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 (53% vs. 68%). 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 (71% 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” (75% and 76%), “to learn more about things” that are of personal interest (73% and 74%), “to get a better job” (63% and 72%, respectively), and “to gain a general education” (60% and 61%). Rutgers-Camden students report a more positive view of their institution than peer institution students: 64 percent selected Rutgers-Camden because it has a very good academic reputation and 56 percent because graduates get good jobs. This contrasts with 41 percent and 40 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 (43% vs. 31%, 35% vs. 21%, 32% vs. 19%, and 29% vs. 27%, respectively).

Both Rutgers-Camden students and peer institution students are both likely to report being concerned about financing college (55% and 54%, 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 (43% vs. 31%). 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 (72% vs. 77%, 52% vs. 61%, and 5% for both). Nearly half of the 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 23%, World Wide Web 11%, and magazine ratings 6%). Other information sources remain the most important for 61 percent of those entering as first-time full-time students. 23 percent of Rutgers-Camden students reported that Rutgers’ position as a major research university influenced their decision to attend to “a huge degree,” while 46 percent reported that it influenced their decision to “a moderate degree,” 14 percent reported that the influence was small or did not influence their decision at all (13% and 1%, respectively). When asked to identify the most appealing aspect of Rutgers as a major research university, 37 percent cited the “breadth of the academic program,” 19 percent cited the “opportunity to obtain an internship,” 25 percent the “renowned faculty,” and 13 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” (44%) as the most important reasons for selecting Rutgers. Furthermore, they also stated “another reason not stated above” (20%) as well as “decided to stay in state because of the location of Rutgers University” (15%). Students not from New Jersey cite the university’s high academic reputation (30%) and cost (10%) as their top reasons for coming to New Jersey and attending Rutgers. The university’s location is most important for 11 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 (70% and 67%, respectively). Approximately 1 in 4 students at both Rutgers-Camden and peer institutions plan on remaining at their university for a post baccalaureate degree. Rutgers-Camden students and peer institutions have similar career plans. The most commonly cited expected careers are Business Executive (13% for Rutgers-Camden and 7% for peer institutions), lawyer or judge (9% vs. 3%), and engineer (8% and 4%). Teaching or school administration (primary or secondary) is the intended career choice for 7 percent for Rutgers-Camden students and 10 percent for those in peer institutions. In addition, Business was cited as the most probable field of undergraduate studies among Rutgers-Camden students (28%). Education was the most probable major at peer institutions 20% versus 11% 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 (81% vs. 76%), most expect to raise a family (77% and 72%) and both expect to make a theoretical contribution to science (13% and 14%). 60 percent of Rutgers-Camden students as well as students from peer institutions think it is very important or essential to “help others in difficulty”. Both groups have similar expectations about their college experience; Rutgers-Camden students believe that they will get a bachelor’s degree (75% vs. 73%, at peer institutions). More Rutgers-Camden students believe they will attain at least a "B" average (61% vs. 51%). Forty-six percent of the students at Rutgers-Camden reported that they will get likely a job to help pay for college expenses, compared to forty-nine percent of students at peer institutions.

In terms of political issues, more Rutgers-Camden students than students at peer institutions consider themselves politically "middle-of-the-road" (59% vs. 55%, respectively).
Similar percentages agreed with statements relating to personal freedom, such as “The federal government should do more to control the sale of handguns” (87% and 79%), “Employers should be allowed to require drug testing of employees or applicants (82% and 76%), and “There is too much concern in the courts for the rights of criminals” (75% and 68%).

In terms of demographic characteristics, there are some differences between the two groups. They are most similar in terms of age, as 64 percent of Rutgers-Camden students are 18 years of age as are 66 percent of peer institution students. Most students at Rutgers-Camden and peer institutions indicate they are white or Caucasian (75% vs. 83%, respectively). A proportion of Rutgers-Camden students indicate that they are of an ethnic minority background1: 13 percent are African American, 4 percent are Asian American, and 8 percent are Latino. This compares to 7 percent, 3 percent, and 7 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. 98%) and are native English speakers (93% vs. 96%). 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, both Rutgers-Camden students and peer institutions report 26 percent of their fathers having a bachelors or advanced degree. Approximately one-quarter of Rutgers-Camden students’ mothers as well as of student’s mothers in peer institutions are educated beyond high school (22% and 26%).

In terms of remedial work done in high school, both groups are very similar. Seven

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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.
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 13 percent of both the Rutgers-Camden and peer institution students reporting that they had taken remedial classes. 16 percent of Rutgers-Camden students and 29 percent of peer institution students report they will need remedial work in mathematics, while fewer report that they will need remedial work in other subjects (12% or less 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 their drive to achieve (71% and 63%) and cooperativeness (66% and 70%). 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 (69% vs. 57%) or and somewhat more likely to see themselves as intellectually self-confident (50% vs. 51%).

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 83% peers), studied with other students (85% and 84%), and attended a public recital or concert (77% and 79%). Rutgers-Camden students were slightly more likely to have performed volunteer work (79% vs. 77%) and less likely to spend 16 or more hours a week socializing with friends (23% vs. 36%). On the other hand, Rutgers-Camden students were more likely to report that they had frequently socialized with someone from a different ethnic group (81% vs. 66%).
Like their peers, approximately 78 percent of Rutgers-Camden students frequently used a personal computer in the previous year and approximately 64 percent frequently used the internet for research or homework or communicated by email over this period of time.