



THE 2009 CIRP FRESHMAN SURVEY

**Office of Institutional Research
February 2010**

2009 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 2,101 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 2009. Students were asked to complete and return the survey during the slotted sessions scheduled during the orientation period.

Response Rate

- 94% of the incoming freshmen responded to the survey

The overall response rate was higher than 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 2009

Variables		MSU Freshmen N=2,101	CIRP Respondents N=1,970
Gender	Male	38.9%	39.2%
	Female	61.3%	60.8%
Race/Ethnicity*	African American/Black	9.6%	9.9%
	Asian American/Asian/Native Hawaiian/Pacific Islander	7.0%	8.8%
	Latino/a	22.1%	21.7%
	American Indian/Alaska Native	0.2%	1.3 %
	White/Caucasian	58.5%	66.0 %
	Other	2.6%	4.7%
	Unknown	12.9%	0.0%
Age	18 – 19 years	97.9%	96.9%

* 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

- 46% of freshmen report they are members of an ethnic/racial minority group
- 72% are 18 years old
- 44% identify themselves as Roman Catholic
- 13% say English is not their native language
- 53% of MSU freshmen plan to reside on campus

Montclair State University's freshmen are more ethnically and racially diverse 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 2009

Characteristics:		Montclair State University	Pubic Four-year (Medium Sel.)
		%	%
Racial/ethnic group*:	African American/Black	9.9	8.9
	Asian American/Asian/Native Hawaiian/Pacific Islander	8.8	4.6
	Latino/a	21.7	9.0
	American Indian/Alaska Native	1.3	2.1
	White/Caucasian	66.0	81.8
	Other	4.7	4.0
Sex:	Male	39.2	39.4
	Female	60.8	60.6
Age:	18 Years	71.8	73.0
	19 Years	25.1	23.7
	Other	3.1	3.3
Religious preference:	Roman Catholic	43.5	30.8
	Baptist	3.4	7.5
	Church of Christ	6.1	5.8
	Hindu	1.4	0.4
	Muslim	3.2	1.1
	Jewish	2.3	2.0
	Lutheran	1.2	2.7
	Methodist	2.1	2.5
	Presbyterian	2.7	2.1
	Other Christian	8.6	11.4

	None	19.3	26.4
	All others combined	6.3	7.1
U.S. citizen:	Yes	95.1	97.8
	Permanent resident	4.2	1.9
	Neither	0.7	0.4
English is native language:	Yes	86.9	94.7
	No	13.1	5.3
College is miles from home:	5 or less	10.8	6.3
	6 to 10	20.9	11.7
	11 to 50	47.1	37.7
	51 to 100	15.4	18.1
	101 to 500	5.2	22.1
	Over 500	0.6	4.2
Plan to live in fall:	Family, friend or relatives	44.1	31.8
	College residential hall	53.0	64.2
	Other private home, apt., or room	1.2	2.2
	Fraternity/sorority house	0.1	0.0
	Other campus student housing	1.3	1.6
	Other	0.3	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

- 38% of the fathers and 43% of the mothers have a college degree, a graduate degree or are pursuing a graduate degree
- 23% of the fathers and 14% of the mothers are in the business field
- 36% of the freshmen from MSU indicated that their annual household income during 2008 was below \$50,000
- 67% of incoming freshmen indicated that their parents live with each other

Almost a quarter of all employed fathers are in business, 10 percent are skilled workers and over 6 percent are engineers. Over 5 percent are unemployed. Mothers who are in the work force are employed primarily in business, education and health professions. Over 5 percent of the mothers are homemakers and over 10 percent are unemployed.

Over 24 percent of MSU freshmen fathers and over 27 percent of mothers are college graduates; and an additional 12 percent of both fathers and mothers have graduate degrees (Table 3).

Table 3
Parental Characteristics of Incoming Freshmen: Fall 2009

Characteristics	Father	Mother	
	%	%	
Religious preference:	Roman Catholic	48.7	51.1
	Baptist	2.9	3.2
	Church of Christ	6.1	6.6
	Hindu	1.6	1.5
	Muslim	4.2	3.5
	Jewish	3.6	2.9
	Lutheran	1.8	2.0
	Methodist	2.3	2.4
	Presbyterian	3.4	3.5
	Other Christian	8.1	9.5
	None	10.5	6.3
	All others combined	7.0	7.4
Occupation:	Artist	0.3	0.6
	Business	23.1	13.5
	Education (school/college)	2.8	12.6
	Health Professional (doctor, nurse)	2.8	10.9
	Engineer	6.6	0.1
	Homemaker (full time)	0.2	5.6
	Lawyer	1.5	0.3
	Social/welfare/recreation worker	0.8	1.5
	Skilled and Semi-skilled worker	10.1	3.5
	Unskilled worker (laborer)	4.0	2.1
	Unemployed	5.3	10.4
	Other	43	39.5
Educational level:	Grammar school or less	5.3	4.5
	Some high school	7.1	6.4
	High school graduate	28.7	25.2
	Post secondary other than college	5.1	6.0
	Some college	15.8	16.3
	College degree	24.4	27.6
	Some graduate school	1.0	2.0
	Graduate degree	12.2	12.2

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 17 percent. At the other end of the income range, 27 percent of the incoming freshmen indicated that their annual household income is over \$100,000 compared to 30 percent for medium-selective colleges.

Table 4
Other Parental Characteristics: Fall 2009

Characteristics	Montclair State University	Pubic Four-year (Medium Sel.)
	%	%
Income range:		
Less than \$10,000	4.0	3.9
\$10,000 to \$14,999	3.3	2.9
\$15,000 to \$19,999	3.4	2.9
\$20,000 to \$24,999	4.4	3.9
\$25,000 to \$29,999	4.2	4.0
\$30,000 to \$39,999	6.6	6.5
\$40,000 to \$49,999	10.5	8.6
\$50,000 to \$59,999	10.3	9.7
\$60,000 to \$74,999	10.9	12.0
\$75,000 to \$99,999	15.5	15.7
\$100,000 to \$149,999	15.0	17.5
\$150,000 to \$199,999	6.9	6.5
\$200,000 to \$249,999	2.4	2.9
\$250,000 or more	2.7	3.0
Parents are:		
Both alive and living with each other	66.7	66.6
Both alive, divorced or living apart	28.7	29.2
One or both deceased	4.7	4.2

High School Background

Advanced Placement Courses and Exams:

- 41% of the incoming freshmen took 1 to 4 advanced placement courses in high school
- 32% took 1 to 4 advanced placement exams

Grades

- 29% of the MSU freshmen indicated that they earned A- to A+ in high school
- 87% 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+	10.8	9.7
A-	17.8	19.0
B+	30.0	26.0
B	28.3	30.2
B-	9.1	10.3
C+	3.3	3.6
C	0.8	1.1
D	0.0	0.0

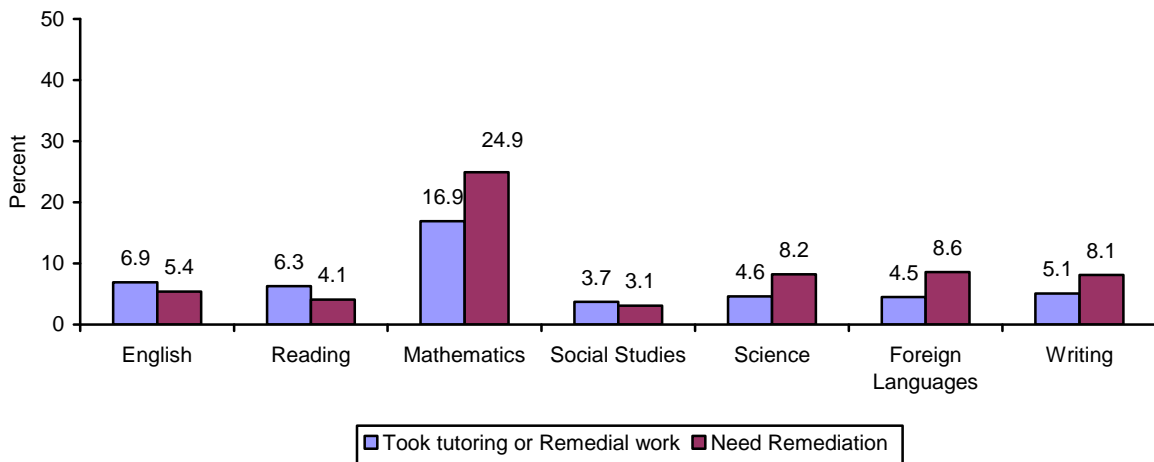
Over 86 percent attended public school, almost 9 percent attended private parochial school and 2 percent each attended a public magnet school or a private independent college-prep school. Almost 48 percent attended a high school with a mostly white racial composition and 22 percent described their high school as roughly half non-white. Over 14 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.

Remedial Learning:

- 17% of the incoming freshmen took tutoring or remedial work in Mathematics and 25% indicated a need for the same in college

Seventeen percent of the incoming freshmen indicated that they took remediation or tutoring in Mathematics, 7 percent for English and over 5 percent took the same for writing. Twenty-five percent indicate additional need for remediation in mathematics, while over 8 percent of MSU freshmen feel they would need remediation in each of the following subjects: foreign language, science and writing.

Figure 1
Comparison of Freshmen who took Tutoring or Remedial Work in High School
and those who Expressed a Need for Same in College



Typical Weekly High School Activities

- 73% worked for pay during the senior year of high school and 37% worked more than 16 hours per week
- 65% spent some time volunteering
- 80% 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. Just over 21 percent of the high school seniors socialized with friends more than 20 hours a week and 15 percent worked over 20 hours per week for pay. Over 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	3.7	19.4	29.9	26.6	13.3	4.7	1.7	0.9
Socializing with friends	0.3	1.3	6.3	17.7	23.4	17.9	12.2	21.1
Talk w/teachers outside class	11.3	44.1	29.0	10.3	4.1	0.8	0.3	0.1
Exercise or sports	6.5	9.2	16.0	19.3	14.7	12.4	8.7	13.2
Partying	20.4	12.8	17.1	22.5	16.1	5.3	2.3	3.6
Working (for pay)	27.1	1.7	3.1	8.4	15.6	14.5	14.7	14.9
Volunteer work	35.2	20.4	21.8	12.0	5.3	1.8	1.5	1.9
Student clubs/groups	30.8	15.4	22.0	15.4	7.9	3.1	2.2	3.2
Watching TV	6.0	16.0	25.6	24.9	15.7	5.8	2.9	3.1

Household/childcare duties	15.1	19.7	29.5	20.2	8.3	3.8	1.2	2.3
Reading for pleasure	26.6	22.4	22.7	15.1	7.3	3.8	1.2	0.8
Play video/computer games	42.8	20.3	15.4	10.7	5.1	2.5	1.8	1.5
Online social networks	7.6	18.0	24.5	23.8	11.2	6.4	3.5	4.9

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, 75 percent and 69 percent, respectively. The number of hours spent in household/childcare duties also varied by gender, i.e., 90 percent of the females and 78 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 58 percent respectively. Females were far less likely to play video/computer games than males. Almost 58 percent of the females and only 19 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

- 75% frequently used the Internet for research or homework
- 78% frequently socialized with someone of another racial/ethnic group
- 82% reported they frequently or occasionally studied with other students
- 53% frequently or occasionally performed community service as part of a class
- 33% were frequently bored in class
- 26% also reported frequently feeling overwhelmed by all they had to do
- 20% voted in a school election
- 47% drank wine or liquor occasionally or frequently
- 42% drank beer occasionally or frequently
- 6% 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*	32.9	38.0
Tutored another student	43.3	43.3
Studied with other students	81.6	84.2

Was a guest in a teacher's home	14.1	17.4
Asked a teacher for advice after class*	23.7	24.7
Socialized with someone of another racial/ethnic group*	77.5	65.9
Came late to class	56.3	60.0
Used the Internet for research or homework*	74.5	72.7
Used the Internet to read news sites*	43.0	40.2
Used the Internet to read blogs*	30.1	25.2
Used the Internet to blog*	17.1	14.9
Skipped school/class*	1.3	2.5
Smoked cigarettes*	6.4	5.9
Drank beer	42.1	42.5
Drank wine or liquor	46.8	46.8
Felt overwhelmed by all I had to do*	25.9	27.7
Felt depressed*	6.1	7.3
Attended a religious service	70.5	67.4
Discussed religion*	20.3	23.2
Performed volunteer work	78.2	80.3
Played a musical instrument	38.3	39.0
Performed community service as part of a class	52.9	56.5
Participated in political demonstrations	21.0	24.3
Voted in a student election*	19.9	19.8
Discussed politics*	21.4	26.9

*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	49.6	50.9
Support your opinions with a logical argument	53.1	52.9
Seek solutions to problems and explain them to others	48.7	45.9
Revise your papers to improve your writing	42.3	41.8
Evaluate the quality or reliability of information you received	32.3	32.4
Take a risk because you felt you had more to gain	41.7	39.0
Seek alternative solutions to a problem	45.6	42.2
Look up scientific research articles and resources	14.8	18.7
Explore topics on our own, even though it was not required for class	28.2	28.2

Accept mistakes as part of the learning process	51.4	51.5
Seek feedback on your academic work	44.5	45.8
Take notes during class	69.0	61.8
Work with others on class assignments	55.8	54.3

Intentions and Goals for Attending College

Preparation for College

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

Nine 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 2 percent took courses for credit at Montclair State University prior to joining the college.

Choice and Reasons for Attending MSU

- 59% stated that Montclair State was their first choice
- Over 7% stated that they only applied at MSU
- The top three reasons for attending MSU are:
 - 65% say the good academic reputation is very important
 - 54% say the college graduates get good jobs
 - 54% say the cost of attending this college is very important

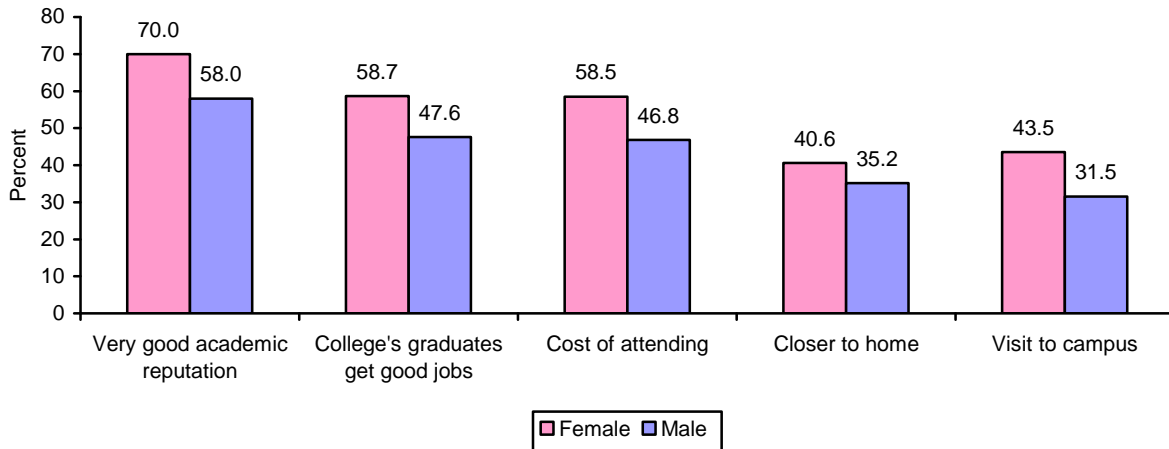
Eighty-nine percent of incoming freshmen indicated that MSU was their first choice or second choice. Competitiveness is evident as 20 percent of the freshmen applied to three other colleges for admission.

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	65.4	53.5
This college’s graduates get good jobs	54.3	46.5
The cost of attending this college	53.9	54.3
This college has a good reputation for its social activities	40.5	35.6
A visit to the campus	38.9	38.2
I wanted to live near home	38.5	29.6
I wanted to go to a school about the size of this college	34.1	38.4
This college’s graduates gain admission to top graduate/professional schools	30.6	23.2
I was offered financial assistance	30.6	36.7
Parents wanted me to come here	21.7	20.0
Information from a website	21.2	17.3
Could not afford first choice	15.7	16.1
Not offered aid by first choice	15.7	16.1
High school counselor advised me	13.0	12.5
Rankings in national magazines	12.9	8.2
My teacher advised me	10.1	8.7
My relatives wanted me to come here	7.5	7.2
The athletic department recruited me	5.9	7.9
I was admitted through an Early Action or Early Decision program	5.8	8.9
I was attracted by the religious affiliation of this college	2.7	3.1
Ability to take online courses	2.5	2.8
Private college counselor advised me	2.3	3.0

Figure 2
Top Five Reasons Cited as “Very Important” by MSU Students by Gender

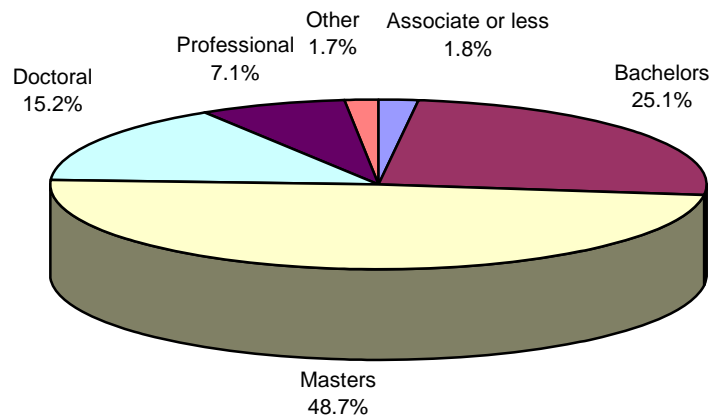


Education Aspirations

- 49% 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
- 28% intend to earn a master's degree and 64% want to earn a bachelor's degree from MSU

Compared to 29 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. Over 50 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 3
Degree Aspirations from any Institution of Higher Education



Personal Life Objectives

- 85% want to be very well off financially
- 78% 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 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 more emphasis on “becoming successful in a business of my own”, “becoming an authority in my field”, and “keeping up to date with political affairs” 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	84.5	80.5
Raising a family	77.5	75.3
Helping others who are in difficulty	70.5	66.6
Obtain recognition from colleagues for contributions to my field	62.8	55.9
Becoming an authority in my field	61.3	55.2
Developing a meaningful philosophy of life	48.6	44.5
Influencing social values	46.3	41.4
Becoming successful in a business of my own	46.3	40.1
Improving my understanding of other countries and culture	45.6	42.4
Adopting “green” practices to protect the environment	41.1	39.4
Helping to promote racial understanding	34.4	31.0
Becoming a community leader	30.4	30.7
Keeping up to date with political affairs	26.4	28.8
Participating in a community action program	23.8	25.7
Becoming accomplished in one of the performing arts	21.5	17.2
Becoming involved in programs to clean up the environment	21.4	23.9
Creating artistic work (painting, sculpture, decorating, etc.)	19.2	17.4
Influencing the political structure	17.6	18.6
Writing original works (poems, novels, short stories, etc.)	17.1	15.1
Making a theoretical contribution to science	11.4	16.4

Probable Major at MSU

- The top three areas in which freshmen expect to major in are:
Arts and Humanities
Education
Business
- 9% of freshmen are undecided about their major
- The top choice of major for both male and 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	5.6	6.4	6.1
English (language & literature)	2.7	4.2	3.6
History	2.3	1.4	1.8
Journalism	0.4	1.4	1.0
Language & Literature (except English)	0.3	1.1	0.7
Music	3.6	2.0	2.6
Philosophy	0.3	0.0	0.1
Speech	0.3	0.3	0.3
Theatre or drama	3.0	3.2	3.1
Other Arts and Humanities	3.0	5.4	4.4
Total	21.5	25.4	23.7
Biological Sciences			
Biology (general)	4.1	3.4	3.7
Other Biological Science	1.3	1.5	1.5
Total	5.4	4.9	5.2
Business			
Accounting	4.2	3.1	3.5
Business administration (general)	3.1	1.6	2.2
Finance	2.3	0.4	1.1
International business	1.5	1.1	1.3
Marketing	3.8	2.1	2.8

Management	4.0	2.2	2.9
Other business	0.4	0.4	0.4
Total	19.3	10.9	14.2
Education			
Business education	0.3	0.1	0.2
Elementary education	1.1	12.0	7.7
Music or art education	2.1	2.4	2.2
Physical education or recreation	5.7	1.8	3.4
Secondary education	3.3	5.2	4.4
Special education	0.3	1.0	0.7
Other education	0.4	0.8	0.6
Total	13.2	23.3	19.2
Engineering			
Civil engineering	0.3	0.0	0.1
Computer engineering	0.5	0.1	0.3
Mechanical engineering	0.5	0.0	0.2
Other engineering	0.1	0.0	0.1
Total	1.4	0.1	0.7
Physical Sciences			
Chemistry	0.4	1.0	0.7
Mathematics	1.4	0.8	1.0
Physics	1.0	0.1	0.4
Other physical sciences	0.7	0.7	0.8
Total	3.5	2.6	2.9
Professional			
Medicine, dentistry, veterinary medicine	1.8	1.1	1.4
Nursing	0.0	0.6	0.4
Pharmacy	1.0	0.5	0.7
Therapy (occupational, physical, speech)	1.6	1.5	1.6
Other professional	1.1	1.6	1.5
Total	5.5	5.3	5.6
Social Science			
Political science	2.3	1.0	1.5
Psychology	2.2	10.2	7.1
Social work	0.0	0.4	0.3
Sociology	0.8	0.8	0.8
Other social science	1.2	1.0	1.2
Total	6.5	13.4	10.9

Technical			
Data processing or computer programming	0.8	0.1	0.4
Other technical	1.3	0.1	0.7
Total	2.1	0.2	1.1
Other fields			
Communications	2.5	3.2	2.9
Computer science	2.3	0.2	1.0
Law enforcement	4.9	0.7	2.4
Other	2.2	1.8	2.0
Total	11.9	5.9	8.3
Undecided	9.4	8.4	8.8
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Grand Total	99.7	100.4	100.6

Probable Choice of Career

- 17 percent of the MSU freshmen were "undecided" on their career choice
- 21 percent intended to work as elementary or secondary teacher or administrator
- 9 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, 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	79.5	81.4	80.6
Cooperativeness	75.1	78.5	77.2
Drive to achieve	72.4	74.4	73.6
Tolerance of others with different beliefs	69.7	73.4	72.0
Understanding of others	69.3	71.0	70.3
Ability to see the world from someone else’s perspective	66.9	65.6	66.1
Ability to discuss and negotiate controversial issues	70.7	57.5	62.6
Creativity	64.5	58.2	60.7
Openness to having my own views challenged	61.2	56.9	58.6
Leadership ability	64.2	54.2	58.1
Self-understanding	63.9	52.4	56.9
Academic ability	57.9	51.6	54.0
Physical health	68.0	44.8	53.8
Self confidence (intellectual)	64.9	46.7	53.8
Emotional health	61.9	48.3	53.6
Self confidence (social)	63.3	47.2	53.5
Writing ability	42.5	47.2	45.4
Popularity	52.6	32.9	40.6
Computer skills	48.9	33.4	39.4
Artistic ability	34.9	32.8	33.6
Public speaking ability	38.0	29.7	32.9
Spirituality	31.2	32.2	31.8
Mathematical ability	37.9	24.4	29.6

Expectations of Freshmen for their Upcoming College Years

- 53% expect to be satisfied with the college
- 39% expect to participate in student clubs/groups
- 21% will participate in volunteer or community service work
- 14% will change their major
- 12% will work full-time while attending college
- 6% 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. Almost 69 percent expect to socialize with someone of another race or ethnic group. Another 71 percent expect to do well academically and earn at least a “B” grade and 58 percent expect to get a job to help pay college expenses. Over 10 percent want to join a social fraternity or sorority. About 39 percent expect to participate in student clubs or groups, 11 percent want to play college sports, and almost 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 and do volunteer work than males at MSU. A higher proportion of males expect to play intercollegiate athletics or recreational sports.

Table 13
Expectations of Freshmen while at MSU

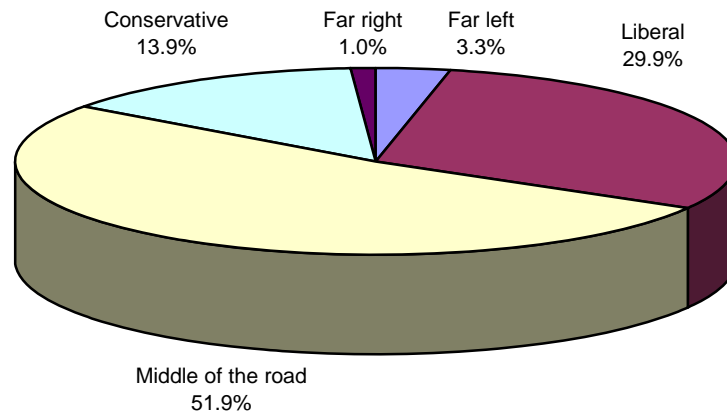
Objectives	Male	Female	Total
	%	%	%
Make at least a “B” average	69.0	72.3	71.0
Socialize with someone of another racial/ethnic group	63.8	71.4	68.5
Get a job to help pay for college expenses	49.0	63.9	58.1
Be satisfied with your college	46.0	57.5	53.0
Work on a professor’s research project	38.0	42.7	40.9
Participate in student clubs/groups	32.1	44.0	39.4
Discuss course content with students outside of class	32.3	41.7	38.0
Have a roommate of different race/ethnicity	27.6	35.4	32.4
Communicate regularly with your professors	27.1	33.4	30.9
Participate in a study abroad program	16.0	30.8	25.1
Play club, intramural or recreational sports	31.9	17.4	23.0
Participate in volunteer or community service work	13.2	25.7	20.8
Change major field	13.2	14.7	14.1
Work full-time while attending college	10.2	13.2	12.0
Seek personal counseling	8.5	14.3	12.0
Play intercollegiate athletics (eg NCAA or NAIA-sponsored)	17.1	6.9	10.9
Join a social fraternity or sorority	7.8	11.9	10.3
Change career choice	9.2	10.9	10.2
Need extra time to complete your degree requirements	7.2	6.6	6.8

Transfer to another college before graduating	5.8	5.6	5.7
Participate in student government	4.9	5.9	5.5
Participate in student protests or demonstrations	3.7	4.6	4.3

Political Views and Opinions of MSU Freshmen

- The most popular political label is middle of the road
- Same-sex marriage rights and prohibition of racist/sexist speech on campus emerged as the strongest issues that were consistently agreed upon by freshmen at MSU and in public institutions in the nation
- Fewer than a quarter of the freshmen within the nation and at MSU believe that racial discrimination is no longer a major problem in America

Figure 4
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 slightly more liberal than their peers in other four-year medium-selective colleges. Differences of opinion also existed by gender, i.e., 83 percent of females agreed that same sex couples should have the right to legal marital status compared to 63 percent males. A higher proportion of males agree that dissent is a critical component of the political process and that marijuana should be legalized.

**Table 14
Views and Opinions of Freshmen**

Issues	MSU			Four-year Public (Medium Sel.)		
	Male	Female	Total	Male	Female	Total
Same sex couples should have the right to legal marital status	62.9	82.8	75.1	61.1	78.1	70.5
Colleges should prohibit racist/sexist speech on campus	70.9	70.8	70.9	67.9	69.7	68.9
Only volunteers should serve in the armed forces	64.8	67.6	66.5	62.4	64.6	63.6
Abortion should be legal	67.7	64.1	65.5	65.8	61.2	63.3
There is too much concern in the courts for the rights of criminals	58.0	54.6	55.9	60.3	55.8	57.8
Dissent is a critical component of the political process	57.8	49.4	52.8	60.4	53.1	56.5
Marijuana should be legalized	55.9	38.8	45.5	55.9	44.7	49.7
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	42.9	39.0	40.5	40.6	37.9	39.1
Colleges have the right to ban extreme speakers from campus	41.5	36.8	38.6	41.6	36.9	39.0
Realistically, an individual can do little to bring about changes in our society	31.9	27.0	28.9	33.8	27.0	30.1
Racial discrimination is no longer a major problem in America	22.9	21.7	22.5	27.9	20.9	24.0

Financing College Education

- 62% 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 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 55 percent of freshmen at MSU say that \$3,000 or more of their college expenses will be paid for from family resources, compared to almost 49 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.)	55.2	48.7
My own resources (savings from work, work-study, other income)	11.2	13.7
Aid which need <u>not</u> be repaid (grants, scholarships, military funding, etc.)	32.8	35.5
Aid which <u>must</u> be repaid (loans, etc.)	43.2	40.6
Other than above	1.6	2.4