



THE 2005 CIRP FRESHMAN SURVEY

**Office of Institutional Research
February 2006**

2005 CIRP Freshman Survey

The CIRP freshman survey is administered to incoming freshmen and collects 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, expectation, goals, highest objectives, views and career plans.

Montclair State University enrolled 1,914 first-time, full and part-time freshmen this past fall. All first-time freshmen, except for nontraditional, Center for Adult Learning (CAL) students, were asked to participate in the CIRP Freshman Survey. The office of Institutional Research collaborated with the Office of Freshmen Experience to administer the survey during the freshmen orientation in summer of 2005. Students were asked to complete and return the survey during the slotted sessions scheduled during the orientation period.

Response Rate

- 92% of the incoming freshmen responded to the survey

The overall response rate was more than double, i.e., 92 % (1,759), compared to the previous year. Administering the CIRP Freshman Survey during Freshmen Orientation resulted in a higher response rate and more adequate representation of the freshmen population.

Table 1.0
Demographics of Freshmen at MSU and Respondents of the CIRP Survey: Fall 2005

Variables		MSU Freshmen N=1914	CIRP Respondents N=1,759
Gender	Male	43.3%	42.8%
	Female	56.7%	57.2%
Race/Ethnicity*	African-American	11.0%	11.5%
	Asian	6.8%	7.6%
	Latino/a	18.5%	16.2%
	Native American	0.2	1.1%
	White	61.1	66.8%
	Unknown	0.8	0.0%
Age	18 – 20 years	96.7%	98.9%

* 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

- 36% of freshmen report they are members of an ethnic/racial minority group
- 75% are 18 years old
- 44% identify themselves as Roman Catholic
- 15% say English is not their native language
- 56% 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 2.0).

Table 2.0
Demographic of Incoming Freshmen: Fall 2005

Characteristics:		Montclair State University	Public Four-year (Medium Sel.)
		%	%
Racial/ethnic group*:	African American	11.5	8.6
	Asian/Pacific Highlander	7.6	7.2
	Latino/a	16.2	9.3
	American Indian	1.1	1.8
	White	66.8	77.8
	Other	4.9	2.8
Sex:	Male	42.8	42.5
	Female	57.2	57.5
Age:	18 Years	74.7	70.8
	19 Years	22.4	25.9
	Other	2.9	3.3
Religious preference:	Roman Catholic	43.6	29.1
	Baptist	4.9	13.0
	Church of Christ	3.2	4.6
	Hindu	1.9	0.4
	Islamic	3.5	0.8
	Jewish	3.4	1.3
	Lutheran	1.7	4.2
	Methodist	1.7	5.9
	Presbyterian	2.5	3.3
	Other Christian	9.7	11.5

	None	17.3	18.1
	All others combined	8.3	7.8
U.S. citizen:	Yes	94.3	97.4
	Permanent resident	4.6	1.9
	Neither	1.1	0.7
English is native language:	Yes	84.7	93.0
	No	15.3	7.0
College is miles from home:	5 or less	11.9	5.3
	6 to 10	18.1	8.6
	11 to 50	47.2	37.8
	51 to 100	16.6	21.1
	101 to 500	5.6	22.3
	Over 500	0.6	4.9
Plan to live in fall:	Family, friend or relatives	41.9	26.3
	College residential hall	56.4	68.2
	Other private home, apt., or room	0.6	3.4
	Fraternity/sorority house	0.2	0.1
	Other campus student housing	0.7	1.7
	Other	0.2	0.2

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

Parental Characteristics of Incoming Freshmen

- Almost 40% of the fathers and 36 percent of the mothers have a college degree, a graduate degree or are pursuing a graduate degree.
- Almost 30% of the fathers and 22 percent of the mothers are in business.
- Approximately, 36% of the freshmen from MSU indicated that their annual household income during 2004-2005 was below \$50,000.
- More than two-thirds of incoming freshmen indicated that their parents live with each other.

Over a quarter of all employed fathers are in business, over 10 percent are skilled workers and over 7 percent are engineers. Approximately, 8 percent each of the mothers are homemakers or unemployed. Mothers who are in the work force are employed in business, education and health professions.

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

Table 3.0
Parental Characteristics of Incoming Freshmen: Fall 2005

Characteristics	Father	Mother	
	%	%	
Religious preference:	Roman Catholic	49.4	52.0
	Baptist	4.3	5.2
	Church of Christ	3.2	4.0
	Hindu	1.9	1.8
	Islamic	4.7	3.8
	Jewish	4.7	5.0
	Lutheran	1.4	2.0
	Methodist	1.8	2.0
	Presbyterian	3.0	3.0
	Other Christian	8.6	9.3
	None	10.4	6.9
	All others combined	6.6	7.0
Occupation:	Artist	1.2	1.7
	Business	29.5	21.8
	Education (school/college)	3.1	12.8
	Health Professional (doctor, nurse)	2.4	10.2
	Engineer	7.1	0.3
	Homemaker (full time)	0.1	8.1
	Social/welfare/recreation worker	0.5	2.0
	Skilled and Semi-skilled worker	10.5	3.5
	Unskilled (laborer)	3.7	1.9
	Unemployed	3.5	7.6
	Other	38.4	30.1
	Educational level:	Grammar school or less	5.3
Some high school		7.3	5.8
High school graduate		29.1	33.6
Post secondary other than college		4.8	6.1
Some college		13.9	14.9
College degree		25.8	23.1
Some graduate school		1.2	2.1
Graduate degree		12.6	10.9

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, over a quarter of the incoming freshmen indicated that their annual household income is over \$100,000.

Table 4.0
Other Parental Characteristics: Fall 2005

Characteristics	Montclair State University	Public Four-year (Medium Sel.)
	%	%
Income range:		
Less than \$10,000	4.0	3.3
\$10,000 to \$14,999	2.7	2.9
\$15,000 to \$19,999	3.3	2.8
\$20,000 to \$24,999	4.9	3.9
\$25,000 to \$29,999	3.9	3.9
\$30,000 to \$39,999	9.0	8.0
\$40,000 to \$49,999	8.3	9.5
\$50,000 to \$59,999	9.1	10.2
\$60,000 to \$74,999	13.2	13.8
\$75,000 to \$99,999	15.3	15.8
\$100,000 to \$149,999	16.2	15.4
\$150,000 to \$199,999	5.6	5.4
\$200,000 to \$249,999	1.9	2.1
\$250,000	2.7	3.0
Parents are:		
Both alive and living with each other	68.2	69.1
Both alive, divorced or living apart	27.8	27.2
One or both deceased	4.0	3.8

High School Background

Grades

- 86% of the incoming freshmen enrolled from public high schools and another 10 percent were from private religious or parochial schools.
- 30% of the MSU freshmen indicated that they earned A- to A+ in high school
- 85% the MSU freshmen indicated that they earned B or better in high school averages

Table 5.0
Self Reported Grade in High School

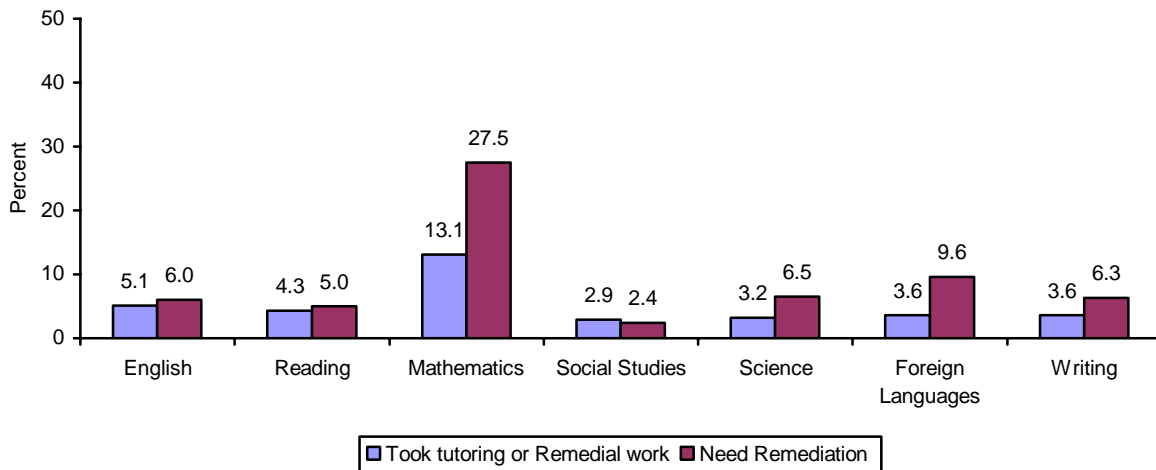
Grade Range	Montclair State University	Public Four-year (Medium Sel.)
	%	%
A or A+	12.5	12.6
A-	17.6	17.9
B+	27.0	22.9
B	27.6	28.6
B-	9.3	10.3
C+	4.2	5.7
C	1.9	2.0
D	0.0	0.1

Remedial Learning:

- Approximately 13% of the incoming freshmen took tutoring or remedial work in at least one area and up to 27 percent indicated a need for the same.

More than 13 percent of the incoming freshmen indicated that they took remediation or tutoring in Mathematics, and, less than 5 percent took the same for reading and writing. However, over 27 percent indicate additional need for remediation in mathematics, while about 6 percent need remediation in reading and writing.

Figure 1.0
Comparison of Freshmen who took Tutoring or Remedial Work in High School and those who Expressed a Need for the same in College



Typical Weekly High School Activities

- 78% worked for pay during the senior year of high school and 41% worked for more than 16 hours per week.
- 61% spent some time volunteering
- 75% spent five or fewer hours a week studying and doing homework
- 20% required community service for graduation.

Table 6.0 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 a quarter of the high school seniors socialized with friends or worked for pay for over 20 hours per week. Another 12 percent spent over 20 hours a week exercising or in sports activities.

Table 6.0
Time Spent in Various Activities During the Last Year of High School

Activities:	Hours Spent in Activity							
	None	< One	1 to 2	3 to 5	6 to 10	11 to 15	16 to 20	20 +
Studying/homework	5.3	22.9	29.3	22.8	11.8	3.9	1.9	1.9
Socializing with friends	0.6	1.8	5.8	15.5	20.8	16.5	13.1	25.9
Talk w/teachers outside class	12.9	41.5	26.4	10.4	5.2	1.9	0.6	0.9
Exercise or sports	6.4	11.6	15.4	21.6	15.7	10.5	6.7	12.1
Partying	15.0	12.0	16.9	21.7	15.2	7.9	5.4	6.0
Working (for pay)	21.5	1.8	2.2	5.9	13.5	13.8	17.6	23.7
Volunteer work	39.0	19.4	18.5	10.9	5.5	3.1	1.3	2.3
Student clubs/groups	30.5	15.3	22.7	15.5	7.4	3.9	1.9	2.7
Watching TV	5.7	15.7	21.9	25.0	16.2	7.0	3.0	5.5
Household/childcare duties	19.8	20.6	26.8	17.1	8.7	3.8	0.9	2.3
Reading for pleasure	28.5	23.7	22.0	14.5	5.5	2.4	1.4	2.0
Play video/computer games	37.3	21.7	14.8	12.5	6.3	3.8	1.4	2.2
Prayer/meditation	49.0	30.2	12.6	4.4	2.0	0.9	0.3	0.6

There are some differences in how males and females spend their time. Slightly more females worked the last year of high school than males, 80 percent and 77 percent, respectively. The number of hours spent in household/childcare duties also varied by gender, i.e., 88 percent of the females and 70 percent of the males reported spending one hour or more in these activities. Females also spent more time doing volunteer work than males, 67 percent and 52 percent respectively. Females were far less likely to play video/computer games than males. Approximately, 46 percent of the females and 85 percent of the males reported spending no time playing these types of games.

Participation in Other Activities

- 80% frequently used the Internet for research or homework
- 77% frequently socialized with someone of another racial/ethnic group
- 80% reported they frequently or occasionally studied with other students
- 49% frequently or occasionally performed community service as part of a class
- 40% were frequently bored in class
- 26% also reported frequently feeling overwhelmed by all they had to do
- 23% voted in a school election
- 57% drank wine or liquor occasionally or frequently
- 49% drank beer occasionally or frequently
- 9% 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 7.0
Participation in Various Activities

Activities	Montclair State University	Public Four-year (Medium Sel.)
	%	%
Was bored in class*	39.8	43.3
Tutored another student	44.0	46.5
Studied with other students	79.3	80.0
Was a guest in a teacher's home	19.1	20.9
Asked a teacher for advice after class*	24.7	22.9
Socialized with someone of another racial/ethnic group*	76.7	69.7
Came late to class	65.8	63.6
Used the Internet for research or homework*	80.4	77.7
Used a personal computer*	85.9	83.3
Smoked cigarettes*	8.7	7.6
Drank beer	49.0	44.4
Drank wine or liquor	57.3	50.9
Felt overwhelmed by all I had to do*	26.3	27.4
Felt depressed*	8.7	7.9
Attended a religious service	71.9	76.8
Discussed religion*	27.1	30.3

Performed volunteer work	74.5	77.7
Played a musical instrument	40.8	41.0
Performed community service as part of a class	48.6	51.3
Participated in organized demonstration	58.7	55.1
Voted in a student election*	23.3	21.3
Discussed politics*		
In class	39.3	44.0
With friends	22.6	22.6
With family	22.0	22.2
Worked on a local, state, or national political campaign	9.3	9.3

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

Intentions and Goals for Attending College

Preparation for College

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

More than 6 percent of the incoming freshmen indicated that they had taken courses for credit at other institutions (university, four-year, two-year, technical, vocational or business school) and almost 2 percent took courses at Montclair State University prior to joining the college.

Reasons for Attending College

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

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

Table 8.0
Reasons noted as “Very Important” in Deciding to go to College

Reasons	Montclair State University	Public Four-year (Medium Sel.)
	%	%
To learn more about things that interest me	77.8	74.6
To be able to make more money	76.6	74.2
To get training for a specific career	74.0	73.8
To be able to get a better job	70.9	73.3
To gain a general education and appreciation of ideas	66.0	60.7
To find my purpose in life	60.9	52.7
To prepare myself for graduate or professional school	57.7	52.5
My parents wanted me to go	45.8	44.9
To make me a more cultured person	45.1	36.1
A mentor/role model encouraged me to go	20.1	15.9
Wanted to get away from home	17.9	22.4
I could not find a job	8.0	8.0
There was nothing better to do	4.4	3.8

Choice and Reasons for Attending MSU

- 64% stated that Montclair State was their first choice
- 11% stated that they only applied at MSU
- The top three reasons for attending MSU are:
 - 53% say its good academic reputation is very important
 - 53% say the college graduates get good jobs
 - 42 % say the cost of attending this college is very important

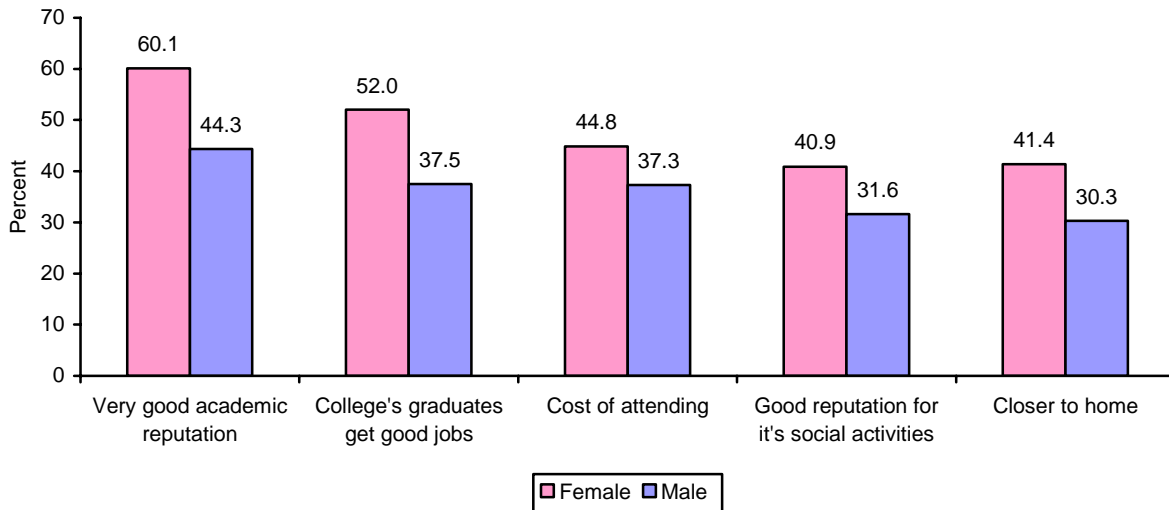
Over 92 percent of incoming freshmen indicated that MSU was their first choice or second choice. Competitiveness is evident as more than 50, percent of the freshmen applied at three other colleges for admission. Another 28 percent indicated that they applied in four to five institutions.

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

Table 9.0
Reasons noted as “Very Important” in Influencing Student’s decision to attend
Montclair State University

Reasons	Montclair State University	Public Four-year (Medium Sel.)
	%	%
This college has a very good academic reputation	53.4	47.3
This college’s graduates get good jobs	45.8	41.4
The cost of attending this college	41.6	39.7
This college has a good reputation for its social activities	37.0	27.6
I wanted to live near home	36.7	24.7
A visit to the campus	35.1	38.6
I wanted to go to a school about the size of this college	32.4	35.3
This college’s graduates gain admission to top graduate/professional schools	25.5	20.5
I was offered financial assistance	23.9	24.7
Information from Website	18.4	14.8
My relatives wanted me to come here	13.8	10.0
High school counselor advised me	13.2	8.6
Rankings in national magazines	10.8	8.0
My teacher advised me	8.3	5.6
Not offered aid by first choice	7.7	5.9
I was admitted through an Early Action or Early Decision program	6.9	6.2
I was attracted by the religious affiliation of this college	3.4	2.4
Private college counselor advised me	3.1	1.8

Table 2.0
Top Five Reasons Cited as “Very Important” by MSU Graduates by Gender

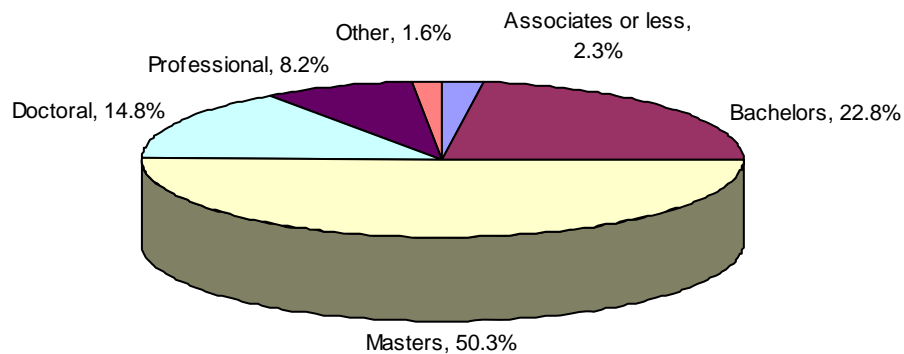


Education Aspirations

- 50% 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
- 59% intend to earn a master' degree and 29% want to earn a bachelor's 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. Almost 54 percent of the female freshmen intend pursuing a masters degree compared to 46 percent of the male freshmen at MSU.

Figure 3.0
Degree Aspirations from any Institution of Higher Education



Personal Life Objectives

- 80% want to be very well off financially
- 78% want to raise a family
- 64% say it is very important to help others who are in difficulty

Table 10 lists personal objectives that were rated on a 4 point scale, i.e., 1 = not important, 2 = somewhat important, 3 = very important and 4 = essential. As is clear from the table below, being financially well off was cited as most important by incoming freshmen. The ratings on these objectives did not differ by gender and was consistent with the ratings from freshmen nationally.

Table 10.0
Objectives Considered as “Essential” or “Very Important” for Freshmen

Objectives	Montclair State University	Public Four-year (Medium Sel.)
	%	%
Being very well off financially	80.1	77.2
Raising a family	77.6	76.5
Helping others who are in difficulty	65.2	64.1
Obtain recognition from colleagues for contributions to my field	59.7	53.4
Becoming an authority in my field	59.3	55.9
Becoming successful in a business of my own	47.2	41.9
Having administrative responsibility for the works of others	46.0	40.3
Influencing social values	45.8	39.8
Improving my understanding of other countries and culture	45.5	42.3
Developing a meaningful philosophy of life	44.5	40.9
Helping to promote racial understanding	35.8	31.4
Integrating spirituality into my life	33.3	34.3
Becoming a community leader	32.6	28.7
Keeping up to date with political affairs	29.8	30.4
Becoming accomplished in one of the performing arts	26.6	16.8
Influencing the political structure	24.8	19.4
Participating in a community action program	24.5	21.7
Writing original works (poems, novels, short stories, etc.)	21.5	15.6
Creating artistic work (painting, sculpture, decorating, etc.)	21.5	17.4
Becoming involved in programs to clean up the environment	20.8	19.2
Making a theoretical contribution to science	19.3	16.0

Probable Major at MSU

- The top three areas in which freshmen expect to major in are:
 Education
 Arts and Humanities
 Business
- 1 out of 10 freshmen is undecided about his/her major
- The top choice of major for male freshmen was in the area of Business, while the same for female freshmen was in the area of Education.

Freshmen were inquired 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: education, arts and humanities, and business.

Table 11.0
Probable Choice of Major at MSU

Objectives	Male	Female	Total
	%	%	%
Arts and Humanities			
Art, fine and applied	4.0	4.6	4.3
English (language & literature)	2.8	2.5	2.6
History	2.5	0.9	1.6
Journalism	1.8	1.7	1.7
Language & Literature (except English)	0.4	0.5	0.5
Music	2.2	2.1	2.2
Philosophy	0.1	0.1	0.1
Speech	0.3	0.2	0.2
Theatre or drama	2.9	5.8	4.6
Other Arts and Humanities	1.0	2.9	2.1
Total	18.0	21.3	19.9
Biological Sciences			
Biology (general)	5.9	7.7	6.9
Other Biology Science	1.4	1.0	1.2
Total	7.3	8.7	8.1
Business			
Accounting	4.3	2.6	3.3
Business administration (general)	4.4	1.2	2.5
Finance	3.4	0.9	1.9
International business	0.9	0.9	0.9
Marketing	3.7	3.8	3.7
Management	5.9	2.3	3.8
Other business	0.9	0.2	0.5
Total	23.5	11.9	16.6
Education			
Elementary education	2.1	13.9	8.9
Music or art education	1.8	2.0	1.9
Physical education or recreation	6.0	1.1	3.2
Secondary education	5.3	5.4	5.3
Other education	1.3	1.1	1.2
Total	16.5	23.5	20.5
Physical Sciences			
Chemistry	0.4	0.4	0.4
Mathematics	0.9	1.2	1.1
Physics	0.4	0.1	0.2

Other physical sciences	0.5	0.2	0.6
Total	2.2	1.9	2.3
Social Science			
Political science	1.8	0.9	1.2
Psychology	4.0	8.1	6.3
Social work	0.3	1.4	0.8
Sociology	0.3	0.5	0.4
Other social science	0.9	0.6	0.8
Total	7.3	11.5	9.5
Professional			
Medicine, dentistry, veterinary medicine	1.3	1.6	1.5
Therapy (occupational, physical, speech)	0.9	1.4	1.2
Pharmacy/Nursing	0.6	1.0	0.8
Health technology (medical, dental, lab)	0.1	0.8	0.5
Other professional	1.5	0.8	1.1
Total	4.4	5.6	5.1
Other fields			
Engineering	1.0	0.0	0.6
Communications	2.1	2.4	2.2
Computer science, data processing, programming	3.3	0.2	1.5
Law enforcement	4.0	1.7	2.7
Others	1.4	1.4	1.5
Total	11.8	5.7	8.5
Undecided	9.0	9.9	9.5
Grand Total	100.0	100.0	100.0

Probable Choice of Career

- 16 percent of the MSU freshmen were "undecided" on their career choice
- 22 percent intended to work as elementary or secondary teacher or administrator
- 12 percent stated business (management, clerical, actuarial etc.) as their probable choice
- 11 percent intended to become an artist, actor, or musician after graduating from MSU

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

Rating on Abilities and Skills

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

Freshmen were asked to rate themselves on various traits in comparison to the average person their age. They were asked to rate themselves on a five point rating scale where, 1 = lowest 10%, 2 = below average, 3 = average, 4 = above average and 5 = highest 10%. The rating of the traits was consistent for MSU freshmen and their peers in the four-year public institutions nationally. However, females rated the following top three traits as above average, i.e., cooperativeness, drive to achieve, and understanding of others, male candidates rated self confidence (intellectual), cooperativeness, and drives to achieve, as above average when compared to their peers.

Table 12.0
Rating on Abilities and Skills

Objectives	Male	Female	Total
	%	%	%
Cooperativeness	66.2	76.4	72.1
Drive to achieve	65.5	75.4	71.2
Understanding of others	62.8	70.5	67.2
Creativity	63.4	61.3	62.2
Academic ability	59.6	59.9	59.8
Self confidence (intellectual)	66.9	51.3	57.9
Leadership ability	57.4	57.6	57.5
Self-understanding	60.1	54.5	56.9
Self confidence (social)	58.6	50.9	54.2
Writing ability	49.5	57.1	53.8
Physical health	60.9	44.4	51.4
Emotional health	54.5	46.4	49.9
Computer skills	46.8	28.5	36.3
Public speaking ability	37.3	35.5	36.3
Artistic ability	32.2	34.5	33.5
Spirituality	31.7	34.6	33.4
Mathematical ability	40.8	26.0	32.3
Religiousness	21.1	25.7	23.7

Expectations of Freshmen for their Upcoming College Years

- 44% expect to be satisfied with the college
- 39% expect to participate in student clubs/groups
- 18% will participate in volunteer or community service work
- 14% will change their major
- 14% will work full-time while attending college
- 7% expect to transfer out from MSU

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

Freshmen expect to be engaged in social activities as well as extracurricular ones while they are attending MSU. Over 60 percent expect to socialize with someone of another race or ethnic group. Another 58 percent expect to do well academically and earn at least a “B” grade and approximately 50 percent expect to get a job to help pay college expenses. Eleven percent wants to join a social fraternity or sorority. Over 39 percent expect to participate in student clubs or groups, 15 percent want to play college sports, and about 10 percent think they will join in student government activities.

It is interesting to note that a higher proportion of female freshmen expect to be satisfied with college compared to males, participate in student clubs and organizations, and participate in a study abroad program. As expected, a higher proportion of men expect to play varsity or intercollegiate athletics.

Table 13.0
Expectations of Freshmen while at MSU

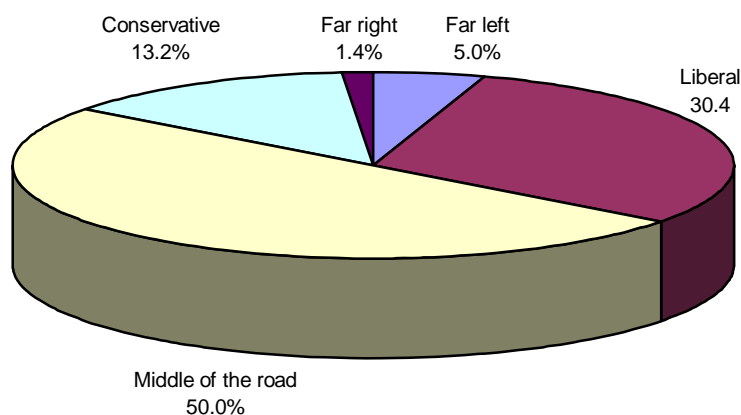
Objectives	Male	Female	Total
	%	%	%
Socialize with someone of another racial/ethnic group	53.7	65.4	60.4
Make at least a “B” average	54.5	61.4	58.4
Get a job to help pay for college expenses	41.0	54.8	48.9
Be satisfied with your college	38.2	48.2	43.9
Participate in student clubs/groups	28.9	46.7	39.2
Communicate regularly with your professors	23.2	26.4	25.0
Participate in a study abroad program	15.7	27.9	22.7
Participate in volunteer or community service work	11.1	22.2	17.5
Strengthen religious beliefs/convictions	11.7	21.1	17.0
Play varsity/intercollegiate athletics	21.1	9.8	14.7
Change major field	13.5	13.9	13.8
Work full-time while attending college	10.0	16.3	13.6

Join a social fraternity or sorority	9.6	14.2	12.3
Change career choice	11.2	12.0	11.6
Seek personal counseling	8.5	11.0	9.9
Participate in student government	8.3	10.4	9.5
Transfer to another college before graduating	7.5	7.2	7.3
Participate in student protests or demonstrations	7.3	5.9	6.5

Political Views and Opinions of MSU Freshmen

- The most popular political label is middle of the road
- Control on handguns, national health care plan, and pollution control emerged at the strongest issues that were consistently agreed upon by freshmen at MSU and in public institutions in the nation.
- Over 80% freshmen from MSU and the nation believed that through hard work everyone can succeed in American society.
- Fewer than one-third of the freshmen within the nation and at MSU believe that an individual can do little to bring about changes in our society

Figure 4.0
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., 74 percent of females agreed that same sex couples should have the right to legal marital status compared to 57 percent 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, and activities of married women are best confined to home and family, and support intimate relation even though they have known the other partner for a very short time.

Table 14.0
Views and Opinions of Freshmen

Issues	MSU			Four-year Public (Medium Sel.)		
	Male	Female	Total	Male	Female	Total
The federal government should do more to control the sale of handguns	80.1	87.8	84.5	71.1	84.5	78.7
A national health care plan is needed to cover everybody's medical costs	79.7	84.4	82.4	71.7	78.5	75.6
Through hard work, everybody can succeed in American society	77.3	80.8	79.3	81.3	82.0	81.7
The federal government is not doing enough to control environmental pollution	78.2	80.2	79.3	74.2	78.8	76.8
Same sex couples should have the right to legal marital status	57.2	74.3	67.0	50.7	66.0	59.4
Wealthy people should pay a larger share of taxes than they do now	65.4	66.2	65.8	59.3	60.8	60.2
Only volunteers should serve in the armed forces	65.4	65.0	65.2	61.8	60.4	61.0
Colleges should prohibit racist/sexist speech on campus	58.4	61.9	60.4	56.7	61.2	59.3
Dissent is a critical component of the political process	61.9	54.4	57.7	63.9	54.9	58.9
If two people really like each other, it's all right for them to have sex even if they've known each other for only a very short time	69.7	45.1	55.5	61.3	36.7	47.3
Grading in the high schools has become too easy	50.9	45.6	47.8	49.8	45.4	47.3
Affirmative action in college admissions should be abolished	51.5	42.2	46.2	52.5	41.8	46.5
Undocumented immigrants should be denied access to public education	44.9	35.2	39.3	50.6	38.1	43.5
Federal military spending should be increased	41.3	33.8	37.0	37.4	34.5	35.8
Realistically, an individual can do little to bring about changes in our society	36.5	27.1	31.1	33.3	26.2	29.3
The activities of married women are best confined to the home and family	34.1	20.9	26.5	26.9	17.2	21.4

Financing College Education

- Over half of our freshmen, 55%, have some concern about their ability to finance college
- 17% 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

Finally, freshmen were asked how much of their first year's educational expenses such as room, board, tuition and fees, they expected to cover from a variety of sources. Table 14 summarizes these responses for MSU freshmen and their peers nationally. Family resources are the major source for funding college costs. Seventy-five percent of freshmen at MSU say that some amount of their college expenses will be paid for from family resources, compared to 70 percent from medium-selective colleges. Less than half of freshmen at MSU suggested that their own personal resources will be used as a source of funding: 49 percent for MSU and 43 percent for medium-selective institutions. This is also the case for aid which need not be repaid, such as scholarships and grants: 53 percent of MSU freshmen say this is a source for some of their college expenses and 42 percent cite this at other four-year medium-selective colleges. However, almost 44 percent of the freshmen at MSU and other four-year public institutions stated to have incurred loans that need to be repaid.

Table 14.0
Sources of Finance to cover First year's Education

	None	Less than \$1,000	\$1000 - \$2,999	\$3,000 - \$5,999	\$6,000 - \$9,999	Over \$10,000
Family resources (parents, relatives, spouse)						
MSU	25.1	9.2	12.7	13.3	15.1	24.7
Four-year public	23.2	12.6	16.4	15.5	12.1	20.2
My own resources (saving from bank, work-study, other income)						
MSU	48.7	25.4	17.8	4.7	2.0	1.5
Four-year public	42.6	29.2	19.3	6.1	1.6	1.2
Aid which need <u>not</u> be repaid (grants, scholarships, military funding etc.)						
MSU	53.5	10.6	13.8	10.2	6.2	5.7
Four-year public	42.1	11.4	19.9	14.9	7.0	4.7
Aid which <u>must</u> be repaid (loans, etc.)						
MSU	56.3	3.9	15.5	10.1	6.4	7.8
Four-year public	52.7	5.7	16.0	11.6	7.3	6.6
Other than above						
MSU	94.1	2.2	1.3	1.1	0.7	0.6
Four-year public	94.5	2.6	1.4	0.7	0.3	0.5