

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

*Who takes it?*

Fall first-time students.

*When is it administered?*

During Truman Week (in August).

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

30 minutes.

*What office administers it?*

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

*Who originates the survey?*

Higher Education Research Institute  
UCLA Graduate School of Education and Information  
3005 Moore Hall, Box 95121  
Los Angeles, CA 90095-1521  
(310) 825-1925  
<http://www.gsies.ucla.edu/heri/heri.html>  
e-mail: [HERI@ucla.edu](mailto: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.

**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 2002

## 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.

1,395 entering Truman freshmen completed the survey instrument. This represents 96 percent of the fall 2002 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 2002, 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 2002 freshman class with freshman responses at four-year public highly selective institutions nationwide are also provided. All information is self-reported by the student and is for first-time, full-time freshmen. The tables indicate the response percentage in each category.

It should be noted that the "Public Highly Selective" category included 23 participating campuses in 2002. 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 2002 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 science. Compared to the highly selective institutions, Truman students show more interest in arts and humanities and professional fields and less interest in business, education, and engineering.

#### TRUMAN

Major Field of Study	1998	1999	2000	2001	2002
Arts & Humanities	12.8	16.0	14.6	16.5	17.4
Biological Sciences	10.1	10.8	9.5	9.3	9.2
Business	15.2	16.4	15.0	13.7	14.0
Education	9.1	7.9	10.4	7.5	8.0
Engineering	1.7	1.3	1.0	0.7	1.3
Physical Sciences	3.9	4.8	3.4	4.4	4.8
Professional	16.2	16.2	14.1	15.5	15.6
Social Science	10.6	11.6	12.7	12.9	13.8
Technical	0.9	0.9	2.4	1.9	1.5
Other Fields	8.3	14.8	17.3	17.1	14.5

#### Public Highly Selective vs. Truman

Major Field of Study	Highly Selective	Truman
Arts & Humanities	11.2	17.4
Biological Sciences	6.0	9.2
Business	14.2	14.0
Education	9.9	8.0
Engineering	15.0	0.3
Physical Science	3.7	4.8
Professional	10.0	15.6
Social Science	10.2	13.8
Technical	1.4	1.5
Other Fields/Undecided	18.7	14.5

### HIGHEST DEGREE PLANNED

In 2002, 42.2 percent of Truman freshmen plan to attain a master's degree. Over 42 percent plan to attain at least a PhD which exceeds the highly selective nationwide figure of 28 percent.

**TRUMAN**

Highest Degree	1998	1999	2000	2001	2002
None	0.3	0.2	2.8	0.1	0.2
Vocational Cert.	0.0	0.1	0.0	0.0	0.0
Associate	0.0	0.0	0.0	0.0	0.0
Bachelor's	15.5	13.5	7.1	13.8	14.6
Master's	44.7	43.9	42.0	42.1	42.2
PhD or Professional	38.8	41.0	47.1	42.8	42.3
BD or M.Div	0.2	0.1	0.5	0.5	0.2
Other	0.6	1.1	0.5	0.7	0.6

**Public Highly Selective vs. Truman**

Highest Degree	Highly Selective	Truman
None	0.5	0.2
Vocational Cert.	0.1	0.0
Associate	0.3	0.0
Bachelor's	24.4	14.6
Master's	45.5	42.2
PhD or Professional	28.0	42.3
BD or M.Div	0.2	0.2
Other	0.9	0.6

**HIGH SCHOOL RECORD**

Truman students report much higher grades than the nationwide average. In 2002, 98.6 percent of the Truman freshmen reported an average of "B" or higher and 74.8 percent reported an average of "A-" or higher. This is compared to 93.5 percent and 54.6 percent respectively nationwide.

**TRUMAN**

Average HS Grade	1998	1999	2000	2001	2002
A or A+	38.4	40.5	42.7	40.0	43.5
A-	29.5	32.3	30.7	33.7	31.3
B+	19.5	16.2	15.6	16.5	15.6
B	10.2	9.0	8.8	8.2	8.2
B-	1.8	1.7	1.6	1.2	1.2
C+	0.6	0.3	0.4	0.4	0.1
C	0.0	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+	28.4	43.5
A-	26.2	31.3
B+	20.6	15.6
B	18.3	8.2
B-	4.4	1.2
C+	1.6	0.1
C	0.5	0.1
D	0.0	0.0

**NUMBER OF APPLICATIONS SUBMITTED**

Truman was the only choice for 19.2 percent of the freshmen in 2002. The application distribution for both Truman students and students at highly selective institutions is fairly similar overall.

**TRUMAN**

Other colleges applied to	1998	1999	2000	2001	2002
None	23.0	21.6	21.9	18.2	19.2
1	16.6	14.6	16.8	16.1	15.0
2 - 3	36.9	37.2	35.7	40.3	37.6
4+	23.7	26.6	25.7	25.4	28.3

**Public Highly Selective vs. Truman**

Other Colleges applied to	Highly Selective	Truman
None	21.6	19.2
1	15.2	15.0
2 - 3	35.6	37.6
4+	27.7	28.3

**COLLEGE CHOICE**

Truman was the first choice for 75.4 percent of the students completing this survey in 2002. The rating distribution of college choices between Truman students and public highly selective students almost mirror each other.

**TRUMAN**

This college is student's	1998	1999	2000	2001	2002
1st choice	78.4	80.3	71.6	75.6	75.4
2nd choice	16.4	13.4	21.6	17.8	17.6
3rd choice	3.3	3.9	4.3	4.6	4.0
Less than 3rd choice	1.8	2.4	2.5	1.9	3.0

**Public Highly Selective vs. Truman**

This college is student's	Highly Selective	Truman
1st choice	76.8	75.4
2nd choice	17.8	17.6
3rd choice	3.6	4.0
Less than 3rd choice	1.8	3.0

**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 the most significant considerations in college selection by freshmen in the highly selective comparison group.

## TRUMAN

	1998	1999	2000	2001	2002
Reasons for selection					
Relative's advice	6.1	5.3	5.9	5.7	6.5
Teacher's advice	2.3	2.6	3.4	3.4	4.3
Good academic rep	82.0	83.0	84.4	83.1	82.0
Good social rep	17.5	16.7	17.9	17.2	16.6
Financial assistance	51.9	50.1	50.1	52.8	57.7
Special programs	15.3	18.3	18.9	18.3	15.9
Low tuition	53.0	53.3	56.7	55.3	52.2
Counselor's advice	5.6	7.5	6.0	7.0	5.7
Near home	8.6	7.0	9.1	6.4	8.4
Grads get good jobs	57.6	59.7	62.2	55.9	n/a
Grads go to top grad schools	44.0	44.5	44.6	39.5	n/a
Size	46.8	47.6	50.7	49.0	49.3
Rankings in nationl magazines	33.6	26.6	28.6	27.5	32.0

## Public Highly Selective vs. Truman

	Highly Selective	Truman
Reasons for selection		
Relative's advice	8.2	6.5
Teacher's advice	3.9	4.3
Good academic reputation	61.6	82.0
Good social reputation	25.6	16.6
Financial assistance	28.0	57.7
Special educational programs	21.7	15.9
Low tuition	28.9	52.2
Counselor's advice	6.1	5.7
Near home	14.5	8.4
Information on website	12.1	12.6
Not offered aid by first choice	4.9	10.0
Size	32.7	49.3
Rankings in national magazines	15.8	32.0
Early action/Early decision program	10.7	10.2
Religious affiliation/orientation	2.0	2.4
Recruited by Athletic Department	6.0	5.9
Reputation for campus safety	9.9	6.6

## PARENTAL INCOME

Truman students reported a shift in parental incomes with slight increases in the \$30-49,999 and over \$99,999 ranges and decreases in the \$25-29,999 and \$50-99,999 ranges. The 2002 parental income distribution for Truman students roughly parallels the distribution for highly selective students with the lower ranges of the scale more heavily weighted by Truman.

## TRUMAN

Estimated Income	1998	1999	2000	2001	2002
<\$10,000	0.8	2.2	1.8	1.9	1.2
\$10,000-14,999	1.4	1.4	1.7	1.1	1.3
\$15,000-19,999	1.4	1.7	1.8	1.4	1.8
\$20,000-24,999	2.2	3.8	3.1	2.3	2.3
\$25,000-29,999	2.8	2.9	3.3	4.1	2.9
\$30,000-39,999	9.4	7.3	7.8	7.2	8.1
\$40,000-49,999	12.0	10.0	10.9	9.1	9.3
\$50,000-99,999	51.2	50.7	46.4	47.8	46.8
>\$99,999	19.0	19.9	23.3	25.2	26.3

## Public Highly Selective vs. Truman

Estimated Income	Highly Selective	Truman
<\$10,000	1.5	1.2
\$10,000-14,999	1.5	1.3
\$15,000-19,999	1.7	1.8
\$20,000-24,999	2.6	2.3
\$25,000-29,999	2.9	2.9
\$30,000-39,999	6.2	8.1
\$40,000-49,999	8.0	9.3
\$50,000-99,999	43.0	46.8
>\$99,999	32.6	26.3

The 1998-2002 distribution of the responses for \$50,000 - \$99,999 is as follows:

## TRUMAN

Estimated Income	1998	1999	2000	2001	2002
\$50,000-59,999	13.2	12.1	13.1	12.7	12.5
\$60,000-74,999	19.2	20.6	15.4	16.4	15.8
\$75,000-99,999	18.8	18.0	17.9	18.7	18.5

## Public Highly Selective vs. Truman

Estimated Income	Highly Selective	Truman
\$50,000-59,999	10.0	12.5
\$60,000-74,999	14.8	15.8
\$75,000-99,999	18.2	18.5

## FATHER'S EDUCATION

The percentage of students reporting that their father has a college degree or higher is 60.2 percent in 2002. Including those who report "some college", almost 78 percent of the fathers have college experience. Compared to the nationwide sample, 3.8% 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	1998	1999	2000	2001	2002
High School or less	17.7	21.5	20.1	18.1	16.9
Postsecondary/college	55.6	51.2	53.0	54.9	54.1
Graduate School	26.6	27.3	26.8	26.9	28.8

**Public Highly Selective vs. Truman**

Education	Highly Selective	Truman
High School or less	23.1	16.9
Postsecondary/College	51.6	54.1
Graduate School	25.3	28.8

**FATHER'S OCCUPATION**

Popular occupations include business (29.6%), skilled worker (9.1%), and engineer (6.9%). The group listing their father as unemployed has remained around two percent or less and below the percentages reported by the nationwide sample over the years but increased slightly in 2002. 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	1998	1999	2000	2001	2002
Artist (incl. performer)	0.9	0.3	1.0	0.7	1.4
Business	32.1	29.6	29.4	29.7	29.6
Clergy/religious	1.4	1.6	1.4	1.2	1.4
College Teacher/admin	1.3	0.9	0.8	2.1	1.3
Doctor or dentist	2.5	2.2	2.6	2.8	2.7
Education (secondary)	4.2	3.2	5.2	3.1	4.9
Education (elementary)	1.3	1.6	1.4	1.5	1.5
Engineer	7.9	6.2	8.1	8.7	6.9
Farmer or forester	3.1	3.1	3.4	2.1	2.3
Health prof. (non MD)	1.9	1.4	2.0	1.4	1.5
Lawyer	1.6	1.9	1.8	2.6	2.0
Military (career)	1.5	1.4	1.2	1.6	1.2
Research scientist	0.6	0.5	0.7	1.0	1.0
Skilled worker	8.1	9.0	7.9	8.8	9.1
Semi-skilled worker	3.0	3.0	3.1	3.7	3.8
Laborer (unskilled)	1.6	2.2	2.2	2.7	2.1
Unemployed	1.3	1.0	1.1	0.7	1.5
Other occupation	25.7	28.7	24.7	25.7	25.7

**Public Highly Selective vs. Truman**

Occupation	Highly Selective	Truman
Artist (incl. performer)	0.9	1.4
Business	30.1	29.6
Clergy/religious	0.9	1.4
College teacher/admin	0.7	1.3
Doctor or dentist	2.6	2.7
Education (secondary)	3.1	4.9
Education (elementary)	1.1	1.5
Engineer	9.0	6.9
Farmer or forester	1.5	2.3
Health prof. (non MD)	1.4	1.5
Lawyer	2.2	2.0
Military (career)	2.8	1.2
Research scientist	0.6	1.0
Skilled worker	9.3	9.1
Semi-skilled worker	2.9	3.8
Laborer (unskilled)	2.3	2.1
Unemployed	1.6	1.5
Other occupation	27.1	25.7

**MOTHER'S EDUCATION**

Including those with "some college", over 76 percent of the mothers of 2002 Truman freshmen have college experience, and 56 percent have college degrees or higher. The students from the comparison group reported that 71.6 percent of the mothers had college experience and 52.4 percent had college degrees or higher.

**TRUMAN**

Education	1998	1999	2000	2001	2002
High School or less	21.1	23.2	24.1	19.7	18.0
Postsecondary/College	58.2	57.1	59.3	59.3	60.3
Graduate School	20.6	19.7	16.7	20.9	21.6

**Public Highly Selective vs. Truman**

Education	Highly Selective	Truman
High School or less	23.9	18.0
Postsecondary/College	57.0	60.3
Graduate School	19.2	21.6

**MOTHER'S OCCUPATION**

Business (14.1%), elementary education (11.9%), homemaker (11.2%), nurse (8.9%), and business-clerical (8.1%) continue to be the most frequent occupation responses in 2002. The response trend for these popular occupations for mothers is similar for the national comparison group also.



## TRUMAN

Occupation	1998	1999	2000	2001	2002
Artist (incl. performer)	1.6	1.0	2.1	0.7	2.0
Business	14.9	12.1	12.1	15.2	14.1
Business (clerical)	8.3	9.5	9.1	10.0	8.1
Clergy/religious	0.4	0.4	0.6	0.4	0.3
College teacher/admin	0.6	0.5	0.6	1.0	0.9
Doctor or dentist	0.4	0.6	0.7	0.4	1.0
Education (secondary)	7.7	7.5	7.5	6.7	7.8
Education (elementary)	11.7	14.0	11.5	11.4	11.9
Engineer	0.3	0.1	0.2	0.3	0.4
Farmer or forester	0.3	0.2	0.2	0.2	0.4
Health prof. (non MD)	2.9	3.7	3.6	4.1	4.6
Homemaker (full-time)	12.2	10.5	10.7	11.3	11.2
Lawyer	0.1	0.2	0.5	0.4	0.2
Nurse	10.7	8.0	8.2	9.4	8.9
Research scientist	0.2	0.2	0.4	0.1	0.4
Social/Welfare Worker	1.1	1.4	1.3	2.0	1.7
Skilled worker	1.6	1.7	1.4	1.8	1.5
Semi-skilled worker	1.9	1.4	1.7	1.8	1.9
Laborer (unskilled)	0.4	1.0	1.0	0.9	1.2
Unemployed	3.0	2.1	3.5	3.5	3.8
Other occupation	19.7	23.8	23.0	18.3	17.8

### Public Highly Selective vs. Truman

Occupation	Highly Selective	Truman
Artist (incl. performer)	1.5	2.0
Business	16.1	14.1
Business (clerical)	6.9	8.1
Clergy/religious	0.2	0.3
College teacher/admin	0.5	0.9
Doctor or dentist	1.1	1.0
Education (secondary)	5.9	7.8
Education (elementary)	10.9	11.9
Engineer	0.6	0.4
Farmer or forester	0.2	4.0
Health prof. (non MD)	3.1	4.6
Homemaker (full-time)	10.7	11.2
Lawyer	0.6	0.2
Nurse	9.0	8.9
Research Scientist	0.3	0.4
Social/Welfare Worker	1.5	1.7
Skilled worker	1.6	1.5
Semi-skilled worker	1.9	1.9
Laborer (unskilled)	1.3	1.2
Unemployed	3.6	3.8
Other occupation	22.4	17.8

## 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	1998	1999	2000	2001	2002
Far left	2.6	1.1	2.0	3.0	1.6
Liberal	23.4	21.8	24.8	23.9	23.8
Middle/road	50.9	53.6	50.1	47.7	49.9
Conservative	22.4	22.2	21.9	24.2	22.9
Far right	0.7	1.3	1.2	1.1	1.8

### Public Highly Selective vs. Truman

Political Orientation	Highly Selective	Truman
Far left	1.9	1.6
Liberal	22.6	23.8
Middle/road	50.3	49.9
Conservative	23.6	22.9
Far right	1.6	1.8

## RELIGIOUS PREFERENCE

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

## TRUMAN

Current religious preference	1998	1999	2000	2001	2002
Baptist	11.7	11.6	9.8	12.5	9.8
United Church of Christ	2.7	2.4	2.7	2.4	2.2
Lutheran	7.4	6.9	6.6	6.5	7.2
Methodist	8.2	8.8	9.3	8.0	8.2
Catholic	33.1	30.7	33.2	27.3	27.7
Other	22.1	25.3	24.9	26.1	28.9
None	14.8	14.6	13.7	17.1	15.9

### Public Highly Selective vs. Truman

Current religious preference	Highly Selective	Truman
Baptist	10.1	9.8
United Church of Christ	1.2	2.2
Lutheran	5.3	7.2
Methodist	7.1	8.2
Catholic	28.9	27.7
Other	29.4	28.9
None	18.1	15.9

## ADDITIONAL INFORMATION

In addition to the traditionally reported information, the 2002 Truman freshmen have the following characteristics compared with the 2002 freshmen from four-year public highly selective institutions nationwide.

### ACTIVITIES ENGAGED IN DURING THE PAST YEAR

In 2002, 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	58.9	65.1
Came late to class	63.0	57.3
Was a guest in a teacher's home	27.7	34.8
Played musical instrument	43.2	53.1
Socialized w/different ethnic group*	71.9	60.9
Visited art gallery or museum	57.9	66.2
Discussed religion*	31.7	44.1
Participated in organized demonstrations	43.3	38.3
Drank beer	45.6	39.5
Drank wine or liquor	52.2	51.0
Felt overwhelmed by all I had to do*	25.1	31.1

The following questions reference the usage of personal computers by students. In 2002, 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 dropped in 1999 but has increased since then. Homework/research related and non-homework/research related internet usage has increased over the years but participation in internet chat rooms decreased in 2002.

#### Public Highly Selective vs. Truman

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

### 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	66.0	17.8	7.4	5.5
Socializing w/friends	0.3	22.3	26.1	19.5	31.9
Talking w/teacher	9.3	86.7	2.6	0.7	0.5
Exercise/sports	4.5	42.2	19.1	15.7	18.6
Partying	22.3	54.4	13.1	5.5	4.7
Working	27.8	12.1	12.3	14.6	33.1
Volunteer work	28.0	62.5	5.3	1.8	2.4
Student clubs/groups	24.9	61.5	7.4	2.9	3.3
Watching TV	6.3	68.7	14.9	5.1	4.9
Housework/childcare	20.0	72.5	4.8	1.3	1.5
Reading for pleasure	24.5	66.0	6.0	1.9	1.6
Playing Video Games	38.1	51.7	5.6	2.1	2.4
Prayer/meditation	34.7	62.0	1.8	0.7	0.7
Truman					
Hours/week spent on:	none	<1-5	6-10	11-15	>=16
Studying/homework	2.8	55.7	25.4	9.5	6.7
Socializing w/friends	0.5	25.5	28.3	20.4	25.2
Talking w/teacher	6.6	89.6	2.5	0.9	0.5
Exercise/sports	6.1	48.3	17.2	13.1	15.3
Partying	32.0	51.2	9.5	5.0	2.3
Working	28.6	9.5	13.7	17.1	31.2
Volunteer work	24.9	66.5	5.4	1.5	1.7
Student clubs/groups	16.3	64.0	10.9	4.3	4.4
Watching TV	6.9	70.9	13.4	4.1	4.5
Housework/childcare	18.0	77.3	2.6	0.9	1.1
Reading for pleasure	17.6	71.3	7.0	2.0	2.0
Playing Video Games	38.5	52.3	5.8	2.0	1.4
Prayer/meditation	25.6	71.1	2.0	0.5	0.7

## ADVANCED PLACEMENT COURSES AND EXAMS

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

### Public Highly Selective vs. Truman

Highly Selective						
# taken	none	1	2-3	4-6	7-10	11+
AP courses	35.1	19.1	26	15.7	3.6	0.5
AP exams	48.2	17.7	19.7	11.6	2.5	0.3
Truman						
# taken	none	1	2-3	4-6	7-10	11+
AP courses	28.8	17.2	31.7	16.7	4.7	0.9
AP exams	53.6	18.9	18.4	7.0	1.5	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	77.9	88.9
Spirituality	39.3	46.8
Popularity	37.5	27.4
Social self-confidence	49.1	38.2
Religiousness	32.1	41.3
Writing ability	50.0	58.0
Physical health	58.4	50.4
Computer Skills	39.2	33.7
Emotional Health	55.5	50.5
Risk-taking	42.4	33.5

## 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.

Traits	Highly Selective	Truman
Searching for mission/purpose in life	68.4	60.6
Engaging in self-reflection	51.8	62.2
Appreciating the interconnectedness of everything	38.1	43.8
Believing in the sacredness of life	71.3	58.3
Being honest in my relationships with others	71.5	68.4

## REASONS FOR DECIDING TO ATTEND COLLEGE

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

### Public Highly Selective vs. Truman

Reasons for Attending College	Highly Selective	Truman
Make more money	68.4	60.6
Prepare for grad/prof school	51.8	62.2
Be a more cultured person	38.1	43.8
Get training for a specific career	71.3	58.3
To get a better job	71.5	68.4

## MILES FROM COLLEGE TO HOME

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

Miles traveled from home	0-10	11-100	> 100
4-yr public, highly selective	6.9	31.5	61.7
Truman	2.4	8.1	89.6

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

89.6 percent of Truman freshmen plan to obtain a bachelor's degree, 74.3 percent plan to develop close friendships with other students, and 67 percent plan to socialize with someone of another racial/ethnic group. 69.7 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	45.2	50.5
Make at least "B" Average	57.9	69.7
Get bachelor's degree	82.1	89.6
Participate in volunteer/cmtly service	22.9	30.0
Change career choices	14.0	20.4
Strengthen religious beliefs/convictions	26.7	37.1
Participate in study abroad programs	17.6	25.8

**OBJECTIVES CONSIDERED TO BE IMPORTANT**

Truman freshmen responded similarly to the responses of the public highly selective freshmen on many objectives. Some objectives considered to be important to both groups are raising a family, helping others who are in difficulty, becoming an authority in their field, and obtaining recognition from colleagues for contributions to the field. Notable differences regarding what objectives were considered to be essential or very important to the student also occurred between the two groups and are noted in the chart.

Public Highly Selective vs. Truman

Objectives	Highly Selective	Truman
Have administrative responsibility	38.0	28.9
Be very well off financially	70.1	58.1
Integrate spirituality into life	40.6	51.0
Becoming successful in a business of my own	33.7	26.3
Improving my understanding of other countries & cultures	42.2	47.7

**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, 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

Agrees Strongly or Somewhat	Highly Selective	Truman
Abortion should be legal	53.4	45.3
Abolish death penalty	27.3	35.9
Activities of married women are best confined to home and family	20.1	13.2
Too much concern in the courts for rights of criminals	67.0	61.2
Marijuana should be legalized	37.6	31.1
Racial discrimination no longer a major problem in America	24.8	19.4
Federal military spending should be increased	52.3	40.4
Federal government should do more to discourage energy consumption	77.6	83.5