ANALYSIS OF RUTGERS-CAMDEN DATA

With respect to Selection of College (Items A1-A5), Rutgers-Camden students view their institution as their first choice less frequently than students in peer institutions (49% vs. 72%). Rutgers-Camden students and students attending peer institutions are most likely to cite being “able to make more money” as very important in deciding to go to college (75% vs. 73%, respectively). Rutgers-Camden students are somewhat less likely to note the following reasons for deciding to go to college: “to get training for a specific career” (69% and 76%), “to learn more about things” that are of personal interest (69% and 72%), “to get a better job” (67% and 75%, respectively), and “to gain a general education” (59% for both groups). Rutgers-Camden students report a more positive view of their institution than peer institution students: 60 percent selected Rutgers-Camden because it has a very good academic reputation and 47 percent because graduates get good jobs. This contrasts with 43 percent and 42 percent, respectively, for peer institution students. Rutgers-Camden students are also more likely to cite low tuition, wanting to live near home, their belief that grads to top graduate schools, and financial assistance as reasons for choosing their college of attendance (44% vs. 32%, 33% vs. 22%, 30% vs. 19%, and 29% vs. 22%, respectively).

Both Rutgers-Camden students and peer institution students are equally likely to report being concerned about financing college (66% and 65%, respectively). As noted above, a higher percentage of Rutgers-Camden students report that low tuition was very important in selecting a college compared with peer institution students (44% vs. 32%). However, in terms of financing their education, they are less likely than peer institution students to rely on their family and friends, savings from summer work for educational expenses, or other savings to pay educational
expenses (68% vs. 83%, 28% vs. 55%, and 15% vs. 36%, respectively). Nearly three in ten (28%) of students at Rutgers-Camden and peer institutions expect to work part-time off campus while in school.

In responding to questions developed for Rutgers students only (Items A6 through A10), Rutgers-Camden students attribute varying degrees of importance to written and electronic sources of information as aids in the selection of college (college guides 17%, World Wide Web 12%, and magazine ratings 3%). Other information sources remain the most important for 69 percent of those entering as first-time full-time students. Seventeen percent of Rutgers-Camden students reported that Rutgers’ position as a major research university influenced their decision to attend to “a huge degree,” while 43 percent reported that it influenced their decision to “a moderate degree,” one-in-five reported that the influence was small or did not influence their decision at all (19% and 20%, respectively). When asked to identify the most appealing aspect of Rutgers as a major research university, 40 percent cited the “breadth of the academic program,” 27 percent cited the “opportunity to obtain an internship,” 17 percent the “renowned faculty,” and 16 percent valued the “opportunity to participate in research.”

Students from New Jersey who were accepted at colleges out of state but elected to stay in New Jersey cite "cost" (30%) and "academic reputation" (15%) as the most important reasons for selecting Rutgers. Students not from New Jersey cite the university’s high academic reputation (32%) and cost (20%) as their top reasons for coming to New Jersey and attending Rutgers. The university’s location is most important for 16 percent of out-of-state students.

With regard to Educational and Career Plans (Items B1-B4), most Rutgers-Camden students, like their peers at other institutions, are planning to obtain a post baccalaureate degree
(72% and 74%, respectively). However, more Rutgers-Camden students plan on attaining a post baccalaureate degree from Rutgers compared to only one-in-four students at peer institutions who expect to remain at their current institution for advanced degrees (44% vs. 24%). Rutgers-Camden students and peer institution students have similar career plans. The most commonly cited expected careers are business executive or owner (12% for Rutgers-Camden and 11% for peer institutions), lawyer or judge (8% vs. 3%), and engineer (5% and 3%). Computer programmer or analyst is the most probable career choice for 7 percent of Rutgers-Camden students compared to 5 percent for peer students. Teaching or school administration (primary or secondary) is the intended career choice for only 10 percent of Rutgers-Camden students compared to one in five of students beginning their studies in peer institutions (21%). In addition, business was cited as the most probable field of undergraduate studies among Rutgers-Camden students (24%), and was the second most probable major at peer institutions (16%) where students are more likely to enroll in education (22% vs. 6% at Rutgers-Camden).

With respect to **Student Attitudes and Background** (Items C1-C15), Rutgers-Camden students are slightly more interested than peer institution students in financial success (84% vs. 76%), most expect to raise a family (75% and 73%) and more expect to make a theoretical contribution to science (21% vs. 11%). Fewer than half (48%) of Rutgers-Camden students think it is very important or essential to “help others in difficulty” compared to six-in-ten (59%) of peer institution students. Both groups have similar expectations about their college experience; Rutgers-Camden students believe that they will get a bachelor’s degree (72% vs. 75%, at peer institutions). More Rutgers-Camden students believe they will attain at least a "B" average (62% vs. 53%). Thirty-seven percent of the students at Rutgers-Camden reported that they will get
likely a job to help pay for college expenses, compared to 47% of students at peer institutions.

In terms of political issues, fewer Rutgers-Camden students than students at peer institutions consider themselves politically "middle-of-the-road" (52% vs. 60%, respectively). Similar percentages agreed with statements relating to personal freedom, such as “The federal government should do more to control the sale of handguns” (84% and 82%), “Employers should be allowed to require drug testing of employees or applicants (74% and 77%), and “There is too much concern in the courts for the rights of criminals” (72% and 70%).

In terms of demographic characteristics, there are some significant differences between the two groups. They are most similar in terms of age, as 69 percent of Rutgers-Camden students are 18 years of age as are 68 percent of peer institution students. Rutgers-Camden students demonstrate considerable ethnic diversity compared to students at peer institutions. Most students at Rutgers-Camden and peer institutions indicate they are white or Caucasian (69% vs. 90%, respectively). However, a substantial proportion of Rutgers-Camden students indicate that they are of a minority ethnic background\(^1\): 13 percent are African American, 12 percent are Asian American, and 9 percent are Latino. This compares to 6 percent, 2 percent, and 3 percent of these ethnic groups, respectively, among the peer institution students. Compared to peer institution students, slightly fewer Rutgers-Camden students are citizens of the United States (93% vs. 99%) and are native English speakers (91% vs. 97%). In general, the parents of Rutgers-Camden students are fairly similar in terms of education as those compared to parents of students at peer institutions. For example, Rutgers-Camden students report 38 percent of their

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\(^1\) 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-Camden and its peer institutions.
fathers having a bachelors or advanced degree compared with 41 percent of the fathers of students in peer institutions. One-third of Rutgers-Camden students’ mothers as well as student’s mothers in peer institutions are educated beyond high school (33% and 36%).

In terms of remedial work done in high school, both groups are very similar with Rutgers-Camden showing better preparation in mathematics. Five percent or fewer of each group had remedial work in a foreign language, English, science, reading, or social studies. Mathematics was the subject that the largest number of students had remedial work in with 7 percent of the Rutgers-Camden and 13 percent of the peer institution students reporting that they had taken remedial classes. Similarly, 19 percent of Rutgers-Camden students and 26 percent report they will need remedial work in mathematics, while substantially fewer report that they will need remedial work in other subjects (8% to 10% of both groups report needing remedial work in English, writing, or foreign language).

Many Rutgers-Camden students and those at peer institutions rate themselves as above average or in the highest 10 percent compared to others their same age in cooperativeness (74% and 73%) and their drive to achieve (68% and 64%). Rutgers-Camden students are more likely than their peers to place themselves in the highest 10 percent or above average categories when asked to rate themselves on academic ability (70% vs. 57%) or and somewhat more likely to see themselves as intellectually self-confident (59% vs. 53%).

Rutgers-Camden students report a number of ways they spent their time during the previous year. Like students at peer institutions, most had “frequently” or “occasionally” attended a religious service (81% Rutgers-Camden and 82% peers), studied with other students
(82% and 86%), and attended a public recital or concert (79% each). Rutgers-Camden students were slightly less likely to have performed volunteer work (66% vs. 75%) or to have spent 16 or more hours a week socializing with friends (34% vs. 40%). On the other hand, Rutgers-Camden students were more likely to report that they had frequently socialized with someone from a different ethnic group (71% vs. 61%).

Like their peers, approximately three-fourths of Rutgers-Camden students frequently used a personal computer in the previous year and approximately two-thirds frequently used the internet for research or homework or communicated by email over this period of time.