

ANALYSIS OF RUTGERS-NEWARK DATA

It should be noted at the outset that although CIRP usually includes the Rutgers-Newark campus in the "highly selective public university" stratum, this year their report shows peer institutions as "public university – low selectivity." For reporting purposes, we continue with the traditional practice of comparing Rutgers-Newark students to those attending peer institutions of high selectivity (see Appendix C). Even so, given the different character and mission of some of the institutions included in the high selectivity stratum, the following comparisons between Rutgers-Newark and peer institution students should be viewed cautiously.

The responses to questions regarding **Selection of College** (Items A1-A5) reveal that Rutgers-Newark and peer institution students are somewhat similar. Although students at peer institutions are more likely to state that their institution was their first choice (74% vs. 60% for Rutgers-Newark), the majority of both Rutgers-Newark students and peer institution students state that their institution is their first choice. The most important reasons in deciding to go to college differ only slightly for Rutgers-Newark and its peer institutions. Rutgers-Newark students are more likely to be motivated to get training for a specific career (75% vs. 68% for student at peer institutions), are equally likely to indicate they expect be able to make more money (72% and 71%), to get a better job (70% and 71%), or state that they decided to go to college to gain a general education (66%, for each group). Rutgers-Newark students are slightly less motivated to go to college to learn about things that interest them (73% vs. 80%).

Rutgers-Newark students and students at other highly selective institutions cite

similar reasons for selecting their college, although they do so at a lower level. College selection is based on: the colleges' good academic reputation (57% and 68%, respectively), students belief that its graduates get good jobs (52% and 59%, respectively), and because its graduates are admitted to top graduate/professional schools (36% and 37%, respectively). However, Rutgers-Newark students are much more likely to cite two additional reasons: low tuition and the desire to remain close to home (40% vs. 20% and 34% vs. 9%, respectively). The offer of financial assistance is slightly more important for Rutgers-Newark students than for their peers (27% vs. 20%).

Three out of four Rutgers-Newark students report concern about college financing. Over half of both Rutgers-Newark students and peer institution students report some concern about financing college (59% and 50%, respectively), and slightly more Rutgers-Newark students say it was a major concern (17% vs. 9%). Although the majority of Rutgers-Newark students plan to receive some financial support for educational expenses from parents, family or friends (72%), more students at the peer institutions expect similar support from these sources (88%). More Rutgers-Newark students than peer-institution students plan to rely on a part-time job off-campus as a source for educational expenses (28% vs. 16%, respectively) while fewer intend to use savings from summer work (36% vs. 52%) or other savings (16% vs. 35%). Only one-third of Rutgers-Newark students plan to rely on loans compared to nearly half of peer institution students (35% vs. 47%).

In responding to questions developed for Rutgers students only (Items A6-A10), Rutgers-Newark students report which sources of information about college selection were important to them. Most report that they relied on other information sources not specified

in the survey (64%). More students indicate the importance of college guides as compared to magazine ratings or the World Wide Web (21% vs. 8% and 6%, respectively). Rutgers' position as a major research university influenced the decision to attend to "a huge degree" for 30 percent of the respondents, to "a moderate degree" for 47 percent, to "a small degree" for 10 percent, and only 11 percent report it having no influence at all. When asked to identify the most appealing aspect of Rutgers as a major research university, 48 percent cited the "breadth of the academic program," 17 percent "renowned faculty," another 17 percent the "opportunity to obtain an internship," and 16 percent cited the "opportunity to participate in research."

Rutgers-Newark students from New Jersey who were accepted at colleges out of state but elected to stay in New Jersey indicate cost (32%), high academic reputation (24%), and location (20%) as their most important reasons for selecting Rutgers. Students not from New Jersey also note high academic reputation (30%), location (15%), and cost (12%) as their top reasons for coming to New Jersey and attending Rutgers.

With respect to **Educational and Career Plans** (Items B1-B4), peer institution students plan on attaining a post-baccalaureate degree at a lesser rate than students from Rutgers-Newark (67% vs. 87%, respectively). Fewer Rutgers-Newark students plan to obtain a Masters degree than do students at peer institutions (33% and 47%, respectively) and other professional or terminal degrees, including Ph.D., Ed.D., medical, and law degrees (34% vs. 40%). Of those students indicating that they intend to pursue post-baccalaureate degrees, a higher percentage of Rutgers-Newark students (48%) than peer institution students (35%) intend to do so at their current institution.

The most probable undergraduate major field of study for first-time full-time students attending Rutgers-Newark is in the professional fields¹ (14%). Approximately one in five are undecided as they begin their first year in college (19%), but this may change beyond a student's first year. There are fewer students at peer institutions who begin without a major area of study in mind (9%). Business and social sciences were the second and third most probable majors at Rutgers-Newark (13%, each), with similar rates of students from peer institutions intending to go into those fields (18% and 9%, respectively).

With regard to **Student Attitudes and Background** (Items C1-C15), Rutgers-Newark students are more likely than peer institution students to consider financial success an essential or very important objective to achieve (80% vs. 74%), while simultaneously being more likely to cite helping others in difficulty as important (68% vs. 58%). Students at Rutgers-Newark are slightly more likely to see themselves as "middle-of-the-road" on political issues (56%) compared to students at peer institutions (48%) and slightly less likely to see themselves as "conservative" (12% vs. 20%, respectively).

Rutgers-Newark students are slightly more likely to support government control of the sale of handguns (88% vs. 82%) and state that the wealthy should pay a larger share of taxes than they do now (60% vs. 50%). On the other hand, Rutgers-Newark students show slightly less concern than their peers about allowing employers to require drug testing for employees and applicants (70% vs. 75%) even though the majority does support the

¹ Professional fields include architecture/urban planning, home economics, health technology, library/archival science, nursing, pharmacy, predoctoral/medical/veterinarian, occupational/physical/speech therapy, and other professional.

employer's right to test for drugs.

Peer institution students report considerably higher parental income than Rutgers-Newark students. Twenty-five percent of Rutgers-Newark students report parental income of less than \$30,000 compared to only 12 percent of peer institution students, while a far lower percentage of Rutgers-Newark students report parental income exceeding \$100,000 (10%) compared to peer institution students (36%). In general, parents' education is lower for Rutgers-Newark students than students at peer institutions. Only 21 percent of fathers of Rutgers-Newark students received a college degree and 18 percent went on to earn a graduate degree compared to 32% of fathers of peer institution students having a college degree and another 32% having graduate degrees. Only 56 percent of Rutgers-Newark students state that they are native English speaking, while 92 percent of peer institution students indicate that their native language is English. Less than three-fourths of Rutgers-Newark students are U. S. Citizens while almost all of the students at peer institutions are (72% vs. 96%).

Rutgers-Newark students are much more ethnically diverse than peer institution students. Less than one-third (32%) indicate they are white or Caucasian compared to 81 percent at peer institutions. There is a corresponding higher percentage of students at Rutgers-Newark who are Asian American/Asian (30%), Latino (21%), and African American (9%) compared to students at peer institutions (11%, 4%, and 5%, respectively).² Furthermore, Rutgers-Newark students are much more likely than students from peer

² 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-Newark and its peer institutions.

institutions to report that they frequently socialized with people of a different ethnic group (85% vs. 68%) in the previous year.

Mathematics seems to be the most difficult subject for students at highly selective institutions. Twelve percent of Rutgers-Newark students and 10 percent of peer institution students report having had remedial work in mathematics, and 17 percent and 18 percent of each group report that they will need remedial work in mathematics.

The two groups differed markedly in their self-ratings. Rutgers-Newark students rated themselves above average or in the highest 10 percent of people their age in academic ability 63% compared to 82% at peer institutions. However, they rated themselves similarly as above average or in the top 10 percent in terms of cooperativeness (75% at Rutgers-Newark and 74% at peer institutions), in their drive to achieve (71% and 75%), and their intellectual self-confidence (62% and 66% at peer institutions).

Rutgers-Newark students report a number of ways they spent their time during the previous year that differ from students at peer institutions. Rutgers-Newark students were less likely than those at peer institutions to have “frequently” or “occasionally” studied with other students in the previous year (79% vs. 90%) and slightly less likely to have performed volunteer work this often (79% vs. 86%). In fact, one-third of Rutgers-Newark students stated that they had performed no volunteer work compared to only one-fourth of peer institution students (33% vs. 26%).

Rutgers-Newark students were less likely to report spending sixteen or more hours per week socializing with friends (24% vs. 35% at peer institutions). Lower levels of

socializing and volunteer work are probably because Rutgers-Newark students are more likely to report spending sixteen or more hours per week working for pay (43% vs. 30%) during the previous year.

Most students in both groups frequently used the internet for research or homework during the previous year (68% of Rutgers-Newark students and 72% of their peers).

However, Rutgers-Newark students were slightly less likely to report frequent use of personal computers (79% vs. 85%) or frequent communication by email (62% vs. 72%) over this period of time.