

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

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 2000

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.

1,147 entering Truman freshmen completed the survey instrument. This represents almost 82 percent of the fall 2000 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 2000, 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 2000 freshman class with freshman responses at four-year public highly selective institutions nationwide are also provided. All information is self-reported by the student and is for first-time, full-time freshmen. The tables indicate the response percentage in each category.

It should be noted that the "Public Highly Selective" category included 25 participating campuses in 2000. 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 2000 Truman freshmen continue to show interest in studying business, arts and humanities, and professional fields with 15.0, 14.6, and 14.1 percent planning to major in these respective fields. There is also increasing interest in social sciences and renewed interest in education. Compared to the highly selective institutions, Truman students show more interest in arts and humanities, biological sciences, professional and social science fields and less interest in business and engineering.

TRUMAN

Major Field of Study	1996	1997	1998	1999	2000
Arts & Humanities	14.1	13.9	12.8	16.0	14.6
Biological Sciences	9.9	10.6	10.1	10.8	9.5
Business	15.9	14.8	15.2	16.4	15.0
Education	7.9	8.2	9.1	7.9	10.4
Engineering	1.2	1.3	1.7	1.3	1.0
Physical Sciences	5.3	5.6	3.9	4.8	3.4
Professional	17.0	14.4	16.2	16.2	14.1
Social Science	11.5	13.0	10.6	11.6	12.7
Technical	0.8	0.9	0.9	0.9	2.4
Other Fields	6.8	6.4	8.3	14.8	17.3

Public Highly Selective vs. Truman

Major Field of Study	Highly Selective	Truman
Arts & Humanities	10.0	14.6
Biological Sciences	6.5	9.5
Business	15.9	15.0
Education	10.5	10.4
Engineering	10.9	1.0
Physical Science	3.4	3.4
Professional	9.4	14.1
Social Science	9.6	12.7
Technical	2.0	2.4
Other Fields	20.0	17.3

HIGHEST DEGREE PLANNED

In 2000, 89.1 percent of Truman freshmen plan to attain a graduate or professional degree, with more emphasis on professional degrees. This exceeds the highly selective nationwide figure of 81.5 percent.

TRUMAN

Highest Degree	1996	1997	1998	1999	2000
None	0.5	0.3	0.3	0.2	2.8
Vocational Cert.	0.1	0.1	0.0	0.1	0.0
Associate	0.1	0.1	0.0	0.0	0.0
Bachelor's	15.1	14.2	15.5	13.5	7.1
Master's	41.7	42.0	44.7	43.9	42.0
PhD or Professional	41.7	42.6	38.8	41.0	47.1
BD or M.Div	0.0	0.1	0.2	0.1	0.5
Other	0.8	0.8	0.6	1.1	0.5

Public Highly Selective vs. Truman

Highest Degree	Highly Selective	Truman
None	4.3	2.8
Vocational Cert.	0.1	0.0
Associate	0.3	0.0
Bachelor's	12.7	7.1
Master's	50.2	42.0
PhD or Professional	31.3	47.1
BD or M.Div	0.2	0.5
Other	0.9	0.5

HIGH SCHOOL RECORD

Truman students report much higher grades than the nationwide average. In 2000, 97.8 percent of the Truman freshmen reported an average of "B" or higher and 73.4 percent reported an average of "A-" or higher. This is compared to 90.5 percent and 48.8 percent respectively nationwide.

TRUMAN

Average HS Grade	1996	1997	1998	1999	2000
A or A+	29.7	34.1	38.4	40.5	42.7
A-	30.8	33.5	29.5	32.3	30.7
B+	23.3	17.5	19.5	16.2	15.6
B	13.8	12.1	10.2	9.0	8.8
B-	1.7	2.3	1.8	1.7	1.6
C+	0.7	0.4	0.6	0.3	0.4
C	0.0	0.1	0.0	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+	24.0	42.7
A-	24.8	30.7
B+	22.0	15.6
B	19.7	8.8
B-	6.2	1.6
C+	2.4	0.4
C	0.9	0.1
D	0.0	0.0

NUMBER OF APPLICATIONS SUBMITTED

Truman was the only choice for 21.9 percent of the freshmen in 2000. However, the application distribution for both Truman students and students at highly selective institutions is fairly similar overall.

TRUMAN

Other colleges applied to	1996	1997	1998	1999	2000
None	20.7	20.5	23.0	21.6	21.9
1	17.5	17.6	16.6	14.6	16.8
2 - 3	37.4	40.7	36.9	37.2	35.7
4+	24.5	21.3	23.7	26.6	25.7

Public Highly Selective vs. Truman

Other Colleges applied to	Highly Selective	Truman
None	22.9	21.9
1	15.3	16.8
2 - 3	36.5	35.7
4+	25.3	25.7

COLLEGE CHOICE

Truman was the first choice for 71.6 percent of the students completing this survey in 2000. This is slightly less than the nationwide sample where almost 74 percent are attending their first choice.

TRUMAN

This college is student's	1996	1997	1998	1999	2000
1st choice	77.1	79.1	78.4	80.3	71.6
2nd choice	18.3	16.1	16.4	13.4	21.6
3rd choice	2.7	3.4	3.3	3.9	4.3
Less than 3rd choice	1.8	1.3	1.8	2.4	2.5

Public Highly Selective vs. Truman

This college is student's	Highly Selective	Truman
1st choice	73.9	71.6
2nd choice	19.8	21.6
3rd choice	4.3	4.3
Less than 3rd choice	2.0	2.5

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 and admission to graduate/professional schools, our low tuition, financial assistance, and size. Three new items were asked in 2000. They were: information from a website (6.9%), my friends are attending (4.5%), and I was offered an athletic (6.8%), a merit-based (51.1%), or need-based (8.8%) scholarship. Merit-based scholarship offers was a major reason in

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

TRUMAN

Reasons for selection	1996	1997	1998	1999	2000
Relative's advice	7.7	5.9	6.1	5.3	5.9
Teacher's advice	3.1	2.8	2.3	2.6	3.4
Good academic rep	87.0	85.7	82.0	83.0	84.4
Good social rep	21.5	18.2	17.5	16.7	17.9
Financial assistance	48.7	56.9	51.9	50.1	50.1
Special programs	18.6	19.2	15.3	18.3	18.9
Low tuition	65.9	62.4	53.0	53.3	56.7
Counselor's advice	8.7	6.9	5.6	7.5	6.0
Near home	7.6	9.0	8.6	7.0	9.1
Grads get good jobs	64.7	64.8	57.6	59.7	62.2
Grads go to top grad schools	47.2	50.2	44.0	44.5	44.6
Size	51.0	48.0	46.8	47.6	50.7
Rankings in national magazines	40.9	41.3	33.6	26.6	28.6

Public Highly Selective vs. Truman

Teacher's advice	2.7	3.4
Good academic reputation	55.1	84.4
Good social reputation	23.4	17.9
Financial assistance	27.7	50.1
Special educational programs	19.5	18.9
Low tuition	31.3	56.7
Counselor's advice	6.6	6.0
Near home	16.6	9.1
Information on website	6.8	6.9
Not offered aid by first choice	5.1	9.4
Grads get good jobs	50.7	62.2
Grads go to top grad schools	27.0	44.6
Size	35.9	50.7
Rankings in national magazines	10.1	28.6
Early action/Early decision program	6.4	8.0
Religious affiliation/orientation	2.3	3.4
Not accepted anywhere else	2.3	0.9
Was offered athletic scholarship	3.8	6.8
Was offered merit scholarship	21.7	51.1
Was offered scholarship based on need	6.5	8.8
Had friends attending	5.6	4.5
Friend attending	5.6	4.5

PARENTAL INCOME

Truman students reported a greater percentage of parental income of more than \$99,999 in 2000 compared to recent years. The 2000 parental income distribution for Truman students closely parallels the distribution for highly selective students.

TRUMAN

Estimated Income	1996	1997	1998	1999	2000
<\$10,000	1.7	1.3	0.8	2.2	1.8
\$10,000-14,999	2.2	1.6	1.4	1.4	1.7
\$15,000-19,999	1.7	1.6	1.4	1.7	1.8
\$20,000-24,999	3.5	3.4	2.2	3.8	3.1
\$25,000-29,999	4.0	3.9	2.8	2.9	3.3
\$30,000-39,999	10.5	9.6	9.4	7.3	7.8
\$40,000-49,999	10.8	11.5	12.0	10.0	10.9
\$50,000-99,999	49.6	50.6	51.2	50.7	46.4
>\$99,999	26.2	16.5	19.0	19.9	23.3

Public Highly Selective vs. Truman

Estimated Income	Highly Selective	Truman
<\$10,000	1.8	1.8
\$10,000-14,999	1.6	1.7
\$15,000-19,999	2.0	1.8
\$20,000-24,999	3.2	3.1
\$25,000-29,999	3.4	3.3
\$30,000-39,999	7.5	7.8
\$40,000-49,999	9.6	10.9
\$50,000-99,999	45.4	46.4
>\$99,999	25.5	23.3

The 1996-2000 distribution of the responses for \$50,000 - \$99,999 is as follows:

TRUMAN

Estimated Income	1996	1997	1998	1999	2000
\$50,000-59,999	15.3	15.4	13.2	12.1	13.1
\$60,000-74,999	18.8	18.2	19.2	20.6	15.4
\$75,000-99,999	15.5	17.0	18.8	18.0	17.9

Public Highly Selective vs. Truman

Estimated Income	Highly Selective	Truman
\$50,000-59,999	11.6	13.1
\$60,000-74,999	16.1	15.4
\$75,000-99,999	17.7	17.9

FATHER'S EDUCATION

The percentage of students reporting that their father has a college degree or higher is 58.1 percent in 2000. Including those who report "some college", almost 75 percent of the fathers have postsecondary or college experience. Compared to the nationwide sample, 5.5% more Truman students report their fathers have at least a college degree and 3.5% more Truman fathers have some graduate school experience.

TRUMAN

Education	1996	1997	1998	1999	2000
High School or less	21.2	20.4	17.7	21.5	20.1
Postsecondary/college	51.5	53.6	55.6	51.2	53.0
Graduate School	27.3	26.1	26.6	27.3	26.8

Public Highly Selective vs. Truman

Education	Highly Selective	Truman
High School or less	26.1	20.1
Postsecondary/College	50.7	53.0
Graduate School	23.3	26.8

FATHER'S OCCUPATION

Popular occupations include business (29.4%), engineer (8.1%), skilled worker (7.9%), and education (5.2%). 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. 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	1996	1997	1998	1999	2000
Artist (incl. performer)	0.9	0.5	0.9	0.3	1.0
Business	30.7	30.0	32.1	29.6	29.4
Clergy/religious	1.0	1.4	1.4	1.6	1.4
College Teacher/admin	1.0	0.8	1.3	0.9	0.8
Doctor or dentist	2.4	2.4	2.5	2.2	2.6
Education (secondary)	4.0	4.0	4.2	3.2	5.2
Education (elementary)	1.2	0.5	1.3	1.6	1.4
Engineer	6.9	8.0	7.9	6.2	8.1
Farmer or forester	3.0	3.3	3.1	3.1	3.4
Health prof. (non MD)	1.1	1.2	1.9	1.4	2.0
Lawyer	2.6	2.6	1.6	1.9	1.8
Military (career)	1.0	1.2	1.5	1.4	1.2
Research scientist	0.7	1.0	0.6	0.5	0.7
Skilled worker	8.6	8.0	8.1	9.0	7.9
Semi-skilled worker	3.6	2.9	3.0	3.0	3.1
Laborer (unskilled)	1.4	2.2	1.6	2.2	2.2
Unemployed	2.2	1.1	1.3	1.0	1.1
Other occupation	25.5	29.0	25.7	28.7	24.7

Public Highly Selective vs. Truman

Occupation	Highly Selective	Truman
Artist (incl. performer)	0.9	1.0
Business	30.2	29.4
Clergy/religious	0.8	1.4
College teacher/admin	0.6	0.8
Doctor or dentist	2.1	2.6
Education (secondary)	3.6	5.2
Education (elementary)	1.1	1.4
Engineer	8.4	8.1
Farmer or forester	1.4	3.4
Health prof. (non MD)	1.5	2.0
Lawyer	1.8	1.8
Military (career)	2.5	1.2
Research scientist	0.6	0.7
Skilled worker	9.1	7.9
Semi-skilled worker	2.8	3.1
Laborer (unskilled)	2.2	2.2
Unemployed	1.5	1.1
Other occupation	26.9	24.7

MOTHER'S EDUCATION

Including those with "some college", almost 76 percent of the mothers of 2000 Truman freshmen have postsecondary or college experience, and 52.1 percent have college degrees or higher. The students from the comparison group reported that 72 percent of the mothers had postsecondary or college experience and that 47.7 percent had college degrees or higher.

TRUMAN

Education	1996	1997	1998	1999	2000
High School or less	24.0	22.2	21.1	23.2	24.1
Postsecondary/College	56.6	58.2	58.2	57.1	59.3
Graduate School	19.3	19.6	20.6	19.7	16.7

Public Highly Selective vs. Truman

Education	Highly Selective	Truman
High School or less	28.1	24.1
Postsecondary/College	54.2	59.3
Graduate School	17.8	16.7

MOTHER'S OCCUPATION

Elementary education (11.5%), business (12.1%), homemaker (10.7%), business-clerical (9.1%), and nurse (8.2%) continue to be the most frequent occupation responses in 2000. The response trend for these popular occupations for mother is similar for the national comparison group also.

TRUMAN

Occupation	1996	1997	1998	1999	2000
Artist (incl. performer)	2.1	1.4	1.6	1.0	2.1
Business	12.9	12.4	14.9	12.1	12.1
Business (clerical)	9.0	7.1	8.3	9.5	9.1
Clergy/religious	0.1	0.2	0.4	0.4	0.6
College teacher/admin	0.8	0.7	0.6	0.5	0.6
Doctor or dentist	0.4	0.5	0.4	0.6	0.7
Education (secondary)	6.4	7.3	7.7	7.5	7.5
Education (elementary)	14.5	13.3	11.7	14.0	11.5
Engineer	0.2	0.1	0.3	0.1	0.2
Farmer or forester	0.4	0.5	0.3	0.2	0.2
Health prof. (non MD)	2.8	2.7	2.9	3.7	3.6
Homemaker (full-time)	9.7	10.7	12.2	10.5	10.7
Lawyer	0.3	0.2	0.1	0.2	0.5
Nurse	8.4	9.6	10.7	8.0	8.2
Research scientist	0.2	0.2	0.2	0.2	0.4
Social/Welfare Worker	1.3	1.8	1.1	1.4	1.3
Skilled worker	1.1	1.0	1.6	1.7	1.4
Semi-skilled worker	2.3	2.1	1.9	1.4	1.7
Laborer (unskilled)	1.8	1.0	0.4	1.0	1.0
Unemployed	3.7	3.3	3.0	2.1	3.5
Other occupation	21.5	24.0	19.7	23.8	23.0

Public Highly Selective vs. Truman

Occupation	Highly Selective	Truman
Artist (incl. performer)	1.6	2.1
Business	15.3	12.1
Business (clerical)	8.2	9.1
Clergy/religious	0.2	0.6
College teacher/admin	0.5	0.6
Doctor or dentist	0.8	0.7
Education (secondary)	6.2	7.5
Education (elementary)	11.3	11.5
Engineer	0.3	0.2
Farmer or forester	0.2	0.2
Health prof. (non MD)	3.1	3.6
Homemaker (full-time)	10.0	10.7
Lawyer	0.4	0.5
Nurse	8.9	8.2
Research Scientist	0.2	0.4
Social/Welfare Worker	1.6	1.3
Skilled worker	1.5	1.4
Semi-skilled worker	1.8	1.7
Laborer (unskilled)	1.3	1.0
Unemployed	3.7	3.5
Other occupation	22.7	23.0

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	1996	1997	1998	1999	2000
Far left	1.7	1.8	2.6	1.1	2.0
Liberal	23.1	23.8	23.4	21.8	24.8
Middle/road	51.7	51.4	50.9	53.6	50.1
Conservative	21.9	22.0	22.4	22.2	21.9
Far right	1.6	1.0	0.7	1.3	1.2

Public Highly Selective vs. Truman

Political Orientation	Highly Selective	Truman
Far left	2.1	2.0
Liberal	21.5	24.8
Middle/road	54.4	50.1
Conservative	20.5	21.9
Far right	1.5	1.2

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 those of the highly selective distribution with the exception of a slightly higher concentration of Baptists and fewer Catholics nationwide.

TRUMAN

Current religious preference	1996	1997	1998	1999	2000
Baptist	9.9	9.5	11.7	11.6	9.8
United Church of Christ	2.5	2.5	2.7	2.4	2.7
Lutheran	8.5	6.9	7.4	6.9	6.6
Methodist	8.1	9.0	8.2	8.8	9.3
Catholic	32.7	34.5	33.1	30.7	33.2
Other	22.6	23.9	22.1	25.3	24.9
None	15.6	13.7	14.8	14.6	13.7

Public Highly Selective vs. Truman

Current religious preference	Highly Selective	Truman
Baptist	12.2	9.8
United Church of Christ	1.4	2.7
Lutheran	5.2	6.6
Methodist	8.4	9.3
Catholic	31.0	33.2
Other	26.9	24.9
None	14.7	13.7

ADDITIONAL INFORMATION

In addition to the traditionally reported information, the 2000 Truman freshmen have the following characteristics compared with the 2000 freshmen from four-year public highly selective institutions nationwide.

ACTIVITIES ENGAGED IN DURING THE PAST YEAR

In 2000, 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	54.9	61.1
Came late to class	63.9	54.0
Was a guest in a teacher's home	28.1	33.2
Performed volunteer work	80.5	86.7
Asked a teacher for advice after class	22.3	31.0
Played musical instrument	39.7	48.4
Socialized w/different ethnic group*	69.0	61.3
Communicated via e-mail*	68.7	74.3
Visited art gallery or museum	56.4	64.0
Discussed religion*	28.6	40.4
Overslept and missed class/appointment	34.3	28.3

The following questions referencing the usage of personal computers by students were new in 1998. In 2000, Truman freshmen indicated that 83.9 percent frequently used a personal computer. With the new questions, it's more clearly defined exactly how students use a personal computer. It's interesting to note that the table indicates that both the Truman freshmen and the public highly selective freshmen used their personal computers significantly less in 1999 than in 1998, but their usage increased significantly in each area except chatroom participation in 2000 compared to 1999.

Public Highly Selective vs. Truman

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

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

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

Public Highly Selective vs. Truman

Highly Selective					
Hours/week spent on:	none	<1-5	6-10	11-15	>=16
Studying/homework	2.8	36.5	47.7	7.8	5.3
Socializing w/friends	0.2	4.8	37.3	19.8	38.0
Talking w/teacher	9.6	74.7	14.2	0.9	0.6
Exercise/sports	4.0	23.2	36.4	15.3	21.1
Partying	17.9	30.6	36.6	7.4	8.4
Working	23.2	4.4	16.5	15.2	40.7
Volunteer work	31.7	46.5	17.8	1.8	2.2
Student clubs/groups	26.0	40.3	26.5	3.5	3.7
Watching TV	5.4	39.2	43.6	5.9	5.9
Housework/childcare	21.2	52.6	22.8	2.2	1.1
Reading for pleasure	25.7	52.0	19.2	1.7	1.4
Playing Video Games	36.5	42.5	16.6	2.2	2.3
Prayer/meditation	32.6	57.0	9.0	0.6	0.9
Truman					
Hours/week spent on:	none	<1-5	6-10	11-15	>=16
Studying/homework	1.5	27.1	50.8	11.2	9.4
Socializing w/friends	0.3	5.1	41.5	21.5	31.6
Talking w/teacher	5.2	74.4	19.0	0.9	0.5
Exercise/sports	5.3	26.7	35.9	14.8	17.3
Partying	25.5	32.0	32.7	6.1	3.7
Working	24.3	4.6	17.9	17.2	36.0
Volunteer work	27.4	50.7	19.2	1.3	1.4
Student clubs/groups	12.9	41.7	36.5	3.3	5.6
Watching TV	7.5	41.9	40.3	5.9	4.5
Housework/childcare	17.9	56.9	23.1	1.3	0.9
Reading for pleasure	18.0	54.5	23.8	1.8	1.9
Playing Video Games	39.1	42.2	15.7	1.8	1.2
Prayer/meditation	24.1	61.8	12.7	0.5	1.0

ADVANCED PLACEMENT COURSES AND EXAMS

In the fall of 2000, freshman were asked for the first time about their Advanced Placement participation in high school. In comparison to the highly selective freshman, Truman freshmen took more AP courses but took less AP exams overall.

Public Highly Selective vs. Truman

Highly Selective					
# taken	none	1-4	5-9	10-14	15+
AP courses	41.0	49.1	8.7	0.9	0.3
AP exams	58.0	36.8	4.8	0.2	0.2
Truman					
# taken	none	1-4	5-9	10-14	15+
AP courses	35.0	53.1	10.4	1.2	0.4
AP exams	61.0	35.8	2.8	0.2	0.2

SELF-RATING OF TRAITS

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

Public Highly Selective vs. Truman

Ability/area	Highly Selective	Truman
Academic ability	72.5	84.2
Spirituality	44.3	51.8
Popularity	34.4	40.1
Social self-confidence	51.1	46.0
Understanding of others	65.4	71.2
Writing ability	47.3	53.7

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	60.0	67.8
Make more money	70.0	64.3
Prepare for grad/prof school	51.8	61.4
Be a more cultured person	35.6	41.8
Get training for a specific career	72.8	63.3

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	7.8	40.5	51.8
Truman	3.1	8.5	88.4

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

It is interesting to note that chances are very good that almost 91 percent of Truman freshmen will get a bachelor's degree and 67.8 percent plan to maintain at least a "B" average.

Public Highly Selective vs. Truman

Chances are very good. . .	Highly Selective	Truman
Participate in student clubs/groups	43.9	59.2
Make at least "B" Average	57.5	67.8
Get bachelor's degree	79.3	90.9
Participate in volunteer/cmtty service	19.3	29.8
Be satisfied with your college	48.2	53.7
Develop close friendships w/other students	72.3	78.6
Communicate regularly w/your professors	30.7	45.4

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
Helping to promote racial understanding	25.7	31.5
Developing a meaningful philosophy of life	39.8	48.8
Have administrative responsibility	36.0	30.1
Be very well off financially	72.6	61.5
Integrate spirituality into life	42.7	55.9
Helping others who are in difficulty	58.5	64.3
Becoming successful in a business of my own	34.0	28.3

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	53.9	41.0
Abolish death penalty	26.5	35.2
Sex OK if people like each other	42.2	29.0
Marijuana should be legalized	33.4	25.5
Individual can do little to change society	27.0	21.0
Activities of married women are best confined to home and family	20.2	13.2
Too much concern in the courts for the rights of criminals	70.4	65.4
Important to have laws prohibiting homosexual relationships	26.4	21.0
Racial discrimination is no longer a problem in America	23.1	17.8