Report: Enrolling Student Survey Fall 2002

October 2002

Office of Institutional Research and Planning
New Jersey Institute of Technology
EXECUTIVE SUMMARY

The annual Enrolling Student Survey has been completed and summarized for Fall 2002. A special section about PC distribution program was added. Tables and graphics summarizing the results are attached. Highlights of the findings include:

**Goals of the Students**

- As with past surveys, NJIT students are very focused on career, jobs, increasing their income and improving their professional status. The top three goals are: obtain a degree, prepare for a career and attain skills that will be useful on a job.

- The quality and reputation of our strong and varied academic programs are foremost in student's decision to enroll. The top four items include: availability of program that you wanted, career focus of the program and university, science and technology orientation of program/school, and reputation for quality instruction. Reasonable cost and academic facilities also continue to influence the enrollment decision.

**Marketing**

- Relatives, friends and acquaintances continue to be the greatest source of information about NJIT for the enrolling students.

- Consistent with past surveys, guidance counselors, high school teachers, principal or staff continue help direct to students to NJIT.

- The internet has clearly continued to increase as a source of learning about NJIT. 33% of students have learned about NJIT from the internet. This is almost a ten percent increase from the Fall 1999 Enrolling Student survey.

**Commitment**

- 88% of students intend to complete their degree at NJIT. Only 11.6% plan to transfer prior to graduation. These proportions have been consistent since the Fall 1999 Enrolling Student Survey.

- NJIT is the first-choice school for 62% of the students. This is a 4% gain from last year’s survey.

**PC Distribution Special Survey Results**

- 89% of students have a computer for primary use. The majority of students have a Windows-based desktop.

- The top four computer uses are: email, surfing the internet, word processing and research.

- 55% of students reported needing none or occasional computer support.

- The influence of the PC distribution program on decision to attend was at best, little to moderate influence (mean score=2.67, scale 1-low and 5-high). The PC distribution program had more influence on females (mean score=2.79) and EOP students (mean score=2.91).

- 93% would still attend NJIT if there were no PC distribution program. Ending the PC distribution program would have an impact on female students (11% would not attend) and CCS (12% would not attend).
The enrolling student survey was administered in all sections of the Freshman Seminar during fall of 2002. An envelope with op-scan survey forms and #2 pencils was sent to each freshman seminar section faculty, and the forms were administered for completion during the class within the first month of the semester. A sample size of 636 was achieved, representing 98% of first-time, full-time freshmen. Forms were electronically processed using scanning technology and the SAS statistical package.

The summary of student demographics is shown on Figure 1.

### Figure 1: Description of Sample

#### 1. Sample size by school

<table>
<thead>
<tr>
<th>School</th>
<th>n</th>
<th>% of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newark College of Engineering</td>
<td>320</td>
<td>50.31</td>
</tr>
<tr>
<td>College of Computing Sciences</td>
<td>146</td>
<td>22.96</td>
</tr>
<tr>
<td>School of Architecture</td>
<td>106</td>
<td>16.67</td>
</tr>
<tr>
<td>College of Science and Liberal Arts</td>
<td>40</td>
<td>6.29</td>
</tr>
<tr>
<td>School of Management</td>
<td>15</td>
<td>2.36</td>
</tr>
<tr>
<td>No response</td>
<td>9</td>
<td>1.42</td>
</tr>
<tr>
<td>Total:</td>
<td>636</td>
<td>100%</td>
</tr>
</tbody>
</table>

Albert Dorman Honors College 129 20.28%

#### 2. Enrollment Status

Students are, in the main, full-time day students (98.27%).

#### 3. Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>n</th>
<th>% of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>517</td>
<td>81.29</td>
</tr>
<tr>
<td>Female</td>
<td>112</td>
<td>17.61</td>
</tr>
<tr>
<td>No response</td>
<td>7</td>
<td>1.10</td>
</tr>
<tr>
<td>Total:</td>
<td>636</td>
<td>100%</td>
</tr>
</tbody>
</table>

#### 4. Citizenship

<table>
<thead>
<tr>
<th>Citizenship</th>
<th>n</th>
<th>% of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. Citizenship</td>
<td>540</td>
<td>84.91</td>
</tr>
<tr>
<td>Permanent Resident</td>
<td>76</td>
<td>11.95</td>
</tr>
<tr>
<td>F1 Visa</td>
<td>10</td>
<td>1.57</td>
</tr>
<tr>
<td>Other</td>
<td>9</td>
<td>1.42</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
<td>0.16</td>
</tr>
<tr>
<td>Total:</td>
<td>636</td>
<td>100%</td>
</tr>
</tbody>
</table>
5. **Ethnicity**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>n</th>
<th>% of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Resident Alien</td>
<td>4</td>
<td>0.63</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>61</td>
<td>9.59</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>1</td>
<td>0.16</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>137</td>
<td>21.54</td>
</tr>
<tr>
<td>Hispanic</td>
<td>70</td>
<td>11.01</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>294</td>
<td>46.23</td>
</tr>
<tr>
<td>Other</td>
<td>65</td>
<td>10.22</td>
</tr>
<tr>
<td>No response</td>
<td>4</td>
<td>0.62</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>636</td>
<td>100%</td>
</tr>
</tbody>
</table>

6. **Marital Status and Number of Children**

Fewer than 1% of respondents are married or divorced/separated/widowed.

7. **Family Academic Experience**

More than half of the first-time, full-time enrolling students are first-generation college students, and about 43% have parents with bachelor’s degrees and/or advanced degrees.
Student Mean Ratings of Importance of Goals at NJIT (n = 636)

Obtain a degree: 4.74
Prepare for a career: 4.69
Attain skills that will be useful on a: 4.55
Improve ability to make more money: 4.09
Simply Learn: 4.08
Meet the academic requirements for: 4.07
Improve personal professional status: 4.05
Understand and appreciate: 3.70
Discover vocational interest: 3.53
Improve self image: 3.34
Learn how to participate: 3.21
Increase awareness of different: 3.07

(scale: 1=low, 5=high)
<table>
<thead>
<tr>
<th>Goal</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obtain a degree</td>
<td>4.73</td>
<td>4.73</td>
</tr>
<tr>
<td>Prepare for a career</td>
<td>4.73</td>
<td>4.73</td>
</tr>
<tr>
<td>Attain skills that will be useful on a job</td>
<td>4.61</td>
<td>4.63</td>
</tr>
<tr>
<td>Improve ability to make more money</td>
<td>4.12</td>
<td>4.12</td>
</tr>
<tr>
<td>Simply Learn</td>
<td>4.19</td>
<td>4.16</td>
</tr>
<tr>
<td>Improve personal professional status</td>
<td>4.06</td>
<td>4.03</td>
</tr>
<tr>
<td>Meet the academic requirements for graduate school</td>
<td>4.27</td>
<td>4.27</td>
</tr>
<tr>
<td>Understand and appreciate science/technology</td>
<td>3.42</td>
<td>3.71</td>
</tr>
<tr>
<td>Discover vocational interest</td>
<td>3.55</td>
<td>3.55</td>
</tr>
<tr>
<td>Improve self image</td>
<td>3.25</td>
<td>3.55</td>
</tr>
<tr>
<td>Learn how to participate effectively as a citizen</td>
<td>3.34</td>
<td>3.58</td>
</tr>
<tr>
<td>Increase awareness of different philosophies, cultures, and way of life</td>
<td>2.86</td>
<td>2.86</td>
</tr>
</tbody>
</table>

(scale: 1=low, 5=high)
Student Mean Ratings of Importance of Goals at NJIT by School

- Obtain a degree
- Prepare for a career
- Attain skills that will be useful on a job
- Improve ability to make more money
- Improve personal professional status
- Simply Learn
- Meet the academic requirements for graduate school
- Understand and appreciate science/technology
- Discover vocational interest
- Improve self image
- Learn how to participate effectively as a
- Increase awareness of different

(scale: 1=low, 5=high)
Importance of Factors in Enrollment Decision
(n = 636)

<table>
<thead>
<tr>
<th>Factor</th>
<th>Importance (scale: 1=low, 5=high)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability of program that you wanted</td>
<td>4.36</td>
</tr>
<tr>
<td>Career focus of program and university</td>
<td>4.28</td>
</tr>
<tr>
<td>Science and technology orientation of program/school</td>
<td>4.23</td>
</tr>
<tr>
<td>Reputation for quality instruction</td>
<td>4.07</td>
</tr>
<tr>
<td>Reasonable cost</td>
<td>4.02</td>
</tr>
<tr>
<td>Academic facilities</td>
<td>3.89</td>
</tr>
<tr>
<td>College concern for your personal growth and development</td>
<td>3.74</td>
</tr>
<tr>
<td>Availability of financial aid</td>
<td>3.74</td>
</tr>
<tr>
<td>Personal computer provided to freshman</td>
<td>3.63</td>
</tr>
<tr>
<td>Coop/internship program</td>
<td>3.61</td>
</tr>
<tr>
<td>Public safety record</td>
<td>3.38</td>
</tr>
<tr>
<td>Size of student population</td>
<td>3.21</td>
</tr>
<tr>
<td>Location of campus</td>
<td>3.11</td>
</tr>
<tr>
<td>Campus visit</td>
<td>3.04</td>
</tr>
<tr>
<td>General appeal of campus</td>
<td>3.03</td>
</tr>
<tr>
<td>Availability of student activities</td>
<td>3.02</td>
</tr>
<tr>
<td>Quality of on-campus housing</td>
<td>2.95</td>
</tr>
<tr>
<td>Multicultural environment</td>
<td>2.91</td>
</tr>
<tr>
<td>Honor's college</td>
<td>2.70</td>
</tr>
<tr>
<td>Athletics</td>
<td>2.46</td>
</tr>
<tr>
<td>College response to needs of the physically challenged</td>
<td>2.31</td>
</tr>
</tbody>
</table>

Factors_F02
Importance of Factors in Enrollment Decision by Gender

<table>
<thead>
<tr>
<th>Factor</th>
<th>Female (n = 112)</th>
<th>Male (n = 521)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability of program that you wanted</td>
<td>4.54</td>
<td>4.31</td>
</tr>
<tr>
<td>Career focus of program and university</td>
<td>4.4</td>
<td>4.42</td>
</tr>
<tr>
<td>Science and technology orientation of</td>
<td>4.12</td>
<td>4.25</td>
</tr>
<tr>
<td>program/school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reputation for quality instruction</td>
<td>4.23</td>
<td>4.04</td>
</tr>
<tr>
<td>Reasonable cost</td>
<td>4.2</td>
<td>3.92</td>
</tr>
<tr>
<td>Academic facilities</td>
<td>3.8</td>
<td>3.84</td>
</tr>
<tr>
<td>Availability of financial aid</td>
<td>3.83</td>
<td>3.97</td>
</tr>
<tr>
<td>College concern for your personal growth</td>
<td>3.67</td>
<td>4.05</td>
</tr>
<tr>
<td>and development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal computer provided to freshmen</td>
<td>3.76</td>
<td>3.61</td>
</tr>
<tr>
<td>Coop/internship program</td>
<td>3.54</td>
<td>3.93</td>
</tr>
<tr>
<td>Public safety record</td>
<td>3.31</td>
<td>3.75</td>
</tr>
<tr>
<td>Size of student population</td>
<td>3.56</td>
<td>3.56</td>
</tr>
<tr>
<td>Location of campus</td>
<td>3.02</td>
<td>3.48</td>
</tr>
<tr>
<td>Campus visit</td>
<td>2.98</td>
<td>3.34</td>
</tr>
<tr>
<td>General appeal of campus</td>
<td>2.96</td>
<td>3.36</td>
</tr>
<tr>
<td>Availability of student activities</td>
<td>2.95</td>
<td>3.34</td>
</tr>
<tr>
<td>Quality of on-campus housing</td>
<td>2.88</td>
<td>3.27</td>
</tr>
<tr>
<td>Multicultural environment</td>
<td>2.9</td>
<td>3.42</td>
</tr>
<tr>
<td>Honor's college</td>
<td>2.66</td>
<td>2.93</td>
</tr>
<tr>
<td>Athletics</td>
<td>2.39</td>
<td>2.65</td>
</tr>
<tr>
<td>College response to needs of the physically challenged</td>
<td>2.43</td>
<td>2.52</td>
</tr>
</tbody>
</table>

(Scale: 1=low, 5=high)
Importance of Factors in Enrollment Decision by School
(n = 636)

- Science and technology orientation of program/school
- Availability of program that you wanted
- Career focus of program and university
- Reputation for quality instruction
- Reasonable cost
- Academic facilities
- Availability of financial aid
- College concern for your personal growth and development
- Personal computer provided to freshman
- Coop/internship program
- Public safety record
- Size of student population
- General appeal of campus
- Location of campus
- Campus visit
- Availability of student activities
- Quality of on-campus housing
- Multicultural environment
- Honor's college
- Athletics
- College response to needs of the physically challenged

(Scale: 1=low, 5=high)
Percent of Students Indicating Sources of Learning About NJIT, Fall 2002 (n = 636)

- Relatives, friends or acquaintances: 63.99%
- Guidance counselor: 43.24%
- High school teachers, principal or staff: 34.91%
- The internet: 33.18%
- Material I received in the mail: 32.70%
- College visit/attendance at an open house: 30.03%
- A college catalog: 25.00%
- A representative of NJIT: 24.21%
- An information display at an educational fair: 12.89%
- Participation in an NJIT pre-college program: 10.06%
- Coach/athletic director: 3.93%
- One parent is an alumni: 3.62%
- Material I read in a newspaper or magazine: 3.62%
- Billboard: 1.42%
- Radio/TV advertisement: 1.10%
Percent of Students Indicating Sources of Learning About NJIT by Gender, Fall 2002

- Relatives, friends or acquaintances: Female 63.64%, Male 66.96%
- Guidance counselor: Female 42.55%, Male 47.32%
- High school teachers, principal or staff: Female 34.82%, Male 33.93%
- The internet: Female 32.11%, Male 38.39%
- Material I received in the mail: Female 40.18%, Male 31.53%
- College visit/attendance at an open house: Female 29.01%, Male 34.82%
- A college catalog: Female 24.18%, Male 29.46%
- A representative of NJIT: Female 23.02%, Male 28.57%
- An information display at an educational fair: Female 18.75%, Male 11.61%
- Participation in an NJIT pre-college program: Female 9.48%, Male 12.50%
- One parent is an alumni: Female 4.06%, Male 1.79%
- Material I read in a newspaper or magazine: Female 3.87%, Male 2.68%
- Coach/athletic director: Female 3.09%, Male 8.04%
- Billboard: Female 1.74%, Male 0.00%
- Radio/TV advertisement: Female 0.97%, Male 1.79%
Percent of Female Students Indicating Sources of Learning About NJIT by Year

- Relatives, friends or acquaintances
- Guidance counselor
- Material I received in the mail
- The internet
- Attendance at an open house
- High school teachers, principal or staff
- The NJIT catalog
- A representative of NJIT
- An information display at an educational fair
- Participation in an NJIT pre-college program
- Coach
- Materials I read in a newspaper or magazine
- One parent is an alumni
- Radio or TV ad
- Billboard

Stud_Sources_FemYrCompF02
Percent of Male Student Indicating Sources of Learning About NJIT by Year

- Relatives, friends or acquaintances
- Guidance counselor
- High school teachers, principal or staff
- The internet
- Material I received in the mail
- Attendance at an open house
- The NJIT catalog
- A representative of NJIT
- An information display at an educational fair
- Participation in an NJIT pre-college program
- One parent is an alumni
- Materials I read in a newspaper or magazine
- Coach
- Billboard
- Radio or TV ad

Percent of Male Student Indicating Sources of Learning About NJIT by Year

- Radio or TV ad
- Billboard
- Coach
- Materials I read in a newspaper or magazine
- One parent is an alumni
- Participation in an NJIT pre-college program
- An information display at an educational fair
- Attendance at an open house
- The NJIT catalog
- Material I received in the mail
- Guidance counselor
- Relatives, friends or acquaintances

Percent

Fall 2002 (n = 521)
Fall 2001 (n = 556)
Fall 2000 (n = 561)
Percent of Students Indicating Sources of Learning About NJIT by School (n = 636)

- Relatives, friends or acquaintances
- The internet
- Guidance counselor
- High school teachers, principal or staff
- Material I received in the mail
- College visit/attendance at an open house
- A representative of NJIT
- A college catalog
- An information display at an educational fair
- Material I read in a newspaper or magazine
- One parent is an alumni
- Billboard
- Coach/athletic director
- Radio/TV advertisement
- Participation in an NJIT pre-college program

Legend:
- CCS
- CSLA
- SOM
- NCE
- ARCH
Percent of Students Intending to Transfer Prior to Graduation

- Yes: 11.6%
- No: 88.4%
Percent Indicating that NJIT is the First-Choice School

- Yes: 62%
- No: 38%
Mean Commitment Score by School by Semester

CCS*

CSLA

SOM

NCE

ARCH

(scale: 1=low, 5=high)

*CCS opened in Fall 2001
Q72: Have a computer for primary use (n = 636)

- Yes: 89%
- No: 11%
Q73: My primary Computer (n = 636)

- Desktop: 87%
- Notebook: 7%
- No Response: 6%
Q74: Type of Computer (n = 636)

- 91% Windows PC
- 8% Apple Mac
- 1% No Response

Enrolling Student Fall 2002
Survey-IRP
Q75: Age of your computer (n = 636)

- 42% < 1yr old
- 26% 1 to 2yrs old
- 16% 3 to 4yrs old
- 8% > 4yrs old
- 8% No Response
Q76: I use my PC primarily for (n = 636):

- E-Mail: 83.18%
- Surfing the Internet: 81.29%
- Word Processing: 77.36%
- Research: 74.06%
- Work related to my new NJIT major: 59.43%
- Games: 58.33%
- On-line chat: 55.82%
- Napster or other music downloads: 52.20%
- AOL, CompuServe, or other providers: 36.64%
- Other: 6.45%
Q77: Can bring PC to room (n = 336)*

- Yes: 51%
- No: 36%
- No Response: 13%

*Only those students who live on campus
Q78: Anticipated computer support (n = 636)

- None Rare: 3%
- Occasional: 6%
- Average: 10%
- Regular ongoing: 26%
- Significant: 26%
- No Response: 29%
Mean Scores for Q79 by School (Scale 1-low 5-high)

<table>
<thead>
<tr>
<th>School</th>
<th>ARCH</th>
<th>NCE</th>
<th>SOM</th>
<th>CSLA</th>
<th>CCS</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.75</td>
<td>2.7</td>
<td>2.5</td>
<td>2.49</td>
<td>2.61</td>
<td>2.67</td>
</tr>
</tbody>
</table>

Mean Scores for Q79 by Gender (Scale 1-low 5-high)

<table>
<thead>
<tr>
<th>Gender</th>
<th>Males</th>
<th>Females</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.64</td>
<td>2.79</td>
<td>2.67</td>
</tr>
</tbody>
</table>

Mean Scores for Q79 by Honor College (Scale 1-low 5-high)

<table>
<thead>
<tr>
<th>Honor College</th>
<th>Honors</th>
<th>Non-Honors</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.69</td>
<td>2.66</td>
<td>2.67</td>
</tr>
</tbody>
</table>

Mean Scores for Q79 by EOP (Scale 1-low 5-high)

<table>
<thead>
<tr>
<th>EOP</th>
<th>Non-EOP</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.91</td>
<td>2.62</td>
</tr>
</tbody>
</table>

Enrolling Student Fall 2002
Survey-IRP
Q80 Would still attend if no PC distribution Program (N=619)

- Yes: 93%
- No: 7%
Q80 Would Still Attend If No PC Distribution Program: Percentage by School

<table>
<thead>
<tr>
<th>School</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH</td>
<td>100</td>
</tr>
<tr>
<td>NCE</td>
<td>91.35</td>
</tr>
<tr>
<td>SOM</td>
<td>94.21</td>
</tr>
<tr>
<td>CSLA</td>
<td>100</td>
</tr>
<tr>
<td>CCS</td>
<td>88.03</td>
</tr>
</tbody>
</table>
Q80 Would still attend if no PC distribution Program: EOP Students (N=111)

- Yes: 95%
- No: 5%

Q80 Would Still Attend if No PC Distribution Program: Honors College (N=126)

- Yes: 94%
- No: 6%
Q80 Would Still Attend If No PC Distribution
Program: Male Students (N=506)

93% Yes
7% No

Q80 Would Still Attend If No PC Distribution
Program: Female Students (N=109)

89% Yes
11% No