Why do African American and Latino undergraduate students choose to attend Rowan University?

Jose A. Aviles
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WHY DO AFRICAN AMERICAN AND LATINO UNDERGRADUATE STUDENTS
CHOOSE TO ATTEND ROWAN UNIVERSITY?

by
Jose A. Aviles

A Thesis
Submitted in partial fulfillment of the requirements of the Master of
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Approved by
Dr. Burton R. Sisco

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ABSTRACT

Jose Aviles

WHY DO AFRICAN AMERICAN AND LATINO UNDERGRADUATE STUDENTS CHOOSE TO ATTEND ROWAN UNIVERSITY?

2005
Dr. Burton R. Sisco
Master of Arts in Higher Education Administration

The purpose of this study was to examine the factors that influence African American and Latino undergraduate students to attend Rowan University. Sixty four African American and 56 Latino undergraduate freshmen were used in this study. Each student was given The Rowan Freshman Survey (2004), to obtain the quantitative data for this study about why African American and Latino students choose Rowan University. The analysis of the data calculated the frequency, percentage, mean as well as the standard deviation for each item. An Independent Samples T Test with a .05 level of significance compared the means of the African American and Latino subjects in a search for significant differences between the two groups.

The results showed the majority of both African American and Latino students were most influenced by the academic reputation of Rowan University. More than 80% of African American students and more than 65% of Latinos students responded that Rowan’s low tuition was an important factor in choosing to attend. The study concluded that African American and Latino students see academic reputation and cost as the preeminent factors in choosing to attend Rowan University.
ACKNOWLEDGMENTS

As many have come to find, completing a thesis project requires an enormous amount of commitment, time, and a relentless determination. It also requires a team of professors who will stay with you every step of the way. This project has brought together all of those ingredients.

I would like to first thank God for the opportunity he has given me in completing this project and for the continual advancement in my life. I also want to give my sincerest gratitude to my thesis mentor, Dr. Burton Sisco. His unwavering support, constant understanding, and untiring work made this project a reality.

Finally, I would also like to take the opportunity to thank a good friend and mentor, the late William H. Myers. Mr. Myers is directly responsible for all of my academic achievement. Having believed in me as a young man, he offered the inspiration and motivation through the trying times throughout my academic journey. I owe my life, success and all that comes with it to the late William H. Myers, my friend who has given me the guiding principles that will continue to stimulate my ambition to learn. May this great educator rest in peace knowing that the seed he planted in 1991 continues to grow onward and upward.
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CHAPTER ONE
INTRODUCTION

The 2000 United States census statistics establishes that Latinos are now the largest minority group in the United States of America. The total number of Latinos has grown 53% from 1990-2000 (Guzman, 2001). The number of African Americans also continues to grow, increasing by 16% during the same time period. Both minority groups grew at a faster rate than the overall American population which grew 10.7% from 1990-2000 (Civil Rights, 2004). If these rates continue, it is safe to assume within the next 20 years there will be no racial majority in the country.

Such growth rates suggest that minorities are becoming a critical population in the American economy. For instance, 40% of new jobs are filled by Latino workers (National Council of La Raza, 2004). The economy will need the contributions of the minority population to remain strong.

Further analysis of the 2000 census data suggest that minority groups are younger than white Americans. The median age for whites is 37 as compared to 26.6 for Latinos and 30.4 for African Americans (Civil Rights, 2004). It is imperative that minorities continue to make strides in employment and educational attainment.

In 1978, the United States Supreme Court found that diversity in higher education is a compelling state interest (Coleman, Palmer, & Peabody, 2004). Additionally, the court pointed out the many benefits of diversity in colleges and universities such as, impacting classroom discussions, breaking racial stereotypes, and preparing students for success in an increasingly global marketplace (Coleman et al., 2004).
Colleges and universities continue to look for students of color that are qualified for admissions. Yet, while African American and Latinos together make up 25% of the American population, they only constitute 18% of the students enrolled in four year colleges and universities (National Association for College Admissions Counseling, 2003). These small percentages force colleges and universities to form innovative recruitment programs to compete for the limited number of minority students.

From the student perspective, there are various reasons for choosing to attend college. Even more critical to understand are the factors that influence the choice students’ make in considering a college to attend.

Rowan University continues to recruit students of color and provide them with access to higher education. However, African American and Latinos combined make up only 14% of the student body at Rowan University. To increase the number of students of color that attend Rowan, it is imperative to gather information regarding what factors influence a student’s decision to attend Rowan University.

Statement of the Problem

According to the National Association for College Admission Counseling (2003), 74% of colleges and universities in the United States show a commitment to diversity in their mission statements. Rowan University also reflects a commitment to diversity in its mission statement. Additionally, in the University’s five-year master plan, diversity is stated to be an important part of the Rowan community. Yet, with New Jersey increasingly becoming more diverse, Rowan has struggled to reflect the overall minority populations.
Purpose of the Study

The office of institutional research at Rowan University each year surveys incoming freshman during orientation. The purpose of this study was to critically analyze the Rowan freshman survey, looking at the data based on ethnicity and looking specifically at questions pertaining to college choice. The purpose of this project was to provide information in understanding the reasons Latinos and African American students choose Rowan University.

Assumptions and Limitations

College admissions is a very complex and dynamic process. Gathering and interpreting the data for this study is important and can lead to new policies and initiatives, specifically at Rowan University. Additionally, this research will add to body of literature that relates to the college selection process.

For this study, it is assumed that the subjects understood the survey items and responded in a truthful manner. Furthermore, it is assumed that the sample for this study is representative of the entire population of African American and Latino freshmen students entering in the academic year 2004-2005.

As with all research, this study is limited by several factors. Because of the small numbers of minorities in the overall student population, the number of respondents was low. Also, there was a possibility of researcher bias that could have impacted the project since the researcher is a member of an underrepresented minority group, Latino, and also a member of the university admission staff.
Operational Definitions

1. **Minorities**: Defined in this study as African American and Latino attending Rowan University.

2. **Students of Color**: Defined in this study as African American and Latino students.

3. **Diversity**: Defined in this study as a critical mass of African American and Latino students.

4. **Ethnicity**: Groups of people classed according to racial background.

Research Questions

The following research questions guided the study:

1. What factors influenced selected undergraduate African American student’s decision to enroll at Rowan University?

2. What factors influence selected undergraduate Latino student’s decision to enroll at Rowan University?

3. Is there a significant difference between African American and Latino undergraduate students and the factors that influenced their decision to attend Rowan University?

Report Organization

Chapter two reviews various studies about minorities in higher education in the United States, institutional commitment to diversity, student college choice, factors contributing to college choices, and college choice in relation to ethnicity.
Chapter three describes the context of the study, the survey instrument used, and the population of students surveyed, data collection procedures, and how the data was analyzed.

Chapter four gives a summary of findings using the data gathered.

Chapter five provides an overall summary of the study, along with an interpretation of the findings, discussion, conclusions, and recommendations for further research.
Currently Latinos and African American students make up 17% of the national four year undergraduate collegiate population (Coleman, Palmer, & Peabody, 2003). Some argue that these numbers show a gain in the educational landscape in the country. However, Renner (1998), claims that proportionality is the essential issue. Renner (1998), argues that the net results from 1965 to 1994 have not resulted in any relative gains for minorities. According to Renner (1998) the number of nonwhite college students have increased from 400,000 to 2.8 million in that time period. But in this same period Latinos and blacks who graduated from high school also increased, mainly because of the greater numbers in the population and the decline in high school dropouts (Renner, 1998). More interestingly, the proportion of whites in the general population decreased from 88% to 83%, and the college age population of this group was even lower at 80% (Renner, 1998). In the end, Renner (1998) shows that there is a disproportionate number of minorities that enter higher education and the only group that continues to make strides in college participation are white students. Atwell, former president of the American Council on Education says, “The gap in participation levels between whites and minorities is a cause for continued concern” (Renner, 1998, p.27).

According to the latest census information, Latino and African American populations are growing in record numbers. Both of these populations grew at a faster
rate than the overall American population which grew 10.7% from 1990-2000 (Civil Rights, 2004). Also, both the Latino and African American populations are younger than the average white populations (Civil Rights, 2004). This is important, according to Cronin (2002), when considering, for example, the traditional college age population of the south and in the northeast will be individuals whose parents grew up in Asia, Latin America or the Caribbean (Cronin, 2002). Three states, Arizona, New Mexico and California, now have non-white majorities (Cronin, 2002). Overall, the gap in participation rates is most visible in four year colleges where Latinos and blacks makeup 17% of the undergraduate population, while together they makeup 31% of the national college age population (Coleman et al., 2003). This change in demographics in the Southwest has prompted many colleges and universities to set diversity as a top.

Cronin (2002) points to the changing educational landscape in New England as an example. According to Cronin (2002), Hispanic college enrollment grew by 60% during the 1990s. The institutions with the largest percentages of Hispanic students included Northern Essex Community College and Community College of Rhode Island while Harvard, Boston University, and Massachusetts Institute of Technology also reported significant Hispanic populations (Cronin, 2002). Although Hispanics are the largest growing population, African Americans also increased by 27% in the region during this same time period (Cronin, 2002). The largest percentages of African American students were in the region's urban community colleges while Harvard, University of Massachusetts, Boston, and Southern Connecticut Universities also had large black enrollments (Cronin, 2002).
What is evident in New England is that colleges and universities have begun to create initiatives that will assist in the recruitment and enrollment of students of color. In fact, highly selective institutions, such as Ivy League and the small liberal art colleges across the U.S. recruit and admit as many as 40% racial minorities (Cronin, 2002).

Institutional Commitment to Diversity

Institutions are constantly looking for ways to increase the numbers of underrepresented minorities in their learning communities. Despite the arguments against carefully and consciously crafting communities of learning, colleges and universities maintain a strong desire for diversity.

Throughout the vast number of colleges and universities in the United States, there is an unquestionable commitment to diversity. In 1997, 62 major research institutions, including eight Ivy League institutions and over 30 public institutions, collectively stated:

reaffirming our commitment to diversity as a value that is central to the very concept of education in our institutions... expressing our strong conviction concerning the continuing need to take into account a wide range of considerations-including ethnicity, race and gender-as we evaluate the students whom we select for admissions (Coleman et al., 2003).

Additionally, Coleman et al. (2003) found that 74% of colleges and universities in their mission statements show a commitment to diversity. Also, it was reported that 68% of colleges are guided by mission statements that encourage a racial and ethnic mix of students on campus (Coleman et al., 2003).
The institutional respondents to the National Association for College Admissions Counseling (NACAC) survey reflected a clear emphasis on recruitment in efforts to achieve diversity. Seventy four percent of institutions use specific recruitment activities to recruit minorities, such as targeted recruitment programs, web sites, print or other publications (Coleman et al., 2003).

Rowan University also reflects a commitment to diversity in its mission statement. Additionally, in the university five-year master plan (2004), one objective is to assure that the diversity within the Rowan community is reflective of the entire region. However, currently at Rowan, Latino students makeup 5% of the student body while African American students constitute 9% (Rowan University Fact Book, 2004).

According to the latest census, the New Jersey region reflects, Latinos making up 13.3 %, and African Americans constituting 13.6 % of the overall population (U.S. Census Report, 2000).

Based on these recent findings, it is clear that institutions, and specifically Rowan University, are interested in increasing the number of underrepresented minorities in their student body. Rowan University has the institutional interest and the opportunity within its region to increase the number of Latinos and African American students in its student body. The critical question is why Latino and African American Students choose the institution in which they ultimately enroll.

The College Choice

There are many factors that influence a student in choosing an institution of higher education. Invariably, it is necessary to consider the different stages of the college
selection process. According to Hossler and Gallagher (1987) the three phases of the student college choice includes, predisposition, search, and finally choice.

The first stage of the student selection process is predisposition. In this stage, students formulate the decision whether or not they desire to attend college (Hossler & Gallagher, 1987). The students' attitudes and influences along with their background aid the decision (Hossler & Gallagher, 1987).

Researchers have identified that certain background influences impact a student's decision to attend college. The family socioeconomic status plays a major role in the predisposition of a student to attend college (Paulsen, 1990; Litten, 1982). In fact, the neighborhood's socioeconomic status also helps lay a foundation for a predisposition for a student to enter higher education (Paulsen, 1990). The likelihood a student will decide to attend college is directly influenced by the family socioeconomic status (Hossler & Gallagher, 1987).

In addition to socioeconomic status, parental encouragement seems to emerge as the most influential factor in the college aspiration stage (Paulsen, 1990). A recent study of ninth graders and their parents showed that in defining the student's aspiration parent's expectation was the strongest positive influence on students' aspiration (Paulsen, 1990). A study by Conklin and Dailey (1981), showed that as the amount of parental encouragement rises, the likelihood of attending a four-year selective college rather than a non-selective four-year school or a two-year institution also increases. Murphy (1981) also found through a study of both students and parents that 50% of both groups indicated that parents initiated the idea of going to college.
The pre-college experiences students are involved with throughout high school and even earlier impact the student’s college aspiration (Hossler & Gallagher, 1987). Although these experiences are not as nearly as influential as the socioeconomic factors and parent involvement, students that participate in leadership positions, debate clubs, artistic and athletics activities are more likely to attend college. Also, participating in college prep and advance placement curriculums influence students’ college predisposition (Hossler & Gallagher, 1987).

The second stage of the student selection process is search. After the student decides that he/she will be attending college, the student begins searching for information (Dixon & Martin, 1991; Hossler & Gallagher, 1987).

While students begin to search for information and develop a list of colleges to attend, institutions are also sending out information to prospective students. Students gather information and create what researchers call a choice set (Hossler & Gallagher, 1987). A student’s choice set often times varies in types of institutions. Students’ choices differ in cost, size, location, and institutional type. In fact, students do not always use information rationally and therefore do not always consider critical information (Hossler & Gallagher, 1987). On the other hand, not all information is available for students to make educated decisions, such as net cost of the institutions (Hossler & Gallagher, 1987).

Once students gather overall information, students begin to funnel their decisions to formulate this choice set. Students use a number of different sources in making decisions such as parents, guidance counselors, admissions counselors and recruitment materials from institutions (Litten, 1982). Matthay (1989) discovered through research of
first year students that the four most helpful resources in the college search process were college visits, college catalogs, parents, and high school counselors.

The final stage of the college selection process is choice. Students’ use the vast information they have gathered to narrow the possibilities. Students’ choice set is evaluated in this stage and a decision is made regarding attendance (Hossler & Gallagher, 1987).

Factors Contributing to College Choice

According to Martin and Dixon (1991), the general factors influencing students’ decision to attend a specific college seem to be: advice of others such as peers, friends and alumni, whereas, the major factors are parents, academic reputation, and majors. In addition to these factors, financial assistance is also important (Martin & Dixon, 1991).

McDonough and Antonio (1996) describe the study of college choice decision making process and related influences through three basic approaches; social psychological studies, economic studies, and sociological status attainment studies.

First, the social psychological studies examine three areas that become influential in determining college selection for students. The social psychological studies carefully consider the impact of academic program, campus social climate, and the influence of others on students’ choice (McDonough & Antonio, 1996). Additionally, this approach looks at the students’ assessment of potential fit with the chosen choice (McDonough & Antonio, 1996). Lastly, McDonough and Antonio showed how this approach is interested in the cognitive stages of college choice.

Next, the economic studies view college as an investment decision. These studies assume that students who get the most of the perceived cost-benefits in their choice, have
perfect information, and are in a process of rational choice (McDonough & Antonio, 1996).

The last category of studies that McDonough and Antonio describe are the sociological status attainment studies. These studies analyze the impact of the student’s social status on the way the student develops college aspiration and measures inequalities in access to higher education (McDonough & Antonio, 1996).

These three perspectives convey the general factors that impact a student’s choice of college. In general, the main factors in a student’s college choice are race, socioeconomic status, parents, college size, location, academic program, reputation, prestige, selectivity, alumni, guidance communities, and financial assistance (Hossler & Gallagher, 1987; Martin & Dixon, 1991; McDonough & Antonio, 1996).

Martin and Dixon (1991) also looked at the factors the influence students’ choice. The researchers created, The College Choice Influences Scale (CCIS), a research instrument that is related to social learning theory. The CCIS studied the individual internal and external differences, that is one’s own actions and the way other forces influences a person’s life.

Martin and Dixon’s research was conducted at a major southwestern university and narrowly focused on first year students. The CCIS assumed that respondents’ influences to attend college were varied. Operating under that assumption, the research instrument was composed of five subscales, (a) attitudes toward the specified institution; (b) life planning influence; (c) others’ influence; (d) independence or recreational reasons; and, (e) family tradition of attendance at a specified institution (Martin & Dixon, 1991).
The results of Martin and Dixon's research showed that the respondents who declared majors were significantly different from those who were undeclared on life planning influences. Also, respondents characterized by external locus of control were more influenced by others while students who reported parents earning $80,000 or more were less influenced by others. Lastly, the family tradition of attending a specific institution was evident more in education majors than in business or undeclared majors (Martin & Dixon, 1991).

Paulsen (1990), also examined several studies conducted by colleges and universities relating to college choice. His research found that the attributes that are most important to students included, cost, financial aid, majors offered, social atmosphere, athletics, religious emphasis, location and jobs available on campus.

College Choice in Relation to Ethnicity

In addition to the research and literature on the broad question of college choice, some studies have specifically considered the differences in relationship to ethnicity.

Litten (1982), conducted research examining differences in college choice by students of different races. Litten considered students from white, African American, Hispanic, and Asian American backgrounds. One limitation on Litten’s study is the number minorities that responded was low especially Hispanic.

Litten found differences in the college search process based on ethnicity. Litten’s research found mothers played a more significant role to African Americans than to other groups. Additionally, the study showed that the two formal channels of gathering information that African Americans mainly used were admissions officers and unsolicited mailings such as the student search (Litten, 1982).
Litten’s study also found that African Americans were significantly more likely than the other groups to be interested in students’ social backgrounds. Lastly, African Americans were also more interested in financial aid than whites (Litten, 1982).

In addition to the differences in the college search process, Litten’s research found differences in the application process as well. Litten found that African Americans started the search later and therefore applied later to colleges than whites. The average date of application for an African American student was December 20th while for white students the average date was November 13th. This study also showed that African Americans apply to more institutions than whites. African Americans applied to 10.85 colleges while white students applied to 8.76 (Litten, 1982).

Hurtado, Inkelas, Briggs and Rhee (1996) also conducted a study that investigated the college search and choice process of students from different racial groups. This study drew data from two large national longitudinal studies, the National Longitudinal Study (1988) and the Beginning Postsecondary Students Longitudinal Study (Hurtado, Inkelas, Briggs, & Rhee, 1996).

Hurtado et al. (1996) analysis points to significant group differences in the number of colleges students applied to, first choice of institution and tuition cost. Hurtado et al. found that 9% of white and African American students stated they apply to five or more schools compared to 5% of Latinos. Additionally, the data showed that white and African American students that had concerns about finances were less likely to apply to many colleges. Because of various variables, the data showed that white students continue to report more likely attending their first choice than students in other racial or ethnic groups (Hurtado et al., 1996).
The Higher Education Research Institute

The Higher Education Research Institute (HERI) conducts an annual freshman survey that gives some insight into the national trends in college choice for students. According to the *2003 HERI American Freshman Survey* (2003), the most important factor in choosing a college regardless of race or ethnicity, is academic reputation. Specifically, the study found that 56% of Latinos and 58% of African Americans surveyed indicated that academic reputation is of utmost importance (Astin, Sax, Korn, & Mahony, 2003).

The HERI survey also showed that Latinos and African American students differ when it comes to other selection criteria. The survey points out that 45% of Latinos and 48% of African Americans consider financial aid offers very important (Astin et al., 2003).

Another consideration Latino and African Americans have in choosing a college is the availability of support programs such as special education (Astin et al., 2003). Twenty nine percent of Latinos and a third of African American students consider special education to be a critical factor in their decisions (Astin et al., 2003). Only 19% of white students show a concern for special education in the survey (Astin et al., 2003).

In addition, Latino and African American students consider the availability of information via the internet important. Fifteen percent of Latinos and 18% of African American responded that the information they obtained from the internet was an important factor in their decisions (Astin et al., 2003). Only 10% of white students answered that information via the internet was an influencing factor in the college choice (Astin et al., 2003).
Summary of Literature Review

There is a clear need to increase the number of students of color in higher education. There is also a demonstrated desire by institutions to increase the number of students of color on their respective campuses. Rowan University is seeking to improve diversity to better reflect the state population.

Much research has been done in considering the factors that influence a student’s college choice. There seems to be differences in college choice based on ethnicity. Students of color enter into the college search process at later dates, apply to more colleges than their white counterparts, are concerned with support programs, and consider financial aid offers as very important.

Although there is a significant amount of research done about college choice and Rowan conducts an annual freshman survey, the data has not been analyzed to determine why African American and Latino students choose Rowan University. A critical analysis of this data needs to be done to further make determinations.
CHAPTER THREE

METHODOLOGY

Context of the Study

The study was conducted at Rowan University, located in Glassboro, New Jersey. Since its establishment in 1923, Rowan University has evolved into a comprehensive, regional university (www.rowan.edu, 2005).

Rowan University, formerly Glassboro State College, is a medium sized comprehensive public university. Rowan offers a total of 36 undergraduates majors in six colleges and 26 graduate programs leading to masters and doctoral degree (www.rowan.edu, 2005).

Rowan University enrolls more than 9500 students representing the mid-atlantic states and over 30 foreign countries. Each year Rowan matriculates a freshman class of approximately 1250 students. Students entering in 2004 had a mean SAT I ranging from 1080-1240 and ranked in the top 25% of their graduating class (www.rowan.edu, 2005).

Freshman students are offered the opportunity to attend a freshman student orientation scheduled each summer. The purpose of orientation is to assist students with the transition to college life. The orientation programs are a two-day overnight experience that facilitates workshops and activities for both students and parents (www.rowan.edu, 2005).

Population and Sample

The target population of this study was incoming Rowan University freshmen.
Of the 1386 freshman students entering Rowan University in the Fall 2004, the total number of African American students was 149 and the total number of Latino students was 126. A convenience sampling process was used to gather the participants for this study. The overall sample group surveyed was 950 students, for a response rate of 68.5%. In this sample group, the total number of African American students was 64 for a 43.0% response rate. The total number of Latino students was 56 for a 44.4% response rate.

Instrumentation

The *Rowan Freshman Survey* (2004), was used to obtain the quantitative data for this study about why African American and Latino students choose Rowan University (Appendix A).

The Office of Institutional Research & Planning at Rowan University designed the Rowan University Freshman Survey as a component of their yearly data collection cycle. The survey is designed to capture the expectations, attitudes, and experiences of the incoming freshmen students. The survey covers topics such as the decision to go to college, expectations of a university education, choosing Rowan, student demographics, and financial issues.

The *Rowan Freshman Survey* is modeled after the *HERI American Freshman Survey* (Astin et al., 2003). The *HERI American Freshman Survey* (Appendix B) is an annual freshman survey that gives some insight into the national trends in college choice for students. It has an Alpha reliability of .005. The *Rowan Freshman Survey* is composed of 21 questions fashioned in a multiple choice and Likert scale format. It is divided into six sections: deciding to go to college, expectations of a university education,
education, choosing Rowan, about you, finances, and chances student will participate in various activities.

Procedure of Gathering Data

The Office of Institutional Research & Planning administered the freshman survey during the 2004 summer freshman orientation program. The survey was administered to all freshman students that attended the program.

The survey was given to incoming freshman during the morning of the second day of the summer orientation schedule. After breakfast, students attended a university information session. The freshman survey was one aspect of that session. Proctors delivered the survey materials to the students, described the purpose of the survey, and asked students to complete the instrument. The proctor was available to answer any questions for students. Most students completed the survey in 25 minutes. Students delivered their completed surveys to the proctor upon completion.

Data Analysis

The survey provided quantitative data concerning a wide range of expectations, attitudes, and experiences of the incoming freshmen students and specifically covered topics such as the decision to go to college, expectations of a university education, choosing Rowan, student demographics, and financial issues. Each of the student's answers to the 21 questions were analyzed using the Statistical Package for the Social Sciences (SPSS version 11.0).

This study more closely analyzed the answers to the 12 questions that directly related to college choice. Additionally, answers to these 12 questions were exported to a
Microsoft Excel spreadsheet. The spreadsheet separated the data by individual questions and broke down the subjects based on ethnicity.

The descriptive analysis of the data included frequency and distribution, calculation of means, and standard deviations. In addition an Independent Samples T Test with a .05 level of significance compared the means of the African American and Latino subjects in a search for significant differences between the two groups.
CHAPTER FOUR

FINDINGS

Profile of the Sample

The target population of this study was 149 African American and 126 Latino admitted freshmen.

The students were selected through a convenience sampling process. Convenience sampling is a sample based on availability. Of the 149 African American students, 64 were surveyed for a 43.0% response rate. Of the 126 Latino students, 56 were surveyed for a 44.4% response rate.

Of the African American subjects, 45.3% were females, while 54.7% of the respondents were males. Of the Latino subjects, Latina females represented 42.9% of the sample and Latino males made up 57.1% of the sample. Table 4.1 shows this breakdown.

Table 4.1

Gender Breakdown

<table>
<thead>
<tr>
<th>Gender</th>
<th>Latino Students N=56</th>
<th>African American Students N=64</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>%</td>
</tr>
<tr>
<td>Female</td>
<td>24</td>
<td>42.9</td>
</tr>
<tr>
<td>Male</td>
<td>32</td>
<td>57.1</td>
</tr>
<tr>
<td>Total</td>
<td>56</td>
<td>100</td>
</tr>
</tbody>
</table>
Research Questions

Research Question 1: What factors influence selected undergraduate African American student’s decision to enroll at Rowan University?

Tables 4.2 through 4.7 provide information regarding research question 1. Each of these tables shows the level of importance that students reported for each category. Students were specifically asked to answer how each factor might have influenced their decision to attend Rowan University. The respondents were given the choice to answer “very much important,” “somewhat important,” or “not at all important.”

Table 4.2

*External Influences*

<table>
<thead>
<tr>
<th></th>
<th>Relatives N=62, SD=.76, M=2.24</th>
<th>Teacher N=63, SD=.72, M=2.33</th>
<th>H.S. Counselor N=62, SD=.79, M=2.19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
<td>Frequency %</td>
<td>Frequency %</td>
<td>Frequency %</td>
</tr>
<tr>
<td>Very much</td>
<td>12 19.4</td>
<td>9 14.3</td>
<td>14 22.6</td>
</tr>
<tr>
<td>Somewhat</td>
<td>23 37.1</td>
<td>24 38.1</td>
<td>22 35.5</td>
</tr>
<tr>
<td>Not at All</td>
<td>27 43.5</td>
<td>30 47.6</td>
<td>26 41.9</td>
</tr>
<tr>
<td>Total</td>
<td>62 100</td>
<td>63 100</td>
<td>62 100</td>
</tr>
</tbody>
</table>

Table 4.2 presents the responses as to the individuals who influenced the choice to attend Rowan University. Twenty two percent of African American students indicated that they were “very much” influenced by their high school counselor compared to 19.4% responding to relatives, and 14.3% indicating their teacher. The majority of African American students responded that they were “not at all” influenced by relatives, teachers, nor high school counselors.

The majority of African American respondents, 75.8% indicated that they were “very much” influenced by academic reputation. Also, 64.5% responded that they were
influenced by the major reputation. In addition, 51.6% of African American subjects indicated that social activities “very much” influenced their college choice. Only 1.6% of African American students said academic reputation was “not at all” a factor in deciding to attend Rowan University. Table 4.3 depicts these findings.

Table 4.3

<table>
<thead>
<tr>
<th>Reputation</th>
<th>N=62</th>
<th>N=62, N=62,</th>
<th>N=62,</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SD=.48, M=1.26</td>
<td>SD=.71,M=1.61</td>
<td>SD=.67,M=1.45</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>%</th>
<th>Frequency</th>
<th>%</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Much</td>
<td>47</td>
<td>75.8</td>
<td>32</td>
<td>51.6</td>
<td>40</td>
<td>64.5</td>
</tr>
<tr>
<td>Somewhat</td>
<td>14</td>
<td>22.6</td>
<td>22</td>
<td>35.5</td>
<td>16</td>
<td>25.8</td>
</tr>
<tr>
<td>Not at All</td>
<td>1</td>
<td>1.6</td>
<td>8</td>
<td>12.9</td>
<td>6</td>
<td>9.7</td>
</tr>
<tr>
<td>Total</td>
<td>62</td>
<td>100</td>
<td>62</td>
<td>100</td>
<td>62</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.4 shows the impact of the financial factor in choosing Rowan University. The majority of African American students, 58.3%, indicated that Rowan offered financial assistance and that was “very much” important. Seventy-seven percent of African American students indicated that not being offered financial assistance by their first choice was “not at all” important. The cost of tuition showed a mixed result, 46.8% of African American students indicated that low tuition “very much” was a factor, while 37.1% responded that it was “somewhat” a factor in choosing to attend Rowan.
Table 4.4

Financial Factors

<table>
<thead>
<tr>
<th></th>
<th>Offered financial aid</th>
<th>Low Tuition</th>
<th>Not offered aid by first choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>60</td>
<td>62</td>
<td>61</td>
</tr>
<tr>
<td>SD, M</td>
<td>.90, 1.72</td>
<td>.74, 1.69</td>
<td>.62, 2.69</td>
</tr>
<tr>
<td>Response</td>
<td>Frequency %</td>
<td>Frequency %</td>
<td>Frequency %</td>
</tr>
<tr>
<td>Very Much</td>
<td>35 58.3</td>
<td>29 46.8</td>
<td>5 8.2</td>
</tr>
<tr>
<td>Somewhat</td>
<td>7 11.7</td>
<td>23 37.1</td>
<td>9 14.8</td>
</tr>
<tr>
<td>Not at All</td>
<td>18 30.0</td>
<td>10 16.1</td>
<td>47 77.0</td>
</tr>
<tr>
<td>Total</td>
<td>60 100</td>
<td>62 100</td>
<td>61 100</td>
</tr>
</tbody>
</table>

According to Table 4.5, 80% of African American students who indicated that having the major they were interested in was "very much" important in making their college choice. Two additional factors showed an equally distributed response. School size was divided 34.4% "very much," 34.4% "somewhat," and 31.2% "not at all important." The campus safety factor was divided 37.1% "not at all," 37.1% somewhat, and 25.8% "very much" important in their college choice.

Table 4.5

Majors, School Size, Campus Safety

<table>
<thead>
<tr>
<th></th>
<th>Offers Major I want</th>
<th>School Size (N=61)</th>
<th>Reputation for Campus Safety (N=62)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N=62</td>
<td>SD=.53, M=1.24</td>
<td>SD=.82, M=1.97</td>
</tr>
<tr>
<td>Response</td>
<td>Frequency %</td>
<td>Frequency %</td>
<td>Frequency %</td>
</tr>
<tr>
<td>Very Much</td>
<td>50 80.6</td>
<td>21 34.4</td>
<td>16 25.8</td>
</tr>
<tr>
<td>Somewhat</td>
<td>9 14.6</td>
<td>21 34.4</td>
<td>23 37.1</td>
</tr>
<tr>
<td>Not at All</td>
<td>3 4.8</td>
<td>19 31.2</td>
<td>23 37.1</td>
</tr>
<tr>
<td>Total</td>
<td>62 100</td>
<td>61 100</td>
<td>62 100</td>
</tr>
</tbody>
</table>

Table 4.6 shows African American students’ responses to Alumni outcomes as a factor in making the college choice. The table shows 68.9% of African American
students responded that Alumni get good jobs was “very much” important. Alumni going to top graduate and professional schools was evenly divided, 37.1% “very much” and 33.9% “somewhat” important. Information on the university website was largely indicated to be only “somewhat” important.

Table 4.6

<table>
<thead>
<tr>
<th>Information on Website</th>
<th>Alumni going to Top Graduate Schools</th>
<th>Alumni get Good jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
<td>Frequency</td>
<td>%</td>
</tr>
<tr>
<td>Very Much</td>
<td>20</td>
<td>32.3</td>
</tr>
<tr>
<td>Somewhat</td>
<td>27</td>
<td>43.5</td>
</tr>
<tr>
<td>Not at All</td>
<td>15</td>
<td>24.2</td>
</tr>
<tr>
<td>Total</td>
<td>62</td>
<td>100</td>
</tr>
</tbody>
</table>

When asked the importance of campus attractiveness, 44.1% of African American students said it was “very much” and 39% responded that it was “somewhat” a factor that influenced their decision. However, wanting to be close to home was not a very strong factor with 41.9% of respondents indicating that it was “somewhat” a factor while 30.7% indicated that it was “not at all” a factor in attending Rowan. This is shown in table 4.7.

Table 4.7

<table>
<thead>
<tr>
<th>Wanted to live near home</th>
<th>Recruited Athlete</th>
<th>Attracted to Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
<td>Frequency</td>
<td>%</td>
</tr>
<tr>
<td>Very Much</td>
<td>17</td>
<td>27.4</td>
</tr>
<tr>
<td>Somewhat</td>
<td>26</td>
<td>41.9</td>
</tr>
<tr>
<td>Not at All</td>
<td>19</td>
<td>30.7</td>
</tr>
<tr>
<td>Total</td>
<td>62</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 4.8 displays how African American students responded to rankings in national magazines as a factor in deciding to attend Rowan University. This factor produced mixed responses, 27.4% responded “very much,” 33.9% responded “somewhat” and 38.7% of African American students said rankings were “not at all” important in choosing Rowan.

Table 4.8

Rankings in National Magazines

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Much</td>
<td>17</td>
<td>27.4</td>
</tr>
<tr>
<td>Somewhat</td>
<td>21</td>
<td>33.9</td>
</tr>
<tr>
<td>Not at All</td>
<td>24</td>
<td>38.7</td>
</tr>
<tr>
<td>Total</td>
<td>62</td>
<td>100</td>
</tr>
</tbody>
</table>

Research Question 2: What factors influence selected undergraduate Latino student’s decision to enroll at Rowan University?

Tables 4.9 through 4.17 provide information regarding research question 2. Each of these tables shows the level of importance Latino students reported for each category. The tables show how important each factor was in the decision to come to Rowan University.

Table 4.9 shows the influence specific individuals had in impacting the college choice of Latino student’s respondents. According to the table, 42.9% of Latinos students responded that a high school counselor was “somewhat” a factor in making their college choice. Also, 64.3% of Latino subjects showed that teachers were “not at all” a
factor and 44.6% indicated that relatives were “not a factor” in choosing Rowan University.

Table 4.9

External Influences

<table>
<thead>
<tr>
<th></th>
<th>Relatives</th>
<th>Teacher</th>
<th>H.S. Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>56</td>
<td>56</td>
<td>56</td>
</tr>
<tr>
<td>SD, M</td>
<td>.75, 2.27</td>
<td>.66, 2.55</td>
<td>.74, 2.18</td>
</tr>
<tr>
<td>Response Frequencies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Much</td>
<td>10</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>Somewhat</td>
<td>21</td>
<td>15</td>
<td>24</td>
</tr>
<tr>
<td>Not at All</td>
<td>25</td>
<td>36</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>56</td>
<td>56</td>
<td>56</td>
</tr>
<tr>
<td>% Frequency</td>
<td>17.9</td>
<td>8.9</td>
<td>19.6</td>
</tr>
<tr>
<td>% Frequency</td>
<td>37.5</td>
<td>26.8</td>
<td>42.9</td>
</tr>
<tr>
<td>% Frequency</td>
<td>44.6</td>
<td>64.3</td>
<td>37.5</td>
</tr>
</tbody>
</table>

Table 4.10 displays how Latino students responded regarding the reputation of different aspects of Rowan University. The majority of Latino students, 67.9%, indicated that academic reputation was “very much” a factor and only 7.1% indicated that it was “not at all” a factor. Also, 50% of Latino student respondents said major reputation was “very much” important and 48.2% responded that social activities reputation was “very much” an important factor in deciding to choose Rowan.

Table 4.10

Reputation

<table>
<thead>
<tr>
<th></th>
<th>Academic Reputation</th>
<th>Social Activities Reputation</th>
<th>Major Reputation</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>56</td>
<td>56</td>
<td>54</td>
</tr>
<tr>
<td>SD, M</td>
<td>.62, 1.39</td>
<td>.76, 1.70</td>
<td>.69, 1.61</td>
</tr>
<tr>
<td>Response Frequencies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Much</td>
<td>38</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>Somewhat</td>
<td>14</td>
<td>19</td>
<td>21</td>
</tr>
<tr>
<td>Not at All</td>
<td>4</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>56</td>
<td>56</td>
<td>54</td>
</tr>
<tr>
<td>% Frequency</td>
<td>67.9</td>
<td>48.2</td>
<td>50.0</td>
</tr>
<tr>
<td>% Frequency</td>
<td>25.0</td>
<td>33.9</td>
<td>38.9</td>
</tr>
<tr>
<td>% Frequency</td>
<td>7.1</td>
<td>17.9</td>
<td>11.1</td>
</tr>
</tbody>
</table>

Table 4.11 shows how the financial aspect factored into Latino student’s college choice to attend Rowan. The majority of Latino students, 66.1%, indicated that low
tuition was “very much” a factor in the decision. Thirty four percent of Latino students responded that being offered financial aid was “very much” important, 38.2% indicated that it was “somewhat” important, and 27.3% said it was “not at all” important in the decision. Seventy five percent of Latino students indicated that not being offered financial assistance by the first choice institution was “not at all” a factor in attending Rowan University.

Table 4.11

*Financial Factors*

<table>
<thead>
<tr>
<th>Offered financial aid</th>
<th>Low Tuition</th>
<th>Not offered aid by first choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=55</td>
<td>N=56</td>
<td>N=54</td>
</tr>
<tr>
<td>SD=.79, M=1.9</td>
<td>SD=.63, M=1.41</td>
<td>SD=.61, M=2.69</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>%</th>
<th>Frequency</th>
<th>%</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Much</td>
<td>19</td>
<td>34.5</td>
<td>37</td>
<td>66.1</td>
<td>4</td>
<td>7.4</td>
</tr>
<tr>
<td>Somewhat</td>
<td>21</td>
<td>38.2</td>
<td>15</td>
<td>26.8</td>
<td>9</td>
<td>16.7</td>
</tr>
<tr>
<td>Not at All</td>
<td>15</td>
<td>27.3</td>
<td>4</td>
<td>7.1</td>
<td>41</td>
<td>75.9</td>
</tr>
<tr>
<td>Total</td>
<td>55</td>
<td>100</td>
<td>56</td>
<td>100</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.12 displays the responses given for campus safety, school size, and academic program offerings. The majority of Latino students responded that offering the major course of study was “very much” important. Also, 45.5% responded that school size was “very important.” The reputation for campus safety showed a mixed response, 41.8% of Latino students saying it was “somewhat” important and 41.8% saying it was “not at all” important.
Table 4.12

**Majors, School Size, Campus Safety**

<table>
<thead>
<tr>
<th>Offers Major I want</th>
<th>School Size</th>
<th>Reputation for Campus Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>N=53</strong></td>
<td><strong>N=55</strong></td>
<td><strong>N=55</strong></td>
</tr>
<tr>
<td>SD=.53, M=1.28</td>
<td>SD=.86, M=1.84</td>
<td>SD=.73, M=2.25</td>
</tr>
<tr>
<td><strong>Response</strong></td>
<td><strong>Frequency</strong></td>
<td><strong>%</strong></td>
</tr>
<tr>
<td>Very Much</td>
<td>40</td>
<td>75.5</td>
</tr>
<tr>
<td>Somewhat</td>
<td>11</td>
<td>20.8</td>
</tr>
<tr>
<td>Not at All</td>
<td>2</td>
<td>3.7</td>
</tr>
<tr>
<td>Total</td>
<td>53</td>
<td>100</td>
</tr>
<tr>
<td><strong>Frequency</strong></td>
<td><strong>%</strong></td>
<td></td>
</tr>
<tr>
<td>Very Much</td>
<td>25</td>
<td>45.5</td>
</tr>
<tr>
<td>Somewhat</td>
<td>14</td>
<td>25.5</td>
</tr>
<tr>
<td>Not at All</td>
<td>16</td>
<td>29.1</td>
</tr>
<tr>
<td>Total</td>
<td>55</td>
<td>100</td>
</tr>
<tr>
<td><strong>Frequency</strong></td>
<td><strong>%</strong></td>
<td></td>
</tr>
<tr>
<td>Very Much</td>
<td>9</td>
<td>16.4</td>
</tr>
<tr>
<td>Somewhat</td>
<td>23</td>
<td>41.8</td>
</tr>
<tr>
<td>Not at All</td>
<td>23</td>
<td>41.8</td>
</tr>
<tr>
<td>Total</td>
<td>55</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.13 displays how students responded to outcomes of Alumni and also the information on the university website. The majority of Latino students, 50.9%, indicated that alumni get good jobs was “very much” an important factor. The factor that alumni go to top graduate, professional schools showed a mixed result. Thirty two percent responded that alumni go to top graduate school was “very much” important, 30.9% indicated it was “somewhat” important and 36.4% responded that it was “not at all” important.

Table 4.13

**Information on Website, Alumni Outcomes**

<table>
<thead>
<tr>
<th>Information on Website</th>
<th>Alumni going to top Graduate Schools</th>
<th>Alumni get Good jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>N=55</strong></td>
<td><strong>N=55</strong></td>
<td><strong>N=55</strong></td>
</tr>
<tr>
<td>SD=.60, M=2.78</td>
<td>SD=.84, M=2.04</td>
<td>SD=.81, M=1.71</td>
</tr>
<tr>
<td><strong>Response</strong></td>
<td><strong>Frequency</strong></td>
<td><strong>%</strong></td>
</tr>
<tr>
<td>Very Much</td>
<td>14</td>
<td>25.5</td>
</tr>
<tr>
<td>Somewhat</td>
<td>26</td>
<td>47.3</td>
</tr>
<tr>
<td>Not at All</td>
<td>15</td>
<td>27.3</td>
</tr>
<tr>
<td>Total</td>
<td>55</td>
<td>100</td>
</tr>
</tbody>
</table>

Being attracted to the campus and physical facilities was a factor that more than half of the Latino respondents considered in choosing Rowan University. Table 4.14
shows 51.9% of Latino students said they were attracted to the campus and physical facilities. Also, 87.3% of Latino students indicated that being considered a recruited athlete was “not at all” a factor. Lastly, wanting to live near home showed an equal distribution among participants.

Table 4.14

*Living Near Home, Recruited Athlete and Campus Attraction*

<table>
<thead>
<tr>
<th>Wanted to live near home</th>
<th>Recruited Athlete</th>
<th>Attracted to Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
<td>Frequency</td>
<td>%</td>
</tr>
<tr>
<td>Very Much</td>
<td>16</td>
<td>28.6</td>
</tr>
<tr>
<td>Somewhat</td>
<td>19</td>
<td>33.9</td>
</tr>
<tr>
<td>Not at All</td>
<td>21</td>
<td>37.5</td>
</tr>
<tr>
<td>Total</td>
<td>56</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.15 shows responses to national rankings. The table shows that the majority of Latino students, 41.8%, only "somewhat" considered rankings in national magazines a factor. More than 30% of respondents said that rankings in national magazines was “not at all” a factor in choosing Rowan University.

Table 4.15

*Rankings in National Magazines*

<table>
<thead>
<tr>
<th>Rankings in national magazines</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=55</td>
<td>SD=.77, M=2.04</td>
<td></td>
</tr>
<tr>
<td>Very Much</td>
<td>15</td>
<td>27.3</td>
</tr>
<tr>
<td>Somewhat</td>
<td>23</td>
<td>41.8</td>
</tr>
<tr>
<td>Not at All</td>
<td>17</td>
<td>30.9</td>
</tr>
<tr>
<td>Total</td>
<td>55</td>
<td>100</td>
</tr>
</tbody>
</table>
Research Question 3: Is there a significant difference between African American and Latino undergraduate students and the factors that influenced their decision to attend Rowan University?

Table 4.16 shows a significant difference found between the African American and Latino undergraduate students and the factor "This College Has Low Tuition" (t=2.23, df=116, p<.05). Also, while a significant difference was not found, the factor "My Teacher Advised Me" did show a level close to p<.05 between the two groups.

Table 4.16

<table>
<thead>
<tr>
<th>Item</th>
<th>Equal Variances</th>
<th>T</th>
<th>Df</th>
<th>sig. Mean Difference</th>
<th>Std. Error Difference</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>This College Has Low Tuition</td>
<td>Equal variances</td>
<td>2.23</td>
<td>116</td>
<td>0.27 *</td>
<td>0.127</td>
<td>0.032 to 0.534</td>
</tr>
<tr>
<td>My Teacher Advised Me</td>
<td>Assumed</td>
<td>-1.74</td>
<td>117.0</td>
<td>0.085</td>
<td>-0.22</td>
<td>-0.472 to 0.031</td>
</tr>
</tbody>
</table>

* statistically significant p<.05
CHAPTER FIVE
SUMMARY, DISCUSSION, CONCLUSIONS, IMPLICATIONS
AND RECOMMENDATIONS

Summary of the Study

The growing number of minorities in the United States has presented institutions of higher education with a challenge in finding ways to serve a dynamic student population. With African American and Latinos together making up 25% of the American population, but only constituting 18% of the students enrolled in four colleges and universities, there are tremendous opportunities to become innovative in recruitment strategies and initiatives.

This study was designed to determine the factors that influence African American and Latino undergraduate students to choose to attend Rowan University. The study critically analyzed the data from The Rowan Freshmen Survey, looking specifically at the data based on ethnicity and looking at questions pertaining to college choice.

Purpose of the Study

Rowan University reflects a commitment to diversity in its mission statement. Additionally, in the University's five-year master plan, diversity is stated to be an important part of the Rowan community. Yet, with New Jersey increasingly becoming more diverse, Rowan has struggled to reflect the overall minority population distributed in the state.
The Office of Institutional Research at Rowan University each year surveys incoming freshman during orientation. The purpose of this study was to critically analyze the Rowan freshman survey, looking at the data based on ethnicity and looking specifically at questions pertaining to college choice. The purpose of this project was to provide information for practical application in understanding the reasons Latinos and African American students choose Rowan University.

Methodology

Sixty-four African American and 56 Latino incoming Rowan University freshmen were used as subjects for the study. The subjects completed The Rowan Freshmen Survey, which was administered to all freshmen during the 2004 summer freshman orientation program. The descriptive analysis of the data included frequency and distribution, calculation of means and standard deviations. In addition, an Independent Samples T Test with a .05 level of significance compared the means of the African American and Latino subjects in a search for significant differences between the two groups.

Data Analysis

The survey provided quantitative data concerning a wide range of expectations, attitudes, and experiences of the incoming freshmen students and specifically covered topics such as the decision to go to college, expectations of a university education, choosing Rowan, student demographics, and financial issues. Each of the student’s answers to the 21 questions were analyzed using the Statistical Package for the Social Sciences (SPSS version 11.0).
This study more closely analyzed the answers to the 12 questions that directly related to college choice. Additionally, answers to these 12 questions were exported to a Microsoft Excel spreadsheet. The spreadsheet separated the data by individual questions and broke down the respondents based on ethnicity.

Findings and Discussion

Analysis of the demographic data showed that 24 (38.7%) African American and 19 (35.2%) Latino subjects live between 11-50 miles from Rowan University. Also the majority of students, 56.9% of the African American students and 66.7% of Latino students, indicated that Rowan University was their first choice. However, 22.2% of the African American students reported that they applied to four other institutions, while 25.5% of Latinos applied to three other institutions besides Rowan University. This can be attributed to the increased competitive nature of college admissions.

The demographic data also showed a disparity between the two groups in parental income. Twenty-five (40.1%) African American students estimated their parent’s income to be between $25,000-$49,000 annually. By comparison, 13 (26%) Latino student estimated their parent’s income to be between $50,000-$74,999 annually and an additional 12 (24%) Latino students estimated their parent’s income to be between $75,000-$99,999 annually.

Research Question 1: What factors influence selected undergraduate African American student’s decision to enroll at Rowan University?

Sixty-one (98.4%) African American students responded that academic reputation was very much or somewhat an important factor in deciding to attend at Rowan University. This finding matches exactly the HERI National Freshman Survey (2003).
According the 2003 HERI American Freshman Survey (2003), the most important factor in choosing a college regardless of race or ethnicity, was academic reputation.

Second to academic reputation, 59 (95.2%) of all African American students indicated that offering the majors they wanted very much or somewhat influenced their decision to attend Rowan University. Similarly, 56 (90.3%) of the African American respondents said that the individual major’s reputation was very much or somewhat an important factor. This finding is more in line with overall student population nationally. Paulsen (1990), found that the attributes that are most important to most students included, cost, financial aid, majors offered, social atmosphere, athletics, religious emphasis, location and jobs available on campus.

Interestingly, 68.9% of the subjects responded that alumni getting good jobs was very much an important influence in making the decision to attend Rowan. Yet, only 37.1% indicated that alumni going to top graduate or professional schools was very much an important factor in attending Rowan. This observation points to students being concerned about what happens to graduates, and considering what possibility may exist in the job market after graduation.

Also, the data showed that the majority (83.9%) of African American students indicated that low tuition was very much or somewhat a factor in enrolling at Rowan. Moreover, 58.3% said being “offered financial aid” was very much a factor in deciding to attend Rowan University. These findings support Paulsen (1990) who reported that financial aid is an important attribute to students in choosing a college. According to the HERI American Freshmen Survey (2003), only 48% of African American students nationally considered financial aid offers as very important.
Lastly, the external influences category produced interesting findings. When asked if teachers played an important factor in deciding to attend Rowan, 47.6% of African American students indicated that teachers were not at all a factor. Also, 43.5% reported that relatives were not at all important factors and 41.9% responded that high school counselors were not at all important factors in their decision. This is interesting in that many studies have found that in general, the main factors in a student’s college choice are race, socioeconomic status, parents, college size, location, academic program, reputation, prestige, selectivity, alumni, guidance communities, and financial assistance (Hossler & Gallagher; 1987, Martin & Dixon, 1991; McDonough & Antonio, 1996).

Research Question 2: What factors influence selected undergraduate Latino student’s decision to enroll at Rowan University?

The data showed that the majority of Latinos undergraduate student’s (95.3%) considered “Rowan offers the major I want,” as being very much or somewhat important in deciding to attend the institution. Also, 88.9% of Latino students said that the reputation of specific majors was very much or somewhat important. Additionally, like the African American subjects, 67.9% of Latino respondents indicated that academic reputation was very much important. This directly relates to Martin & Dixon’s (1991) findings that the general factors influencing students’ decision to attend a specific college seem to be parents, academic reputation, and majors. More specifically, according to the HERI American Freshman Survey (2003), 56% of Latinos nationally, indicated that academic reputation is of the utmost importance (Astin et al., 2003).

Also, low tuition proved to be an important consideration for Latino students. Thirty-seven (67.1%) Latino subjects responded that low tuition was a very much
important in deciding to attend Rowan. In addition, 72.7% of Latinos responded that being offered financial aid was very much or somewhat important. This finding shows Latino students being very much concerned with cost and financial assistance. In general, researchers find that some of the main factors in a student’s college choice are race, parents, location, academic programs, reputation, alumni and financial assistance (Hossler & Gallagher, 1987; Martin & Dixon, 1991; McDonough & Antonio, 1996).

The HERI American Freshman Survey (2003), showed that only 45% of Latinos consider financial aid offers very important (Astin et al., 2003).

An interesting finding showed that 82.1% of Latino students indicated that the reputation of social activities was very much or somewhat important. According to Paulson (1990), the attributes of importance to students include cost, financial aid, majors offered, and social atmosphere.

Lastly, like African American students, the majority of Latino students indicated that neither relatives nor teachers influenced their decision to attend Rowan. Twenty five (44.6%) of the subjects said relatives were not at all a factor, and 36 (64.3%) students responded that teachers were not at all important factors in choosing Rowan. However, 42.9% of Latino subjects said that the high school counselors were somewhat of an important factor in deciding to attend Rowan University. Matthay (1989), found that the four most helpful resources in the college search process for students were college visits, college catalogs, parents, and high school counselors.

Research Question 3: Is there a significant difference between African American and Latino undergraduate students and the factors that influenced their decision to attend Rowan University?
An Independent Samples T Test comparing the mean scores of African American and Latino undergraduate students found a significant difference with the factor “This College Has Low Tuition.” Paulson (1990) found that factors most important to all students nationally included location, financial aid, majors offered and cost. The HERI American Freshman Survey (2003) found that Latinos and African Americans had a concern with cost. In fact, The HERI American Freshman Survey (2003) points out that 45% of Latinos and 48% of African American considered financial aid offers very important in making their decisions to attend specific colleges or universities.

Conclusions and Recommendations

The majority of African American (98.4%) and Latino (95.3%) subjects indicated that academic reputation was an important factor in making the decision to attend Rowan University. More specifically, the majority of African American and Latino students indicated that the reputation of individual programs of study was important.

More than 80% of African American students and more than 65% of Latino students responded that Rowan’s low tuition was an important factor in choosing to attend. Additionally, more than half of the students surveyed indicated that being offered financial aid was also an important factor.

Interestingly, over 40% of African American students indicated that teachers, high school counselors, and relatives were not at all factors in deciding to attend Rowan. Latino students followed a similar pattern. Over 40% of Latino subjects responded that relatives and teachers were not at all factors. However, 42.9% of Latino students said that high school counselors were somewhat of an important factor in choosing Rowan University.
Overall, focusing on the academic reputation of the institution and specifically the reputation of the various majors at Rowan should be emphasized in recruiting and attracting African American and Latino students. Additionally, having financial assistance that is competitive and aggressive will also assist in the recruitment of students of color.

Implications and Recommendations for Further Research

The purpose of this study was to provide information for practical application in understanding the reasons Latinos and African American students choose to attend Rowan University. The following implications are made for further research:

1. To produce more reliable data, a yearly analysis of *The Rowan Freshmen Survey* should be done, looking at the respondents by ethnicity.

2. The impact of relatives, teachers, and high school counselors as factors for African American and Latino students should be explored as part of a future study.

3. Academic reputation is very much an important factor for African American and Latino students in deciding to attend Rowan University. Brochures along with counselor presentations, communication to guidance communities, and general presentations given to parents and students should reflect the academic reputation of Rowan University.

4. Low tuition and financial aid offering is shown to be a factor in making the decision to attend Rowan. This should be explored further as an opportunity to have greater impact in the yield of African American and Latino students who choose to attend Rowan University.
REFERENCES


model and the implications for policymakers. *College and University, 62*(3), 207-221.


Higher Education.


APPENDIX A

2004 Rowan Freshman Survey
ROWAN UNIVERSITY
FRESHMAN SURVEY - SUMMER ORIENTATION 2004

Name: ___________________________ SSN: ___________ Cohort: Fall 2004

As part of Rowan University's continuing effort to improve the undergraduate experience, we often collect data from our students. Today, we ask for your cooperation in this endeavor. Your participation in the Freshman Survey will help us understand the experiences and the expectations of our newest students.

We ask that you provide your Social Security number so that we can merge your responses with other data to support our institutional research program. Of course, your participation is voluntary. The data collected today will be used at the aggregate (group) level for research purposes. Your individual responses will be held in the strictest confidence.

If you have any questions, please contact Kate Boland, Research Assistant, at 256-4474.

SECTION I: DECIDING TO GO TO COLLEGE

1. In deciding to go to college, how important to you was each of the following reasons? (Mark ONE answer for each reason)

   a. Your parents/guardians wanted you to go □ □ □
   b. Wanted to get away from home □ □ □
   c. To be able to get a better job □ □ □
   d. To gain a general education/appreciation of ideas □ □ □
   e. To improve your reading and study skills □ □ □
   f. To become a more cultured person □ □ □
   g. To be able to make more money □ □ □
   h. To learn more about things that interest you □ □ □
   i. To prepare yourself for graduate/professional school □ □ □
   j. To train for a specific career □ □ □

SECTION II: EXPECTATIONS OF A UNIVERSITY EDUCATION

2. Listed below are several areas of development and learning which may be influenced by a university education. In your opinion, how IMPORTANT are the following qualities and skills in achieving personal and professional success? (Mark ONE response for each quality)

   a. Apply knowledge from course work to new problems □ □ □
   b. Evaluate and choose between alternative courses of action □ □ □
   c. Use a computer as an analytical tool □ □ □
   d. Cope with complex moral and ethical issues □ □ □
   e. Place problems in historical/cultural/philosophical perspective □ □ □
f. Gather information for forming an opinion, argument or decision
  | Very Important | Somewhat Important | Not Important |
  |               |                  |              |

  g. Combine information from varied sources to form an opinion
  |               |                  |              |

h. Use information to defend a position
  |               |                  |              |

i. Express thoughts clearly in writing
  |               |                  |              |
j. Express thoughts clearly in speech
  |               |                  |              |

k. Use numbers to support statements
  |               |                  |              |
l. Understand the effect of the past on the present
  |               |                  |              |
m. Understand how science finds solutions to problems
  |               |                  |              |
n. Draw reasonable inferences from observations and assumptions
  |               |                  |              |
o. Develop a commitment to learning
  |               |                  |              |

SECTION III: CHOOSING ROWAN

3. To how many other universities, besides Rowan, did you apply for admission this year? (Mark ONE answer)

   a. None  ☐
   b. 1 ☐
   c. 2 ☐
   d. 3 ☐
   e. 4 ☐
   f. 5 ☐
g. 6 or more  ☐

4. If you considered any institutions besides Rowan, please rank your top three choices:

   1. __________________
   2. __________________
   3. __________________

5. Is Rowan University your: (Mark ONE answer)

   a. First choice  ☐
   b. Second choice ☐
   c. Third choice  ☐
   d. Less than third choice  ☐

6. Which other colleges accepted you? (Mark ALL that apply)

   a. I didn't apply to any other college  ☐
   b. The College of New Jersey  ☐
   c. Drexel University  ☐
   d. Elizabethtown University  ☐
   e. Farleigh Dickinson University  ☐
   f. LaSalle University  ☐
   g. Monmouth University  ☐
   h. Montclair State University  ☐
   i. Penn State University  ☐
   j. Ramapo College of NJ  ☐
   k. Richard Stockton College of NJ  ☐
   l. Rider University  ☐
   m. Rutgers - campus  ☐
   n. Seton Hall University  ☐
   o. St. Joseph's University  ☐
   p. Temple University  ☐
   q. West Chester University  ☐
   r. William Paterson University of NJ  ☐
   s. University of Delaware  ☐
   t. York University  ☐
   u. Other: __________________  ☐

2004 Freshman Survey 2
7. Which of the following were your main sources of information about Rowan? (Mark ALL that apply)

   a. Rowan Brochure  
   b. Rowan Website  
   c. Campus Visit  
   d. Open House  
   e. Information session at school  
   f. College Fair  
   g. Word of mouth  
   h. Newspaper Articles  
   i. US News & World Report  
   j. College Board Handbook  
   k. Other Handbook:  
   l. College Board Website  
   m. Other Website:  
   n. Other:  

8. How much did each of the following influence your decision to come to Rowan? (Mark ONE answer per row)

   a. My Parents/Guardians  
   b. Brother/Sister  
   c. Other Relative  
   d. High School Teacher  
   e. High School Coach  
   f. Guidance Counselor  
   g. Private Tutor  
   h. Friends  
   i. Students who attend Rowan  
   j. Admissions Representative  

9. Below are some reasons that might have influenced your decision to attend Rowan University. How IMPORTANT was each factor in your decision to come to Rowan University? (Mark ONE answer for each reason)

   a. My relatives wanted me to come here  
   b. My teacher advised me  
   c. This college has a very good academic reputation  
   d. This college has a good reputation for its social activities  
   e. I was offered financial assistance  
   f. This college offers the major I want  
   g. My major has a good reputation  
   h. This college has low tuition  
   i. High school counselor advised me  
   j. I wanted to live near home  
   k. Not offered aid by first choice  
   l. I wanted to go to a school about the size of this college  
   m. Rankings in national magazines  
   n. Information on website  
   o. The athletic department recruited me  
   p. Reputation for campus safety  
   q. Rowan's alumni go to top graduate/professional schools  
   r. Rowan's graduates get good jobs  
   s. I was attracted by Rowan's campus and physical facilities  
   t. Other:  

2004 Freshman Survey 3
SECTION IV: ABOUT YOU

10. What is your major? ____________________________________________

11. Is this major your first choice? (Mark ONE answer)
   a. Yes ☐   b. No ☐

12. Why did you choose THIS major? (Mark ONE answer)
   a. Better employment opportunities ☐
   b. Guidance counselor/teacher advised me ☐
   c. I have a love of the subject ☐
   d. I wanted to pursue a career in the field ☐
   e. I couldn't decide what to do ☐
   f. I couldn't get the major I wanted ☐
   g. Other: __________________________

13. Why did you choose to pursue this major at ROWAN? (Mark ONE answer)
   a. Quality of program ☐
   b. Quality of faculty ☐
   c. Research opportunities ☐
   d. Performance opportunities ☐
   e. Department facilities ☐
   f. Good record of job placement ☐
   g. Graduates go to top grad schools ☐
   h. Other: __________________________

14. How many miles is Rowan from your permanent home? (Mark ONE answer)
   a. 5 miles or less ☐
   b. 6-10 miles ☐
   c. 11-50 miles ☐
   d. 51-100 miles ☐
   e. 101-500 miles ☐
   f. over 500 miles ☐

15. Are your parents: (Mark ONE answer)
   a. both alive, living with each other ☐
   b. both alive, divorced or living apart ☐
   c. one or both deceased ☐

16. What is the highest level of formal education obtained by your parents? (Mark ONE answer for each parent)
   a. Grammar school or less ☐ ☐
   b. Some high school ☐ ☐
   c. High school graduate ☐ ☐
   d. Postsecondary school (other than college) ☐ ☐
   e. Some college ☐ ☐
   f. College degree ☐ ☐
   g. Some graduate school ☐ ☐
   h. Graduate degree ☐ ☐

2004 Freshman Survey 4
SECTION V: FINANCES

17. Do you have any concerns about your ability to finance your college education? (Mark ONE answer)

   a. None (I am confident that I will have sufficient funds.)
   b. Some (But I probably will have enough funds.)
   c. Major (Not sure that I will have enough funds to complete college.)

18. Were you offered any type of financial assistance? (Mark ONE answer)

   a. Yes □   b. No □

19. What is your best estimate of your parents'/guardians' total income last year? (Mark ONE answer)

   a. Under $25,000.
   b. $25,000 to $49,999
   c. $50,000 to $74,999
   d. $75,000 to $99,999
   e. $100,000 to $149,999
   f. Over $149,999

SECTION VI: WHAT ARE THE CHANCES...

20. What is your best guess as to the chances that you will: (Mark ONE response for each activity)

   a. Change major field
   b. Change career field
   c. Participate in student government
   d. Get a job to help pay for college expenses
   e. Work full-time while attending college
   f. Join a social fraternity or sorority
   g. Play varsity/intercollegiate athletics
   h. Make at least a "B" average
   i. Get a bachelor's degree (B.A., B.S., etc.)
   j. Participate in student protests or demonstrations
   k. Transfer to another college before graduating
   l. Be satisfied with your college
   m. Participate in volunteer or community service work
   n. Seek personal counseling
   o. Develop close friendships with other students
   p. Communicate regularly with your professors
   q. Socialize with someone of another racial/ethnic group
   r. Participate in student clubs/groups
   s. Strengthen religious beliefs/convictions
   t. Participate in a study abroad program
   u. Drop out of college
21. What is the highest academic degree that you intend to obtain? (Mark ONE answer for each column)

<table>
<thead>
<tr>
<th>Highest Planned</th>
<th>Highest at Rowan</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. None</td>
<td>☐</td>
</tr>
<tr>
<td>b. Bachelor's degree</td>
<td>☐</td>
</tr>
<tr>
<td>c. Master's degree</td>
<td>☐</td>
</tr>
<tr>
<td>d. Ph.D., or Ed.D.</td>
<td>☐</td>
</tr>
<tr>
<td>e. M.D., D.O., D.D.S., or D.V.M.</td>
<td>☐</td>
</tr>
<tr>
<td>f. J.D. or J.D. (Law)</td>
<td>☐</td>
</tr>
<tr>
<td>g. B.D., or M.DIV. (Divinity)</td>
<td>☐</td>
</tr>
<tr>
<td>h. Other: __________</td>
<td>☐</td>
</tr>
</tbody>
</table>

Thank you for completing this survey.
APPENDIX B

2003 HERI American Freshman Survey
PLEASE PRINT YOUR NAME AND DATE OF BIRTH (one letter or number per box)

NAME: ____________________________  DATE: ____________
Month Day Year (01-12) (01-31)

PLEASE PROVIDE YOUR SOCIAL SECURITY NO.

FORM NO: 569117

1. What year did you first enter:
(Mark one in each column)

2002 or 2003 ........................................
2001 ....................................................
2000 ....................................................
1999 ....................................................
1998 or earlier ......................................

2. Please indicate your current enrollment status below. (Mark one)

Full-time ...........................................
Part-time ...........................................
Not enrolled ........................................

3. Your sex:

   ☐ Male  ☐ Female

4. Since entering this college, how often have you interacted with the following people (e.g., by phone, e-mail, Instant Messenger, or in person): (Mark one for each item)

   Faculty during office hours ..................
   Faculty outside of class or office hours ...
   Academic advisors/counselors ..............
   Other college personnel .....................
   Close friends at this institution ..........
   Close friends not at this institution .......
   Your family ......................................

5. Please rate your satisfaction with each of the following at this institution. If you did not use the service or facility, mark "No Experience/Not Available." (Mark one for each item)

   Classroom facilities ...........................
   Computer facilities ...........................
   Library facilities and services ............
   Tutoring or other academic assistance ....
   Academic advising ............................
   Student housing facilities .................
   Financial aid services ........................
   Student health center/services ...........
   Psychological counseling services .......
   Recreational facilities ......................
   Orientation for new students .............
6. Are you: (Mark all that apply)
- White/Caucasian
- African American/Black
- American Indian/Alaska Native
- Asian American/Asian
- Native Hawaiian/Pacific Islander
- Mexican American/Chicano
- Puerto Rican
- Other Latino
- Other
- 

7. Is English your native language?
- Yes
- No

8. Since entering this college, how successful have you felt at:
(Mark one for each item)
- Understanding what your professors expect of you academically
- Developing effective study skills
- Adjusting to the academic demands of college
- Managing your time effectively
- Getting to know faculty
- Developing close friendships with other students
- Utilizing campus services available to students

9. Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself.
(Mark one for each item)
- Academic ability
- Artistic ability
- Computer skills
- Cooperativeness
- Creativity
- Drive to achieve
- Emotional health
- Leadership ability
- Mathematical ability
- Physical health
- Persistence
- Popularity
- Public speaking ability
- Religiousness
- Risk-taking
- Self-confidence (intellectual)
- Self-confidence (social)
- Self-understanding
- Spirituality
- Understanding of others
- Writing ability

10. Since entering this college, how often (Frequently, Occasionally, or Not at all) have you felt you:
(Mark one for each item)
- Attended a religious service
- Felt bored in class
- Participated in organized demonstrations
- Studied with other students
- Smoked cigarettes
- Drank beer
- Drank wine or liquor
- Felt overwhelmed by all you had to do
- Felt depressed
- Participated in volunteer or community service work
- Discussed politics
- Socialized with someone of another racial/ethnic group
- Came late to class
- Discussed religion
- Used the Internet for research or homework

11. If you could make your college choice over, would you still choose to enroll at your current (or most recent) college?
(Mark one)
- Definitely yes
- Probably I would
- Probably not
- Definitely no
- Don't know

12. Indicate the importance to you personally of each of the following:
(Mark one for each item)
- Becoming accomplished in one of the performing arts (acting, dancing, etc.)
- Becoming an authority in my field
- Obtaining recognition from my colleagues for contributions to my special field
- Influencing the political structure
- Influencing social values
- Raising a family
- Having administrative responsibility for the work of others
- Being very well off financially
- Helping others who are in difficulty
- Making a theoretical contribution to science
- Writing original works (poems, novels, short stories, etc.)
- Creating artistic work (painting, sculpture, decorating, etc.)
- Becoming successful in a business of my own
- Becoming involved in programs to clean up the environment
- Developing a meaningful philosophy of life
- Participating in a community action program
- Helping to promote racial understanding
- Keeping up to date with political affairs
- Becoming a community leader
- Integrating spirituality into my life
- Improving my understanding of other countries and cultures
16. Since entering this college have you:
(Mark all that apply)
- Changed your career choice
- Decided to pursue a different major
- Declared your major
- Joined a social fraternity or sorority
- Enrolled in an honors course
- Participated in varsity/intercollegiate athletics
- Enrolled in a remedial/developmental course
- Transferred from another institution
- Taken a college course or seminar specifically designed to help first-year students adjust to college (e.g., freshman seminar, student success seminar, University 101)
- Enrolled in a formal program where a group of students takes two or more courses together (e.g., FIG, learning cluster, learning community, linked courses)

17. Since entering this college, indicate how often (Frequently, Occasionally, Rarely, or Not at all) you: (Mark one for each item)
- Turned in course assignment(s) late
- Spoke up in class
- Discussed course content with students outside of class
- Skipped class
- Received tutoring
- Worked with a professor on a research project
- Turned in course assignments that did not reflect your best work
- Participated in intramural sports
- Had difficulty getting along with your roommate(s)/housemate(s)
- Sought personal counseling
- Went on a date

18. Compared with when you entered this college, how would you now describe your:
(Mark one for each item)
- General knowledge
- Analytical and problem-solving skills
- Knowledge of a particular field or discipline
- Critical thinking skills
- Knowledge of people from different races/cultures
- Religious beliefs and convictions
- Ability to get along with others
- Library/research skills
- Ability to work as part of a team
- Understanding of the problems facing your community
- Understanding of national issues
- Understanding of global issues

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13. Since entering this college, how often (Frequently, Occasionally, Rarely, or Not at all) have you felt:
(Mark one for each item)
- Lonely or homesick
- Worried about meeting new people
- A need to break away from your family
- Unsafe on this campus
- Worried about your health
- Intimidated by your professors
- That your courses inspired you to think in new ways
- That your job responsibilities interfered with your schoolwork
- That your family responsibilities interfered with your schoolwork
- That your social life interfered with your schoolwork

14. Where did you primarily live while attending college this past year? (Mark one)
- College residence hall, suite, or other campus housing
- Private home or apartment
- Other

15. Please indicate how often (Frequently, Occasionally, Rarely, or Not at all) each of the following has been included in your courses at this institution.
(Mark one for each item)
- Group discussions
- Student presentations or performances
- Formal lectures
- Research projects
- Multiple drafts of written work
- Group projects
- Weekly essay assignments
- Student evaluations of each other's work
- Field experience or internship
- Community service linked to coursework (service learning)
- Student-selected topics
- Laboratory component
- Required on-line interaction with professors and/or classmates
19. Do you have any concern about your ability to finance your college education? (Mark one)
None (I am confident that I will have sufficient funds) .............................................
Some (but I probably will have enough funds) .............................................................
Major (not sure I will have enough funds to complete college) .................................

20. Since entering this college, how much time have you spent during a typical week doing the following activities? (Mark one for each item)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attending classes/labs</td>
<td></td>
</tr>
<tr>
<td>Studying/homework</td>
<td></td>
</tr>
<tr>
<td>Socializing with friends</td>
<td></td>
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<tr>
<td>Exercising or sports</td>
<td></td>
</tr>
<tr>
<td>Partying</td>
<td></td>
</tr>
<tr>
<td>Working (for pay) on campus</td>
<td></td>
</tr>
<tr>
<td>Working (for pay) off campus</td>
<td></td>
</tr>
<tr>
<td>Participating in student clubs/groups</td>
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<tr>
<td>Watching TV</td>
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<tr>
<td>Household/childcare duties</td>
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<tr>
<td>Reading for pleasure</td>
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<tr>
<td>Commuting</td>
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<tr>
<td>Playing video/computer games</td>
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<tr>
<td>Prayer/meditation</td>
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<tr>
<td>Surfing the Internet</td>
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<tr>
<td>Communicating via e-mail, Instant Messenger, etc.</td>
<td></td>
</tr>
</tbody>
</table>

21. What is your current grade average (as of your most recently completed academic term)? (Mark one)
A (3.75 - 4.0) .................................................................
A- (3.25 - 3.74) ..............................................................
B (2.75 - 3.24) .................................................................
B- (2.25 - 2.74) .................................................................
C (1.75 - 2.24) .................................................................
C- or less (below 1.75) ......................................................
I do not receive grades in my courses ...........................................

22. Please rate your satisfaction with this institution on each of the aspects of campus life listed below. (Mark one for each item)

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount of contact with faculty</td>
<td></td>
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<tr>
<td>Opportunities for community service</td>
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<tr>
<td>Relevance of coursework to everyday life</td>
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<tr>
<td>Relevance of coursework to future career plans</td>
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<tr>
<td>Overall quality of instruction</td>
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<tr>
<td>Overall sense of community among students</td>
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<tr>
<td>Overall college experience</td>
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</tbody>
</table>

23. What do you think you will be doing in Fall 2003? (Mark one)
Attending your current (or most recent) institution ...........................................
Attending another institution ...........................................................................
Not attending any institution ...........................................................................

24. Do you give the Higher Education Research Institute at UCLA permission to include your ID number should your college request the data for additional research analyses?
Yes ..................................................  No ..................................................

The remaining ovals are provided for questions specifically designed by your college rather than the Higher Education Research Institute. If your college has chosen to use the ovals, please observe carefully the supplemental directions given to you.

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