



THE 2008 CIRP FRESHMAN SURVEY

**Office of Institutional Research
January 2009**

2008 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 2,256 first-time, full-time freshmen this past fall. All first-time full-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 2008. Students were asked to complete and return the survey during the slotted sessions scheduled during the orientation period.

Response Rate

- 67% of the incoming freshmen responded to the survey

The overall response rate was lower than the previous year. However, administering the CIRP Freshman Survey during Freshmen Orientation continues to result in a relatively 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 2008

Variables		MSU Freshmen N=2,256	CIRP Respondents N=1,509
Gender	Male	39.5%	37.2%
	Female	60.5%	62.8%
Race/Ethnicity*	African American/Black	8.7%	7.7%
	Asian American/Asian/Native Hawaiian/Pacific Islander	7.2%	7.8%
	Latino/a	23.3%	20.4%
	American Indian/Alaska Native	0.2%	1.5 %
	White/Caucasian	59.4%	68.2 %
	Other	1.2%	5.0%
	Unknown	11.3%	0.0%
Age	18 – 20 years	98.7%	98.3%

* 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

- 42% of freshmen report they are members of an ethnic/racial minority group
- 76% are 18 years old
- 46% identify themselves as Roman Catholic
- 13% say English is not their native language
- 50% 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). Students were also asked if they had a disability and almost 3 percent responded that they had a learning disability. Over 1 percent had a health-related disability.

Table 2
Demographic of Incoming Freshmen: Fall 2008

Characteristics:		Montclair State University	Pubic Four-year (Medium Sel.)
		%	%
Racial/ethnic group*:	African American/Black	7.7%	11.2%
	Asian American/Asian/Native Hawaiian/Pacific Islander	7.8%	3.8%
	Latino/a	20.4%	6.1%
	American Indian/Alaska Native	1.5%	2.9%
	White/Caucasian	68.2%	82.9%
	Other	5.0%	3.1%
	Sex:	Male	37.2
	Female	62.8	63.7
Age:	18 Years	76.3	71.6
	19 Years	21.3	25.2
	Other	2.5	3.3
Religious preference:	Roman Catholic	46.2	18.0
	Baptist	2.6	14.8
	Church of Christ	6.3	4.5
	Hindu	0.8	0.1
	Muslim	2.6	0.4
	Jewish	4.0	1.3
	Lutheran	1.0	1.9
	Methodist	1.7	4.9

	Presbyterian	2.1	2.3
	Other Christian	11.3	12.5
	None	15.1	21.5
	All others combined	6.5	17.6
U.S. citizen:	Yes	96.0	98.5
	Permanent resident	3.5	1.2
	Neither	0.5	0.3
English is native language:	Yes	87.1	96.1
	No	12.9	3.9
College is miles from home:	5 or less	11.4	6.8
	6 to 10	17.6	7.8
	11 to 50	47.9	31.4
	51 to 100	16.6	20.4
	101 to 500	5.5	28.5
	Over 500	1.0	5.1
Plan to live in fall:	Family, friend or relatives	49.1	21.7
	College residential hall	49.0	65.7
	Other private home, apt., or room	0.6	8.9
	Fraternity/sorority house	0.0	0.1
	Other campus student housing	1.0	3.1
	Other	0.3	0.4

* 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 38% of the fathers and 40% of the mothers have a college degree, a graduate degree or are pursuing a graduate degree
- 26% of the fathers and 20% of the mothers are in the business field
- 32% of the freshmen from MSU indicated that their annual household income during 2007-2008 was below \$50,000
- 71% of incoming freshmen indicated that their parents live with each other

Over a quarter of all employed fathers are in business, almost 9 percent are skilled workers and 6 percent are engineers. Almost three percent are unemployed. Mothers who are in the work force are employed primarily in business, education and health professions. Almost six percent of the mothers are homemakers and 8 percent are unemployed.

Almost 24 percent of MSU freshmen fathers and 27 percent of mothers are college graduates; and an additional 13 percent of fathers, and 11 percent of mothers, have graduate degrees (Table 3).

Table 3
Parental Characteristics of Incoming Freshmen: Fall 2008

Characteristics		Father	Mother
		%	%
Religious preference:	Roman Catholic	52.2	52.1
	Baptist	2.3	3.2
	Church of Christ	5.9	6.4
	Hindu	1.4	1.0
	Muslim	3.2	2.5
	Jewish	4.6	4.9
	Lutheran	1.4	1.5
	Methodist	2.1	1.9
	Presbyterian	2.4	3.0
	Other Christian	10.5	12.0
	None	8.8	5.9
	All others combined	5.4	5.5
Occupation:	Artist	1.4	1.0
	Business	25.9	20.4
	Education (school/college)	2.0	12.7
	Health Professional (doctor, nurse)	3.6	10.8
	Engineer	6.6	0.2
	Homemaker (full time)	0.4	5.5
	Lawyer	1.5	0.4
	Social/welfare/recreation worker	0.7	2.2
	Skilled and Semi-skilled worker	11.4	3.5
	Unskilled worker (laborer)	4.1	1.9
	Unemployed	2.8	7.9
	Other	39.4	33.5
	Educational level:	Grammar school or less	5.9
Some high school		8.1	4.8
High school graduate		26.9	28.7
Post secondary other than college		4.7	5.2
Some college		16.7	16.5
College degree		23.5	27.2
Some graduate school		1.0	2.0
Graduate degree		13.2	10.7

MSU freshmen report that 15 percent of their parents have family incomes of less than \$30,000; the comparable figure for medium-selective colleges is 17 percent. At the other end of the income range, 32 percent of the incoming freshmen indicated that their annual household income is over \$100,000 compared to 29 percent for medium-selective colleges.

Table 4
Other Parental Characteristics: Fall 2008

Characteristics	Montclair State University	Pubic Four-year (Medium Sel.)
	%	%
Income range:		
Less than \$10,000	2.9	3.8
\$10,000 to \$14,999	2.9	3.1
\$15,000 to \$19,999	3.3	2.7
\$20,000 to \$24,999	2.5	3.7
\$25,000 to \$29,999	3.6	3.7
\$30,000 to \$39,999	6.6	7.1
\$40,000 to \$49,999	10.0	8.5
\$50,000 to \$59,999	10.4	10.2
\$60,000 to \$74,999	11.6	13.4
\$75,000 to \$99,999	14.5	14.6
\$100,000 to \$149,999	17.7	15.3
\$150,000 to \$199,999	8.0	6.7
\$200,000 to \$249,999	3.0	2.9
\$250,000 or more	3.1	4.3
Parents are:		
Both alive and living with each other	70.7	65.9
Both alive, divorced or living apart	26.0	29.6
One or both deceased	3.3	4.5

High School Background

Grades

- 28% of the MSU freshmen indicated that they earned A- to A+ in high school
- 88% 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	Pubic Four-year (Medium Sel.)
	%	%
A or A+	8.2	12.9
A-	19.5	20.2
B+	31.2	23.0
B	28.8	28.0
B-	9.2	9.8
C+	2.0	4.3
C	1.0	1.7
D	0.0	0.1

High School Subjects Taken

- Over 99% of the MSU freshmen indicated that they took 4 years of English, 3 years of Mathematics and 1 years of History.

Over 98 percent of MSU students took 2 years of a foreign language in high school as compared to 87 percent of their peers at other four-year medium-selective universities/colleges. Sixty-two percent of the students took 2 years of physical science as compared to 55 percent of their peers. Eighty-six percent took a year of arts and/or music.

Over 83 percent attended public school, 11 percent attended private parochial school and over 2 percent each attended a public magnet school or a private independent college-prep school. Over 46 percent attended a high school with a mostly white racial composition and 31 percent described their high school as roughly half non-white. Thirteen percent described their high school as mostly non-white as compared to nine percent for their peers at other four-year medium-selective universities/colleges.

Typical Weekly High School Activities

- 79% worked for pay during the senior year of high school and 37% worked more than 16 hours per week
- 65% spent some time volunteering
- 77% 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. Twenty percent of the high school seniors socialized with friends more than 20 hours a week and 20 percent also worked over 20 hours per week for pay. Another 13 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	1.9	15.1	28.6	31.1	14.8	5.2	1.7	1.6
Socializing with friends	0.1	1.2	4.6	15.9	24.9	18.3	15.1	19.9
Talk w/teachers outside class	8.9	42.2	29.5	12.9	3.9	1.2	0.7	0.7
Exercise or sports	4.6	9.6	16.2	19.9	18.3	10.4	8.2	12.8
Partying	20.3	12.0	16.9	24.7	14.4	6.4	2.1	3.1
Working (for pay)	21.3	2.4	2.4	7.2	12.7	17.3	16.8	19.9
Volunteer work	35.1	18.8	21.2	13.1	6.2	2.7	0.9	2.0
Student clubs/groups	28.1	14.5	23.8	18.0	6.5	3.5	1.9	3.7
Watching TV	5.6	14.2	23.9	27.9	15.5	7.0	2.4	3.6
Household/childcare duties	14.2	17.7	31.9	20.6	8.3	3.3	2.0	2.0
Reading for pleasure	26.1	24.5	22.6	15.7	6.0	2.3	1.3	1.6
Play video/computer games	40.8	21.5	16.1	11.5	4.5	2.7	1.3	1.7
Online social networks	7.2	15.1	26.0	24.9	13.2	6.2	2.6	4.8

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, 80 percent and 76 percent, respectively. The number of hours spent in household/childcare duties also varied by gender, i.e., 91 percent of the females and 77 percent of the males reported spending one hour or more in these activities. Females also spent more time doing volunteer work than males, 69 percent and 57 percent respectively. Females were far less likely to play video/computer games than males. Over 55 percent of the females and only 15 percent of the males reported spending no time playing these types of games. Males were less likely to spend time in student clubs and groups or reading for pleasure.

Participation in Other Activities

- 74% frequently used the Internet for research or homework
- 77% frequently socialized with someone of another racial/ethnic group
- 83% reported they frequently or occasionally studied with other students
- 53% frequently or occasionally performed community service as part of a class
- 35% were frequently bored in class
- 30% also reported frequently feeling overwhelmed by all they had to do
- 21% voted in a school election
- 51% drank wine or liquor occasionally or frequently
- 45% drank beer occasionally or frequently
- 5% 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	Pubic Four-year (Medium Sel.)
	%	%
Was bored in class*	34.9	43.0
Tutored another student	43.2	48.4
Studied with other students	83.3	84.6
Was a guest in a teacher's home	15.4	20.9
Asked a teacher for advice after class*	25.3	27.2
Socialized with someone of another racial/ethnic group*	76.8	69.6
Came late to class	59.5	62.6
Used the Internet for research or homework*	73.7	67.6
Used the Internet to read news sites*	41.7	36.1
Used the Internet to read blogs*	28.6	22.5
Used the Internet to blog*	18.4	12.9
Smoked cigarettes*	4.8	5.7
Drank beer	44.7	35.2
Drank wine or liquor	50.5	40.7
Felt overwhelmed by all I had to do*	29.5	31.1
Felt depressed*	6.9	8.3
Attended a religious service	72.6	75.1
Discussed religion*	22.2	32.3
Performed volunteer work	76.4	81.1
Played a musical instrument	37.2	41.8
Performed community service as part of a class	52.8	55.0
Participated in political demonstrations	21.5	25.8
Voted in a student election*	20.5	22.3
Discussed politics*	23.8	32.3
Worked on a local, state or national political campaign	8.2	9.1

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

Table 8 summarizes the responses of freshmen who reported they "frequently" did the following activities related to academics in the past year.

Table 8
Frequent Participation in Various Academic Pursuits

Activities	Montclair State University	Public Four-year (Medium Sel.)
	%	%
Ask questions in class	49.8	50.9
Support your opinions with a logical argument	50.4	52.9
Seek solutions to problems and explain them to others	46.2	45.9
Revise your papers to improve your writing	42.4	41.8
Evaluate the quality or reliability of information you received	30.5	32.4
Take a risk because you felt you had more to gain	40.2	39.0
Seek alternative solutions to a problem	42.4	42.2
Look up scientific research articles and resources	17.6	18.7
Explore topics on our own, even though it was not required for class	26.4	28.2
Accept mistakes as part of the learning process	50.7	51.5
Seek feedback on your academic work	42.9	45.8
Take notes during class	70.6	61.8

Intentions and Goals for Attending College

Preparation for College

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

Almost ten percent of the incoming freshmen indicated that they had taken courses at other institutions (university, four- or two-year college, technical, vocational or business school) and 5 percent took courses for credit at Montclair State University prior to joining the college.

Choice and Reasons for Attending MSU

- 55% stated that Montclair State was their first choice
- Over 6% stated that they only applied at MSU
- The top three reasons for attending MSU are:
 - 61% say its good academic reputation is very important
 - 52% say the college graduates get good jobs
 - 51% say the cost of attending this college is very important

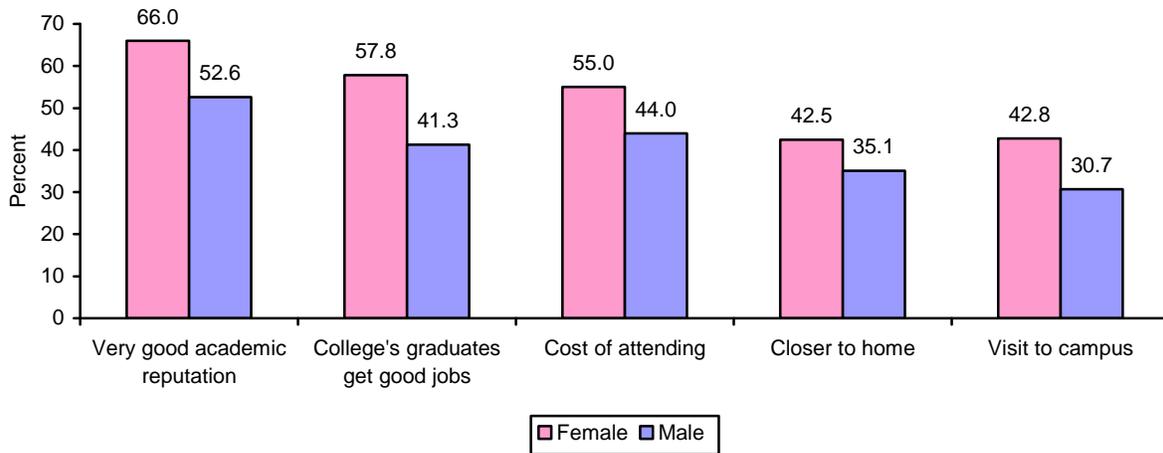
Eighty-eight percent of incoming freshmen indicated that MSU was their first choice or second choice. Competitiveness is evident as 21 percent of the freshmen applied to three other colleges for admission.

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. Job prospects after graduation and nearness to home play a larger role for MSU freshmen than for those in other four-year medium-selective colleges. Academic reputation and cost 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	Pubic Four-year (Medium Sel.)
	%	%
This college has a very good academic reputation	61.3	59.1
This college’s graduates get good jobs	51.9	46.9
The cost of attending this college	51.1	47.7
I wanted to live near home	39.9	25.7
A visit to the campus	38.5	38.8
This college has a good reputation for its social activities	38.1	38.5
I wanted to go to a school about the size of this college	33.2	40.2
This college’s graduates gain admission to top graduate/professional schools	29.2	27.7
I was offered financial assistance	26.0	36.0
Information from a website	18.5	17.1
Could not afford first choice	16.9	11.8
Parents wanted me to come here	16.8	12.8
High school counselor advised me	13.4	9.1
Rankings in national magazines	10.8	11.2
Not offered aid by first choice	10.1	7.3
My teacher advised me	7.4	6.2
My relatives wanted me to come here	6.5	4.8
The athletic department recruited me	5.7	6.0
I was admitted through an Early Action or Early Decision program	5.0	9.8
Private college counselor advised me	3.1	2.2
I was attracted by the religious affiliation of this college	2.3	4.9

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

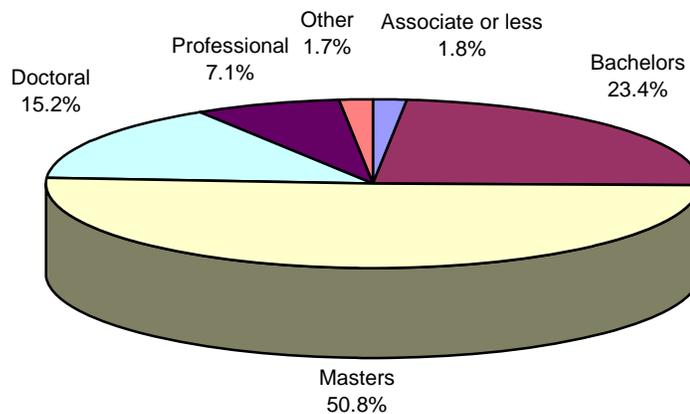


Education Aspirations

- 51% intend to earn a master's degree and 23% want to earn a bachelor's degree, as their highest degree, from any institution in the country
- 33% intend to earn a master's degree and 56% want to earn a bachelor's degree from MSU

Compared to 32 percent of the freshmen from public four-year institutions, 23 percent of freshmen at MSU intend to earn a bachelor's degree as the highest degree earned. Almost 54 percent of the female freshmen intend to pursue a master's degree from any college compared to 46 percent of the male freshmen at MSU.

Figure 2
Degree Aspirations from any Institution of Higher Education



Personal Life Objectives

- 83% want to be very well off financially
- 82% want to raise a family
- 72% 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 and raising a family was cited as most important by incoming freshmen. Montclair freshmen placed more emphasis on these objectives than did freshmen nationally. The ratings on most of these objectives were similar for MSU males and females. Males placed slightly more emphasis on “influencing political structure”, “keeping up to date with political affairs”, and “becoming a community leader” than females. Females rated “helping others who are in difficulty”, “improving my understanding of other countries and cultures”, and “adopting green practices to protect the environment” as slightly more important than males.

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

Objectives	Montclair State University	Pubic Four-year (Medium Sel.)
	%	%
Being very well off financially	82.7	77.6
Raising a family	82.0	77.4
Helping others who are in difficulty	71.7	69.3
Obtain recognition from colleagues for contributions to my field	62.9	54.4
Becoming an authority in my field	59.1	56.6
Improving my understanding of other countries and culture	48.8	48.0
Influencing social values	47.9	43.4
Developing a meaningful philosophy of life	47.4	49.4
Becoming successful in a business of my own	46.6	39.8
Adopting “green” practices to protect the environment	45.1	40.4
Helping to promote racial understanding	40.9	37.4
Becoming a community leader	34.5	32.6
Keeping up to date with political affairs	32.1	33.7
Participating in a community action program	26.2	27.1
Becoming involved in programs to clean up the environment	26.0	25.2
Becoming accomplished in one of the performing arts	23.5	16.9
Writing original works (poems, novels, short stories, etc.)	20.6	15.1
Influencing the political structure	20.0	18.8
Creating artistic work (painting, sculpture, decorating, etc.)	18.3	16.0
Making a theoretical contribution to science	12.5	17.1

Probable Major at MSU

- The top three areas in which freshmen expect to major in are:
Arts and Humanities
Education
Business
- 8% of freshmen are undecided about their major
- The top choice of major for male freshmen was in the area of Arts and Humanities, while the same for female freshmen was in the area of Education

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	5.7	6.0	5.9
English (language & literature)	1.8	3.2	2.7
History	3.7	1.1	2.0
Journalism	0.9	2.5	1.9
Language & Literature (except English)	1.3	1.2	1.2
Music	3.3	2.6	2.9
Speech	0.0	0.4	0.2
Theatre or drama	4.2	3.7	3.9
Other Arts and Humanities	2.2	4.5	3.7
Total	23.1	25.2	24.4
Biological Sciences			
Biology (general)	4.2	3.7	3.9
Other Biological Science	0.8	1.1	1.2
Total	5.0	4.8	5.1
Business			
Accounting	3.9	2.0	2.7
Business administration (general)	3.3	2.0	2.5
Finance	4.6	1.1	2.3
International business	0.4	1.9	1.4

Marketing	3.5	1.9	2.5
Management	6.3	2.0	3.6
Other business	0.4	0.8	0.7
Total	22.4	11.7	15.7
Education			
Elementary education	1.3	17.2	11.6
Music or art education	1.5	1.0	1.2
Physical education or recreation	6.6	2.4	3.9
Secondary education	3.9	4.2	4.1
Special education	0.7	1.2	1.0
Other education	0.4	0.7	0.5
Total	14.4	26.7	22.4
Engineering			
Civil engineering	0.2	0.0	0.1
Mechanical engineering	0.2	0.0	0.1
Other engineering	0.2	0.2	0.3
Total	0.6	0.2	0.5
Physical Sciences			
Chemistry	0.7	0.6	0.6
Mathematics	1.3	0.5	0.8
Other physical sciences	0.2	0.1	0.2
Total	2.2	1.2	1.6
Professional			
Medicine, dentistry, veterinary medicine	0.2	1.0	0.7
Therapy (occupational, physical, speech)	0.9	1.4	1.2
Pharmacy	0.4	0.8	0.7
Nursing	0.0	0.2	0.2
Health technology (medical, dental, lab)	0.4	0.1	0.2
Other professional	1.6	1.6	1.6
Total	3.5	5.1	4.6
Social Science			
Political science	2.8	1.2	1.8
Psychology	3.9	8.5	6.9
Social work	0.0	0.6	0.4
Sociology	0.4	0.6	0.5
Other social science	1.1	1.8	1.6
Total	8.2	12.7	11.2
Technical			
Data processing or computer programming	0.2	0.1	0.2

Total	0.2	0.1	0.2
Other fields			
Communications	2.8	1.7	2.1
Computer science	1.1	0.1	0.5
Law enforcement	5.3	1.1	2.5
Other	2.7	1.6	2.0
Total	11.9	4.5	7.1
Undecided	8.3	7.6	7.9
Grand Total	99.8	99.8	100.7

Probable Choice of Career

- 14 percent of the MSU freshmen were "undecided" on their career choice
- 23 percent intended to work as elementary or secondary teacher or administrator
- 12 percent stated business (management, owner, clerical, salesperson, etc.) as their probable choice of career
- 13 percent intended to become an artist, actor, musician or writer 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 traits: Cooperativeness, drive to achieve, tolerance, and understanding of others
- Public speaking ability, artistic ability, spirituality, and mathematical ability 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%. Table 12 lists the traits that students rated themselves as "above average" or "highest 10%". The rating of the

traits was consistent for MSU freshmen and their peers in the four-year public institutions nationally.

Table 12
Rating on Abilities and Skills

Objectives	Male	Female	Total
	%	%	%
Ability to work cooperatively with diverse people	80.4	79.1	79.6
Cooperativeness	70.2	75.3	73.4
Drive to achieve	69.3	75.1	72.9
Tolerance of others with different beliefs	72.8	70.7	71.4
Understanding of others	65.4	69.3	67.8
Ability to see the world from someone else's perspective	62.7	65.9	64.8
Openness to having my own views challenged	60.7	57.2	58.5
Ability to discuss and negotiate controversial issues	65.9	54.2	58.5
Leadership ability	61.3	56.6	58.3
Creativity	61.1	56.1	57.9
Self-understanding	58.7	50.7	53.6
Self confidence (social)	57.6	47.9	51.5
Academic ability	55.2	48.4	50.9
Physical health	61.7	44.2	50.6
Self confidence (intellectual)	60.4	44.7	50.5
Emotional health	56.9	45.3	49.6
Writing ability	41.4	47.4	45.2
Computer skills	44.7	29.8	35.3
Popularity	43.9	29.7	34.9
Public speaking ability	35.7	29.8	31.9
Artistic ability	30.8	31.8	31.4
Spirituality	27.9	33.0	31.2
Mathematical ability	40.1	24.0	30.0

Expectations of Freshmen for their Upcoming College Years

- 48% expect to be satisfied with the college
- 36% expect to participate in student clubs/groups
- 21% will participate in volunteer or community service work
- 15% will change their major
- 12% will work full-time while attending college
- 8% 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. Most of the expectations of freshmen at MSU were comparable with their peers nationally but a higher percentage of MSU students expected to make at least a “B” average than their peers at other four-year colleges.

Freshmen expect to be engaged in social activities as well as extracurricular ones while they are attending MSU. Over 66 percent expect to socialize with someone of another race or ethnic group. Another 64 percent expect to do well academically and earn at least a “B” grade and 57 percent expect to get a job to help pay college expenses. Over 8 percent want to join a social fraternity or sorority. About 36 percent expect to participate in student clubs or groups, 11 percent want to play college sports, and 6 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, communicate regularly with professors, and get tutoring help than males at MSU. A higher proportion of males expect to play varsity or intercollegiate athletics.

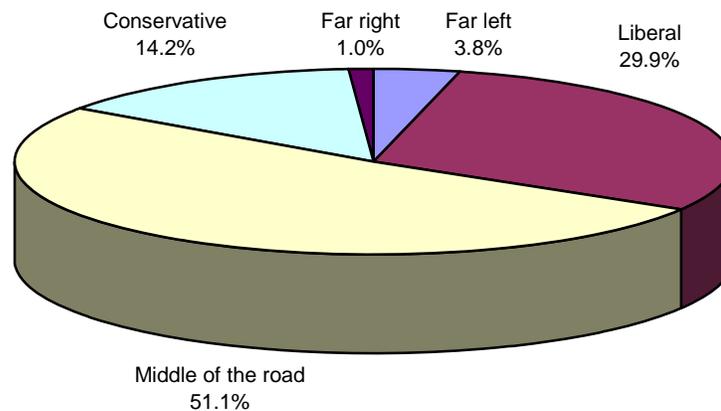
Table 13
Expectations of Freshmen while at MSU

Objectives	Male	Female	Total
	%	%	%
Socialize with someone of another racial/ethnic group	64.1	68.0	66.7
Make at least a “B” average	59.5	66.5	64.0
Get a job to help pay for college expenses	50.2	60.0	56.5
Be satisfied with your college	42.1	51.8	48.4
Discuss course content with students outside of class	31.2	44.3	39.7
Work on a professor’s research project	35.0	42.2	39.7
Participate in student clubs/groups	29.2	40.0	36.2
Communicate regularly with your professors	28.8	36.4	33.8
Have a roommate of different race/ethnicity	30.0	34.5	32.9
Participate in a study abroad program	18.0	31.0	26.5
Get tutoring help in specific courses	18.8	30.3	26.2
Participate in volunteer or community service work	13.3	24.4	20.5
Change major field	13.5	16.4	15.4
Work full-time while attending college	11.5	11.7	11.6
Play varsity/intercollegiate athletics	16.1	8.1	11.0
Need extra time to complete your degree requirements	7.8	11.7	10.3
Seek personal counseling	7.4	11.2	9.9
Change career choice	7.9	10.2	9.4
Join a social fraternity or sorority	8.2	8.5	8.4
Transfer to another college before graduating	7.6	8.7	8.3
Participate in student protests or demonstrations	4.6	6.8	6.1
Participate in student government	5.0	6.5	5.9

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
- Almost 82% 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 federal military spending should be increased

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., 84 percent of females agreed that same sex couples should have the right to legal marital status compared to 70 percent males. Eighty-nine 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 marijuana should be legalized.

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	79.6	87.8	84.8	68.0	74.6	71.6
The federal government should do more to control the sale of handguns	72.9	89.0	83.2	60.5	78.6	70.5
The federal government is not doing enough to control environmental pollution	79.2	85.6	83.3	74.6	80.1	77.6
Through hard work, everybody can succeed in American society	80.1	82.4	81.6	81.3	79.8	80.5
Same sex couples should have the right to legal marital status	69.9	83.7	78.7	58.9	69.1	64.6
Addressing global warming should be a federal priority	75.2	84.4	81.1	68.3	73.8	71.3
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	36.3	35.0	35.5	43.7	40.3	41.8
Wealthy people should pay a larger share of taxes than they do now	69.2	66.7	67.6	60.7	61.4	61.1
Only volunteers should serve in the armed forces	65.7	74.1	71.1	63.0	65.8	64.5
Abortion should be legal	66.4	62.9	64.1	58.5	52.9	55.4
There is too much concern in the courts for the rights of criminals	62.0	57.7	59.2	62.3	57.5	59.7
Dissent is a critical component of the political process	59.6	53.2	55.6	62.2	54.8	58.2
Undocumented immigrants should be denied access to public education	50.0	41.3	44.5	57.5	49.6	53.2
Affirmative action in college admissions should be abolished	48.8	40.9	43.9	48.9	37.0	42.4
Marijuana should be legalized	52.3	36.8	42.4	46.3	34.8	39.9
The death penalty should be abolished	32.3	39.0	36.6	25.4	31.9	29.0
Federal military spending should be increased	31.8	30.3	30.8	31.6	27.3	29.2
Colleges have the right to ban extreme speakers from campus	36.3	35.0	35.5	43.7	40.3	41.8
Realistically, an individual can do little to bring about changes in our society	34.0	33.2	33.5	31.2	23.5	27.0
The federal government should raise taxes to reduce the deficit	23.8	19.9	21.3	28.1	19.3	23.3
It is important to have laws prohibiting homosexual relationships	21.9	11.5	15.3	29.3	19.2	23.7

Racial discrimination is no longer a major problem in America

23.2

16.2

18.7

24.5

16.0

19.8

Financing College Education

- Over 55% of our freshmen have some concern about their ability to finance college
- 10% are not sure they will have enough money to complete college
- A family's own resources is the major source for financing a college degree

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. Over 53 percent of freshmen at MSU say that \$3,000 or more of their college expenses will be paid for from family resources, compared to over 46 percent from medium-selective colleges.

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

Source	Montclair State University	Pubic Four-year (Medium Sel.)
	%	%
Family resources (parents, relatives, spouse, etc.)	53.6	46.4
My own resources (savings from work, work-study, other income)	12.0	12.1
Aid which need <u>not</u> be repaid (grants, scholarships, military funding, etc.)	23.0	33.7
Aid which <u>must</u> be repaid (loans, etc.)	39.6	31.2
Other than above	2.2	1.3