

CIRP FRESHMAN SURVEY 2006

Office of Institutional Research

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Montclair State University

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Report Author: Elizabeth J. Keagy

*Office of Institutional Research
Montclair State University*

Steven L. Johnson, Director
Fenghua Peng, Research Associate
Alexa Fernandez, Research Assistant
Denise Phillips-Clark, Program Assistant
Elizabeth J. Keagy, Part-Time Employee

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2006 CIRP Freshman Survey

The CIRP freshman survey is administered to incoming freshmen and collects a variety of demographic and attitudinal data. The survey inquires freshmen about their reasons for attending and choosing a particular institution, their activities in prior years, self perception, expectations, goals, highest objectives, views and career plans.

Montclair State University enrolled 2,043 first-time, full and part-time freshmen this past fall. All first-time freshmen, except for nontraditional, Center for Adult Learning (CAL) students, were asked to participate in the CIRP Freshman Survey. The Office of Institutional Research collaborated with the Office of Freshmen Experience to administer the survey during the freshmen orientation in summer of 2006. Students were asked to complete and return the survey during the slotted sessions scheduled during the orientation period.

Response Rate

- 92% of the incoming freshmen responded to the survey

The overall response rate was the same as the previous year. Administering the CIRP Freshman Survey during Freshmen Orientation continues to result in a high response rate and is an adequate representation of the freshmen population.

Table 1
Demographics of Freshmen at MSU and Respondents of the CIRP Survey: Fall 2006

Variables		MSU Freshmen N=2,043	CIRP Respondents N=1,883
Gender	Male	40.9%	40.1%
	Female	59.1%	59.9%
Race/Ethnicity*	African-American	10.6%	9.6%
	Asian	6.6%	7.4%
	Latino/a	18.8%	16.5%
	Native American	0	1.6%
	White	62.7%	69.1%
	Unknown	1.3%	0.0%
Age	18 – 20 years	97.3%	97.5%

* The totals for race/ethnicity may not add up to 100 percent since students had an option to check more than one category.

Demographics of Incoming Freshmen

- 31% of freshmen report they are members of an ethnic/racial minority group
- 76% are 18 years old
- 47% identify themselves as Roman Catholic
- 15% say English is not their native language
- 61% of MSU freshmen plan to reside on campus

Montclair State University's freshmen are more ethnically and racially diverse, younger, and are living closer to home than freshmen at other four-year medium-selective universities/colleges. The ethnic and racial diversity of our freshmen is also reflected in the higher percents that report English is not their native language and that they hold permanent resident status. MSU freshmen are also more likely to be Roman Catholic (Table 2).

Table 2
Demographic of Incoming Freshmen: Fall 2006

Characteristics:		Montclair State University	Public Four-year (Medium Sel.)
		%	%
Racial/ethnic group*:	African American	9.6	9.8
	Asian/Pacific Islander	7.4	3.1
	Latino/a	16.5	6.2
	American Indian	1.6	2.3
	White	69.1	83.6
	Other	5.8	3.3
Sex:	Male	40.1	39.8
	Female	59.9	60.2
Age:	18 Years	75.6	69.6
	19 Years	21.4	27.3
	Other	3.1	3.1
Religious preference:	Roman Catholic	47.2	28.9
	Baptist	4.3	14.6
	Church of Christ	3.3	4.8
	Hindu	1.9	0.3
	Islamic	2.7	0.5
	Jewish	4.1	1.5
	Lutheran	1.3	5.0
	Methodist	1.9	5.7
Presbyterian	2.3	2.6	

	Other Christian	8.8	12.2
	None	15.6	17.5
	All others combined	6.5	6.4
U.S. citizen:	Yes	95.2	98.2
	Permanent resident	4.3	1.5
	Neither	0.5	0.3
English is native language:	Yes	85.1	95.7
	No	14.9	4.3
College is miles from home:	5 or less	9.8	6.4
	6 to 10	16.6	9.2
	11 to 50	51.1	36.2
	51 to 100	17.3	21.7
	101 to 500	4.5	23.1
	Over 500	0.6	3.4
Plan to live in fall:	Family, friend or relatives	36.9	26.7
	College residential hall	61.0	68.1
	Other private home, apt., or room	1.1	3.0
	Fraternity/sorority house	0.1	0.1
	Other campus student housing	0.8	1.9
	Other	0.1	0.2

* The totals for race/ethnicity may not add up to 100 percent since students had an option to check more than one category.

Parental Characteristics of Incoming Freshmen

- Almost 39% of both the fathers and the mothers have a college degree, a graduate degree or are pursuing a graduate degree
- Over 28% of the fathers and almost 20% of the mothers are in business
- One-third of the freshmen from MSU indicated that their annual household income during 2005-2006 was below \$50,000
- 70% of incoming freshmen indicated that their parents live with each other
- Over 73% of incoming freshmen indicated that 3 or more individuals were dependent on their parents for financial support

Over a quarter of all employed fathers are in business, 8 percent are skilled workers and over 7 percent are engineers. Almost 3 percent are unemployed. Mothers who are in the work force are employed primarily in business, education and health professions. Seven percent of the mothers are homemakers and over 8 percent are unemployed.

Nearly a quarter of MSU freshmen fathers and over a quarter of mothers are college graduates; and an additional 13 percent of fathers, and 11 percent of mothers, have graduate degrees (Table 3). Four percent of the mothers and 3 percent of the fathers attended MSU.

Table 3
Parental Characteristics of Incoming Freshmen: Fall 2006

Characteristics	Father	Mother
	%	%
Religious preference:		
Roman Catholic	52.4	53.7
Baptist	3.9	4.3
Church of Christ	3.2	3.5
Hindu	2.1	1.9
Islamic	3.1	2.7
Jewish	5.0	4.6
Lutheran	1.8	1.6
Methodist	2.2	2.6
Presbyterian	3.0	3.4
Other Christian	8.0	9.3
None	8.6	5.5
All others combined	6.8	6.9
 Occupation:		
Artist	1.2	1.8
Business	28.3	19.8
Education (school/college)	2.7	12.9
Health Professional (doctor, nurse)	2.4	11.1
Engineer	7.2	0.4
Homemaker (full time)	0.1	7.1
Social/welfare/recreation worker	0.2	1.3
Skilled and Semi-skilled worker	10.7	3.4
Unskilled (laborer)	3.8	2.4
Unemployed	2.6	8.5
Other	37.4	30.7
 Educational level:		
Grammar school or less	6.0	4.5
Some high school	7.0	5.4
High school graduate	28.5	29.3
Post secondary other than college	5.1	6.2
Some college	14.7	16.0
College degree	23.6	25.6
Some graduate school	1.7	2.6
Graduate degree	13.4	10.4

MSU freshmen report that 19 percent of their parents have family incomes of less than \$30,000; the comparable figure for medium-selective colleges is just over 17 percent. At the other end of the income range, over 31 percent of the incoming freshmen indicated that their annual household income is over \$100,000 compared to 26 percent for medium-selective colleges.

Table 4
Other Parental Characteristics: Fall 2006

Characteristics	Montclair State University	Public Four-year (Medium Sel.)
	%	%
Income range:		
Less than \$10,000	3.5	3.5
\$10,000 to \$14,999	3.5	3.2
\$15,000 to \$19,999	2.9	2.9
\$20,000 to \$24,999	5.1	4.1
\$25,000 to \$29,999	4.2	3.9
\$30,000 to \$39,999	6.3	7.1
\$40,000 to \$49,999	7.4	8.8
\$50,000 to \$59,999	8.7	10.5
\$60,000 to \$74,999	11.4	14.0
\$75,000 to \$99,999	15.8	16.0
\$100,000 to \$149,999	19.0	15.3
\$150,000 to \$199,999	7.1	5.5
\$200,000 to \$249,999	2.3	2.2
\$250,000 or more	2.9	3.0
Parents are:		
Both alive and living with each other	68.9	67.4
Both alive, divorced or living apart	27.1	28.5
One or both deceased	4.0	4.2

High School Background

Advanced Placement Courses and Exams:

- 39% of the incoming freshmen took 1 to 4 advanced placement courses in high school
- 28% took 1 to 4 advanced placement exams

Grades

- 30% of the MSU freshmen indicated that they earned A- to A+ in high school

- 86% the MSU freshmen indicated that they earned B or better in high school averages

Table 5
Self Reported Grade in High School

Grade Range	Montclair State University	Public Four-year (Medium Sel.)
	%	%
A or A+	11.6	13.5
A-	18.1	19.4
B+	28.2	23.4
B	28.1	27.7
B-	9.8	10.0
C+	3.2	4.3
C	1.1	1.7
D	0.0	0.1

Over 40 percent of the incoming freshmen indicated that they took one or more advanced placement course in high school. Almost 30 percent took one or more placement exam.

Typical Weekly High School Activities

- 80% worked for pay during the senior year of high school and 35% worked more than 16 hours per week
- 61% spent some time volunteering
- 84% spent five or fewer hours a week studying and doing homework

Table 6 summarizes the time spent in each activity during a typical week as high school seniors. Traditional school activities – studying and homework—were not primary activities for most seniors. Almost 20 percent of the high school seniors socialized with friends and more than 18 percent worked over 20 hours per week for pay. Another 11 percent spent over 20 hours a week exercising or in sports activities.

Table 6
Time Spent in Various Activities During the Last Year of High School

Activities:	Hours Spent in Activity							
	None	< One	1 to 2	3 to 5	6 to 10	11 to 15	16 to 20	20 +
Studying/homework	5.3	24.4	30.5	23.8	12.1	2.2	1.0	0.3
Socializing with friends	0.5	1.9	6.8	21.3	22.7	16.1	9.5	21.2
Talk w/teachers outside class	13.8	45.6	25.3	10.2	3.2	1.1	0.3	0.4
Exercise or sports	6.4	12.3	19.8	20.6	13.4	10.4	6.1	11.0
Partying	16.8	11.4	17.9	21.5	16.3	7.8	3.8	4.5
Working (for pay)	19.9	2.3	2.4	10.1	14.5	15.4	17.2	18.2
Volunteer work	38.8	20.8	20.6	11.4	4.0	1.4	1.1	1.9
Student clubs/groups	33.4	15.4	21.1	15.4	8.0	1.9	2.6	2.3
Watching TV	7.0	16.7	24.0	26.6	14.7	6.4	1.9	2.7
Household/childcare duties	18.3	20.5	30.0	18.1	7.6	2.8	1.1	1.5
Reading for pleasure	28.5	28.1	20.5	12.1	6.9	2.0	0.3	1.5
Play video/computer games	39.6	21.2	15.4	12.6	5.3	2.1	1.1	2.6

There are some differences in how males and females spend their time. Slightly more females worked for pay the last year of high school than males, 81 percent and 79 percent, respectively. The number of hours spent in household/childcare duties also varied by gender, i.e., 87 percent of the females and 75 percent of the males reported spending one hour or more in these activities. Females also spent more time doing volunteer work than males, 67 percent and 53 percent respectively. Females were far less likely to play video/computer games than males. Approximately, 54 percent of the females and only 20 percent of the males reported spending no time playing these types of games.

Participation in Other Activities

- 70% frequently used the Internet for research or homework
- 75% frequently socialized with someone of another racial/ethnic group
- 74% reported they frequently or occasionally studied with other students
- 46% frequently or occasionally performed community service as part of a class
- 41% were frequently bored in class
- 31% also reported frequently feeling overwhelmed by all they had to do
- 21% voted in a school election
- 58% drank wine or liquor occasionally or frequently
- 50% drank beer occasionally or frequently
- 8% smoke cigarettes frequently

Incoming freshmen were asked about their participation in various academic and social activities on a three point ranking scale where 1 = *Frequently*, 2 = *Occasionally*, and 3 = *Never*. Table 7 summarizes the responses of freshmen within the four broad areas, i.e., academic-related activities, health or student well-being issues, involvement in other activities and political interest.

Table 7
Participation in Various Activities

Activities	Montclair State University	Public Four-year (Medium Sel.)
	%	%
Was bored in class*	40.9	44.1
Tutored another student	43.7	43.6
Studied with other students	74.4	80.5
Was a guest in a teacher's home	18.0	21.5
Asked a teacher for advice after class*	24.6	22.5
Socialized with someone of another racial/ethnic group*	75.0	62.5
Came late to class	62.7	61.2
Used the Internet for research or homework*	69.5	68.3
Used the Internet to read news sites*	41.7	38.5
Used the Internet to read blogs*	41.6	35.6
Smoked cigarettes*	8.1	7.6
Drank beer	49.5	45.4
Drank wine or liquor	58.4	51.5
Felt overwhelmed by all I had to do*	30.7	30.8
Felt depressed*	10.4	8.6
Attended a religious service	72.7	75.8
Discussed religion*	23.8	25.8
Performed volunteer work	74.0	76.0
Played a musical instrument	37.5	37.1
Performed community service as part of a class	46.1	49.7
Participated in organized demonstration	55.8	56.0
Voted in a student election*	20.6	18.9
Discussed politics*	22.6	27.2
Read a newspaper for national and global news	71.4	69.8
Read a newspaper for local news and information	83.4	85.7
Read a newspaper for schoolwork	72.0	68.7

*Percentage reporting "frequently" only. Results for other items represent percentage responding "frequently" or "occasionally".

Intentions and Goals for Attending College

Preparation for College

- 92 percent did not take courses at any institution of higher education prior to joining the college

Almost 8 percent of the incoming freshmen indicated that they had taken courses at other institutions (university, four-year, two-year, technical, vocational or business school) and almost 2 percent took courses for credit at Montclair State University prior to joining the college.

Reasons for Attending College

- The top three reasons cited as “very important” by female freshmen are to get training for a specific career, to learn more about things that interest them and to gain a general education and appreciation of ideas
- The top three reasons cited as “very important” by male freshmen are to be able to make more money, to learn about things that interest me, and to get training for a specific career

Freshmen were asked to rate the importance of various reasons for deciding to go to the college. They were asked to rate the importance on a three point scale where, 1 = *not important*, 2 = *somewhat important* and 3 = *very important*. Table 8 indicates that the top three reasons for attending college are: to get training for a specific career, to learn about things that interest me and to be able to make more money. The responses of MSU freshmen were comparable to the response of freshmen from medium selective public four-year institution. MSU freshmen put a bit more emphasis on “making me a more cultured person” and “to gain a general education and appreciation of ideas” compared to their counterparts in the nation.

Table 8
Reasons noted as “Very Important” in Deciding to go to College

Reasons	Montclair State University	Public Four-year (Medium Sel.)
	%	%
To learn more about things that interest me	76.9	72.1
To be able to make more money	72.8	72.5
To get training for a specific career	77.0	74.6
To be able to get a better job	67.2	71.3
To gain a general education and appreciation of ideas	66.0	58.2
To prepare myself for graduate or professional school	57.6	51.4
My parents wanted me to go	51.6	48.6
To make me a more cultured person	43.5	33.5

A mentor/role model encouraged me to go	20.9	18.1
Wanted to get away from home	19.2	21.2
I could not find a job	7.9	7.1
There was nothing better to do	3.7	3.7

Choice and Reasons for Attending MSU

- 61% stated that Montclair State was their first choice
- 10% stated that they only applied at MSU
- The top three reasons for attending MSU are:
 - 52% say its good academic reputation is very important
 - 42 % say the cost of attending this college is very important
 - 42% say the college graduates get good jobs

Ninety percent of incoming freshmen indicated that MSU was their first choice or second choice. Competitiveness is evident as more than 22 percent of the freshmen applied at three other colleges for admission. Another 42 percent indicated that they applied to four or more institutions.

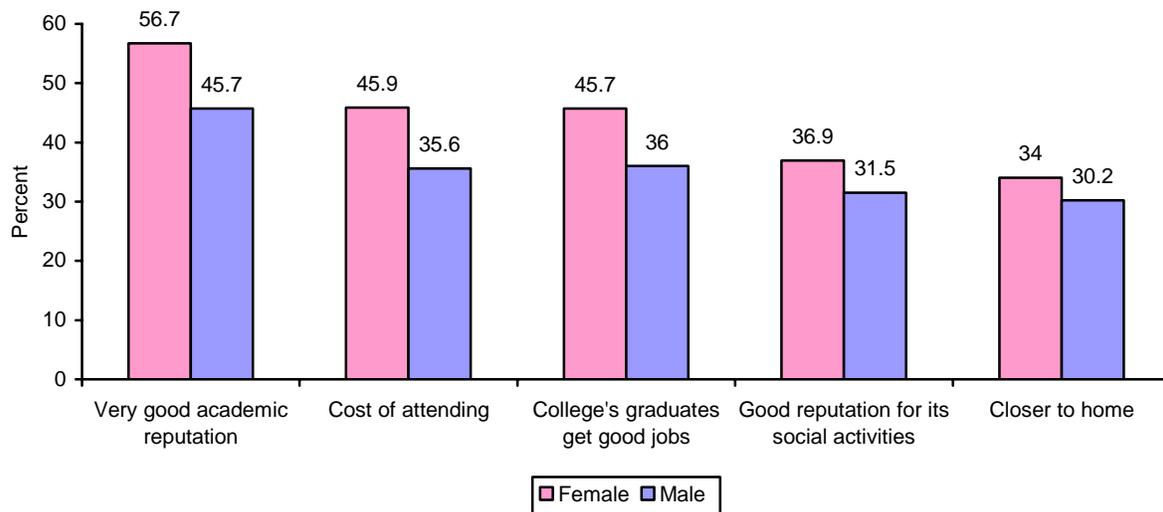
Freshmen were asked to rate their reasons for attending Montclair State University on a three point scale where, *1 = not important, 2 = somewhat important and 3 = very important*. Table 9 lists the reasons that freshmen cited as “Very Important” in their decisions to attend MSU. Academic and social reputation as well as nearness to home play significantly larger roles for MSU freshmen than for those in other four-year medium-selective colleges. Post-baccalaureate endeavors of MSU graduates and a visit to campus also play a significant role in students’ choice of an institution.

Table 9
Reasons noted as “Very Important” in Influencing Student’s decision to attend Montclair State University

Reasons	Montclair State University	Public Four-year (Medium Sel.)
	%	%
This college has a very good academic reputation	52.1	46.5
The cost of attending this college	41.7	43.1
This college’s graduates get good jobs	41.6	40.0
A visit to the campus	36.4	34.2
This college has a good reputation for its social activities	34.7	29.1
I wanted to live near home	32.4	26.2

I wanted to go to a school about the size of this college	30.1	36.6
This college's graduates gain admission to top graduate/professional schools	24.2	19.6
I was offered financial assistance	22.8	28.8
Information from Website	20.9	13.7
Could not afford first choice	14.6	12.0
High school counselor advised me	13.8	9.5
My relatives wanted me to come here	13.7	12.4
My teacher advised me	10.5	7.1
Rankings in national magazines	10.4	7.2
Not offered aid by first choice	8.5	6.4
The athletic department recruited me	7.7	7.9
I was admitted through an Early Action or Early Decision program	7.6	6.0
I was attracted by the religious affiliation of this college	3.8	3.0
Private college counselor advised me	3.0	2.1

Figure 1
Top Five Reasons Cited as “Very Important” by MSU Students by Gender

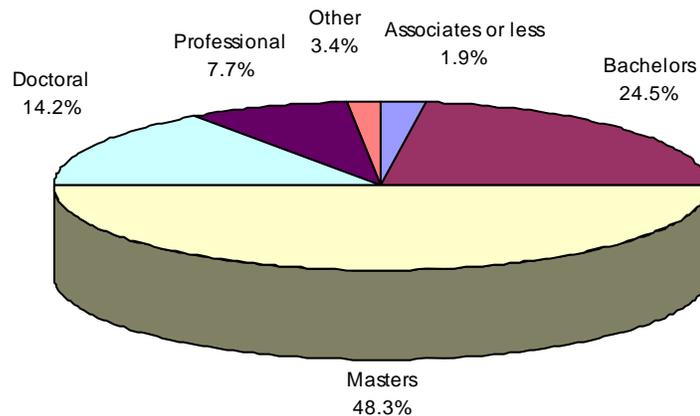


Educational Aspirations

- 48% intend to earn a master's degree and 25 % want to earn a bachelor's degree, as their highest degree, from any institution in the country
- 31% intend to earn a master' degree and 57% want to earn a bachelor's s degree from MSU

Compared to 30 percent of the freshmen from public four-year institutions, 25 percent of freshmen at MSU intend to earn a bachelor's degree as the highest degree earned. Almost 51 percent of the female freshmen intend to pursue a master's degree from any college compared to 45 percent of the male freshmen at MSU.

Figure 2
Degree Aspirations from any Institution of Higher Education



Personal Life Objectives

- 79% want to be very well off financially
- 76% want to raise a family
- 71% say it is very important to help others who are in difficulty

Table 10 lists personal objectives that were rated on a 4 point scale, i.e., 1 = *not important*, 2 = *somewhat important*, 3 = *very important* and 4 = *essential*. As is clear from the table below, being financially well off was cited as most important by incoming freshmen. The ratings on these objectives were similar for MSU males and females. Montclair freshmen placed more emphasis on “becoming successful in a business of my own” and “improving my understanding of other countries and cultures” than did freshmen nationally.

Table 10
Objectives Considered as “Essential” or “Very Important” for Freshmen

Objectives	Montclair State University	Public Four-year (Medium Sel.)
	%	%
Being very well off financially	78.9	76.4
Raising a family	76.2	75.9
Helping others who are in difficulty	70.8	63.7
Becoming an authority in my field	62.4	54.1
Obtain recognition from colleagues for contributions to my field	60.9	51.6
Influencing social values	49.9	40.1
Becoming successful in a business of my own	49.6	39.9
Developing a meaningful philosophy of life	53.7	40.4
Improving my understanding of other countries and culture	52.0	39.2
Having administrative responsibility for the works of others	46.9	40.2
Becoming a community leader	40.8	30.3
Helping to promote racial understanding	38.7	30.5
Keeping up to date with political affairs	32.4	29.6
Participating in a community action program	30.7	22.2
Influencing the political structure	27.2	19.5
Becoming accomplished in one of the performing arts	26.3	15.1
Becoming involved in programs to clean up the environment	25.1	19.4
Writing original works (poems, novels, short stories, etc.)	23.8	15.3
Creating artistic work (painting, sculpture, decorating, etc.)	19.5	16.7
Making a theoretical contribution to science	19.2	15.9
Participating in an organization like the Peace Corps or AmeriCorps/VISTA	12.4	8.7

Probable Major at MSU

- The top three areas in which freshmen expect to major in are:
 Arts and Humanities
 Business
 Education
- 11% of freshmen are undecided about their major
- The top choice of major for male freshmen was in the area of Business, while the same for female freshmen was in the area of Arts and Humanities

Freshmen were asked about their possible choice of major while at MSU. Table 11 provides the responses of freshmen by gender within the area as well as specific majors within an area. The

three top areas in which freshmen expect to major are: arts and humanities, education and business.

Table 11
Probable Choice of Major at MSU

Objectives	Male	Female	Total
	%	%	%
Arts and Humanities			
Art, fine and applied	3.0	5.3	4.3
English (language & literature)	1.1	3.5	2.5
History	1.4	0.8	1.1
Journalism	0.5	2.2	1.5
Language & Literature (except English)	0.0	0.8	0.5
Music	3.6	0.8	2.0
Philosophy	0.5	0.2	0.4
Speech	0.0	0.2	0.1
Theatre or drama	6.0	7.6	6.9
Theology or Religion	0.0	0.0	0.0
Other Arts and Humanities	3.0	2.0	2.5
Total	19.1	23.4	21.8
Biological Sciences			
Biology (general)	2.5	5.3	4.1
Other Biology Science	0.6	2.6	1.7
Total	3.1	7.9	5.8
Business			
Accounting	6.0	3.7	4.7
Business administration (general)	6.3	2.0	3.9
Finance	3.6	1.2	2.2
International business	1.6	1.4	1.5
Marketing	4.7	2.9	3.6
Management	5.8	3.7	4.6
Other business	0.5	0.2	0.4
Total	28.5	15.1	20.9
Education			
Elementary education	2.2	9.6	6.4
Music or art education	1.4	0.8	1.1
Physical education or recreation	6.0	3.3	4.5
Secondary education	5.5	2.2	3.6
Other education	1.6	1.2	1.4
Total	16.7	17.1	17

Physical Sciences			
Chemistry	1.4	0.4	0.8
Mathematics	2.5	1.0	1.6
Physics	0.8	0.2	0.5
Other physical sciences	0.6	0.2	0.3
Total	5.3	1.8	3.2
Social Science			
Political science	1.9	0.8	1.3
Psychology	3.8	10	7.4
Social work	0.0	0.8	0.5
Sociology	0.3	1.2	0.8
Other social science	1.1	0.6	0.9
Total	7.1	13.4	10.9
Professional			
Medicine, dentistry, veterinary medicine	0.8	1.6	1.3
Therapy (occupational, physical, speech)	0.5	1.6	1.2
Pharmacy/Nursing	0.3	0.4	0.3
Health technology (medical, dental, lab)	0.3	0.4	0.4
Other professional	0.0	0.4	0.2
Total	1.9	4.4	3.4
Other fields			
Communications	1.6	2.9	2.3
Computer science	1.6	0.2	0.8
Law enforcement	3.3	1.6	2.3
Others	0.6	1.4	1.0
Total			
Undecided	11.0	10.2	10.6
Grand Total	99.8	99.4	100.0

Probable Choice of Career

- 16 percent of the MSU freshmen were "undecided" on their career choice
- 23 percent intended to work as elementary or secondary teacher or administrator
- 17 percent stated business (management, owner, clerical, actuarial etc.) as their probable choice

- 11 percent intended to become an artist, actor or musician after graduating from MSU

Freshmen were asked to choose their probable career from list of broad areas of occupation provided to them. Business and teacher or administrator in an elementary or secondary school system were chosen by a large proportion of freshmen at MSU and other public institutions. Additionally, arts, law and medical fields were also selected as the probable areas for their choice of occupation.

Rating on Abilities and Skills

- A majority of freshmen rated themselves above average on the following three traits: cooperativeness, drive to achieve, and understanding of others
- Artistic ability, mathematical ability and religiousness were rated above average by less than a third of the entering freshmen

Freshmen were asked to rate themselves on various traits in comparison to the average person their age. They were asked to rate themselves on a five point rating scale where, 1 = lowest 10%, 2 = below average, 3 = average, 4 = above average and 5 = highest 10%. The rating of the traits was consistent for MSU male and female freshmen and their peers in the four-year public institutions nationally.

Table 12
Rating on Abilities and Skills

Objectives	Male	Female	Total
	%	%	%
Cooperativeness	72.3	75.5	74.2
Drive to achieve	64.4	73.7	70.0
Understanding of others	67.1	71.1	69.5
Self confidence (social)	60.9	48.8	63.6
Creativity	63.0	58.2	60.1
Leadership ability	63.1	56.5	59.2
Academic ability	58.4	54.9	56.3
Self-understanding	62.9	49.6	54.9
Self confidence (intellectual)	63.7	47.7	54.0
Physical health	63.7	43.7	51.6
Emotional health	61.0	43.4	50.4
Writing ability	49.4	50.0	49.7
Computer skills	49.4	30.7	38.1
Public speaking ability	39.0	32.6	35.1
Spirituality	31.8	31.4	31.6
Artistic ability	31.7	29.4	30.3
Mathematical ability	36.9	23.5	28.8
Religiousness	18.1	20.7	19.7

Expectations of Freshmen for their Upcoming College Years

- 42% expect to be satisfied with the college
- 39% expect to participate in student clubs/groups
- 21% will participate in volunteer or community service work
- 16% will change their major
- 13% will work full-time while attending college
- 7% expect to transfer out from MSU

Freshmen were asked to speculate on their actions during their upcoming college years, e.g., do they think they will transfer to another college, complete their degrees, or work full-time. Table 13 summarizes the proportion of freshmen saying that they thought their chances were “very good” that they would participate in the activities listed on the survey. The expectations of freshmen at MSU were comparable with their peers nationally.

Freshmen expect to be engaged in social activities as well as extracurricular ones while they are attending MSU. Over 62 percent expect to socialize with someone of another race or ethnic group. Another 61 percent expect to do well academically and earn at least a “B” grade and approximately 50 percent expect to get a job to help pay college expenses. Fifteen percent want to join a social fraternity or sorority. About 39 percent expect to participate in student clubs or groups, 16 percent want to play college sports, and almost 10 percent think they will join in student government activities.

It is interesting to note that a higher proportion of female freshmen expect to be satisfied with college compared to males, participate in student clubs and organizations, and participate in a study abroad program. Females also have higher expectations to get a job to help pay for college expenses, volunteer, and communicate regularly with professors than males at MSU. A slightly higher proportion of men expect to play varsity or intercollegiate athletics and transfer to another college before graduating.

Table 13
Expectations of Freshmen while at MSU

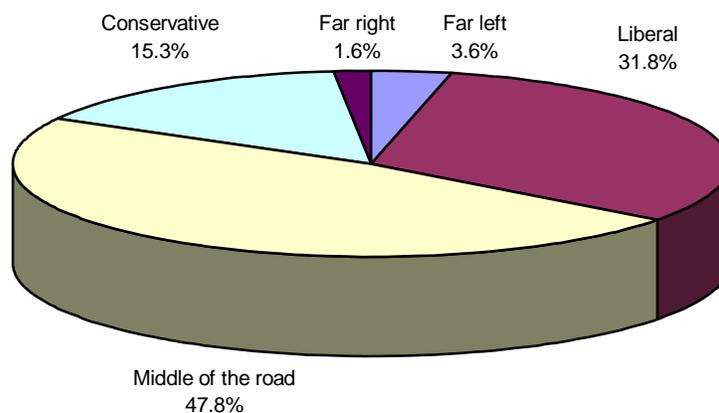
Objectives	Male	Female	Total
	%	%	%
Socialize with someone of another racial/ethnic group	53.1	70.6	62.8
Make at least a “B” average	54.6	66.7	61.3
Get a job to help pay for college expenses	40.1	58.7	50.5
Be satisfied with your college	37.2	45.2	41.7
Participate in student clubs/groups	29.1	46.7	38.9
Communicate regularly with your professors	22.4	37.3	30.7
Participate in a study abroad program	21.1	36.4	29.6
Participate in volunteer or community service work	13.3	26.2	20.5

Play varsity/intercollegiate athletics	18.4	14.2	16.0
Change major field	14.0	16.6	15.5
Join a social fraternity or sorority	12.4	17.6	15.3
Seek personal counseling	13.3	15.4	14.5
Change career choice	11.5	14.6	13.2
Work full-time while attending college	11.6	13.8	12.8
Need extra time to complete your degree requirements	12.6	10.2	11.2
Participate in student protests or demonstrations	10.7	10.0	10.3
Participate in student government	8.5	10.5	9.6
Transfer to another college before graduating	8.5	6.5	7.4

Political Views and Opinions of MSU Freshmen

- The most popular political label is middle of the road
- National health care plan, control of handgun sales and environmental pollution control emerged as the strongest issues that were consistently agreed upon by freshmen at MSU and in public institutions in the nation
- Over 78% of freshmen from MSU and the nation believed that through hard work everyone can succeed in American society.
- Fewer than one-third of the freshmen within the nation and at MSU believe that an individual can do little to bring about changes in our society

Figure 3
Political Views of MSU Freshmen



Freshmen were asked their opinions on a number of social issues. The social issues were rated on four point scale ranging from 1 = *disagree strongly*, 2 = *disagree somewhat*, 3 = *agree somewhat* and 4 = *agree strongly*. Table 14 summarizes the responses of those who agree “*strongly*,” or “*somewhat*” with each statement. MSU freshmen are more liberal than their peers in other four-year medium-selective colleges. Differences of opinion also existed by gender, i.e., 78 percent of females agreed that same sex couples should have the right to legal marital status compared to 61 percent males. Eighty-eight percent of females also believe the federal government should do more to control the sale of handguns compared to 73 percent of males. A higher proportion of males agree that affirmative action in college admission should be abolished, undocumented immigrants should be denied access to public education, there should be laws prohibiting homosexual relationships and racial discrimination is no longer a major problem in America.

Table 14
Views and Opinions of Freshmen

Issues	MSU			Four-year Public (Medium Sel.)		
	Male	Female	Total	Male	Female	Total
A national health care plan is needed to cover everybody's medical costs	79.3	83.3	81.6	71.4	78.7	75.5
The federal government should do more to control the sale of handguns	72.9	87.5	81.5	62.3	79.4	72.0
The federal government is not doing enough to control environmental pollution	78.0	83.5	81.3	72.7	78.5	76.0
Through hard work, everybody can succeed in American society	75.8	79.9	78.3	79.7	81.0	80.4
Same sex couples should have the right to legal marital status	60.5	78.4	71.2	50.1	68.3	60.4
The chief benefit of a college education is that it increases one's earning power	72.1	64.9	67.9	74.3	68.5	71.0
Wealthy people should pay a larger share of taxes than they do now	67.9	65.7	66.6	61.4	59.7	60.4
Only volunteers should serve in the armed forces	67.0	64.7	65.7	61.0	61.5	61.3
Abortion should be legal	65.8	61.0	62.9	55.7	52.4	53.8
There is too much concern in the courts for the rights of criminals	58.3	57.7	57.9	62.7	56.5	59.2
Dissent is a critical component of the political process	58.5	52.4	55.0	30.5	53.7	56.7
Undocumented immigrants should be denied access to public education	52.9	38.9	44.6	56.7	44.1	49.6
Affirmative action in college admissions should be abolished	51.0	36.8	42.7	49.2	38.1	43.0

Marijuana should be legalized	49.3	37.8	42.4	41.9	31.6	36.1
The death penalty should be abolished	30.7	36.9	34.4	26.1	31.2	29.0
Federal military spending should be increased	37.3	30.6	33.3	37.9	33.2	35.3
Colleges have the right to ban extreme speakers from campus	36.7	30.5	33.1	42.4	37.7	39.8
Realistically, an individual can do little to bring about changes in our society	34.4	25.8	29.3	34.4	25.4	29.3
The federal government should raise taxes to reduce the deficit	29.3	19.1	23.4	27.0	20.8	23.5
It is important to have laws prohibiting homosexual relationships	30.4	13.0	19.9	36.1	19.1	26.5
Racial discrimination is no longer a major problem in America	26.8	15.3	19.9	25.5	17.0	20.7

Financing College Education

- 59% of our freshmen have some concern about their ability to finance college
- 14% are not sure they will have enough money to complete college
- A family's own resources are the major source for financing a college degree

Finally, freshmen were asked how much of their first year's educational expenses such as room, board, tuition and fees, they expected to cover from a variety of sources. Table 15 summarizes some of these responses for MSU freshmen and their peers nationally. Family resources are the major source for funding college costs. Sixty-five percent of freshmen at MSU say that \$3,000 or more of their college expenses will be paid for from family resources, compared to 52 percent from medium-selective colleges. Slightly more MSU freshmen plan to contribute funds from a full or part-time job than their peers.

Table 15
Sources of Finance to cover \$3,000 or more of First year's Education

Source	Montclair State University	Public Four-year (Medium Sel.)
	%	%
Parents, other relatives or friends	65.3	51.7
Spouse	0.7	0.4
Savings from summer work	3.9	4.3
Other savings	7.1	6.1
Part-time job on campus	2.1	1.7
Part-time job off campus	4.3	3.2
Full-time job while in college	2.7	2.0
Pell Grant	4.0	4.1

Supplemental Educational Opportunity Grant	1.8	0.9
Merit-based State Scholarship or Grant	4.7	5.0
Need-based State Scholarship or Grant	2.8	2.1
College Work-Study Grant	1.4	1.0
Other College Grant/Scholarship	4.1	7.1
Other private grant	1.8	1.3
GI Military benefits	0.9	0.7
ROTC	0.5	0.4
Other Government Aid	2.9	2.2
Stafford Loan (GSL)	9.3	7.4
Perkins Loan	1.6	1.7
Other College Loan	9.1	7.7
Other Loan	7.1	5.2
Other than above	2.6	2.0
