

**CALIFORNIA STATE UNIVERSITY, MONTEREY BAY  
2010 CIRP FRESHMEN SURVEY**

***SUMMARY OF RESULTS***

**Office of Institutional Assessment and Research, March, 2011**

## Overview of the Cooperative Institutional Research Program (CIRP) Freshmen Survey

The CIRP Freshman Survey is a nationally-normed study that measures entering freshman characteristics and provides pertinent student profile data for decision making. The survey is administered by the Higher Education Research Institute (HERI) at UCLA. Since its inception in 1966, the survey has been taken by over 13 million students at over 1,900 institutions, and is the largest study of higher education institutions in the U.S.

In 2010, 261,511 respondents from 420 colleges and universities participated in the study. Of this number, 201,818 first-time full-time freshmen from 279 colleges were used to create the norms. The CIRP Survey is often administered to students during orientation or registration. First-time freshmen at CSUMB complete the CIRP survey on a biennial basis. In fall 2010, it was administered to students enrolled in First Year Seminar. Two hundred and seven (207) standard questions were asked in a wide variety of areas, with responses on a Likert Scale. The questions covered topics in:

- A. Demographic profile
- B. High-school experience
- C. College profile
- D. Financial profile
- E. Personality profile
- F. Socio-political profile

### I. Sampling

The CIRP survey was administered to 500<sup>1</sup> entering freshmen in fall 2010. As noted earlier, First Year Seminar faculty reserved an hour of class time within the first two weeks of classes to administer the survey. Student participation was voluntary. Eighty-six percent (n<sup>2</sup>=428) of the students responded out of the 500 asked to participate. In comparison, 83% (n=414) responded out of the 500 asked to participate in 2008. The 2010 response rate is sufficiently high to enable generalization to the broader population of first-time full-time freshmen who enrolled in CSUMB in fall 2010, especially since they were closely matched on some demographic variables, such as gender and ethnicity. However, the responders were not perfectly matched with the general population on the proportion of different age groups who completed the CIRP. More 18 year olds (61%) responded to the survey compared to 19 year olds (38%), thus increasing the 18 year olds voice in the findings.

### II. Analysis

CIRP compared CSUMB's freshmen responses to those of freshmen at 4-year public colleges<sup>3</sup> across the U.S. This comparison group comprised 68 institutions (n= 34,972 respondents), including eight California State Universities. CIRP calculates frequencies and percentages of the

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<sup>1</sup> The purposeful sampling method was used to select all freshmen enrolled in the FYS sections that were selected for this study.

<sup>2</sup> The symbol "n" as used in this report signifies the exact number of respondents (frequencies).

<sup>3</sup> See Appendix A

responses. This report presents an overview of the findings and a comparative analysis of the 2010 and 2008 findings, where possible. The report will also compare CSUMB’s 2010 findings with results from 4-year public colleges.

### Summary of Results

#### A. Freshman Demographic Profile

There were hardly any changes in the demographic profile of the freshman class of 2010 compared to the class of 2008. Slightly fewer freshmen in 2010 reported being 18 years or younger compared to 2008. The percentage of freshman reporting English as their native language also decreased slightly compared to 2008. About the same proportion of freshmen in 2010 and 2008 reported “none” or “Roman Catholic” as their religious preference. Freshmen in both years identified these two categories the most when asked about their religious preference. Furthermore, the percentage of freshmen coming from the local region (50 miles or less) decreased slightly in 2010.

In comparison to CSUMB 2010 freshmen, those at 4-year public colleges were less ethnically diverse and fewer reported being 18 years or younger. Compared to freshmen at CSUMB, 4-year public college freshmen were also more likely to identify English as their native language, but less likely to identify as “none” or “Roman Catholic” when asked about their religious preference. Further, the students were much more likely to come from within 50 miles or less of their institution. See Table 1 below.

**Table 1: Freshman Demographic Profile**

| Item  | CSUMB 2010 (%) | CSUMB 2008 (%) | 4-Year Public College2010 (%) |
|---|----------------|----------------|-------------------------------|
| 18 years or younger                         | 83             | 86             | 71                            |
| English as their native language            | 82             | 84             | 90                            |
| <i>Religious Preference</i>                 |                |                |                               |
| None  | 30             | 29             | 23                            |
| Roman Catholic as religious preference      | 29             | 30             | 27                            |
| Coming from local region (50 miles or less) | 15             | 16             | 31                            |
| Caucasian                                   | 62             | 63             | 64                            |

## B. High School Experience

All of the freshmen who enrolled in CSUMB in 2010 and 2008 reported graduating from high school in the same year in which they entered CSUMB. The cumulative percentage of freshmen reporting A or B average in high school in 2010 was four points higher than those in 2008 and more freshmen reported earning A in 2010 than in 2008. This indicates that overall, as reported by the students, CSUMB attracted academically stronger freshmen in 2010 as well as increased its proportion of "A" average students, compared to 2008.

Compared to freshmen in the class of 2010 at CSUMB, a lower percentage of those at 4-year public colleges indicated that they graduated from high school in the same year in which they entered college. While the freshmen at 4-year public colleges were more likely to earn "A" averages than those at CSUMB, overall, a higher percentage of freshmen at CSUMB reported that they earned A or B averages than those at 4-year public colleges. See Table 2a below.

**Table 2a: High School Experience**

| Item                                   | CSUMB 2010 (%) | CSUMB 2008 (%) | 4-Year Public College 2010 (%) |
|--|----------------|----------------|--------------------------------|
| Graduate from high school in same year | 100            | 100            | 98                             |
| Average grade in high school : A       | 29             | 23             | 32                             |
| Average grade in high school : B       | 66             | 68             | 61                             |

There was no notable change in the number of hours CSUMB freshmen invested in studying during their last year in high school between 2010 and 2008; however, freshmen in the class of 2010 were more likely than those in 2008 to spend 3-5 hours a week studying during their last year in high school. Furthermore, the number of freshmen who reported not spending anytime studying during their last year in high school decreased in 2010 compared to 2008.

Exactly the same percentage of freshmen at 4-year public colleges as those at CSUMB reported not spending anytime studying or studying more than 20 hours a week during their last year in high school. However, freshmen at 4-year public colleges were less likely than those at CSUMB to report studying between 3 to 5 hours a week. See Table 2b below.

**Table 2b: High School Experience**

| Item                                 | CSUMB 2010 (%) | CSUMB 2008 (%) | 4-Year Public College 2010 (%) |
|--------------------------------------|----------------|----------------|--------------------------------|
| Studying 3-5 hours per week          | 35             | 33             | 29                             |
| Not studying anytime                 | 2              | 3              | 2                              |
| Studying more than 20 hours per week | 2              | 2              | 2                              |

A much lower percentage of CSUMB freshmen in the class of 2010 reported that they worked in their last year in high school compared to those in the class of 2008. The percentage of freshmen in 2010 who reported working 16 to 20 hours a week or over 20 hours a week during a typical week decreased by half in 2010 compared to 2008. Additionally, freshmen in 2010 were more likely than those in 2008 to report not having worked at all in a typical week.

In comparison to CSUMB class of 2010 freshmen, those at 4-year public colleges were much more likely to have spent some time working in their last year in high school. Just over one-tenth of the freshmen reported working 16-20 hours or over 20 hours sometime in a typical week, while four out of ten indicated they did not work at all during a typical week in high school. See Table 2c below.

**Table 2c: High School Experience**

| Item                               | CSUMB 2010 (%) | CSUMB 2008 (%) | 4-Year Public College 2010 (%) |
|------------------------------------|----------------|----------------|--------------------------------|
| Working sometime in typical week   | 46             | 61             | 60                             |
| Working 16 to 20 hours a week      | 7              | 15             | 11                             |
| Working over 20 hours a week       | 7              | 13             | 12                             |
| Did not work during a typical week | 55             | 39             | 40                             |

With one exception (participation in student clubs and groups), CSUMB freshmen in the class of 2010 and class of 2008 reported the activities they experienced during their last year in high school differently. In reflecting on their high school activities, a higher proportion of freshmen in 2010 compared to their counterparts in 2008 reported that they came late to class, performed volunteer work, socialized with another race/ethnic group, studied with other students, performed community service as part of a class, or tutored another student. The majority of the freshmen in the class of 2010 also reported that they were bored in class or used the Internet for research or homework. There was no notable difference in the proportion of 2010 and 2008 freshmen who reported that they did not participate in student clubs and groups during their last year in high school.

In comparison to CSUMB 2010 freshmen, a lower proportion of freshmen at 4-year public colleges reported that they came late to class, were bored in class, performed volunteer work, studied with other students, performed community service as part of a class, tutored another student, or did not participate in student clubs and groups. Freshmen at 4-year public colleges reported their high school experience with socializing with another race/ethnic group and using the Internet for research or homework at the same level as freshmen at CSUMB. See Table 2d below.

**Table 2d: High School Experience**

| Item  | CSUMB 2010 (%) | CSUMB 2008 (%) | 4-Year Public College 2010 (%) |
|---|----------------|----------------|--------------------------------|
| Came late to class                              | 67             | 62             | 59                             |
| Bored in class                                  | 97             | 46             | 94                             |
| Performed volunteer work                        | 86             | 85             | 82                             |
| Socialized with another race/ethnic group       | 96             | 82             | 96                             |
| Studied with other students                     | 93             | 88             | 85                             |
| Performed community service as part of a class  | 66             | 59             | 56                             |
| Tutored another student                         | 65             | 58             | 52                             |
| Used Internet for research or homework          | 99             | 79             | 99                             |
| Did not participate in student clubs and groups | 38             | 39             | 34                             |

### C. College Profile

CSUMB class of 2010 and class of 2008 freshmen have been consistent in the top five areas of life they personally consider as essential or very important. In 2010, freshmen identified these areas as “being very well off financially,” “raising a family,” “helping others who are in difficulty,” “obtaining recognition from my colleagues for contribution to my special field,” “developing a meaningful philosophy of life,” and “becoming an authority in my field.” In 2008, they identified four of the same objectives in the same order. Six out of ten of the freshmen in the class of 2008 also considered “adopting ‘green’ practices to protect the environment” as essential or very important, compared to four out of ten freshmen in the class of 2010.

Three of the top five areas of life 2010 freshmen at 4-year public colleges identified as essential or very important are similar to the ones noted by CSUMB freshmen and ranked in the same order. The other two top areas freshmen at 4-year public colleges considered essential or very important are “becoming an authority in my field” and “obtaining recognition from my colleagues for contributions to my special field.” See Table 3a below.

**Table 3a: College Profile**

| Item  | CSUMB 2010 (%) | CSUMB 2008 (%) | 4-Year Public College 2010 (%) |
|---|----------------|----------------|--------------------------------|
| Top-five things that are important:   |                |                |                                |
| Being very well off financially   | 81             | 79             | 81                             |
| Raising a family  | 74             | 79             | 73                             |
| Helping others who are in difficulty  | 68             | 71             | 68                             |
| Obtaining recognition from my colleagues for contribution to my special field | 54             | 58             | 54                             |
| Developing a meaningful philosophy of life                                    | 51             | 52             | 44                             |
| Becoming an authority in my field   | 51             | 57             | 58                             |

For over a decade, fewer freshmen have been selecting CSUMB as their first choice and, concurrently, more and more students have been choosing it as a second choice. Less than half of freshmen selected CSUMB as their first choice in 2010, six points lower than in 2008, four points less than in 2006 and 19 points less than in 1999. Meanwhile, the percentage of freshmen reporting CSUMB as their second choice has been increasing since 1999. The same proportion of freshmen in the class of 2010 and class of 2008 indicated that they applied only to CSUMB. However, the number of freshmen who applied to four or more colleges decreased in 2010, compared to 2008.

In comparison to CSUMB 2010 freshmen, more students at 4-year public colleges reported their college as their first choice, and fewer indicated their institution as a second choice. In addition, compared to CSUMB, more freshmen at 4-year public colleges applied only to their institution; with about four out of ten indicating they applied to four or more colleges. See Table 3b below.

**Table 3b: College Profile**

| Item                             | CSUMB 2010 (%) | CSUMB 2008 (%) | 4-Year Public College 2010 (%) |
|----------------------------------|----------------|----------------|--------------------------------|
| Their college as first choice    | 44             | 50             | 58                             |
| Their college as second choice   | 34             | 33             | 28                             |
| Applied only to their college    | 6              | 6              | 14                             |
| Applied to four or more colleges | 52             | 55             | 43                             |

With one exception, CSUMB freshmen have been constant in the features that attract them to the institution. The top five reasons noted by freshmen in the class of 2010 as *very important* in influencing their decision to attend CSUMB were “the cost of attending this college,” “size of this college,” “a visit to campus,” “I was offered financial assistance,” and “the current economic climate significantly affected my college choice.” In 2008, freshmen identified the top five reasons as “size of this college,” “a visit to campus,” “the cost of attending this college,” “this college has very good academic reputation,” and “the college’s graduates get good job.”

In comparison to CSUMB 2010 freshmen, freshmen attending 4-year public colleges noted the top five reasons that influenced their decision to attend their institution as “this college has very good academic reputation,” “the cost of attending this college,” “this college’s graduates get good jobs,” “I was offered financial assistance,” and “a visit to campus.” See Table 3c below.

**Table 3c: College Profile**

| Item  | CSUMB 2010 (%) | CSUMB 2008 (%) | 4-Year Public College 2010 (%) |
|---|----------------|----------------|--------------------------------|
| Top-five reason to attend current institution:                        |                |                |                                |
| The cost of attending this college                                    | 49             | 45             | 49                             |
| Size of this college  | 48             | 55             | 34                             |
| A visit to campus   | 39             | 47             | 37                             |
| I was offered financial assistance                                    | 35             | 30             | 37                             |
| The current economic climate significantly affected my college choice | 28             | NA             | 24                             |
| This college has very good academic reputation                        | 27             | 40             | 53                             |
| The college's graduates get good job                                  | 26             | 37             | 47                             |
| I wanted to live near home  | 19             | 19             | 24                             |

CSUMB 2010 and 2008 freshmen had slightly different views with regard to their preferred fields of study and career choices. The freshmen in 2010 selected their top three field of study as Biological Sciences, Social Science, and other fields (non-technical). In 2008 freshmen selected their top three fields as Biological Sciences, Business, and Arts and Humanities. Many of the freshmen in both years plan to obtain a graduate degree, but fewer indicated so in 2010. The 2010 freshmen were also less likely than those in 2008 to indicate that they plan to obtain a graduate degree from CSUMB. In 2010, CSUMB freshmen selected Health professional, Teaching, and Artist as their top three career choices. In 2008, freshmen indicated Business, Teaching, and Scientific Research as their top three career choices.

In comparison to CSUMB 2010 freshmen, more freshmen at 4-year public colleges plan to obtain a graduate degree or obtain a graduate degree at their current institution. Freshmen at 4-

year public colleges selected Business, Teaching, and Health professional as their top three career choices. See Table 3d below.

**Table 3d: College Profile**

| Item   | CSUMB 2010 (%) | CSUMB 2008 (%) | 4-Year Public College 2010 (%) |
|--|----------------|----------------|--------------------------------|
| Undergraduate field of study                         |                |                |                                |
| Biological Sciences                                  | 17             | 25             | 9                              |
| Social Science                                       | 17             | 9              | 9                              |
| other fields (Non Technical)                         | 12             | NA             | 10                             |
| Business   | 10             | 15             | 14                             |
| other fields (Technical)                             | 9              | NA             | 3                              |
| Plan to obtain a graduate degree                     | 67             | 70             | 71                             |
| Plan to obtain a graduate degree at your institution | 10             | 18             | 24                             |
| Career Choices                                       |                |                |                                |
| Other  | 26             | 14             | 17                             |
| Health Professional                                  | 11             | 12             | 8                              |
| Teaching   | 11             | 9              | 11                             |
| Artist   | 10             | 2              | 7                              |
| Business   | 8              | 12             | 12                             |
| Scientific Research                                  | 5              | 7              | 2                              |

In contemplating on the chance that they might transfer to another college before completing their education, over one-tenth of CSUMB 2010 freshmen indicated that chances are very good; this number is slightly lower than the response in 2008. As in 2008, half of freshmen in the class of 2010 reported that chances are very good they will be satisfied with CSUMB, significantly higher than the one-third who indicated so in 2006. Furthermore, when asked about the chance they would need extra time to complete their degree studies, slightly more freshmen in the class of 2010 than those in the class of 2008 said that chances are very good. Unlike in 2008, 2010 freshmen were less likely to indicate that chances are very good they will get a job to help pay for college expenses, but more likely to report that they might work full-time while in college.

In comparison to CSUMB 2010 freshmen, a smaller proportion of the freshmen at 4-year public colleges indicated that chances are very good they might transfer to another college before completing their education. Similar to freshmen at CSUMB, five out ten of them reported that chances are very good they will be satisfied with their institution, and less than one-tenth said chances are very good that they will need extra time to complete their degree requirements. Freshmen at 4-year public colleges were also less likely than those at CSUMB to report that chances are very good they will get a job to help pay for college expenses. The same proportion of freshmen at CSUMB and at 4-year public colleges indicated that they might work full-time while attending college. See Table 3e below.

**Table 3e: College Profile**

| Item   | CSUMB 2010 (%) | CSUMB 2008 (%) | 4-Year Public College 2010 (%) |
|--|----------------|----------------|--------------------------------|
| Transfer to another college before completing education at their current institution | 13             | 14             | 9                              |
| Be satisfied with current college  | 50             | 50             | 50                             |
| Need extra time to complete degree studies   | 12             | 10             | 8                              |
| Get a job to help pay for college expenses   | 50             | 55             | 47                             |
| Work full-time while attending college   | 10             | 8              | 10                             |

#### D. Financial Profile

Overall, the freshmen in the class of 2010 were more likely than those in the class of 2008 to indicate concern about the ability to finance their college education. Although a lower proportion of the freshmen in 2010 reported that they have no concern at all about the ability to finance their college education, more of them expressed that they have some concern or major concern, compared to freshmen in 2008. Seven out of ten freshmen in 2010 expect parents, relatives, and spouses to help cover their first year educational expenses compared to eight out of ten in the class of 2008. About half of freshmen in the class of 2010 expect to cover educational expenses with their own savings or with aid which must be repaid. More of the freshmen in 2010 compared to those in 2008 expect to cover some expenses with aid which must be repaid.

In comparison to CSUMB 2010 freshmen, those at 4-year public colleges were less likely to have some concern or major concern about their ability to finance their undergraduate education. Freshmen at 4-year public colleges were less likely than their peers at CSUMB to expect parents, relatives, and spouses to help cover their first year educational expenses. Four-year public college freshmen were also less likely to expect to cover their first year educational expenses with aid which must be repaid. However, more freshmen at 4-year public colleges than those at CSUMB expect to cover some of the expenses with their own savings.

The percentage of CSUMB freshmen reporting family annual income of 150k or more or between 60k and 149k decreased between 2008 and 2010. In 2010, about one-tenth of the freshmen indicated annual family income of 150k or more and just over one-third reported a family annual income of between 60k and 149k, compared to one-fifth who reported annual family income of 150k or more and over four-tenths who reported annual family income of between 60k and 149k in 2008. On the other hand, the percentage of 2010 freshmen who reported annual family income of less than 60k increased by eleven points from 2008.

In comparison, 2010 freshmen at 4-year public colleges were more likely than freshmen at CSUMB to come from families with an annual income of 150k or more or between 60k and

149k. Conversely, a lower percentage of freshmen at 4-year public colleges than at CSUMB come from families with annual family income of less than 60k. See Table 4 below.

**Table 4: Financial Profile**

| Item   | CSUMB 2010 (%) | CSUMB 2008 (%) | 4-Year Public College 2010 (%) |
|--|----------------|----------------|--------------------------------|
| Concern about ability to finance college education                                   |                |                |                                |
| No concern   | 22             | 28             | 35                             |
| Some concern   | 61             | 57             | 54                             |
| Major concern  | 18             | 16             | 12                             |
| Expect parents, relatives and spouses to help in first year's educational expenses   | 71             | 80             | 69                             |
| Expect to cover some of the expenses with own resources (savings, work study, other) | 53             | 58             | 58                             |
| Expect to cover some of the expenses with aid which must be repaid                   | 51             | 42             | 48                             |
| Annual Family income of 150k or more   | 12             | 18             | 14                             |
| Annual Family income between 60 and 149k   | 37             | 42             | 38                             |
| Annual Family income of less than 60K  | 51             | 40             | 49                             |

**E. Personality Profile**

With the exception of a few areas, the class of 2010 freshmen were less likely than those in the class of 2008 to rate themselves as “above average” or “highest 10%” in many self-perception factors. In reflecting on their personality, the 2010 freshmen were more likely than those in 2008 to rate themselves as “above average” or “highest 10%” in academic ability, artistic ability, mathematical ability, openness to having their views challenged, and writing ability. The same proportion of freshmen in the class of 2010 and class of 2008 rated themselves as “above average” or “highest 10%” on self understanding and on working cooperatively with diverse people.

In comparison to CSUMB 2010 freshmen, freshmen at 4-year public colleges were more likely to rate themselves as “above average” or “highest 10%” in many self-perception factors. More CSUMB freshmen than freshmen at 4-year public colleges rated themselves as “above average” or “highest 10%” in six factors: Artistic ability, creativity, seeing the world from someone else’s perspective, tolerance of others with different beliefs, openness to having their views challenged, and working cooperatively with diverse people. The same proportion of freshmen at CSUMB and 4-year public colleges rated themselves as “above average” or “highest 10%” in self-understanding and writing ability. See Table 5 below.

**Table 5: Personality Profile**

| Item   | CSUMB 2010 (%) | CSUMB 2008 (%) | 4-Year Public College 2010 (%) |
|--|----------------|----------------|--------------------------------|
| Student rated self "above average" or "highest 10%" as compared with the average person of his/her age in: |                |                |                                |
| Academic ability   | 55             | 51             | 61                             |
| Artistic ability   | 32             | 30             | 27                             |
| Creativity   | 53             | 57             | 52                             |
| Cooperativeness  | 63             | 70             | 70                             |
| Computer skills  | 32             | 33             | 36                             |
| Drive to achieve   | 67             | 70             | 72                             |
| Emotional health   | 41             | 46             | 48                             |
| Leadership ability   | 51             | 55             | 57                             |
| Mathematical ability   | 31             | 30             | 37                             |
| Popularity   | 25             | 32             | 37                             |
| Public speaking ability  | 30             | 37             | 33                             |
| Self understanding   | 55             | 55             | 55                             |
| Self-confidence (social)   | 46             | 50             | 51                             |
| Self-confidence (intellectual)   | 48             | 54             | 55                             |
| Understanding of others  | 64             | 69             | 65                             |
| See the world from someone else's perspective  | 66             | 68             | 63                             |
| Tolerance of others with different beliefs   | 73             | 76             | 68                             |
| Openness to having my own views challenged   | 60             | 59             | 56                             |
| Work cooperatively with diverse people   | 80             | 80             | 75                             |
| Discuss and negotiate controversial issues   | 59             | 62             | 60                             |
| Writing ability  | 42             | 41             | 42                             |

## F. Socio-Political Profile

There was a notable shift in the political views and activities of CSUMB freshmen in the class of 2010 compared to freshmen in the class of 2008. In reflecting on their political views, 2010 freshmen were less likely than 2008 freshmen to identify as "liberal" or "far left," or as "conservative" or "far right." Half of the freshmen in the class of 2010 described themselves as "middle-of-the-road," compared to 4 out of 10 in the class of 2008. There was also a significant shift in freshmen's political engagement between 2010 and 2008. Compared to 2008, the proportion of freshmen in the class of 2010 who participated in a political demonstration, discussed politics, or voted in a student election more than doubled.

In comparison to CSUMB 2010 freshmen, freshmen at 4-year public colleges were less likely to describe their political views as "liberal" or "far left," and more likely to identify as

“conservative” or “far right” or “middle-of-the-road. Although freshmen at 4-year public colleges were less likely than their CSUMB peers to have demonstrated for or against a cause, they were more likely to have discussed politics, voted in a student election, or helped raise money for a cause or campaign. See Table 6a below.

**Table 6a: Socio-Political Profile**

| Item  | CSUMB 2010 (%) | CSUMB 2008 (%) | 4-Year Public College 2010 (%) |
|---|----------------|----------------|--------------------------------|
| Liberal or far left                                     | 37             | 39             | 27                             |
| Conservative or far right                               | 13             | 21             | 22                             |
| Middle-of-the-road                                      | 50             | 40             | 51                             |
| Demonstrated for/against a cause                        | 67             | 31             | 60                             |
| Discussed politics                                      | 77             | 34             | 79                             |
| Voted in a student election                             | 64             | 24             | 72                             |
| Worked on a local, state or national political campaign | 11             | 13             | 9                              |
| Helped raise money for a cause or campaign              | 52             | NA             | 60                             |

Similar to political views and activities, there were some notable shifts in the social beliefs and engagement of CSUMB class of 2010 freshmen compared to the class of 2008. Freshmen in the class of 2010 were more likely than their peers in the class of 2008 to have performed community service as part of a class, performed volunteer work, agree that wealthy people should pay a larger share of taxes than they do now, or that the federal government is not doing enough to control environmental pollution. Additionally, more freshmen in the class of 2010 than those in the class of 2008 “agree strongly/agree somewhat” that affirmative action in college admissions should be abolished, or that the federal government should raise taxes to reduce the deficit. Conversely, a lower proportion of the freshmen in the class of 2010 than those in the class of 2008 “agree strongly/agree somewhat” that a national health care plan is needed to cover everybody’s medical costs, that global warming should be a federal priority, or that the federal government should do more to control the sale of handguns.

In comparison, 2010 freshmen at 4-year public colleges were less likely than their CSUMB peers to “agree strongly/agree somewhat” that wealthy people should pay a larger share of taxes than they do now, federal government should do more to control the sale of handguns, federal government is not doing enough to control environmental pollution, a national health care plan is needed to cover everybody’s medical costs, or that affirmative action in college admissions should be abolished. Similarly, 4-year public college freshmen were less likely than their CSUMB peers to “agree strongly/agree somewhat” that the federal government should raise taxes to reduce the deficit or that addressing global warming should be a federal priority. See Table 6b below.

**Table 6b: Socio-Political Profile**

| Item   | CSUMB 2010 (%) | CSUMB 2008 (%) | 4-Year Public College 2010 (%) |
|--|----------------|----------------|--------------------------------|
| Performed community service as part of a class   | 66             | 59             | 56                             |
| Performed volunteer work   | 86             | 85             | 82                             |
| Gays and lesbians should have the legal right to adopt a child (Agree strongly / Agree somewhat)               | 85             | NA             | 75                             |
| Wealthy people should pay a larger share of taxes than they do now   | 70             | 59             | 66                             |
| The federal government should do more to control the sale of handguns(Agree strongly / Agree somewhat)         | 70             | 75             | 68                             |
| The federal government is not doing enough to control environmental pollution(Agree strongly / Agree somewhat) | 82             | 80             | 79                             |
| A national health care plan is needed to cover everybody's medical costs(Agree strongly / Agree somewhat)      | 70             | 73             | 65                             |
| Affirmative action in college admissions should be abolished(Agree strongly / Agree somewhat)                  | 48             | 41             | 47                             |
| The federal government should raise taxes to reduce the deficit(Agree strongly / Agree somewhat)               | 33             | 28             | 31                             |
| Addressing global warming should be a federal priority(Agree strongly / Agree somewhat)                        | 66             | 77             | 64                             |

**Appendix A – Peer Comparison Group: Four-Year Public Colleges**

| <b>Public Four-Year Colleges</b>               | <b>State</b> | <b>Public Four-Year Colleges</b>             | <b>State</b> |
|--|--------------|--|--------------|
| Winston-Salem State University (HBCU)          | NC           | Ramapo College of New Jersey                 | NJ           |
| Alabama A & M University (HBCU)                | AL           | Rhode Island College                         | RI           |
| Bridgewater State College                      | MA           | Rutgers University-Camden                    | NJ           |
| California State Polytechnic University-Pomona | CA           | Salem State College                          | MA           |
| California State University-Long Beach         | CA           | Salisbury University                         | MD           |
| California State University-Los Angeles        | CA           | San Jose State University                    | CA           |
| California State University-Monterey Bay       | CA           | Sonoma State University                      | CA           |
| California State University-Northridge         | CA           | Southeast Missouri State University          | MO           |
| California State University-San Marcos         | CA           | Southern Illinois University Edwardsville    | IL           |
| Castleton State College                        | VT           | Southern University at New Orleans (HBCU)    | LA           |
| Central Connecticut State University           | CT           | SUNY at Purchase College                     | NY           |
| Central State University (HBCU)                | OH           | SUNY College at Potsdam                      | NY           |
| Citadel Military College of South Carolina     | SC           | SUNY Institute of Technology at Utica-Rome   | NY           |
| Clarion University of Pennsylvania             | PA           | The Richard Stockton College of New Jersey   | NJ           |
| Coastal Carolina University                    | SC           | Troy University                              | AL           |
| College of Charleston                          | SC           | United States Air Force Academy              | CO           |
| Coppin State University (HBCU)                 | MD           | United States Coast Guard Academy            | CT           |
| CUNY Lehman College                            | NY           | United States Military Academy               | NY           |
| Eastern Kentucky University                    | KY           | United States Naval Academy                  | MD           |
| Eastern Michigan University                    | MI           | University of Arkansas at Pine Bluff (HBCU)  | AR           |
| Eastern Washington University                  | WA           | University of Central Oklahoma               | OK           |
| Elizabeth City State University (HBCU)         | NC           | University of Illinois at Springfield        | IL           |
| Fort Lewis College                             | CO           | University of Massachusetts-Dartmouth        | MA           |
| Kennesaw State University                      | GA           | University of Michigan-Flint                 | MI           |
| Lincoln University of Pennsylvania (HBCU)      | PA           | University of Montevallo                     | AL           |
| Longwood University                            | VA           | University of North Alabama                  | AL           |
| Maine Maritime Academy                         | ME           | University of North Carolina-Wilmington      | NC           |
| Massachusetts College of Liberal Arts          | MA           | University of Pittsburgh-Bradford            | PA           |
| Montclair State University                     | NJ           | University of Pittsburgh-Johnstown           | PA           |
| New College of Florida                         | FL           | University of South Carolina-Aiken           | SC           |
| North Carolina Central University (HBCU)       | NC           | University of South Florida-Saint Petersburg | FL           |
| Northeastern State University                  | OK           | University of the Virgin Islands             | VI           |
| Oregon Institute of Technology                 | OR           | Valley City State University                 | ND           |
| Radford University                             | VA           | Wayne State College                          | NE           |