4	1.4
\$15,000-19,999	2.1	1.7	1.6	1.4	1.7
\$20,000-24,999	3.8	3.5	3.4	2.2	3.8
\$25,000-29,999	3.2	4.0	3.9	2.8	2.9
\$30,000-39,999	9.4	10.5	9.6	9.4	7.3
\$40,000-49,999	13.8	10.8	11.5	12.0	10.0
\$50,000-99,999	50.1	49.6	50.6	51.2	50.7
>\$99,999	14.1	26.2	16.5	19.0	19.9

### Public Highly Selective vs. Truman

Estimated Income	Highly Selective	Truman
<\$10,000	2.6	2.2
\$10,000-14,999	2.3	1.4
\$15,000-19,999	2.3	1.7
\$20,000-24,999	3.2	3.8
\$25,000-29,999	3.3	2.9
\$30,000-39,999	7.2	7.3
\$40,000-49,999	9.2	10.0
\$50,000-99,999	45.8	50.7
>\$99,999	24.1	19.9

The 1995-1999 distribution of the responses for \$50,000 - \$99,999 is as follows:

### TRUMAN

Estimated Income	1995	1996	1997	1998	1999
\$50,000-59,999	16.0	15.3	15.4	13.2	12.1
\$60,000-74,999	19.0	18.8	18.2	19.2	20.6
\$75,000-99,999	15.1	15.5	17.0	18.8	18.0

### Public Highly Selective vs. Truman

Estimated Income	Highly Selective	Truman
\$50,000-59,999	11.4	12.1
\$60,000-74,999	16.3	20.6
\$75,000-99,999	18.1	18.0

### FATHER'S EDUCATION

The percentage of students reporting that their father has a college degree or higher is 59 percent in 1999. Including those who report "some college", more than 78 percent of the fathers have postsecondary or college experience. Compared to the nationwide sample, 3.5% more Truman students report their fathers have at least a college degree and 3.7% more Truman fathers have some postsecondary or college experience.

## TRUMAN

Education	1995	1996	1997	1998	1999
High School or less	19.9	21.2	20.4	17.7	21.5
Postsecondary/college	52.0	51.5	53.6	55.6	51.2
Graduate School	28.3	27.3	26.1	26.6	27.3

## Public Highly Selective vs. Truman

Education	Highly Selective	Truman
High School or less	25.2	21.5
Postsecondary/College	48.8	51.2
Graduate School	26.0	27.3

## FATHER'S OCCUPATION

Popular occupations include business (29.6%), skilled worker (9.0%), engineer (6.2%), and education (4.8%). 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	1995	1996	1997	1998	1999
Artist (incl. performer)	0.7	0.9	0.5	0.9	0.3
Business	31.4	30.7	30.0	32.1	29.6
Clergy/religious	1.1	1.0	1.4	1.4	1.6
College Teacher/admin	0.7	1.0	0.8	1.3	0.9
Doctor or dentist	2.1	2.4	2.4	2.5	2.2
Education (secondary)	5.6	4.0	4.0	4.2	3.2
Education (elementary)	1.4	1.2	0.5	1.3	1.6
Engineer	7.5	6.9	8.0	7.9	6.2
Farmer or forester	3.0	3.0	3.3	3.1	3.1
Health prof. (non MD)	2.0	1.1	1.2	1.9	1.4
Lawyer	1.4	2.6	2.6	1.6	1.9
Military (career)	1.1	1.0	1.2	1.5	1.4
Research scientist	0.7	0.7	1.0	0.6	0.5
Skilled worker	9.1	8.6	8.0	8.1	9.0
Semi-skilled worker	3.2	3.6	2.9	3.0	3.0
Laborer (unskilled)	2.2	1.4	2.2	1.6	2.2
Unemployed	1.5	2.2	1.1	1.3	1.0
Other occupation	25.6	25.5	29.0	25.7	28.7

## Public Highly Selective vs. Truman

Occupation	Highly Selective	Truman
Artist (incl. performer)	0.7	0.3
Business	27.4	29.6
Clergy/religious	0.9	1.6
College teacher/admin	0.6	0.9
Doctor or dentist	1.9	2.2
Education (secondary)	4.3	3.2
Education (elementary)	1.4	1.6
Engineer	9.5	6.2
Farmer or forester	1.6	3.1
Health prof. (non MD)	1.6	1.4
Lawyer	1.6	1.9
Military (career)	2.1	1.4
Research scientist	0.6	0.5
Skilled worker	9.3	9.0
Semi-skilled worker	3.4	3.0
Laborer (unskilled)	2.7	2.2
Unemployed	2.1	1.0
Other occupation	28.4	28.7

## MOTHER'S EDUCATION

Including those with "some college", almost 76 percent of the mothers of 1999 Truman freshmen have postsecondary or college experience and almost 52 percent have college degrees or higher. The students from the comparison group reported that almost 72 percent of the mothers had had postsecondary or college experience and that 50 percent had college degrees or higher.

## TRUMAN

Education	1995	1996	1997	1998	1999
High School or less	24.3	24.0	22.2	21.1	23.2
Postsecondary/College	55.1	56.6	58.2	58.2	57.1
Graduate School	20.5	19.3	19.6	20.6	19.7

## Public Highly Selective vs. Truman

Education	Highly Selective	Truman
High School or less	27.5	23.2
Postsecondary/College	53.0	57.1
Graduate School	19.4	19.7

## MOTHER'S OCCUPATION

Elementary education (14.0%), business (12.1%), homemaker (10.5%), business-clerical (9.5%), and nurse (8.0%) continue to be the most frequent occupation responses in 1999. The response trend for these popular occupations for mother is similar for the national comparison group

also.

## TRUMAN

Occupation	1995	1996	1997	1998	1999
Artist (incl. performer)	1.3	2.1	1.4	1.6	1.0
Business	12.6	12.9	12.4	14.9	12.1
Business (clerical)	10.0	9.0	7.1	8.3	9.5
Clergy/religious	0.1	0.1	0.2	0.4	0.4
College teacher/admin	0.3	0.8	0.7	0.6	0.5
Doctor or dentist	0.4	0.4	0.5	0.4	0.6
Education (secondary)	6.5	6.4	7.3	7.7	7.5
Education (elementary)	14.2	14.5	13.3	11.7	14.0
Engineer	0.3	0.2	0.1	0.3	0.1
Farmer or forester	0.4	0.4	0.5	0.3	0.2
Health prof. (non MD)	2.6	2.8	2.7	2.9	3.7
Homemaker (full-time)	11.0	9.7	10.7	12.2	10.5
Lawyer	0.3	0.3	0.2	0.1	0.2
Nurse	8.5	8.4	9.6	10.7	8.0
Research scientist	0.1	0.2	0.2	0.2	0.2
Social/Welfare Worker	2.0	1.3	1.8	1.1	1.4
Skilled worker	2.0	1.1	1.0	1.6	1.7
Semi-skilled worker	1.4	2.3	2.1	1.9	1.4
Laborer (unskilled)	1.2	1.8	1.0	0.4	1.0
Unemployed	3.0	3.7	3.3	3.0	2.1
Other occupation	21.8	21.5	24.0	19.7	23.8

## Public Highly Selective vs. Truman

Occupation	Highly Selective	Truman
Artist (incl. performer)	1.3	1.0
Business	13.7	12.1
Business (clerical)	7.2	9.5
Clergy/religious	0.2	0.4
College teacher/admin	0.5	0.5
Doctor or dentist	0.8	0.6
Education (secondary)	6.2	7.5
Education (elementary)	12.3	14.0
Engineer	0.3	0.1
Farmer or forester	0.3	0.2
Health prof. (non MD)	2.9	3.7
Homemaker (full-time)	10.5	10.5
Lawyer	0.4	0.2
Nurse	9.5	8.0
Research Scientist	0.2	0.2
Social/Welfare Worker	1.9	1.4
Skilled worker	1.9	1.7
Semi-skilled worker	2.0	1.4
Laborer (unskilled)	1.2	1.0
Unemployed	3.6	2.1
Other occupation	23.0	23.8

## POLITICAL ORIENTATION

Truman students tend to be “middle of the road” politically as do the highly selective group. However, Truman students indicate a slight conservative skew compared to a slight liberal skew of the highly selective group. Very few report that

they are at the political extremes.

## TRUMAN

Political Orientation	1995	1996	1997	1998	1999
Far left	1.6	1.7	1.8	2.6	1.1
Liberal	24.6	23.1	23.8	23.4	21.8
Middle/road	50.2	51.7	51.4	50.9	53.6
Conservative	21.9	21.9	22.0	22.4	22.2
Far right	1.6	1.6	1.0	0.7	1.3

## Public Highly Selective vs. Truman

Political Orientation	Highly Selective	Truman
Far left	2.0	1.1
Liberal	22.3	21.8
Middle/road	52.1	53.6
Conservative	21.6	22.2
Far right	1.9	1.3

## RELIGIOUS PREFERENCE

The most frequent religious preference listed by entering students continues to be Catholic. Over the past five years, the distribution of the religion preferences has remained relatively stable. Truman students’ religious preferences closely follow the nationwide distribution with the exception of a slightly higher concentration of Baptists and fewer Catholics.

## TRUMAN

Current religious preference	1995	1996	1997	1998	1999
Baptist	9.5	9.9	9.5	11.7	11.6
United Church of Christ	2.7	2.5	2.5	2.7	2.4
Lutheran	7.0	8.5	6.9	7.4	6.9
Methodist	9.7	8.1	9.0	8.2	8.8
Catholic	34.9	32.7	34.5	33.1	30.7
Other	22.9	22.6	23.9	22.1	25.3
None	13.3	15.6	13.7	14.8	14.6

## Public Highly Selective vs. Truman

Current religious preference	Highly Selective	Truman
Baptist	6.8	11.6
United Church of Christ	1.4	2.4
Lutheran	5.0	6.9
Methodist	6.6	8.8
Catholic	37.8	30.7
Other	26.0	25.3
None	16.5	14.6

## ADDITIONAL INFORMATION

In addition to the traditionally reported information, the 1999 Truman freshmen have the following characteristics compared with the 1999 freshmen from four-year public highly selective institutions nationwide.

### Activities Engaged in During the Past Year

In 1999, 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
Was bored in class*	44.8	39.3
Came late to class	65.6	60.6
Was a guest in a teacher's home	30.8	35.9
Drank beer	54.8	45.9
Felt overwhelmed*	30.4	36.7
Played musical instrument	40.2	46.5
Socialized w/different ethnic group*	69.6	56.3
Attended a religious service	81.7	86.9
Visited art gallery or museum	61.8	67.3
Discussed religion*	27.6	40.5
Checked out book from school library*	20.7	29.7

The following questions referencing the usage of personal computers by students were new in 1998. In 1999, Truman freshmen indicated that 74.2 percent frequently used a personal computer. With the new questions, it's more clearly defined exactly how students use a personal computer. It's interesting to note that both the Truman freshmen and the public highly selective freshmen used their personal computers significantly less in 1999 than in 1998 as the table indicates.

#### Public Highly Selective vs. Truman

Highly Selective		
	1998	1999
Communicated via e-mail	73.4	59.5
Used internet for research/homework	88.3	59.5
Took part in internet chat room	57.2	19.5
Played computer games	79.5	23.8
Other internet use	78.3	39.3
Truman		
	1998	1999
Communicated via e-mail	75.5	62.6
Used internet for research/homework	91.5	59.5
Took part in internet chat room	52.9	15.3
Played computer games	78.6	23.7

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

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

#### Public Highly Selective vs. Truman

Highly Selective					
Hours/week spent on:	none	<1-5	6-10	11-15	>=16
Studying/homework	2.5	58.0	21.6	10.2	7.8
Socializing w/friends	0.2	19.0	24.3	19.8	36.8
Talking w/teacher	8.6	86.8	2.9	1.0	0.7
Exercise/sports	3.3	38.1	19.6	17.8	21.1
Partying	16.8	53.5	15.3	7.1	7.3
Working	26.4	12.4	11.6	15.1	34.4
Volunteer work	27.6	62.6	5.5	1.9	2.4
Student clubs/groups	22.5	61.7	8.7	3.6	3.6
Watching TV	6.1	66.7	15.8	5.9	5.4
Housework/childcare	18.1	73.1	5.4	1.8	1.7
Reading for pleasure	22.7	68.2	5.7	1.9	1.4
Playing Video Games	52.2	42.3	3.1	1.2	1.2
Prayer/meditation	35.7	60.9	1.9	0.6	0.9
Truman					
Hours/week spent on:	none	<1-5	6-10	11-15	>=16
Studying/homework	1.0	55.1	23.8	12.5	7.6
Socializing w/friends	0.4	22.6	26.0	21.2	29.8
Talking w/teacher	5.5	90.7	2.7	0.6	0.6
Exercise/sports	4.9	48.6	17.0	14.1	15.3
Partying	26.0	52.1	13.3	4.2	4.3
Working	25.1	9.6	11.6	17.5	36.2
Volunteer work	26.8	66.4	4.3	0.8	1.7
Student clubs/groups	13.6	68.1	10.4	4.6	3.2
Watching TV	6.6	69.2	14.2	5.4	4.6
Housework/childcare	14.9	78.2	4.1	1.4	1.4
Reading for pleasure	17.7	70.6	7.9	2.8	1.0
Playing Video Games	57.1	38.2	3.2	0.7	0.8
Prayer/meditation	22.7	74.0	2.0	0.7	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	74.0	87.3
Physical health	60.9	50.3
Popularity	41.7	28.8
Social self-confidence	51.7	44.4

### Reasons for Deciding to Attend College

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

### Public Highly Selective vs. Truman

Reasons for Attending College	Highly Selective	Truman
Gain general education/appreciation	62.5	63.2
Make more money	65.4	62.2
Prepare for grad/prof school	54.0	61.0
Get a better job	69.9	71.3
Be a more cultured person	37.5	37.0
Learn more about what interests me	73.7	76.2
Get training for a specific career	72.7	67.3

## 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	5.9	34.7	59.5
Truman	2.6	8.8	88.6

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

It is also interesting to note that chances are very good that 89 percent of Truman freshmen will get a bachelor's degree and 64.3 percent plan to maintain at least a "B" average.

### Public Highly Selective vs. Truman

Chances are very good	Highly Selective	Truman
Play varsity/intercollegiate athletics	21.6	11.1
Make at least "B" Average	49.1	64.3
Get bachelor's degree	80.9	89.0
Participate in volunteer/cmtty service	22.5	28.7

## FINANCIAL SOURCES FOR EDUCATIONAL EXPENSES

When looking at sources for first-year educational expenses, other college grants and scholarships serve as substantial financial sources for Truman freshmen. Truman students also appear to receive more financial assistance from parents/family, scholarships, and grants than the comparison group. While freshmen from highly selective institutions cover their educational expenses more with money earned from part-time jobs and other government aid resources.

### Public Highly Selective vs. Truman

Sources	Highly Selective	Truman
Parents or family	74.7	86.0
Part-time job off campus	19.0	12.4
Summer work	48.9	57.3
State scholarships or grants	17.5	30.0
College Work-study Grant	7.4	12.9
Other college grant/scholarship	19.6	66.5
Other private grant	12.0	20.5
Other gov't aid (ROTC, BIA, GI, etc.)	12.5	1.1
Stafford Loan (GSL)	24.6	32.3

## Objectives Considered to be Important

Truman freshmen responded similarly to the responses of the public highly selective freshmen. Objectives considered to be important to both groups are raising a family, helping others who are in difficulty, being well off financially, becoming an authority in their field, obtaining recognition from colleagues for contributions to the field, and developing a meaningful philosophy of life. 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	38.3	29.7
Be very well off financially	68.0	58.0
Keep up to date with political affairs	32.1	27.0
Integrate spirituality into life	42.2	54.3

**AGREES STRONGLY OR SOMEWHAT . . .**

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

Public Highly Selective vs. Truman

Agrees Strongly or Somewhat	Highly Selective	Truman
Abortion should be legal	57.4	40.8
Abolish death penalty	23.7	29.6
Sex OK if people like each other	40.9	29.3
Marijuana should be legalized	33.0	25.1
Employers can require drug tests	77.8	85.2
Man not entitled to sex on date	90.0	95.1
Individual can do little to change society	29.0	20.5
Activities of married women are best confined to home and family	24.4	15.7
Abolish affirmative action in college admissions	59.2	50.3