

Chapter V: 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 2007

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.

1,126 entering Truman freshmen completed the survey instrument. This represents 80 percent of the fall 2007 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 2007, 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 2007 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 31 participating campuses in 2007. This group is a mixture of public liberal arts colleges such as Truman and St. Mary's College of Maryland, the service academies (Naval and Military), 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 2007 Truman freshmen continue to show interest in studying arts & humanities, professional fields, business, biological sciences and social sciences with 18.6, 15.5, 13.9, 11.4 and 9.7 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	2002	2003	2004	2005	2007
Arts & Humanities	17.4	18.8	17.7	16.4	18.6
Biological Sciences	9.2	9.1	8.6	10.7	11.4
Business	14.0	14.5	13.6	14.3	13.9
Education	8.0	7.4	9.0	9.6	7.1
Engineering	1.3	1.0	1.7	2.9	1.4
Physical Sciences	4.8	7.1	6.9	6.3	6.1
Professional	15.6	16.4	14.7	15.2	15.5
Social Science	13.8	11.5	12.0	12.6	9.7
Technical	1.5	1.2	0.6	0.6	0.9
Other Fields	14.5	13.5	15.3	13.3	14.9

Public Highly Selective vs. Truman

Major Field of Study	Highly Selective	Truman
Arts & Humanities	13.1	18.6
Biological Sciences	6.7	11.4
Business	15.4	13.9
Education	10.6	7.1
Engineering	7.7	1.4
Physical Science	3.4	6.1
Professional	14.3	15.5
Social Science	11.2	9.7
Technical	1.1	0.9
Other Fields/Undecided	16.2	14.9

HIGHEST DEGREE PLANNED

In 2007, 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 26.3 percent.

TRUMAN

Highest Degree	2002	2003	2004	2005	2007
None	0.2	0.1	0.2	0.4	0.2
Vocational Cert.	0.0	0.0	0.1	0.2	0.1
Associate	0.0	0.1	0.3	0.0	0.1
Bachelor's	14.6	14.1	15.4	13.1	15.5
Master's	42.2	44.1	44.3	42.8	41.6
PhD or Professional	42.3	40.4	38.8	42.3	41.2
BD or M.Div	0.2	0.4	0.2	0.2	0.2
Other	0.6	0.9	0.8	0.9	1.1

Public Highly Selective vs. Truman

Highest Degree	Highly Selective	Truman
None	0.7	0.2
Vocational Cert.	0.1	0.1
Associate	0.4	0.1
Bachelor's	26.9	15.5
Master's	44.2	41.6
PhD or Professional	26.3	41.2
BD or M.Div	0.2	0.2
Other	1.1	1.1

HIGH SCHOOL RECORD

Truman students report higher high school grades than the nationwide average. In 2007, 97.3 percent of the Truman freshmen reported an average of "B" or higher and 71.7 percent reported an average of "A-" or higher. This is compared to 86.6 percent and 46.0 percent respectively nationwide.

TRUMAN

Average HS Grade	2002	2003	2004	2005	2007
A or A+	43.5	44.1	41.5	42.8	45.5
A-	31.3	33.8	32.4	31.2	26.2
B+	15.6	12.9	16.5	15.9	19.2
B	8.2	7.7	7.9	8.8	6.4
B-	1.2	1.2	1.3	0.9	2.0
C+	0.1	0.3	0.4	0.3	0.4
C	0.1	0.1	0.1	0.1	0.3
D	0.0	0.0	0.0	0.0	0.1

Public Highly Selective vs. Truman

Average HS Grade	Highly Selective	Truman
A or A+	24.5	45.5
A-	21.5	26.2
B+	26.5	19.2
B	14.1	6.4
B-	9.2	2.0
C+	1.9	0.4
C	2.2	0.3
D	0.1	0.1

NUMBER OF APPLICATIONS SUBMITTED

Truman was the only choice for 16.0 percent of the freshmen in 2007. The application distribution for both Truman students and students at highly selective institutions is similar overall.

TRUMAN

Other colleges applied to	2002	2003	2004	2005	2007
None	19.2	17.5	18.8	13.8	16.0
1	15.0	15.7	14.4	14.4	15.1
2 - 3	37.6	36.4	38.9	38.9	39.1
4+	28.3	30.3	27.9	32.8	29.8

Public Highly Selective vs. Truman

Other Colleges applied to	Highly Selective	Truman
None	20.7	16.0
1	14.8	15.1
2 - 3	35.4	39.1
4+	29.2	29.8

COLLEGE CHOICE

Truman was the first choice for 69.5 percent of the students completing this survey in 2007. The rating distribution of college choices between Truman students and public highly selective students is similar overall.

TRUMAN

This college is student's	2002	2003	2004	2005	2007
1st choice	75.4	73.4	78.8	75.1	69.5
2nd choice	17.6	20.7	16.0	18.5	22.0
3rd choice	4.0	3.8	3.5	3.6	5.7
Less than 3rd choice	3.0	2.1	1.7	2.8	2.8

Public Highly Selective vs. Truman

This college is student's	Highly Selective	Truman
1st choice	71.4	69.5
2nd choice	21.5	22.0
3rd choice	5.1	5.7
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, 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 2007, relative's advice was split out to

include a question for parental advice only, a question about affordability of first choice, and a question about recruited for athletics were asked.

TRUMAN

Reasons for selection	2002	2003	2004	2005	2007
Parents' advice	---	---	---	---	11.7
Relative's advice	6.5	8.5	7.0	7.9	1.5
Teacher's advice	4.3	4.0	4.1	4.1	5.8
Good academic rep	82.0	81.2	83.7	81.3	84.6
Good social rep	16.6	16.2	21.5	21.3	27.5
Financial assistance	57.7	60.7	61.3	62.5	64.6
Special programs	15.9	18.9	n/a	n/a	n/a
Low tuition/cost	52.2	56.1	69.0	69.0	73.0
Counselor's advice	5.7	6.9	6.8	5.1	10.4
Near home	8.4	1.6	7.4	8.2	9.4
Grads get good jobs	n/a	n/a	58.9	57.8	61.7
Grads go to top grad schools	n/a	n/a	41.9	42.7	49.0
Size	49.3	46.0	48.9	48.0	46.3
Rankings in national magazines	32.0	29.2	29.8	29.0	34.6
Information on website	---	11.6	11.7	12.6	12.9
Not offered aid by first choice	---	7.5	8.6	10.6	9.7
Early action/Early decision program	---	11.2	8.5	8.0	10.8
Religious affiliation/orientation	---	3.5	3.5	3.3	3.6
Visit to the campus	---	39.1	40.3	37.6	36.7
Could not afford first choice	---	---	---	---	15.7
Recruited by Athletics	---	---	---	---	7.3

Public Highly Selective vs. Truman

Reasons for selection	Highly Selective	Truman
Parents' advice	11.5	11.7
Relative's advice	4.4	1.5
Teacher's advice	5.6	5.8
Good academic reputation	60.4	84.6
Good social reputation	33.4	27.5
Financial assistance	31.5	64.6
Grads go to top graduate schools	30.0	49.0
Grads get good jobs	51.2	61.7
Low tuition/cost	42.4	73.0
Counselor's advice	10.8	10.4
Near home	17.2	9.4
Information on website	16.7	12.9
Not offered aid by first choice	5.7	9.7
Size	39.9	46.3
Rankings in national magazines	15.0	34.6
Early action/Early decision program	11.5	10.8
Religious affiliation/orientation	3.5	3.6
Visit to the campus*	42.8	36.7
Could not afford first choice	8.9	15.7
Recruited by Athletics	8.1	7.3

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

2007 parental income distribution for Truman students roughly parallels the distribution for highly selective students.

TRUMAN

Estimated Income	2002	2003	2004	2005	2007
<\$10,000	1.2	1.5	2.1	1.4	2.4
\$10,000-14,999	1.3	0.9	1.5	1.8	1.6
\$15,000-19,999	1.8	1.8	1.6	1.6	1.8
\$20,000-24,999	2.3	1.5	2.1	2.1	2.6
\$25,000-29,999	2.9	3.3	2.7	2.5	2.0
\$30,000-39,999	8.1	5.3	6.5	5.7	4.7
\$40,000-49,999	9.3	7.8	9.4	8.4	7.4
\$50,000-99,999	46.8	49.6	44.9	45.5	42.7
>\$99,999	26.3	28.2	29.1	30.9	34.7

Public Highly Selective vs. Truman

Estimated Income	Highly Selective	Truman
<\$10,000	2.2	2.4
\$10,000-14,999	1.8	1.6
\$15,000-19,999	1.9	1.8
\$20,000-24,999	2.6	2.6
\$25,000-29,999	2.7	2.0
\$30,000-39,999	5.2	4.7
\$40,000-49,999	6.9	7.4
\$50,000-99,999	38.1	42.7
>\$99,999	38.5	34.7

The 2002-2007 distribution of the responses for \$50,000 - \$99,999 is as follows:

TRUMAN

Estimated Income	2002	2003	2004	2005	2007
\$50,000-59,999	12.5	11.5	10.5	10.9	9.5
\$60,000-74,999	15.8	17.7	15.6	15.3	16.2
\$75,000-99,999	18.5	20.4	18.8	19.3	17.0

Public Highly Selective vs. Truman

Estimated Income	Highly Selective	Truman
\$50,000-59,999	8.7	9.5
\$60,000-74,999	12.9	16.2
\$75,000-99,999	16.5	17.0

FATHER'S EDUCATION

The percentage of students reporting their father has a college degree or higher is 62.4 percent in 2007. Including those who report "some college", 76.5 percent of the fathers have college experience. Compared to the nationwide sample, almost 10% more Truman students report their fathers have at least a college degree and 9% more Truman fathers have some college experience.

TRUMAN

Education	2002	2003	2004	2005	2007
High School or less	16.9	18.6	20.8	21.0	19.3
Postsecondary/college	54.1	54.1	52.3	50.8	51.4
Some Graduate School or more	28.8	27.2	26.9	28.2	29.3

Public Highly Selective vs. Truman

Education	Highly Selective	Truman
High School or less	27.5	19.3
Postsecondary/College	49.2	51.4
Some Graduate School or more	23.2	29.3

FATHER’S OCCUPATION

Popular occupations include business (30.3%), engineer (8.5%), and skilled worker (7.6%). 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	2002	2003	2004	2005	2007
Artist (incl. performer)	1.4	1.1	1.1	1.0	0.6
Business	29.6	30.1	29.4	29.9	30.3
Clergy/religious	1.4	0.9	1.2	1.1	1.2
College Teacher/admin	1.3	0.9	1.4	1.4	1.4
Doctor or dentist	2.7	2.3	2.9	2.4	2.9
Education (secondary)	4.9	3.2	3.6	4.6	3.3
Education (elementary)	1.5	1.2	1.1	0.9	0.5
Engineer	6.9	8.2	7.9	8.0	8.5
Farmer or forester	2.3	1.9	3.0	2.2	2.9
Health prof. (non MD)	1.5	2.3	1.3	1.8	2.1
Lawyer	2.0	2.4	2.1	2.1	1.7
Military (career)	1.2	1.5	1.2	1.9	1.3
Research scientist	1.0	1.2	1.1	1.0	1.4
Skilled worker	9.1	9.1	10.0	8.1	7.6
Semi-skilled worker	3.8	4.3	3.5	2.9	3.1
Laborer (unskilled)	2.1	2.4	3.2	2.7	2.5
Unemployed	1.5	1.8	1.6	1.3	1.6
Other occupation	25.7	25.2	24.5	26.7	26.4

Public Highly Selective vs. Truman

Occupation	Highly Selective	Truman
Artist (incl. performer)	1.0	0.6
Business	29.3	30.3
Clergy/religious	0.7	1.2
College teacher/admin	0.5	1.4
Doctor or dentist	2.3	2.9
Education (secondary)	2.7	3.3
Education (elementary)	0.7	0.5
Engineer	8.6	8.5
Farmer or forester	1.5	2.9
Health prof. (non MD)	1.3	2.1
Lawyer	1.9	1.7
Military (career)	2.8	1.3
Research scientist	0.6	1.4
Skilled worker	8.7	7.6
Semi-skilled worker	2.8	3.1
Laborer (unskilled)	2.6	2.5
Unemployed	2.3	1.6
Other occupation	32.8	27.1

MOTHER’S EDUCATION

Including those with “some college”, almost 77.3 percent of the mothers of 2007 Truman freshmen have college experience, and 59.1 percent have college degrees or higher. The students from the comparison group reported that 69.7 percent of the mothers had college experience and 52.8 percent had college degrees or higher.

TRUMAN

Education	2002	2003	2004	2005	2007
High School or less	18.0	19.1	18.5	18.8	19.1
Postsecondary/College	60.3	59.6	58.4	58.5	58.6
Graduate School	21.6	21.2	22.9	22.7	22.3

Public Highly Selective vs. Truman

Education	Highly Selective	Truman
High School or less	25.3	19.1
Postsecondary/College	55.5	58.6
Graduate School	19.3	22.3

MOTHER’S OCCUPATION

Business (16.9%), elementary education (9.6%), homemaker (8.8%), nurse (8.6%), secondary education (6.4%), and business-clerical (6.1%) continue to be the most frequent mother occupation responses in 2007. The response trend for these popular occupations for mothers is also similar for the national comparison group.

TRUMAN

Occupation	2002	2003	2004	2005	2007
Artist (incl. performer)	2.0	1.7	1.7	0.8	1.7
Business	14.1	15.1	16.3	15.8	16.9
Business (clerical)	8.1	8.6	6.9	6.2	6.1
Clergy/religious	0.3	0.6	0.5	0.4	0.2
College teacher/admin	0.9	0.5	0.5	0.6	0.7
Doctor or dentist	1.0	0.5	0.9	1.0	0.9
Education (secondary)	7.8	6.9	5.7	5.1	6.4
Education (elementary)	11.9	10.9	10.5	10.1	9.6
Engineer	0.4	0.3	0.2	0.8	0.3
Farmer or forester	0.4	0.3	0.1	0.2	0.5
Health prof. (non MD)	4.6	4.7	3.7	4.6	4.2
Homemaker (full-time)	11.2	9.3	9.5	9.7	8.8
Lawyer	0.2	0.5	0.7	0.8	0.7
Nurse	8.9	9.7	8.2	10.7	8.6
Research scientist	0.4	0.1	0.4	0.7	0.4
Social/Welfare Worker	1.7	1.4	2.3	1.3	2.1
Skilled worker	1.5	1.4	1.3	1.6	1.1
Semi-skilled worker	1.9	2.1	1.3	2.0	1.8
Laborer (unskilled)	1.2	1.6	1.4	1.2	1.5
Unemployed	3.8	3.9	3.9	3.1	4.8
Other occupation	17.8	19.9	23.9	22.1	22.7

Public Highly Selective vs. Truman

Occupation	Highly Selective	Truman
Artist (incl. performer)	1.9	1.7
Business	16.5	16.9
Business (clerical)	5.2	6.1
Clergy/religious	0.2	0.2
College teacher/admin	0.4	0.7
Doctor or dentist	1.1	0.9
Education (secondary)	5.1	6.4
Education (elementary)	8.7	9.6
Engineer	0.7	0.3
Farmer or forester	0.3	0.5
Health prof. (non MD)	3.2	4.2
Homemaker (full-time)	8.5	8.8
Lawyer	0.8	0.7
Nurse	9.5	8.6
Research Scientist	0.3	0.4
Social/Welfare Worker	1.9	2.1
Skilled worker	1.6	1.1
Semi-skilled worker	1.7	1.8
Laborer (unskilled)	1.4	1.5
Unemployed	5.3	4.8
Other occupation	25.7	22.7

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	2002	2003	2004	2005	2007
Far left	1.6	1.5	3.8	4.1	2.6
Liberal	23.8	25.2	25.5	28.2	30.4
Middle/road	49.9	49.7	43.9	39.0	39.0
Conservative	22.9	22.3	25.9	27.0	25.6
Far right	1.8	1.4	0.9	1.8	2.4

Public Highly Selective vs. Truman

Political Orientation	Highly Selective	Truman
Far left	2.3	2.6
Liberal	24.4	30.4
Middle/road	43.4	39.0
Conservative	27.8	25.6
Far right	2.1	2.4

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 follow those of the highly selective distribution.

TRUMAN

Current religious preference	2002	2003	2004	2005	2007
Baptist	9.8	10.3	11.7	10.3	10.3
United Church of Christ	2.2	2.1	4.5	3.3	1.9
Lutheran	7.2	8.5	6.8	6.0	7.6
Methodist	8.2	7.2	7.9	7.0	5.5
Catholic	27.7	29.2	28.5	28.7	26.9
Other	28.9	26.2	23.5	25.3	27.7
None	15.9	16.5	17.2	19.3	20.1

Public Highly Selective vs. Truman

Current religious preference	Highly Selective	Truman
Baptist	10.4	10.3
United Church of Christ	2.9	1.9
Lutheran	6.2	7.6
Methodist	6.9	5.5
Catholic	27.1	26.9
Other	28.3	27.7
None	18.2	20.1

ADDITIONAL INFORMATION

In addition to the traditionally reported information, the 2007 Truman freshmen have the following characteristics compared with the 2007 freshmen from four-year public highly selective institutions nationwide.

ACTIVITIES ENGAGED IN DURING THE PAST YEAR

In 2007, 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	79.1	83.5
Studied with other students	86.9	89.6
Tutored another student	54.1	64.5
Came late to class	60.5	53.2
Played musical instrument	42.3	50.2
Socialized w/different ethnic group*	65.8	56.0
Discussed religion*	30.7	38.8
Drank beer	41.9	35.6
Drank wine or liquor	47.5	42.8
Participated in organized demonstrations	20.1	18.1
Performed volunteer work	82.6	85.1
Performed community service as part of class	55.2	52.9
Was a guest in a teacher's home	23.8	29.2
Felt overwhelmed by all I had to do	27.5	33.9

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

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

Public Highly Selective vs. Truman

Highly Selective					
Hours/week spent on:	none	<1-5	6-10	11-15	>=16
Studying/homework	3.1	67.2	17.8	7.1	4.9
Socializing w/friends	0.3	24.7	26.0	19.3	29.7
Talking w/teacher	10.5	85.3	2.5	1.0	0.8
Exercise/sports	4.4	40.5	19.3	15.6	20.1
Partying	27.5	50.8	11.6	4.9	5.1
Working	27.3	14.8	13.3	14.3	30.2
Volunteer work	29.6	61.5	4.6	1.7	2.6
Student clubs/groups	28.8	57.2	7.2	3.2	3.6
Watching TV	6.2	67.5	14.7	5.9	5.2
Housework/childcare	17.6	72.4	5.8	2.0	2.2
Reading for pleasure	25.4	63.1	6.9	2.4	2.2
Playing Video Games	39.3	48.7	5.9	2.8	3.3
Online Social Networks	14.9	64.6	10.3	4.5	5.7

Truman					
Hours/week spent on:	none	<1-5	6-10	11-15	>=16
Studying/homework	2.3	51.8	23.6	11.8	10.5
Socializing w/friends	0.5	28.8	29.3	20.2	21.2
Talking w/teacher	7.4	88.7	2.3	1.0	0.5
Exercise/sports	5.4	50.5	17.1	13.6	13.5
Partying	38.9	48.6	7.8	3.3	1.5
Working	31.7	13.8	13.9	14.5	26.2
Volunteer work	30.7	62.5	3.6	1.0	2.2
Student clubs/groups	18.0	64.3	10.0	3.2	4.5
Watching TV	7.6	66.4	14.6	6.8	5.1
Housework/childcare	20.1	72.9	4.2	1.4	1.4
Reading for pleasure	18.0	67.2	8.8	2.8	3.2
Playing Video Games	40.9	47.7	6.1	2.7	2.6
Online Social Networks	14.1	67.9	10.2	4.3	3.5

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. A high percentage of Truman freshmen rated themselves with above average ability in Cooperativeness (72.9%), Drive to succeed (76.3%), Intellectual self-confidence (63.7%), Understanding of others (63.4%), and Leadership ability (57.6%) 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	68.8	86.6
Competitiveness	57.8	52.0
Mathematical ability	42.0	50.0
Physical health	57.8	51.3
Social self-confidence	52.8	42.3
Writing ability	46.6	54.6

REMEDICATION

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	5.8	3.8
Reading	5.5	3.5
Mathematics	13.6	8.2
Social Sciences	3.7	2.5
Science	5.1	3.5
Foreign Language	5.4	3.1
Writing	4.7	3.1

Public Highly Selective vs. Truman

Feel will need special tutoring or remedial work	Highly Selective	Truman
English	7.4	4.5
Reading	4.0	2.2
Mathematics	22.2	15.8
Social Sciences	2.5	1.5
Science	9.9	6.0
Foreign Language	12.0	13.6
Writing	9.0	7.0

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 . . .

70.5 percent of Truman freshmen plan to maintain at least a "B" average, 63 percent plan to socialize with someone of another racial/ethnic group, and 58 percent plan to be satisfied with their college, while 4.7 percent plan to transfer to another college before graduating. 40.9 percent plan to get a job to help pay for college and 10.8 percent plan to join a fraternity/sorority.

Public Highly Selective vs. Truman

Chances are very good. . .	Highly Selective	Truman
Participate in student clubs/groups	43.0	54.1
Make at least "B" Average	58.2	70.5
Participate in volunteer/cmtty service	24.0	30.0
Change career choices	12.8	18.9
Participate in study abroad programs	23.8	34.4
Change major field	13.4	16.9

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 and helping others who are in difficulty. 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	42.2	29.0
Be very well off financially	71.0	58.1
Obtaining recognition from my colleagues for contributions to my special field	53.4	43.7
Influencing the political structure	21.7	15.4
Influencing social values	43.1	36.8
Becoming successful in a business of my own	37.3	27.4
Develop a meaningful philosophy of life	47.0	52.1
Improving my understanding of other countries and cultures	49.1	54.5
Becoming a community leader	35.6	28.0

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 a national health care plan is needed to cover everybody's medical costs, dissent is a critical component of the political process, the federal government should do more to control the sale of handguns, only volunteers should serve in the armed forces, affirmative action in college admissions should be abolished, and there is too much concern in the courts for the rights of criminals. 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	53.7	48.3
Abolish death penalty	31.7	40.7
Too much concern in the courts for rights of criminals	58.6	54.1
Federal military spending should be increased	40.4	26.0
Marijuana should be legalized	35.8	30.1
Through hard work, everybody can succeed in American society	80.2	74
Important to have laws prohibiting homosexual relationships	26.5	10.3
Racial discrimination is no longer a problem in America	23.2	16.9
Same-sex couples should have the right to legal marital status	59.7	66.4
The federal government is not doing enough to control environmental pollution	76.2	82.3
The chief benefit of a college education is that it increases one's earning power	66.9	50.7