

## ANALYSIS OF RUTGERS-NEW BRUNSWICK DATA

With regard to **Selection of College** (Items A1-A5), Rutgers-New Brunswick students are less likely to consider their institution their first choice compared with students in peer institutions (52% vs. 63%). Additionally, Rutgers-New Brunswick students appear to have a less positive a view of their institution than peer institution students: a lower percentage of Rutgers-New Brunswick students note that their institution has a very good academic reputation (57% vs. 69% for peer institution students), that their graduates get good jobs (49% vs. 58%), or that graduates go to top graduate and professional schools (35% vs. 44%).

Finances are an important concern of Rutgers-New Brunswick students; they are more likely than students at peer institutions to report low tuition (47% vs. 31%) and being offered financial assistance (30% vs. 22%) as important reasons in the selection of their college of attendance. Rutgers-New Brunswick students also plan to rely on state scholarships or grants in helping to finance their education at a higher rate than students at peer institutions (28% vs. 21%) and are slightly more likely to take out student loans (26% vs. 21%). However, Rutgers-New Brunswick students and peer institution students report approximately the same level of concern about college financing; 63 percent of Rutgers-New Brunswick students and 62 percent of peer institution students report having “some” or “major” concern.

In responding to questions developed for Rutgers students only (Items A6-A10), Rutgers-New Brunswick students report that college guides were more important in college selection than the World Wide Web or magazine ratings (26% vs. 9% and 7%). However,

the majority say they relied on other sources of information not listed in the survey (57%). Rutgers' position as a major research university influenced the decision to attend to "a huge degree" for 27 percent of the respondents, to "a moderate degree" for 43 percent, and to "a small degree" for 16 percent, while 13 percent report it having no influence at all. "Breadth of the academic program" is cited as the most appealing aspect of Rutgers as a major research university by 45 percent of Rutgers-New Brunswick students, while "opportunity to obtain an internship" and "opportunity to participate in research" were cited by 20 and 19 percent, respectively. Students from New Jersey who were accepted at colleges out of state but elected to stay in New Jersey cite "locality" as the most important reason for selecting Rutgers (47%). Students not from New Jersey cite "locality" and "high academic reputation" as the most important reasons for selecting Rutgers (25% and 21%, respectively).

With regard to **Educational and Career Plans** (Items B1-B4), a similar percentage of Rutgers-New Brunswick students and students at peer institutions plan to obtain a postbaccalaureate degree (83% and 85%, respectively). Furthermore, 35 percent of Rutgers-New Brunswick students and 31 percent of students at peer institutions indicate that they plan to obtain a postbaccalaureate degree at their university. In terms of specific educational plans, Rutgers-New Brunswick students are extremely similar to peer institution students. The most commonly cited intended majors are business (18% for both groups), biological sciences (13% for Rutgers-New Brunswick vs. 12% for peer institutions), professional fields<sup>1</sup> (12% for both groups), and engineering (10% for both groups).

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<sup>1</sup> Professional fields include architecture/urban planning, home economics, health technology, library/archival

The responses to the survey questions pertaining to **Student Attitudes and Background** (Items C1-C15) also reveal few differences between Rutgers-New Brunswick and peer institution students. These two groups of students are very similar in their responses to questions about life goals and expectations, political attitudes, and various background factors such as age, ethnic background<sup>2</sup>, parental income, status of parents (living together or not), remedial work done in high school, and remedial work needed in college. A small difference between the two groups was that Rutgers-New Brunswick has a lower percentage of native English speakers among its student population compared to peer institutions (78% vs. 82%). Another difference is that Rutgers-New Brunswick students are slightly less confident that they will attain a bachelor's degree (71% vs. 80%) or be satisfied with their college (35% vs. 49%).

Rutgers-New Brunswick students were less likely than peer institution students to rate themselves above average or in the highest 10 percent of their peers on the following attributes: academic ability (78% vs. 83%), cooperativeness (71% vs. 75%), drive to achieve (71% vs. 77%), and intellectual self-confidence (60% vs. 65%).

The manner in which the Rutgers-New Brunswick students report spending their time in the past year differed from the peer-institution students in a number of ways.

Rutgers-New Brunswick students were less likely to engage in volunteer work; 75 percent

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science, nursing, pharmacy, pre dental/medical/veterinarian, occupational/physical/speech therapy, and other professional.

<sup>2</sup> In answering the question about racial background, students may have selected more than one category. Consequently, the percentages may add to more than one hundred percent when the total percentage of minority students is added to the percentage of white students. This is true for both Rutgers-New Brunswick and its peer institutions.

stated that they spent time doing volunteer work compared with 84 percent of the peer institution students. In contrast, Rutgers-New Brunswick students spend more time working for pay compared to peer institution students. Thirty-six percent of Rutgers-New Brunswick students reported spending sixteen or more hours per week working for pay, compared with 27 percent of students at peer institutions. Similarly, 34 percent of peer institution students reported spending no time working for pay compared to only 26 percent of Rutgers-New Brunswick students.

**NOTE:** The percentages for Rutgers University on the comparison table (Attachment A) may not match corresponding percentages on Attachment B (official CIRP report) for both Rutgers-Newark and Rutgers-New Brunswick reports. This is because respondents from the Rutgers University School of Nursing were reported in the Rutgers-Newark comparison table but included in the Rutgers-New Brunswick CIRP report.