

ANALYSIS OF RUTGERS-CAMDEN DATA 2003

With respect to **Selection of College** (Items A1-A5), Rutgers-Camden students view their institution as their first choice less frequently than students in other public universities of medium selectivity (59% vs. 68%). Rutgers-Camden students and students attending peer institutions are most likely to cite “to get training in a specific career” as very important in deciding to go to college (77% and 75%, respectively). Rutgers-Camden students are also likely to note the following reasons for deciding to go to college: “being able to make more money” (75% and 73%), “to learn more about things that interest me” (74% and 73%), “to get a better job” (68% and 72%, respectively), and “to gain a general education” (65% and 60%). At the same time, more students at Rutgers-Camden than in peer institutions report going to college to prepare for graduate and professional school (61% vs. 51%). Rutgers-Camden students also report a more positive view of their institution than peer institution students: 53 percent compared to 42 percent selected Rutgers-Camden because it has a very good academic reputation. Rutgers-Camden students are also more likely to cite low tuition, wanting to live near home, and financial assistance as reasons for choosing their college of attendance (38% vs. 32%, 30% vs. 24%, and 26% vs. 23%, respectively).

Rutgers-Camden students and peer institution students are equally concerned about financing college (50% and 55% report some concern, and 11% and 13% report major concern). In terms of financing their education, Rutgers-Camden students are slightly less likely to rely on their own recourses or financial aid that need not be repaid such as grants or scholarships (59% vs. 63%, and 49% vs. 56%, respectively), but are equally or slightly more likely to rely on their family (79% for both) and loans (54% and 49%, respectively). Nearly half of the students at

Rutgers-Camden and peer institutions expect to work part-time to help pay for their education (answers to survey question C2).

With regard to **Educational and Career Plans** (Items B1-B4), two-thirds of Rutgers-Camden students, like their peers at comparable institutions, are planning to obtain a post baccalaureate degree (68% and 65%, respectively). Approximately one in three students at Rutgers-Camden compared to one in four students at peer institutions plan on remaining at their university for a post baccalaureate degree. Rutgers-Camden students have different career plan from students in peer institutions. The most expected career for Rutgers-Camden students is Pharmacist (17% vs. 1% for peer institutions), while the most commonly expected career for peer institution students is elementary and secondary teacher or administrators (17% vs. 7% Rutgers-Camden). Rutgers-Camden students are also more likely want to be an accountant or actuary (6% vs. 2% for peer institutions). Nearly the same amount of Rutgers-Camden students and peer institution students expect a career of business executive (10% and 7%). About one in every ten students at Rutgers and the peer institutions have not decided about their future occupation. Students' probable undergraduate major field of study at Rutgers-Camden as well as in peer institutions reflects their career goals. Professional fields and Business are cited as the most probable field of undergraduate studies among Rutgers-Camden students (25% and 24%) while Education is the most probable major in peer institutions (19%).

In responding to questions developed for Rutgers students only (Items B5 through B9), more than three-fourths of Rutgers-Camden students believe that it is extremely important to achieve their career goals while pursuing an undergraduate degree. Furthermore, more than half of them believe it is extremely important to achieve social interaction and personal growth or

personal interests and talents goals (58% and 52%, respectively). About half of Rutgers-NBP students indicate that achieving intellectual growth goals and critical thinking and communication skills goals are extremely important (42% and 45%, respectively). Altogether, ninety or nearly ninety percent of Rutgers-Newark students feel it important or extremely important to achieve each of the five goals while pursuing their undergraduate degree.

With respect to **Student Attitudes and Background** (Items C1-C15), Rutgers-Camden students are more interested than peer institution students in financial success (87% vs. 77%), but similar in other life goals such as to “raise a family” and to “help others in difficulty” (73% and 74%; 67% and 61%, respectively). The two groups have somewhat similar expectations about their college experience. Three-fourths of Rutgers-Camden and peer institutions students believe that they will get a bachelor’s degree, however, more Rutgers-Camden students believe they will attain at least a "B" average (66% vs. 54%). Forty-six percent of the students at Rutgers-Camden reported that they will likely get a job to help pay for college expenses, compared to fifty-three percent of students at peer institutions.

In terms of political issues, Rutgers-Camden students are similar to their counterparts at peer institutions with more than half of them considering themselves politically "middle-of-the-road" (54% and 57%). Similar percentages are reported for their responses to statements related to personal freedom, such as “Same sex marriage should be legal” (65% and 61%), “There is too much concern in the courts for the rights of criminals” (62% and 65%). However, Rutgers-Camden students take a stronger stand on gun control with 85% agreeing that “Federal government should do more to control the sale of handguns” compared to 75 percent of students in peer institutions.

In terms of demographic characteristics, there are some differences between the two groups. They are most similar in terms of age, as 72 percent of Rutgers-Camden students are 18 years of age as are 69 percent of peer institution students. Although most students at Rutgers-Camden and peer institutions indicate they are white or Caucasian (64% vs. 79% for peer institutions), a substantial proportion of Rutgers-Camden students indicate that they are of an ethnic minority background¹: 13 percent are African American, 17 percent are Asian American, and 4 percent are Latino. This compares to 6 percent, 5 percent, and 9 percent of these ethnic groups, respectively, among the peer institution students. Compared to the peer institution students, slightly fewer Rutgers-Camden students are citizens of the United States (94% vs. 98%) and are native English speakers (90% vs. 94%). In general, the parents of Rutgers-Camden students are fairly similar in terms of education to parents of students at peer institutions. For example, both Rutgers-Camden students and peer institutions report 40 percent of their fathers having a bachelors or advanced degree. More than one-third of the mothers of Rutgers-Camden students as well as of students at peer institutions are educated beyond high school (33% and 38%).

In terms of remedial work done in high school, Rutgers-Camden students are similar to their peers. Mathematics was the subject that the largest number of students had remedial work in with nine percent Rutgers-Camden students and 13% peer institution students doing so. Five percent or fewer of each group had remedial work in English, foreign language, science, reading, writing or social studies. Twenty-three percent of Rutgers-Camden students and 28 percent of

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.

peer institution students report they will need remedial work in mathematics in college, while about 10 percent of students in each group report that they will need remedial work in foreign language, English, science or writing.

Many Rutgers-Camden students and those at peer institutions rate themselves as above average or in the highest 10 percent compared to others of their same age in cooperativeness (73% and 71%) and have about the same confidence about themselves intellectually (51% and 53%). Rutgers-Camden students are more likely than their peers to place themselves in the highest 10 percent or above average categories when asked about their academic ability (68% vs. 59%) and drive to achieve (71% vs. 64%).

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” studied with other students (85% and 84%), attended a religious service (76% Rutgers-Camden and 79% peers), and visited an art gallery or museum (51% for both). Rutgers-Camden students were less likely to have performed volunteer work (68% vs. 77%) and also slightly less likely to spend six or more hours per week on exercising or sports (41% vs. 47%). On the other hand, Rutgers-Camden students were more likely to report that they had frequently socialized with someone from a different ethnic group (72% vs. 65%).

Like their peers, approximately four-fifths of Rutgers-Camden students frequently used a personal computer and used the internet for research or homework in the previous year and about 60 percent frequently communicated by email over this period of time.