

APPENDIX A

ATTRITION RATES

The tables presented in this Appendix show the number and percentage of students who left Rutgers after attending the university for one year, two years, and three years. These dropout rates were determined by the same method that defined our target population for the attrition survey. Students were considered to have dropped out from Rutgers only if they did not register for courses in three consecutive semesters. The year of withdrawal was determined by looking at the cohort year the student began attending Rutgers and comparing this to the year at which the student last attended classes at Rutgers.

The attrition data are provided for recent cohorts of entering undergraduates. Rates for sub-groups of students are presented and include gender, race/ethnicity, campus/college, age, residency, citizenship, student type (i.e., regular, special, or EOF), SAT verbal and math scores, high school rank, and GPA.

Overall, the percentage of students leaving after their first year at Rutgers (Table 1a) dropped from seven percent in 1991 to 4.6 percent in 1992, then rose slightly to 5.1 percent in 1993. For students leaving after two years at Rutgers, the overall attrition figure was 3.4 percent for both 1990 and 1991, but rose to 4.7 percent in 1992 (Table 1b). As would be expected, a much smaller percentage of students - less than two percent of the student population in 1989, 1990, and 1991 - left Rutgers after three years (Table 1c).

The one-year attrition rates for many of the student classifications follow the pattern of the overall one-year attrition rates for the 1991 through 1993 cohorts. For example, while males left Rutgers at a rate of six percent in 1991 after their first year, the attrition rate for males was only 3.9 percent in 1992, and 5.6 percent in 1993.

Attrition rates for students who left after the second year were more variable among the various student groupings for the 1990, 1991, and 1992 cohorts. For example, the attrition rate for males was fairly consistent through these three years, but females experienced a jump in their attrition rate between 1991 and 1992 (from 3.2% to 5.4%).

This variability in the rates of attrition for various classifications of students after three years was also apparent, but the actual rates were much smaller in comparison to those rates after one and two years.

Attrition Table 1a
Students Leaving Rutgers After Their First Year

| | After First Year | | | | | | | | |
|-----------------------|----------------------|------------------------|---------------------|----------------------|------------------------|---------------------|----------------------|------------------------|---------------------|
| | 1991 Cohort | | | 1992 Cohort | | | 1993 Cohort | | |
| | Total N (N=5,100) | Attrition N (N=355) | Attrition % 7.0% | Total N (N=4,954) | Attrition N (N=230) | Attrition % 4.6% | Total N (n=5,253) | Attrition N (N=268) | Attrition % 5.1% |
| GENDER | | | | | | | | | |
| Female | 2,649 | 169 | 6.4 | 2,686 | 141 | 5.2 | 2,838 | 132 | 4.7 |
| Male | 2,451 | 186 | 7.6 | 2,268 | 89 | 3.9 | 2,415 | 136 | 5.6 |
| RACE | | | | | | | | | |
| African American | 539 | 52 | 9.6 | 502 | 31 | 6.2 | 575 | 46 | 8.0 |
| Asian | 781 | 43 | 5.5 | 830 | 33 | 4.0 | 936 | 35 | 3.7 |
| Latino | 554 | 41 | 7.4 | 562 | 22 | 3.9 | 624 | 40 | 6.4 |
| White | 3,030 | 203 | 6.7 | 2,909 | 137 | 4.7 | 3,976 | 136 | 3.4 |
| Other | 196 | 16 | 8.2 | 151 | 7 | 4.6 | 142 | 11 | 7.7 |
| CAMPUS/COLLEGE | | | | | | | | | |
| Camden | 285 | 32 | 11.2 | 246 | 24 | 9.8 | 233 | 19 | 8.2 |
| Arts&Sciences | 285 | 32 | 11.2 | 246 | 24 | 9.8 | 233 | 19 | 8.2 |
| Newark | 560 | 50 | 8.9 | 541 | 35 | 6.5 | 507 | 42 | 8.3 |
| Arts&Sciences | 502 | 45 | 9.0 | 499 | 35 | 7.0 | 464 | 41 | 8.8 |
| Nursing | 58 | 5 | 8.6 | 42 | 0 | 0.0 | 43 | 1 | 2.3 |
| New Brunswick | 4,255 | 273 | 6.4 | 4,167 | 171 | 4.1 | 4,512 | 207 | 4.6 |
| Cook | 487 | 24 | 4.9 | 487 | 15 | 3.1 | 548 | 16 | 2.9 |
| Douglass | 686 | 37 | 5.4 | 660 | 46 | 7.0 | 663 | 32 | 4.8 |
| Engineering | 590 | 43 | 7.3 | 590 | 20 | 3.4 | 578 | 24 | 4.2 |
| Livingston | 657 | 57 | 8.7 | 601 | 33 | 5.5 | 662 | 60 | 9.1 |
| Mason Gross | 95 | 15 | 15.8 | 98 | 7 | 7.1 | 119 | 10 | 8.4 |
| Pharmacy | 168 | 15 | 8.9 | 173 | 1 | 0.6 | 191 | 5 | 2.6 |
| Rutgers College | 1,572 | 82 | 5.2 | 1,558 | 49 | 3.1 | 1,751 | 60 | 3.4 |
| AGE | | | | | | | | | |
| < = 22 | 5,027 | 350 | 7.0 | 4,907 | 226 | 4.6 | 5,213 | 263 | 5.0 |
| > 22 | 73 | 5 | 6.8 | 47 | 4 | 8.5 | 39 | 2 | 5.1 |
| RESIDENCY | | | | | | | | | |
| N.J. Resident | 4,564 | 298 | 6.5 | 4,442 | 184 | 4.1 | 4,717 | 214 | 4.5 |
| Out-of-State | 529 | 57 | 10.8 | 509 | 45 | 8.8 | 528 | 53 | 10.0 |
| CITIZEN | | | | | | | | | |
| U.S. Citizen | 4,459 | 323 | 7.2 | 4,308 | 202 | 4.7 | 4,527 | 232 | 5.1 |
| Non-U.S.Citizen | 629 | 32 | 5.1 | 645 | 28 | 4.3 | 706 | 36 | 5.1 |
| TYPE | | | | | | | | | |
| Regular | 4,280 | 280 | 6.5 | 4,269 | 195 | 4.6 | 4,508 | 220 | 4.9 |
| Special | 251 | 26 | 10.4 | 169 | 10 | 5.9 | 169 | 12 | 7.1 |
| EOF | 569 | 49 | 8.6 | 516 | 25 | 4.8 | 576 | 36 | 6.3 |
| SAT-V | | | | | | | | | |
| < 400 | 951 | 89 | 9.4 | 794 | 45 | 5.7 | 875 | 57 | 6.5 |
| 400-499 | 113 | 12 | 10.6 | 154 | 6 | 3.9 | 141 | 12 | 8.5 |
| 500-599 | 225 | 25 | 11.1 | 226 | 17 | 7.5 | 234 | 13 | 5.6 |
| 600-699 | 96 | 3 | 3.1 | 106 | 3 | 2.8 | 118 | 3 | 2.5 |
| 700-800 | 44 | 1 | 2.3 | 94 | 1 | 1.1 | 41 | 3 | 7.3 |
| SAT-M | | | | | | | | | |
| < 400 | 359 | 47 | 13.1 | 318 | 38 | 11.9 | 315 | 31 | 9.8 |
| 400-499 | 49 | 3 | 6.1 | 70 | 1 | 1.4 | 75 | 4 | 5.3 |
| 500-599 | 142 | 9 | 6.3 | 135 | 10 | 7.4 | 209 | 11 | 5.3 |
| 600-699 | 183 | 15 | 8.2 | 179 | 5 | 2.8 | 176 | 8 | 4.5 |
| 700-800 | 326 | 12 | 3.7 | 405 | 9 | 2.2 | 413 | 9 | 2.2 |
| H.S.RANK | | | | | | | | | |
| < = 25% | 3,396 | 194 | 5.7 | 3,322 | 133 | 4.0 | 3,498 | 154 | 4.4 |
| 26-49% | 1,105 | 101 | 9.1 | 1,054 | 45 | 4.3 | 1,143 | 55 | 4.8 |
| 50-59% | 124 | 8 | 6.5 | 118 | 6 | 5.1 | 118 | 11 | 9.3 |
| 60-69% | 73 | 8 | 11.0 | 63 | 7 | 11.1 | 62 | 4 | 6.5 |
| 70-79% | 29 | 1 | 3.4 | 29 | 3 | 10.3 | 26 | 5 | 19.2 |
| 80-89% | 0 | 0 | | 2 | 0 | 0.0 | 1 | 1 | 100.0 |
| 90-99% | 31 | 7 | 22.6 | 17 | 1 | 5.9 | 16 | 2 | 12.5 |
| GPA | | | | | | | | | |
| < 2.00 | 1,049 | 193 | 18.4 | 972 | 94 | 9.7 | 1,169 | 141 | 12.1 |
| 2.00-2.49 | 1,108 | 57 | 5.1 | 1,048 | 40 | 3.8 | 994 | 47 | 4.7 |
| 2.50-2.99 | 1,326 | 42 | 3.2 | 1,251 | 41 | 3.3 | 1,259 | 34 | 2.7 |
| 3.00-3.49 | 1,062 | 41 | 3.9 | 1,105 | 32 | 2.9 | 1,107 | 31 | 2.8 |
| > = 3.50 | 555 | 22 | 4.0 | 554 | 23 | 4.2 | 724 | 15 | 2.1 |

Attrition Table 1b
Students Leaving Rutgers After Their Second Year

| | After Second Year | | | | | | | | |
|-----------------------|----------------------|------------------------|---------------------|----------------------|------------------------|---------------------|----------------------|------------------------|---------------------|
| | 1990 Cohort | | | 1991 Cohort | | | 1992 Cohort | | |
| | Total N (N=5,110) | Attrition N (N=172) | Attrition % 3.4% | Total N (N=5,100) | Attrition N (N=173) | Attrition % 3.4% | Total N (N=4,954) | Attrition N (N=231) | Attrition % 4.7% |
| GENDER | | | | | | | | | |
| Female | 2,743 | 83 | 3.0 | 2,649 | 86 | 3.2 | 2,686 | 144 | 5.4 |
| Male | 2,367 | 89 | 3.8 | 2,451 | 87 | 3.5 | 2,268 | 87 | 3.8 |
| RACE | | | | | | | | | |
| African American | 637 | 26 | 4.1 | 539 | 17 | 3.2 | 502 | 32 | 6.4 |
| Asian | 768 | 24 | 3.1 | 781 | 32 | 4.1 | 830 | 34 | 4.1 |
| Latino | 529 | 22 | 4.2 | 554 | 14 | 2.5 | 562 | 23 | 4.1 |
| White | 3,023 | 94 | 3.1 | 3,030 | 105 | 3.5 | 2,909 | 135 | 4.6 |
| Other | 153 | 6 | 3.9 | 196 | 5 | 2.6 | 151 | 7 | 4.6 |
| CAMPUS/COLLEGE | | | | | | | | | |
| Camden | 274 | 17 | 6.2 | 285 | 20 | 7.0 | 246 | 24 | 9.8 |
| Arts&Sciences | 274 | 17 | 6.2 | 285 | 20 | 7.0 | 246 | 24 | 9.8 |
| Newark | 547 | 33 | 6.0 | 560 | 35 | 6.3 | 541 | 36 | 6.7 |
| Arts&Sciences | 501 | 29 | 5.8 | 502 | 34 | 6.8 | 499 | 36 | 7.2 |
| Nursing | 46 | 4 | 8.7 | 58 | 1 | 1.7 | 42 | 0 | 0.0 |
| New Brunswick | 4,289 | 122 | 2.8 | 4,255 | 118 | 2.8 | 4,167 | 171 | 4.1 |
| Cook | 479 | 8 | 1.7 | 487 | 12 | 2.5 | 487 | 16 | 3.3 |
| Douglass | 648 | 27 | 4.2 | 686 | 20 | 2.9 | 660 | 46 | 7.0 |
| Engineering | 605 | 19 | 3.1 | 590 | 28 | 4.7 | 590 | 20 | 3.4 |
| Livingston | 687 | 27 | 3.9 | 657 | 27 | 4.1 | 601 | 33 | 5.5 |
| Mason Gross | 96 | 7 | 7.3 | 95 | 4 | 4.2 | 98 | 7 | 7.1 |
| Pharmacy | 154 | 5 | 3.2 | 168 | 5 | 3.0 | 173 | 1 | 0.6 |
| Rutgers College | 1,620 | 29 | 1.8 | 1,572 | 22 | 1.4 | 1,558 | 48 | 3.1 |
| AGE | | | | | | | | | |
| < = 22 | 5,063 | 170 | 3.4 | 5,027 | 169 | 3.4 | 4,907 | 227 | 4.6 |
| > 22 | 42 | 2 | 4.8 | 73 | 4 | 5.5 | 47 | 4 | 8.5 |
| RESIDENCY | | | | | | | | | |
| N.J. Resident | 4,542 | 152 | 3.3 | 4,564 | 144 | 3.2 | 4,442 | 86 | 1.9 |
| Out-of-State | 567 | 20 | 3.5 | 529 | 29 | 5.5 | 509 | 44 | 8.6 |
| CITIZEN | | | | | | | | | |
| U.S. Citizen | 4,501 | 151 | 3.4 | 4,459 | 150 | 3.4 | 4,308 | 201 | 4.7 |
| Non-U.S.Citizen | 604 | 21 | 3.5 | 629 | 23 | 3.7 | 645 | 30 | 4.7 |
| TYPE | | | | | | | | | |
| Regular | 4,257 | 127 | 3.0 | 4,280 | 142 | 3.3 | 4,269 | 194 | 4.5 |
| Special | 279 | 15 | 5.4 | 251 | 11 | 4.4 | 169 | 11 | 6.5 |
| EOF | 574 | 30 | 5.2 | 569 | 20 | 3.5 | 516 | 26 | 5.0 |
| SAT-V | | | | | | | | | |
| < 400 | 924 | 55 | 6.0 | 951 | 45 | 4.7 | 794 | 45 | 5.7 |
| 400-499 | 163 | 2 | 1.2 | 113 | 8 | 7.1 | 154 | 5 | 3.2 |
| 500-599 | 156 | 6 | 3.8 | 225 | 6 | 2.7 | 226 | 17 | 7.5 |
| 600-699 | 130 | 1 | 0.8 | 96 | 2 | 2.1 | 106 | 3 | 2.8 |
| 700-800 | 27 | 0 | 0.0 | 44 | 1 | 2.3 | 94 | 1 | 1.1 |
| SAT-M | | | | | | | | | |
| < 400 | 453 | 29 | 6.4 | 359 | 16 | 4.5 | 318 | 38 | 11.9 |
| 400-499 | 73 | 5 | 6.8 | 49 | 4 | 8.2 | 70 | 1 | 1.4 |
| 500-599 | 113 | 3 | 2.7 | 142 | 4 | 2.8 | 135 | 10 | 7.4 |
| 600-699 | 184 | 3 | 1.6 | 183 | 6 | 3.3 | 179 | 5 | 2.8 |
| 700-800 | 329 | 10 | 3.0 | 326 | 5 | 1.5 | 405 | 9 | 2.2 |
| H.S. RANK | | | | | | | | | |
| < = 25% | 3,597 | 105 | 2.9 | 3,396 | 110 | 3.2 | 3,322 | 133 | 4.0 |
| 26-49% | 988 | 41 | 4.1 | 1,105 | 34 | 3.1 | 1,054 | 46 | 4.4 |
| 50-59% | 120 | 10 | 8.3 | 124 | 8 | 6.5 | 118 | 6 | 5.1 |
| 60-69% | 52 | 3 | 5.8 | 73 | 5 | 6.8 | 63 | 7 | 11.1 |
| 70-79% | 37 | 1 | 2.7 | 29 | 2 | 6.9 | 29 | 3 | 10.3 |
| 80-89% | 3 | 0 | 0.0 | 0 | | | 2 | 0 | 0.0 |
| 90-99% | 15 | 0 | 0.0 | 31 | 1 | 3.2 | 17 | 1 | 5.9 |
| GPA | | | | | | | | | |
| < 2.00 | 889 | 69 | 7.8 | 1,049 | 43 | 4.1 | 972 | 92 | 9.5 |
| 2.00-2.49 | 1,000 | 42 | 4.2 | 1,108 | 54 | 4.9 | 1,048 | 42 | 4.0 |
| 2.50-2.99 | 1,383 | 35 | 2.5 | 1,326 | 48 | 3.6 | 1,251 | 42 | 3.4 |
| 3.00-3.49 | 1,238 | 12 | 1.0 | 1,062 | 23 | 2.2 | 1,105 | 32 | 2.9 |
| > = 3.50 | 600 | 14 | 2.3 | 555 | 5 | 0.9 | 554 | 23 | 4.2 |

Attrition Table 1c
Students Leaving Rutgers After Their Third Year

| | After Third Year | | | | | | | | |
|-----------------------|----------------------|-----------------------|---------------------|----------------------|-----------------------|---------------------|----------------------|-----------------------|---------------------|
| | 1989 Cohort | | | 1990 Cohort | | | 1991 Cohort | | |
| | Total N (N=5,351) | Attrition N (N=74) | Attrition % 1.4% | Total N (N=5,110) | Attrition N (N=53) | Attrition % 1.0% | Total N (N=5,100) | Attrition N (N=86) | Attrition % 1.7% |
| GENDER | | | | | | | | | |
| Female | 2,821 | 39 | 1.4 | 2,743 | 34 | 1.2 | 2,649 | 49 | 1.8 |
| Male | 2,530 | 35 | 1.4 | 2,367 | 19 | 0.8 | 2,451 | 37 | 1.5 |
| RACE | | | | | | | | | |
| African American | 608 | 16 | 2.6 | 637 | 13 | 2.0 | 539 | 19 | 3.5 |
| Asian | 671 | 14 | 2.1 | 768 | 6 | 0.8 | 781 | 14 | 1.8 |
| Latino | 468 | 5 | 1.1 | 529 | 5 | 0.9 | 554 | 8 | 1.4 |
| White | 3,452 | 36 | 1.0 | 3,023 | 28 | 0.9 | 3,030 | 37 | 1.2 |
| Other | 152 | 3 | 2.0 | 153 | 1 | 0.7 | 196 | 8 | 4.1 |
| CAMPUS/COLLEGE | | | | | | | | | |
| Camden | 367 | 6 | 1.6 | 274 | 2 | 0.7 | 285 | 7 | 2.5 |
| Arts&Sciences | 367 | 6 | 1.6 | 274 | 2 | 0.7 | 285 | 7 | 2.5 |
| Newark | 545 | 13 | 2.4 | 547 | 11 | 2.0 | 560 | 22 | 3.9 |
| Arts&Sciences | 490 | 11 | 2.2 | 501 | 11 | 2.2 | 502 | 18 | 3.6 |
| Nursing | 55 | 2 | 3.6 | 46 | 0 | 0.0 | 58 | 4 | 6.9 |
| New Brunswick | 4,439 | 55 | 1.2 | 4,289 | 40 | 0.9 | 4,255 | 57 | 1.3 |
| Cook | 498 | 9 | 1.8 | 479 | 6 | 1.3 | 487 | 7 | 1.4 |
| Douglass | 682 | 6 | 0.9 | 648 | 8 | 1.2 | 686 | 12 | 1.7 |
| Engineering | 640 | 12 | 1.9 | 605 | 3 | 0.5 | 590 | 10 | 1.7 |
| Livingston | 697 | 9 | 1.3 | 687 | 13 | 1.9 | 657 | 10 | 1.5 |
| Mason Gross | 127 | 2 | 1.6 | 96 | 0 | 0.0 | 95 | 3 | 3.2 |
| Pharmacy | 169 | 0 | 0.0 | 154 | 0 | 0.0 | 168 | 0 | 0.0 |
| Rutgers College | 1,626 | 17 | 1.0 | 1,620 | 10 | 0.6 | 1,572 | 15 | 1.0 |
| AGE | | | | | | | | | |
| < = 22 | 5,301 | 73 | 1.4 | 5,063 | 52 | 1.0 | 5,027 | 83 | 1.7 |
| > 22 | 48 | 1 | 2.1 | 42 | 1 | 2.4 | 73 | 3 | 4.1 |
| RESIDENCY | | | | | | | | | |
| N.J. Resident | 4,729 | 70 | 1.5 | 4,542 | 48 | 1.1 | 4,564 | 74 | 1.6 |
| Out-of-State | 621 | 4 | 0.6 | 567 | 5 | 0.9 | 529 | 12 | 2.3 |
| CITIZEN | | | | | | | | | |
| U.S. Citizen | 4,766 | 59 | 1.2 | 4,501 | 52 | 1.2 | 4,459 | 74 | 1.7 |
| Non-U.S.Citizen | 571 | 15 | 2.6 | 604 | 0 | 0.0 | 629 | 12 | 1.9 |
| TYPE | | | | | | | | | |
| Regular | 4,453 | 50 | 1.1 | 4,257 | 39 | 0.9 | 4,280 | 63 | 1.5 |
| Special | 312 | 3 | 1.0 | 279 | 4 | 1.4 | 251 | 8 | 3.2 |
| EOF | 586 | 21 | 3.6 | 574 | 10 | 1.7 | 569 | 15 | 2.6 |
| SAT-V | | | | | | | | | |
| < 400 | 827 | 31 | 3.7 | 924 | 12 | 1.3 | 951 | 24 | 2.5 |
| 400-499 | 110 | 0 | 0.0 | 163 | 4 | 2.5 | 113 | 2 | 1.8 |
| 500-599 | 203 | 6 | 3.0 | 156 | 3 | 1.9 | 225 | 2 | 0.9 |
| 600-699 | 157 | 0 | 0.0 | 130 | 0 | 0.0 | 96 | 0 | 0.0 |
| 700-800 | 56 | 2 | 3.6 | 27 | 0 | 0.0 | 44 | 0 | 0.0 |
| SAT-M | | | | | | | | | |
| < 400 | 3,863 | 15 | 0.4 | 453 | 4 | 0.9 | 359 | 15 | 4.2 |
| 400-499 | 67 | 3 | 4.5 | 73 | 2 | 2.7 | 49 | 1 | 2.0 |
| 500-599 | 122 | 0 | 0.0 | 113 | 0 | 0.0 | 142 | 1 | 0.7 |
| 600-699 | 192 | 1 | 0.5 | 184 | 0 | 0.0 | 183 | 3 | 1.6 |
| 700-800 | 483 | 6 | 1.2 | 329 | 2 | 0.6 | 326 | 0 | 0.0 |
| H.S. RANK | | | | | | | | | |
| < = 25% | 3,740 | 39 | 1.0 | 3,597 | 31 | 0.9 | 3,396 | 44 | 1.3 |
| 26-49% | 1,079 | 23 | 2.1 | 988 | 16 | 1.6 | 1,105 | 22 | 2.0 |
| 50-59% | 118 | 2 | 1.7 | 120 | 3 | 2.5 | 124 | 5 | 4.0 |
| 60-69% | 58 | 1 | 1.7 | 52 | 2 | 3.8 | 73 | 2 | 2.7 |
| 70-79% | 31 | 0 | 0.0 | 37 | 0 | 0.0 | 29 | 3 | 10.3 |
| 80-89% | 2 | 0 | 0.0 | 3 | 0 | 0.0 | 0 | 0 | |
| 90-99% | 17 | 1 | 5.9 | 15 | 1 | 6.7 | 31 | 1 | 3.2 |
| GPA | | | | | | | | | |
| < 2.00 | 836 | 33 | 3.9 | 889 | 12 | 1.3 | 1,049 | 30 | 2.9 |
| 2.00-2.49 | 908 | 26 | 2.9 | 1,000 | 16 | 1.6 | 1,108 | 28 | 2.5 |
| 2.50-2.99 | 1,473 | 13 | 0.9 | 1,383 | 14 | 1.0 | 1,326 | 17 | 1.3 |
| 3.00-3.49 | 1,413 | 0 | 0.0 | 1,238 | 11 | 0.9 | 1,062 | 7 | 0.7 |
| > = 3.50 | 721 | 2 | 0.3 | 600 | 0 | 0.0 | 555 | 4 | 0.7 |

APPENDIX B
ATTRITION SURVEY

**FORMER STUDENT OPINION
SURVEY**

OFFICE OF INSTITUTIONAL RESEARCH AND ACADEMIC PLANNING
Geology Hall
New Brunswick, New Jersey 08903
732-932-7305

RUTGERS UNIVERSITY FORMER STUDENT SURVEY

This survey provides former students the opportunity to speak directly about their experiences at Rutgers. We would like to find out what you think of Rutgers University and how your views may have influenced your decision to discontinue your studies at Rutgers. All responses are confidential and no personally identifiable information will be released. Please take a few moments to fill out the survey and return it in the pre-addressed stamped envelope. Thank you.

REASONS FOR LEAVING RUTGERS UNIVERSITY

1)The decision to leave a particular college can be motivated by a variety of reasons. Please circle the number(s) of all of the reasons that contributed to your decision to leave Rutgers. *(Please circle all that apply.)*

Academic Reasons

- 1 Achieved my academic goals
- 2 Transferred to another college
- 3 Needed a break from college
- 4 Courses/programs I wanted were not available
- 5 Dissatisfied with my academic performance
- 6 Dissatisfied with the quality of teaching
- 7 Dissatisfied with the learning environment
- 8 Course work not what I wanted
- 9 Unsure of my academic goals
- 10 Dissatisfied with class size
- 11 Lack of evening classes
- 12 Inadequate academic support (tutoring, advising)
- 13 Language/communication problem
- 14 Felt overwhelmed by demands of college
- 15 Could not connect classroom to outside world
- 16 Other _____

Financial Reasons

- 17 Did not have enough money to continue
- 18 Could not obtain sufficient financial aid
- 19 Could not earn enough money while enrolled
- 20 Delayed notification of financial aid award
- 21 Other _____

Other Reasons

- 22 Achieved my personal goals
- 23 Accepted a job or entered the military
- 24 College experience not what I expected
- 25 Few people I could identify with
- 26 Lack of student diversity
- 27 Moved out of area
- 28 Could not work and go to school at the same time
- 29 Change in personal circumstances
- 30 Dissatisfied with the student life
- 31 Dissatisfied with residential life
- 32 Other _____

STATUS SINCE LEAVING RUTGERS UNIVERSITY

2)If you have attended any other institution of higher education, please list the school and indicate degree earned or status:

| | School Attended | Degree Earned (e.g., BA, MA, Certificate) | Status (circle one if no degree earned) |
|---|-----------------|--|--|
| 1 | _____ | _____ | None Still Attending |
| 2 | _____ | _____ | None Still Attending |
| 3 | _____ | _____ | None Still Attending |

3)Are you currently employed?

- 1 Yes *(Please circle one of the following:)*
 - 1 Full time employment (at least 35 hours per week)
 - 2 Part time employment (less than 35 hours per week)
 - 3 Combination of both full time and part time employment
- 2 No, not currently employed

REASONS FOR ATTENDING RUTGERS UNIVERSITY

4) Was Rutgers University your first college choice? *(Please circle one.)*

- 1 Yes 2 No

If **No**, what kind of college was your first choice? *(Please circle one.)*

- 1 2 year college 3 Private 4 year college
2 Public 4 year college 4 Vocational/technical/trade/business school or hospital school of nursing

What was the name of the college that was your first choice?

5) Please list the schools within Rutgers University to which you applied, according to your preference for attending them.

- 1st Preference _____
2nd Preference _____
3rd Preference _____

6) Excluding summers, where did you reside while attending Rutgers, and for how many semesters? *(Please circle all that apply and list number of semesters.)*

- | | |
|--|---------------------|
| 1 Parents' house | Number of semesters |
| 2 Residence hall | Number of semesters |
| 3 Off-campus residence (rented for school) | Number of semesters |
| 4 Off-campus residence (primary residence) | Number of semesters |
| 5 Fraternity/Sorority | Number of semesters |

7) Did you receive financial aid assistance while at Rutgers?

- 1 Yes *(If Yes, please circle any of the following:)*
 Scholarship Grant Loan Work-Study
- 2 No

RUTGERS UNIVERSITY EXPERIENCE

8) Overall, how do you rate your academic experience at Rutgers? *(Please circle one.)*

- 1 Excellent 3 Fair
2 Good 4 Poor

9) How much did you interact with the faculty outside of the classroom? *(Please circle one.)*

- 1 Frequently 3 Rarely
2 Occasionally 4 Never

10) The following are departments, operations, and services available at Rutgers. Please evaluate them. (For each item, circle the number of the response that is most appropriate.)

I did not know about this service.

I knew about this service but did not use it.

I used this service and was satisfied with it.

I used this service but was not satisfied with it.

| | | | | |
|---|---|---|---|--|
| 1 | 2 | 3 | 4 | Academic advising |
| 1 | 2 | 3 | 4 | Admissions |
| 1 | 2 | 3 | 4 | Bookstore |
| 1 | 2 | 3 | 4 | Campus security |
| 1 | 2 | 3 | 4 | Career planning and services |
| 1 | 2 | 3 | 4 | College cultural programs |
| 1 | 2 | 3 | 4 | Computer services |
| 1 | 2 | 3 | 4 | Dining services |
| 1 | 2 | 3 | 4 | Disabled Student Concerns |
| 1 | 2 | 3 | 4 | Educational Opportunity Fund (EOF) |
| 1 | 2 | 3 | 4 | Financial Aid |
| 1 | 2 | 3 | 4 | First year student orientation |
| 1 | 2 | 3 | 4 | Health services |
| 1 | 2 | 3 | 4 | Housing |
| 1 | 2 | 3 | 4 | Intercollegiate athletics programs |
| 1 | 2 | 3 | 4 | International student services |
| 1 | 2 | 3 | 4 | Library |
| 1 | 2 | 3 | 4 | Minority affairs |
| 1 | 2 | 3 | 4 | Parking |
| 1 | 2 | 3 | 4 | Psychological counseling |
| 1 | 2 | 3 | 4 | Reading, writing, math, and study skills improvement |
| 1 | 2 | 3 | 4 | Recreational services |
| 1 | 2 | 3 | 4 | Registration |
| 1 | 2 | 3 | 4 | Schedules of classes |
| 1 | 2 | 3 | 4 | Student Accounting/Bursar/Cashier |
| 1 | 2 | 3 | 4 | Student Center |
| 1 | 2 | 3 | 4 | Student employment |
| 1 | 2 | 3 | 4 | Transportation (if applicable) |
| 1 | 2 | 3 | 4 | Tutoring |
| 1 | 2 | 3 | 4 | Undergraduate catalogs |
| 1 | 2 | 3 | 4 | Other _____ |

11) While at Rutgers, did you work? (Please circle one.)

1 Yes (Please circle one of the following:)

1 Full time employment (at least 35 hours per week)

2 Part time employment (less than 35 hours per week)

2 No, I did not work while at Rutgers

12)

The following questions ask you to rate certain aspects of the Rutgers student experience. Your answers will help us evaluate the University's success in providing the best experience possible. (Please circle your response to each question.)

| | Strongly Agree (1) | Agree (2) | Disagree (3) | Strongly Disagree (4) |
|--|--------------------------|--------------|-----------------|-----------------------------|
| <i>While at Rutgers, I felt that...</i> | | | | |
| 1 Rutgers had high quality academic programs | 1 | 2 | 3 | 4 |
| 2 the cost of attending Rutgers was reasonable | 1 | 2 | 3 | 4 |
| 3 I had close ties and identification with my college | 1 | 2 | 3 | 4 |
| 4 the values at Rutgers reflected my values | 1 | 2 | 3 | 4 |
| 5 Rutgers' faculty cared about individual students | 1 | 2 | 3 | 4 |
| 6 Rutgers' staff cared about individual students | 1 | 2 | 3 | 4 |
| 7 there were opportunities to participate in a research project(s) with faculty | 1 | 2 | 3 | 4 |
| 8 Rutgers had a high-quality program in my major | 1 | 2 | 3 | 4 |
| 9 minority students were afforded the same treatment as other students in the classroom | 1 | 2 | 3 | 4 |
| 10 Rutgers has many activities and organizations for students | 1 | 2 | 3 | 4 |
| 11 I was an integral part of the university community | 1 | 2 | 3 | 4 |
| 12 Rutgers had a strong intercollegiate athletic program | 1 | 2 | 3 | 4 |
| 13 I found it hard to make friends at Rutgers | 1 | 2 | 3 | 4 |
| 14 there were excellent recreational facilities | 1 | 2 | 3 | 4 |
| 15 women were afforded the same treatment as men in the classroom | 1 | 2 | 3 | 4 |
| 16 male and female students generally respected one another | 1 | 2 | 3 | 4 |
| 17 cheating was not a widespread problem at Rutgers | 1 | 2 | 3 | 4 |
| 18 it was important for Rutgers to provide a multicultural environment | 1 | 2 | 3 | 4 |
| 19 many students at Rutgers use alcohol and/or other drugs | 1 | 2 | 3 | 4 |
| 20 my identification with my undergraduate college played a positive role in my college experience | 1 | 2 | 3 | 4 |
| 21 I didn't have as many friends as I would have liked at Rutgers | 1 | 2 | 3 | 4 |

| | | Strongly Agree (1) | Agree (2) | Disagree (3) | Strongly Disagree (4) |
|---|--|--------------------------|--------------|-----------------|-----------------------------|
| <i>While at Rutgers, I felt that...</i> | | | | | |
| 22 | there were comfortable residence halls at Rutgers | 1 | 2 | 3 | 4 |
| 23 | students from various racial and ethnic backgrounds got along well at Rutgers | 1 | 2 | 3 | 4 |
| 24 | many students at Rutgers were more interested in having fun than studying | 1 | 2 | 3 | 4 |
| 25 | students must be above average to be admitted to Rutgers | 1 | 2 | 3 | 4 |
| 26 | I often felt "lost" or "alone" at Rutgers | 1 | 2 | 3 | 4 |
| 27 | there were good computer facilities at Rutgers | 1 | 2 | 3 | 4 |
| 28 | students at Rutgers were friendly | 1 | 2 | 3 | 4 |
| 29 | intercollegiate athletics were important to me as a part of my college experience at Rutgers | 1 | 2 | 3 | 4 |
| 30 | Rutgers should continue to increase its efforts in recruiting minority students, faculty and staff | 1 | 2 | 3 | 4 |

13) While at Rutgers, were you involved in any of the following extracurricular activities?
(Please circle all the numbers that apply:)

- | | | | |
|---|---------------------------|----|---------------------------|
| 1 | Academic and professional | 9 | ROTC |
| 2 | Campus media | 10 | Music |
| 3 | Community service | 11 | Religious |
| 4 | Ethnic organizations | 12 | Student government |
| 5 | Event programming | 13 | Theater |
| 6 | Greek life | 14 | Intercollegiate Athletics |
| 7 | Honor societies | 15 | Other |
| 8 | Intramurals | | |

STUDENT GOALS

14) What is the highest degree you ultimately plan to earn? (Please circle all that apply.)

- 1 Associate's degree
- 2 Bachelor's degree
- 3 Master's degree
- 4 Professional degree (e.g., medical, law)
- 5 Doctoral degree (e.g., Ph.D., Ed.D.)
- 6 Certificate
- 7 None

15) The following statements reflect the goals of many college students. In the first column, please circle those goals that were important to you *while you attended Rutgers*. In the second column, circle those goals you feel that you achieved or are in the process of achieving as a *result of your having attended Rutgers*. (Please circle all appropriate responses.)

These goals were important to me when I attended Rutgers
 These goals I am achieving or have achieved because of Rutgers

Academic Goals

| | | |
|----|----|---|
| 1 | 1 | To improve my ability for critical thinking |
| 2 | 2 | To increase my communication skills |
| 3 | 3 | To better understand Western cultures and institutions |
| 4 | 4 | To better understand Non-Western cultures and institutions |
| 5 | 5 | To appreciate literature and the arts |
| 6 | 6 | To understand scientific concepts and methods of analysis |
| 7 | 7 | To develop my ability to assess values and make moral decisions |
| 8 | 8 | To increase my knowledge in an academic field |
| 9 | 9 | To pursue a particular interest or develop a particular talent |
| 10 | 10 | To obtain a degree or certification |
| 11 | 11 | To learn as much as I could in many different areas |

Career-Preparation/Career-Improvement Goals

| | | |
|----|----|---|
| 12 | 12 | To discover career interests |
| 13 | 13 | To prepare for long-term career plans and/or goals |
| 14 | 14 | To improve my knowledge and/or competence in work-related areas |
| 15 | 15 | To improve my chances for a raise and/or promotion |
| 16 | 16 | To improve chances of getting a good job |

Social and Cultural Participation Goals

| | | |
|----|----|--|
| 17 | 17 | To become active in student life and campus activities |
| 18 | 18 | To meet people and make friends |
| 19 | 19 | To have an active social life |

Personal Development and Enrichment Goals

| | | |
|----|----|---|
| 20 | 20 | To improve my self-confidence |
| 21 | 21 | To improve my leadership skills |
| 22 | 22 | To improve my ability to get along with others |
| 23 | 23 | To enrich my daily life or make me a more complete person |
| 24 | 24 | To become more independent, self-reliant, and adaptable |

16) From the list of goals in question 15, please select the three that were most important to you *while you attended Rutgers* and enter their numbers below. For example, if your most important goal was "To obtain a degree or certification," enter the number 10 on the first line.

| | | |
|---|-----------------------|-------|
| 1 | Most Important | _____ |
| 2 | Second Most Important | _____ |
| 3 | Third Most Important | _____ |

BACKGROUND

17) What was/is your marital status: *(Please circle one in each category.)*

| <u>During your last semester at Rutgers?</u> | | <u>Your current marital status?</u> | |
|--|-----------------------|-------------------------------------|-----------------------|
| 1 | Single, never married | 1 | Single, never married |
| 2 | Married | 2 | Married |
| 3 | Separated | 3 | Separated |
| 4 | Divorced | 4 | Divorced |
| 5 | Widowed | 5 | Widowed |

18) What was the highest level of education completed by your parents at the time you left Rutgers? *(Please circle one.)*

| <u>Mother?</u> | | <u>Father?</u> | |
|----------------|---------------------------------|----------------|---------------------------------|
| 1 | Eighth grade or less | 1 | Eighth grade or less |
| 2 | High school | 2 | High school |
| 3 | Some college | 3 | Some college |
| 4 | College graduate | 4 | College graduate |
| 5 | Graduate or professional school | 5 | Graduate or Professional school |

19) What is your best estimate of your parents' (or guardians') total income during your last semester at Rutgers? If you were independent while you attended Rutgers, what is your best estimate of your total household income? Please consider income from all sources before taxes.

(Please circle one.)

| | | | |
|---|---------------------|----|-----------------------|
| 1 | Less than \$6,000 | 8 | \$40,000 - \$49,999 |
| 2 | \$6,000 - \$9,999 | 9 | \$50,000 - \$59,999 |
| 3 | \$10,000 - \$14,999 | 10 | \$60,000 - \$74,999 |
| 4 | \$15,000 - \$19,999 | 11 | \$75,000 - \$99,999 |
| 5 | \$20,000 - \$24,999 | 12 | \$100,000 - 149,999 |
| 6 | \$25,000 - \$29,999 | 13 | \$150,000 - \$199,999 |
| 7 | \$30,000 - \$39,999 | 14 | \$200,000 or more |

Please use the space below for any comments you have about Rutgers, this questionnaire, or anything else you care to share with us.

Your contribution to this effort is greatly appreciated. Thank you for completing this survey. Please return the completed questionnaire in the pre-addressed stamped envelope.

APPENDIX C

ATTRITION AT RUTGERS AS AN EVENT IN TIME

INTRODUCTION

The use of multiple research strategies is increasingly becoming the method of choice when studying social or educational phenomena. The multiple method, or triangulation, approach is seen as imparting to the analysis at hand a degree of depth and range that does not exist when relying solely on one methodological strategy. The use of multiple research strategies often provides a degree of reliability and validity to research findings when these different investigatory efforts reveal similar results. In addition, however, the use of different research strategies can sometimes lead to different and quite possibly contradictory findings. But rather than being seen as problematic, these contradictions and inconsistencies revealed by different research strategies can provide the opportunity to undertake further analysis and interpretation, and consequently lead to a more refined and accurate picture of the phenomenon under study.

One of the areas of the present study that would benefit from the employment of additional methods is in the explanation of the causes of attrition. We noted earlier that the survey design used in the present study has certain advantages for the study of attrition.¹ However, as we also noted, the survey method employed has limitations such as the lack of a comparative context that would better enable us to explain the causes of student attrition. In the present study, we attempted to transcend this limitation by comparing and reporting the responses of graduating students at Rutgers who participated in the 1992 graduating student opinion survey. Yet the extent to which causal inferences about the attrition process can be made is hampered given the lack of complete compatibility among the cohorts² and the lack of statistical controls when comparing the responses of students from the two surveys.

One way of enhancing our understanding of the attrition process would be to undertake a study that uses the longitudinal method of panel analysis. As Terenzini (1982, p. 61) has noted, the panel design “provides for extensive planned control of many variables thought to be potential influences on the attendance behavior of students.” Consequently, studies employing this design are thought to be extremely powerful in understanding the phenomenon - and especially the causes - of student attrition.

However, the administration of the panel design also increases the cost to the researcher. Complex sampling designs, extension of the study period, and complex data management tasks are often associated with longitudinal research. If these complications can be overcome then the administration of panel surveys to students who drop out from school may be the most reasonable approach to take. However, these complications often cannot be overcome. Either because of a lack of resources, time constraints, or other various and sundry reasons, the researcher seeking to understand the phenomenon of attrition at his or her institution cannot adopt a longitudinal or panel design.

Fortunately, other and potentially more powerful methods for studying longitudinal processes such as student attrition have emerged over the years. One group of statistical techniques often referred to as event history or survival analysis is particularly well-suited for studying student attrition.

EVENT HISTORY ANALYSIS

Event history analysis refers to a group of statistical methods that allow the researcher to study the occurrence and timing of events. An event in this context is a qualitative change that is situated in time and involves the transition from one state to another. Event history data consist of a longitudinal record of when certain events happen to an individual over time. Hence, in the study of student attrition by the method of event history analysis, an essential question that is asked is when does a student leave school.

The first use of event history methods was by demographers as far back as the eighteenth century in their work of constructing life tables. More recent traditions in the quantitative study of event history data are found in the work of biostatisticians in their studies of the causes of deaths, in the efforts of engineers to understand the processes of structural failures, and in the inquiries by social scientists of various social events.³

As Allison (1984, p.10) writes, the consequence of these various traditions is that “there is no single method of event history analysis but rather a collection of related methods that sometimes compete but more often complement one another.” The researcher using event history analysis must select a method or group of methods along various dimensions that include distributional or regression techniques, parametric or nonparametric models, repeated or nonrepeated events, discrete or continuous time, and single or multiple types events.⁴ In addition, the researcher must choose among a variety of statistical packages with which to undertake the analysis of event history data.

The sine qua non of these methods that comprise event history analysis is the ability to handle censored data and time varying explanatory variables. Censored data imply that the event under investigation does not occur within the time period observed. In the case of student attrition, if the period of time consists of six academic years and the student either graduates or continues in his or her studies, then we would say that the historical record for that student is censored.

One approach to this type of data is to distinguish between those experiencing an event and those that do not experience the event in question. With respect to student attrition data, such treatment of the data would necessitate the creation of a dichotomous variable that differentiates between students who drop out from school from those who do not. This created variable would then serve as the phenomenon to be explained through the application of logistic regression or some similar analytical tool. However, in approaching the data in this way, information is necessarily lost because we are ignoring the point at which the student may have dropped out of school. In contrast to this approach, event history analysis would seek to take all the information that is available about the timing of the occurrence or nonoccurrence of attrition and then use this information as the phenomenon that is to be studied.

In addition, event history data often have another feature that conventional statistical analysis finds difficult to handle: the presence of time-dependent covariates (sometimes called time-varying variables). It may be desired or needed to include an independent variable that contains information for the points of time that comprise the longitudinal record of events. For example, when studying student attrition, the researcher could have information that tells whether a student attended school full-time or not for each semester comprising the historical record. One option that is available to the researcher would be to create dichotomous variables indicating if the student attended school full-time for each of the semesters and include these variables in the explanatory model being developed. Thus there would be as many binary variables as there are semesters. However, this approach not only is statistically inefficient but could also create other methodological difficulties. For example, such an indicator of full-time status would become a consequence of the event of attrition after it happens rather than coming logically prior to the occurrence of attrition. Many of the methods that comprise the event history approach to the study of events allow for the incorporation of time-varying data in a methodologically sound manner. The next section describes the application of event history methods in this ongoing effort at Rutgers University to study the phenomenon of student attrition.

MODELING THE ATTRITION PROCESS

Following Willet and Singer (1991), student attrition is conceptualized as an event in discrete time. Each student in a cohort of first-time, full-time students has a historical record constructed from a series of

Table 1
Variables and Values for Event History Analysis of Attrition Data

| Variable | Values |
|---|---|
| ETYPE (Event Type) | 0 = Censored 1 = Attrited, Dropped Out 2 = Graduated |
| ATTRIT (Constructed Variable from ETYPE) | 0 = Not Attrited (includes censored and graduated) 1 = Attrited |
| SEMHRE (Number of Academic Years Attended) | 1 - 6 |
| GENDER | 0 = Male 1 = Female |
| MINORITY | 0 = Nonminority 1 = Minority |
| VSAT (Verbal Score on SAT) | 0 - 800 |
| MSAT (Mathematics Score on SAT) | 0 - 800 |
| HSRANK (Rank in High School Class) | 0 - 99.9 |
| GPACUM (Cumulative GPA, calculated for each year) | 0 - 4.0 |
| TIME1 - TIME6 | 0 = Other Years of Nonevent 1 = Academic Year Event Happens |

academic years that are treated as discrete time intervals. Thus the act of attrition can potentially occur in any of the academic years that comprise a student's historical record.

The cohort used for the present analysis is the fall 1988 class of entering first-time full-time students to Rutgers University. The data elements selected from this cohort include an indicator that documents the occurrence or nonoccurrence of attrition, the duration of a student's academic career, and a group of explanatory variables. The cohort was tracked between fall 1988 and fall 1994 and includes information for each academic year. Table 1 lists these variables and their respective values. The event indicator variable (EVENT) informs us if the student dropped out of school (EVENT=1), graduated within the span of time considered (EVENT=2), or continued in his or her studies at Rutgers (EVENT=0).⁵ In this effort to model attrition, all students who have a value of 0 or 1 on this variable are considered censored cases. The duration variable (SEMOUN2) counts the number of semesters that a student attended Rutgers during the time period studied.⁶

The goal of the present effort is to estimate a regression-type model that will yield the probability of a student dropping out during the six observed academic years. Another way of stating this is that we seek to predict what is the hazard rate of dropping out for a particular student. The explanatory variables included in this effort to explain the hazard rate are two sets of high school achievement variables: class rank (HSRANK) and the SAT scores (VSAT and MSAT); the college achievement variable: cumulative gpa (CUMGPA); and a set of personal background variables: minority/non-minority (MINORITY) and gender (GENDER). All of these variables except for the CUMGPA measure are constant over time. The CUMGPA variable has values for each of the years that a student was in attendance.

In order to estimate this model, further manipulation of the data is required. The data need to be massaged into a form that will allow us to create a risk set of students who are at risk of dropping out for each of the six academic years comprising our time intervals. This is accomplished by breaking each student's record into a set of distinct observations for each academic year until the event (i.e., attrition) or censoring (i.e., graduation or continued attendance beyond the observed interval of time) occurs. The resultant data set thus contains the number of student year records until the occurrence of the event or censoring, with the dependent variable that is to be modeled coded as 1 if the event occurred during that academic year or 0 if it did not occur. A copy of the SAS program that creates this data set and a few records of the resultant data set are found in Table 2.

The distribution for the risk of attrition for each academic year is produced from these data in Table 3. Of the 5,353 students in our cohort, 1,536 dropped out during the time span observed. More importantly, Table 3 reveals the hazard rate of attrition for each year in the fall 1988 cohort of first-time, full-time students. When time is conceptualized and analyzed in discrete intervals such as the present attrition model, the hazard rate for each of the six observed intervals of time is the probability of dropping out by a certain academic year for those students who are still at risk (i.e., they have not yet dropped out or been censored).

Table 2
SAS Program and Output to Create Student-Semester File

```

data sys8heve.logevent(keep=etype attrit gpacum vsat msat hsrank
                        gender minority sem semcoun2);
set sys8heve.atteven2(rename=(gender=sex));
if sex ='F' then gender=1;
  else if sex ='M' then gender=0;
if ethnic ne . then do;
  if ethnic ne 6 then minority=1;
  else if ethnic=6 then minority=0;
end;
vsat=vsat*10;
msat=msat*10;
hsrank=round((hsrankp/10),1);
if etype=1 then semcoun2=semcount-2;
  else semcoun2=semcount;
semcoun2=round((semcoun2/2),1);
if semcoun2=7 then semcoun2=6 ;
array gpa(6) s1rcum s2rcum s3rcum s4rcum s5rcum s6rcum);
do sem=1 to semcoun2;
  if sem=semcoun2 and etype=1 then attrit=1; else attrit=0;
  gpacum=round(gpa(sem),.1);
output;
end;

```

| OBS | ETYPE | ATTRIT | GRAD | GPACUM | VSAT | MSAT | HSRANK | GENDER | MINORITY | SEM | SEMOUN2 |
|-----|-------|--------|------|--------|------|------|--------|--------|----------|-----|---------|
| 1 | 2 | 0 | 0 | 1.8 | 600 | 560 | 88 | 1 | 0 | 1 | 5 |
| 2 | 2 | 0 | 0 | 2.9 | 600 | 560 | 88 | 1 | 0 | 2 | 5 |
| 3 | 2 | 0 | 0 | 3.1 | 600 | 560 | 88 | 1 | 0 | 3 | 5 |
| 4 | 2 | 0 | 0 | 3.2 | 600 | 560 | 88 | 1 | 0 | 4 | 5 |
| 5 | 2 | 0 | 1 | 3.3 | 600 | 560 | 88 | 1 | 0 | 5 | 5 |
| 6 | 2 | 0 | 0 | 3.1 | 420 | 370 | 64 | 1 | 1 | 1 | 4 |
| 7 | 2 | 0 | 0 | 2.6 | 420 | 370 | 64 | 1 | 1 | 2 | 4 |
| 8 | 2 | 0 | 0 | 2.6 | 420 | 370 | 64 | 1 | 1 | 3 | 4 |
| 9 | 2 | 0 | 1 | 3.0 | 420 | 370 | 64 | 1 | 1 | 4 | 4 |
| 10 | 1 | 1 | 0 | 3.4 | 550 | 600 | 77 | 0 | 0 | 1 | 1 |
| 11 | 2 | 0 | 0 | 2.8 | 400 | 500 | 97 | 1 | 1 | 1 | 5 |
| 12 | 2 | 0 | 0 | 2.3 | 400 | 500 | 97 | 1 | 1 | 2 | 5 |
| 13 | 2 | 0 | 0 | 2.4 | 400 | 500 | 97 | 1 | 1 | 3 | 5 |
| 14 | 2 | 0 | 0 | 2.4 | 400 | 500 | 97 | 1 | 1 | 4 | 5 |
| 15 | 2 | 0 | 1 | 2.6 | 400 | 500 | 97 | 1 | 1 | 5 | 5 |
| 16 | 2 | 0 | 0 | 3.8 | 610 | 580 | 91 | 0 | 1 | 1 | 4 |
| 17 | 2 | 0 | 0 | 3.8 | 610 | 580 | 91 | 0 | 1 | 2 | 4 |
| 18 | 2 | 0 | 0 | 3.9 | 610 | 580 | 91 | 0 | 1 | 3 | 4 |
| 19 | 2 | 0 | 1 | 3.8 | 610 | 580 | 91 | 0 | 1 | 4 | 4 |
| 20 | 2 | 0 | 0 | 2.6 | 540 | 650 | 88 | 0 | 0 | 1 | 4 |

We see from Table 3 that the hazard rate appears to decline between the first and fifth years and then reverses in direction during the last observed academic year. Such a trend is not too surprising. Obviously, we would expect the hazard of dropping out to decline as a student becomes more invested in his or her education. What may not be as clear, however, is the reversal in the hazard rate for the last academic period. Perhaps this represents the process where students who are nearing completion of their studies begin to focus on other concerns in their life (e.g., work and family) and assume that the last few credits needed to graduate can be attained later in life. It could also relate to the fact that financial aid assistance is no longer available and thus the student is not able because of financial reasons to continue his or her study. If the latter is true, this supports the observation found in Chapter 4 of this study that financial aid is an important factor in students' decision to withdraw from Rutgers. Moreover, this finding shows that not only is it a critical factor, but it also indicates that the availability of financial aid is important throughout the educational career of undergraduates at Rutgers.

How does this hazard rate depend on the explanatory variables? To answer this, we can perform a logistic regression on the hazard rate for each student. If we let $P(t)$ represent the hazard for our discrete model, then by taking its logit transformation and placing it in a regression statement we arrive at the following equation:

$$\log \left(\frac{P(t)}{1-P(t)} \right) = A + B_1 X_{it1} + \dots + B_k X_{itk} \quad \text{where } t = 1, 2, 3, \dots \text{ when } X \text{ is a time varying variable.}^7$$

The results of this model are displayed in Table 4.

We have significant effects as reflected by the Wald Chi-Square statistic for minority status, high school rank, and cumulative gpa. The Risk Ratio is simply the antilog of the B coefficients.⁸ When one is subtracted from the risk ratio and multiplied by 100 we obtain the percentage change in the hazard for each unit of change in

the explanatory variable. For dichotomous variables, the risk ratio yields the percent of the hazard for one category compared to the other category. For example, the hazard of dropping out for minority students is 82% of that for nonminority students. If we allow for the fact that various programs geared to helping students succeed (e.g., the Educational Opportunity Fund [EOF] in New Jersey) are available especially to minority students, then a finding like this is not as surprising than it first may seem.

We can extend this model by estimating the effect of time on attrition. We saw in Table 3 that time appears to have a curvilinear effect on the hazard. To test for this we can enter the variable time and time-squared and then take twice the difference of the log-likelihood of the two models. If the result does not exceed its critical value then we cannot reject the null hypothesis that the hazard is constant through time. In this example, twice the difference in the log-likelihoods is 3.8. At two degrees of freedom, this value is not significant. Thus we should not conclude that the hazard is curvilinear through time.

CONCLUSION

The preceding discussion provides only a small window into understanding the longitudinal process of attrition at Rutgers. Additional analyses using the event history method will continue to refine and further understand the dynamics of attrition at Rutgers. These efforts will include:

- the testing and inclusion of additional and possibly more powerful explanatory variables of the attrition process;

Table 4
Estimates for Logit Models Predicting the Probability of Attrition
20,278 Years

| Explanatory Variables | <i>Model 1</i> | | | | <i>Model 2</i> | | | |
|-----------------------|----------------|---------|-----------------|------------|----------------|---------|-----------------|------------|
| | B | Beta | Wald Chi-Square | Risk Ratio | B | Beta | Wald Chi-Square | Risk Ratio |
| Intercept | 1.5494 | | 56.2483 | | 1.3168 | | 33.6053 | |
| Minority | -0.1850 | -0.0479 | 7.5710 | 0.831 | -0.2028 | -0.0526 | 9.0556 | 0.816 |
| Gender | -0.0616 | -0.0170 | 1.0215 | 0.940 | -0.0420 | -0.0116 | 0.4709 | 0.959 |
| VSAT | 0.0002 | 0.0118 | 0.3161 | 1.000 | 0.0003 | 0.0160 | 0.5823 | 1.000 |
| MSAT | -0.0007 | -0.0398 | 3.6075 | 0.999 | -0.0006 | -0.0393 | 3.5232 | 0.999 |
| HSRank | -0.0039 | -0.0471 | 9.4445 | 0.996 | -0.0037 | -0.0449 | 8.5077 | 0.996 |
| GPACum | -1.4303 | -0.5502 | 1,304.1961 | 0.239 | -1.5035 | -0.5784 | 1,178.1081 | 0.222 |
| Time | | | | | 0.1764 | 0.1306 | 3.5259 | 1.193 |
| Time2 | | | | | -0.0133 | -0.0584 | 0.7575 | 0.987 |

- the estimation of competing risks such as graduation versus attrition events;
- the construction of models for events that are repeated in time;
- the testing of additional hypothesis of how the hazard of attrition moves through time;
- the use of alternative techniques in the estimation of event processes; and
- the testing of different assumptions with regard to how time is conceptualized in the attrition process.

ENDNOTES

¹ Chapter 2, Section C, provides a brief discussion of these benefits of the survey design used in this study.

² Although all students participating in the graduating student survey graduated at the same time (1992), they did not enter Rutgers at the same time. Because of the variation among students in how long they take to graduate, these graduating students come from many different cohorts of earlier years. In addition, the participants in the graduating student survey included transfer students. Transfer students were not included in the attrition survey.

³ Allison (1984, 1995) provides an concise introduction to the history and uses of event history analysis.

⁴ Allison (1984, 1995), Collett (1994), and Yamaguchi (1991) provide useful and accessible overviews to these different dimensions of event history analysis.

⁵ Students who have a value of 1 on the EVENT variable and thus considered to be dropouts have to have been out of school for three consecutive semesters. This criterion was used because we wanted to have some way of distinguishing students who dropout from those students who stop out and return to school.

⁶ If a student was not in attendance for a semester or two but did not meet the criterion of a dropout as described above, then for purposes of the present analysis that student is considered to have continued in his or her studies and that semester is counted in the duration variable.

⁷ When the hazard is constant over time then its value is the same for each student-year record.

⁸ This is accomplished by raising e (2.718) to the power of B .

APPENDIX D

SELECTED CAMPUS TABLES

Table 3.1
Attrition Survey Population by School

| | NEW BRUNSWICK | | | | | | | | NEWARK | | | CAMDEN | | TOTAL |
|---------------|---------------|----------|-------------|------------|------|-------|---------|-------|--------|---------|-------|--------|-------|-------|
| | COOK | DOUGLASS | ENGINEERING | LIVINGSTON | MGSA | PHARM | RUTGERS | TOTAL | NCAS | NURSING | TOTAL | CCAS | TOTAL | |
| 1 Year | | | | | | | | | | | | | | |
| Cohort 92 | 15 | 46 | 20 | 33 | 7 | 1 | 49 | 171 | 35 | 0 | 35 | 24 | 24 | 230 |
| Cohort 91 | 24 | 37 | 43 | 57 | 15 | 15 | 82 | 273 | 45 | 5 | 50 | 32 | 32 | 355 |
| Total | 39 | 83 | 63 | 90 | 22 | 16 | 131 | 444 | 80 | 5 | 85 | 56 | 56 | 585 |
| 2 Year | | | | | | | | | | | | | | |
| Cohort 91 | 12 | 20 | 28 | 27 | 4 | 5 | 22 | 118 | 34 | 1 | 35 | 20 | 20 | 173 |
| Cohort 90 | 8 | 27 | 19 | 27 | 7 | 5 | 29 | 122 | 29 | 4 | 33 | 17 | 17 | 172 |
| Cohort 89 | 13 | 13 | 13 | 25 | 7 | 1 | 27 | 99 | 13 | 3 | 16 | 15 | 15 | 130 |
| Total | 33 | 60 | 60 | 79 | 18 | 11 | 78 | 339 | 76 | 8 | 84 | 52 | 52 | 475 |
| 3 Year | | | | | | | | | | | | | | |
| Cohort 90 | 6 | 8 | 3 | 13 | 0 | 0 | 10 | 40 | 11 | 0 | 11 | 2 | 2 | 53 |
| Cohort 89 | 9 | 6 | 12 | 9 | 2 | 0 | 17 | 55 | 11 | 2 | 13 | 6 | 6 | 74 |
| Cohort 88 | 5 | 5 | 6 | 9 | 0 | 1 | 7 | 33 | 12 | 1 | 13 | 9 | 9 | 55 |
| Cohort 87 | 4 | 6 | 0 | 10 | 1 | 2 | 12 | 35 | 12 | 0 | 12 | 6 | 6 | 53 |
| Total | 24 | 25 | 21 | 41 | 3 | 3 | 46 | 163 | 46 | 3 | 49 | 23 | 23 | 235 |
| TOTAL | 96 | 168 | 144 | 210 | 43 | 30 | 255 | 946 | 202 | 16 | 218 | 131 | 131 | 1,295 |

Table 3.3a
Additional Background Characteristics of Respondents

| | CAMDEN | | NEWARK | | NEW BRUNSWICK | |
|---------------------------------|--------|------|--------|------|---------------|------|
| | N | % | N | % | N | % |
| PARENTS' EDUCATION | | | | | | |
| <i>Mother</i> | | | | | | |
| Eighth grade or less | 3 | 9.1 | 10 | 18.9 | 9 | 3.4 |
| High school | 15 | 45.5 | 26 | 49.1 | 91 | 34.5 |
| Some college | 6 | 18.2 | 6 | 11.3 | 53 | 20.1 |
| College graduate | 4 | 12.1 | 6 | 11.3 | 65 | 24.6 |
| Graduate or professional school | 5 | 15.2 | 5 | 9.4 | 46 | 17.4 |
| Total | 33 | 100 | 53 | 100 | 264 | 100 |
| <i>Father</i> | | | | | | |
| Eighth grade or less | 2 | 6.3 | 7 | 13.7 | 11 | 4.2 |
| High school | 15 | 46.9 | 24 | 47.1 | 68 | 26.3 |
| Some college | 6 | 18.8 | 10 | 19.6 | 45 | 17.4 |
| College graduate | 6 | 18.8 | 6 | 11.8 | 73 | 28.2 |
| Graduate or professional school | 3 | 9.4 | 4 | 7.8 | 62 | 23.9 |
| Total | 32 | 100 | 51 | 100 | 259 | 100 |
| TOTAL FAMILY INCOME | | | | | | |
| < \$10,000 | 7 | 20.6 | 6 | 11.1 | 45 | 16.8 |
| \$10,000 - \$19,999 | 4 | 11.8 | 8 | 14.8 | 13 | 4.9 |
| \$20,000 - \$29,999 | 3 | 8.8 | 7 | 13.0 | 24 | 9.0 |
| \$30,000 - \$39,999 | 6 | 17.6 | 10 | 18.5 | 27 | 10.1 |
| \$40,000 - \$49,999 | 0 | 0.0 | 6 | 11.1 | 32 | 11.9 |
| \$50,000 - \$59,999 | 4 | 11.8 | 4 | 7.4 | 31 | 11.6 |
| \$60,000 - \$74,999 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| \$75,000 - \$99,999 | 4 | 11.8 | 5 | 9.3 | 30 | 11.2 |
| \$100,000 - \$149,999 | 1 | 2.9 | 1 | 1.9 | 30 | 11.2 |
| \$150,000 - \$199,999 | 1 | 2.9 | 1 | 1.9 | 9 | 3.4 |
| \$200,000 or more | 0 | 0.0 | 0 | 0.0 | 4 | 1.5 |
| Unknown | 4 | 11.8 | 6 | 11.1 | 23 | 8.6 |
| Total | 34 | 100 | 54 | 100 | 268 | 100 |

Table 3.3b
Marital Status of Respondents

| CAMDEN | | | | | | | |
|-------------------------|----------------|---------------|-------------|-----------------------|--------------|---------------|--------------|
| | OVERALL | GENDER | | RACE/ETHNICITY | | | |
| | | Female | Male | Afric. Am. | Asian | Latino | White |
| | % | % | % | % | % | % | % |
| While at Rutgers | | | | | | | |
| Never Married | 91 | 87 | 100 | 88 | 100 | 100 | 95 |
| Married | 3 | 4 | 0 | 0 | 0 | 0 | 5 |
| Separated | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Divorced | 6 | 9 | 0 | 12 | 0 | 0 | 0 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| (n) | (33) | (23) | (10) | (8) | (3) | (1) | (19) |
| Presently | | | | | | | |
| Never Married | 82 | 74 | 100 | 75 | 67 | 100 | 90 |
| Married | 9 | 13 | 0 | 12 | 33 | 0 | 5 |
| Separated | 3 | 4 | 0 | 0 | 0 | 0 | 5 |
| Divorced | 6 | 9 | 0 | 12 | 0 | 0 | 0 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| (n) | (33) | (23) | (10) | (8) | (3) | (1) | (19) |

| NEWARK | | | | | | | |
|-------------------------|----------------|---------------|-------------|-----------------------|--------------|---------------|--------------|
| | OVERALL | GENDER | | RACE/ETHNICITY | | | |
| | | Female | Male | Afric. Am. | Asian | Latino | White |
| | % | % | % | % | % | % | % |
| While at Rutgers | | | | | | | |
| Never Married | 96 | 97 | 96 | 100 | 100 | 100 | 92 |
| Married | 4 | 3 | 4 | 0 | 0 | 0 | 8 |
| Separated | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Divorced | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| (n) | (54) | (30) | (24) | (10) | (6) | (7) | (26) |
| Presently | | | | | | | |
| Never Married | 79 | 76 | 83 | 80 | 80 | 86 | 72 |
| Married | 21 | 24 | 17 | 20 | 20 | 14 | 28 |
| Separated | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Divorced | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| (n) | (52) | (29) | (23) | (10) | (5) | (7) | (25) |

| NEW BRUNSWICK | | | | | | | |
|-------------------------|----------------|---------------|-------------|-----------------------|--------------|---------------|--------------|
| | OVERALL | GENDER | | RACE/ETHNICITY | | | |
| | | Female | Male | Afric. Am. | Asian | Latino | White |
| | % | % | % | % | % | % | % |
| While at Rutgers | | | | | | | |
| Never Married | 98 | 98 | 99 | 96 | 94 | 95 | 99 |
| Married | 2 | 2 | 1 | 4 | 6 | 5 | 1 |
| Separated | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Divorced | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| (n) | (267) | (164) | (103) | (23) | (34) | (19) | (189) |
| Presently | | | | | | | |
| Never Married | 90 | 88 | 95 | 86 | 94 | 88 | 91 |
| Married | 8 | 11 | 4 | 9 | 6 | 12 | 8 |
| Separated | 1 | 1 | 0 | 5 | 0 | 0 | 0 |
| Divorced | 1 | 0 | 1 | 0 | 0 | 0 | 1 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| (n) | (255) | (159) | (96) | (21) | (33) | (17) | (182) |

**Table 3.4a
Employment Status While Attending Rutgers**

| | <i>Camden</i> % | <i>Newark</i> % | <i>New Brunswick</i> % |
|---------------------------------|--------------------|--------------------|---------------------------|
| EMPLOYMENT | | | |
| Full-time (> = 35 hrs/wk) | 11.7 | 24.5 | 1.8 |
| Part-time (< 35 hrs/wk) | 70.6 | 56.6 | 49.2 |
| Employment status not specified | 3.0 | 0.0 | 1.5 |
| Not employed | 14.7 | 18.9 | 47.4 |
| (n) | (34) | (53) | (264) |

**Table 3.4b
Present Employment Status by Current Attendance at Another Institution**

| <i>Camden</i> | | | |
|------------------------------------|-------------------|---|---|
| | Total % | Attending Another Institution % | Not Attending Another Institution % |
| EMPLOYMENT | | | |
| Full-time (> = 35 hrs/wk) | 47.1 | 10.0 | 62.5 |
| Part-time (< 35 hrs/wk) | 23.5 | 60.0 | 8.3 |
| Combination of full- and part-time | 5.9 | 0.0 | 8.3 |
| Not employed | 23.5 | 30.0 | 20.8 |
| (n) | (34) | (10) | (24) |

| <i>Newark</i> | | | |
|------------------------------------|-------------------|---|---|
| | Total % | Attending Another Institution % | Not Attending Another Institution % |
| EMPLOYMENT | | | |
| Full-time (> = 35 hrs/wk) | 53.7 | 14.3 | 67.5 |
| Part-time (< 35 hrs/wk) | 29.6 | 57.1 | 20.0 |
| Combination of full- and part-time | 7.4 | 7.1 | 7.5 |
| Not employed | 9.3 | 21.4 | 5.0 |
| (n) | (34) | (14) | (40) |

| <i>New Brunswick</i> | | | |
|------------------------------------|-------------------|---|---|
| | Total % | Attending Another Institution % | Not Attending Another Institution % |
| EMPLOYMENT | | | |
| Full-time (> = 35 hrs/wk) | 40.4 | 20.0 | 58.6 |
| Part-time (< 35 hrs/wk) | 35.9 | 49.6 | 23.6 |
| Combination of full- and part-time | 4.5 | 5.6 | 3.6 |
| Not employed | 19.3 | 24.8 | 14.3 |
| (n) | (265) | (125) | (140) |

Table 3.5
Percentage Distribution of Type of School Attended
After Leaving Rutgers

| | <i>Camden</i> | | <i>Newark</i> | | <i>New Brunswick</i> | |
|---------------------|--------------------|---------------------|--------------------|---------------------|----------------------|---------------------|
| | First College % | Second College % | First College % | Second College % | First College % | Second College % |
| New Jersey | | | | | | |
| 4 year public | 8.7 | 16.7 | 24.2 | 75.0 | 17.0 | 25.6 |
| 4 year private | 0 | 0 | 6.1 | 0 | 5.5 | 0 |
| 2 year | 43.5 | 0 | 33.3 | 0 | 17.1 | 0 |
| Other | 0 | 0 | 0 | 25.0 | 0.1 | 7.7 |
| Total | 52.2 | 16.7 | 63.6 | 100 | 39.7 | 33.3 |
| Out of State | | | | | | |
| 4 year public | 8.7 | 16.7 | 12.1 | 0 | 22.6 | 33.3 |
| 4 year private | 17.4 | 16.7 | 6.1 | 0 | 25.8 | 12.8 |
| 2 year | 8.7 | 16.7 | 3.0 | 0 | 1.8 | 7.7 |
| Other | 13.0 | 33.3 | 15.2 | 0 | 9.2 | 12.8 |
| Total | 47.8 | 83.4 | 36.4 | 0 | 59.4 | 66.6 |
| Total (n) | 100 (33) | 100 (6) | 100 (33) | 100 (4) | 99.1 (217) | 100 (39) |

Table 3.6
Percentage Distribution of Type of Degree
After Leaving Rutgers

| | <i>Camden</i> | |
|-----------------------------|-------------------|--------------------|
| | First Degree % | Second Degree % |
| Certificate/License/Diploma | 22.2 | 100 |
| Associate Degree | 33.3 | 0 |
| Baccalaureate Degree | 44.4 | 0 |
| Total | 100 | 100 |
| (n) | (9) | (1) |

| | <i>Newark</i> | |
|-----------------------------|-------------------|--------------------|
| | First Degree % | Second Degree % |
| Certificate/License/Diploma | 28.6 | 0 |
| Associate Degree | 7.1 | 0 |
| Baccalaureate Degree | 64.3 | 100 |
| Total | 100 | 100 |
| (n) | (14) | (1) |

| | <i>New Brunswick</i> | |
|-----------------------------|----------------------|--------------------|
| | First Degree % | Second Degree % |
| Certificate/License/Diploma | 11.2 | 16.7 |
| Associate Degree | 15.8 | 16.7 |
| Baccalaureate Degree | 73.0 | 66.7 |
| Total | 100 | 100 |
| (n) | (89) | (6) |

Table 4.1a
Was Rutgers Your First College Choice

| | <i>New Brunswick</i> | <i>Newark</i> | <i>Camden</i> |
|------------|----------------------|---------------|---------------|
| | % | % | % |
| Yes | 65.0 | 91.0 | 77.0 |
| No | 34.0 | 9.0 | 24.0 |
| (n) | (265) | (54) | (34) |

Table 4.1b
Type of College if Rutgers Was Not First Choice

| College Type | <i>New Brunswick</i> | <i>Newark</i> | <i>Camden</i> |
|-----------------------------|----------------------|---------------|---------------|
| | % | % | % |
| Vocational/Technical | 0 | 0 | 12.5 |
| Public Four Year | 40.0 | 40.0 | 25.0 |
| Two Year | 1.0 | 0 | 12.5 |
| Private Four Year | 59.0 | 60.0 | 50.0 |
| (n) | (89) | (5) | (8) |

Table 4.1c
Financial Aid Assistance While at Rutgers

| Received Financial Aid | <i>New Brunswick</i> | <i>Newark</i> | <i>Camden</i> |
|---|----------------------|---------------|---------------|
| | % | % | % |
| Yes | 53.4 | 63.0 | 56.0 |
| No | 47.0 | 37.0 | 44.0 |
| (n) | (268) | (54) | (34) |
| Percentage Receiving Financial Aid | | | |
| Scholarship | 24.0 | 17.0 | 6.0 |
| Grant | 25.0 | 43.0 | 38.0 |
| Loan | 32.0 | 22.0 | 18.0 |
| Work-Study | 17.0 | 6.0 | 3.0 |
| (n) | (268) | (54) | (34) |

**Table 4.3
Top Four Reasons for Leaving Rutgers, by Subgroup
Camden**

| Group | Reason 1 | | Reason 2 | | Reason 3 | | Reason 4 | |
|--------------------------|--|----|--|----|---|----|---|----|
| | | % | | % | | % | | % |
| GENDER | | | | | | | | |
| Females (N=24) | Transferred | 50 | Courses/programs wanted were not available | 29 | Dissatisfied with academic performance* | 29 | - | - |
| Males (N=10) | Dissatisfied with academic performance | 40 | Unsure of academic goals* | 40 | Needed a break from college | 30 | - | - |
| RACE | | | | | | | | |
| African American (N=8) | Could not obtain sufficient financial aid* | 38 | Not enough money to continue* | 38 | Unsure of academic goals | 25 | Could not earn enough money while enrolled* | 25 |
| Asian (N=4) | - | - | - | - | - | - | - | - |
| Latino (N=1) | - | - | - | - | - | - | - | - |
| White (N=19) | Transferred | 47 | Needed a break from college | 26 | Dissatisfied with academic performance* | 26 | - | - |
| Other (N=2) | - | - | - | - | - | - | - | - |
| YEAR OF ATTRITION | | | | | | | | |
| After One Year (N=11) | Transferred | 36 | Dissatisfied with academic performance* | 36 | - | - | - | - |
| After Two Years (N=15) | Transferred | 40 | Dissatisfied with academic performance | 33 | Unsure of academic goals* | 33 | Needed a break from college | 27 |
| After Three Years (N=8) | Transferred | 50 | - | - | - | - | - | - |

*Tied with previous reason.

Note: Cells with "-" indicate three or more tied reasons, or subgroups with very small number of cases.

**Table 4.3
Top Four Reasons for Leaving Rutgers, by Subgroup
Newark**

| Group | Reason 1 | | Reason 2 | | Reason 3 | | Reason 4 | |
|--------------------------|--|----|--|----|---|----|--|----|
| | | % | | % | | % | | % |
| GENDER | | | | | | | | |
| Females (N=30) | Transferred | 50 | Dissatisfied with academic performance | 27 | Needed a break from college | 23 | - | - |
| Males (N=24) | Transferred | 38 | Needed a break from college | 33 | Dissatisfied with academic performance | 25 | Not enough money to continue* | 25 |
| RACE | | | | | | | | |
| African American (N=10) | Dissatisfied with academic performance | 60 | Needed a break from college | 50 | Not enough money to continue | 40 | Change in personal circumstances | 30 |
| Asian (N=6) | Transferred | 83 | Courses/programs wanted were not available | 33 | Could not work and go to school at the same time* | 33 | - | - |
| Latino (N=7) | Few people to identify with | 57 | - | - | - | - | - | - |
| White (N=26) | Transferred | 58 | Unsure of academic goals | 23 | Needed a break from college | 19 | Could not obtain sufficient financial aid* | 19 |
| Other (N=5) | Dissatisfied with academic performance | 60 | Transferred | 40 | Needed a break from college* | 40 | - | - |
| YEAR OF ATTRITION | | | | | | | | |
| After One Year (N=17) | Needed a break from college | 47 | Transferred | 35 | Dissatisfied with academic performance | 29 | - | - |
| After Two Years (N=25) | Transferred | 48 | - | - | - | - | - | - |
| After Three Years (N=12) | Transferred | 36 | Dissatisfied with academic performance* | 36 | - | - | - | - |

*Tied with previous reason.

Note: Cells with "-" indicate three or more tied reasons, or subgroups with very small number of cases.

Table 4.3
Top Four Reasons for Leaving Rutgers, by Subgroup
New Brunswick

| Group | Reason 1 | | Reason 2 | | Reason 3 | | Reason 4 | |
|--------------------------|---|----|--|----|--|----|---|----|
| | | % | | % | | % | | % |
| GENDER | | | | | | | | |
| Females (N=164) | Transferred | 61 | Dissatisfied with class size | 31 | Dissatisfied with the learning environment | 25 | Dissatisfied with academic performance | 24 |
| Males (N=104) | Transferred | 60 | Dissatisfied with academic performance | 36 | Dissatisfied with class size | 33 | Dissatisfied with learning environment | 31 |
| RACE | | | | | | | | |
| African American (N=23) | Transferred | 39 | Not enough money to continue | 30 | Change in personal circumstances* | 30 | - | - |
| Asian (N=34) | Transferred | 65 | Dissatisfied with academic performance | 41 | Dissatisfied with learning environment | 21 | Dissatisfied with class size | 18 |
| Latino (N=19) | Could not obtain sufficient financial aid | 42 | Transferred | 37 | Dissatisfied with academic performance* | 37 | - | - |
| White (N=190) | Transferred | 64 | Dissatisfied with class size | 36 | Dissatisfied with learning environment | 30 | Dissatisfied with academic performance | 25 |
| Other (N=2) | - | - | - | - | - | - | - | - |
| YEAR OF ATTRITION | | | | | | | | |
| After One Year (N=123) | Transferred | 61 | Dissatisfied with class size | 29 | Dissatisfied with academic performance | 24 | Dissatisfied with learning environment* | 24 |
| After Two Years (N=111) | Transferred | 67 | Dissatisfied with class size | 39 | Dissatisfied with academic performance | 35 | Dissatisfied with learning environment | 34 |
| After Three Years (N=34) | Transferred | 32 | Change in personal circumstances* | 32 | Dissatisfied with academic performance | 21 | Dissatisfied with class size* | 21 |

*Tied with previous reason.

Note: Cells with "-" indicate three or more tied reasons, or subgroups with very small number of cases.

Table 4.4
Number of Reasons for Leaving Rutgers
Camden

| | Number of Reasons | | | | | | | |
|--------------------------|-------------------|---|---|------|--------|------|-----------|------|
| | None | | 1 | | 2 to 4 | | 5 or more | |
| | N | % | N | % | N | % | N | % |
| TOTAL | 0 | 0 | 5 | 14.7 | 23 | 67.6 | 6 | 17.6 |
| GENDER | | | | | | | | |
| Males | 0 | 0 | 3 | 30.0 | 5 | 50.0 | 2 | 20.0 |
| Females | 0 | 0 | 2 | 8.3 | 18 | 75.0 | 4 | 16.7 |
| ETHNICITY | | | | | | | | |
| African American | 0 | 0 | 2 | 25.0 | 4 | 50.0 | 2 | 25.0 |
| Asian | 0 | 0 | 0 | 0 | 4 | 100 | 0 | 0 |
| Latino | 0 | 0 | 0 | 0 | 1 | 100 | 0 | 0 |
| White | 0 | 0 | 2 | 10.5 | 14 | 73.7 | 3 | 15.8 |
| Other | 0 | 0 | 1 | 50.0 | 0 | 0.0 | 1 | 50.0 |
| YEAR OF ATTRITION | | | | | | | | |
| 1 year | 0 | 0 | 1 | 9.0 | 8 | 72.7 | 2 | 18.2 |
| 2 years | 0 | 0 | 2 | 13.3 | 11 | 73.3 | 2 | 13.3 |
| 3 years | 0 | 0 | 2 | 25.0 | 4 | 50.0 | 2 | 25.0 |

Table 4.4
Number of Reasons for Leaving Rutgers
Newark

| | Number of Reasons | | | | | | | |
|--------------------------|-------------------|---|----|------|--------|------|-----------|------|
| | None | | 1 | | 2 to 4 | | 5 or more | |
| | N | % | N | % | N | % | N | % |
| TOTAL | 0 | 0 | 17 | 31.5 | 22 | 40.7 | 15 | 27.8 |
| GENDER | | | | | | | | |
| Males | 0 | 0 | 8 | 33.3 | 7 | 29.2 | 9 | 37.5 |
| Females | 0 | 0 | 9 | 30.0 | 15 | 50.0 | 6 | 20.0 |
| ETHNICITY | | | | | | | | |
| African American | 0 | 0 | 2 | 20.0 | 6 | 60.0 | 2 | 20.0 |
| Asian | 0 | 0 | 2 | 33.3 | 3 | 50.0 | 1 | 16.7 |
| Latino | 0 | 0 | 2 | 28.6 | 1 | 14.3 | 4 | 57.1 |
| White | 0 | 0 | 10 | 38.5 | 10 | 38.5 | 6 | 23.0 |
| Other | 0 | 0 | 1 | 20.0 | 2 | 40.0 | 2 | 40.0 |
| YEAR OF ATTRITION | | | | | | | | |
| 1 year | 0 | 0 | 4 | 23.5 | 6 | 35.3 | 7 | 41.2 |
| 2 years | 0 | 0 | 8 | 32.0 | 11 | 44.0 | 6 | 24.0 |
| 3 years | 0 | 0 | 5 | 41.7 | 5 | 41.7 | 2 | 16.7 |

Table 4.4
Number of Reasons for Leaving Rutgers
New Brunswick

| | Number of Reasons | | | | | | | |
|--------------------------|-------------------|-----|----|------|--------|------|-----------|------|
| | None | | 1 | | 2 to 4 | | 5 or more | |
| | N | % | N | % | N | % | N | % |
| TOTAL | 2 | 0.7 | 49 | 18.3 | 126 | 47.0 | 91 | 34.0 |
| GENDER | | | | | | | | |
| Males | 1 | 1.0 | 20 | 19.2 | 48 | 46.2 | 35 | 33.7 |
| Females | 1 | 0.6 | 29 | 17.7 | 78 | 47.6 | 56 | 34.1 |
| ETHNICITY | | | | | | | | |
| African American | 0 | 0 | 6 | 26.1 | 12 | 52.2 | 5 | 21.7 |
| Asian | 1 | 2.9 | 9 | 26.5 | 18 | 52.9 | 6 | 17.6 |
| Latino | 0 | 0 | 2 | 10.5 | 7 | 36.8 | 10 | 52.6 |
| White | 1 | 2.9 | 31 | 16.3 | 88 | 46.3 | 71 | 37.4 |
| Other | 0 | 0.0 | 1 | 50.0 | 1 | 50.0 | 0 | 0.0 |
| YEAR OF ATTRITION | | | | | | | | |
| 1 year | 1 | 0.8 | 18 | 14.6 | 67 | 54.5 | 37 | 30.1 |
| 2 years | 1 | 0.9 | 15 | 13.5 | 48 | 43.2 | 47 | 42.3 |
| 3 years | 0 | 0 | 16 | 2.9 | 11 | 32.4 | 7 | 20.6 |

**Table 5.1
Importance and Achievement of Student Goals**

| | <i>Camden</i> | | | | <i>Newark</i> | | | | <i>New Brunswick</i> | | | |
|---|---|--------|-----------------------------|--------|---|--------|-----------------------------|--------|---|--------|-----------------------------|--------|
| | Goals Important When I Attended Rutgers | | Goals Achieving or Achieved | | Goals Important When I Attended Rutgers | | Goals Achieving or Achieved | | Goals Important When I Attended Rutgers | | Goals Achieving or Achieved | |
| | Attrition | Senior | Attrition | Senior | Attrition | Senior | Attrition | Senior | Attrition | Senior | Attrition | Senior |
| Academic Goals | | | | | | | | | | | | |
| --To improve my ability for critical thinking | 68% | 60% | 29% | 66% | 78% | 64% | 48% | 59% | 71% | 65% | 39% | 74% |
| --To increase my communication skills | 67 | 63 | 32 | 63 | 72 | 63 | 54 | 56 | 65 | 66 | 41 | 66 |
| --To better understand Western cultures and institutions | 29 | 25 | 21 | 53 | 48 | 26 | 22 | 41 | 27 | 30 | 23 | 57 |
| --To better understand Non-Western cultures and institutions | 27 | 29 | 15 | 37 | 43 | 29 | 17 | 32 | 28 | 35 | 23 | 40 |
| --To appreciate literature and the arts | 47 | 36 | 38 | 63 | 57 | 37 | 33 | 54 | 44 | 47 | 35 | 60 |
| --To understand scientific concepts and methods of analysis | 50 | 39 | 44 | 51 | 56 | 43 | 35 | 56 | 53 | 43 | 33 | 63 |
| --To develop my ability to assess values and make moral decisions | 35 | 42 | 15 | 63 | 52 | 45 | 32 | 62 | 50 | 50 | 33 | 71 |
| --To increase my knowledge in an academic field | 88 | 63 | 50 | 70 | 72 | 61 | 46 | 65 | 78 | 67 | 46 | 77 |
| --To pursue a particular interest or develop a particular talent | 65 | * | 27 | | 52 | | 33 | | 53 | | 30 | |
| --To obtain a degree or certification | 82 | 62 | 21 | 80 | 74 | 61 | 32 | 76 | 81 | 69 | 30 | 84 |
| --To learn as much as I could in many different areas | 62 | * | 41 | | 65 | | 43 | | 63 | | 35 | |
| Career-Preparation/Career-Improvement Goals | | | | | | | | | | | | |
| --To discover career interests | 53 | 46 | 27 | 47 | 67 | 51 | 24 | 44 | 65 | 56 | 33 | 51 |
| --To prepare for long-term career plans and/or goals | 65 | 65 | 21 | 41 | 69 | 64 | 35 | 34 | 71 | 69 | 32 | 41 |
| --To improve my knowledge and/or competence in work-related areas | 62 | 65 | 24 | 49 | 57 | 68 | 32 | 43 | 55 | 71 | 26 | 48 |
| --To improve my chances for a raise and/or promotion | 35 | 58 | 15 | 30 | 44 | 55 | 26 | 26 | 36 | 52 | 16 | 27 |
| --To improve chances of getting a good job | 77 | * | 27 | | 67 | | 32 | | 68 | | 27 | |
| Social and Cultural Participation Goals | | | | | | | | | | | | |
| --To become active in student life and campus activities | 38 | 16 | 15 | 44 | 52 | 19 | 28 | 39 | 51 | 28 | 25 | 67 |
| --To meet people and make friends | 59 | 44 | 38 | 68 | 63 | 45 | 43 | 68 | 80 | 54 | 48 | 79 |
| --To have an active social life | 47 | * | 38 | | 56 | | 43 | | 67 | | 48 | |
| Personal Development and Enrichment Goals | | | | | | | | | | | | |
| --To improve my self-confidence | 53 | 53 | 24 | 59 | 57 | 52 | 37 | 53 | 58 | 60 | 34 | 63 |
| --To improve my leadership skills | 47 | 55 | 21 | 50 | 54 | 54 | 26 | 43 | 49 | 57 | 28 | 53 |
| --To improve my ability to get along with others | 47 | 36 | 32 | 72 | 52 | 36 | 33 | 61 | 54 | 43 | 38 | 74 |
| --To enrich my daily life or make me more complete person | 56 | 52 | 35 | 60 | 54 | 55 | 43 | 50 | 55 | 59 | 36 | 64 |
| --To become more independent, self-reliant, and adaptable | 77 | 56 | 53 | 60 | 61 | 54 | 41 | 57 | 66 | 63 | 56 | 73 |

* Question not asked on Senior Survey.

**Table 6.1
Rating of Academic Experience
Camden**

| | Excellent | | Good | | Only Fair | | Poor | | Total | | Total | |
|-----------------------|-------------|----------|-------------|----------|-------------|----------|-------------|----------|-------------|----------|---------------|------------|
| | Attrition % | Senior % | Attrition % | Senior % | Attrition % | Senior % | Attrition % | Senior % | Attrition % | Senior % | Attrition (N) | Senior (N) |
| Race/Ethnicity | | | | | | | | | | | | |
| African-American | 13 | 3 | 25 | 67 | 38 | 30 | 25 | 0 | 100 | 100 | 8 | 31 |
| Asian | 25 | 36 | 50 | 45 | 25 | 18 | 0 | 0 | 100 | 99 | 4 | 11 |
| Latino | 0 | 33 | 100 | 33 | 0 | 33 | 0 | 0 | 100 | 99 | 1 | 6 |
| White | 5 | 21 | 58 | 67 | 32 | 11 | 5 | 1 | 100 | 100 | 19 | 517 |
| Other | 0 | 24 | 50 | 64 | 50 | 12 | 0 | 0 | 100 | 100 | 2 | 25 |
| Gender | | | | | | | | | | | | |
| Female | 13 | 20 | 54 | 67 | 29 | 13 | 4 | 0 | 100 | 100 | 24 | 327 |
| Male | 0 | 21 | 40 | 65 | 40 | 12 | 20 | 1 | 100 | 99 | 10 | 263 |

**Table 6.1
Rating of Academic Experience
Newark**

| | Excellent | | Good | | Only Fair | | Poor | | Total | | Total | |
|-----------------------|-------------|----------|-------------|----------|-------------|----------|-------------|----------|-------------|----------|---------------|------------|
| | Attrition % | Senior % | Attrition % | Senior % | Attrition % | Senior % | Attrition % | Senior % | Attrition % | Senior % | Attrition (N) | Senior (N) |
| Race/Ethnicity | | | | | | | | | | | | |
| African-American | 10 | 12 | 50 | 62 | 30 | 24 | 10 | 2 | 100 | 100 | 8 | 109 |
| Asian | 0 | 11 | 83 | 71 | 17 | 18 | 0 | 1 | 100 | 101 | 4 | 102 |
| Latino | 14 | 15 | 57 | 78 | 29 | 5 | 0 | 2 | 100 | 100 | 1 | 60 |
| White | 12 | 16 | 69 | 68 | 19 | 15 | 0 | 1 | 100 | 100 | 19 | 396 |
| Other | 20 | 20 | 20 | 61 | 40 | 20 | 20 | 0 | 100 | 101 | 2 | 46 |
| Gender | | | | | | | | | | | | |
| Female | 17 | 16 | 53 | 67 | 30 | 16 | 0 | 1 | 100 | 100 | 30 | 397 |
| Male | 4 | 13 | 71 | 70 | 17 | 16 | 8 | 2 | 100 | 101 | 24 | 316 |

**Table 6.1
Rating of Academic Experience
New Brunswick**

| | Excellent | | Good | | Only Fair | | Poor | | Total | | Total | |
|-----------------------|-------------|----------|-------------|----------|-------------|----------|-------------|----------|-------------|----------|---------------|------------|
| | Attrition % | Senior % | Attrition % | Senior % | Attrition % | Senior % | Attrition % | Senior % | Attrition % | Senior % | Attrition (N) | Senior (N) |
| Race/Ethnicity | | | | | | | | | | | | |
| African-American | 18 | 10 | 26 | 63 | 52 | 22 | 4 | 4 | 100 | 99 | 23 | 185 |
| Asian | 9 | 14 | 50 | 62 | 27 | 20 | 15 | 3 | 100 | 99 | 34 | 266 |
| Latino | 11 | 13 | 37 | 65 | 37 | 20 | 16 | 2 | 100 | 100 | 19 | 129 |
| White | 12 | 22 | 33 | 63 | 38 | 14 | 18 | 1 | 100 | 100 | 189 | 2,115 |
| Other | 50 | 18 | 0 | 53 | 50 | 24 | 0 | 4 | 100 | 99 | 2 | 46 |
| Gender | | | | | | | | | | | | |
| Female | 13 | 19 | 38 | 64 | 40 | 15 | 9 | 1 | 100 | 99 | 164 | 1,071 |
| Male | 12 | 21 | 28 | 61 | 34 | 16 | 26 | 2 | 100 | 100 | 103 | 1,670 |

**Table 6.2
Faculty Interaction
Camden**

| | Frequent | | Occasional | | Rare | | Never | | Total | | Total | |
|-----------------------|-------------|----------|-------------|----------|-------------|----------|-------------|----------|-------------|----------|---------------|------------|
| | Attrition % | Senior % | Attrition % | Senior % | Attrition % | Senior % | Attrition % | Senior % | Attrition % | Senior % | Attrition (N) | Senior (N) |
| Race/Ethnicity | | | | | | | | | | | | |
| African-American | 0 | 16 | 25 | 52 | 63 | 19 | 13 | 13 | 100 | 100 | 8 | 31 |
| Asian | 25 | 17 | 25 | 33 | 25 | 50 | 25 | 0 | 100 | 100 | 4 | 12 |
| Latino | 0 | 0 | 0 | 100 | 100 | 0 | 0 | 0 | 100 | 100 | 1 | 4 |
| White | 0 | 14 | 21 | 44 | 47 | 32 | 32 | 10 | 100 | 100 | 19 | 514 |
| Other | 0 | 26 | 50 | 48 | 50 | 22 | 0 | 4 | 100 | 100 | 2 | 23 |
| Gender | | | | | | | | | | | | |
| Female | 4 | | 21 | | 46 | | 29 | | 100 | | 24 | |
| Male | 0 | | 30 | | 60 | | 10 | | 100 | | 10 | |

**Table 6.2
Faculty Interaction
Newark**

| | Frequent | | Occasional | | Rare | | Never | | Total | | Total | |
|-----------------------|-------------|----------|-------------|----------|-------------|----------|-------------|----------|-------------|----------|---------------|------------|
| | Attrition % | Senior % | Attrition % | Senior % | Attrition % | Senior % | Attrition % | Senior % | Attrition % | Senior % | Attrition (N) | Senior (N) |
| Race/Ethnicity | | | | | | | | | | | | |
| African-American | 10 | 14 | 50 | 41 | 20 | 29 | 20 | 16 | 100 | 100 | 10 | 104 |
| Asian | 0 | 14 | 33 | 41 | 50 | 33 | 17 | 12 | 100 | 100 | 6 | 102 |
| Latino | 0 | 19 | 14 | 38 | 71 | 36 | 14 | 7 | 100 | 100 | 7 | 58 |
| White | 27 | 14 | 15 | 40 | 42 | 38 | 15 | 8 | 100 | 100 | 26 | 391 |
| Other | 0 | 24 | 20 | 36 | 80 | 29 | 0 | 11 | 100 | 100 | 5 | 55 |
| Gender | | | | | | | | | | | | |
| Female | 13 | | 37 | | 37 | | 13 | | 100 | | 30 | |
| Male | 17 | | 8 | | 58 | | 17 | | 100 | | 24 | |

**Table 6.2
Faculty Interaction
New Brunswick**

| | Frequent | | Occasional | | Rare | | Never | | Total | | Total | |
|-----------------------|-------------|----------|-------------|----------|-------------|----------|-------------|----------|-------------|----------|---------------|------------|
| | Attrition % | Senior % | Attrition % | Senior % | Attrition % | Senior % | Attrition % | Senior % | Attrition % | Senior % | Attrition (N) | Senior (N) |
| Race/Ethnicity | | | | | | | | | | | | |
| African-American | 9 | 15 | 22 | 42 | 48 | 36 | 22 | 7 | 100 | 100 | 23 | 172 |
| Asian | 0 | 10 | 30 | 43 | 49 | 40 | 21 | 7 | 100 | 100 | 33 | 253 |
| Latino | 0 | 18 | 26 | 43 | 37 | 31 | 37 | 9 | 100 | 100 | 19 | 114 |
| White | 5 | 16 | 29 | 41 | 46 | 35 | 20 | 8 | 100 | 100 | 189 | 2,084 |
| Other | 0 | 19 | 50 | 41 | 0 | 31 | 50 | 9 | 100 | 100 | 2 | 111 |
| Gender | | | | | | | | | | | | |
| Female | 4 | | 27 | | 46 | | 23 | | 100 | | 164 | |
| Male | 4 | | 30 | | 45 | | 21 | | 100 | | 102 | |

**Table 6.3
Overview of Rutgers Experience
Camden**

| | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Overall Rank* | | Total N | |
|--|----------------|--------|-----------|--------|-----------|--------|-------------------|--------|---------------|--------|-----------|--------|
| | Attrition | Senior | Attrition | Senior | Attrition | Senior | Attrition | Senior | Attrition | Senior | Attrition | Senior |
| | % | % | % | % | % | % | % | % | | | N | N |
| GENERAL | | | | | | | | | | | | |
| There were comfortable residence halls at Rutgers | 12 | 5 | 53 | 77 | 12 | 15 | 0 | 2 | 1 | 4 | 26 | 351 |
| There were good computer facilities at Rutgers | 15 | 16 | 65 | 67 | 15 | 14 | 0 | 3 | 2 | 2 | 32 | 566 |
| Cost of attending Rutgers was reasonable | 15 | 29 | 65 | 60 | 18 | 10 | 3 | 1 | 2 | 1 | 34 | 584 |
| Rutgers' staff cared about individual students | 6 | 8 | 59 | 58 | 29 | 28 | 6 | 6 | 1 | 3 | 34 | 568 |
| ACADEMIC EXPERIENCE | | | | | | | | | | | | |
| Rutgers had high quality academic programs | 29 | 32 | 62 | 63 | 3 | 5 | 0 | 0 | 1 | 1 | 32 | 582 |
| Rutgers had a high-quality program in my major | 15 | 27 | 65 | 54 | 9 | 14 | 3 | 5 | 2 | 2 | 31 | 582 |
| Students must be above average to be admitted to Rutgers | 3 | 7 | 35 | 50 | 53 | 39 | 0 | 4 | 4 | 4 | 31 | 561 |
| Rutgers' faculty cared about individual students | 6 | 14 | 53 | 62 | 29 | 20 | 12 | 5 | 3 | 3 | 34 | 574 |
| There were opportunities to participate in a research project(s) with faculty | 0 | 11 | 21 | 27 | 56 | 49 | 12 | 14 | 5 | 5 | 30 | 523 |
| CLIMATE | | | | | | | | | | | | |
| It was important for Rutgers to provide a multicultural environment | 18 | 25 | 56 | 60 | 27 | 13 | 0 | 2 | 5 | 5 | 34 | 575 |
| Minority students were afforded the same treatment as other students in the classroom | 18 | 35 | 56 | 55 | 15 | 7 | 6 | 3 | 5 | 4 | 32 | 564 |
| Rutgers should continue to increase its efforts in recruiting minority students, faculty and staff | 12 | 12 | 35 | 38 | 29 | 37 | 12 | 14 | 9 | 13 | 30 | 553 |
| Students from various racial and ethnic backgrounds got along well at Rutgers | 3 | 6 | 77 | 76 | 12 | 16 | 0 | 3 | 4 | 6 | 31 | 554 |
| Women were afforded the same treatment as men in the classroom | 15 | 24 | 79 | 66 | 3 | 9 | 3 | 1 | 2 | 3 | 34 | 579 |
| Male and female students generally respected one another | 9 | 21 | 88 | 73 | 3 | 5 | 0 | 1 | 1 | 1 | 34 | 584 |
| I found it hard to make friends at Rutgers | 3 | 1 | 6 | 10 | 65 | 58 | 24 | 31 | 15 | 17 | 33 | 577 |
| Students at Rutgers were friendly | 6 | 10 | 85 | 83 | 9 | 7 | 0 | 1 | 3 | 2 | 34 | 580 |
| Many students at Rutgers use alcohol and/or other drugs | 15 | 16 | 38 | 47 | 41 | 35 | 0 | 2 | 8 | 11 | 32 | 537 |
| I didn't have as many friends as I would have liked at Rutgers | 6 | 3 | 12 | 25 | 71 | 57 | 9 | 16 | 13 | 16 | 33 | 571 |
| My identification with my undergraduate college played a positive role in my college experience | 3 | 11 | 50 | 61 | 38 | 24 | 0 | 4 | 8 | 7 | 31 | 567 |
| I often felt "lost" or "alone" at Rutgers | 6 | 12 | 6 | 57 | 82 | 25 | 0 | 6 | 14 | 8 | 32 | 574 |
| Cheating was not a widespread problem at Rutgers | 12 | 5 | 56 | 48 | 32 | 31 | 0 | 16 | 6 | 12 | 34 | 572 |
| I had close ties and identification with my college | 6 | 12 | 35 | 51 | 50 | 30 | 9 | 6 | 10 | 9 | 34 | 579 |
| Many students at Rutgers were more interested in having fun than studying | 3 | 5 | 27 | 34 | 62 | 56 | 3 | 6 | 12 | 15 | 32 | 559 |
| The values at Rutgers reflected my values | 3 | 6 | 59 | 58 | 29 | 31 | 3 | 5 | 7 | 10 | 34 | 562 |
| I was an integral part of the university community | 3 | 6 | 29 | 38 | 56 | 48 | 12 | 8 | 11 | 14 | 34 | 578 |
| SOCIAL ACTIVITIES | | | | | | | | | | | | |
| Rutgers had many activities and organizations for students | 21 | 15 | 62 | 68 | 6 | 14 | 9 | 3 | 1 | 1 | 33 | 565 |
| There were excellent recreational facilities | 3 | 6 | 68 | 56 | 15 | 33 | 6 | 5 | 2 | 2 | 31 | 559 |
| Rutgers had a strong intercollegiate athletic program | 3 | 2 | 56 | 38 | 27 | 46 | 9 | 15 | 3 | 3 | 32 | 487 |
| Intercollegiate athletics were important to me as a part of my college experience at Rutgers | 6 | 1 | 15 | 6 | 56 | 55 | 21 | 38 | 4 | 4 | 33 | 560 |

*Rank is determined by raw numbers. This accounts for why statements with the same percentage are ranked differently.
Rank is based on the percentage who strongly agree/agree.

**Table 6.3
Overview of Rutgers Experience
Newark**

| | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Overall Rank* | | Total N | |
|--|------------------|----|------------------|----|------------------|----|-------------------|----|------------------|----|------------------|-----|
| | Attrition Senior | | Attrition Senior | | Attrition Senior | | Attrition Senior | | Attrition Senior | | Attrition Senior | |
| | % | % | % | % | % | % | % | % | | | N | N |
| GENERAL | | | | | | | | | | | | |
| There were comfortable residence halls at Rutgers | 9 | 7 | 50 | 73 | 19 | 18 | 6 | 3 | 3 | 3 | 45 | 515 |
| There were good computer facilities at Rutgers | 11 | 11 | 67 | 63 | 13 | 20 | 0 | 7 | 1 | 2 | 49 | 682 |
| Cost of attending Rutgers was reasonable | 19 | 17 | 46 | 54 | 28 | 20 | 7 | 9 | 2 | 1 | 54 | 711 |
| Rutgers' staff cared about individual students | 7 | 4 | 39 | 40 | 39 | 40 | 9 | 16 | 4 | 4 | 51 | 703 |
| ACADEMIC EXPERIENCE | | | | | | | | | | | | |
| Rutgers had high quality academic programs | 24 | 24 | 69 | 66 | 6 | 9 | 2 | 2 | 1 | 1 | 54 | 708 |
| Rutgers had a high-quality program in my major | 19 | 23 | 56 | 54 | 2 | 17 | 11 | 5 | 2 | 2 | 47 | 707 |
| Students must be above average to be admitted to Rutgers | 6 | 8 | 44 | 50 | 44 | 37 | 6 | 6 | 3 | 4 | 54 | 694 |
| Rutgers' faculty cared about individual students | 9 | 9 | 39 | 52 | 43 | 30 | 9 | 9 | 4 | 3 | 54 | 703 |
| There were opportunities to participate in a research project(s) with faculty | 0 | 10 | 35 | 27 | 39 | 43 | 7 | 21 | 5 | 5 | 44 | 663 |
| CLIMATE | | | | | | | | | | | | |
| It was important for Rutgers to provide a multicultural environment | 22 | 36 | 61 | 53 | 13 | 10 | 2 | 2 | 4 | 3 | 53 | 700 |
| Minority students were afforded the same treatment as other students in the classroom | 28 | 30 | 59 | 55 | 7 | 11 | 4 | 5 | 3 | 5 | 53 | 697 |
| Rutgers should continue to increase its efforts in recruiting minority students, faculty and staff | 20 | 25 | 28 | 38 | 37 | 26 | 7 | 11 | 10 | 10 | 50 | 686 |
| Students from various racial and ethnic backgrounds got along well at Rutgers | 13 | 13 | 59 | 68 | 26 | 15 | 2 | 5 | 7 | 6 | 54 | 692 |
| Women were afforded the same treatment as men in the classroom | 24 | 24 | 69 | 67 | 0 | 8 | 4 | 1 | 2 | 2 | 52 | 701 |
| Male and female students generally respected one another | 20 | 21 | 76 | 73 | 2 | 5 | 0 | 1 | 1 | 1 | 53 | 702 |
| I found it hard to make friends at Rutgers | 6 | 3 | 19 | 12 | 52 | 57 | 24 | 29 | 16 | 17 | 54 | 704 |
| Students at Rutgers were friendly | 17 | 10 | 61 | 75 | 15 | 14 | 2 | 1 | 6 | 4 | 51 | 696 |
| Many students at Rutgers use alcohol and/or other drugs | 9 | 13 | 35 | 36 | 39 | 44 | 2 | 6 | 11 | 14 | 46 | 662 |
| I didn't have as many friends as I would have liked at Rutgers | 9 | 7 | 32 | 28 | 41 | 48 | 17 | 17 | 13 | 16 | 53 | 704 |
| My identification with my undergraduate college played a positive role in my college experience | 13 | 13 | 44 | 59 | 24 | 24 | 9 | 4 | 8 | 7 | 49 | 694 |
| I often felt "lost" or "alone" at Rutgers | 11 | 12 | 20 | 50 | 54 | 30 | 13 | 8 | 15 | 9 | 53 | 704 |
| Cheating was not a widespread problem at Rutgers | 9 | 7 | 70 | 42 | 11 | 30 | 6 | 20 | 5 | 12 | 52 | 699 |
| I had close ties and identification with my college | 7 | 12 | 33 | 50 | 43 | 31 | 17 | 7 | 13 | 8 | 54 | 706 |
| Many students at Rutgers were more interested in having fun than studying | 6 | 7 | 37 | 32 | 54 | 54 | 2 | 7 | 12 | 15 | 53 | 686 |
| The values at Rutgers reflected my values | 6 | 6 | 44 | 50 | 39 | 35 | 7 | 9 | 9 | 11 | 52 | 689 |
| I was an integral part of the university community | 15 | 6 | 19 | 42 | 52 | 42 | 11 | 10 | 14 | 13 | 52 | 701 |
| SOCIAL ACTIVITIES | | | | | | | | | | | | |
| Rutgers had many activities and organizations for students | 28 | 20 | 61 | 64 | 9 | 14 | 0 | 2 | 1 | 1 | 53 | 702 |
| There were excellent recreational facilities | 7 | 5 | 52 | 39 | 28 | 42 | 4 | 13 | 2 | 3 | 49 | 676 |
| Rutgers had a strong intercollegiate athletic program | 13 | 5 | 46 | 55 | 24 | 34 | 4 | 6 | 2 | 2 | 47 | 654 |
| Intercollegiate athletics were important to me as a part of my college experience at Rutgers | 6 | 2 | 13 | 8 | 52 | 62 | 22 | 28 | 3 | 4 | 50 | 673 |

*Rank is determined by raw numbers. This accounts for why statements with the same percentage are ranked differently.
Rank is based on the percentage who strongly agree/agree.

**Table 6.3
Overview of Rutgers Experience
New Brunswick**

| | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Overall Rank* | | Total N | |
|--|----------------|--------|-----------|--------|-----------|--------|-------------------|--------|---------------|--------|-----------|--------|
| | Attrition | Senior | Attrition | Senior | Attrition | Senior | Attrition | Senior | Attrition | Senior | Attrition | Senior |
| | % | % | % | % | % | % | % | % | | | N | N |
| GENERAL | | | | | | | | | | | | |
| There were comfortable residence halls at Rutgers | 8 | 8 | 65 | 69 | 16 | 18 | 7 | 4 | 2 | 3 | 258 | 2,398 |
| There were good computer facilities at Rutgers | 11 | 16 | 65 | 62 | 15 | 18 | 3 | 4 | 1 | 2 | 252 | 2,624 |
| Cost of attending Rutgers was reasonable | 18 | 21 | 54 | 56 | 21 | 18 | 6 | 5 | 3 | 1 | 263 | 2,719 |
| Rutgers' staff cared about individual students | 2 | 4 | 30 | 37 | 42 | 43 | 22 | 16 | 4 | 4 | 258 | 2,669 |
| ACADEMIC EXPERIENCE | | | | | | | | | | | | |
| Rutgers had high quality academic programs | 28 | 27 | 57 | 64 | 10 | 7 | 3 | 1 | 1 | 1 | 263 | 2,719 |
| Rutgers had a high-quality program in my major | 19 | 31 | 48 | 50 | 18 | 14 | 7 | 5 | 2 | 2 | 246 | 2,717 |
| Students must be above average to be admitted to Rutgers | 9 | 15 | 47 | 57 | 35 | 25 | 6 | 4 | 3 | 3 | 259 | 2,667 |
| Rutgers' faculty cared about individual students | 3 | 7 | 34 | 50 | 39 | 33 | 22 | 11 | 4 | 4 | 268 | 2,680 |
| There were opportunities to participate in a research project(s) with faculty | 2 | 18 | 26 | 27 | 47 | 39 | 16 | 16 | 5 | 5 | 243 | 2,515 |
| CLIMATE | | | | | | | | | | | | |
| It was important for Rutgers to provide a multicultural environment | 28 | 39 | 56 | 50 | 10 | 8 | 2 | 3 | 2 | 2 | 255 | 2,694 |
| Minority students were afforded the same treatment as other students in the classroom | 22 | 28 | 60 | 56 | 9 | 11 | 4 | 5 | 3 | 5 | 255 | 2,640 |
| Rutgers should continue to increase its efforts in recruiting minority students, faculty and staff | 19 | 22 | 36 | 42 | 26 | 26 | 12 | 10 | 7 | 9 | 249 | 2,615 |
| Students from various racial and ethnic backgrounds got along well at Rutgers | 9 | 5 | 61 | 55 | 22 | 33 | 5 | 7 | 5 | 12 | 259 | 2,614 |
| Women were afforded the same treatment as men in the classroom | 26 | 26 | 62 | 59 | 6 | 13 | 2 | 3 | 1 | 4 | 258 | 2,670 |
| Male and female students generally respected one another | 16 | 15 | 68 | 65 | 12 | 17 | 2 | 3 | 2 | 6 | 260 | 2,702 |
| I found it hard to make friends at Rutgers | 10 | 2 | 18 | 12 | 43 | 48 | 27 | 38 | 14 | 17 | 262 | 2,715 |
| Students at Rutgers were friendly | 7 | 8 | 69 | 76 | 18 | 14 | 4 | 1 | 4 | 3 | 261 | 2,679 |
| Many students at Rutgers use alcohol and/or other drugs | 48 | 48 | 40 | 44 | 9 | 7 | 0 | 1 | 1 | 1 | 261 | 2,647 |
| I didn't have as many friends as I would have liked at Rutgers | 13 | 6 | 25 | 25 | 41 | 47 | 19 | 22 | 12 | 16 | 263 | 2,692 |
| My identification with my undergraduate college played a positive role in my college experience | 12 | 20 | 40 | 46 | 30 | 27 | 13 | 7 | 9 | 7 | 252 | 2,669 |
| I often felt "lost" or "alone" at Rutgers | 16 | 9 | 28 | 51 | 42 | 32 | 12 | 8 | 10 | 10 | 263 | 2,686 |
| Cheating was not a widespread problem at Rutgers | 5 | 3 | 49 | 31 | 28 | 41 | 13 | 25 | 8 | 15 | 253 | 2,680 |
| I had close ties and identification with my college | 7 | 16 | 30 | 43 | 46 | 32 | 16 | 9 | 13 | 11 | 263 | 2,719 |
| Many students at Rutgers were more interested in having fun than studying | 19 | 14 | 50 | 51 | 30 | 33 | 0 | 2 | 6 | 8 | 263 | 2,639 |
| The values at Rutgers reflected my values | 4 | 5 | 40 | 44 | 36 | 40 | 15 | 11 | 10 | 14 | 268 | 2,606 |
| I was an integral part of the university community | 9 | 13 | 31 | 38 | 46 | 40 | 10 | 9 | 11 | 13 | 258 | 2,706 |
| SOCIAL ACTIVITIES | | | | | | | | | | | | |
| Rutgers had many activities and organizations for students | 39 | 47 | 53 | 51 | 6 | 56 | 0 | 0 | 1 | 1 | 262 | 2,712 |
| There were excellent recreational facilities | 27 | 35 | 57 | 57 | 10 | 7 | 2 | 1 | 2 | 2 | 258 | 2,641 |
| Rutgers had a strong intercollegiate athletic program | 17 | 14 | 62 | 63 | 14 | 19 | 1 | 3 | 3 | 3 | 253 | 2,037 |
| Intercollegiate athletics were important to me as a part of my college experience at Rutgers | 6 | 7 | 14 | 18 | 57 | 46 | 19 | 28 | 4 | 4 | 257 | 2,655 |

*Rank is determined by raw numbers. This accounts for why statements with the same percentage are ranked differently.
Rank is based on the percentage who strongly agree/agree.

Table 6.4
Participation in Extracurricular Activities

| | <i>Camden</i> | | <i>Newark</i> | | <i>New Brunswick</i> | |
|--|---------------|----------|---------------|----------|----------------------|----------|
| | Attrition % | Senior % | Attrition % | Senior % | Attrition % | Senior % |
| Activities Participated In | | | | | | |
| Academic and professional | 0 | 22 | 13 | 25 | 13 | 31 |
| Honor societies | 0 | 13 | 2 | 10 | 6 | 25 |
| Intramurals | 6 | 9 | 6 | 6 | 18 | 26 |
| Community service | 3 | 10 | 7 | 10 | 15 | 24 |
| Greek life | 6 | 10 | 7 | 9 | 10 | 14 |
| Ethnic organizations | 6 | 3 | 17 | 18 | 12 | 12 |
| Event programming | 3 | 4 | 6 | 5 | 6 | 14 |
| Student government | 3 | 5 | 6 | 5 | 6 | 10 |
| Intercollegiate athletics | 15 | 4 | 13 | 4 | 10 | 9 |
| Campus media | 6 | 3 | 2 | 3 | 5 | 9 |
| Music | 9 | 4 | 6 | 5 | 6 | 6 |
| Religious | 0 | 1 | 4 | 2 | 11 | 9 |
| Theatre | 5 | 3 | 4 | 1 | 12 | 4 |
| ROTC | 0 | 0 | 0 | 1 | 2 | 2 |
| Other | 12 | 7 | 11 | 9 | 14 | 13 |
| Summary of Activities Participated In | | | | | | |
| None | 62 | 53 | 43 | 46 | 32 | 24 |
| 1 | 12 | 20 | 28 | 22 | 35 | 18 |
| 2 | 15 | 13 | 19 | 15 | 12 | 22 |
| 3 or more | 19 | 14 | 10 | 7 | 21 | 36 |

Table 6.5
Awareness, Utilization, and Satisfaction with Services
Camden

| | Did not know about this service | | Knew about the service but did not use it | | Used the service and was satisfied | | Used the service and was not satisfied | | Total N | |
|--|---------------------------------|----------|---|----------|------------------------------------|----------|--|----------|-----------|--------|
| | Attrition % | Senior % | Attrition % | Senior % | Attrition % | Senior % | Attrition % | Senior % | Attrition | Senior |
| Academic advising | 3 | 1 | 15 | 17 | 56 | 48 | 27 | 34 | 34 | 577 |
| Admissions | 6 | 1 | 3 | 10 | 79 | 82 | 12 | 7 | 34 | 577 |
| Bookstore | 0 | 0 | 0 | 1 | 94 | 75 | 6 | 24 | 33 | 579 |
| Campus security | 0 | 1 | 52 | 52 | 39 | 37 | 9 | 10 | 33 | 572 |
| Career planning and services | 15 | 2 | 53 | 37 | 21 | 46 | 12 | 15 | 34 | 576 |
| College cultural programs | 32 | 37 | 41 | 49 | 21 | 12 | 6 | 2 | 34 | 572 |
| Computer services | 9 | 5 | 27 | 24 | 62 | 60 | 3 | 11 | 34 | 577 |
| Dining services | 6 | 4 | 35 | 26 | 53 | 55 | 6 | 16 | 34 | 576 |
| Disabled Student Concerns | 59 | * | 41 | | 0 | | 0 | | 34 | |
| Educational Opportunity Fund (EOF) | 42 | 44 | 30 | 43 | 24 | 12 | 3 | 1 | 33 | 579 |
| Financial Aid | 3 | 4 | 41 | 47 | 47 | 36 | 9 | 12 | 34 | 577 |
| First year student orientation | 6 | 22 | 27 | 34 | 59 | 36 | 9 | 8 | 34 | 567 |
| Health services | 6 | 8 | 56 | 50 | 38 | 37 | 0 | 4 | 34 | 580 |
| Housing | 0 | 4 | 67 | 86 | 27 | 6 | 6 | 3 | 33 | 580 |
| Intercollegiate athletics programs | 12 | 10 | 71 | 81 | 15 | 6 | 3 | 3 | 34 | 577 |
| International student services | 32 | 41 | 59 | 55 | 9 | 3 | 0 | 0 | 34 | 575 |
| Library | 3 | 1 | 6 | 1 | 88 | 90 | 3 | 8 | 33 | 580 |
| Minority affairs | 32 | 35 | 53 | 61 | 9 | 3 | 6 | 1 | 34 | 575 |
| Parking | 3 | 1 | 30 | 19 | 27 | 16 | 39 | 64 | 33 | 580 |
| Psychological counseling | 52 | 42 | 46 | 49 | 0 | 7 | 3 | 2 | 33 | 579 |
| Reading, writing, math, and study skills | 29 | 21 | 44 | 64 | 24 | 13 | 3 | 2 | 34 | 581 |
| Recreational services | 18 | 23 | 41 | 46 | 41 | 27 | 0 | 4 | 34 | 578 |
| Registration | 0 | 0 | 3 | 1 | 77 | 80 | 21 | 19 | 34 | 578 |
| Schedules of classes | 0 | 1 | 0 | 1 | 88 | 61 | 12 | 37 | 34 | 579 |
| Student accounting/bursar/cashier | 3 | 2 | 6 | 5 | 78 | 75 | 13 | 18 | 32 | 579 |
| Student Center | 0 | 0 | 6 | 5 | 91 | 88 | 3 | 7 | 33 | 579 |
| Student employment | 12 | 21 | 65 | 61 | 24 | 13 | 0 | 5 | 34 | 573 |
| Transportation (if applicable) | 41 | 40 | 30 | 44 | 30 | 11 | 0 | 5 | 27 | 439 |
| Tutoring | 12 | 10 | 49 | 70 | 30 | 16 | 9 | 4 | 33 | 573 |
| Undergraduate catalogs | 19 | 6 | 13 | 16 | 68 | 72 | 0 | 5 | 31 | 572 |

*Question not asked on Senior Survey

Table 6.5
Awareness, Utilization, and Satisfaction with Services
Newark

| | Did not know about this service | | Knew about the service but did not use it | | Used the service and was satisfied | | Used the service and was not satisfied | | Total N | |
|--|---------------------------------|----------|---|----------|------------------------------------|----------|--|----------|-----------|--------|
| | Attrition % | Senior % | Attrition % | Senior % | Attrition % | Senior % | Attrition % | Senior % | Attrition | Senior |
| Academic advising | 4 | 4 | 32 | 21 | 36 | 41 | 0 | 34 | 50 | 695 |
| Admissions | 2 | 1 | 14 | 13 | 24 | 72 | 0 | 15 | 50 | 689 |
| Bookstore | 0 | 0 | 0 | 1 | 12 | 83 | 0 | 15 | 51 | 700 |
| Campus security | 4 | 3 | 53 | 53 | 0 | 29 | 0 | 14 | 51 | 691 |
| Career planning and services | 24 | 8 | 56 | 43 | 14 | 28 | 0 | 21 | 50 | 696 |
| College cultural programs | 28 | 29 | 52 | 50 | 6 | 17 | 0 | 4 | 50 | 687 |
| Computer services | 8 | 5 | 36 | 23 | 8 | 59 | 0 | 13 | 50 | 698 |
| Dining services | 6 | 6 | 22 | 25 | 8 | 47 | 0 | 22 | 50 | 699 |
| Disabled Student Concerns | 61 | * | 39 | | 0 | | 0 | | 51 | |
| Educational Opportunity Fund (EOF) | 18 | 29 | 56 | 56 | 4 | 11 | 0 | 4 | 50 | 695 |
| Financial Aid | 8 | 3 | 22 | 48 | 24 | 33 | 0 | 16 | 50 | 466 |
| First year student orientation | 6 | 14 | 4 | 24 | 18 | 48 | 0 | 14 | 51 | 686 |
| Health services | 8 | 5 | 50 | 48 | 2 | 40 | 0 | 7 | 50 | 705 |
| Housing | 2 | 5 | 78 | 85 | 4 | 8 | 0 | 3 | 51 | 699 |
| Intercollegiate athletics programs | 12 | 14 | 73 | 76 | 0 | 7 | 0 | 2 | 51 | 697 |
| International student services | 37 | 37 | 61 | 58 | 0 | 4 | 0 | 1 | 54 | 690 |
| Library | 0 | 1 | 8 | 1 | 8 | 87 | 0 | 11 | 51 | 703 |
| Minority affairs | 28 | 38 | 59 | 53 | 4 | 6 | 0 | 3 | 51 | 693 |
| Parking | 0 | 1 | 37 | 15 | 49 | 19 | 0 | 66 | 51 | 702 |
| Psychological counseling | 49 | 36 | 43 | 55 | 6 | 7 | 0 | 2 | 51 | 702 |
| Reading, writing, math, and study skills | 24 | 25 | 53 | 55 | 0 | 15 | 0 | 4 | 51 | 698 |
| Recreational services | 22 | 27 | 39 | 45 | 2 | 21 | 0 | 6 | 51 | 694 |
| Registration | 0 | 1 | 2 | 2 | 36 | 54 | 0 | 44 | 50 | 702 |
| Schedules of classes | 0 | 1 | 4 | 2 | 24 | 57 | 0 | 40 | 51 | 700 |
| Student accounting/bursar/cashier | 14 | 7 | 12 | 11 | 24 | 54 | 0 | 28 | 51 | 695 |
| Student Center | 4 | 4 | 10 | 17 | 8 | 67 | 0 | 13 | 51 | 696 |
| Student employment | 28 | 24 | 57 | 56 | 12 | 12 | 0 | 9 | 51 | 691 |
| Transportation (if applicable) | 36 | 28 | 41 | 50 | 5 | 17 | 0 | 5 | 39 | 513 |
| Tutoring | 12 | 13 | 57 | 64 | 10 | 16 | 0 | 7 | 51 | 699 |
| Undergraduate catalogs | 6 | 7 | 14 | 13 | 10 | 73 | 0 | 8 | 49 | 686 |

*Question not asked on Senior Survey

Table 6.5
Awareness, Utilization, and Satisfaction with Services
New Brunswick

| | Did not know about this service | | Knew about the service but did not use it | | Used the service and was satisfied | | Used the service and was not satisfied | | Total N | |
|--|---------------------------------|----------|---|----------|------------------------------------|----------|--|----------|-----------|--------|
| | Attrition % | Senior % | Attrition % | Senior % | Attrition % | Senior % | Attrition % | Senior % | Attrition | Senior |
| Academic advising | 6 | 3 | 28 | 27 | 29 | 37 | 37 | 33 | 255 | 1,973 |
| Admissions | 3 | 6 | 19 | 26 | 64 | 57 | 16 | 11 | 247 | 2,620 |
| Bookstore | 0 | 0 | 0 | 1 | 86 | 86 | 15 | 13 | 257 | 2,709 |
| Campus security | 2 | 3 | 52 | 55 | 34 | 24 | 12 | 17 | 254 | 2,683 |
| Career planning and services | 20 | 3 | 57 | 40 | 13 | 39 | 11 | 18 | 256 | 2,697 |
| College cultural programs | 17 | 18 | 53 | 54 | 24 | 24 | 6 | 4 | 254 | 2,677 |
| Computer services | 6 | 3 | 31 | 23 | 47 | 59 | 16 | 15 | 259 | 2,703 |
| Dining services | 1 | 1 | 5 | 19 | 66 | 51 | 28 | 28 | 261 | 2,697 |
| Disabled Student Concerns | 46 | * | 51 | | 2 | | 1 | | 253 | |
| Educational Opportunity Fund (EOF) | 37 | 24 | 50 | 67 | 9 | 8 | 4 | 2 | 252 | 2,688 |
| Financial Aid | 4 | 2 | 41 | 52 | 29 | 52 | 27 | 18 | 254 | 2,696 |
| First year student orientation | 5 | 9 | 10 | 28 | 67 | 28 | 17 | 13 | 261 | 2,681 |
| Health services | 3 | 1 | 32 | 25 | 53 | 25 | 13 | 30 | 257 | 2,706 |
| Housing | 1 | 1 | 8 | 23 | 69 | 23 | 22 | 17 | 260 | 2,707 |
| Intercollegiate athletics programs | 6 | 4 | 70 | 71 | 19 | 71 | 5 | 2 | 253 | 2,677 |
| International student services | 36 | 32 | 59 | 62 | 4 | 62 | 2 | 1 | 257 | 2,691 |
| Library | 0 | 0 | 8 | 2 | 86 | 2 | 6 | 5 | 260 | 2,720 |
| Minority affairs | 24 | 25 | 62 | 67 | 10 | 67 | 4 | 2 | 255 | 2,680 |
| Parking | 3 | 1 | 33 | 14 | 22 | 14 | 42 | 62 | 258 | 2,710 |
| Psychological counseling | 35 | 20 | 51 | 66 | 7 | 66 | 7 | 4 | 257 | 2,696 |
| Reading, writing, math, and study skills | 22 | 23 | 52 | 62 | 20 | 62 | 6 | 3 | 257 | 2,701 |
| Recreational services | 10 | 7 | 34 | 31 | 51 | 31 | 5 | 3 | 256 | 2,708 |
| Registration | 0 | 1 | 2 | 3 | 60 | 3 | 38 | 52 | 256 | 2,705 |
| Schedules of classes | 1 | 0 | 2 | 1 | 66 | 1 | 31 | 44 | 258 | 2,707 |
| Student accounting/bursar/cashier | 8 | 6 | 13 | 12 | 59 | 12 | 20 | 20 | 254 | 2,690 |
| Student Center | 1 | 0 | 6 | 5 | 88 | 5 | 5 | 7 | 259 | 2,709 |
| Student employment | 13 | 11 | 56 | 55 | 26 | 55 | 5 | 10 | 256 | 2,698 |
| Transportation (if applicable) | 4 | 5 | 8 | 16 | 46 | 16 | 42 | 39 | 243 | 2,481 |
| Tutoring | 11 | 16 | 61 | 71 | 20 | 71 | 9 | 2 | 256 | 2,697 |
| Undergraduate catalogs | 8 | 4 | 13 | 7 | 69 | 7 | 10 | 6 | 255 | 2,700 |

*Question not asked on Senior Survey

Table 6.6
Awareness of Rutgers Services
Camden

| Rank | Service | Awareness Percentage | | Total N | |
|------|--|----------------------|----------|-----------|--------|
| | | Attrition % | Senior % | Attrition | Senior |
| 1 | Bookstore | 100 | 100 | 33 | 579 |
| 1 | Student Center | 100 | 100 | 33 | 579 |
| 1 | Registration | 100 | 100 | 34 | 578 |
| 1 | Schedules of classes | 100 | 99 | 34 | 579 |
| 1 | Housing | 100 | 96 | 33 | 580 |
| 1 | Campus security | 100 | 99 | 33 | 572 |
| 7 | Academic Advising | 97 | 99 | 34 | 577 |
| 7 | Parking | 97 | 99 | 33 | 580 |
| 7 | Library | 97 | 99 | 33 | 580 |
| 7 | Student accounting/bursar/cashier | 97 | 98 | 32 | 579 |
| 7 | Financial Aid | 97 | 96 | 34 | 577 |
| 12 | Dining Services | 94 | 96 | 34 | 576 |
| 12 | Admissions | 94 | 99 | 34 | 577 |
| 12 | Health services | 94 | 92 | 34 | 580 |
| 12 | First year student orientation | 94 | 78 | 34 | 567 |
| 16 | Computer services | 91 | 95 | 34 | 577 |
| 17 | Intercollegiate athletics programs | 88 | 90 | 34 | 577 |
| 17 | Tutoring | 88 | 90 | 33 | 573 |
| 17 | Student employment | 88 | 79 | 34 | 573 |
| 20 | Career planning and services | 85 | 98 | 34 | 576 |
| 21 | Recreational services | 82 | 77 | 34 | 578 |
| 22 | Undergraduate catalogues | 81 | 94 | 31 | 572 |
| 23 | College cultural programs | 68 | 63 | 34 | 572 |
| 23 | Minority affairs | 68 | 65 | 34 | 575 |
| 23 | International student services | 68 | 59 | 34 | 575 |
| 26 | Reading, writing, math, and study skills improvement | 61 | 79 | 34 | 581 |
| 27 | Transportation (if applicable) | 59 | 60 | 27 | 439 |
| 28 | Educational Opportunity Fund (EOF) | 58 | 56 | 33 | 579 |
| 29 | Psychological counseling | 48 | 58 | 33 | 579 |
| 30 | Disabled Student Concerns | 41 | * | 34 | |

* Question not asked on Senior Survey

Table 6.6
Awareness of Rutgers Services
Newark

| Rank | Service | Awareness Percentage | | Total N | |
|------|--|----------------------|----------|-----------|--------|
| | | Attrition % | Senior % | Attrition | Senior |
| 1 | Bookstore | 100 | 100 | 51 | 700 |
| 1 | Library | 100 | 99 | 51 | 703 |
| 1 | Registration | 100 | 99 | 50 | 702 |
| 1 | Schedules of classes | 100 | 99 | 51 | 700 |
| 1 | Parking | 100 | 99 | 51 | 702 |
| 6 | Housing | 98 | 95 | 51 | 699 |
| 6 | Admissions | 98 | 99 | 50 | 689 |
| 8 | Campus security | 96 | 97 | 51 | 691 |
| 8 | Student Center | 96 | 96 | 51 | 696 |
| 8 | Academic advising | 96 | 96 | 50 | 695 |
| 11 | Dining services | 94 | 94 | 50 | 699 |
| 11 | First year student orientation | 94 | 86 | 51 | 686 |
| 11 | Undergraduate catalogs | 94 | 93 | 49 | 686 |
| 14 | Financial aid | 92 | 97 | 50 | 466 |
| 14 | Health services | 92 | 95 | 50 | 705 |
| 14 | Computer services | 92 | 95 | 50 | 698 |
| 17 | Intercollegiate athletics programs | 88 | 86 | 51 | 697 |
| 17 | Tutoring | 88 | 87 | 51 | 699 |
| 19 | Student accounting/bursar/cashier | 86 | 93 | 51 | 695 |
| 20 | Educational Opportunity Fund (EOF) | 82 | 71 | 50 | 695 |
| 21 | Recreational services | 78 | 73 | 51 | 694 |
| 22 | Career planning and services | 76 | 92 | 50 | 696 |
| 22 | Reading, writing, math, and study skills improvement | 76 | 75 | 51 | 698 |
| 24 | Student employment | 72 | 76 | 51 | 691 |
| 24 | College cultural programs | 72 | 71 | 50 | 687 |
| 24 | Minority affairs | 72 | 62 | 51 | 693 |
| 27 | Transportation (if applicable) | 64 | 72 | 39 | 513 |
| 28 | International student services | 63 | 63 | 54 | 690 |
| 29 | Psychological counseling | 51 | 64 | 51 | 702 |
| 30 | Disabled Student Concerns | 39 | * | 51 | |

* Question not asked on Senior Survey

Table 6.6
Awareness of Rutgers Services
New Brunswick

| Rank | Service | Awareness Percentage | | Total N | |
|------|--|----------------------|----------|-----------|--------|
| | | Attrition % | Senior % | Attrition | Senior |
| 1 | Bookstore | 100 | 100 | 257 | 2,709 |
| 1 | Library | 100 | 99 | 260 | 2,720 |
| 1 | Registration | 100 | 100 | 256 | 2,705 |
| 4 | Schedules of classes | 99 | 99 | 258 | 2,707 |
| 4 | Housing | 99 | 96 | 260 | 2,707 |
| 4 | Student Center | 99 | 100 | 259 | 2,709 |
| 4 | Dining Services | 99 | 96 | 261 | 2,697 |
| 8 | Campus security | 98 | 99 | 254 | 2,683 |
| 9 | Admissions | 97 | 99 | 247 | 2,620 |
| 9 | Parking | 97 | 99 | 258 | 2,710 |
| 9 | Health services | 97 | 92 | 257 | 2,706 |
| 12 | Financial aid | 96 | 96 | 254 | 2,696 |
| 12 | Transportation (if applicable) | 96 | 60 | 243 | 2,481 |
| 14 | First year student orientation | 95 | 78 | 261 | 2,681 |
| 15 | Computer services | 94 | 95 | 259 | 2,703 |
| 15 | Intercollegiate athletics programs | 94 | 90 | 253 | 2,699 |
| 15 | Academic advising | 94 | 95 | 255 | 1,973 |
| 18 | Undergraduate catalogs | 92 | 94 | 255 | 2,700 |
| 18 | Student accounting/bursar/cashier | 92 | 98 | 254 | 2,690 |
| 20 | Recreational services | 90 | 77 | 256 | 2,708 |
| 21 | Tutoring | 89 | 90 | 256 | 2,697 |
| 22 | Student employment | 87 | 79 | 256 | 2,698 |
| 23 | College cultural programs | 83 | 63 | 254 | 2,677 |
| 24 | Career planning and services | 80 | 98 | 256 | 2,697 |
| 25 | Reading, writing, math, and study skills improvement | 78 | 79 | 257 | 2,701 |
| 26 | Minority affairs | 76 | 35 | 255 | 2,680 |
| 27 | Psychological counseling | 65 | 58 | 257 | 2,696 |
| 28 | International student services | 64 | 59 | 257 | 2,691 |
| 29 | Educational Opportunity Fund (EOF) | 63 | 56 | 252 | 2,688 |
| 30 | Disabled Student Concerns | 54 | * | 253 | |

* Question not asked on Senior Survey

Table 6.7
User Satisfaction with Rutgers Services
Camden

| Rank | Service | Satisfaction Percentage | | Total N | |
|------|--|-------------------------|-------------|-----------|--------|
| | | Attrition % | Senior % | Attrition | Senior |
| 1 | Student Center | 97 | 92 | 33 | 579 |
| 2 | Library | 97 | 92 | 33 | 580 |
| 2 | Recreational services | 100 | 88 | 34 | 578 |
| 4 | Undergraduate catalogs | 100 | 72 | 31 | 572 |
| 5 | Bookstore | 94 | 76 | 33 | 579 |
| 6 | Health services | 100 | 90 | 34 | 580 |
| 7 | Intercollegiate athletics programs | 83 | 69 | 34 | 577 |
| 7 | Reading, writing, math, and study skills improvement | 89 | 84 | 34 | 581 |
| 9 | Admissions | 87 | 92 | 34 | 577 |
| 9 | Educational Opportunity Fund (EOF) | 89 | 92 | 33 | 579 |
| 9 | First year student orientation | 87 | 83 | 34 | 567 |
| 9 | Student employment | 100 | 72 | 34 | 573 |
| 13 | Campus security | 81 | 79 | 33 | 572 |
| 13 | College cultural programs | 78 | 86 | 34 | 572 |
| 15 | Computer services | 95 | 84 | 34 | 577 |
| 15 | International student services | 100 | 90 | 34 | 575 |
| 17 | Housing | 82 | 64 | 33 | 580 |
| 18 | Student accounting/bursar/cashier | 86 | 81 | 32 | 579 |
| 19 | Dining services | 90 | 78 | 34 | 576 |
| 20 | Minority affairs | 60 | 76 | 34 | 575 |
| 21 | Schedules of classes | 88 | 62 | 34 | 579 |
| 21 | Tutoring | 77 | 80 | 33 | 573 |
| 23 | Registration | 100 | 81 | 33 | 578 |
| 24 | Disabled Student Concerns | 0 | * | 34 | |
| 25 | Financial Aid | 84 | 75 | 34 | 577 |
| 26 | Transportation (if applicable) | 100 | 71 | 27 | 439 |
| 27 | Career planning and services | 64 | 76 | 34 | 576 |
| 28 | Academic advising | 68 | 58 | 34 | 577 |
| 29 | Psychological counseling | 100 | 78 | 33 | 579 |
| 30 | Parking | 41 | 20 | 33 | 580 |

* Question not asked on Senior Survey

Table 6.7
User Satisfaction with Rutgers Services
Newark

| Rank | Service | Satisfaction Percentage | | Total N | |
|------|--|-------------------------|-------------|-----------|--------|
| | | Attrition % | Senior % | Attrition | Senior |
| 1 | Student Center | 91 | 84 | 51 | 696 |
| 2 | Library | 92 | 89 | 51 | 703 |
| 2 | Recreational services | 95 | 78 | 51 | 694 |
| 4 | Undergraduate catalogs | 87 | 91 | 49 | 686 |
| 5 | Bookstore | 88 | 85 | 51 | 700 |
| 6 | Health services | 95 | 86 | 50 | 705 |
| 7 | Intercollegiate athletics programs | 100 | 79 | 51 | 697 |
| 7 | Reading, writing, math, and study skills improvement | 100 | 80 | 51 | 698 |
| 9 | Admissions | 71 | 83 | 50 | 689 |
| 9 | Educational Opportunity Fund (EOF) | 85 | 73 | 50 | 695 |
| 9 | First year student orientation | 80 | 77 | 51 | 686 |
| 9 | Student employment | 25 | 57 | 51 | 691 |
| 13 | Campus security | 100 | 67 | 51 | 691 |
| 13 | College cultural programs | 70 | 82 | 50 | 687 |
| 15 | Computer services | 86 | 82 | 50 | 698 |
| 15 | International student services | 100 | 78 | 54 | 690 |
| 17 | Housing | 80 | 75 | 51 | 699 |
| 18 | Student accounting/bursar/cashier | 68 | 66 | 51 | 695 |
| 19 | Dining services | 89 | 68 | 50 | 699 |
| 20 | Minority affairs | 71 | 71 | 51 | 693 |
| 21 | Schedules of classes | 76 | 59 | 51 | 700 |
| 21 | Tutoring | 69 | 69 | 51 | 699 |
| 23 | Registration | 63 | 55 | 50 | 702 |
| 24 | Disabled Student Concerns | 0 | * | 51 | |
| 25 | Financial Aid | 66 | 67 | 50 | 466 |
| 26 | Transportation (if applicable) | 78 | 76 | 39 | 513 |
| 27 | Career planning and services | 30 | 57 | 50 | 696 |
| 28 | Academic advising | 44 | 55 | 50 | 695 |
| 29 | Psychological counseling | 25 | 75 | 51 | 702 |
| 30 | Parking | 22 | 22 | 51 | 702 |

* Question not asked on Senior Survey

Table 6.7
User Satisfaction with Rutgers Services
New Brunswick

| Rank | Service | Satisfaction Percentage | | Total N | |
|------|--|-------------------------|-------------|-----------|--------|
| | | Attrition % | Senior % | Attrition | Senior |
| 1 | Student Center | 94 | 93 | 259 | 2,709 |
| 2 | Library | 93 | 95 | 260 | 2,720 |
| 2 | Recreational services | 92 | 96 | 256 | 2,708 |
| 4 | Undergraduate catalogs | 88 | 93 | 255 | 2,700 |
| 5 | Bookstore | 86 | 87 | 257 | 2,709 |
| 6 | Health services | 80 | 59 | 257 | 2,706 |
| 7 | Intercollegiate athletics programs | 79 | 92 | 253 | 2,699 |
| 7 | Reading, writing, math, and study skills improvement | 77 | 81 | 257 | 2,701 |
| 9 | Admissions | 81 | 84 | 247 | 2,620 |
| 9 | Educational Opportunity Fund (EOF) | 69 | 80 | 252 | 2,688 |
| 9 | First year student orientation | 80 | 80 | 261 | 2,681 |
| 9 | Student employment | 84 | 69 | 256 | 2,698 |
| 13 | Campus security | 74 | 58 | 254 | 2,683 |
| 13 | College cultural programs | 87 | 86 | 254 | 2,677 |
| 15 | Computer services | 75 | 80 | 259 | 2,703 |
| 15 | International student services | 71 | 87 | 257 | 2,691 |
| 17 | Housing | 76 | 78 | 260 | 2,707 |
| 18 | Student accounting/bursar/cashier | 75 | 76 | 254 | 2,690 |
| 19 | Dining services | 70 | 65 | 261 | 2,697 |
| 20 | Minority affairs | 74 | 71 | 255 | 2,680 |
| 21 | Schedules of classes | 68 | 55 | 258 | 2,707 |
| 21 | Tutoring | 70 | 82 | 256 | 2,697 |
| 23 | Registration | 61 | 46 | 256 | 2,705 |
| 24 | Disabled Student Concerns | 63 | * | 253 | |
| 25 | Financial Aid | 52 | 61 | 254 | 2,696 |
| 26 | Transportation (if applicable) | 52 | 50 | 243 | 2,481 |
| 27 | Career planning and services | 53 | 68 | 256 | 2,697 |
| 28 | Academic advising | 44 | 52 | 255 | 1,973 |
| 29 | Psychological counseling | 50 | 74 | 257 | 2,696 |
| 30 | Parking | 35 | 27 | 258 | 2,710 |

* Question not asked on Senior Survey