

**CALIFORNIA STATE UNIVERSITY, MONTEREY BAY  
2012 CIRP FRESHMEN SURVEY**

***SUMMARY OF RESULTS***

**Office of Institutional Assessment and Research, December 2012**

## 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 student profile data relevant for decision making. The survey is administered by the Higher Education Research Institute (HERI) at UCLA. Since its inception in 1965, the survey has been taken by over 15 million students at over 1,900 institutions, and is the largest study of higher education institutions in the U.S.

In 2012, 236,937 respondents from 389 colleges and universities participated in the study<sup>1</sup>. Of this number, 192,912 first-time full-time freshmen from 283 four-year colleges and universities were used to create the norms<sup>2</sup>. 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 2012, it was administered to students enrolled in First Year Seminar. More than 200 questions were asked in a wide variety of areas, with responses often on a Likert Scale. The questions covered topics concerning:

- A. Freshman 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>3</sup> entering freshmen in fall 2012. As noted above, First Year Seminar faculty reserved an hour of class time within the first two weeks of the term to administer the survey. Student participation was voluntary, but strongly encouraged. Ninety-two percent ( $n^4=460$ ) full-time, first-time freshmen students responded out of the 500 asked to participate. In comparison, 86% ( $n=428$ ) and 83% ( $n=414$ ) responded out of the 500 asked to participate in 2010 and 2008, respectively. The 2012 response rate is sufficiently high to enable generalization to the broader population of full-time, first-time freshmen who enrolled at CSUMB in fall 2012, especially since they aligned on several demographic variables, such as gender. However, the responders did not perfectly match with the general population on the proportion of different ethnicities and age groups who completed the CIRP. Fewer URMs completed the CIRP (43%) than were in the FT FTF population (52%). More 18 year olds (78% versus 59%) but fewer 19 year olds (19% versus 39%) responded to the survey, thus increasing the 18 year olds voice in the findings.

---

<sup>1</sup> Pryor, John H. et al. (2012) *The American Freshman: National Norms Fall 2012*. p. 154

<sup>2</sup> Ibid, p. 3.

<sup>3</sup> The purposeful sampling method was used to select all freshmen enrolled in the FYS sections that were selected for this study.

<sup>4</sup> The symbol “n” as used in this report signifies the exact number of respondents (these are frequencies).

## II. Analysis

CIRP compared CSUMB's full-time first-time freshmen responses to those of full-time first-time freshmen at 4-year public colleges,<sup>5</sup> across the U.S. This comparison group comprised 50 institutions ( $n= 36,533$ ), including seven California State Universities. CIRP calculates the frequencies and percentages of the responses. This report presents an overview of the findings and a comparative analysis of the 2012 and 2010 findings, where possible. The report will also compare CSUMB's 2012 findings with results from 4-year public colleges in the 2012 administration.

### Summary of Results

#### A. Freshman Demographic Profile

There were several changes in the demographic profile of the freshman class of 2012 compared to the class of 2010. Slightly fewer freshmen in 2012 reported being 18 years or younger compared to 2010. The percentage of freshman reporting English as their native language also decreased substantially compared to 2010. About the same proportion of freshmen in 2012 and 2010 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. The percentage of freshmen coming from the local region (50 miles or less) increased in 2012.

In comparison to CSUMB 2012 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. The students enrolled at 4-year public colleges were twice as likely to come from within 50 miles or less of their institution. See Table 1 below.

**Table 1: Freshman Demographic Profile**

Item	CSUMB 2012 (%)	CSUMB 2010 (%)	4-Year Public College 2012 (%)
18 years or younger	81	83	72
English as their native language	73	82	88
<i>Religious Preference</i>			
None	30	30	23
Roman Catholic as religious preference	29	29	26
Coming from local region (50 miles or less)	25	15	52
White	46	62	61

<sup>5</sup> See Appendix A for a list of institutions in this comparison group.

## B. High School Experience

Virtually all of the freshmen who enrolled in CSUMB in 2012 and 2010 reported graduating from high school in the same year in which they entered CSUMB. Together, the percentage of freshmen reporting A or B average in high school in 2012 was the same as those in 2010. This indicates that overall, as reported by the students, CSUMB continued to attract freshmen of comparable academic strength in 2012.

Compared to freshmen in the class of 2012 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 slightly 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 2012 (%)	CSUMB 2010 (%)	4-Year Public College 2012 (%)
Graduate from high school in same year	99	100	97
Average grade in high school : A	29	29	34
Average grade in high school : B	66	66	60

There was no notable change in the number of hours CSUMB freshmen invested in studying during their last year in high school between 2012 and 2010; however, freshmen in the class of 2012 were marginally more likely than those in 2010 to spend 3-5 hours a week studying during their last year of high school. Furthermore, the number of freshmen who reported not spending any time studying during their last year in high school remained the same in 2012 compared to 2010.

More freshmen at 4-year public colleges than those at CSUMB reported not spending any time 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 and 5 hours per week. See Table 2b below.

**Table 2b: High School Experience**

Item	CSUMB 2012 (%)	CSUMB 2010 (%)	4-Year Public College 2012 (%)
Studying 3-5 hours per week	36	35	29
Not studying anytime	2	2	3
Studying more than 20 hours per week	1	2	2

The same percentage of CSUMB freshmen in the class of 2012 reported that they worked in their last year in high school compared to those in the class of 2010. The percentage of freshmen who reported working 16 to 20 hours or over 20 hours during a typical week was consistent in 2012 compared to 2010.

In comparison to the CSUMB class of 2012 freshmen, those at 4-year public colleges were more likely to have spent some time working in their last year of high school. Just over one tenth of the freshmen reported working 16-20 hours or over 20 hours 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 2012 (%)	CSUMB 2010 (%)	4-Year Public College 2012 (%)
Working sometime in typical week	46	46	57
Working 16 to 20 hours a week	7	7	10
Working over 20 hours a week	8	7	12
Did not work during a typical week	54	55	43

With two exceptions (came late to class; student club participation), CSUMB freshmen in the class of 2012 and class of 2010 reported the activities they experienced during their last year in high school similarly. In reflecting on their high school activities, a lower proportion of freshmen in 2012 compared to their counterparts in 2010 reported that they came late to class and did not participate in student clubs and groups. Nearly all freshmen in the class of 2012 reported that they were bored in class, socialized with another race/ethnic group, or used the Internet for research or homework. There was little notable difference in the proportion of 2012 and 2010 freshmen who reported that they performed volunteer work, studied with other students, performed community service as part of a class, or tutored another student.

In comparison to CSUMB 2012 freshmen, a lower proportion of freshmen at 4-year public colleges reported that they performed volunteer work, studied with other students, performed community service as part of a class, or tutored another student, and more did not participate in student clubs and groups. Freshmen at 4-year public colleges reported high school experience of 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 2012 (%)	CSUMB 2010 (%)	4-Year Public College 2012 (%)
Came late to class	55	67	54
Bored in class	95	97	94
Performed volunteer work	88	86	84
Socialized with another race/ethnic group	95	96	95
Studied with other students	90	93	87
Performed community service as part of a class	66	66	56
Tutored another student	65	65	55
Used Internet for research or homework	99	99	99
Did not participate in student clubs and groups	31	38	35

### C. College Profile

The CSUMB class of 2012 and class of 2010 freshmen have been consistent in the top five areas of life they personally consider as essential or very important. In 2012, freshmen identified these areas as “being very well off financially,” “helping others who are in difficulty,” “raising a family,” “obtaining recognition from my colleagues for contribution to my special field,” and “becoming an authority in my field.” In 2010, they identified the same objectives in nearly the same order. Apart from “raising a family,” all of these objectives were reported more often as important in 2012.

The top five areas of life 2012 freshmen at 4-year public colleges identified as essential or very important are the same ones noted by CSUMB freshmen and ranked with the same item coming on top. Freshmen at 4-year public colleges considered “becoming an authority in my field” essential or very important more often than CSUMB freshman did. See Table 3a below.

**Table 3a: College Profile**

Item	CSUMB 2012 (%)	CSUMB 2010 (%)	4-Year Public College 2012 (%)
Top-five things that are important:			
Being very well off financially	85	81	83
Helping others who are in difficulty	72	68	71
Raising a family	72	74	73
Obtaining recognition from my colleagues for contribution to my special field	60	54	56
Becoming an authority in my field	54	51	58

For over a decade, fewer freshmen had been selecting CSUMB as their first choice and, concurrently, more students had been choosing it as a second choice. However, in 2012 just over half of freshmen selected CSUMB as their first choice, seven points higher than in 2010, one point above 2008, and three below 2006. At the same time, the percentage of freshmen reporting CSUMB as their second choice has declined in 2012 compared to 2010. About the same proportion of freshmen in the class of 2012 and class of 2010 indicated that they applied only to CSUMB. The number of freshmen who applied to four or more colleges increased in 2012, compared to 2010.

In comparison to CSUMB 2012 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, three times as many freshmen at 4-year public colleges applied only to their institution; yet, more than four out of ten indicated they applied to four or more colleges. See Table 3b below.

**Table 3b: College Profile**

Item	CSUMB 2012 (%)	CSUMB 2010 (%)	4-Year Public College 2012 (%)
Their college as first choice	51	44	56
Their college as second choice	30	34	29
Applied only to their college	5	6	15
Applied to four or more colleges	58	52	45

With one exception, CSUMB freshmen have been constant in the top features that attract them to the institution. The top five reasons noted by freshmen in the class of 2012 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 “this college has very good academic reputation.” Dropping off this list where it had appeared in 2010 is “the current economic climate significantly affected my college choice.” It has been replaced by “this college has very good academic reputation” which last appeared as a top-five reason in 2008.

In comparison to CSUMB 2012 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 2012 (%)	CSUMB 2010 (%)	4-Year Public College 2012 (%)
Top-five reason to attend current institution:			
The cost of attending this college	64	49	54
Size of this college	58	48	33
A visit to campus	43	39	36
I was offered financial assistance	42	35	38
This college has very good academic reputation	30	27	54

CSUMB 2012 and 2010 freshmen had slightly different views with regard to their preferred fields of study and career choices. The freshmen in 2012 selected their top three fields of study as Other Fields (Non-Technical), Biological Sciences, and Social Science. In 2010, freshmen selected the same top three fields but Biological Sciences and Social Science were tied for second place. Many of the freshmen in both years plan to obtain a graduate degree, increasingly so in 2012. The 2012 freshmen were also more likely than those in 2010 to indicate that they plan to obtain a graduate degree from CSUMB. In 2012, CSUMB freshmen selected

Other, Health Professional, Business, and Scientific Research as their top career choices. In 2010, freshmen indicated Other, Health Professional, and Teaching as their top three career choices.

In comparison to CSUMB 2012 freshmen, fewer freshmen at 4-year public colleges plan to obtain a graduate degree but more plan to obtain a graduate degree at their current institution. Freshmen at 4-year public colleges selected Other, Business, and Health Professional as their top three career choices. See Table 3d below.

**Table 3d: College Profile**

Item	CSUMB 2012 (%)	CSUMB 2010 (%)	4-Year Public College 2012 (%)
Undergraduate field of study			
Other fields (Non Technical)	39	47	53
Biological Sciences	24	17	9
Social Science	15	17	9
Business	11	10	13
Other fields (Other STEM)	11	9	16
Plan to obtain a graduate degree	76	67	72
Plan to obtain a graduate degree at your institution	17	10	26
Career Choices			
Other	21	26	18
Health Professional	10	11	9
Business	10	8	11
Scientific Research	10	5	2
Teaching	8	11	8
Artist	5	10	6

In contemplating on the chances that they might transfer to another college before completing their education, under one-tenth of CSUMB 2012 freshmen indicated that chances are very good; this number is lower than the response in 2010. As in 2010, half of freshmen in the class of 2012 reported that chances are very good they will be satisfied with CSUMB. Furthermore, when asked about the chances they would need extra time to complete their degree, slightly fewer freshmen in the class of 2012 than those in the class of 2010 said that chances are very good. Exactly the same share of freshmen in 2012 and 2010 indicated that chances are very good they will get a job to help pay for college expenses and they were about as likely to report that they might work full-time while in college.

In comparison to CSUMB 2012 freshmen, a similar 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. More freshmen at CSUMB reported that chances are very good they will be satisfied with their institution, but slightly more also said chances are very good that they will need extra time to complete their degree requirements. Freshmen at 4-year public colleges were as likely than those at CSUMB to report that chances are very good they will get a job to help pay for college expenses. Fewer freshmen at CSUMB than 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 2012 (%)	CSUMB 2010 (%)	4-Year Public College 2012 (%)
Transfer to another college before completing education at their current institution	9	13	9
Be satisfied with current college	52	50	50
Need extra time to complete degree studies	9	12	8
Get a job to help pay for college expenses	50	50	50
Work full-time while attending college	9	10	11

#### D. Financial Profile

Overall, the freshmen in the class of 2012 were more likely than those in the class of 2010 to indicate a major concern about their ability to finance their college education. A lower proportion of the freshmen in 2012 reported that they have no concern at all about the ability to finance their college education. More than seven out of ten freshmen in 2012 expect parents, relatives, and spouses to help cover their first year educational expenses, an increase from 2010. About half of freshmen in the class of 2012 expect to cover educational expenses with their own savings or with aid which must be repaid, both substantial increases from 2010.

In comparison to CSUMB 2012 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 2010 and 2012. In 2012, one-tenth of the freshmen indicated annual family income of 150k or more and one-third reported a family annual income of between 60k and 149k, both declines from 2010. The percentage of 2012 freshmen who reported annual family income of less than 60k increased by six points from 2010.

In comparison, 2012 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 2012 (%)	CSUMB 2010 (%)	4-Year Public College 2012 (%)
<b>Concern about ability to finance college education</b>			
No concern	20	22	31
Some concern	59	61	56
Major concern	21	18	14
Expect parents, relatives and spouses to help in first year's educational expenses	76	71	69
Expect to cover some of the expenses with own savings	54	53	58
Expect to cover some of the expenses with aid which must be repaid	59	51	48
Annual Family income of 150k or more	10	12	12
Annual Family income between 60 and 149k	33	37	38
Annual Family income of less than 60K	57	51	50

### E. Personality Profile

The class of 2012 freshmen were more likely than those in the class of 2010 to rate themselves as “above average” or “highest 10%” on Academic ability, Drive to achieve, Emotional health, Public speaking ability, Intellectual self-confidence, and Understanding of others. On the other hand, the 2012 freshmen rated themselves lower on Artistic ability, Creativity, Computer skills, Leadership ability, Mathematical ability, Popularity, Self-understanding, Seeing the world from someone else’s perspective, Tolerance of others with different beliefs, Openness to having their views challenged, Working cooperatively with diverse people, Negotiating controversial issues, and Writing ability.

In comparison to CSUMB 2012 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 five factors: Artistic ability, Public speaking, Understanding of others, Tolerance of others with different beliefs, and Openness to having their views challenged. See Table 5 below.

**Table 5: Personality Profile**

Item	CSUMB 2012 (%)	CSUMB 2010 (%)	4-Year Public College 2012 (%)
Student rated self "above average" or "highest 10%" as compared with the average person of his/her age in:			
Academic ability	57	55	59
Artistic ability	31	32	27
Creativity	51	53	51
Cooperativeness	63	63	67
Computer skills	28	32	35
Drive to achieve	72	67	73
Emotional health	45	41	49
Leadership ability	50	51	58
Mathematical ability	28	31	39
Popularity	21	25	30
Public speaking ability	36	30	33
Self understanding	53	55	54
Self-confidence (social)	46	46	47
Self-confidence (intellectual)	53	48	53
Understanding of others	66	64	65
See the world from someone else's perspective	62	66	62
Tolerance of others with different beliefs	70	73	68
Openness to having my own views challenged	56	60	52
Work cooperatively with diverse people	77	80	77
Discuss and negotiate controversial issues	57	59	60
Writing ability	37	42	41

## F. Socio-Political Profile

There was a slight shift in the political views and activities of CSUMB freshmen in the class of 2012 compared to freshmen in the class of 2010. In reflecting on their political views, 2012 freshmen were more likely than 2010 freshmen to identify as “liberal” or “far left” or as “conservative” or “far right.” Less than half of the freshmen in the class of 2012 described themselves as “middle-of-the-road,” a decline from 2010. There was also a substantial shift in freshmen’s political engagement between 2012 and 2010. The proportion of freshmen in the class of 2012 who participated in a political demonstration, voted in a student election, or worked on a campaign fell even while more discussed politics or helped raise money for a cause or campaign.

In comparison to CSUMB 2012 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, discussed politics, or helped raise money for a cause or campaign, they were more likely to have voted in a student election. They worked on campaigns in the same proportion. See Table 6a below.

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

Item	CSUMB 2012 (%)	CSUMB 2010 (%)	4-Year Public College 2012 (%)
Liberal or far left	38	37	26
Conservative or far right	15	13	22
Middle-of-the-road	47	50	52
Demonstrated for/against a cause	27	67	24
Discussed politics	81	77	77
Voted in a student election	61	64	65
Worked on a local, state or national political campaign	8	11	8
Helped raise money for a cause or campaign	56	52	54

Between the 2010 and 2012 administrations, many of the questions in this section were changed, limiting their applicability for comparison. Of the four questions asked in both administrations, the class of 2012 was more likely than the class of 2010 to perform volunteer work, and to agree that “wealthy people should pay a larger share of taxes than they do now,” and “a national health care plan is needed to cover everybody’s medical costs.”

In comparison, 2012 freshmen at 4-year public colleges were less likely than their CSUMB peers to “agree strongly/agree somewhat” with the statements “wealthy people should pay a larger share of taxes than they do now,” “abortion should be legal,” “students from disadvantaged backgrounds should be given preferential treatment in college admissions,” “same-sex couples should have the right to legal marital status,” or “a national health care plan is needed to cover everybody’s medical costs.” Freshmen at 4-year public colleges were more likely than their CSUMB peers to “agree strongly/agree somewhat” that “racial discrimination is no longer a major problem in America,” “dissent is a critical component of the political process,” or “colleges should prohibit racist/sexist speech on campus.” In a question tapping into political efficacy, about the same proportion at CSUMB and 4-year public colleges agreed that “realistically, an individual can do little to bring about changes in our society”. Furthermore, CSUMB freshmen were more likely to participate in community service as part of a class and volunteer work. See Table 6b below.

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

Item	CSUMB 2012 (%)	CSUMB 2010 (%)	4-Year Public College 2012 (%)
Performed community service as part of a class	66	66	56
Performed volunteer work	88	86	84
Abortion should be legal	65	N/A	58
Racial discrimination is no longer a major problem in America	17	N/A	25
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	52	N/A	46
Realistically, an individual can do little to bring about changes in our society	32	N/A	33
Wealthy people should pay a larger share of taxes than they do now	73	70	67
Same-sex couples should have the right to legal marital status	79	N/A	74
Dissent is a critical component of the political process	55	N/A	57
Colleges should prohibit racist/sexist speech on campus	64	N/A	68
A national health care plan is needed to cover everybody's medical costs	73	70	65

**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>
Armstrong Atlantic State University	GA	Southeast Missouri State University	MO
Bridgewater State University	MA	Southern Illinois University Edwardsville	IL
<b>California State Polytechnic University-Pomona</b>	CA	SUNY at Purchase College	NY
<b>California State University-Los Angeles</b>	CA	SUNY College at Potsdam	NY
<b>California State University-Monterey Bay</b>	CA	SUNY Institute of Technology at Utica-Rome	NY
<b>California State University-Northridge</b>	CA	The Richard Stockton College of New Jersey	NJ
<b>California State University-San Marcos</b>	CA	Troy University	AL
Castleton State College	VT	United States Air Force Academy	CO
Citadel Military College of South Carolina	SC	United States Coast Guard Academy	CT
CUNY Lehman College	NY	United States Military Academy	NY
Eastern Washington University	WA	United States Naval Academy	MD
Grand Valley State University	MI	University of Central Oklahoma	OK
Kennesaw State University	GA	University of Colorado-Colorado Springs	CO
Longwood University	VA	University of Hawaii-West Oahu	HI
Maine Maritime Academy	ME	University of Illinois at Springfield	IL
Massachusetts College of Liberal Arts	MA	University of Massachusetts-Dartmouth	MA
North Georgia College & State University	GA	University of Michigan-Flint	MI
Northeastern State University	OK	University of Montevallo	AL
Radford University	VA	University of Pittsburgh-Bradford	PA
Ramapo College of New Jersey	NJ	University of Pittsburgh-Johnstown	PA
Rhode Island College	RI	University of South Carolina-Aiken	SC
Rutgers University-Camden	NJ	University of South Florida-St. Petersburg Campus	FL
Salem State University	MA	University of Wisconsin-River Falls	WI
<b>San Jose State University</b>	CA	Valley City State University	ND
<b>Sonoma State University</b>	CA	Wayne State College	NE

California State Universities are listed in **bolded blue**.