

## **UNIVERSITY OF MONTEVALLO**

### **EXECUTIVE SUMMARY**

#### **Cooperative Institutional Research Program (CIRP) Summary First-Time, Full-Time Freshmen Fall 2006**

Freshmen are predominantly 2006 high school graduates and like freshmen at the COPLAC comparison group they are overwhelmingly 19 years old or younger. They are Caucasian (83%) or Black (15%) over half of them live within 50 miles of the University of Montevallo. The COPLAC comparison group has a higher proportion of Whites, but a greater representation other ethnic groups with the exception of Blacks. They live further from home than Montevallo freshmen with about 50 percent of them living at least 100 miles away.

Over 50 percent of Montevallo's 2006 freshman class come from intact nuclear families and their parents tend to be well-educated with 61 percent of their fathers and 68 percent of their mothers having at least a college degree. Roughly, 40 percent of the Montevallo parents have a combined income of \$75,000 or more; 24 percent of those parents are estimated to exceed \$100,000 per year. By comparison, about three-quarters of the comparison freshmen come from intact nuclear families with 73 percent of the comparison group fathers and 74 percent of their mothers having at least a college degree. The COPLAC comparison group comes from affluent families with 57 percent of the families earning \$75,000 or more per year and 41 percent earning \$100,000 or more per year.

A larger percentage of UM freshmen estimate that they are above average or in the top 10 percent when compared to others in their age group in artistic ability (34%), and they expect to pursue a major in an area of the arts at a higher rate than the comparison group (18%-UM, 5%-comparison group). About 17 percent of UM freshmen expect to have a career in the arts while only 4 percent of comparison group freshmen expect to pursue an arts career. About 19 percent of UM freshmen expect to have a career in education and 12 percent are looking toward a career in business. About 10 percent expect to become physicians, lawyers, pharmacists, or veterinarians.

Overall they do not rate themselves as highly in either their physical or emotional health. Like the comparison group almost a third of the UM freshmen had felt overwhelmed by all they had to do, and a higher percentage of UM freshman than comparison group freshmen were likely to feel depressed (13%-UM, 7%-comparison group). Almost a quarter of the UM freshmen exercised an hour or less a week. About 41 percent of the

UM freshmen occasionally or frequently drank beer during the prior year and about 30 percent had drunk beer either frequently or occasionally, a lower percentage of drinkers than in the comparison group. The UM freshmen were also less likely to have partied extensively.

Comparison group freshmen were less likely to work 16 or more hours a week during their senior year than UM freshmen (35%-UM, 30% comparison group). About 36 percent of the University of Montevallo freshmen expect that the chances are very good that they will get a job to pay expenses, and 7 percent believe there is a very good chance that they will work full-time while attending the University of Montevallo. About 44 percent of UM freshmen expect to receive \$3000 or more for their first year educational expenses from parents or other family members (67%-comparison group). Fifty-seven (57%) percent of UM freshmen and 59 percent of female UM freshmen have some or major concern about financing their college education. Seventy-two percent of the UM freshmen expect to live in a residence hall (93%-comparison group).

A significantly larger percentage of comparison group freshmen expect to obtain their bachelor's degree from their entry institution (62%-UM, 77%-comparison group), although a larger percentage of UM freshmen expect to obtain their master's degree from UM (29%-UM, 16%-comparison group). Among UM freshmen, 52 percent expect there is a good chance that they will make a "B" average (60%-comparison group). The most important future objectives for UM freshmen are to "raise a family" (70%-UM, 72%- comparison group), "help others in difficulty" (66%-UM, 64%- comparison group), and "be very well off financially" (65%-UM, 67%-comparison group). Among the 2006 UM freshmen 17 percent believe it is essential or very important for them to make a theoretical contribution to science; 24 percent want to write original works, 24 percent want to influence the political structure, 40 percent want to be successful in their own business, and 26 percent believe it is essential or very important for them to create artistic work.

### The 2006 Survey

The Cooperative Institutional Research Program (CIRP) gathers information on the characteristics, plans, expectations and attitudes of first-time, full-time freshmen across the country. Nationwide, the fall 2006 questionnaire was completed by 391,544 freshmen at 614 four-year colleges and universities. Normative data is based on the weighted responses of 271,441 full-time, first time freshmen from 393 baccalaureate institutions. At the University of Montevallo, the fall 2006 survey was taken by 93 percent of the first-time, full-time freshmen. A copy of the survey and the Institutional Profile provided by HERI is included in the report.

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## **Cooperative Institutional Research Program (CIRP) Summary First-Time, Full-Time Freshmen Fall 2006**

### Introduction

The Cooperative Institutional Research Program (CIRP) gathers information on the demography, plans, expectations and attitudes of first-time, full-time freshmen across the country. It is administered through UCLA's Higher Education Research Institute (HERI) and sponsored by the American Council on Education.

Nationwide, the fall 2006 questionnaire was completed by 391,544 freshmen at 614 four-year colleges and universities. Normative data is based on the weighted responses of 271,441 full-time, first time freshmen from 393 baccalaureate institutions, that met the minimum percentage of participation requirements (75% for universities) and whose procedures for administration indicated no systematic bias.

At the University of Montevallo, new freshmen filled out the survey during extended freshman orientation, in on-campus group administrations proctored by the Office of Institutional Research, Planning, and Assessment and in proctored administrations for individual students in the Office of Institutional Research, Planning and Assessment. The fall 2006 survey was taken by 93 percent of the first-time, full-time freshmen at the University (402 freshmen) and yielded 394 usable questionnaires. A copy of the University's "Institutional Profile" provided by HERI and the survey instrument are included in this report as Appendices A and B.

The peer group selected for 2006 consists of seniors from nine other Council of Public Liberal Arts Colleges (COPLAC). The institutions represented are the College of Charleston, Eastern Connecticut State University, Keene State College, Massachusetts College of Liberal Arts, New College of Florida, Ramapo College of New Jersey, SUNY College-Genesco, University of Minnesota at Morris, and the University of North Carolina at Asheville. About 26 percent of the 5,875 seniors in the peer group sample are from the College of Charleston.

### Demographics

As in prior years UM freshmen were predominantly 2006 high school graduates (96%), and 19 years old or younger (98%). The members of the comparison group were about as likely to be 2006 high school graduates (98%) and 19 or younger (99%). The largest number of freshmen in both groups were eighteen years old (59%-UM; 71%-comparison group).

Racial and ethnic membership among UM freshmen showed some disparity from the

comparison group. Students in the freshman class at UM self-identified as Caucasian in about 83 percent of the cases and as Black in about 15 percent of the cases. Among the comparison group, 89 percent of the group identified as Caucasian and 5 percent identified themselves as Black. The comparison group also contains more Hispanic (5%-comparison group; 3%- UM) and Asian students (3%-comparison group; 2%-UM).

Among the UM freshmen, about 58 percent (30%-comparison group) live within 50 miles of the University. About 3 percent of UM freshmen and 13 percent of the comparison group live over 500 miles from their university.

**Demographic Information  
2002-2006**

	2002	2003	2004	2005	2006	Norms 2006
<b><u>High School Graduation</u></b>						
Year Shown	95.3	98.5	96.2	97.4	96.2	98.1
Prior to Year Shown	3.9	1.0	2.3	0.8	3.6	1.8
GED/Never Graduated	0.7	0.5	1.5	1.0	0.3	0.1
<b><u>Age</u></b>						
17 or Younger	0.7	1.0	0.3	1.8	1.0	1.6
18	68.1	68.9	61.2	65.4	59.3	71.2
19	29.0	29.6	35.8	29.7	37.2	25.9
20	1.2	0.2	2.0	2.1	0.8	0.9
21-29	0.7	0.0	0.6	1.0	1.6	0.3
30+	0.2	0.2	0.3	0.0	0.3	0.0
<b><u>*Ethnic Group</u></b>						
Caucasian	84.3	86.2	83.0	82.1	83.3	89.2
Black	11.5	12.1	14.4	16.3	14.6	4.6
American Indian	1.7	2.2	3.5	2.8	2.3	1.7
Mexican American	0.0	0.7	0.5	0.8	1.3	0.4
Other Latin American	0.2	0.4	1.6	1.8	1.5	4.5
Asian/Asian American	1.5	0.2	0.8	1.0	1.8	3.2
Other	0.7	0.7	1.3	1.0	1.0	2.8
<b><u>Miles from Home</u></b>						
10 or less	12.0	12.7	11.3	11.8	12.6	5.8
11-50	46.4	48.9	43.2	51.8	45.2	23.1
51-100	20.1	18.9	24.6	17.8	19.6	20.4
101-500	17.6	17.9	18.4	15.2	19.1	38.0
500+	4.0	1.7	2.6	3.4	3.4	12.8

\* Percentage will exceed 100 if students marked more than one category

**Parental Characteristics**

UM freshmen were more likely than comparison group freshmen to report that they came from homes with a combined income of \$49,999 or less a year (37%-UM, 32%-comparison group). The percentage of University of Montevallo students who report their estimated parental income as \$75,000 or more has grown from 18 percent in 1991

to 41 percent in 2005. In 2006, 39 percent of UM seniors estimated that their parents had incomes of \$75,000 or more (57%-comparison group). Twenty-four (24) percent of University of Montevallo freshmen estimated their combined family income as being \$100,000 or more (41%-comparison group).

Two (2) percent of both the comparison group and UM freshmen had fathers who had completed 6 or fewer years of education. Forty-three (43) percent of the fathers of UM freshmen and 59 percent of the fathers of comparison group freshmen had a college degree and either graduate work or a graduate degree. In both groups, the most frequently cited father's occupation was business (29%-UM, 26%-comparison group).

Ninety (90) percent of the parents of University of Montevallo freshmen had not attended the University of Montevallo. For about 2 percent of new UM freshmen respondents both parents attended the University, another 2 percent had a father who attended UM, and 7 percent had mothers who attended the University. Approximately, 2 percent of freshmen had parents who both graduated from the University of Montevallo, another 2 percent of UM freshmen had a father who was a graduate, and 5 percent of UM freshmen had a mother who graduated from the University of Montevallo. About 31 percent of freshmen came from homes in which neither parent had ever attended a four-year college or university.

**Parental Characteristics  
2002-2006**

	2002	2003	2004	2005	2006	Norms 2006
<b><u>Estimated Income</u></b>						
29,999 or less	21.9	17.1	21.9	19.7	19.0	10.8
30,000-49,999	19.2	19.4	19.0	17.1	18.1	11.4
50,000-74,999	26.0	28.8	23.3	22.6	23.5	20.9
75,000-99,999	17.6	18.1	16.4	17.1	15.6	16.0
100,000+	15.6	16.6	19.3	23.6	23.7	41.0
<b><u>Marital Status</u></b>						
Living Together	66.7	65.7	63.9	62.8	61.9	73.9
Divorced/Separated	28.6	30.4	32.1	30.9	32.7	22.9
One / Both Deceased	4.7	4.0	4.0	6.4	5.4	3.2
<b><u>Father's Education</u></b>						
Grammar School or less	0.5	0.8	0.3	3.1	1.8	2.3
Some High School	6.8	6.1	5.5	6.5	5.8	3.3
High School Graduate	27.2	28.3	25.7	25.3	27.9	17.5
Postsecondary, No College	4.8	2.8	5.5	3.6	3.7	3.9
Some College	18.6	22.0	17.1	18.9	17.6	13.6
College Degree	26.7	24.0	27.3	25.8	26.8	30.9
Some Graduate School	1.0	2.0	2.3	1.6	1.3	2.9
Graduate Degree	14.4	14.1	16.4	15.2	15.0	25.6
<b><u>Father's Occupation</u></b>						
Artist (+ performer)	0.7	0.3	1.8	0.5	0.0	1.2
Business	24.3	29.0	27.2	29.0	27.5	30.9
Business (clerical)	1.0	0.5	1.0	1.6	1.1	1.2
Clergy	1.2	3.6	2.6	1.0	2.4	0.7
College Teacher	0.5	0.3	0.3	0.3	0.3	0.9
Doctor/Dentist	1.2	1.3	1.0	0.3	1.3	3.3
Education (secondary)	2.9	2.8	2.9	2.6	2.2	3.0
Education (elementary)	0.7	0.3	0.5	0.5	0.5	0.7
Engineer	8.3	10.6	6.8	8.6	6.7	8.4
Farmer/Forester	1.0	1.6	0.5	0.5	0.8	0.9
Health Prof (non-MD)	3.4	0.3	2.1	1.6	1.9	1.7
Homemaker (full-time)	0.5	0.3	0.0	0.0	0.0	0.1
Lawyer	2.4	1.8	1.3	0.8	0.5	2.9
Military (career)	2.7	1.6	2.3	2.3	1.6	1.2
Nurse	0.0	0.3	1.0	0.5	0.3	0.5
Research Scientist	0.5	0.3	0.0	0.3	0.3	0.8
Social/Welfare/Recreation	1.0	0.8	0.8	0.5	0.0	0.6
Skilled Trades	12.4	10.6	9.1	8.9	8.1	7.3
Semi-Skilled	3.9	2.8	3.7	2.6	1.9	2.2
Unskilled	2.9	3.9	1.3	3.7	3.5	1.4
Unemployed	2.4	2.3	3.9	3.4	2.4	2.1
Other	20.7	24.9	29.8	30.5	36.7	27.8

**Parental Characteristics  
2002-2006**

	2002	2003	2004	2005	2006	Norms 2006
<b><u>Mother's Education</u></b>						
Grammar School or less	1.0	0.0	0.3	2.6	1.0	1.8
Some High School	4.7	5.5	6.4	4.6	5.9	1.9
High School Graduate	27.3	28.0	20.5	25.8	23.3	17.4
Postsecondary, Not College	3.2	3.5	2.6	3.6	1.5	4.8
Some College	22.6	20.3	25.3	21.4	23.3	14.5
College Degree	26.3	25.6	28.1	27.0	30.3	35.1
Some Graduate School	1.7	2.7	2.0	1.0	0.8	3.2
Graduate Degree	13.2	14.4	14.8	14.0	13.8	21.3
<b><u>Mother's Occupation</u></b>						
Artist (+ performer)	1.6	1.8	0.8	2.4	1.1	2.4
Business	19.6	19.0	15.5	20.2	20.7	15.4
Business (clerical)	7.8	7.5	7.2	5.5	5.1	4.6
Clergy	0.0	0.5	0.5	0.3	0.8	0.2
College Teacher	0.5	0.5	1.3	0.8	0.0	0.4
Doctor/Dentist	0.8	1.5	1.0	0.3	0.8	1.5
Ed (secondary)	5.2	5.4	5.2	6.0	5.3	5.3
Ed (elementary)	9.3	7.5	8.5	7.1	7.7	9.9
Engineer	0.3	0.0	0.0	0.3	0.3	0.5
Farmer/Forester	0.3	0.0	0.0	0.3	0.8	0.3
Health Prof (non-MD)	0.5	2.1	3.4	3.1	3.2	3.6
Homemaker (FT)	11.1	12.3	11.4	9.4	8.0	8.2
Lawyer	0.3	0.3	0.8	0.5	1.1	1.1
Military (career)	0.3	0.0	0.0	0.3	0.3	0.1
Nurse	8.5	9.8	8.3	9.2	9.0	9.3
Research Scientist	0.3	0.5	0.3	0.0	0.0	0.6
Soc/Welfare/Recreation	2.3	1.5	1.0	1.6	2.4	2.0
Skilled Worker	1.3	1.0	3.6	1.0	1.3	1.3
Semi-Skilled	2.8	2.6	1.0	2.1	2.4	1.4
Unskilled	1.6	1.8	1.3	1.6	1.6	0.9
Unemployed	4.1	6.4	5.7	5.8	5.6	4.7
Other	21.7	18.0	23.3	22.3	22.6	26.2
<b><u>*Parental College Attendance</u></b>						
Parents attend UM						
No, neither attended		90.0	87.4	89.7	89.3	
Yes, both attended		2.7	2.4	3.3	1.7	
Yes, father only		3.2	2.9	1.7	1.9	
Yes, mother only		4.1	7.3	5.3	7.2	
Parents graduate from UM						
No, neither graduated		92.7	91.4	91.6	91.7	
Yes, both graduated		1.6	1.6	2.2	1.7	
Yes, father only		2.4	1.0	1.1	1.7	
Yes, mother only		3.2	6.0	5.0	5.0	
Either parent attend 4-year college						
Yes, at least one		64.2	67.3	65.6	68.8	
No, neither		35.5	32.5	34.2	30.7	

\* Special locally developed questions added by University of Montevallo

## Self-Reported Academic Characteristics

UM freshmen report a smaller percentage of "A" grades and "B" grades in high school than the comparison group (91%-UM, 96%-comparison group). Fewer "B" grades were reported for comparison group freshmen than for UM freshmen (4%-UM; 9%-comparison group).

The percentage of UM freshmen whose average self-reported high school grade was an "A" rose from 27 percent in 1993 to 46 percent in 2002. Since 2003, the percentage has declined somewhat. In 2004, 39 percent of UM's first-time, full-time freshmen reported that their average high school grade was an A; in 2005, 42 percent reported an average high school grade of "A;" and in 2006 43 percent reported an average high school grade of "A." The number of freshmen reporting an average grade of "C" has declined steadily from 1992, when it was 22 percent to 9 percent in 2006 (4%-comparison group).

### **Self-Reported Academic Characteristics 2002-2006**

	2002	2003	2004	2005	2006	Norms 2006
<b><u>Average High School Grades</u></b>						
A	45.7	40.3	39.1	41.9	42.7	45.9
B	45.2	49.6	48.2	47.8	48.6	50.3
C	9.2	10.2	12.6	10.2	8.7	3.8
D	0.0	0.0	0.0	0.0	0.0	0.0

#### **\*Have Had Special Tutoring or Remedial Work**

English	3.9	4.9	3.8
Reading	4.2	4.4	4.3
Mathematics	11.8	14.5	10.4
Social Studies	3.4	3.7	4.3
Science	4.7	3.9	2.5
Foreign Language	2.9	4.7	3.8

#### **\*Feel You Will Need Special Tutoring or Remedial Work**

English	10.1	12.8	11.7
Reading	4.7	3.7	3.8
Mathematics	22.9	29.8	27.9
Social Studies	4.2	5.2	7.1
Science	9.1	12.1	13.5
Foreign Language	11.3	13.8	10.9
Writing	11.5	9.6	11.9

#### **Graduated From What Kind of High School**

Public School	83.8
Public Charter School	0.5
Public Magnet	2.8
Private Religious	9.2
Private Independent College-Prep	2.1
Home School	1.5

\* Reported irregularly

## Academic and Social Self-Ratings

Freshmen were asked to rate themselves on a variety of social and academic characteristics. The CIRP "Institutional Profile" reports the percentage of respondents who rate themselves as above average or in the highest 10 percent among persons their age. More UM freshmen than comparison group freshmen rated themselves in the highest categories of artistic ability (34%-UM, 31%-comparison group) and spirituality (51%-UM, 31%-comparison group).

Comparison group freshmen were more likely to see themselves as above average or in the top 10 percent in cooperativeness (65%-UM, 71%-comparison group), intellectual self-confidence (51%-UM, 56%-comparison group), self-understanding (53%-UM, 57%-comparison group), understanding others (63%-UM, 67%-comparison group), academic ability (64%-UM, 70%-comparison group), public speaking ability (30%-UM, 36%-comparison group), mathematical ability (31%-UM, 38%-comparison group), and writing ability (44%-UM, 51% comparison group).

Thirty-three (33) percent of UM freshmen assigned themselves to the highest group in computer skills as did 34 percent of the comparison group. Males in both groups were more likely to rate themselves highly (45%-UM males, 28%-UM females; 47%-comparison group males, 27%-comparison group females). Interestingly, females were more likely to have used the internet for research (52%-UM males, 69%-UM females; 67%-comparison group males, 80%-comparison group females) and read blogs (41%-UM males, 47%-UM females; 30%-comparison group males, 39%-comparison group females).

In evaluating their physical health, UM freshmen were less likely to rate themselves highly than were comparison group freshmen (44%-UM, 54%-comparison group). Males in both groups were more likely to rate themselves as above average or in the highest 10 percent compared to others in their age group (53%-UM males, 41%-UM females; 66%-comparison group males, 46%-comparison group females). A larger proportion of comparison group freshmen rated themselves above average or among the highest 10 percent of their age group in emotional health (45%-UM, 53%-comparison group).

Freshmen from both UM and the comparison group gave themselves high ratings in terms of their drive to achieve (66%-UM, 67%-comparison group). UM freshmen were also comparable to comparison group freshmen in ranking themselves highly in leadership ability (56%-UM, 57%-comparison group), and creativity (59%-UM, 59%-comparison group).

**Academic and Social Self-Ratings  
2002-2006**

	2002	2003	2004	2005	2006	Norms 2006
<b><u>Above Average or in Top 10%</u></b>						
Academic Ability	63.6	58.8	61.2	62.4	63.8	69.9
Artistic Ability	34.2	37.2	41.9	39.0	33.8	31.2
Computer Skills	27.0	33.9	34.6	35.5	33.0	34.4
Cooperativeness	69.8	69.6	62.5	66.2	65.2	71.1
Creativity	54.8	60.8	58.8	60.7	59.3	58.6
Drive to Achieve	68.6	64.4	68.3	66.2	66.1	66.6
Emotional Health	48.3	50.9	43.4	45.3	44.6	52.6
Leadership Ability	56.2	55.1	55.6	54.9	55.5	56.5
Mathematical Ability	32.4	31.7	30.3	35.3	31.4	37.7
Physical Health	49.5	43.1	38.1	39.2	44.2	53.7
Popularity	30.7	30.7				
Public Speaking Ability	33.2	33.1	33.1	31.7	29.6	35.9
Self-Confidence(Intellect)	56.3	51.7	52.4	53.3	55.5	50.6
Self-Confidence(Social)	42.6	46.0	43.1	46.8	48.8	51.0
Self-Understanding	47.6	55.5	48.7	52.7	53.1	56.6
Spirituality	54.4	58.4	49.2	51.5	50.5	31.3
Understanding Others	65.8	66.9	62.2	66.0	63.4	67.3
Writing Ability	43.6	44.0	45.4	47.6	44.2	51.1

Note: Questions vary from year to year.

### Activities Engaged in During the Prior Year

Freshmen were asked for the frequency with which they engaged in a series of activities in the prior year. The percentages discussed in this portion of the report, except when otherwise noted, are for freshmen indicating that they engaged in the activity frequently or occasionally.

More UM than comparison group freshmen reported they had tutored another student (51%-UM; 47%-comparison group), played a musical instrument (52%-UM, 42%-comparison group) and been a guest in a teacher's home (28%-UM, 22%-comparison group). UM and comparison group freshmen were roughly comparable in terms of the percentage who frequently socialized with someone of another racial or ethnic group (64%-UM, 64%-comparison group) and performed community service as part of a class (55%-UM, 55%-comparison group). UM freshmen were less likely than comparison group freshmen to have performed volunteer work (80%-UM, 83%-comparison group).

UM freshmen were more likely than comparison group freshmen to have attended religious services during the past year (88%-UM, 71%-comparison group), and frequently discussed religion (44%-UM; 28%-comparison group). UM freshmen were about as likely as comparison group freshmen to have frequently discussed politics with friends (35%-UM, 35%-comparison group), and UM freshmen were more likely to have voted in a student election (26%-UM, 19%-comparison group) and participated in organized demonstrations (54%-UM, 48%-comparison group).

In terms of physical, psychological, and emotional issues, the 2006 UM freshmen were about as likely as comparison group freshmen to be frequent smokers (7%-UM, 7%-comparison group). UM freshmen were less likely to have drunk wine or liquor (41%-UM, 55%-comparison group), and less likely to have drunk beer during the prior year (30%-UM, 50%-comparison group). The UM freshmen were about as likely as comparison group freshmen to indicate that they frequently "felt overwhelmed by all they had to do" (31%-UM, 30%-comparison group). When compared to males, freshman females were more likely to feel overwhelmed (19%-UM males, 36%-UM females; 17%-comparison group males, 34%-comparison group females). A higher percentage of UM than comparison group freshmen indicated that they frequently felt depressed during the prior year (13%-UM, 7%-comparison group).

Another section of the survey explores the hours per week in the prior year that freshmen spent in particular activities. In general, the 2006 freshman class was comparable to the comparison group in their distribution of time spent. The major activities of both groups were working and socializing with friends. Comparison group freshmen were less likely than University of Montevallo freshmen to work 16 or more hours a week (35%-UM, 30%-comparison group) or to socialize with friends 16 or more hours a week (27%-UM, 29%-comparison group). For 2006, 31 percent of the new UM freshmen did not work for pay compared to 27 percent of the comparison group. UM freshmen were about as likely as the comparison group freshmen to spend 6 or more hours socializing during the prior year. About 72 percent of UM freshmen spent 6 or more hours a week socializing (73%-comparison group).

The majority of UM and comparison group freshmen spent between 1 and 5 hours a week studying (55%-UM, 55%-comparison group). About 19 percent of new UM freshmen spent zero to one hour a week studying, slightly more than the freshmen in the normative group (15%). Overall, about 74 percent of the 2006 UM freshman class spent five or fewer hours per week studying during the prior year (70%-comparison group). The number of UM freshmen studying 6 or more hours a week during the prior year has declined from 44 percent in 1992 to 26 percent in 2006 (30%-comparison group).

UM freshmen were active in student clubs with 14 percent spending 6 or more hours a week engaged in participation in such organizations. About a third of UM freshmen spent 1 to 5 hours a week in volunteer work and about 13 percent spent 6 or more hours per week in volunteer activities. UM freshmen spent more time reading for pleasure than the normative group with 20 percent reading an average of 6 or more hours per week compared to 10 percent of the comparison group.

More UM freshmen were exercising one hour or less a week than normative group freshmen (24%-UM, 14%-comparison group). About 38 percent of the comparison group got an hour to five hours of exercise in a week compared to 37 percent of UM freshmen. Of the UM freshmen, 13 percent spent 16 or more hours a week in some exercise activity (16%-comparison group). At every level UM freshmen, both males and females, get less exercise than the comparison group.

About 81 percent of UM freshmen spent five or fewer hours a week partying (76%-comparison group), while about 5 percent of UM freshmen and comparison group freshmen spent 16 or more hours a week partying. The new freshman class at UM did watch television, with 29 percent watching from 6 to 15 hours a week on average (22%-comparison group). About 8 percent of UM freshmen (4%-comparison group) watched 16 or more hours of TV per week.

**Activities Engaged in During the Prior Year  
2002-2006**

	2002	2003	2004	2005	2006	Norms 2006
<b><u>Engaged in Activities</u></b>						
Attended religious services	95.1	92.0	90.6	85.6	87.7	70.5
Frequently was bored in class	38.1	40.0	43.9	41.3	37.2	41.3
Participated in demonstrations	49.4	52.4	49.2	48.5	54.2	48.0
Tutored another student	55.6	54.9	49.6	55.9	50.8	46.5
Studied with other students	83.0	84.8	83.2	81.8	81.6	86.1
Guest in teacher's home	34.7	34.1	30.1	29.8	27.6	21.8
Frequently smoked cigarettes	9.8	9.8	10.4	10.7	7.4	7.0
Drank beer	31.7	31.5	33.9	33.4	29.5	50.2
Drank wine or liquor	42.0	40.7	40.5	48.2	40.7	55.2
Frequently felt overwhelmed	30.3	31.5	29.3	33.2	31.4	27.9
Frequently felt depressed	10.6	7.3	10.2	9.9	13.3	7.0
Performed volunteer work	79.1	76.3	80.2	78.8	80.1	83.0
Played musical instrument	46.8	44.5	51.5	48.3	51.8	42.3
Frequently asked teacher's advice	20.9	23.3	22.1	24.2	24.2	25.5
Voted in a student election				25.5	26.0	19.2
Frequently discussed politics	17.2	18.0	27.0		34.8	35.2
Freq socialized with someone of other racial/eth group	71.7	68.9	72.6	70.7	63.9	64.5
Came late to class	59.2	57.6	61.9	61.2	53.2	61.8
Performed community svc – class				56.9	55.4	54.9
Frequently discussed religion	54.2	49.5	46.1	48.1	44.4	28.4
Used Internet for rsch/homework	71.3	73.6		76.8	64.3	75.3
Used Internet to read news sites					39.1	42.9
Used Internet to read blogs					45.6	35.6
<b><u>Hours Per Week Spent On Activities in Last Year in High School</u></b>						
None to less than one						
studying or doing homework	18.6	18.2	19.3	22.8	19.2	15.1
socializing with friends	1.0	2.3	1.8	2.0	2.6	1.3
talking w/ tchers outside class	54.3	50.5	56.5	48.6	51.9	52.9
exercising or sports	27.8	26.2	16.5	29.6	24.1	13.8
partying	47.7	50.5	38.5	52.2	47.0	36.3
working (for pay)	34.3	32.3	27.2	30.2	31.2	26.8
volunteer work	56.3	55.7	57.5	54.6	56.2	52.0
student clubs / groups	40.4	39.1	50.2	44.9	41.6	43.0
watching TV	19.3	16.9	18.8	16.2	15.9	22.7
housework / child care	34.8	35.7	38.4	32.0	32.6	42.2
reading for pleasure	48.7	42.7	52.9	41.4	37.6	44.4

**Activities Engaged in During the Prior Year  
2002-2006**

	2002	2003	2004	2005	2006	Norms 2006
<b><u>Hours Per Week in Last Year Spent On</u></b>						
<b>One to Five Hours</b>						
studying or doing homework	59.1	58.3	57.4	52.5	55.1	55.4
socializing with friends	20.7	26.8	23.9	23.9	29.2	22.5
talking w/ tchers outside class	44.5	40.5	45.0	44.5	40.1	42.9
exercising or sports	34.8	35.5	36.8	34.8	38.2	37.2
partying	30.9	33.6	30.9	27.2	34.2	39.4
working (for pay)	7.7	8.1	9.1	9.9	8.9	12.1
volunteer work	33.6	33.2	35.6	32.9	31.2	39.0
student clubs / groups	43.3	42.4	42.9	38.2	43.9	45.1
watching TV	47.6	46.8	42.6	45.0	54.7	54.6
housework / child care	53.5	52.4	48.1	51.5	49.9	49.7
reading for pleasure	36.9	41.2	41.4	39.9	42.3	43.9
<b>Six to Fifteen Hours</b>						
studying or doing homework	19.9	20.4	20.4	21.4	20.2	25.0
socializing with friends	42.5	42.5	42.8	43.1	45.1	47.7
talking w/ tchers outside class	4.1	4.5	4.0	5.6	6.3	3.5
exercising or sports	25.6	23.4	22.2	22.0	24.9	32.7
partying	14.1	14.7	12.8	15.2	13.8	19.3
working (for pay)	24.3	26.6	25.2	25.1	24.4	30.8
volunteer work	5.4	8.6	7.3	7.7	9.2	7.0
student clubs / groups	10.8	13.0	13.6	11.1	10.0	9.2
watching TV	28.4	25.3	31.6	28.8	21.4	19.0
household / child care	9.9	10.4	12.9	12.6	12.8	6.5
reading for pleasure	9.7	7.7	12.1	14.4	15.0	9.8
<b>Sixteen or More Hours</b>						
studying or doing homework	2.7	2.7	4.0	3.3	5.5	4.5
socializing with friends	35.2	29.8	31.0	31.0	26.6	28.5
talking w/ tchers outside class	1.1	0.7	0.5	1.3	1.8	0.8
exercising or sports	14.1	13.2	14.8	13.5	12.8	16.3
partying	3.5	4.0	5.8	5.4	5.0	5.0
working (for pay)	39.1	31.0	33.5	34.7	35.4	30.4
volunteer work	2.0	2.1	1.6	4.9	3.4	1.9
student clubs / groups	2.8	4.2	4.3	5.9	4.4	2.7
watching TV	7.0	8.8	8.9	10.0	7.9	3.5
household / child care	2.2	2.2	3.3	3.8	4.7	1.6
reading for pleasure	2.4	2.4	3.8	4.4	5.0	2.0

**College Choice**

The decision to go to college was comparable among UM freshmen and freshmen in the comparison group. The three most frequently chosen reasons for choosing to attend college in the UM group were to “to learn more about things that interest me” (74%-UM, 78%-comparison group), “to get training for a specific career” (74%-UM, 62%-comparison group), and “to get a better job” (66%-UM, 66%-comparison group). The comparison group was different only in that the second most important reason for attending college was to “gain a general education” (63%-UM, 67%-comparison group).

Among UM freshmen, the two most important reasons for choosing the University of Montevallo were a "good academic reputation" (55%) followed by "size of college" (51%-UM). The third reason for choosing UM was "offered financial assistance" (44%). The reasons for choosing a particular college among the normative group were "good academic reputation" (54%), "a visit to campus" (46%) and "size of college" (45%),

For the majority of freshmen in both groups, the college in which they are enrolled was their first choice (69%-UM, 70%-comparison group). Montevallo was the second choice for 24 percent of the freshmen. Among UM freshmen, 30 percent applied only to Montevallo compared with 12 percent of the comparison group who applied only to the college in which they were enrolled.

**College Choice  
2002-2006**

	2002	2003	2004	2005	2006	Norms 2006
<b><u>UM Selection Priority</u></b>						
First choice	65.5	71.9	74.0	68.7	68.7	69.5
Second choice	25.1	22.4	18.7	24.9	23.7	21.9
Third choice	5.7	3.9	4.3	4.1	4.6	5.3
Less than third choice	3.7	1.7	3.0	2.3	3.1	3.2
<b><u>Number of Other Admission Applications Submitted</u></b>						
None	33.4	35.5	33.2	33.5	30.2	12.4
One	19.6	15.8	21.6	16.4	15.1	9.9
Two	17.3	15.8	18.3	21.5	20.5	16.5
Three	16.1	17.5	15.5	15.3	15.3	18.8
Four	7.7	8.6	5.6	7.2	11.0	13.6
Five	3.0	3.2	3.6	2.6	4.3	10.9
Six or more	2.9	3.7	2.4	3.6	3.6	17.8
<b><u>Reasons Noted as Very Important in Deciding to Attend College</u></b>						
Parents wanted me to go	35.7	34.5	40.9	42.3	48.1	42.8
Could not find a job	5.1	3.7	6.8	6.7	6.2	3.8
Wanted to get away from home	16.8	20.2	23.4	22.8	18.0	23.1
Get a better job	72.8	69.0	73.3	66.7	65.5	65.6
Gain general education	62.0	60.3	62.7	59.9	63.2	67.3
Improve reading and study skills	38.5	37.2	38.4			
Nothing better to do	3.5	3.5	4.3	2.8	4.9	3.7
Become a more cultured person	43.0	41.4	41.1	42.3	43.3	44.6
Make more money	73.5	65.3	67.8	68.1	63.8	62.8
Learn more about things	79.0	73.2	75.9	74.7	74.5	77.6
To prepare for grad/prof sch	51.6	57.9	49.6	51.4	52.1	58.1
Mentor encouraged me	15.2	12.6	17.5		18.5	14.5
Get training for a specific career	76.4	75.7	76.1	75.9	73.8	61.5
<b><u>Reasons Noted as Very Important in Selecting UM or College Attended</u></b>						
Relatives wanted me to come	8.8	8.2	10.3	12.1	15.7	9.5
Teacher advised me	4.7	5.5	5.1	4.9	10.8	5.0
Good academic reputation	44.6	48.0	51.3	47.2	54.9	53.6
Good social activity reputation					24.6	32.7
Offered financial assistance	46.9	16.7	43.2	46.2	44.1	21.3
The cost of attendance				34.1	37.2	40.2
High Sch counselor advised me					9.5	10.3
Offers special programs	17.9	49.0	20.5			
Low tuition	8.6	28.8	23.3			
Private college counselor advice	0.9	9.0	2.0	3.1	4.0	2.4
Wanted to live near home	22.9	1.0	20.9	21.9	24.2	14.8
Not offered aid by first choice	7.5	22.9	7.1	6.8	8.0	6.3
Grads go to top grad schools	15.9	10.3		19.2	11.1	11.2
Graduates get good jobs	34.0			36.5	38.1	37.9
Religious affiliation/ orientation	5.1	4.7	3.5	4.9	6.5	1.8
Size of college	50.8	52.7	48.5	49.6	51.2	44.7
Rankings in nat'l magazines	2.6	2.5	7.4	5.7	13.2	16.3
Information from a website	4.5	5.7	8.3	9.9	14.6	18.3
Early Action/Decision admit	1.5	4.3	3.3	3.7	5.4	14.9
My friends are attending	7.9					
A visit to campus			33.0	38.9	33.1	46.5

**College Choice (con't)  
2002-2006**

	2002	2003	2004	2005	2006	Norms 2006
<b><u>Prior Credit at UM</u></b>						
No	97.0	93.6	94.4	95.7	96.4	96.8
Yes	3.0	6.4	5.6	4.3	3.6	3.2

**Financing a College Education**

Among both UM and comparison group freshmen, assistance from parents or other family members was the most frequently cited source for financing their education. Among UM freshmen, 44 percent received \$3000 or more for their first year educational expenses from parents or other family members. Among comparison group freshmen 67 percent received the same amount from family resources. Comparison group freshmen were much more likely to use at least some of their own resources in the form of savings or earnings to pay for \$1000 or more of their first year educational expenses (\$1000 to \$2,999:28%-UM, 58%-comparison group; \$3,000 to \$5,999: 5%-UM, 11%-comparison group; \$6,000-\$9999: 1%-UM, 2%-comparison group).

Freshmen at Montevallo evidenced only slightly less concern about financing their college education than did comparison group freshmen. Among UM freshmen, 43 percent indicated no concern about financing college compared to 40 percent among the comparison group freshmen. Overall, males were more likely to feel confident about financing their college education (47%-UM males, 47%-comparison group males). Eleven (11) percent of UM and 9 percent of comparison group freshmen indicated finances were a major concern. About 57 percent of UM freshmen (60%-comparison group) and 59 percent of female UM freshmen (64%-comparison group females) had some or major concern about financing their college education.

**Financing a College Education  
2002-2006**

	2002	2003	2004	2005	2006	Norms 2006
<b><u>*Received No Aid</u></b>						
Parents, other relatives, friends					16.8	16.4
Spouse					98.2	99.1
Savings from summer work					68.5	51.9
Other savings					74.9	61.8
Part-time job on campus					84.0	72.6
Part-time job off-campus					72.3	78.6
Full-time job while in college					96.2	96.4
Pell Grant					78.4	89.2
Supplemental Ed Opport. Grant					94.2	95.0
State scholarship or grant: merit-based					88.1	77.8
State scholarship or grant: need-based					96.2	90.6
College work-study grant					89.6	91.3
College grant/scholarship					68.8	81.2
Other private grant					92.9	91.9
GI military benefits					97.2	99.2
ROTC					99.7	99.4
Other government aid					97.2	96.4
Stafford Loan (GSL)					71.3	77.7
Perkins Loan					92.4	93.9
Other college loan					91.6	87.7
Other loan					94.2	92.0
<b><u>Received Less than \$1000</u></b>						
Parents, other relatives, friends					18.8	7.0
Spouse					0.8	0.3
Savings from summer work					24.1	26.2
Other savings					17.0	20.7
Part-time job on campus					11.4	17.1
Part-time job off-campus					20.6	12.9
Full-time job while in college					1.5	1.4
Pell Grant					5.1	3.1
Supplemental Ed Opport. Grant					3.0	2.0
State scholarship or grant: merit-based					2.0	5.1
State scholarship or grant: need-based					1.0	3.4
College work-study grant					6.3	3.6
College grant/scholarship					4.3	4.0
Other private grant					2.3	3.7
GI military benefits					0.5	0.3
ROTC					0.3	0.2
Other government aid					0.5	1.3
Stafford Loan (GSL)					4.3	3.5
Perkins Loan					4.6	1.8
Other college loan					2.3	1.7
Other loan					1.0	1.2
<b><u>Received \$1000-\$2999</u></b>						
Parents, other relatives, friends					20.3	9.2
Spouse					0.8	0.2
Savings from summer work					6.1	17.3
Other savings					4.8	10.9
Part-time job on campus					4.1	8.9
Part-time job off-campus					5.8	6.7
Full-time job while in college					1.5	1.1
Pell Grant					11.7	4.9

**Financing a College Education  
2002-2006**

	2002	2003	2004	2005	2006	Norms 2006
Supplemental Ed Opport. Grant					2.3	2.1
State scholarship or grant: merit-based					3.8	6.5
State scholarship or grant: need-based					1.8	3.8
College work-study grant					3.6	4.4
College grant/scholarship					7.6	6.5
Other private grant					3.3	3.0
GI military benefits					0.3	0.2
ROTC					0.0	0.2
Other government aid					1.8	1.1
Stafford Loan (GSL)					18.3	12.7
Perkins Loan					2.5	3.1
Other college loan					3.6	3.7
Other loan					2.0	2.2
<b><u>Received \$3000-\$5999</u></b>						
Parents, other relatives, friends					21.1	12.0
Spouse					0.0	0.1
Savings from summer work					1.0	3.7
Other savings					1.8	3.6
Part-time job on campus					0.5	1.2
Part-time job off-campus					1.0	1.6
Full-time job while in college					0.3	0.7
Pell Grant					4.3	2.3
Supplemental Ed Opport. Grant					0.5	0.6
State scholarship or grant: merit-based					4.6	6.6
State scholarship or grant: need-based					0.8	1.5
College work-study grant					0.3	0.5
College grant/scholarship					13.7	3.8
Other private grant					1.3	0.9
GI military benefits					1.3	0.1
ROTC					0.0	0.0
Other government aid					0.0	0.6
Stafford Loan (GSL)					4.8	3.4
Perkins Loan					0.3	0.8
Other college loan					1.3	2.6
Other loan					1.0	1.5
<b><u>Received \$6000-\$9999</u></b>						
Parents, other relatives, friends					10.2	13.8
Spouse					0.0	0.2
Savings from summer work					0.0	0.5
Other savings					0.5	1.5
Part-time job on campus					0.0	0.1
Part-time job off-campus					0.3	0.1
Full-time job while in college					0.3	0.2
Pell Grant					0.3	0.2
Supplemental Ed Opport. Grant					0.0	0.2
State scholarship or grant: merit-based					0.5	2.6
State scholarship or grant: need-based					0.0	0.5
College work-study grant					0.3	0.1
College grant/scholarship					3.3	2.1
Other private grant					0.3	0.2
GI military benefits					0.5	0.1
ROTC					0.0	0.1
Other government aid					0.0	0.2

**Financing a College Education  
2002-2006**

	2002	2003	2004	2005	2006	Norms 2006
Stafford Loan (GSL)					0.8	1.3
Perkins Loan					0.0	0.2
Other college loan					0.8	1.5
Other loan					0.8	1.2
<b><u>Received \$10,000 or more</u></b>						
Parents, other relatives, friends					12.9	41.6
Spouse					0.3	0.1
Savings from summer work					0.3	0.3
Other savings					1.0	1.5
Part-time job on campus					0.0	0.1
Part-time job off-campus					0.0	0.1
Full-time job while in college					0.3	0.2
Pell Grant					0.3	0.2
Supplemental Ed Opport. Grant					0.0	0.1
State scholarship or grant: merit-based					1.0	1.3
State scholarship or grant: need-based					0.3	0.3
College work-study grant					0.0	0.1
College grant/scholarship					2.3	2.4
Other private grant					0.0	0.3
GI military benefits					0.3	0.1
ROTC					0.0	0.1
Other government aid					0.5	0.4
Stafford Loan (GSL)					0.5	1.4
Perkins Loan					0.3	0.2
Other college loan					0.5	2.8
Other loan					1.0	1.9

**How Much of Your First-Year Ed Expenses Do You Expect to Cover**

None					93.7	96.5
Less than \$1,000					2.0	1.1
\$1,000 to \$2,999					1.8	0.9
\$3,000 to \$5,999					1.3	0.5
\$6,000 to \$9,999					0.8	0.4
Over \$10,000					0.5	0.6

**Concern About Financing College**

None	39.0	35.8	36.9	35.8	42.6	40.2
Some	50.0	52.4	49.5	54.7	46.4	51.3
Major	11.0	11.8	13.6	9.5	11.0	8.5

**College Plans**

Students in both groups have high aspirations. Among UM freshmen about 27 percent expect their highest degree to be a bachelor's degree (26%-comparison group). The most frequently indicated expectation for both groups was that they would attain a master's degree (41%-UM, 45%-comparison group), and about the same percentage of UM and comparison group freshmen ultimately expect to obtain a Ph.D. or Ed.D. (19%-UM, 17%-comparison group). Fewer UM freshmen expect to attain a first professional medical or legal degree (8%-UM, 13%-comparison group).

A significantly larger percentage of comparison group freshmen than UM freshmen expect to obtain their bachelor's degree from their entry institution (62%-UM, 77%-comparison group). Interestingly about 7 percent of UM and comparison group freshmen estimate that there is a very good chance that they will transfer to another institution. Twenty-nine (29) percent of UM freshmen expect to obtain a Montevallo master's degree, and 16 percent of the normative group expects to obtain a master's degree from the institution in which they are currently enrolled.

About 72 percent of UM freshmen and 93 percent of the comparison group freshmen indicated that they would live in a college residence hall or other campus housing during fall 2006. Another 23 percent of the 2006 UM freshmen indicated that they would be living with parents or relatives (5%-comparison group). Overall, these housing options accounted for the living arrangements of 95 percent of UM freshmen.

**College Plans - Residence and Degrees  
2002- 2006**

	2002	2003	2004	2005	2006	Norms 2006
<b><u>Highest Degree Planned Anywhere</u></b>						
None	0.6	1.2	1.2	1.0	0.6	0.8
Vocational Certificate	0.0	0.6	0.0	0.3	0.6	0.1
Associate (AA or equivalent)	0.6	0.6	0.0	0.0	1.2	0.3
Bachelor's (BA, BS)	27.0	26.6	29.2	29.3	27.2	21.3
Master's (MA, MS)	37.4	43.3	40.4	40.8	41.2	45.0
Ph.D. or Ed. D.	20.5	15.2	19.3	15.0	18.9	17.3
MD, DO, DDS, DVM	7.7	6.5	6.0	6.4	5.9	8.8
LL.B. or JD (law)	3.3	1.9	2.1	3.2	1.9	4.4
B.D. or M. Div. (Divinity)	1.5	0.6	0.3	0.3	0.0	0.3
Other	1.5	3.4	1.5	3.8	2.5	1.7
<b><u>Highest Degree Planned at UM</u></b>						
None	4.2	3.7	2.7	2.7	1.6	1.2
Vocational Certificate	0.0	0.4	0.0	0.4	0.4	0.2
Associate (AA or equivalent)	1.4	1.2	1.4	3.1	1.6	1.3
Bachelor's (BA, BS)	71.4	58.1	68.5	61.3	62.2	76.7
Master's (MA, MS)	17.8	30.7	22.4	25.3	28.7	16.2
Ph D. or EdD	2.3	2.5	1.4	2.7	3.2	1.8
MD, DO, DDS, DVM	0.5	0.4	0.9	1.8	0.0	0.9
LL.B. or JD (law)	0.5	0.8	0.0	0.0	0.4	0.2
B.D. or M. Div. (Divinity)	0.0	0.0	0.0	0.4	0.4	0.3
Other	1.9	2.1	2.7	2.2	1.6	1.3
<b><u>Residence Planned for Fall</u></b>						
With parents or relatives	26.1	23.9	21.7	24.9	22.7	5.0
Other private home, apt, room	6.2	3.9	4.5	3.3	4.3	2.3
College dormitory	66.7	70.9	72.5	69.5	71.7	91.1
Fraternity or Sorority House	0.0	0.0	0.3	0.3	0.5	0.0
Other campus housing	0.7	0.7	1.0	1.8	0.5	1.5
Other	0.2	0.5	0.0	0.3	0.3	0.1

Both UM and comparison group freshmen indicated a wide variety of expected majors. UM freshmen were more likely than comparison group freshmen to choose a fine arts

major (18%-UM, 5%-comparison group) and less likely to choose a business major (15%-UM, 17%-comparison group). Overall UM freshmen were more likely to choose a music major (3%-UM, 1%-comparison group), Theater (5%-UM; 1%-comparison group) or elementary education major (11%-UM, 7%-comparison group). UM freshmen were less likely than comparison group freshmen to be undecided majors (9%-UM, 11%-comparison group).

One section of the CIRP asks students to estimate the chances that they will perform certain activities. Among UM freshmen, 52 percent believe they will make at least a “B” average (60%-comparison group), and 49 percent believe they will be satisfied with college (51%-comparison group). About 36 percent of UM freshmen think there is a very good chance they will get a job to pay expenses (41%-comparison group), and 20 percent expect to join a social fraternity or sorority (8%-comparison group). About 11 percent of the UM freshmen expect to change their major (15%-comparison group) and 10 percent believe they will change their current career choice (15%-comparison group). About 9 percent of UM freshmen expect to participate in student government (7%-comparison group) and 17 percent expect to volunteer or perform community service (26%-comparison group).

About 17 percent of the UM freshmen expect to have a career in the arts compared to 4 percent among the comparison group. Another 12 percent of UM freshmen expect to enter a business occupation (13%-comparison group), 19 percent expect to have a career in education (17%-comparison group), and 3 percent are looking toward a position as a physical, occupational or speech therapist (3%-comparison group). Among UM freshmen, 10 percent expect to become physicians, lawyers, pharmacists or veterinarians (11%-comparison group).

The most important future objectives for UM freshmen are to “raise a family” (70%-UM, 72%-comparison group), “help others in difficulty” (66%-UM, 64%-comparison group), and “be very well off financially” (65%-UM, 67%-comparison group).

**College Plans-Career, Majors and Objectives  
2002-2006**

	2002	2003	2004	2005	2006	Norms 2006
<b><u>Student's Estimate: Chances are Very Good They Will</u></b>						
Change major field	13.1	13.0	12.1	12.0	10.8	14.6
Change career choice	12.6	11.0	10.6	10.5	10.4	14.7
Participate in student government				11.1	8.6	6.7
Get job to pay expenses	42.1	44.7	41.0	41.1	35.5	41.1
Work full-time while attending	10.1	10.5	11.9	10.0	7.3	4.3
Join social fraternity / sorority	18.6	19.3	20.2	27.8	19.6	8.0
Play varsity athletics	10.9	11.1	10.6	13.7	13.7	16.1
Make at least a "B" average	62.2	59.2	52.6	60.9	52.4	59.8
Get bachelors degree	79.2	76.4				
Participate in student protests	6.8	6.6	7.1	7.2		
Transfer to another college	12.6	11.8	9.1	13.2	7.3	7.3
Be satisfied with college	52.5	56.1	45.1	52.8	48.8	50.9
Participate in volunteer/cmty svc	19.6	24.7	13.1	22.1	17.3	25.9
Seek personal counseling	6.8	7.1	4.8	7.7	4.6	6.4
Develop close friendships w/ other stud	71.9	67.4				
Communicate regularly w/ professors	29.5	32.6	19.7	26.5	24.5	28.9
Socialize w/ other racial/eth grp members	66.9	61.5	57.3	60.4	59.7	60.2
Participate in student clubs/groups	33.5	34.4	27.5	31.9	26.6	43.8
Participate in a study abroad program				13.4	10.6	35.1
<b><u>Probable Career</u></b>						
Accountant or actuary	2.3	2.4	1.9	2.7	3.5	2.1
Actor or entertainer	6.0	5.9	6.9	3.5	3.8	1.3
Artist	6.8	8.0	8.5	6.1	8.6	2.0
Business executive (mgt.)	4.7	4.6	2.9	2.9	4.3	7.3
Business owner / proprietor	1.0	1.8	2.7	2.4	2.4	3.0
Business sales rep or buyer	2.1	2.1	0.8	1.1	1.9	0.6
Clinical psychologist	1.8	1.5	1.9	1.1	3.8	2.2
College teacher	1.0	0.5	1.3	1.3	0.0	0.1
Computer programmer/analyst	2.1	1.5	0.8	0.8	0.8	1.6
Dietitian or nutritionist	0.5	0.5	0.5	0.3	0.3	0.5
Engineer	1.0	2.3	1.3	2.7	1.4	1.1
Foreign service worker	0.0	0.5	0.0	0.5	0.3	1.0
Interior decorator	2.1	0.5	1.6	1.3	0.8	0.2
Law enforcement officer	0.5	0.3	0.3	0.3	0.0	0.6
Lawyer (attorney) or judge	2.9	2.1	1.3	2.4	1.6	3.3
Musician	1.8	2.8	3.2	5.6	4.3	1.2
Nurse	2.9	1.3	1.3	2.4	1.1	1.9
Pharmacist	3.1	1.8	1.3	2.7	2.2	1.3
Physician	4.4	3.9	4.0	4.8	5.1	5.2
School counselor	0.5	0.8	0.3	0.0	0.5	0.5
Scientific researcher	0.8	0.0	0.3	0.3	1.6	2.0
Social, welfare, rec wker	1.6	2.6	1.1	2.9	0.8	1.1
Therapist (phys, occup, spch)	3.7	4.2	4.9	3.7	2.7	2.9
Teacher (elementary)	6.9	9.4	10.8	10.4	11.6	8.5
Teacher (secondary)	7.4	6.3	5.9	10.6	7.3	8.2
Veterinarian	1.7	0.5	0.8	0.8	0.8	0.9
Writer or journalist	2.7	4.2	3.9	5.6	2.7	3.7
Other career	6.9	6.3	12.4	6.6	6.5	8.0

**College Plans - Career, Majors and Objectives (con't)**  
**2002-2006**

	2002	2003	2004	2005	2006	Norms 2006
<b><u>Probable Major Field of Study</u></b>						
Art, Fine and Applied	8.8	9.5	10.4	8.8	10.2	2.8
English (Lang & Lit)	3.3	2.5	2.3	3.1	4.0	3.3
Journalism				4.7	2.4	2.0
Lang/Literature (ex English)	0.3	0.8	0.3	0.8	0.8	0.9
History	1.3	1.3	1.8	1.6	1.3	2.5
Music	3.0	3.3	4.1	4.7	3.2	1.2
Speech	0.3	0.8	0.0	1.0	0.5	0.3
Theater or Drama	6.6	5.5	5.8	3.6	5.1	1.3
Other humanities				1.1	0.3	1.0
Biology	1.5	3.5	3.3	3.6	6.4	6.5
Biochemistry or biophysics**				1.0	0.5	1.1
Other biological science	1.5	0.6	1.3	0.8	1.1	2.1
Chemistry	0.8	1.0	0.8	0.8	1.3	1.0
Mathematics	1.8	0.8	1.5	1.0	0.8	1.0
Therapy (occup, phys, spch)	3.3	4.0	2.3	2.1	2.1	1.3
Family and Consumer Sciences	0.8	0.8	0.3	1.8	1.1	0.0
Nursing	3.8	1.8	1.5	2.1	0.8	1.7
Pharmacy	2.0	1.0	1.0	1.8	1.6	0.7
Other professional	6.7	0.8	0.5	4.7	3.0	4.3
Accounting	2.3	2.3	1.5	2.9	3.8	2.0
Business Adm (General)	0.5	2.0	1.3	1.3	0.8	4.9
Finance	0.8	0.5	0.8	0.8	1.3	1.3
Marketing	1.8	2.3	2.5	2.3	5.4	1.8
Management	4.8	2.3	4.3	3.4	3.8	3.2
Other business	0.8	0.3	1.0	0.8	0.3	2.5
Elementary Education	7.8	10.5	8.6	9.1	11.0	7.3
Music or Art Education	1.5	1.3	2.3	2.3	1.3	0.5
PE or Recreation	0.5	0.3	1.3	0.5	0.0	1.3
Kinesiology *	0.0	1.5	1.0	1.8	0.8	0.1
Secondary Education	3.0	2.0	2.5	4.2	1.3	4.7
Special Education	1.3	1.0	1.8	1.6	0.5	0.7
Other Education	1.3	0.5	1.3	1.6	1.6	0.7
Engineering	1.7	2.7	2.0	2.7	1.2	1.3
Political Science	2.3	1.5	1.8	2.3	2.7	3.7
Psychology	4.0	5.5	4.8	2.9	5.1	6.6
Social Work	1.0	2.0	0.8	1.8	1.1	0.9
Sociology	0.3	0.5	0.5	0.8	0.0	0.0
Other social science	1.0	0.8	0.3	0.0	0.5	1.1
Law enforcement	0.3	1.0	0.0	0.3	0.0	0.5
Communications (radio, TV, etc)	2.0	3.0	4.1	1.6	1.9	2.8
Computer Science	0.5	0.8	0.3	0.5	0.0	1.1
Other	1.0	0.3	1.3	0.6	0.5	0.9
Undecided	10.4	10.0	9.6	4.4	7.8	11.2
<b><u>Objectives Considered Essential or Very Important</u></b>						
Achieve in a performing art	23.7	20.7	26.2	22.9	23.1	16.3
Become authority in my field	55.1	52.5	53.8	56.4	50.7	52.2
Obtain recog from colleagues	44.0	44.9	47.9	50.1	43.9	49.6
Influence political structure	14.6	17.6	17.9	22.7	24.1	21.9
Influence social values	43.3	39.6	40.3	42.3	42.5	41.3
Raise a family	74.1	76.0	73.9	71.9	70.2	72.2

**College Plans - Career, Majors and Objectives (con't)  
2002-2006**

	2002	2003	2004	2005	2006	Norms 2006
<b>Objectives Considered Essential or Very Important (con't)</b>						
Have admin authority	31.8	32.7	34.6		34.3	36.1
Be very well off financially	68.5	66.8	66.0	67.3	65.1	67.1
Help others in difficulty	60.8	67.7	61.0	64.2	65.7	63.7
Theoretical contrib to science	11.9	9.8	11.7	11.9	17.1	17.0
Write original works	18.7	19.5	22.1	21.9	24.0	18.8
Create artistic work	21.0	22.1	24.0	22.9	25.9	17.6
Be successful in own business	37.0	35.3	38.8	37.6	40.2	36.5
Be involved in envir clean-up	13.6	15.2	15.3	19.6	21.3	24.2
Develop philosophy of life	36.4	37.0	38.0	35.6	41.5	46.5
Participate in community action	17.2	18.6	15.8	25.2	22.4	27.0
Promote racial understanding	28.6	29.6	30.8	31.1	31.3	32.0
Keep up with politics	27.6	26.5	30.1	32.4	29.9	36.9
Be a community leader	27.5	24.8	25.0	31.2	29.5	32.3
Integrating spirituality in life*	62.2	57.4	55.9	56.5		
Understand other cultures	41.7	40.9	40.3	46.6		
Working for cure of health problem*			21.1			

Notes:

\* Denotes questions added in the year shown. Questions vary each year.

\*\* Included in "Other biological science" in prior years

### Freshman Attitudes

New UM freshmen continue to define themselves as middle-of-the-road to politically conservative (71%-UM, 59%-comparison group), although the comparison group is less likely to be conservative in their political views (17%) than are UM freshmen (32%). About the same percentage of females as males at UM define themselves as moderates (38%-females, 39%-males). Males at UM are less likely than females to define themselves as conservative (28%-UM males; 34%-UM females), but more likely to identify as far right (7%-UM males; 1%-UM females). When compared to the comparison group, about the same percentage of comparison group and UM freshmen defined themselves as "far left" (4%-UM, 4%-comparison group). A greater percentage of UM than comparison group freshmen identified themselves as "far right" (3%-UM, 1%-comparison group). A greater percentage of comparison group students identified themselves as "liberal" (22%-UM, 36%-comparison group). Fewer UM than comparison group freshmen defined themselves as "middle of the road" (39%-UM, 41%-comparison group).

The survey asks freshmen to react to a series of statements about topics of current interest. The "Institutional Profile" shows the percentage of freshmen that indicated they "strongly agreed" or "somewhat agreed" with each of those statements. A greater percentage of UM freshmen agreed with the statements: "It is important to have laws prohibiting homosexual relationships" (40%-UM, 17%-comparison group), "Federal military spending should be increased (43%-UM, 28%-comparison group), "Racial

discrimination is no longer a problem" (24%-UM, 18%-comparison group), "There is too much concern in the courts for the rights of criminals (60%-UM, 53%-comparison group), "Undocumented immigrants should be denied access to public education" (50%-UM; 45%-comparison group), "Through hard work, everybody can succeed in American society" (77%-UM; 74%-comparison group) and the "Individual can do little to change society" (32%-UM; 25%-comparison group).

Fewer UM than comparison group freshmen agreed with the statements, "Abortion should be legal" (36%-UM, 68%-comparison group), "Marijuana should be legalized" (32%-UM, 46%-comparison group); "Same sex couples should have the right to legal marital status" (48%-UM, 73%-comparison group); "Colleges should abolish affirmative action in admissions" (33%-UM, 48%-comparison group), "The wealthy should pay more taxes" (58%-UM, 62%-comparison group), "The death penalty should be abolished" (25%-UM, 40%-comparison group), "The federal government is not doing enough to control environmental pollution" (72%-UM; 82%-comparison group), "The federal government should do more to control guns" (74%-UM; 76%-comparison group), "Only volunteers should serve in the armed services" (58%-UM, 65%-comparison group), "A national health care plan is needed to cover everybody's medical costs" (66%-UM, 77%-comparison group), and "Dissent is a critical component of the political process" (58%-UM, 64%-comparison group).

**Freshman Attitudes  
2002-2006**

	2002	2003	2004	2005	2006	Norms 2006
<b><u>Political Views</u></b>						
Far left	2.3	1.8	2.9	3.4	4.1	3.6
Liberal	21.7	19.6	23.2	21.5	22.1	36.0
Middle-of-the-road	45.4	53.1	39.9	44.2	38.5	42.6
Conservative	29.3	23.7	31.1	29.8	32.5	16.7
Far right	1.3	1.8	2.9	1.0	2.7	1.0
<b><u>Agrees Strongly or Somewhat</u></b>						
Too much concern for criminals	72.6	64.4	60.1	63.9	59.7	52.9
Race discrim no longer a problem	24.4	31.1	31.6	26.7	23.9	17.6
Prohibit same sex relationships	39.3	41.6	38.4	39.6	40.2	16.8
Abortion should be legal	36.8	33.7	37.5	40.0	36.0	68.2
Abolish death penalty	24.0	27.4	27.2	26.2	25.4	39.6
Married women best at home	17.5	23.3	24.8	20.9		
Marijuana should be legalized	30.8	30.6	33.1	33.9	31.7	46.3
Wealthy should pay more taxes	49.2	61.4	59.7	64.6	57.8	62.0
Fed gov't do more control guns	78.4	78.5	79.8	78.9	74.0	76.1
Colleges ban racist/sexist spch	66.6	62.3	60.6	62.0		
No affirm action in admissions		42.9	42.8	41.9	32.9	48.4
Same sex couple marriage legal	45.1	38.1	44.3	43.8	48.4	73.3
Not obey laws that violate values		33.8				
Increase military spending		44.4	47.4	46.5	43.3	27.8
Sex ok if people like each other			32.5	31.4		
Individual do little to change society				28.6	32.1	25.4
Only volunteers should be in military				60.7	58.4	64.6
Fed not doing enough about environment				73.6	71.6	82.5
Nat'l health care for all				74.0	66.5	76.6
Grading in HS too easy				54.4		
Undocumented aliens no public ed				50.4	50.0	44.6
Everybody can succeed in US				91.2	76.7	73.7
Dissent critical to political process				61.0	58.1	64.0

Note: Questions vary from year to year

**APPENDIX A**

**COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM**

**UNIVERSITY OF MONTEVALLO INSTITUTIONAL PROFILE**  
**FIRST-TIME, FULL -TIME FRESHMEN**

**FALL 2006**

**APPENDIX B**  
**2006 STUDENT INFORMATION FORM**

