



ADMISSIONS

Total First-time Freshmen 1,502

Selectivity	4,505	▶	62%
Yield	1,502	▶	33%

By Gender

Male	564	▶	38%
Female	938	▶	62%

By Race/Ethnicity

Students of color	169	▶	11%
International	0	▶	0%

By Residence

In-State	1,439	▶	96%
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By Status

Full-time	1,464	▶	97%
Part-time	38	▶	3%

Average SAT Scores

Math	▶	515
Verbal	▶	509

Total Transfers 845

Selectivity	1,344	▶	91%
Yield	845	▶	63%

By Gender

Male	318	▶	38%
Female	527	▶	62%

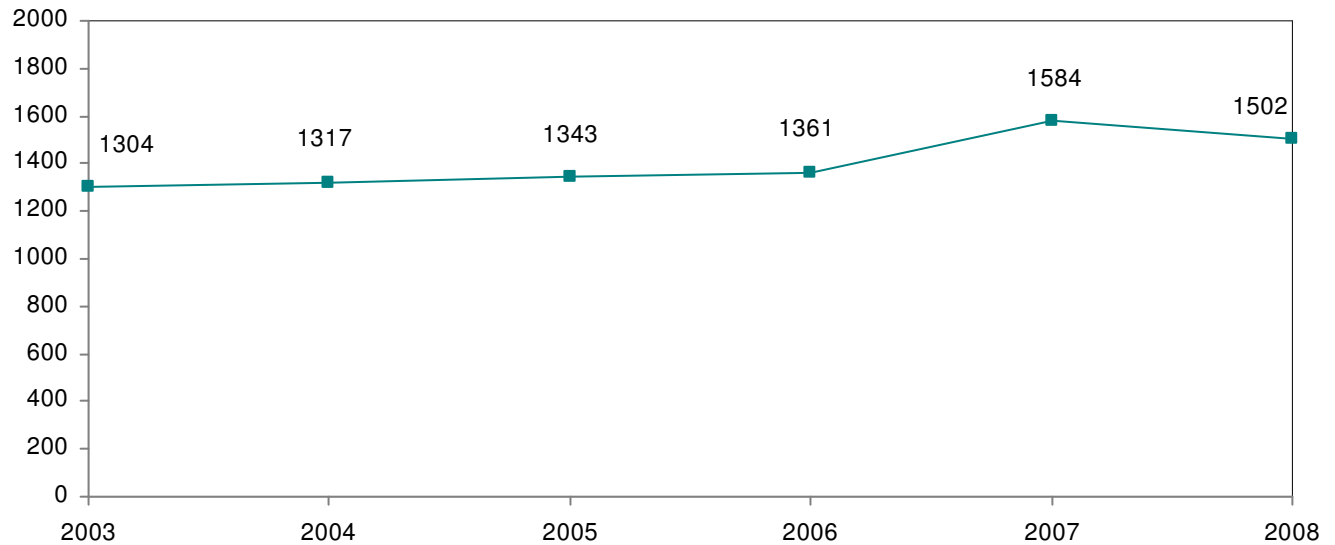
By Race/Ethnicity

Students of color	87	▶	10%
International	0	▶	0%

By Status

Full-time	708	▶	84%
Part-time	137	▶	16%

Freshman Admissions Fall 2004 – 2008

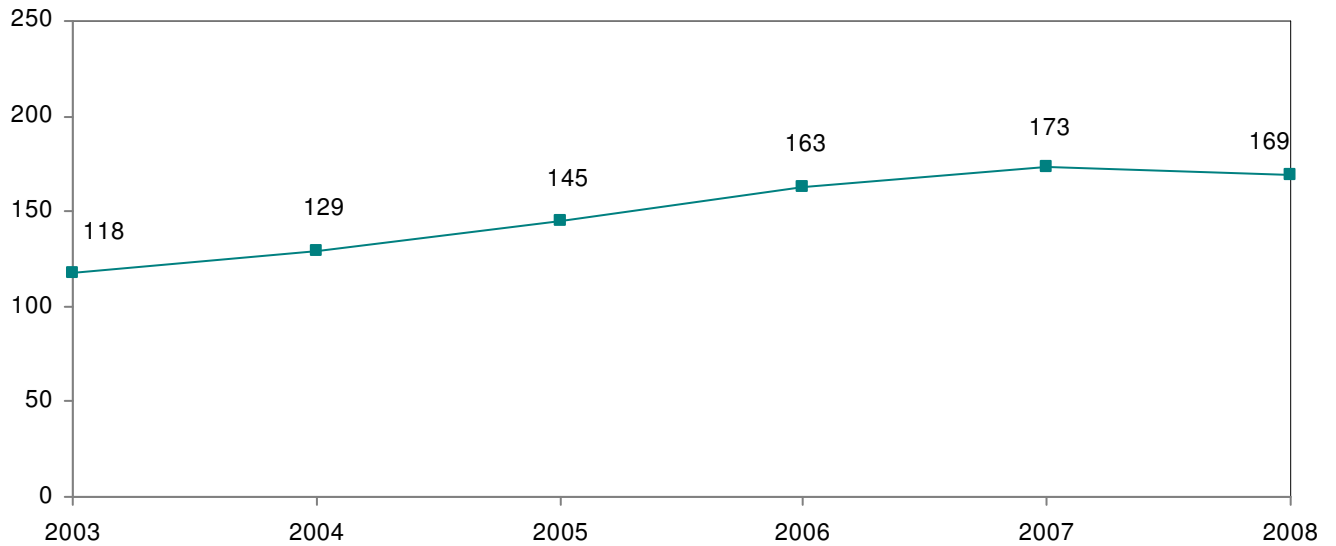


In Fall 2008, BSC accepted 6 of every 10 students who applied. Of those who were accepted, 1 out of every 3 chose to enroll at Bridgewater. Since Fall 2004, the number of first-time freshmen enrolled has increased by 14 percent.

	2004	2005	2006	2007	2008
Applied	5570	5480	6533	6490	7229
Accepted	4251	4392	4641	4507	4505
Enrolled	1317	1343	1361	1584	1502
Selectivity	76%	80%	71%	69%	62%
Yield	31%	31%	29%	35%	33%

Note: Selectivity = # accepted/# applied, Yield = # enrolled/# accepted

Students of Color Admissions Fall 2004 – 2008



Since Fall 2004, the number of freshman students of color enrolled has increased by 31 percent.

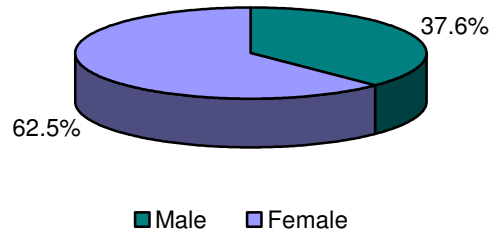
	2004	2005	2006	2007	2008
Applied	578	624	808	852	1116
Accepted	404	443	555	560	604
Enrolled	129	145	163	173	169
Selectivity	70%	71%	69%	66%	54%
Yield	32%	33%	29%	31%	28%

Notes:

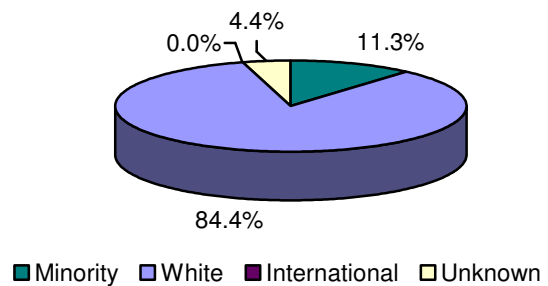
Selectivity = # accepted/# applied; Yield = # enrolled/# accepted
 Figures do not include international students.

Profile of First-Time Freshmen Fall 2008

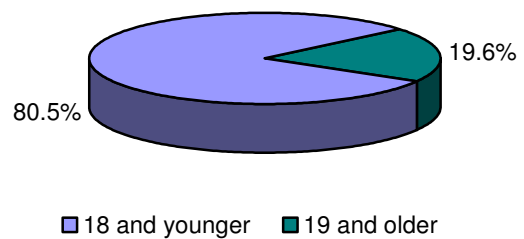
Gender	Frequency	Percent
Male	564	37.5%
Female	938	62.5%



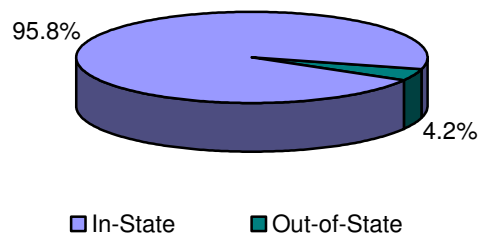
Ethnicity	Frequency	Percent
Native American	5	0.3%
Asian	25	1.7%
Black	90	6.0%
Hispanic	49	3.3%
White	1267	84.4%
International	0	0.0%
Unknown	66	4.4%



Age	Frequency	Percent
16-17	57	3.8%
18	1152	76.7%
19	258	17.2%
20	12	0.8%
21-25	18	1.2%
26-30	1	0.1%
31+	4	0.3%



Residence	Frequency	Percent
Massachusetts	1439	95.8%
Other New England	43	2.9%
Other United States	16	1.1%
International	0	0.0%
Unknown	4	0.3%

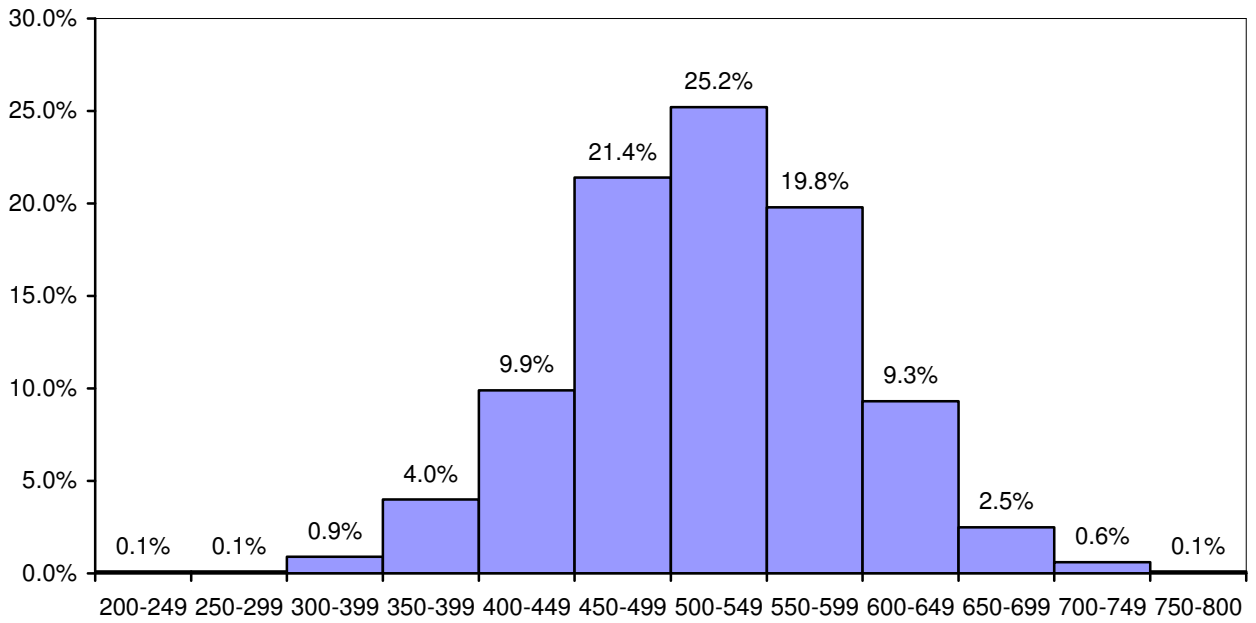


Distribution of SAT Scores of First-Time Freshmen Fall 2008

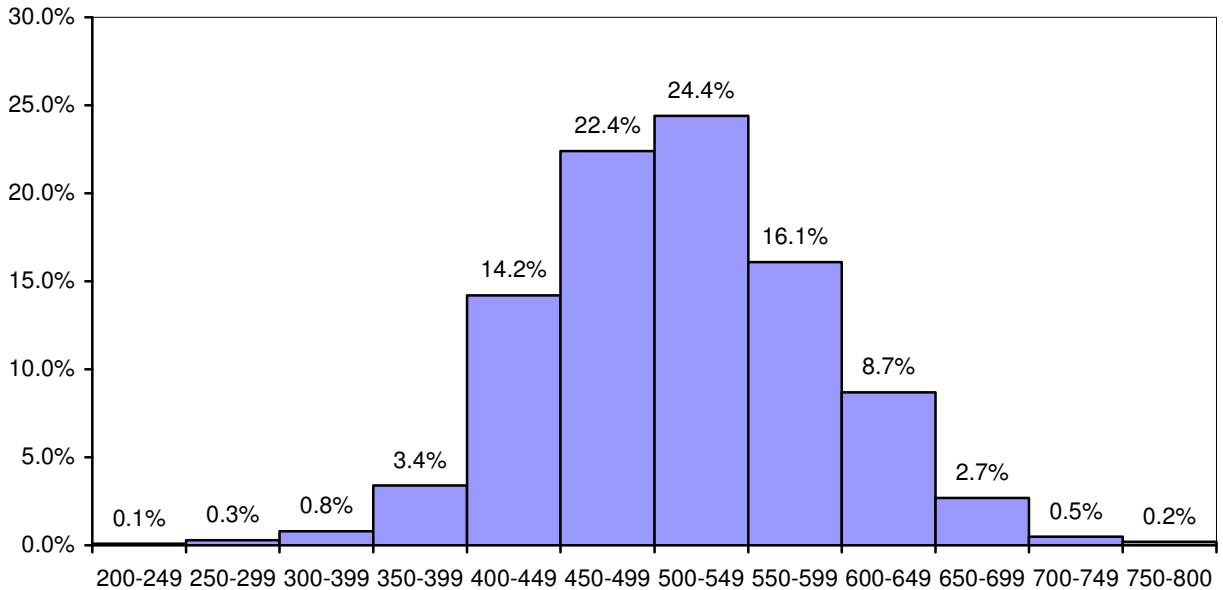
Mean Score (Math): 515
Mean Score (Verbal): 509

Middle 50% (Math): 470-560
Middle 50% (Verbal): 450-560

Math SAT Scores



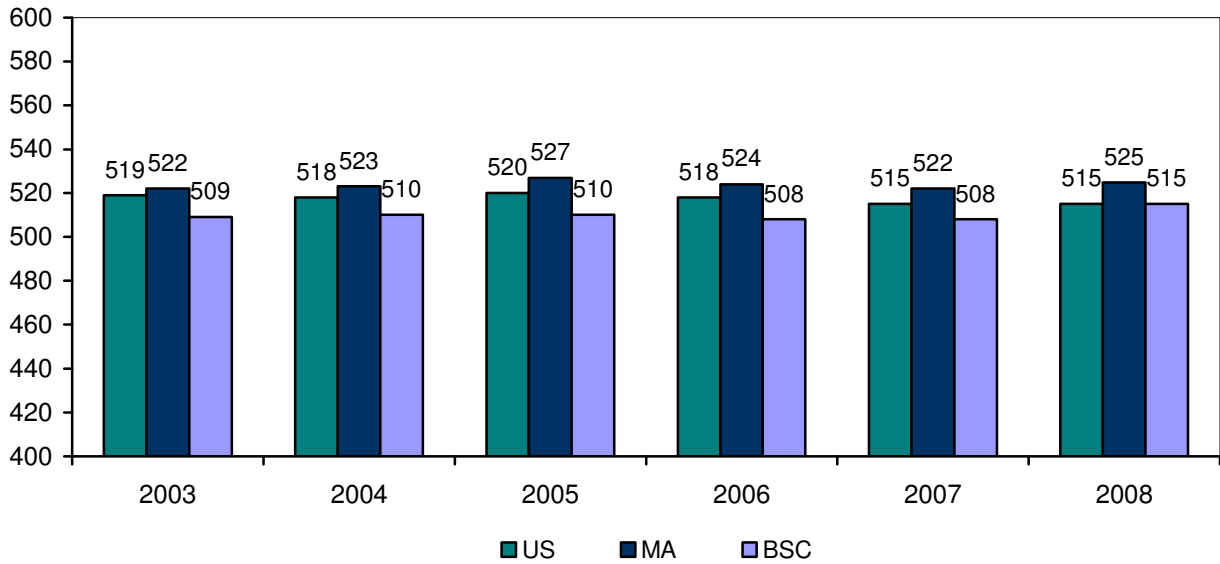
Verbal SAT Scores



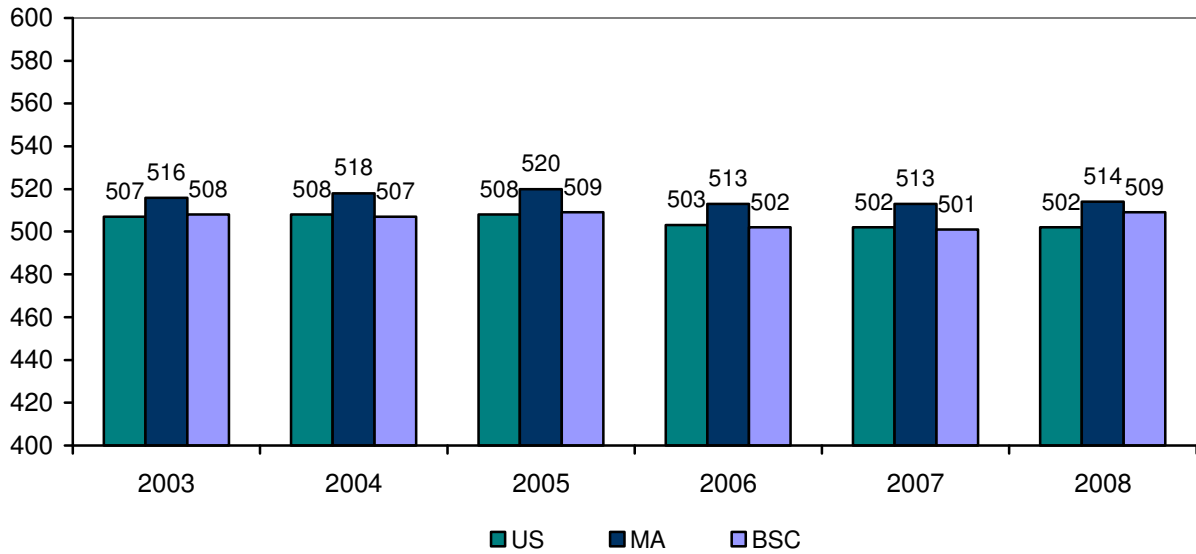
SAT Comparison: BSC/MA/US Fall 2004 – 2008

For the past five years, average SAT scores at BSC have been comparable to national averages and slightly lower than state averages.

Average Math Scores



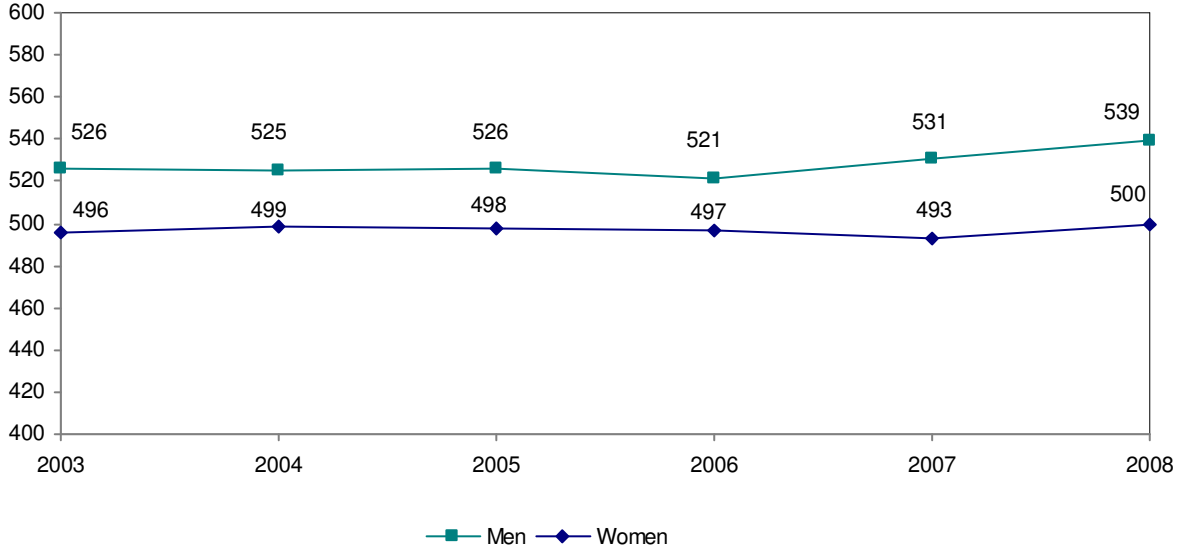
Average Verbal Scores



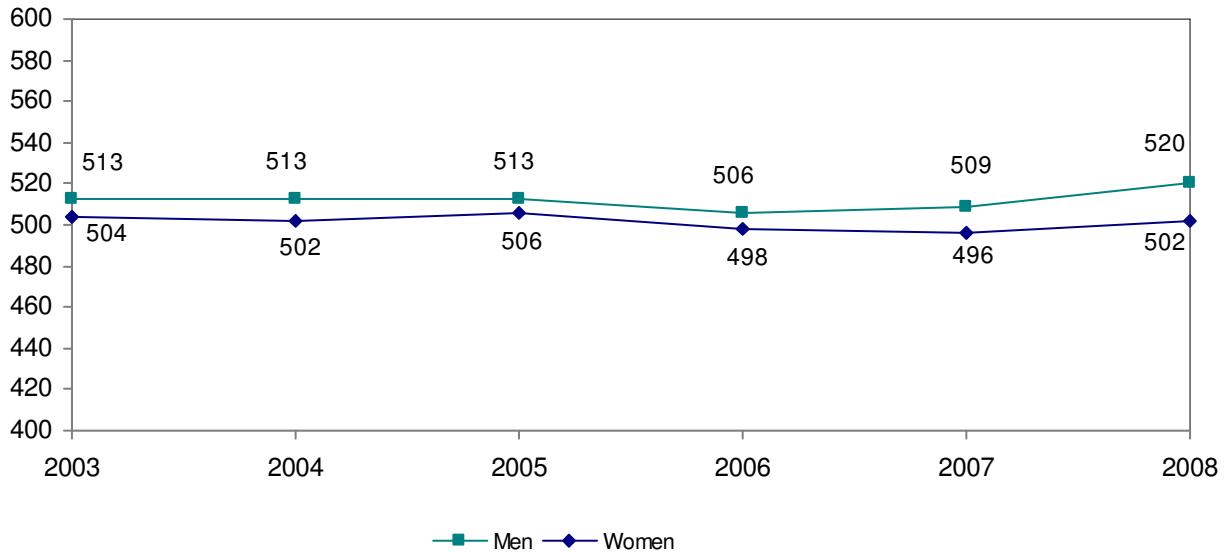
SAT Scores: Comparisons by Gender Fall 2004 – 2008

For 2008, on average, men scored 39 points higher than women on the Math test. The difference is less pronounced for the SAT Verbal test scores.

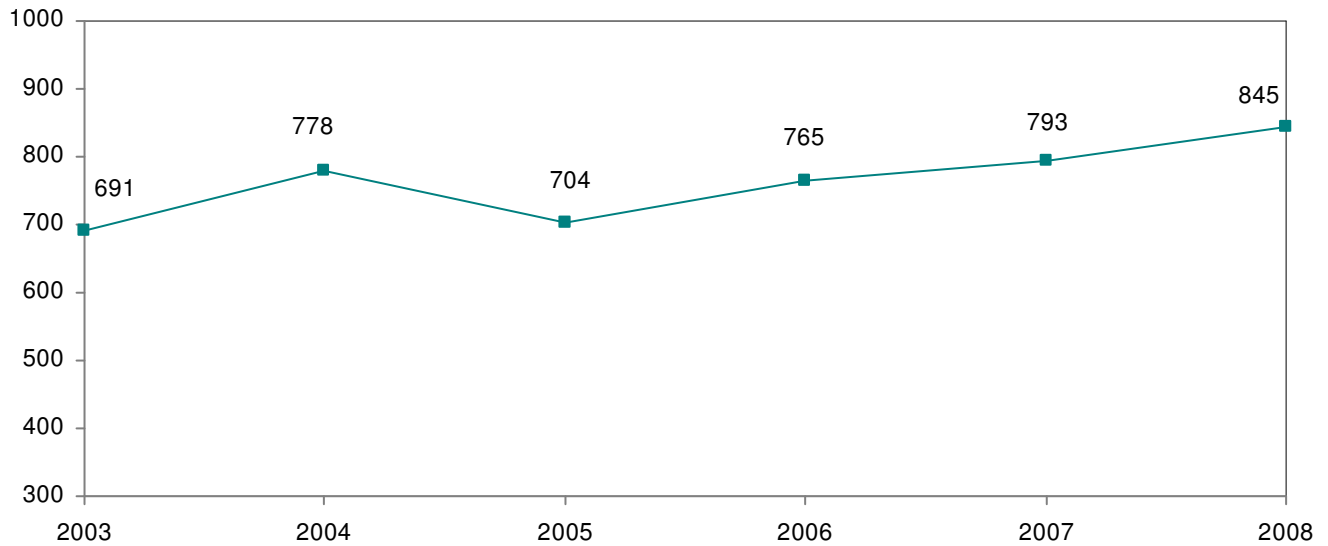
Average Math SAT Scores



Average Verbal SAT Scores



Transfer Admissions Fall 2004 – 2008



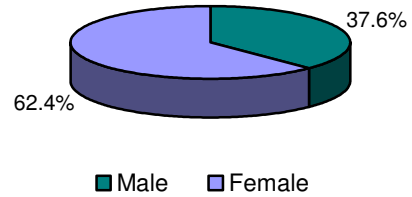
BSC accepts 9 out of every 10 transfer students who apply. Of those who are accepted, 2 out of every 3 choose to enroll at Bridgewater. Since 2004, the number of transfer students enrolled has increased by 9 percent.

	2004	2005	2006	2007	2008
Applied	1294	1254	1399	1433	1478
Accepted	1199	1163	1293	1296	1344
Enrolled	778	704	765	793	845
Selectivity	93%	93%	92%	90%	91%
Yield	65%	61%	59%	61%	63%

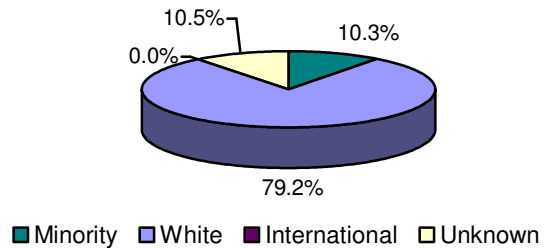
Note: Selectivity = # accepted/# applied; Yield = # enrolled/# accepted

Profile of Transfer Students Fall 2008

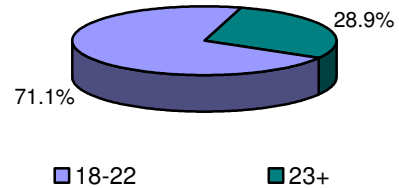
Gender	Frequency	Percent
Male	318	37.6%
Female	527	62.4%



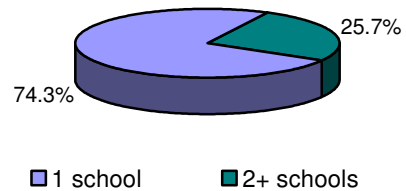
Ethnicity	Frequency	Percent
Native American	2	0.2%
Asian	16	1.9%
Black	58	6.9%
Hispanic	11	1.3%
White	669	79.2%
International	0	0.0%
Unknown	89	10.5%



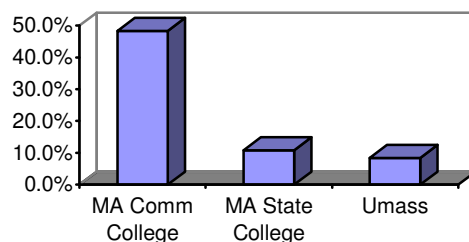
Age	Frequency	Percent
18-20	383	45.3%
21-22	218	25.8%
23-25	102	12.1%
26-30	64	7.6%
31+	78	9.2%



Entering with credit from:	Frequency	Percent
1 school	628	74.3%
2 schools	174	20.6%
3 schools	40	4.7%
4 schools	3	0.4%
5 schools	0	0.0%



Entering with credit from at least one:	Frequency	Percent
MA Community College	408	48.3%
MA State College	91	10.8%
UMass	71	8.4%



Profile of First-Time Full-Time Freshmen BSC Students and National Peers, Fall 2008 Based on Results of the CIRP (American Freshman) Survey

For the past seventeen years, Bridgewater State College has participated in the study of new college students sponsored by the Cooperative Institutional Research Program (CIRP) at UCLA's Higher Education Research Institute (HERI). Begun in 1966, CIRP is a longitudinal study that forms the basis of the *American Freshman* series of books. For the Fall 2008 study, 240,580 students from 340 colleges and universities participated. At Bridgewater State College, 1,490 first-time, full-time freshmen completed the CIRP survey during their freshmen orientation session the summer prior to starting school.

The Fall 2008 results of the CIRP survey are reported on the next several pages. Results are reported for Bridgewater students and their "national peers" -- students attending other public, medium selectivity four-year colleges. In Fall 2008 Bridgewater's peer group was comprised of 9,341 students from 10 institutions. Comparisons are made between Bridgewater students and their national peers; when relevant, trends over time and gender differences are also reported.

The CIRP results are reported in three broad categories:

Background Characteristics and Academic Preparation

- Background Characteristics
- High School Grades
- Students' Self-assessments of Academic Abilities

Activities and Opinions

- Use of Time in an Average Week
- Previous Year's Activities
- Political and Social Opinions

Attitudes and Expectations about College

- Top Reasons for Attending College
- Reasons for Selecting College of Choice
- Degree Aspirations and Career Plans
- Concern about Financing College
- Sources of Financial Support for College
- Expected College Activities
- Life Objectives

Background Characteristics of BSC First-time Freshmen and National Peers Fall 2008

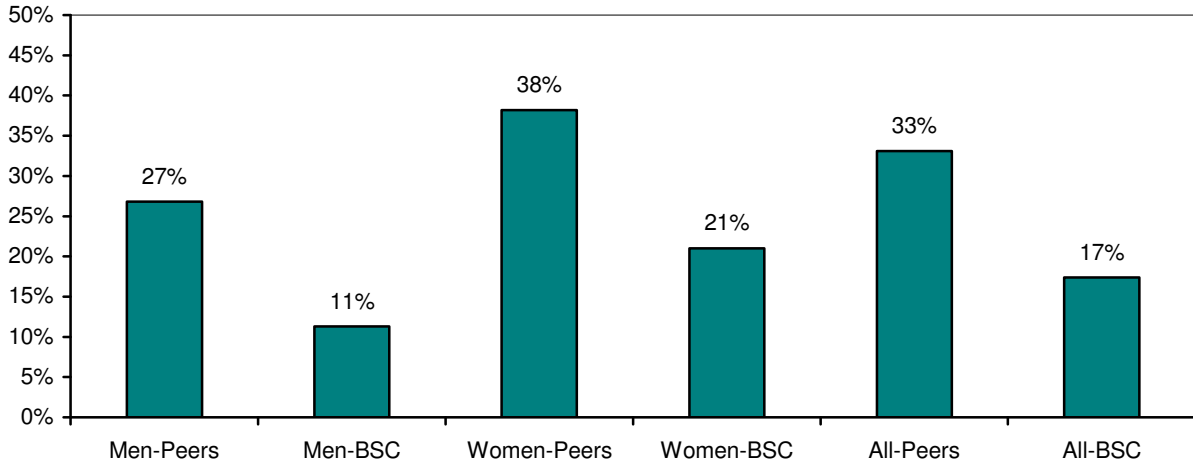
There are both similarities and differences between BSC freshmen and their national peers with regard to background characteristics. Both are equally likely to be 19 or older, to have graduated from high school in 2008, and to be U.S. citizens. BSC freshmen are more likely than their peers to live nearby the college, to be Catholic, and to have parents whose education is high school graduate or less. Their political views are less likely to be conservative and more likely to be moderate.

Personal Characteristics	BSC	National
Gender		
Female	63.4	63.7
Male	36.6	36.3
Age: 19 or older	27.9	27.1
Women	23.6	23.5
Men	35.1	31.5
White/Caucasian	90.9	82.9
Native English speaker	95.3	96.1
Citizenship: U.S.	98.5	98.5
Year of high school graduation: 2008	98.5	97.4
Type of high school graduated from		
Public	92.3	91.1
Private	7.5	8.3
Home School	0.3	1.6
Family Characteristics		
Father's education: HS grad or less	42.6	34.0
Mother's education: HS grad or less	35.2	27.9
Parents divorced	30.3	29.6
Parents' income: less than \$50,000	32.6	32.6
Parents' income: greater than \$100,000	23.8	29.2
Miles from college to home: 100+ miles	6.3	33.6
Religious and political orientation		
Catholic	38.7	18.0
Political Orientation		
Conservative	12.0	20.6
Moderate	56.5	48.0
Liberal	28.3	27.0

Figures represent percentages of students reporting each characteristic. Items in bold are those for which Bridgewater's percentages differ from the national figures. In these reports, two groups were said to "differ" if their scores on an item differed by at least 7 percentage points.

High School Grades Reported by BSC First-time Freshmen and National Peers Fall 2008

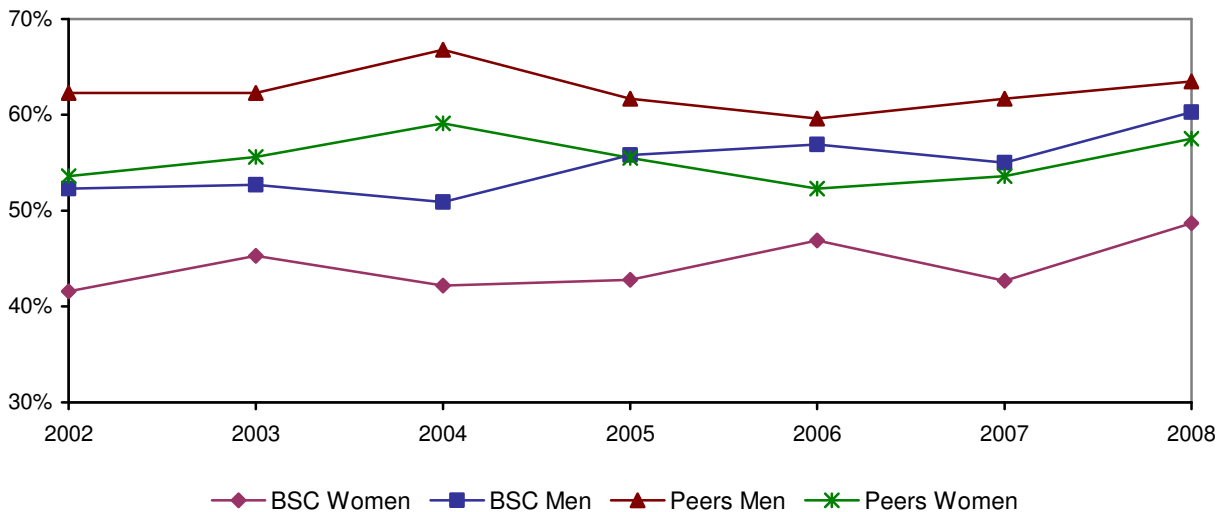
BSC freshmen are much less likely than their national peers to report having an A/A- high school grade point average. Thirty-three percent of students in the national group report an A/A- average compared with only 17 percent BSC students.



Students' Self-Perceptions of Academic Abilities, 2002 - 2008

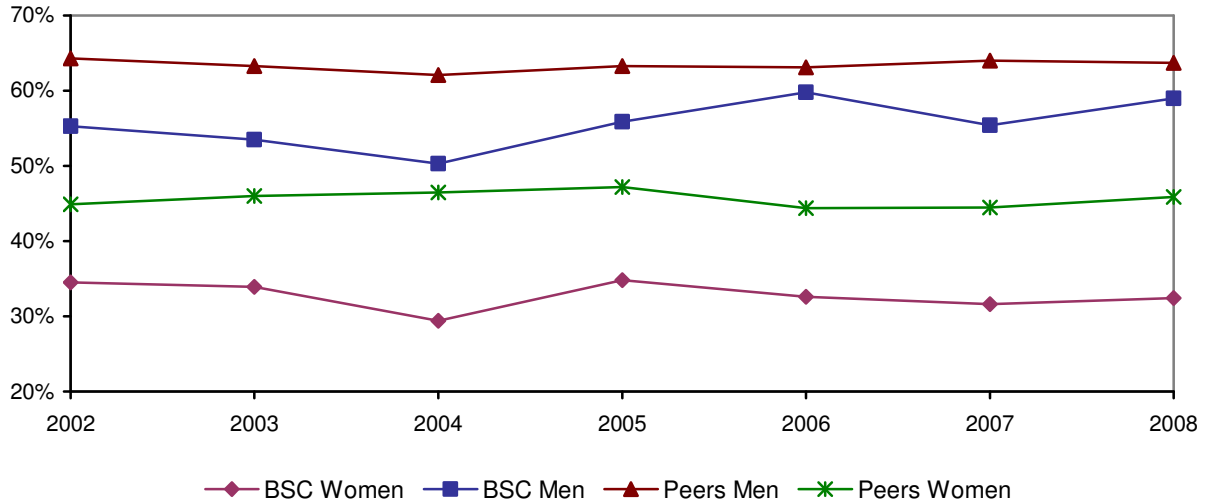
The following three graphs display trends in the percentage of BSC freshmen and their national peers who rate themselves as above average or in the top 10 percent in the areas of academic ability, intellectual self-confidence, and drive to achieve.

Academic ability: In the national group, men always give themselves higher ratings than women by about 6 percentage points. Compared to their peers, a smaller proportion of BSC freshmen rate themselves as having high academic ability. The gender gap in the BSC group is larger than that in the national group.

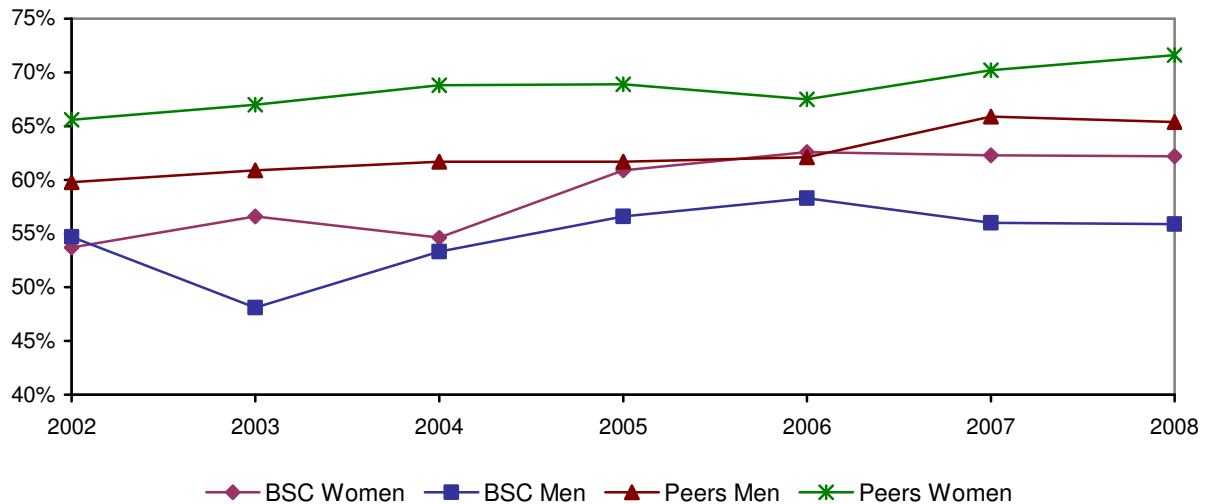


Students' Self-Perceptions of Academic Abilities, 2002 - 2008 (continued)

Intellectual self-confidence: In both the national and BSC groups, men rate themselves higher than women, but the gender gap in the BSC group tends to be larger than in the national group. Compared to their peers, both BSC women and BSC men give themselves lower ratings; the gap is somewhat narrower among men.



Drive to achieve: In the national group, men and women remain comparable over time, though the gender gap has widened. BSC freshmen have tended to rate themselves lower than the national group on this ability.



Self-Assessments of BSC First-time Freshmen and National Peers Fall 2008

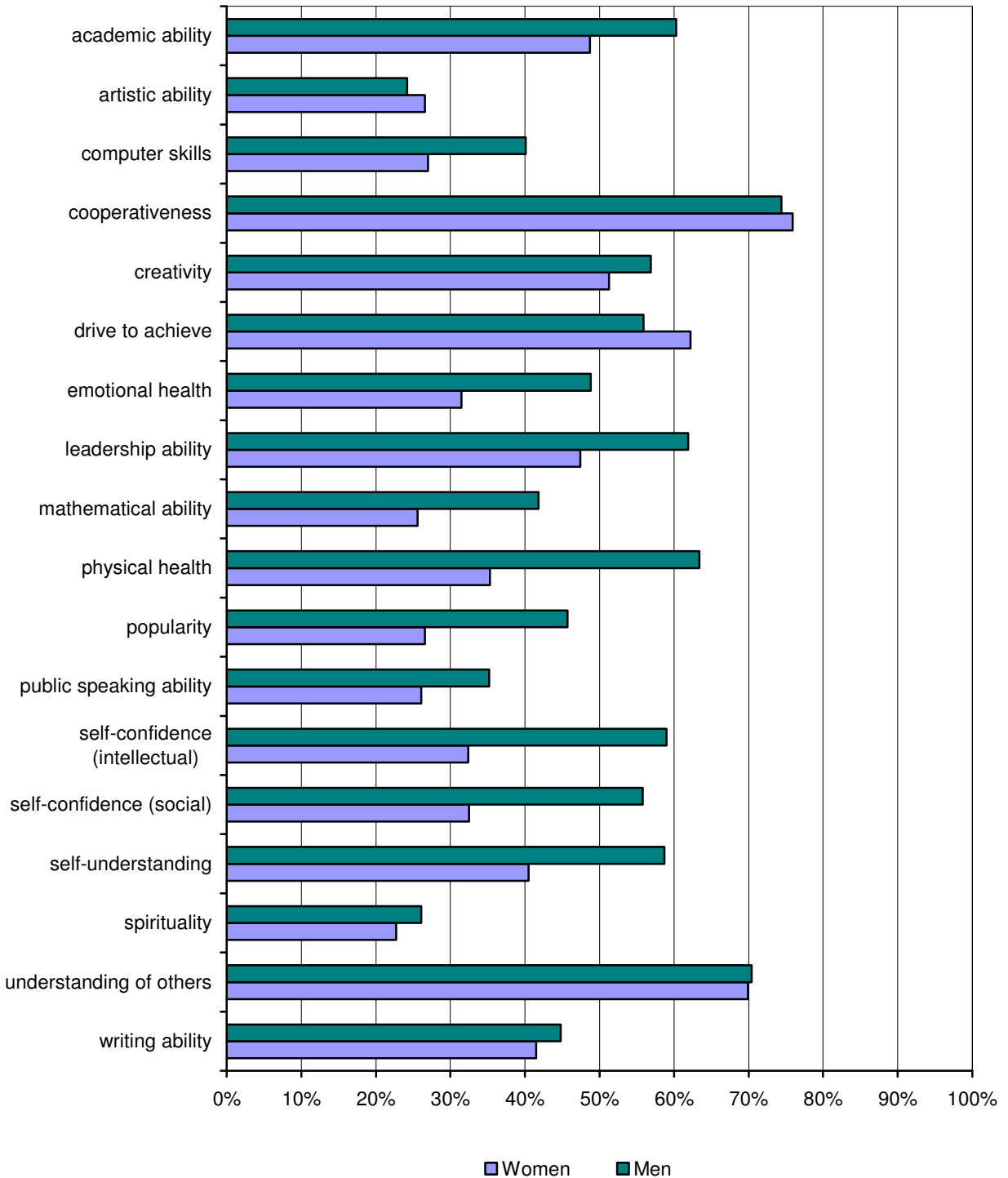
BSC freshmen give themselves lower ratings than their national peers on most items. The largest differences come in the areas of spirituality, intellectual self-confidence, and emotional health.

	BSC	National
Academic ability	52.9	60.2
Artistic ability	25.7	29.6
Computer skills	31.8	36.5
Cooperativeness	75.3	73.2
Creativity	53.4	55.9
Drive to achieve	59.9	68.8
Emotional health	37.8	49.1
Leadership ability	52.7	56.7
Mathematical ability	31.5	36.1
Physical health	45.6	50.6
Popularity	33.6	36.3
Public speaking ability	29.4	34.4
Self-confidence (intellectual)	42.2	53.9
Self-confidence (social)	41.0	49.7
Self-understanding	47.2	54.1
Spirituality	23.5	39.5
Understanding of others	69.9	67.2
Writing ability	42.7	41.2

Table reports the percentage of students in each group that rate themselves as "above average" or "in the highest 10%." Items in bold are those for which Bridgewater's percentages differ from the national figures.

Gender Differences in Self-Assessments of BSC First-time Freshmen Fall 2008

BSC women are less likely than their male counterparts to give themselves high ratings on many items. The largest differences come in the areas of physical health, intellectual self-confidence, social self-confidence, and self-understanding.



Activity/hours per week during the last year of High School Fall 2008

For the most part, BSC freshmen spend about the same amount of time on educational, social and leisure activities as their national peers. However, BSC freshmen are more likely than their peers to spend more time working for pay. About half of each group report spending 6 or more hours per week exercising while only about a quarter of each group report spending less than 1 hour reading for pleasure.

Educational Activities	BSC	National
Doing homework: less than 1 hour	16.0	14.3
Women	13.5	11.4
Men	20.5	18.0
Reading for pleasure: less than 1 hour	24.0	22.8
Work/Service Activities		
Working for pay:		
None	13.2	25.4
11 or more hours	65.3	49.8
Doing volunteer work: 0 hours	36.6	32.1
Women	30.7	27.0
Men	46.9	38.5
Social Activities		
Partying: 6 or more hours	22.1	18.3
Women	18.9	15.2
Men	27.5	22.0
Socializing with friends: 20+ hours	20.0	16.9
Women	17.4	15.1
Men	24.5	19.3
Student clubs: 0 hours	43.1	36.8
Women	36.7	30.1
Men	54.4	45.0
Online social networks: 1 – 5 hours	48.9	46.5
Women	52.0	49.3
Men	43.4	43.1
Leisure Activities		
Video Games: 6 or more hours	12.2	12.8
Women	3.8	3.5
Men	27.0	24.3
Watching TV: 6 or more hours	29.3	26.9
Women	25.1	23.4
Men	36.7	31.4
Exercising/sports: 6 or more hours	50.3	48.2
Women	43.1	40.3
Men	62.6	57.8

Figures represent percentages of students reporting each activity. Activities in bold are those for which Bridgewater's percentages differ from the national figures.

Activities engaged in during the past year by BSC Freshmen & National Peers Fall 2008

Similarities and differences emerge when comparing the high school activities of BSC freshmen and their national peers. BSC freshmen are less likely to have tutored another student, played a musical instrument, attended a religious service, or discussed religion or politics. However, they are more likely to have consumed alcohol.

Educational Activities	BSC	National
Tutored another student	38.7	48.4
Studied with other students	83.5	84.6
Was guest in a teacher's home	14.8	20.9
Asked a teacher for advice*	21.6	27.2
Was bored in class*	44.4	43.0
Came late to class	61.6	62.6
Social/Cultural Activities		
Performed volunteer work	77.1	81.8
Played a musical instrument	32.1	41.8
Socialized with different ethnic group*	65.1	69.6
Performed community service as part of class	49.3	55.0
Political/Religious Activities		
Attended a religious service	64.5	75.1
Discussed religion*	20.5	32.3
Participated in political demonstrations	20.3	25.8
Discussed politics*	25.7	32.3
Worked on political campaign	6.1	9.1
Voted in a student election*	18.8	22.3
Computer-related Activities		
Used Internet for research/homework*	65.1	67.6
Used internet to read news sites	32.0	36.1
Used Internet to read blogs*	35.1	35.4
"Negative" Activities		
Drank beer	44.7	35.2
Drank wine or liquor	53.3	40.7
Smoked cigarettes*	6.1	5.7
Felt overwhelmed*	35.7	31.1
Felt depressed*	8.8	8.3

**Percentage responding "frequently" only. Other percentages reflect responses of "frequently" or "occasionally." Items in bold are those for which Bridgewater's percentages differ from the national figures.*

Political and Social Opinions of BSC First-time Freshmen & National Peers Fall 2008

BSC freshmen hold political and social opinions that, in many cases, are similar to those of their national peers. However, BSC freshmen are more likely to think that abortion should be legal, that the Federal Government should do more to control the sale of handguns, and that same sex couples should have the right to legal marital status. They are also more likely to think that the Federal Government should do more concerning environmental pollution and global warming.

	BSC	National
There is too much concern in the courts for rights of criminals	59.2	59.7
Abortion should be legal	66.1	55.4
Death penalty should be abolished	35.1	29.0
Marijuana should be legalized	43.9	39.9
It is important to have laws prohibiting homosexual relationships	9.3	23.7
Racial discrimination is no longer a major problem in America	19.1	19.8
Realistically, an individual can do little to bring about change in our society	27.6	27.0
Wealthy people should pay more taxes than they do now	68.3	61.1
Same-sex couples should have right to legal marital status	84.4	64.6
Affirmative action in college admissions should be abolished	39.8	42.4
Federal military spending should be increased	24.8	29.2
Federal Gov. should do more to control sale of handguns	82.1	70.5
Only volunteers should serve in the armed forces	69.3	64.5
Federal Gov. not doing enough to control environmental pollution	85.6	77.6
National health care plan is needed to cover everybody's medical costs	81.4	71.6
Undocumented immigrants should be denied access to public education	57.5	53.2
Through hard work, everybody can succeed in American society	79.4	80.5
Dissent is a critical component of the political process	58.9	58.2
Colleges have the right to ban extreme speakers from campus	36.4	41.8
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	30.0	38.3
Federal Gov. should raise taxes to reduce the deficit	20.7	23.3
Addressing global warming should be a federal priority	80.5	71.3

Items in bold are those for which Bridgewater's percentages differ from the national figures.

Gender Differences in Political and Social Opinions of BSC First-Year Students Fall 2008

The graph below shows similarities and differences in the political and social opinions of BSC freshman women and men. Men and women differ on more than half of the political and social issues listed. The largest differences are apparent on the issue of handgun control where women are considerably in favor, and abolishing affirmative action in college admissions where a larger percentage of men are in favor.

	Men	Women
There is too much concern in the courts for rights of criminals	59.8	58.9
Abortion should be legal	71.1	63.3
Death penalty should be abolished	29.3	38.5
Marijuana should be legalized	50.7	39.9
It is important to have laws prohibiting homosexual relationships	14.4	6.5
Racial discrimination is no longer a major problem in America	26.0	15.2
Realistically, an individual can do little to bring about change in our society	32.5	24.8
Wealthy people should pay more taxes than they do now	68.5	68.1
Same-sex couples should have right to legal marital status	77.7	88.2
Affirmative action in college admissions should be abolished	49.0	34.4
Federal military spending should be increased	25.7	24.4
Federal Gov. should do more to control sale of handguns	69.9	89.2
Only volunteers should serve in the armed forces	64.7	72.0
Federal Gov. not doing enough to control environmental pollution	81.6	87.8
National health care plan is needed to cover everybody's medical costs	79.9	82.2
Undocumented immigrants should be denied access to public education	61.9	55.0
Through hard work, everybody can succeed in American society	79.1	79.6
Dissent is a critical component of the political process	66.4	54.5
Colleges have the right to ban extreme speakers from campus	39.0	35.0
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	32.3	28.7
Federal Gov. should raise taxes to reduce the deficit	25.6	17.8
Addressing global warming should be a federal priority	76.8	82.6

Items in bold are those for which the percentages differ between men and women.

Reasons for Selecting College of Choice, Fall 2008 Differences between BSC First-time Freshmen and National Peers

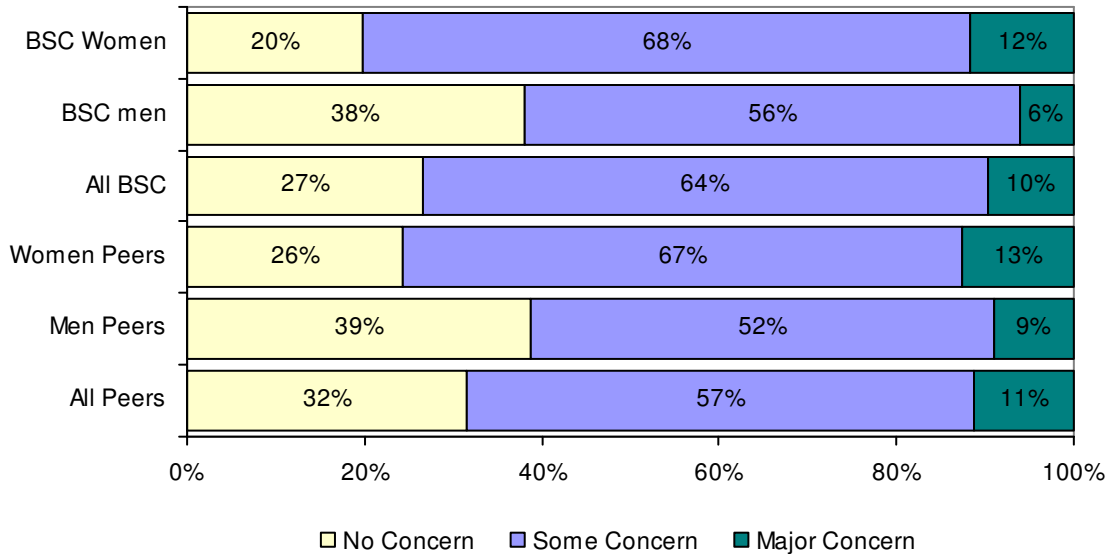
While their national peers most frequently cite good academic reputation as the reason for selecting their college, the top reason for BSC freshmen is the college's cost of attendance. A larger percentage of BSC freshmen were admitted through Early Action or Early Decision than among their national peers.

	BSC	National
Cost of attendance	69.3	47.7
Good academic reputation	60.1	59.1
Good reputation for social activities	42.1	38.5
Want to live near home	31.4	25.7
Offered financial assistance	34.2	36.0
Size of the school	32.9	40.2
Campus Visit	38.8	38.8
National rankings	5.7	11.2
No aid from first choice school	10.7	7.3
Graduates get good jobs	46.0	46.9
Graduates gain admission to top graduate/professional schools	23.7	27.7
Information from website	17.2	17.1
Admitted through Early Action or Early Decision	18.4	9.8
Attending first choice school	54.9	60.6
My parents wanted me to come here	12.3	12.8
High school counselor advised me	14.2	9.1
The athletic department recruited me	5.5	6.0

Figures represent percentages of students selecting each response. Items in bold are those for which Bridgewater's percentages differ from the national figures.

Concern about Financing College by BSC Freshmen & National Peers, Fall 2008

BSC freshmen are just as likely to be concerned about college financing as their national peers. Two out of three students in each group said they have some or major concerns about their ability to pay for their college education. Women in both groups are more concerned about how to pay for college.



Sources of Support for Educational Expenses, Fall 2008

BSC freshmen rely on many of the same sources used by their national peers to finance their education. However, BSC freshmen are more likely to report reliance on income generated from summer work or work-study jobs and loans.

	BSC	National Peers
Parental or family aid	82.8	79.6
Savings from work	80.8	69.0
Grants/scholarships	70.5	64.5
Loans	66.2	48.3
Other than above	6.3	5.7

Expected College Activities of BSC First-time Freshmen & National Peers Fall 2008

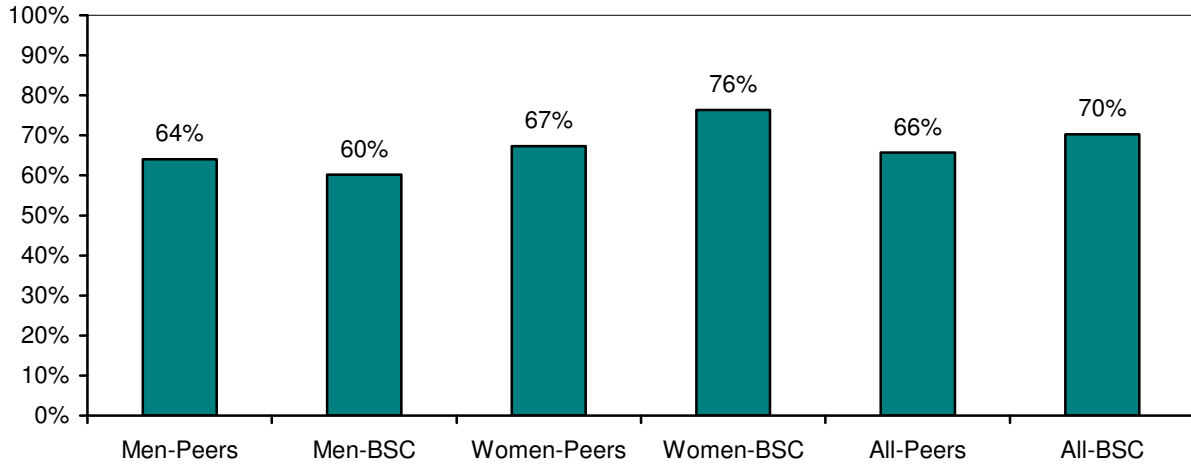
BSC freshmen are as likely as their national peers to expect a change in their educational plans and to participate in many extra-curricular activities. BSC freshmen are more likely to expect to get a job to pay expenses, but less likely to get tutoring help in specific courses.

Change in educational plans	BSC	National
Change in major field	13.5	13.7
Change career choice	13.1	12.5
Transfer to another college	8.4	11.7
Academic		
Make at least a B average	54.0	56.5
Be satisfied with college	52.3	51.9
Need extra time to complete degree requirements	7.3	7.2
Participate in Study Abroad	24.8	22.0
Discuss course content with students outside class	34.8	39.9
Work on professor's research project	39.0	32.4
Get tutoring help in specific courses	25.8	33.4
Extra-curricular		
Participate in Student Government	5.2	6.3
Get a job to pay expenses	70.2	55.0
Join social fraternity/sorority	6.8	9.8
Play varsity athletics	17.7	14.3
Participate in student protests	4.4	5.5
Participate in volunteer/community service	25.4	24.2
Work full-time while in college	13.1	9.2
Participate in student clubs	48.5	42.1
Interpersonal Relationships		
Seek personal counseling	8.4	8.7
Communicate regularly with professors	29.6	34.7
Socialize with someone of another race	64.7	64.1
Have a roommate of a different race/ethnicity	18.4	24.9

Table reports the percentage of students in each group that report the chances are "very good" that they will participate in the activity. Items in bold are those for which Bridgewater's percentages differ from the national figures.

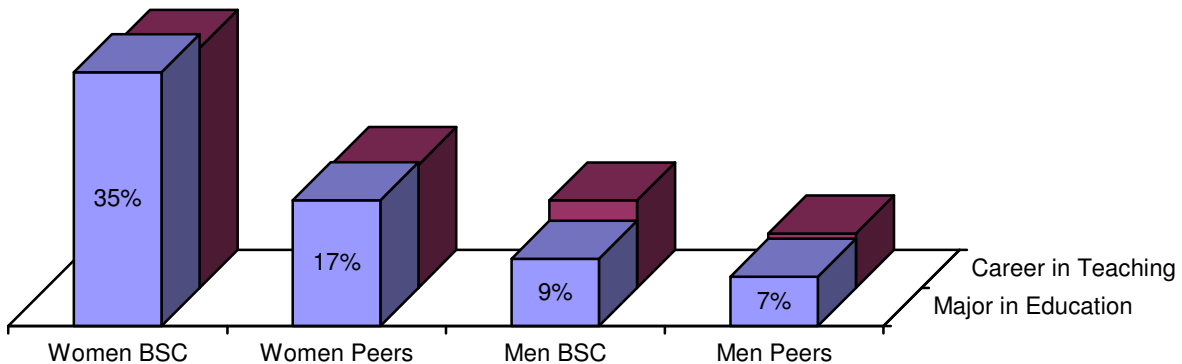
Highest Degree Aspirations of BSC Freshmen & National Peers, Fall 2008

The graph below shows the percentage of students whose highest degree aspiration is at least a Master's degree. Women in both groups are somewhat more likely than men to have higher degree aspirations.



Future Education Majors and Teachers, Fall 2008

BSC women are more likely than either their national peers or BSC men to expect to major in education or to pursue a career in teaching. Since Massachusetts professional teaching certification requires a Master's degree, this may help to explain why BSC women are also more likely to aspire to graduate school, as shown above.



Life Objectives of BSC First-Time Freshmen & National Peers Fall 2008

The top five life objectives of BSC freshmen are identical to those of their national peers. These have been the top five objectives every year for the past seventeen years. This year "raise a family" remains the top spot among BSC freshmen while "be very well off financially" is the top objective among peers. For both groups, women see raising a family as the top life objective. BSC men rank raising a family as the top life objective while their national peers see being financially well off as the top objective.

Top five life objectives	BSC	National	National Rank
Raise a family	81.9	77.4	2
Be very well off financially	73.9	77.6	1
Help others in difficulty	69.4	69.3	3
Obtain recognition from colleagues	55.0	54.4	5
Become an authority in my field	52.6	56.6	4

Top five life objectives - Men			
Raise a family	78.6	75.5	2
Be very well off financially	74.1	78.2	1
Help others in difficulty	57.8	60.3	3
Become authority in my field	56.7	60.0	4
Obtain recognition from colleagues	55.7	56.1	5

Top five life objectives - Women			
Raise a family	83.7	78.9	1
Help others in difficulty	76.1	76.5	3
Be very well off financially	73.9	77.1	2
Obtain recognition from colleagues	54.6	52.9	5
Become authority in my field	50.3	53.9	4

Figures represent the percentage of students who identified each objective as "essential" or "very important." Items in bold are those for which Bridgewater's percentages differ from the national figures.

