

# Chapter V: COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM (CIRP) 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 951521  
Los Angeles, CA 90095-1521  
(310) 825-1925  
<http://www.gseis.ucla.edu/heri/cirp.html>  
e-mail: [heri@ucla.edu](mailto:heri@ucla.edu)

*When are results typically available?*

The following December or 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, 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 2005

## 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.

1,326 entering Truman freshmen completed the survey instrument. This represents 92 percent of the fall 2005 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 2005, 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 2005 freshman class with freshman responses at four-year public highly selective institutions nationwide are also provided. All information is self-reported by the student and is for first-time, full-time freshmen. The tables indicate the response percentage in each category.

It should be noted that the "Public Highly Selective" category included 21 participating campuses in 2005. This group is a mixture of public liberal arts colleges such as Truman and St. Mary's College of Maryland, the service academies (Army, Military, and US Coast Guard), 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 2005 Truman freshmen continue to show interest in studying social sciences, business, professional fields, and arts and humanities with 12.6, 14.3, 15.4 and 16.4 percent planning to major in these respective fields. There is also renewed or increased interest in the sciences. Compared to the highly selective institutions, Truman students show more interest in arts and humanities and professional fields and less interest in education and engineering.

#### TRUMAN

Major Field of Study	2001	2002	2003	2004	2005
Arts & Humanities	16.5	17.4	18.8	17.7	16.4
Biological Sciences	9.3	9.2	9.1	8.6	10.7
Business	13.7	14.0	14.5	13.6	14.3
Education	7.5	8.0	7.4	9.0	9.6
Engineering	0.7	1.3	1.0	1.7	2.9
Physical Sciences	4.4	4.8	7.1	6.9	6.3
Professional	15.5	15.6	16.4	14.7	15.2
Social Science	12.9	13.8	11.5	12.0	12.6
Technical	1.9	1.5	1.2	0.6	0.6
Other Fields	17.1	14.5	13.5	15.3	13.3

#### Public Highly Selective vs. Truman

Major Field of Study	Highly Selective	Truman
Arts & Humanities	12.3	16.4
Biological Sciences	6.9	10.7
Business	19.8	14.3
Education	10.1	9.6
Engineering	7.4	2.9
Physical Science	3.6	6.3
Professional	11.9	15.2
Social Science	10.9	12.6
Technical	0.9	0.6
Other Fields/Undecided	16.3	13.3

### HIGHEST DEGREE PLANNED

In 2005, 42.8 percent of Truman freshmen plan to attain a master's degree. More than 42 percent plan to attain at least a PhD which exceeds the highly selective figure of 27.5 percent.

## TRUMAN

Highest Degree	2001	2002	2003	2004	2005
None	0.1	0.2	0.1	0.2	0.4
Vocational Cert.	0.0	0.0	0.0	0.1	0.2
Associate	0.0	0.0	0.1	0.3	0.0
Bachelor's	13.8	14.6	14.1	15.4	13.1
Master's	42.1	42.2	44.1	44.3	42.8
PhD or Professional	42.8	42.3	40.4	38.8	42.3
BD or M.Div	0.5	0.2	0.4	0.2	0.2
Other	0.7	0.6	0.9	0.8	0.9

## Public Highly Selective vs. Truman

Highest Degree	Highly Selective	Truman
None	0.5	0.4
Vocational Cert.	0.2	0.2
Associate	0.4	0.0
Bachelor's	24.4	13.1
Master's	45.7	42.8
PhD or Professional	27.5	42.3
BD or M.Div	0.2	0.2
Other	1.2	0.9

## HIGH SCHOOL RECORD

Truman students report higher high school grades than the nationwide average. In 2005, 98.7 percent of the Truman freshmen reported an average of "B" or higher and 74 percent reported an average of "A-" or higher. This is compared to 93.5 percent and 54.3 percent respectively nationwide.

## TRUMAN

Average HS Grade	2001	2002	2003	2004	2005
A or A+	40.0	43.5	44.1	41.5	42.8
A-	33.7	31.3	33.8	32.4	31.2
B+	16.5	15.6	12.9	16.5	15.9
B	8.2	8.2	7.7	7.9	8.8
B-	1.2	1.2	1.2	1.3	0.9
C+	0.4	0.1	0.3	0.4	0.3
C	0.1	0.1	0.1	0.1	0.1
D	0.0	0.0	0.0	0.0	0.0

## Public Highly Selective vs. Truman

Average HS Grade	Highly Selective	Truman
A or A+	26.4	42.8
A-	27.9	31.2
B+	22.6	15.9
B	16.6	8.8
B-	4.1	0.9
C+	1.8	0.3
C	0.6	0.1
D	0.0	0.0

## NUMBER OF APPLICATIONS SUBMITTED

Truman was the only choice for 13.8 percent of the freshmen in 2005. The application distribution for both Truman students and students at highly selective institutions is similar overall.

## TRUMAN

Other colleges applied to	2001	2002	2003	2004	2005
None	18.2	19.2	17.5	18.8	13.8
1	16.1	15.0	15.7	14.4	14.4
2 - 3	40.3	37.6	36.4	38.9	38.9
4+	25.4	28.3	30.3	27.9	32.8

## Public Highly Selective vs. Truman

Other Colleges applied to	Highly Selective	Truman
None	18.1	13.8
1	13.8	14.4
2 - 3	34.1	38.9
4+	34.0	32.8

## COLLEGE CHOICE

Truman was the first choice for 75.1 percent of the students completing this survey in 2005. The rating distribution of college choices between Truman students and public highly selective students is similar overall.

## TRUMAN

This college is student's	2001	2002	2003	2004	2005
1st choice	75.6	75.4	73.4	78.8	75.1
2nd choice	17.8	17.6	20.7	16.0	18.5
3rd choice	4.6	4.0	3.8	3.5	3.6
Less than 3rd choice	1.9	3.0	2.1	1.7	2.8

## Public Highly Selective vs. Truman

This college is student's	Highly Selective	Truman
1st choice	75.0	75.1
2nd choice	19.1	18.5
3rd choice	3.9	3.6
Less than 3rd choice	2.0	2.8

## 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, size, graduates go to top graduate schools, and graduates get good jobs. Academic reputation is also the most significant consideration in college selection by freshmen in the highly selective comparison group. Asked for the first time in 2003, a visit to the campus

continues to be a strong reason for selection for both Truman and public highly selective freshmen.

#### TRUMAN

Reasons for selection	2001	2002	2003	2004	2005
Relative's advice	5.7	6.5	8.5	7.0	7.9
Teacher's advice	3.4	4.3	4.0	4.1	4.1
Good academic rep	83.1	82.0	81.2	83.7	81.3
Good social rep	17.2	16.6	16.2	21.5	21.3
Financial assistance	52.8	57.7	60.7	61.3	62.5
Special programs	18.3	15.9	18.9	n/a	n/a
Low tuition/cost	55.3	52.2	56.1	69.0	69.0
Counselor's advice	7.0	5.7	6.9	6.8	5.1
Near home	6.4	8.4	1.6	7.4	8.2
Grads get good jobs	55.9	n/a	n/a	58.9	57.8
Grads go to top grad schools	39.5	n/a	n/a	41.9	42.7
Size	49.0	49.3	46.0	48.9	48.0
Rankings in nationl magazines	27.5	32.0	29.2	29.8	29.0
Information on website	---	---	11.6	11.7	12.6
Not offered aid by first choice	---	---	7.5	8.6	10.6
Early action/Early decision program	---	---	11.2	8.5	8.0
Religious affiliation/orientation	---	---	3.5	3.5	3.3
Visit to the campus	---	---	39.1	40.3	37.6

#### Public Highly Selective vs. Truman

Reasons for selection	Highly Selective	Truman
Relative's advice	9.2	7.9
Teacher's advice	4.7	4.1
Good academic reputation	58.0	81.3
Good social reputation	28.4	21.3
Financial assistance	28.9	62.5
Grads go to top graduate schools	29.6	42.7
Grads get good jobs	49.6	57.8
Low tuition/cost	40.8	69.0
Counselor's advice	9.4	5.1
Near home	18.0	8.2
Information on website	14.6	12.6
Not offered aid by first choice	5.7	10.6
Size	37.0	48.0
Rankings in national magazines	16.9	29.0
Early action/Early decision program	10.2	8.0
Religious affiliation/orientation	2.3	3.3
Visit to the campus*	41.9	37.6

#### 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 2005 parental income distribution for Truman students roughly parallels the distribution for highly selective students.

#### TRUMAN

Estimated Income	2001	2002	2003	2004	2005
<\$10,000	1.9	1.2	1.5	2.1	1.4
\$10,000-14,999	1.1	1.3	0.9	1.5	1.8
\$15,000-19,999	1.4	1.8	1.8	1.6	1.6
\$20,000-24,999	2.3	2.3	1.5	2.1	2.1
\$25,000-29,999	4.1	2.9	3.3	2.7	2.5
\$30,000-39,999	7.2	8.1	5.3	6.5	5.7
\$40,000-49,999	9.1	9.3	7.8	9.4	8.4
\$50,000-99,999	47.8	46.8	49.6	44.9	45.5
>\$99,999	25.2	26.3	28.2	29.1	30.9

#### Public Highly Selective vs. Truman

Estimated Income	Highly Selective	Truman
<\$10,000	2.2	1.4
\$10,000-14,999	2.4	1.8
\$15,000-19,999	2.1	1.6
\$20,000-24,999	3.0	2.1
\$25,000-29,999	2.9	2.5
\$30,000-39,999	5.4	5.7
\$40,000-49,999	6.9	8.4
\$50,000-99,999	38.9	45.5
>\$99,999	36.3	30.9

The 2001-2005 distribution of the responses for \$50,000 - \$99,999 is as follows:

#### TRUMAN

Estimated Income	2001	2002	2003	2004	2005
\$50,000-59,999	12.7	12.5	11.5	10.5	10.9
\$60,000-74,999	16.4	15.8	17.7	15.6	15.3
\$75,000-99,999	18.7	18.5	20.4	18.8	19.3

#### Public Highly Selective vs. Truman

Estimated Income	Highly Selective	Truman
\$50,000-59,999	8.5	10.9
\$60,000-74,999	12.5	15.3
\$75,000-99,999	17.9	19.3

#### FATHER'S EDUCATION

The percentage of students reporting their father has a college degree or higher is 59.8 percent in 2005. Including those who report "some college", almost 74 percent of the fathers have college experience. Compared to the nationwide sample, 5% more Truman students report their fathers have at least a college degree and 3.7% more Truman fathers have some college experience.

## TRUMAN

Education	2001	2002	2003	2004	2005
High School or less	18.1	16.9	18.6	20.8	21.0
Postsecondary/college	54.9	54.1	54.1	52.3	50.8
Some Graduate School or more	26.9	28.8	27.2	26.9	28.2

## Public Highly Selective vs. Truman

Education	Highly Selective	Truman
High School or less	26.0	21.0
Postsecondary/College	48.8	50.8
Some Graduate School or more	25.1	28.2

## FATHER'S OCCUPATION

Popular occupations include business (29.9%), skilled worker (8.1%), and engineer (8.0%). 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	2001	2002	2003	2004	2005
Artist (incl. performer)	0.7	1.4	1.1	1.1	1.0
Business	29.7	29.6	30.1	29.4	29.9
Clergy/religious	1.2	1.4	0.9	1.2	1.1
College Teacher/admin	2.1	1.3	0.9	1.4	1.4
Doctor or dentist	2.8	2.7	2.3	2.9	2.4
Education (secondary)	3.1	4.9	3.2	3.6	4.6
Education (elementary)	1.5	1.5	1.2	1.1	0.9
Engineer	8.7	6.9	8.2	7.9	8.0
Farmer or forester	2.1	2.3	1.9	3.0	2.2
Health prof. (non MD)	1.4	1.5	2.3	1.3	1.8
Lawyer	2.6	2.0	2.4	2.1	2.1
Military (career)	1.6	1.2	1.5	1.2	1.9
Research scientist	1.0	1.0	1.2	1.1	1.0
Skilled worker	8.8	9.1	9.1	10.0	8.1
Semi-skilled worker	3.7	3.8	4.3	3.5	2.9
Laborer (unskilled)	2.7	2.1	2.4	3.2	2.7
Unemployed	0.7	1.5	1.8	1.6	1.3
Other occupation	25.7	25.7	25.2	24.5	26.7

## Public Highly Selective vs. Truman

Occupation	Highly Selective	Truman
Artist (incl. performer)	1.0	1.0
Business	29.7	29.9
Clergy/religious	0.7	1.1
College teacher/admin	0.7	1.4
Doctor or dentist	2.5	2.4
Education (secondary)	2.7	4.6
Education (elementary)	0.9	0.9
Engineer	8.7	8.0
Farmer or forester	1.0	2.2
Health prof. (non MD)	1.2	1.8
Lawyer	2.1	2.1
Military (career)	2.4	1.9
Research scientist	0.7	1.0
Skilled worker	8.2	8.1
Semi-skilled worker	2.6	2.9
Laborer (unskilled)	2.7	2.7
Unemployed	2.2	1.3
Other occupation	29.9	26.7

## MOTHER'S EDUCATION

Including those with "some college", almost 77 percent of the mothers of 2005 Truman freshmen have college experience, and 58.4 percent have college degrees or higher. The students from the comparison group reported that 70.5 percent of the mothers had college experience and 52.6 percent had college degrees or higher.

## TRUMAN

Education	2001	2002	2003	2004	2005
High School or less	19.7	18.0	19.1	18.5	18.8
Postsecondary/College	59.3	60.3	59.6	58.4	58.5
Graduate School	20.9	21.6	21.2	22.9	22.7

## Public Highly Selective vs. Truman

Education	Highly Selective	Truman
High School or less	25.4	18.8
Postsecondary/College	54.3	58.5
Graduate School	20.3	22.7

## MOTHER'S OCCUPATION

Business (15.8%), nurse (10.7%), elementary education (10.1%), homemaker (9.7%), and business-clerical (6.2%) continue to be the most frequent mother occupation responses in 2005. The response trend for these popular occupations for mothers is also similar for the national comparison group.

## TRUMAN

Occupation	2001	2002	2003	2004	2005
Artist (incl. performer)	0.7	2.0	1.7	1.7	0.8
Business	15.2	14.1	15.1	16.3	15.8
Business (clerical)	10.0	8.1	8.6	6.9	6.2
Clergy/religious	0.4	0.3	0.6	0.5	0.4
College teacher/admin	1.0	0.9	0.5	0.5	0.6
Doctor or dentist	0.4	1.0	0.5	0.9	1.0
Education (secondary)	6.7	7.8	6.9	5.7	5.1
Education (elementary)	11.4	11.9	10.9	10.5	10.1
Engineer	0.3	0.4	0.3	0.2	0.8
Farmer or forester	0.2	0.4	0.3	0.1	0.2
Health prof. (non MD)	4.1	4.6	4.7	3.7	4.6
Homemaker (full-time)	11.3	11.2	9.3	9.5	9.7
Lawyer	0.4	0.2	0.5	0.7	0.8
Nurse	9.4	8.9	9.7	8.2	10.7
Research scientist	0.1	0.4	0.1	0.4	0.7
Social/Welfare Worker	2.0	1.7	1.4	2.3	1.3
Skilled worker	1.8	1.5	1.4	1.3	1.6
Semi-skilled worker	1.8	1.9	2.1	1.3	2.0
Laborer (unskilled)	0.9	1.2	1.6	1.4	1.2
Unemployed	3.5	3.8	3.9	3.9	3.1
Other occupation	18.3	17.8	19.9	23.9	22.1

### Public Highly Selective vs. Truman

Occupation	Highly Selective	Truman
Artist (incl. performer)	1.7	0.8
Business	16.2	15.8
Business (clerical)	5.6	6.2
Clergy/religious	0.2	0.4
College teacher/admin	0.5	0.6
Doctor or dentist	1.1	1.0
Education (secondary)	5.6	5.1
Education (elementary)	9.8	10.1
Engineer	0.7	0.8
Farmer or forester	0.2	0.2
Health prof. (non MD)	3.1	4.6
Homemaker (full-time)	9.1	9.7
Lawyer	0.7	0.8
Nurse	8.8	10.7
Research Scientist	0.4	0.7
Social/Welfare Worker	1.7	1.3
Skilled worker	1.5	1.6
Semi-skilled worker	2.9	2.0
Laborer (unskilled)	1.4	1.2
Unemployed	5.1	3.1
Other occupation	24.6	22.1

## 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	2001	2002	2003	2004	2005
Far left	3.0	1.6	1.5	3.8	4.1
Liberal	23.9	23.8	25.2	25.5	28.2
Middle/road	47.7	49.9	49.7	43.9	39.0
Conservative	24.2	22.9	22.3	25.9	27.0
Far right	1.1	1.8	1.4	0.9	1.8

### Public Highly Selective vs. Truman

Political Orientation	Highly Selective	Truman
Far left	2.6	4.1
Liberal	25.4	28.2
Middle/road	44.8	39.0
Conservative	25.1	27.0
Far right	2.2	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 religious preferences has remained relatively stable. Truman students' religious preferences follow those of the highly selective distribution.

### TRUMAN

Current religious preference	2001	2002	2003	2004	2005
Baptist	12.5	9.8	10.3	11.7	10.3
United Church of Christ	2.4	2.2	2.1	4.5	3.3
Lutheran	6.5	7.2	8.5	6.8	6.0
Methodist	8.0	8.2	7.2	7.9	7.0
Catholic	27.3	27.7	29.2	28.5	28.7
Other	26.1	28.9	26.2	23.5	25.3
None	17.1	15.9	16.5	17.2	19.3

### Public Highly Selective vs. Truman

Current religious preference	Highly Selective	Truman
Baptist	9.7	10.3
United Church of Christ	3.2	3.3
Lutheran	4.1	6.0
Methodist	6.3	7.0
Catholic	30.8	28.7
Other	28.7	25.3
None	17.3	19.3

## ADDITIONAL INFORMATION

In addition to the traditionally reported information, the 2005 Truman freshmen have the following characteristics compared with the 2004 freshmen from four-year public highly selective institutions nationwide.

### ACTIVITIES ENGAGED IN DURING THE PAST YEAR

In 2005, 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	79.2	83.7
Studied with other students	86.6	91.1
Tutored another student	56.8	59.7
Came late to class	62.5	54.0
Played musical instrument	43.2	51.4
Socialized w/different ethnic group*	71.9	61.3
Discussed religion*	34.6	45.7
Drank beer	44.9	36.3
Drank wine or liquor	51.4	45.1
Participated in organized demonstrations	44.9	43.5
Performed volunteer work	82.7	88.0
Performed community service as part of class	53.5	49.6
Was a guest in a teacher's home	23.7	29.9
Felt overwhelmed by all I had to do	24.0	31.8

The following questions reference the usage of personal computers by students. In 2005, Truman freshmen indicated that 88.3 percent frequently used a personal computer and 83.2 percent used the internet for research or homework.

## 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	3.0	67.4	17.0	7.3	5.3
Socializing w/friends	0.3	24.0	25.5	18.7	31.7
Talking w/teacher	11.1	84.7	2.7	0.8	0.7
Exercise/sports	4.1	43.2	19.2	14.5	19.0
Partying	24.2	52.8	12.5	5.4	5.0
Working	28.8	14.2	12.3	14.5	30.3
Volunteer work	29.9	61.0	4.8	1.8	2.5
Student clubs/groups	26.1	59.1	8.0	3.1	3.7
Watching TV	5.1	67.5	16.0	5.8	5.5
Housework/childcare	18.8	72.2	5.7	1.6	1.8
Reading for pleasure	23.0	66.7	6.5	2.1	1.7
Playing Video Games	39.6	48.4	6.4	2.7	2.9
Prayer/meditation	38.0	59.0	1.8	0.5	0.7

Truman					
Hours/week spent on:	none	<1-5	6-10	11-15	>=16
Studying/homework	1.9	58.8	21.7	11.2	6.5
Socializing w/friends	0.2	29.2	27.2	19.4	24.0
Talking w/teacher	9.0	88.0	1.8	0.8	0.3
Exercise/sports	5.7	49.5	17.1	13.3	14.4
Partying	36.2	50.3	8.3	2.7	2.6
Working	31.0	12.6	11.9	16.4	28.0
Volunteer work	25.9	66.5	4.8	1.0	1.8
Student clubs/groups	17.5	62.5	11.2	4.4	4.4
Watching TV	7.0	68.5	14.7	4.7	5.0
Housework/childcare	16.9	76.5	4.5	1.3	0.8
Reading for pleasure	15.3	71.5	8.8	2.2	2.2
Playing Video Games	41.6	47.5	5.8	2.3	2.8
Prayer/meditation	29.9	67.4	1.5	0.5	0.7

### 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 Cooperativeness (71.6%), Drive to succeed (74.2%), Leadership ability (60.9%), Intellectual self-confidence (64.2%), and Understanding of others (65.0%). 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	75.7	85.4
Spirituality	37.2	43.0
Computer skills	39.0	29.3
Social self-confidence	53.9	42.8
Religiousness	30.3	38.4
Writing ability	50.7	56.1
Physical health	58.2	50.5

### 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	4.9	2.8
Reading	4.1	2.0
Mathematics	10.8	6.4
Social Sciences	3.0	1.8
Science	4.3	2.2
Foreign Language	4.0	2.1
Writing	3.9	2.0

### Public Highly Selective vs. Truman

Feel will need special tutoring or remedial work	Highly Selective	Truman
English	7.0	5.5
Reading	3.8	2.3
Mathematics	19.3	19.6
Social Sciences	2.7	1.4
Science	9.3	6.4
Foreign Language	9.3	17.8
Writing	8.6	6.6

### 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	68.3	59.6
Prepare for grad/prof school	54.4	62.1
Be a more cultured person	39.8	46.6
Get training for a specific career	67.9	59.4
To gain a general education and appreciation of ideas	63.4	68.2
To be able to get a better job	70.6	71.4
To learn more about things that interest me	75.5	80.1
To find my purpose in life	47.8	47.5
Parents wanted me to go	40.5	38.6

### 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	9.6	45.7	44.6
Truman	2.3	9.7	87.9

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

70 percent of Truman freshmen plan to maintain at least a "B" average, 65 percent plan to socialize with someone of another racial/ethnic group, and 52.3 percent plan to be satisfied with their college, while 4.4 percent plan to transfer to another college before graduating. 39.7 percent plan to get a job to help pay for college and 8.2 percent plan to join a fraternity/sorority.

### Public Highly Selective vs. Truman

Chances are very good. . .	Highly Selective	Truman
Participate in student clubs/groups	42.6	50.5
Make at least "B" Average	60.7	70.0
Participate in volunteer/cmtty service	22.7	28.9
Change career choices	14.1	20.9
Strengthen religious beliefs/convictions	22.9	31.5
Participate in study abroad programs	24.1	33.7
Change major field	14.3	19.4

## 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	40.3	28.9
Be very well off financially	72.3	56.6
Integrate spirituality into life	37.7	48.3
Becoming successful in a business of my own	38.3	27.5
Develop a meaningful philosophy of life	43.3	48.5
Improving my understanding of other countries and cultures	47.3	52.8

## AGREES STRONGLY OR SOMEWHAT . . .

Students were asked to what degree they agreed or disagreed (either somewhat or strongly) with several statements. Both groups of students similarly agree that the federal government should do more to control the sale of handguns, affirmative action in college admissions should be abolished, colleges should prohibit racist/sexist speech on campus, same-sex couples should have the right to legal marital status, and colleges have the right to ban extreme speakers. 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	55.3	45.3
Abolish death penalty	31.2	39.5
Activities of married women are best confined to home and family	20.1	13.3
Too much concern in the courts for rights of criminals	59.0	54.3
Federal military spending should be increased	39.5	29.8
If two people really like each other, it's okay to have sex even if they've known each other for only a very short time	44.3	32.0
Grading in high school has become too easy	54.8	61.4
Marijuana should be legalized	36.3	28.9
Only volunteers should serve in the armed forces	63.3	69.3
Through hard work, everybody can succeed in American society	80.2	73.3



22. How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below? (Mark one answer for each possible source)

	None	Less than \$1,000	\$1,000-2,999	\$3,000-5,999	\$6,000-9,999	\$10,000+
Family resources (parents, relatives, spouse, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My own resources (savings from work, work-study, other income)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aid which need <u>not</u> be repaid (grants, scholarships, military funding, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aid which <u>must</u> be repaid (loans, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other than above	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. What is your best estimate of your parents' total income last year? Consider income from all sources before taxes. (Mark one)

<input type="radio"/> Less than \$10,000	<input type="radio"/> \$50,000-59,999
<input type="radio"/> \$10,000-14,999	<input type="radio"/> \$60,000-74,999
<input type="radio"/> \$15,000-19,999	<input type="radio"/> \$75,000-99,999
<input type="radio"/> \$20,000-24,999	<input type="radio"/> \$100,000-149,999
<input type="radio"/> \$25,000-29,999	<input type="radio"/> \$150,000-199,999
<input type="radio"/> \$30,000-39,999	<input type="radio"/> \$200,000-249,999
<input type="radio"/> \$40,000-49,999	<input type="radio"/> \$250,000 or more

24. Current religious preference: (Mark one in each column)

	Yours	Father's	Mother's
Baptist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Buddhist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Church of Christ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eastern Orthodox	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Episcopalian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hindu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Islamic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jewish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LDS (Mormon)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lutheran	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Methodist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presbyterian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quaker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Roman Catholic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seventh Day Adventist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unitarian/Universalist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
United Church of Christ/Congregational	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Christian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
None	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. Are you: (Mark all that apply)

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

26. For the activities below, indicate which ones you did during the past year. If you engaged in an activity frequently, mark **F**. If you engaged in an activity one or more times, but not frequently, mark **O** (Occasionally). Mark **N** (Not at all) if you have not performed the activity during the past year. (Mark one for each item)

	Frequently	Occasionally	Not at all
Attended a religious service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was bored in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in organized demonstrations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutored another student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studied with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was a guest in a teacher's home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smoked cigarettes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank beer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank wine or liquor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt overwhelmed by all I had to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt depressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performed volunteer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Played a musical instrument	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked a teacher for advice after class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Voted in a student election	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socialized with someone of another racial/ethnic group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Came late to class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used the Internet for research or homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performed community service as part of a class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used a personal computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed politics:			
In class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on a local, state, or national political campaign	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. Did your high school require community service for graduation?

☐ Yes ☐ No

28. What is the highest level of formal education obtained by your parents? (Mark one in each column)

	Father	Mother
Grammar school or less	<input type="radio"/>	<input type="radio"/>
Some high school	<input type="radio"/>	<input type="radio"/>
High school graduate	<input type="radio"/>	<input type="radio"/>
Postsecondary school other than college	<input type="radio"/>	<input type="radio"/>
Some college	<input type="radio"/>	<input type="radio"/>
College degree	<input type="radio"/>	<input type="radio"/>
Some graduate school	<input type="radio"/>	<input type="radio"/>
Graduate degree	<input type="radio"/>	<input type="radio"/>

29. In deciding to go to college, how important to you was each of the following reasons? (Mark one answer for each possible reason)

	Very Important	Somewhat Important	Not Important
My parents wanted me to go	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could not find a job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wanted to get away from home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be able to get a better job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To gain a general education and appreciation of ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There was nothing better to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To make me a more cultured person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be able to make more money	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To learn more about things that interest me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To prepare myself for graduate or professional school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A mentor/role model encouraged me to go	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To get training for a specific career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To find my purpose in life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

☐ Far left

☐ Liberal

☐ Middle-of-the-road

☐ Conservative

☐ Far right

31. Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself. (Mark one in each row)

	Highest 10%	Above Average	Average	Below Average	Lowest 10%
Academic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Artistic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperativeness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drive to achieve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematical ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public speaking ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religiousness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (intellectual)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (social)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spirituality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. Mark only three responses, one in each column.

☐ M Your mother's occupation  
☐ F Your father's occupation  
☐ Y Your probable career occupation

NOTE: If your father or mother is deceased, please indicate his or her last occupation.

Accountant or actuary	Y	F	M
Actor or entertainer	Y	F	M
Architect or urban planner	Y	F	M
Artist	Y	F	M
Business (clerical)	Y	F	M
Business executive (management, administrator)	Y	F	M
Business owner or proprietor	Y	F	M
Business salesperson or buyer	Y	F	M
Clergy (minister, priest)	Y	F	M
Clergy (other religious)	Y	F	M
Clinical psychologist	Y	F	M
College administrator/staff	Y	F	M
College teacher	Y	F	M
Computer programmer or analyst	Y	F	M
Conservationist or forester	Y	F	M
Dentist (including orthodontist)	Y	F	M
Dietitian or nutritionist	Y	F	M
Engineer	Y	F	M
Farmer or rancher	Y	F	M
Foreign service worker (including diplomat)	Y	F	M
Homemaker (full-time)	Y	F	M
Interior decorator (including designer)	Y	F	M
Lab technician or hygienist	Y	F	M
Law enforcement officer	Y	F	M
Lawyer (attorney) or judge	Y	F	M
Military service (career)	Y	F	M
Musician (performer, composer)	Y	F	M
Nurse	Y	F	M
Optometrist	Y	F	M
Pharmacist	Y	F	M
Physician	Y	F	M
Policymaker/Government	Y	F	M
School counselor	Y	F	M
School principal or superintendent	Y	F	M
Scientific researcher	Y	F	M
Social, welfare, or recreation worker	Y	F	M
Therapist (physical, occupational, speech)	Y	F	M
Teacher or administrator (elementary)	Y	F	M
Teacher or administrator (secondary)	Y	F	M
Veterinarian	Y	F	M
Writer or journalist	Y	F	M
Skilled trades	Y	F	M
Laborer (unskilled)	Y	F	M
Semi-skilled worker	Y	F	M
Unemployed	Y	F	M
Other	Y	F	M
Undecided	Y		

33. Mark one in each row:

	1 Disagree Strongly	2 Disagree Somewhat	3 Agree Somewhat	4 Agree Strongly
There is too much concern in the courts for the rights of criminals	4	3	2	1
Abortion should be legal	4	3	2	1
The death penalty should be abolished	4	3	2	1
Marijuana should be legalized	4	3	2	1
It is important to have laws prohibiting homosexual relationships	4	3	2	1
Racial discrimination is no longer a major problem in America	4	3	2	1
Realistically, an individual can do little to bring about changes in our society	4	3	2	1
Wealthy people should pay a larger share of taxes than they do now	4	3	2	1
Colleges should prohibit racist/sexist speech on campus	4	3	2	1
Same-sex couples should have the right to legal marital status	4	3	2	1
Affirmative action in college admissions should be abolished	4	3	2	1
The activities of married women are best confined to the home and family	4	3	2	1
Federal military spending should be increased	4	3	2	1
If two people really like each other, it's all right for them to have sex even if they've known each other for only a very short time	4	3	2	1
The federal government should do more to control the sale of handguns	4	3	2	1
Only volunteers should serve in the armed forces	4	3	2	1
The federal government is not doing enough to control environmental pollution	4	3	2	1
A national health care plan is needed to cover everybody's medical costs	4	3	2	1
Grading in the high schools has become too easy	4	3	2	1
Undocumented immigrants should be denied access to public education	4	3	2	1
Through hard work, everybody can succeed in American society	4	3	2	1
Dissent is a critical component of the political process	4	3	2	1

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

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

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

None (I am confident that I will have sufficient funds) ☐  
 Some (but I probably will have enough funds) ☐  
 Major (not sure I will have enough funds to complete college) ☐

36. Below are some reasons that might have influenced your decision to attend this particular college. How important was each reason in your decision to come here? (Mark one answer for each possible reason)

	Very Important	Somewhat Important	Not Important
My relatives wanted me to come here	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
My teacher advised me	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
This college has a very good academic reputation	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
This college has a good reputation for its social activities	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
I was offered financial assistance	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
The cost of attending this college	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
High school counselor advised me	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Private college counselor advised me	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
I wanted to live near home	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Not offered aid by first choice	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
This college's graduates gain admission to top graduate/professional schools	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
This college's graduates get good jobs	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
I was attracted by the religious affiliation/orientation of the college	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
I wanted to go to a school about the size of this college	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Rankings in national magazines	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Information from a website	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
I was admitted through an Early Action or Early Decision program	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
A visit to the campus	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N

37. Below is a list of different undergraduate major fields grouped into general categories. Mark only one oval to indicate your probable field of study.

#### ARTS AND HUMANITIES

- Art, fine and applied (1)
- English (language and literature) (2)
- History (3)
- Journalism (4)
- Language and Literature (except English) (5)
- Music (6)
- Philosophy (7)
- Speech (8)
- Theater or Drama (9)
- Theology or Religion (10)
- Other Arts and Humanities (11)

#### BIOLOGICAL SCIENCE

- Biology (general) (12)
- Biochemistry or Biophysics (13)
- Botany (14)
- Environmental Science (15)
- Marine (Life) Science (16)
- Microbiology or Bacteriology (17)
- Zoology (18)
- Other Biological Science (19)

#### BUSINESS

- Accounting (20)
- Business Admin. (general) (21)
- Finance (22)
- International Business (23)
- Marketing (24)
- Management (25)
- Secretarial Studies (26)
- Other Business (27)

#### EDUCATION

- Business Education (28)
- Elementary Education (29)
- Music or Art Education (30)
- Physical Education or Recreation (31)
- Secondary Education (32)
- Special Education (33)
- Other Education (34)

#### ENGINEERING

- Aeronautical or Astronautical Eng (35)
- Civil Engineering (36)
- Chemical Engineering (37)
- Computer Engineering (38)
- Electrical or Electronic Engineering (39)
- Industrial Engineering (40)
- Mechanical Engineering (41)
- Other Engineering (42)

#### PHYSICAL SCIENCE

- Astronomy (43)
- Atmospheric Science (incl. Meteorology) (44)
- Chemistry (45)
- Earth Science (46)
- Marine Science (incl. Oceanography) (47)
- Mathematics (48)
- Physics (49)
- Statistics (50)
- Other Physical Science (51)

#### PROFESSIONAL

- Architecture or Urban Planning (52)
- Family & Consumer Sciences (53)
- Health Technology (medical, dental, laboratory) (54)
- Library or Archival Science (55)
- Medicine, Dentistry, Veterinary Medicine (56)
- Nursing (57)
- Pharmacy (58)
- Therapy (occupational, physical, speech) (59)
- Other Professional (60)

#### SOCIAL SCIENCE

- Anthropology (61)
- Economics (62)
- Ethnic Studies (63)
- Geography (64)
- Political Science (gov't., international relations) (65)
- Psychology (66)
- Social Work (67)
- Sociology (68)
- Women's Studies (69)
- Other Social Science (70)

#### TECHNICAL

- Building Trades (71)
- Data Processing or Computer Programming (72)
- Drafting or Design (73)
- Electronics (74)
- Mechanics (75)
- Other Technical (76)

#### OTHER FIELDS

- Agriculture (77)
- Communications (78)
- Computer Science (79)
- Forestry (80)
- Kinesiology (81)
- Law Enforcement (82)
- Military Science (83)
- Other Field (84)
- Undecided (85)

38. Please indicate the importance to you personally of each of the following: (Mark one for each item)

- Legend: (E) Essential, (V) Very Important, (S) Somewhat Important, (N) Not Important
- Becoming accomplished in one of the performing arts (acting, dancing, etc.) (E V S N)
  - Becoming an authority in my field (E V S N)
  - Obtaining recognition from my colleagues for contributions to my special field (E V S N)
  - Influencing the political structure (E V S N)
  - Influencing social values (E V S N)
  - Raising a family (E V S N)
  - Having administrative responsibility for the work of others (E V S N)
  - Being very well off financially (E V S N)
  - Helping others who are in difficulty (E V S N)
  - Making a theoretical contribution to science (E V S N)
  - Writing original works (poems, novels, short stories, etc.) (E V S N)
  - Creating artistic work (painting, sculpture, decorating, etc.) (E V S N)
  - Becoming successful in a business of my own (E V S N)
  - Becoming involved in programs to clean up the environment (E V S N)
  - Developing a meaningful philosophy of life (E V S N)
  - Participating in a community action program (E V S N)
  - Helping to promote racial understanding (E V S N)
  - Keeping up to date with political affairs (E V S N)
  - Becoming a community leader (E V S N)
  - Integrating spirituality into my life (E V S N)
  - Improving my understanding of other countries and cultures (E V S N)

39. What is your best guess as to the chances that you will: (Mark one for each item)

- Legend: (V) Very Good Chance, (S) Some Chance, (L) Very Little Chance, (N) No Chance
- Change major field? (V S L N)
  - Change career choice? (V S L N)
  - Participate in student government? (V S L N)
  - Get a job to help pay for college expenses? (V S L N)
  - Work full-time while attending college? (V S L N)
  - Join a social fraternity or sorority? (V S L N)
  - Play varsity/intercollegiate athletics? (V S L N)
  - Make at least a "B" average? (V S L N)
  - Participate in student protests or demonstrations? (V S L N)
  - Transfer to another college before graduating? (V S L N)
  - Be satisfied with your college? (V S L N)
  - Participate in volunteer or community service work? (V S L N)
  - Seek personal counseling? (V S L N)
  - Communicate regularly with your professors? (V S L N)
  - Socialize with someone of another racial/ethnic group? (V S L N)
  - Participate in student clubs/groups? (V S L N)
  - Strengthen your religious beliefs/convictions? (V S L N)
  - Participate in a study abroad program? (V S L N)

40. Do you give the Higher Education Research Institute (HERI) permission to include your ID number should your college request the data for additional research analyses? HERI maintains strict standards of confidentiality and would require your college to sign a pledge of confidentiality. ☐ Yes ☐ No

The remaining ovals are provided for questions specifically designed by your college rather than the Higher Education Research Institute. If your college has chosen to use the ovals, please observe carefully the supplemental directions given to you.

- |                 |                 |                 |
|-----------------|-----------------|-----------------|
| 41. (A B C D E) | 48. (A B C D E) | 55. (A B C D E) |
| 42. (A B C D E) | 49. (A B C D E) | 56. (A B C D E) |
| 43. (A B C D E) | 50. (A B C D E) | 57. (A B C D E) |
| 44. (A B C D E) | 51. (A B C D E) | 58. (A B C D E) |
| 45. (A B C D E) | 52. (A B C D E) | 59. (A B C D E) |
| 46. (A B C D E) | 53. (A B C D E) | 60. (A B C D E) |
| 47. (A B C D E) | 54. (A B C D E) | 61. (A B C D E) |

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THANK YOU!

DO NOT WRITE IN THIS AREA

**2005 STUDENT INFORMATION FORM ("CIRP First-Year Survey")**

**Supplemental CIRP Questions: Items 41- 61**

**Please mark one response to items 41-42 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?

**Please indicate your opinion by marking one response for items 43-56 using the scale:**

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

- 43. Visiting the campus of Truman State University was influential in my final college decision.
- 44. The telephone calls I received from Truman, faculty, staff, and students were influential in my college decision.
- 45. The electronic communications I received from Truman were influential in my final 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 2009).
- 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 print 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: \_\_\_\_\_