



THE 2010 CIRP FRESHMAN SURVEY

**Office of Institutional Research
February 2011**

2010 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 2,171 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 2010. Students were asked to complete and return the survey during the slotted sessions scheduled during the orientation period.

Response Rate

- 97% 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 2010

Variables		MSU Freshmen N=2,171	CIRP Respondents N=2,108
Gender	Male	42.4%	42.9%
	Female	57.6%	57.1%
Race/Ethnicity*	African American/Black	9.6%	10.6%
	Asian American/Asian/Native Hawaiian/Pacific Islander	6.9%	9.6%
	Latino/a	22.3%	21.0%
	American Indian/Alaska Native	0.0%	1.7 %
	White/Caucasian	55.9%	67.2 %
	Other	5.6%	5.3%
	Unknown	11.1%	0.0%
Age	18 – 19 years	97.0%	96.8%

* 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

- 48% of freshmen report they are members of an ethnic/racial minority group
- 74% are 18 years old
- 40% identify themselves as Roman Catholic
- 15% say English is not their native language
- 56% of MSU freshmen plan to reside on campus
- 30% report they are the first generation in their family to go to college

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 2010

Characteristics:		Montclair State University	Pubic Four-year (Medium Sel.)
		%	%
Racial/ethnic group*:	African American/Black	10.6	11.2
	Asian American/Asian/Native Hawaiian/Pacific Islander	9.6	5.3
	Latino/a	21.0	10.4
	American Indian/Alaska Native	1.7	6.2
	White/Caucasian	67.2	77.9
	Other	5.3	3.9
Sex:	Male	42.9	44.4
	Female	57.1	55.6
Age:	18 Years	74.0	68.4
	19 Years	22.8	28.0
	Other	3.2	3.6
Religious preference:	Roman Catholic	40.4	24.3
	Baptist	3.4	15.1
	Church of Christ	5.5	6.9
	Hindu	1.1	0.3
	Muslim	4.6	1.0
	Jewish	2.7	1.4
	Lutheran	0.7	1.6

	Methodist	1.4	3.3
	Presbyterian	2.2	1.9
	Other Christian	9.7	13.5
	None	21.6	23.4
	All others combined	6.8	7.5
U.S. citizen:	Yes	94.4	97.7
	Permanent resident	4.1	1.8
	Neither	1.5	0.5
English is native language:	Yes	85.5	93.4
	No	14.5	6.6
College is miles from home:	5 or less	10.3	6.2
	6 to 10	19.2	9.4
	11 to 50	48.3	35.1
	51 to 100	16.0	18.5
	101 to 500	5.2	21.7
	Over 500	0.9	9.1
Plan to live in fall:	Family or relatives	42.8	25.5
	College residential hall	54.3	66.0
	Other private home, apt., or room	1.2	3.5
	Fraternity/sorority house	0.1	0.2
	Other campus student housing	1.4	14.5
	Other	0.1	0.3

* 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
- 24% of the fathers and 15% of the mothers are in the business field
- 38% of the freshmen from MSU indicated that their annual household income during 2008 was below \$50,000
- 68% of incoming freshmen indicated that their parents live with each other

Almost a quarter of all employed fathers are in business, 11 percent are skilled or semi-skilled workers and over 5 percent are engineers. Five percent are unemployed. Mothers who are in the work force are employed primarily in business, education and health professions. Almost 6 percent of the mothers are homemakers and over 10 percent are unemployed.

Over 24 percent of MSU freshmen fathers and over 28 percent of mothers are college graduates; and an additional almost 13 percent of both fathers and mothers have graduate degrees (Table 3).

Table 3
Parental Characteristics of Incoming Freshmen: Fall 2010

Characteristics		Father	Mother
		%	%
Religious preference:	Roman Catholic	45.2	47.5
	Baptist	3.2	3.9
	Church of Christ	5.8	6.8
	Hindu	1.4	1.3
	Muslim	5.5	4.8
	Jewish	4.1	4.3
	Lutheran	1.2	1.7
	Methodist	1.4	1.7
	Presbyterian	2.4	2.9
	Other Christian	10.4	11.0
	None	12.5	6.8
	All others combined	7.0	7.5
Occupation:	Artist	1.3	1.3
	Business	24.3	15.2
	Education (school/college)	2.6	13.1
	Health Professional (doctor, nurse)	3.4	11.2
	Engineer	5.4	0.3
	Homemaker (full time)	0.4	5.7
	Lawyer	0.8	0.1
	Social/welfare/recreation worker	0.7	1.7
	Skilled and Semi-skilled worker	11.4	3.3
	Unskilled worker (laborer)	3.9	3.0
	Unemployed	5.1	10.2
	Other	40.9	35.0
	Educational level:	Grammar school or less	5.9
Some high school		7.3	4.6
High school graduate		27.1	25.4
Post secondary other than college		5.1	6.1
Some college		16.5	15.6
College degree		24.3	28.4
Some graduate school		1.3	1.8
Graduate degree		12.5	12.5

MSU freshmen report that 22 percent of their parents have family incomes of less than \$30,000; the comparable figure for medium-selective colleges is 20 percent. At the other end of the

income range, 28 percent of the incoming freshmen indicated that their annual household income is over \$100,000 compared to 27 percent for medium-selective colleges.

Table 4
Other Parental Characteristics: Fall 2010

Characteristics	Montclair State University	Public Four-year (Medium Sel.)
	%	%
Income range:		
Less than \$10,000	4.6	5.0
\$10,000 to \$14,999	3.6	3.5
\$15,000 to \$19,999	4.1	3.3
\$20,000 to \$24,999	4.8	4.5
\$25,000 to \$29,999	4.7	4.1
\$30,000 to \$39,999	7.3	7.3
\$40,000 to \$49,999	9.0	9.3
\$50,000 to \$59,999	9.2	9.5
\$60,000 to \$74,999	10.4	12.1
\$75,000 to \$99,999	14.4	14.3
\$100,000 to \$149,999	16.4	14.8
\$150,000 to \$199,999	6.0	5.9
\$200,000 to \$249,999	2.9	2.8
\$250,000 or more	2.5	3.6
Parents are:		
Both alive and living with each other	67.9	62.2
Both alive, divorced or living apart	28.7	33.5
One or both deceased	3.4	4.3

High School Background

Grades

- 30% of the MSU freshmen indicated that they earned A- to A+ in high school
- 89% 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+	11.8	10.5
A-	18.4	17.1
B+	29.4	26.0
B	29.2	30.4
B-	7.7	10.7
C+	2.5	4.0
C	1.0	1.2
D	0.0	0.1

High School Subjects Taken

- Over 97 percent of MSU freshmen indicated they took 4 years of English
- Almost 80 percent took 4 years of Mathematics

Over 21 percent of MSU students took 4 years of a foreign language in high school as compared to 16 percent of their peers at other four-year medium-selective universities/colleges. Almost 28 percent of MSU freshmen took 4 years of Arts and/or Music as compared to 20 percent of their comparable peers.

Almost 85 percent attended public school, 10 percent attended private religious/parochial school, just over 2 percent attended a public magnet school and 1% each attended a private independent college-prep school or public charter school. Less than 1% were home schooled. Almost 46 percent attended a high school with a mostly white racial composition and 33 percent described their high school as roughly half non-white. Over 14 percent described their high school as mostly non-white as compared to 11 percent for their peers at other four-year medium-selective universities/colleges.

Typical Weekly High School Activities

- 67% worked for pay during the senior year of high school and 37% worked more than 16 hours per week
- 68% 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. Almost 19 percent of the high school seniors socialized with friends more than 20 hours

a week and 12 percent worked over 20 hours per week for pay. Almost 12 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	3.0	16.4	29.4	28.2	15.3	5.3	1.5	0.8
Socializing with friends	0.4	2.3	6.3	19.0	24.7	17.4	11.3	18.8
Talk w/teachers outside class	10.3	43.1	30.0	11.3	3.3	1.2	0.5	3.0
Exercise or sports	5.6	9.3	16.0	19.4	17.9	11.5	8.9	11.7
Partying	23.9	14.2	18.6	21.5	11.6	6.1	2.3	1.9
Working (for pay)	33.5	2.8	3.2	7.7	13.1	14.1	13.6	12.1
Volunteer work	32.2	20.7	23.4	12.5	5.7	2.0	1.3	2.2
Student clubs/groups	29.3	16.0	24.2	14.7	8.2	3.2	1.7	2.7
Watching TV	7.5	15.5	25.6	25.0	15.2	5.2	2.6	3.3
Household/childcare duties	16.5	18.0	29.3	21.8	8.8	3.2	0.8	1.7
Reading for pleasure	29.0	23.5	21.8	14.6	5.9	2.7	0.7	1.8
Play video/computer games	41.8	19.0	14.6	12.4	5.9	3.5	1.3	1.6
Online social networks	5.7	14.7	22.2	23.8	15.6	8.1	3.8	6.1

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, 69 percent and 63 percent, respectively. The number of hours spent in household/childcare duties also varied by gender, i.e., 86 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, 73 percent and 61 percent respectively. Females were far less likely to play video/computer games than males. Almost 62percent 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

- 80% frequently used the Internet for research or homework
- 77% frequently socialized with someone of another racial/ethnic group
- 81% reported they frequently or occasionally studied with other students
- 53% frequently or occasionally performed community service as part of a class
- 31% were frequently bored in class
- 24% also reported frequently feeling overwhelmed by all they had to do
- 23% voted in a school election
- 42% drank wine or liquor occasionally or frequently
- 37% drank beer occasionally or frequently
- 4% 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*	31.0	40.1
Tutored another student	48.4	42.4
Studied with other students	80.7	82.1
Was a guest in a teacher's home	13.0	18.3
Asked a teacher for advice after class*	27.9	26.4
Socialized with someone of another racial/ethnic group*	76.5	67.4
Used the Internet for research or homework*	79.7	75.8
Came late to class	56.8	59.4
Fell asleep in class*	5.4	7.9
Failed to complete homework on time	4.7	6.0
Skipped school/class*	1.3	2.5
Smoked cigarettes*	4.1	6.0
Drank beer	37.4	41.8
Drank wine or liquor	42.4	45.5
Felt overwhelmed by all I had to do*	23.9	30.2
Felt depressed*	6.3	7.5
Attended a religious service	70.8	71.3
Discussed religion*	24.6	24.5
Performed volunteer work	80.5	79.9
Performed community service as part of a class	53.4	53.7
Voted in a student election*	23.0	21.6
Discussed politics*	22.2	24.8
Worked on a local, state, or national political campaign	10.3	8.3
Demonstrated for/against a cause*	14.7	12.6
Publicly communicated my opinion about a cause (e.g. blog, email, petition)	12.9	12.5
Helped raise money for a cause or campaign	18.9	15.4

*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	Pubic Four-year (Medium Sel.)
	%	%
Ask questions in class	52.0	49.9
Support your opinions with a logical argument	53.0	49.0
Seek solutions to problems and explain them to others	48.7	44.0
Revise your papers to improve your writing	41.6	39.8
Evaluate the quality or reliability of information you received	35.6	31.3
Take a risk because you felt you had more to gain	44.5	40.5
Seek alternative solutions to a problem	47.5	41.4
Look up scientific research articles and resources	18.6	18.8
Explore topics on our own, even though it was not required for class	32.5	26.8
Accept mistakes as part of the learning process	53.1	51.5
Seek feedback on your academic work	45.3	43.9
Take notes during class	64.9	62.1
Work with others on class assignments	52.2	51.2
Integrate skills and knowledge from different sources and experiences	50.6	45.5

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 10 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.

Reasons for Attending College

- The top three reasons cited as “very important” by both male and female freshmen are to be able to get a better job, get training for a specific career, and to learn more about things that interest them

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 9 indicates that the top

three reasons for attending college are: to be able to get a better job, to get training for a specific career, and to learn about things that interest me. 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 “to gain a general education and appreciation of ideas” and “making me a more cultured person” compared to their counterparts in the nation. More MSU females indicated that attending college was “very important” to prepare for graduate or professional school than their male counterparts, 64 percent compared to 49 percent.

Table 9
Reasons noted as “Very Important” in Deciding to go to College

Reasons	Montclair State University	Pubic Four-year (Medium Sel.)
	%	%
To be able to get a better job	86.7	87.0
To get training for a specific career	84.0	82.6
To learn more about things that interest me	82.0	79.6
To gain a general education and appreciation of ideas	75.5	69.7
To be able to make more money	74.6	77.7
To prepare myself for graduate or professional school	57.7	55.3
To make me a more cultured person	51.6	45.2

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:
 - 64% say the good academic reputation is very important
 - 51% say the college graduates get good jobs
 - 49% say the cost of attending this college is very important

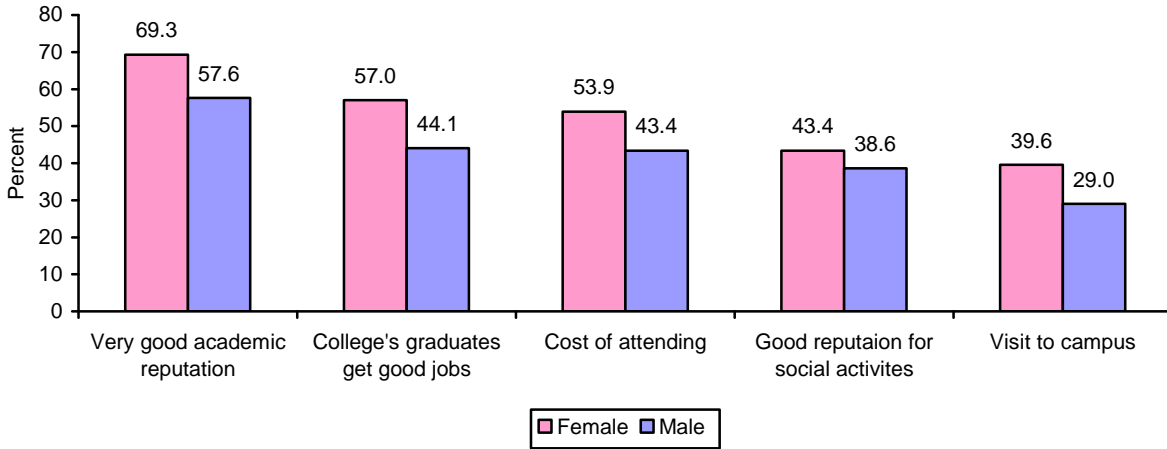
Ninety percent of incoming freshmen indicated that MSU was their first choice or second choice. Competitiveness is evident as over 20 percent of the freshmen applied to three other colleges for admission. Twenty-five percent of incoming freshman agreed strongly that the current economic situation significantly affected their college choice.

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 10 lists the reasons that freshmen cited as “Very Important” in their decisions to attend MSU. Job prospects after graduation, nearness to home, and rankings in national magazines 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 10
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	64.3	54.3
This college’s graduates get good jobs	51.4	46.7
The cost of attending this college	49.4	49.2
This college has a good reputation for its social activities	41.3	37.8
A visit to the campus	35.0	37.3
I wanted to go to a school about the size of this college	31.8	39.3
I wanted to live near home	31.6	24.6
This college’s graduates gain admission to top graduate/professional schools	29.5	23.7
I was offered financial assistance	28.1	34.1
Rankings in national magazines	24.9	11.5
Information from a website	21.9	17.6
Could not afford first choice	15.2	13.9
My parents wanted me to come here	14.4	14.6
High school counselor advised me	11.4	10.3
Not offered aid by first choice	9.3	8.2
My teacher advised me	7.6	6.0
The athletic department recruited me	6.4	7.9
My relatives wanted me to come here	5.9	6.4
I was admitted through an Early Action or Early Decision program	4.9	9.8
Ability to take online courses	2.6	2.9
I was attracted by the religious affiliation/orientation of this college	2.5	3.5
Private college counselor advised me	1.9	2.5

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

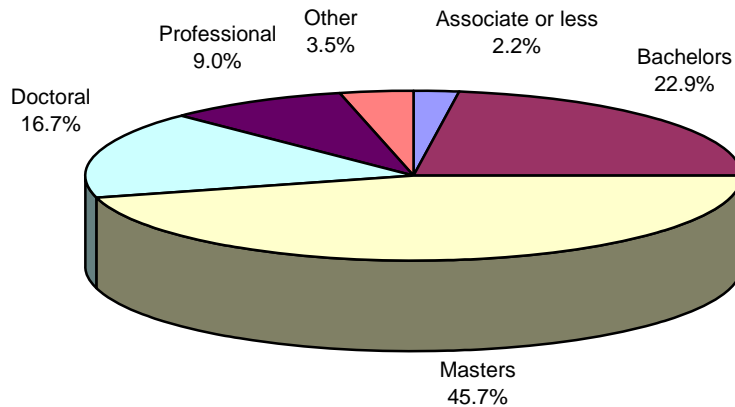


Education Aspirations

- 46% 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
- 27% intend to earn a master' degree and 63% want to earn a bachelor's degree from MSU

Compared to 29 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. Over 47 percent of the female freshmen intend to pursue a master’s degree from any college compared to 43 percent of the male freshmen at MSU.

Figure 2
Degree Aspirations from any Institution of Higher Education



Personal Life Objectives

- 84% want to be very well off financially
- 76% want to raise a family
- 70% say it is very important to help others who are in difficulty

Table 11 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 slightly 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 “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 11
Objectives Considered as “Essential” or “Very Important” for Freshmen

Objectives	Montclair State University	Pubic Four-year (Medium Sel.)
	%	%
Being very well off financially	83.6	82.1
Raising a family	76.0	74.8
Helping others who are in difficulty	69.9	62.0
Obtain recognition from colleagues for contributions to my field	59.7	54.3
Becoming an authority in my field	59.3	55.3
Developing a meaningful philosophy of life	45.5	41.6
Influencing social values	46.1	41.4
Becoming successful in a business of my own	45.8	42.3
Improving my understanding of other countries and culture	46.3	40.1
Adopting “green” practices to protect the environment	41.5	37.9
Helping to promote racial understanding	34.4	31.8
Becoming a community leader	33.4	31.9
Keeping up to date with political affairs	26.3	25.9
Participating in a community action program	25.4	25.1
Becoming accomplished in one of the performing arts	22.6	15.1
Becoming involved in programs to clean up the environment	24.9	24.9
Creating artistic work (painting, sculpture, etc.)	19.8	14.2
Influencing the political structure	18.4	18.5
Writing original works (poems, novels, etc.)	19.1	15.1
Making a theoretical contribution to science	17.2	18.9

Probable Major at MSU

- The top three areas in which freshmen expect to major in are:
Arts and Humanities
Education
Business
- 10% 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 12 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 12
Probable Choice of Major at MSU

Objectives	Male	Female	Total
	%	%	%
Arts and Humanities			
Art, fine and applied	6.4	6.2	6.3
English (language & literature)	1.9	3.2	2.6
History	2.5	1.7	2.0
Journalism	1.1	1.7	1.4
Language & Literature (except English)	0.1	1.0	0.6
Music	4.5	2.0	3.1
Philosophy	0.0	0.1	0.1
Speech	0.5	0.5	0.5
Theatre or drama	4.1	3.5	3.8
Other Arts and Humanities	1.0	3.1	2.2
Total	22.1	23.0	22.6
Biological Sciences			
Biology (general)	5.5	6.6	6.1
Other Biological Science	1.6	2.8	2.4
Total	7.1	9.4	8.5
Business			
Accounting	5.6	2.3	3.7
Business administration (general)	2.7	1.5	2.0
Finance	2.1	0.5	1.2
International business	1.2	0.9	1.1
Marketing	2.9	2.6	2.7

Management	4.0	1.4	2.5
Other business	0.6	0.2	0.4
Total	19.1	9.4	13.6
Education			
Business education	0.1	0.0	0.1
Elementary education	0.7	10.7	6.4
Music or art education	1.4	1.8	1.6
Physical education or recreation	6.1	2.3	3.9
Secondary education	2.5	5.4	4.1
Special education	0.1	1.2	0.7
Other education	0.5	0.3	0.4
Total	11.4	21.7	17.2
Engineering			
Civil engineering	0.1	0.0	0.1
Computer engineering	0.5	0.0	0.2
Mechanical engineering	0.5	0.1	0.3
Other engineering	0.4	0.1	0.3
Total	1.5	0.2	0.9
Physical Sciences			
Chemistry	1.9	1.0	1.4
Mathematics	2.0	1.1	1.5
Physics	0.4	0.1	0.2
Other physical sciences	0.9	0.3	0.6
Total	5.2	2.5	3.7
Professional			
Medicine, dentistry, veterinary medicine	1.2	2.1	1.7
Nursing	0.0	0.3	0.2
Pharmacy	0.0	0.5	0.3
Therapy (occupational, physical, speech)	1.9	2.5	2.2
Other professional	1.0	2.5	1.9
Total	4.1	7.9	6.3
Social Science			
Political science	1.9	1.5	1.6
Psychology	3.2	9.4	6.7
Social work	0.0	0.5	0.3
Sociology	0.5	0.2	0.3
Other social science	0.5	0.5	0.7
Total	6.1	12.1	9.6

Technical			
Data processing or computer programming	1.0	0.1	0.5
Other technical	0.9	0.3	0.7
Total	1.9	0.4	1.2
Other fields			
Communications	1.2	1.5	1.4
Computer science	2.9	0.3	1.4
Law enforcement	4.0	1.2	2.4
Other	1.7	1.9	1.8
Total	9.8	4.9	7.0
Undecided	11.3	9.1	10.0
<hr/>			
Grand Total	99.6	100.6	100.6

Probable Choice of Career

- 17 percent of the MSU freshmen were "undecided" on their career choice
- 18 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
- 15 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, the 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
- Mathematical ability, spirituality and public speaking 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 13 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 13
Rating on Abilities and Skills

Objectives	Male	Female	Total
	%	%	%
Ability to work cooperatively with diverse people	80.3	82.1	91.3
Drive to achieve	73.1	73.4	73.3
Cooperativeness	72.3	73.7	73.1
Tolerance of others with different beliefs	70.6	73.0	70.8
Understanding of others	67.1	69.9	68.7
Ability to see the world from someone else's perspective	67.5	65.2	66.2
Ability to discuss and negotiate controversial issues	65.8	57.3	61.0
Academic ability	62.5	58.6	60.3
Openness to having my own views challenged	60.3	58.6	59.3
Creativity	58.3	57.9	58.0
Leadership ability	58.8	53.5	55.8
Self-understanding	63.0	50.2	55.6
Competitiveness	67.4	44.2	54.2
Self confidence (intellectual)	65.6	45.1	53.9
Physical health	67.0	42.9	53.3
Self confidence (social)	59.7	46.3	52.0
Emotional health	56.5	43.2	49.0
Writing ability	44.1	48.5	46.6
Artistic ability	35.4	37.6	36.8
Computer skills	45.0	29.7	36.3
Popularity	47.1	27.5	36.0
Mathematical ability	39.5	29.3	33.6
Spirituality	33.2	33.5	33.4
Public speaking ability	37.3	28.1	32.1

Expectations of Freshmen for their Upcoming College Years

- 52% expect to be satisfied with the college
- 41% expect to participate in student clubs/groups
- 21% will participate in volunteer or community service work
- 15% will change their major
- 10% 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 14 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, get a job to help pay for college expenses, and participate in a study abroad program 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 63 percent expect to socialize with someone of another race or ethnic group. Another 70 percent expect to do well academically and earn at least a “B” grade and 55 percent expect to get a job to help pay college expenses. Ten percent want to join a social fraternity or sorority. Over 41 percent expect to participate in student clubs or groups, 12 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 participate in student clubs and organizations, communicate regularly with their professors, 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 14
Expectations of Freshmen while at MSU

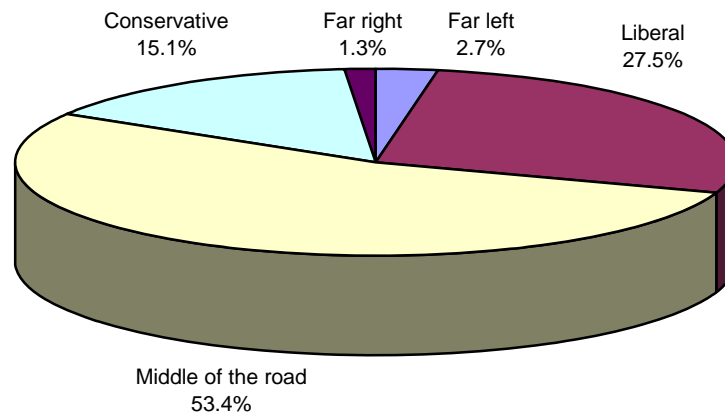
Objectives	Male	Female	Total
	%	%	%
Make at least a “B” average	65.5	73.4	69.9
Socialize with someone of another racial/ethnic group	57.3	68.1	63.4
Get a job to help pay for college expenses	46.6	61.3	54.9
Be satisfied with your college	48.0	55.3	52.2
Participate in student clubs/groups	30.0	50.0	41.4
Discuss course content with students outside of class	30.7	43.0	37.7
Work on a professor’s research project	30.4	37.9	34.7
Communicate regularly with your professors	25.6	39.1	33.3
Have a roommate of different race/ethnicity	23.6	35.7	30.5
Participate in a study abroad program	16.7	36.1	27.8
Play club, intramural or recreational sports	31.2	19.1	24.4
Get tutoring help in specific areas	15.1	29.6	23.4
Participate in volunteer or community service work	13.6	27.3	21.4
Change major field	13.8	16.2	15.2
Play intercollegiate athletics (e.g. NCAA or NAIA-sponsored)	16.7	8.8	12.3
Seek personal counseling	9.0	13.7	11.7
Change career choice	9.5	11.0	10.4
Join a social fraternity or sorority	7.1	12.3	10.1
Work full-time while attending college	8.3	11.2	9.9

Need extra time to complete your degree requirements	7.3	8.3	7.8
Transfer to another college before graduating	7.1	7.6	7.4
Participate in student protests or demonstrations	5.9	7.3	6.7
Participate in student government	4.0	7.0	5.7
Take courses from more than one college simultaneously	4.9	5.8	5.4

Political Views and Opinions of MSU Freshmen

- The most popular political label is middle of the road
- Governmental control of environmental pollution and adoption rights for gays and lesbians emerged as the strongest issues that were consistently agreed upon by freshmen at MSU and in public institutions in the nation
- Less than a third of the freshmen within the nation and at MSU believe that the federal government should raise taxes to reduce the deficit

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 slightly more liberal than their peers in other four-year medium-selective colleges. Differences of opinion also existed by gender, i.e., 86 percent of females agreed that the federal government should do more to control the sale of handguns compared to 72 percent males. A higher proportion of males agree that affirmative action in college admissions should be abolished.

Table 15
Views and Opinions of Freshmen

Issues	MSU			Four-year Public (Medium Sel.)		
	Male	Female	Total	Male	Female	Total
The federal government is not doing enough to control environmental pollution	82.6	87.8	85.6	74.7	82.5	78.9
Gays and lesbians should have the legal right to adopt a child	76.8	87.7	82.9	67.1	83.8	76.2
The federal government should do more to control the sale of handguns	71.9	85.7	79.7	57.2	76.1	67.4
The chief benefit of a college education is that it increases one's earning power	78.7	74.8	76.5	79.1	76.4	77.6
Wealthy people should pay a larger share of taxes than they do now	74.7	74.8	74.8	68.5	67.8	66.8
A national health care plan is needed to cover everybody's medical costs	68.8	75.9	72.8	59.8	68.9	64.8
Addressing global warming should be a federal priority.	66.0	75.5	71.3	56.6	67.2	62.4
Affirmative action in college admissions should be abolished	51.9	40.0	45.3	50.1	41.2	45.4
The federal government should raise taxes to reduce the deficit.	26.3	29.4	24.0	32.3	27.0	29.5

Financing College Education

- 58% of our freshmen have some concern about their ability to finance college
- 13% are not sure they will have enough money to complete college
- A family's own resources is the primary 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. Fifty-six percent of freshmen at MSU say that \$3,000 or more of their college expenses will be paid for from family resources, compared to 45 percent from medium-selective colleges.

Table 16
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.)	56.0	45.2
My own resources (savings from work, work-study, other income)	12.3	13.1
Aid which need <u>not</u> be repaid (grants, scholarships, military funding, etc.)	36.4	34.5
Aid which <u>must</u> be repaid (loans, etc.)	44.4	36.1
Other than above	2.4	2.3