

Chapter 1: COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM (CIRP) SURVEY

Who takes it?

Fall first-time students.

When is it administered?

During Truman Week (in August) every 2 years.

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

30 minutes.

What office administers it?

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

Who originates the survey?

Higher Education Research Institute

UCLA Graduate School of Education and Information

3005 Moore Hall, Box 951521

Los Angeles, CA 90095-1521

(310) 825-1925

<http://www.gseis.ucla.edu/heri/index.php>

e-mail: heri@ucla.edu

When are results typically available?

The following 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, Provost, Deans, Assessment Committee, and readers of the *Almanac*.

Are the results available by division or discipline?

No.

Are the results comparable to data of other universities?

Yes.

Cooperative Institutional Research Program

Fall 2009

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 of administration.

1,045 entering Truman freshmen completed the survey instrument. This represents 78 percent of the fall 2009 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 2009, 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 administrations. Charts comparing Truman's fall 2009 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 26 participating campuses in 2009. This group is a mixture of colleges such as the service academies (Air Force, Coast Guard, Naval and Military), and some multi-purpose campuses such as SUNY College at Brockport, Ramapo College of New Jersey, Georgia College & State University, University of California – Los Angeles and San Diego campuses, University of Michigan – Ann Arbor, University of Pittsburgh – Pittsburgh campus, University of Vermont and Missouri Southern State University. Thus, one should be cautious in

drawing conclusions regarding Truman's responses versus the public highly selective group.

PROBABLE MAJOR FIELD OF STUDY

The 2009 Truman freshmen continue to show interest in studying arts & humanities, professional fields, biological sciences, business, education, and social sciences with 19.9, 16.9, 12.3, 10.0, 9.0 and 8.7 percent planning to major in these respective fields. 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	2003	2004	2005	2007	2009
Arts & Humanities	18.8	17.7	16.4	18.6	19.9
Biological Sciences	9.1	8.6	10.7	11.4	12.3
Business	14.5	13.6	14.3	13.9	10.0
Education	7.4	9.0	9.6	7.1	9.0
Engineering	1.0	1.7	2.9	1.4	2.3
Physical Sciences	7.1	6.9	6.3	6.1	7.2
Professional	16.4	14.7	15.2	15.5	16.9
Social Science	11.5	12.0	12.6	9.7	8.7
Technical	1.2	0.6	0.6	0.9	1.8
Other Fields	13.5	15.3	13.3	14.9	12.0

Public Highly Selective vs. Truman

Major Field of Study	Highly Selective	Truman
Arts & Humanities	14.1	19.9
Biological Sciences	8.0	12.3
Business	13.4	10.0
Education	9.5	9.0
Engineering	12.8	2.3
Physical Science	4.4	7.2
Professional	12.7	16.9
Social Science	7.2	8.7
Technical	2.7	1.8
Other Fields/Undecided	15.0	12.0

HIGHEST DEGREE PLANNED

In 2009, 41.6 percent of Truman freshmen plan to attain a master's degree. More than 41 percent plan to attain at least a PhD which exceeds the highly selective figure of 27 percent.

TRUMAN

Highest Degree	2003	2004	2005	2007	2009
None	0.1	0.2	0.4	0.2	0.4
Vocational Cert.	0.0	0.1	0.2	0.1	0.0
Associate	0.1	0.3	0.0	0.1	0.0
Bachelor's	14.1	15.4	13.1	15.5	13.5
Master's	44.1	44.3	42.8	41.6	43.8
PhD or Professional	40.4	38.8	42.3	41.2	41.1
BD or M.Div	0.4	0.2	0.2	0.2	0.1
Other	0.9	0.8	0.9	1.1	1.0

Public Highly Selective vs. Truman

Highest Degree	Highly Selective	Truman
None	0.7	0.4
Vocational Cert.	0.1	0.0
Associate	0.5	0.0
Bachelor's	23.6	13.5
Master's	46.7	43.8
PhD or Professional	27.0	41.1
BD or M.Div	0.2	0.1
Other	1.2	1.0

HIGH SCHOOL RECORD

Truman students report higher high school grades than the nationwide average. In 2009, 98.8 percent of the Truman freshmen reported an average of "B" or higher and 73.8 percent reported an average of "A-" or higher. This is compared to 90.6 percent and 49.9 percent respectively nationwide.

TRUMAN

Average HS Grade	2003	2004	2005	2007	2009
A or A+	44.1	41.5	42.8	45.5	38.4
A-	33.8	32.4	31.2	26.2	35.4
B+	12.9	16.5	15.9	19.2	17.0
B	7.7	7.9	8.8	6.4	8.0
B-	1.2	1.3	0.9	2.0	0.9
C+	0.3	0.4	0.3	0.4	0.2
C	0.1	0.1	0.1	0.3	0.1
D	0.0	0.0	0.0	0.1	0.0

Public Highly Selective vs. Truman

Average HS Grade	Highly Selective	Truman
A or A+	22.3	38.4
A-	27.6	35.4
B+	22.5	17.0
B	18.2	8.0
B-	5.9	0.9
C+	2.5	0.2
C	0.8	0.1
D	0.1	0.0

NUMBER OF APPLICATIONS SUBMITTED

Truman was the only choice for 14.3 percent of the freshmen in 2009. The application distribution for both Truman students and students at highly selective institutions is similar overall.

TRUMAN

Other colleges applied to	2003	2004	2005	2007	2009
None	17.5	18.8	13.8	16.0	14.3
1	15.7	14.4	14.4	15.1	12.8
2 - 3	36.4	38.9	38.9	39.1	36.4
4+	30.3	27.9	32.8	29.8	36.6

Public Highly Selective vs. Truman

Other Colleges applied to	Highly Selective	Truman
None	17.0	14.3
1	13.9	12.8
2 - 3	35.2	36.4
4+	33.9	36.6

COLLEGE CHOICE

Truman was the first choice for 68.8 percent of the students completing this survey in 2009. The rating distribution of college choices between Truman students and public highly selective students is similar overall.

TRUMAN

This college is student's	2003	2004	2005	2007	2009
1st choice	73.4	78.8	75.1	69.5	68.8
2nd choice	20.7	16.0	18.5	22.0	22.2
3rd choice	3.8	3.5	3.6	5.7	5.7
Less than 3rd choice	2.1	1.7	2.8	2.8	3.3

Public Highly Selective vs. Truman

This college is student's	Highly Selective	Truman
1st choice	67.7	68.8
2nd choice	24.4	22.2
3rd choice	5.6	5.7
Less than 3rd choice	2.3	3.3

REASONS FOR SELECTION

Academic reputation continues as the primary reason for selecting Truman. Other major factors of Truman selection are low tuition/cost, financial assistance, graduates get good jobs, graduates go to top graduate schools, and size. Academic reputation is also the most significant consideration in college selection by freshmen in the highly selective comparison group. For the first

time in 2009, a question about the ability to take online classes was asked.

TRUMAN

Reasons for selection	2003	2004	2005	2007	2009
Parents' advice	---	---	---	11.7	14.9
Relative's advice	8.5	7.0	7.9	1.5	3.5
Teacher's advice	4.0	4.1	4.1	5.8	8.1
Good academic rep	81.2	83.7	81.3	84.6	84.8
Good social rep	16.2	21.5	21.3	27.5	27.6
Financial assistance	60.7	61.3	62.5	64.6	70.2
Low tuition/cost	56.1	69.0	69.0	73.0	73.3
Counselor's advice	6.9	6.8	5.1	10.4	9.1
Near home	1.6	7.4	8.2	9.4	9.7
Grads get good jobs	n/a	58.9	57.8	61.7	67.3
Grads go to top grad schools	n/a	41.9	42.7	49.0	49.7
Size	46.0	48.9	48.0	46.3	49.3
Rankings in national magazines	29.2	29.8	29.0	34.6	27.9
Information on website	11.6	11.7	12.6	12.9	15.1
Not offered aid by first choice	7.5	8.6	10.6	9.7	11.0
Early action/Early decision program	11.2	8.5	8.0	10.8	3.6
Religious affiliation/orientation	3.5	3.5	3.3	3.6	3.8
Visit to the campus	39.1	40.3	37.6	36.7	41.6
Could not afford first choice	---	---	---	15.7	18.2
Recruited by Athletics	---	---	---	7.3	8.0

Public Highly Selective vs. Truman

Reasons for selection	Highly Selective	Truman
Parents' advice	16.3	14.9
Relative's advice	5.8	3.5
Teacher's advice	6.2	8.1
Good academic reputation	63.9	84.8
Good social reputation	35.7	27.6
Financial assistance	38.5	70.2
Grads go to top graduate schools	30.9	49.7
Grads get good jobs	56.9	67.3
Low tuition/cost	49.3	73.3
Counselor's advice	10.1	9.1
Near home	19.4	9.7
Information on website	17.9	15.1
Not offered aid by first choice	7.2	11.0
Size	39.3	49.3
Rankings in national magazines	15.9	27.9
Early action/Early decision program	12.3	3.6
Religious affiliation/orientation	3.9	3.8
Visit to the campus*	41.6	41.6
Could not afford first choice	12.4	18.2
Recruited by Athletics	8.6	8.0
Ability to take online classes	2.0	1.0

PARENTAL INCOME

Truman students reported slight shifts in most of the income ranges with the largest increase occurring in the greater than \$99,999 range. The 2009 parental income distribution for

Truman students roughly parallels the distribution for highly selective students.

TRUMAN

Estimated Income	2003	2004	2005	2007	2009
<\$10,000	1.5	2.1	1.4	2.4	2.1
\$10,000-14,999	0.9	1.5	1.8	1.6	1.7
\$15,000-19,999	1.8	1.6	1.6	1.8	1.7
\$20,000-24,999	1.5	2.1	2.1	2.6	2.6
\$25,000-29,999	3.3	2.7	2.5	2.0	2.6
\$30,000-39,999	5.3	6.5	5.7	4.7	5.3
\$40,000-49,999	7.8	9.4	8.4	7.4	6.5
\$50,000-99,999	49.6	44.9	45.5	42.7	40.4
>\$99,999	28.2	29.1	30.9	34.7	37.3

Public Highly Selective vs. Truman

Estimated Income	Highly Selective	Truman
<\$10,000	2.5	2.1
\$10,000-14,999	2.1	1.7
\$15,000-19,999	2.0	1.7
\$20,000-24,999	2.7	2.6
\$25,000-29,999	3.0	2.6
\$30,000-39,999	5.0	5.3
\$40,000-49,999	6.5	6.5
\$50,000-99,999	36.4	40.4
>\$99,999	39.7	37.3

The 2003-2009 distribution of the responses for \$50,000 - \$99,999 is as follows:

TRUMAN

Estimated Income	2003	2004	2005	2007	2009
\$50,000-59,999	11.5	10.5	10.9	9.5	9.3
\$60,000-74,999	17.7	15.6	15.3	16.2	13.4
\$75,000-99,999	20.4	18.8	19.3	17.0	17.7

Public Highly Selective vs. Truman

Estimated Income	Highly Selective	Truman
\$50,000-59,999	8.5	9.3
\$60,000-74,999	11.9	13.4
\$75,000-99,999	16.0	17.7

FATHER'S EDUCATION

The percentage of students reporting their father has a college degree or higher is 61.4 percent in 2009. Including those who report "some college", 76.0 percent of the fathers have college experience. Compared to the nationwide sample, almost 5% more Truman students report their fathers have at least a college degree and 4.1% more Truman fathers have some college experience.

TRUMAN

Education	2003	2004	2005	2007	2009
High School or less	18.6	20.8	21.0	19.3	19.0
Postsecondary/college	54.1	52.3	50.8	51.4	53.4
Some Graduate School or more	27.2	26.9	28.2	29.3	27.6

Public Highly Selective vs. Truman

Education	Highly Selective	Truman
High School or less	24.3	19.0
Postsecondary/College	50.7	53.4
Some Graduate School or more	25.0	27.6

FATHER’S OCCUPATION

Popular occupations include business (27.2%), engineer (10.0%), and skilled worker (8.1%). The group listing their father as unemployed has been less than two percent in recent years, but in 2009 unemployed has increased to 3.1%. The popular occupations for Truman fathers are also the most popular for the fathers of the freshmen attending public highly selective institutions.

TRUMAN

Occupation	2003	2004	2005	2007	2009
Artist (incl. performer)	1.1	1.1	1.0	0.6	0.9
Business	30.1	29.4	29.9	30.3	27.2
Clergy/religious	0.9	1.2	1.1	1.2	0.9
College Teacher/admin	0.9	1.4	1.4	1.4	1.2
Doctor or dentist	2.3	2.9	2.4	2.9	2.7
Education (secondary)	3.2	3.6	4.6	3.3	3.1
Education (elementary)	1.2	1.1	0.9	0.5	0.7
Engineer	8.2	7.9	8.0	8.5	10.0
Farmer or forester	1.9	3.0	2.2	2.9	1.9
Health prof. (non MD)	2.3	1.3	1.8	2.1	2.0
Lawyer	2.4	2.1	2.1	1.7	1.9
Military (career)	1.5	1.2	1.9	1.3	1.5
Research scientist	1.2	1.1	1.0	1.4	1.2
Skilled worker	9.1	10.0	8.1	7.6	8.1
Semi-skilled worker	4.3	3.5	2.9	3.1	3.4
Laborer (unskilled)	2.4	3.2	2.7	2.5	2.6
Unemployed	1.8	1.6	1.3	1.6	3.1
Other occupation	25.2	24.5	26.7	26.4	27.9

Public Highly Selective vs. Truman

Occupation	Highly Selective	Truman
Artist (incl. performer)	0.8	0.9
Business	29.6	27.2
Clergy/religious	0.8	0.9
College teacher/admin	0.4	1.2
Doctor or dentist	1.9	2.7
Education (secondary)	2.5	3.1
Education (elementary)	0.7	0.7
Engineer	9.0	10.0
Farmer or forester	0.9	1.9
Health prof. (non MD)	1.3	2.0
Lawyer	1.7	1.9
Military (career)	3.7	1.5
Research scientist	0.7	1.2
Skilled worker	7.5	8.1
Semi-skilled worker	2.3	3.4
Laborer (unskilled)	2.3	2.6
Unemployed	3.4	3.1
Other occupation	30.5	27.9

MOTHER’S EDUCATION

Including those with “some college”, almost 79.8 percent of the mothers of 2009 Truman freshmen have college experience, and 64.7 percent have college degrees or higher. The students from the comparison group reported that 75.1 percent of the mothers had college experience and 57.0 percent had college degrees or higher.

TRUMAN

Education	2003	2004	2005	2007	2009
High School or less	19.1	18.5	18.8	19.1	16.6
Postsecondary/College	59.6	58.4	58.5	58.6	58.9
Graduate School	21.2	22.9	22.7	22.3	24.5

Public Highly Selective vs. Truman

Education	Highly Selective	Truman
High School or less	21.4	16.6
Postsecondary/College	57.6	58.9
Graduate School	21.0	24.5

MOTHER’S OCCUPATION

Business (17.0%), elementary education (9.8%), homemaker (8.8%), nurse (8.6%), business-clerical (6.5%), and secondary education (5.8%) continue to be the most frequent mother occupation responses in 2009. The response trend for these popular occupations for mothers is also similar for the national comparison group.

TRUMAN

Occupation	2003	2004	2005	2007	2009
Artist (incl. performer)	1.7	1.7	0.8	1.7	1.1
Business	15.1	16.3	15.8	16.9	17.0
Business (clerical)	8.6	6.9	6.2	6.1	6.5
Clergy/religious	0.6	0.5	0.4	0.2	0.2
College teacher/admin	0.5	0.5	0.6	0.7	0.6
Doctor or dentist	0.5	0.9	1.0	0.9	0.7
Education (secondary)	6.9	5.7	5.1	6.4	5.8
Education (elementary)	10.9	10.5	10.1	9.6	9.8
Engineer	0.3	0.2	0.8	0.3	0.7
Farmer or forester	0.3	0.1	0.2	0.5	0.2
Health prof. (non MD)	4.7	3.7	4.6	4.2	5.0
Homemaker (full-time)	9.3	9.5	9.7	8.8	8.8
Lawyer	0.5	0.7	0.8	0.7	0.9
Nurse	9.7	8.2	10.7	8.6	8.6
Research scientist	0.1	0.4	0.7	0.4	0.6
Social/Welfare Worker	1.4	2.3	1.3	2.1	1.4
Skilled worker	1.4	1.3	1.6	1.1	0.9
Semi-skilled worker	2.1	1.3	2.0	1.8	2.0
Laborer (unskilled)	1.6	1.4	1.2	1.5	1.1
Unemployed	3.9	3.9	3.1	4.8	5.2
Other occupation	19.9	23.9	22.1	22.7	22.9

Public Highly Selective vs. Truman

Occupation	Highly Selective	Truman
Artist (incl. performer)	1.7	1.1
Business	17.4	17.0
Business (clerical)	4.5	6.5
Clergy/religious	0.2	0.2
College teacher/admin	0.4	0.6
Doctor or dentist	1.1	0.7
Education (secondary)	5.3	5.8
Education (elementary)	8.9	9.8
Engineer	0.9	0.7
Farmer or forester	0.2	0.2
Health prof. (non MD)	3.8	5.0
Homemaker (full-time)	7.7	8.8
Lawyer	0.7	0.9
Nurse	8.9	8.6
Research Scientist	0.4	0.6
Social/Welfare Worker	1.5	1.4
Skilled worker	1.3	0.9
Semi-skilled worker	1.8	2.0
Laborer (unskilled)	1.2	1.1
Unemployed	6.9	5.2
Other occupation	25.3	22.9

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	2003	2004	2005	2007	2009
Far left	1.5	3.8	4.1	2.6	2.5
Liberal	25.2	25.5	28.2	30.4	25.2
Middle/road	49.7	43.9	39.0	39.0	42.9
Conservative	22.3	25.9	27.0	25.6	27.3
Far right	1.4	0.9	1.8	2.4	2.0

Public Highly Selective vs. Truman

Political Orientation	Highly Selective	Truman
Far left	1.9	2.5
Liberal	21.5	25.2
Middle/road	43.9	42.9
Conservative	29.6	27.3
Far right	3.1	2.0

RELIGIOUS PREFERENCE

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

TRUMAN

Current religious preference	2003	2004	2005	2007	2009
Baptist	10.3	11.7	10.3	10.3	11.8
United Church of Christ	2.1	4.5	3.3	1.9	3.9
Lutheran	8.5	6.8	6.0	7.6	8.0
Methodist	7.2	7.9	7.0	5.5	6.0
Catholic	29.2	28.5	28.7	26.9	25.8
Other	26.2	23.5	25.3	27.7	25.3
None	16.5	17.2	19.3	20.1	19.4

Public Highly Selective vs. Truman

Current religious preference	Highly Selective	Truman
Baptist	14.3	11.8
United Church of Christ	4.5	3.9
Lutheran	4.2	8.0
Methodist	7.1	6.0
Catholic	24.3	25.8
Other	26.8	25.3
None	18.9	19.4

ADDITIONAL INFORMATION

In addition to the traditionally reported information, the 2009 Truman freshmen have the following characteristics compared with the 2009 freshmen from four-year public highly selective institutions nationwide.

ACTIVITIES ENGAGED IN DURING THE PAST YEAR

In 2009, 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
Attended a religious service	78.0	83.9
Studied with other students	86.6	90.5
Tutored another student	54.4	65.6
Came late to class	57.3	48.5
Played musical instrument	42.9	54.4
Socialized w/different ethnic group*	69.9	59.7
Discussed religion*	32.4	42.3
Drank beer	39.6	31.4
Drank wine or liquor	43.9	39.6
Performed volunteer work	84.8	92.8
Performed community service as part of class	57.0	59.7
Was a guest in a teacher's home	21.3	26.1
Felt overwhelmed by all I had to do*	26.5	31.3
Asked a teacher for advice after class*	25.2	31.4
Was bored in class*	42.9	37.8

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	2.5	66.4	18.1	7.6	5.4
Socializing w/friends	0.3	26.5	26.2	19.5	27.5
Talking w/teacher	10.4	85.8	2.5	0.8	0.6
Exercise/sports	4.2	37.8	19.9	16.2	22.0
Partying	32.5	50.3	9.9	4.1	3.2
Working	33.6	15.6	12.8	13.7	24.4
Volunteer work	27.8	63.2	5.0	1.7	2.5
Student clubs/groups	28.2	58.0	7.0	3.1	3.6
Watching TV	6.2	68.1	15.5	5.7	4.6
Housework/childcare	17.9	72.0	6.2	2.1	1.9
Reading for pleasure	25.8	61.9	7.2	2.8	2.4
Playing Video Games	40.1	47.1	6.9	2.8	3.1
Online Social Networks	8.1	71.6	11.8	4.1	4.5

Truman					
Hours/week spent on:	none	<1-5	6-10	11-15	>=16
Studying/homework	0.7	52.9	25.2	11.5	9.7
Socializing w/friends	0.2	30.2	29.5	20.1	20.0
Talking w/teacher	5.3	91.3	2.8	0.4	0.2
Exercise/sports	5.0	47.3	17.9	14.1	15.7
Partying	44.0	46.7	6.9	1.8	0.5
Working	34.7	13.8	14.9	13.5	23.0
Volunteer work	23.7	67.6	4.9	1.8	1.9
Student clubs/groups	15.8	64.5	11.9	3.2	4.7
Watching TV	7.1	69.0	15.3	4.9	3.7
Housework/childcare	14.1	77.4	6.1	1.5	1.0
Reading for pleasure	17.4	66.8	9.2	3.4	3.2
Playing Video Games	40.6	46.2	7.9	2.7	2.7
Online Social Networks	4.4	72.7	14.7	4.8	3.4

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. A high percentage of Truman freshmen rated themselves with above average ability in Academic ability (83.6%), Cooperativeness (76.4%), Drive to succeed (75.9%), Ability to work cooperatively with diverse people (75.6%), Understanding of others (65.9%), Intellectual self-confidence (63.4%), and Leadership ability (61.1%) 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	71.6	83.6
Emotional Health	57.4	52.1
Physical health	58.6	49.6
Social self-confidence	52.6	44.4
Writing ability	45.6	53.8
Popularity	38.2	30.2
Computer Skills	37.3	31.8

REMEDIATION

Freshmen were asked Have you had, or do you feel you will need, any special tutoring or remedial work in any of the following subjects: English, Reading, Mathematics, Social Studies, Science, Foreign Language, or Writing? Below are their responses. It's interesting to note that although some have already had tutoring or remedial work, many more feel like they need additional help especially in Mathematics and Foreign Language.

Public Highly Selective vs. Truman

Have had special tutoring or remedial work	Highly Selective	Truman
English	5.6	3.2
Reading	5.1	3.6
Mathematics	13.5	8.0
Social Sciences	3.4	2.0
Science	4.9	2.6
Foreign Language	5.2	4.3
Writing	4.7	3.4

Public Highly Selective vs. Truman

Feel will need special tutoring or remedial work	Highly Selective	Truman
English	7.6	4.7
Reading	3.9	2.5
Mathematics	22.8	19.7
Social Sciences	3.3	2.2
Science	11.4	8.3
Foreign Language	12.7	15.7
Writing	10.0	6.9

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

Public Highly Selective vs. Truman

Reasons for Attending College	Highly Selective	Truman
Make more money	70.7	61.5
Be a more cultured person	47.2	49.2
To gain a general education and appreciation of ideas	66.4	70.0
To be able to get a better job	84.3	79.7
To learn more about things that interest me	80.3	83.3
Parents wanted me to go	39.9	35.3

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	10.4	43.0	46.6
Truman	3.8	11.0	85.3

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

74.4 percent of Truman freshmen plan to maintain at least a "B" average, 65.7 percent plan to socialize with someone of another racial/ethnic group, and 60.3 percent plan to be satisfied with their college, while 4.4 percent plan to transfer to another college before graduating. 42.4 percent plan to get a job to help pay for college, 9.7 percent plan to join a fraternity/sorority, and 4.9 expect to need extra time to complete degree requirements.

Public Highly Selective vs. Truman

Chances are very good. . .	Highly Selective	Truman
Participate in student clubs/groups	44.0	51.6
Make at least "B" Average	63.0	74.4
Participate in volunteer/cmtty service	26.2	35.0
Change career choices	11.9	14.9
Participate in study abroad programs	25.9	35.1
Change major field	13.1	14.1
Communicate regularly with professors	34.8	41.4
Discuss course content with students outside of class	45.0	54.7

OBJECTIVES CONSIDERED TO BE IMPORTANT

Truman freshmen responded similarly to the responses of the public highly selective freshmen on many objectives. Some objectives considered to be very important or essential to both groups are raising a family, helping others who are

in difficulty, and becoming an authority in my 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 below.

Public Highly Selective vs. Truman

Objectives	Highly Selective	Truman
Be very well off financially	76.3	63.9
Becoming successful in a business of my own	34.7	26.6
Becoming a community leader	34.3	25.9

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 dissent is a critical component of the political process, colleges should prohibit racist/sexist speech on campus, same-sex couples should have the right to legal marital status, and there is too much concern in the courts for the rights of criminals. Listed below are items that indicate some differences in thought between Truman freshmen and the freshmen from 4-year public highly selective institutions.

Public Highly Selective vs. Truman

Agrees Strongly or Somewhat	Highly Selective	Truman
Abortion should be legal	53.2	46.7
Racial discrimination is no longer a problem in America	27.3	20.6
Only volunteers should serve in the armed forces	60.4	68.1