

STUDENT AFFAIRS AND UNIVERSITY PLANNING

STUDENT DEVELOPMENT NEWS

FIRST YEAR SURVEY

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STUDENT DEVELOPMENT NEWS is distributed to faculty and staff in an effort to share information with the university community about JMU students' attitudes, values, perceptions and experiences. It is hoped that through the sharing of this information a better understanding will develop about the JMU student.

Staff in the Division of Student Affairs and University Planning requested that incoming students complete the First Year Survey online. The survey seeks responses to questions about respondents' decision to attend college and, more specifically, James Madison University; their experiences in high school; and their attitudes, values and beliefs. Responses were submitted electronically in May, June and July. Demographic data were also requested.

As in past years, there were four forms of the survey. The forms were made available randomly to incoming first year students. Each form contained the same demographic questions with additional questions covering various areas of information. 3845 usable surveys were obtained. This issue of the **STUDENT DEVELOPMENT NEWS** reports on the data obtained from these respondents. The respondents appear to be representative of entering students based on gender, race and place of residence.

RESPONSES FROM 2005 FIRST YEAR STUDENTS SIMILAR TO RESPONSES FROM PAST RESPONDENTS

First Year respondents to the survey continue to be academic achievers who hold traditional values and in general, come from middle-class families. Three out of four of this year's respondents plan to pursue a degree beyond the baccalaureate (Table 7). Nearly three-fourths of the students reported their fathers have obtained at least one college degree, while nearly two-thirds of the students stated their mothers had obtained at least one college degree (Tables 8 and 9).

More than one-half of this year's respondents reported average high school grades of A- or better (Table 10) and nearly three-fourths of the respondents reported combined SAT scores of 1100 or better (Table 12). Nearly one-third of this year's first year students also reported being in the top ten percent of their high school graduating class (Table 11). Female students said significantly more often than male students that their average high school grades were A- or better and that they were in the top ten percent of their graduating class. Women reported that they applied to and were accepted by more schools than men. Male respondents were more likely than women to report SAT total scores of 1300 or more.

INCOMING FIRST YEAR STUDENTS CONTINUE TO REPORT TRADITIONAL VALUES

Respondents were also asked to indicate their perceptions of the importance of certain personal values (Table 33). Three-fourths or more of this year's survey respondents said they feel that the following are very important: education, friendship, honesty, fulfilling oneself as a person, family, love, and doing things for others. Patriotism was reported as an important value by forty-three percent of the respondents, up from nineteen percent in 2001. Females were more likely to value doing things for others; privacy; love; leading a clean moral life; and having children. Men were more likely to value money and being close to nature.

Respondents were also asked to indicate their political preferences (Table 31). Respondents are almost evenly divided among middle-of-the-road, liberal and conservative choices.

ACCOMPLISHMENTS SEEN AS ESSENTIAL

More than one-half of the respondents report that raising a family is an essential accomplishment; one-quarter or more believe that receiving a liberal arts education that is of high quality and very diversified; developing a meaningful philosophy of life; being well off financially; helping others who are in difficulty; developing a global perspective; being admitted as a graduate student at a prestigious university; and attending intercollegiate athletic events are essential (Table 34). Female students indicated more often than male students that the following are essential accomplishments: raising a family; helping others who are in difficulty; being accomplished in the performing arts; receiving a liberal arts education that is of high quality and diversified; and promoting racial equality. Male students indicated more often that the following were essential: being well off financially; influencing the political structure; keeping up to date with political affairs; having administrative responsibility for the work of others; and being successful in a business of their own. Students reporting an A average in high school were more likely to consider the following accomplishments essential: influencing social values; helping others in difficulty; and participating in a community action program.

REASONS INFLUENCING STUDENTS' DECISION TO ATTEND COLLEGE

Similar to past respondents, three-fourths or more of this year's first year students said that the following were very important in their decision to attend college: to be able to get a better job; to learn more about the things that interest them; to meet new and interesting people; to gain a general education and appreciation of ideas; and to be on their own and make their own decisions (Table 27). Male respondents said more often than female respondents that the following were very important reasons in deciding to attend college: to please my parents; to be able to make more money; to enhance my social life; and to do what my friends are doing.

ACADEMIC REPUTATION STILL SEEN AS A VERY IMPORTANT REASON IN CHOOSING JMU

Nearly three-quarters of this year's first year students stated that the good academic reputation of JMU; the good extracurricular opportunities and social life; the university offers a major of interest; and the supportive atmosphere were very important in their decision to attend JMU (Table 26). Over one-half of the respondents said that the following were very important in their decision to attend JMU: the appearance and setting of the university; the reputation of JMU graduates obtaining desirable jobs and attending top graduate schools; the size of the University; and an identity with fellow students.

Ninety percent or more of the respondents view JMU as friendly, good, supportive, progressive and open and accessible (Table 23). Campus visits remain the most important means for learning about JMU (Table 24).

Slightly less than three-quarters of this year's incoming first year students said JMU was their first choice (Table 13). This percentage is similar to percentages in past surveys. Students with reported SAT scores of 1300 or more were less likely to state that JMU was their first choice.

ACTIVITIES AND EDUCATION IN HIGH SCHOOL

More than one-half of this year's respondents reported that they felt very well prepared from high school in the areas of reading, composition, social sciences, mathematical skills and science (Table 28). Females said more often than males that they were very well prepared in composition, reading, foreign languages, musical skills, artistic skills and study habits.

First year students were also asked to indicate the areas in which they felt they would need special tutoring or remedial work while in college (Table 30). One in four students said they feel they will need special help in mathematics and foreign languages. Female students stated more often than male students that they feel they will need tutoring or remedial work in mathematics and the sciences.

Similar to results in previous years, more than one-half of this year's students said they were very active in organized athletics; part-time work and school and community service (Table 29). Female students stated more often than male

students that they were very active in part-time work, religious groups, spirit clubs, academic clubs, foreign language clubs, fine art groups, publications, and school and community service.

PHILOSOPHIES OF EDUCATION

This year and in previous years incoming freshmen have been asked to indicate their own philosophies concerning the emphasis of higher education (Table 21). More than one-half of this year's respondents said they hold a social philosophy of higher education where social life and loyalty to college are emphasized. Four years ago this percentage was fifteen percent lower; during the same time period students committed to a vocational philosophy have decreased twelve percent

STUDENTS PROBABLE REACTION TO A STUDENT CHEATING

Somewhat less than one-third of this year's incoming freshmen stated that if they discovered someone cheating they would express their concern only to the student they discovered cheating (Table 32). More than one in five students said they would speak to the appropriate teacher or other authority without naming names. Eighteen percent would be disturbed but would do nothing. Only nine percent would report the student to the appropriate teacher or other authority. Female students stated more often than male students that they would speak to the appropriate teacher or other authority without naming names and that they would report the student to the appropriate teacher or authority. Males stated more often than females that they would not be disturbed and would do nothing and they would express their concern only to the student discovered cheating.

JMU EXPERIENCES ANTICIPATED TO BE VERY OR SOMEWHAT LIKELY

Respondents were asked to indicate whether there was a very good chance that certain experiences would occur while they are a student (Table 35). Nearly ninety percent of the respondents indicated that they expect to be happy with their choice to attend JMU.

SELF-CONFIDENCE AND SENSE OF BELONGING

Respondents were asked to indicate the extent of their self-confidence in completing certain activities (Table 40). Self-confidence appears to be highly correlated with the depth of the relationship. More than ninety percent of the respondents indicated that they were happy and enthusiastic to be at JMU (Table 39).

Listed in the following tables are summaries of data collected in 2005 (2004, 2003 and 2002 figures, where available, are in parentheses).

Table 1 Gender of Respondents

Females	66% (65%/65%/66%)
Males	34% (35%/35%/34%)

Table 2 Age of Respondents (as of August 31, 2005)

17 years or younger	11% (11%/12%/13%)
18 years	84% (84%/82%/82%)
19 years	5% (5%/ 6%/ 5%)
20 years	0% (0%/ 0%/ 0%)
21 years	0% (0%/ 0%/ 0%)
22 years or older	0% (0%/ 0%/ 0%)

Table 3 Race of Respondents

Caucasian-American/White	86% (90%/90%/89%)
Asian/Pacific Islander	5% (4%/ 5%/ 4%)
African-American/Black	4% (2%/ 2%/ 3%)

Latino	2% (1%/ 1%/ 1%)
Other	2% (1%/ 1%/ 1%)
Multiracial	1% (1%/ 1%/ 1%)
Native American	0% (0%/ 0%/ 0%)

Table 4 Region of Current Family Residence

Outside Virginia	36% (32%/35%/33%)
Northern Virginia	26% (27%/28%/27%)
Tidewater Area	14% (15%/13%/15%)
Piedmont Area	12% (14%/12%/14%)
Southwest Virginia	6% (6%/ 3%/ 5%)
Shenandoah Valley	5% (5%/ 7%/ 5%)
Outside the United States	1% (1%/ 3%/ 1%)

Table 5 Religious Preference

Roman Catholic	32% (31%/32%/28%)
Protestant	30% (32%/31%/35%)
No religious preference	21% (20%/19%/21%)
Other religion	14% (14%/14%/13%)

Jewish	3% (2%/ 3%/ 3%)
Islam	0% (1%/ 1%)
Hindu	0% (0%/ 0%)

Table 6 Percentage of Costs of Attending JMU Paid Directly by the Student and His/Her Family

80%-100% of the total costs	64% (66%/67%/68%)
60%- 79% of the total costs	10% (10%/10%/ 7%)
40%- 59% of the total costs	8% (9%/ 7%/ 9%)
20%- 39% of the total costs	6% (6%/ 6%/ 6%)
0%- 19% of the total costs	11% (10%/10%/11%)

Table 7 Highest Academic Degree Respondents Intend to Obtain

Masters degree	47% (47%/48%/46%)
Baccalaureate degree	25% (22%/22%/24%)
Professional degree (e.g., medicine, law, theology)	14% (16%/14%/16%)
Doctoral degree (e.g., Ph.D., Ed.D., D.B.A.)	12% (13%/13%/13%)
Specialist degree (e.g., Ed.S.)	2% (2%/ 1%/ 1%)
Not a degree seeking student	0% (0%/ 0%/ 0%)

Table 8 Father's Highest Level of Education

Some high school or less	2% (1%/ 2%/ 2%)
High school graduate	12% (12%/10%/13%)
Post-secondary school other than college	2% (3%/ 2%/ 3%)
Some college	12% (12%/13%/12%)
College degree	37% (34%/34%/33%)
Some graduate school	3% (3%/ 3%/ 5%)
Graduate degree	26% (26%/27%/26%)
Doctoral degree	7% (9%/ 8%/ 8%)

Table 9 Mother's Highest Level of Education

Some high school or less	1% (1%/ 1%/ 1%)
High school graduate	12% (12%/13%/14%)
Post-secondary school other than college	4% (4%/ 4%/ 4%)
Some college	15% (16%/15%/15%)
College degree	41% (39%/38%/38%)
Some graduate school	5% (5%/ 4%/ 7%)
Graduate school	21% (21%/22%/19%)
Doctoral degree	2% (2%/ 2%/ 2%)

Table 10 Average Grade in High School

A or A+	20% (22%/22%/23%)
A-	31% (32%/30%/30%)
B+	34% (34%/34%/30%)
B	14% (11%/13%/15%)
B-	1% (1%/ 1%/ 2%)
C+	0% (0%/ 0%/ 0%)
C	0% (0%/ 0%/ 0%)

Table 11 Approximate High School Rank in Graduating Class

Top ten percent	29% (32%/31%/33%)
Top twenty-five percent	52% (52%/53%/51%)
Top fifty percent	18% (16%/15%/15%)
Bottom fifty percent	1% (1%/ 1%/ 1%)

Table 12 Combined SAT Scores Reported

1300 or more	13%
1200 to1299	26%
1100 to 1199	34% (35%/36%/35%)
1000 to 1099	21% (21%/20%/19%)
900 to 999	5% (4%/ 4%/ 4%)
800 to 899	1% (0%/ 0%/ 1%)
799 or less	0% (0%/ 0%/ 0%)
Did not take SAT	1% (0%/ 1%/ 1%)

Table 13 JMU as Choice Among Other Colleges

First Choice	73% (74%/71%/73%)
Second Choice	22% (21%/23%/21%)
Third Choice	5% (5%/ 5%/ 6%)

Table 14 Number of Other Colleges - Applied

None	5% (4%/ 5%/ 6%)
One	9% (9%/10%/12%)
Two	16% (16%/15%/17%)
Three	18% (21%/19%/20%)
Four	18% (16%/17%/17%)
Five	13% (12%/14%/12%)
Six or more	22% (22%/20%/18%)

Table 15 Number of Other Colleges - Accepted

None	8% (7%/10%/ 11%)
One	16% (17%/19%/21%)
Two	23% (23%/22%/23%)
Three	21% (21%/20%/19%)
Four	14% (15%/15%/13%)
Five	8% (8%/ 8%/ 7%)
Six or more	10% (10%/ 8%/ 6%)

Table 16 Anticipated Education Minors

Secondary Education (grades 6-12)	7% (6%/ 5%/ 6%)
Elementary Education (grades PK-6)	5% (5%/ 4%/ 4%)
Music Education	2% (3%/ 2%/ 2%)
Physical and Health Education	2% (3%/ 2%/ 1%)
Art Education	1% (2%/ 2%/ 2%)
Early Childhood Education (grades PK-3)	1% (1%/ 3%/ 3%)
Special Education	1% (1%/ 1%/ 1%)
Middle Education (grades 6-8)	0% (1%/ 1%/ 0%)
Do not plan to pursue a career in Education	77% (78%/81%/82%)

Table 17 Disability Reported (Frequencies, Not Percentages)

ADD/ADHD	95 (91/65)
Learning disability	38 (40/25/27)
Other	24 (20/11/ 8)

Chronic illness (diabetes, asthma, etc)	20 (26/69/69)
Psychiatric/Emotional disability	14 (14)
Blind/low vision	12 (8)
Deaf/Hard of hearing	8 (4)
Orthopedic impairment	7 (1)
Speech disorder	2 (4)
Traumatic brain injury	0 (2)
Mobility impairment	0 (1/ 6/ 3)

Table 18 Disability Services Previously Received (Frequencies, Not Percentages)

Varied	139
Elementary School	76
High School	34
Middle School	9

Table 19 Plan to Obtain Disability Services at JMU (Frequencies, Not Percentages)

Undecided	114
Yes	61

Table 20 Other Schools to Which Respondents

Applied	Accepted
Virginia Tech 33% (34%/35%/34%)	22% (24%/23%/22%)
George Mason University 18% (19%/15%/17%)	17% (18%/14%/17%)
University of Virginia 16% (22%/19%/19%)	1% (1%/ 1%/ 1%)
Christopher Newport University 12% (12%)	11% (11%)
University of Delaware 12% (12%/12%/11%)	4% (5%/ 5%/ 8%)
University of Mary Washington 12% (15%/12%/12%)	8% (10%/ 7%/ 8%)
College of William & Mary 10% (11%/15%/15%)	1% (1%/ 1%/ 1%)
Virginia Commonwealth 9% (8%/ 8%/ 8%)	8% (8%/ 7%/ 8%)
Elon University 8% (7%)	4% (2%)
Radford University 8% (8%/ 5%/ 8%)	7% (8%/ 5%/ 8%)
Longwood College 7% (5%/ 6%/ 7%)	7% (5%/ 6%/ 7%)
Towson University 7%	6%
Penn State University 6% (5%/ 8%/ 8%)	5% (5%/ 6%/ 6%)
Old Dominion University 5% (5%/ 4%/ 6%)	5% (5%/ 4%/ 6%)
University of Maryland – College Park 5% (7%/10%/10%)	3% (4%/ 5%/ 5%)
University of North Carolina - Chapel Hill 3% (4%/ 3%/ 10%)	0% (0%/ 0%/ 3%)
University of North Carolina – Wilmington 4% (4%)	3% (3%)
University of Richmond 3% (4%/ 4%/ 5%)	0% (1%/ 1%/ 1%)
No other schools 12% (10%/11%/ 9%)	16% (12%/16%/14%)

Table 21 Philosophy of Education

Social philosophy (social life and loyalty to college emphasized)	54% (46%/44%/41%)
Vocational philosophy (education viewed as essentially preparation for an occupation)	35% (38%/43%/46%)
Artistic philosophy (emphasis on ideas, art forms, individuality)	6% (6%/ 5%/ 6%)
Intellectual philosophy (emphasis on scholarly pursuit of knowledge)	6% (10%/ 9%/ 8%)

Table 22 Emphases of JMU (Percentage of Respondents Who Believe that JMU Places a Significant Emphasis on the following)

Relationships with other students, student groups and activities	63% (71%/66%/59%)
Personal growth/self-awareness	62% (69%/64%/56%)
Development of academic/scholarly/intellectual qualities	55% (68%/66%/59%)
Personal relevance and practical value of your courses	47% (56%/50%/40%)
Development of esthetic, expressive, and creative qualities	44% (46%/44%/34%)
Development of vocational and occupational competencies	42% (47%/45%/38%)
Being critical, evaluative and analytical	36% (45%/44%/29%)

Table 23 Student Perceptions of JMU

	Friendly	Neutral	Cold
	96% (97%/94%/95%)	3% (2%/4%/4%)	1% (1%/2%/1%)
	Good	Neutral	Bad
	95% (95%/93%/96%)	4% (4%/5%/4%)	1% (1%/2%/0%)
	Supportive	Neutral	Non-Supportive
	92% (94%/90%/91%)	7% (5%/ 9%/9%)	1% (1%/2%/1%)
	Progressive	Neutral	Regressive
	90% (91%/90%/91%)	9% (8%/8%/9%)	1% (1%/2%/0%)
	Open and Accessible	Neutral	Closed and Inaccessible
	90% (90%/88%/92%)	9% (8%/10%/8%)	1% (2%/2%/0%)
	Emotionally Healthy	Neutral	Causing Anxiety and Frustration
	88% (88%/86%/87%)	11% (10%/11%/11%)	1% (2%/2%/1%)
	Flexible	Neutral	Rigid
	88% (88%/87%/85%)	10% (10%/12%/14%)	2% (1%/2%/1%)
	Challenging	Neutral	Not Challenging
	87% (86%/85%/86%)	12% (12%/13%/13%)	1% (2%/3%/2%)
	Intellectual	Neutral	Nonintellectual
	84% (85%/86%/83%)	15% (12%/12%/16%)	1% (2%/2%/1%)

The Right Size 84% (83%/79%/80%)	Neutral 12% (13%/15%/16%)	Too Large 4% (4%/5%/4%)
Sensitive 82% (83%/80%/78%)	Neutral 16% (15%/17%/20%)	Indifferent 2% (2%/3%/2%)
Integrated 73% (68%/70%/74%)	Neutral 23% (24%/26%/23%)	Fragmented 4% (8%/5%/3%)
Traditional 61% (63%/63%/39%)	Neutral 33% (30%/29%/50%)	Experimental 6% (7%/8%/11%)
Diverse 55%	Neutral 29%	Not Diverse 16%

Table 24 Means of Learning About JMU Ranked as *Most Important*

Campus visits	41% (39%/36%/34%)
From friends	18% (17%/19%/21%)
From relatives	18% (21%/20%/22%)
From people at my high school	10% (12%/13%/12%)
From alumni(ac)	7% (5%/5%/5%)
From a representative of this university	2% (2%/2%/2%)
From JMU web-site	2% (2%/3%/2%)
From material I received in the mail	2% (2%/2%/3%)
I-AA Football championship	1%

Table 25 Studies Abroad Intentions

I plan to attend a JMU Studies Abroad Program	49% (45%/44%/44%)
I do not plan to study abroad	46% (47%/50%/51%)
I plan to pursue an international internship	4% (4%/3%/3%)
I plan to attend a foreign university with an international exchange program	2% (4%/3%/2%)

Table 26 Reasons Considered *Very Important* in Deciding to Attend JMU

JMU has a good academic reputation	73% (75%/74%/72%)
JMU offers a major of interest to me	73% (71%/70%/66%)
JMU has good extracurricular opportunities and social life	72% (71%/65%/62%)
Supportive atmosphere of JMU	70% (71%/69%/58%)
Appearance and setting of JMU	66% (67%/65%/59%)
Reputation of JMU's graduates obtaining desirable jobs	59% (61%/60%/46%)
Reputation of JMU's graduates attending top graduate schools	52% (53%/53%/35%)
Size of JMU	52% (50%/51%/46%)
Identify with fellow students	51% (49%/48%/42%)
Live on the campus	47% (43%/45%/38%)
Change in scenery or location	38% (33%/36%/30%)
Range and availability of student services	35% (35%/36%/29%)
JMU has low tuition	26% (24%/25%/24%)
Someone who had been here	

before advised me to attend	26% (24%/26%/24%)
Friend suggested attending	20% (16%/16%/13%)
Offered financial aid	11% (8%/10%/9%)
Guidance counselor advised me	10% (7%/8%/5%)
My teacher advised me	7% (3%/3%/3%)
Relatives wanted me to come here	7% (6%/5%/6%)
JMU representative recruited me	5% (3%/4%/3%)
Employer's suggestion	4% (4%/5%/2%)
Not accepted anywhere else	3% (2%/4%/4%)
I wanted to live at home	2% (1%/1%/1%)
To help retain my current employment	2% (2%/2%/2%)

Table 27 Reasons Considered *Very Important* in Deciding to Attend College

Learn more about the things that interest me	89% (89%/88%/83%)
Meet new and interesting people	85% (85%/83%/78%)
Be on my own and make my own decisions	82% (81%/81%/72%)
Gain a general education and appreciation of ideas	80% (73%/76%/69%)
Be able to get a better job	75% (81%/80%/75%)
Be able to make more money	62% (59%/60%/56%)
Make me a more cultured person	62% (54%/58%/46%)
Prepare myself for graduate or professional school	59% (60%/57%/51%)
Improve reading and study skills	52% (46%/48%/34%)
Developing a global awareness	48% (45%/45%/32%)
Enhance my social life	48% (32%/34%/30%)
Please my parents	26% (25%/20%/20%)
Meet my future spouse	14% (6%/8%/8%)
Do what my friends are doing	5% (2%/4%/3%)

Table 28 Areas *Very Well* Prepared from High School

Reading	70% (69%/59%/63%)
Composition	63% (66%/66%/54%)
Social Studies	61% (65%/63%/51%)
Science	50% (52%/49%/41%)
Mathematical skills	48% (55%/51%/48%)
Time management	46%
Study habits	43% (44%/44%/33%)
Computer skills	41% (39%/36%/31%)
Vocational skills	37% (33%/29%/24%)
Musical skills	30% (32%/27%/29%)
Foreign languages	29% (31%/29%/30%)
Artistic skills	26% (28%/25%/26%)

Table 29 Areas *Very Active* During High School

Organized athletics	58% (58%/60%/54%)
Part-time work	52% (46%/47%/45%)
School and community service	52% (49%/53%/49%)
Recreational sports	42% (42%/41%/36%)
Academic clubs	28% (27%/26%/23%)
School spirit clubs (cheerleaders, pep, drill, etc.)	27% (22%/20%/17%)
Fine arts groups	26% (30%/25%/29%)
Religious clubs	21% (21%/24%/23%)
Foreign Language / International Clubs	15% (15%/14%/13%)

Publications 13% (13%/13%/14%)

Table 30 Need for Special Tutoring or Remedial Work

Mathematics 30% (28%/25%/29%)
 Foreign language 25% (20%/18%/26%)
 Writing 15%
 Science 12% (10%/10%/17%)
 English 8% (9%/ 7%/11%)
 Reading 5% (5%/ 3%/ 5%)
 Social studies 3% (4%/ 2%/ 5%)

Table 31 Political Preference

Middle-of-the-Road 35% (38%/39%/47%)
 Conservative 34% (28%/29%/21%)
 Liberal 31% (34%/32%/32%)

Table 32 Probable Reaction to a Student Cheating

I would express my concern only to the student I discovered cheating 29% (33%/33%/31%)
 I would speak to the appropriate teacher or other authority without naming names 20% (26%/23%/23%)
 I would be disturbed, but whether I took any action would depend on who the student was 19% (15%/19%/17%)
 I would be disturbed but would do nothing 18% (15%/13%/16%)
 I would report the student to the appropriate teacher or other authority 9% (8%/ 8%/ 8%)
 I would not be disturbed and would do nothing 6% (3%/ 3%/ 4%)

Table 33 Personal Values Indicated as *Very Important*

Friendship 95% (93%/92%/91%)
 Education 92% (92%/89%/88%)
 Honesty 91% (91%/88%/90%)
 Fulfill myself as a person 90% (93%/91%/86%)
 Family 89% (88%/87%/87%)
 Love 83% (82%/78%/75%)
 Doing things for others 78% (72%/68%/62%)
 Creativity 65% (63%/61%/54%)
 Living a clean, moral life 63% (62%/65%/63%)
 Having children 55% (50%/51%/48%)
 Work 50% (48%/46%/36%)
 Privacy 49% (46%/46%/39%)
 Money 46% (41%/46%/36%)
 Patriotism 43% (43%/47%/43%)
 Contributing to international understanding 42% (38%/40%/28%)
 Religion 42% (43%/42%/40%)
 Contributing to societal change 41% (40%/37%/32%)
 Being close to nature 23% (22%/22%/19%)

Table 34 Accomplishments Indicated as *Essential*

Raising a family 57% (54%/53%/46%)
 Being very well off financially 34% (29%/30%/25%)
 Helping others who are in

difficulty 34% (30%/33%/28%)
 Attending intercollegiate athletic events 30% (23%/23%/18%)
 Developing a meaningful philosophy of life 30% (29%/29%/27%)
 Receiving a liberal arts education that is of high quality and very diversified 30% (31%/33%/36%)
 Being admitted as a graduate student at a prestigious university 26% (24%/23%/22%)
 Developing a global perspective 25% (26%/25%/20%)
 Promoting racial understanding 23% (22%/23%/20%)
 Becoming an authority in my field 22% (22%/22%/21%)
 Being successful in a business of my own 21% (17%/16%/13%)
 Obtaining recognition from my colleagues for contributions to my special field 20% (19%/19%/13%)
 Keeping up to date with political affairs 16% (15%/16%/11%)
 Influencing social values 15% (13%/13%/10%)
 Becoming accomplished in one of the performing arts (acting, dancing, etc.) 11% (9%/10%/ 7%)
 Having administrative responsibility for the work of others 11% (11%/ 9%/ 7%)
 Participating in a community action program 10% (10%/ 9%/ 8%)
 Creating artistic work (painting, sculpture, decorating, etc.) 8% (7%/ 8%/ 7%)
 Becoming involved in programs to clean up the environment 7% (4%/ 4%/ 4%)
 Writing original works (poems, novels, short stories, etc.) 7% (6%/ 7%/ 6%)
 Influencing the political structure 6% (5%/ 6%/ 5%)
 Making a theoretical contribution to science 6% (4%/ 3%/ 3%)

**Table 35 Anticipated Outcomes
 Percentage of Respondents Who Feel
 There is a *Very Good* Chance They
 Will Do Each of the Following**

Be happy with my choice to attend JMU 86%
 Be challenged intellectually 77%
 Find a job after graduation in the field for which you were trained 72% (76%/74%/78%)
 Rely on my freshman advisor if I have academic questions 58%
 Get a job to help pay college expenses 54% (58%/56%/49%)
 Become involved in volunteer activities 36% (38%/40%/38%)
 Graduate with honors 33% (38%/37%/31%)
 Receive a broad liberal education in college 31% (38%/38%/33%)
 Change my major 22%
 Be elected to an academic honor society 17% (22%/21%/16%)
 Need tutoring in some courses 14% (11%/11%/ 7%)
 Play varsity sports 8% (13%/14%/ 8%)

Need extra time to complete your degree requirements	4% (6%/ 5%/ 3%)
Participate in student protests	4% (8%/ 8%/ 3%)
Struggle academically	3%
Work full-time while in college	1% (5%/ 4%/ 1%)
Drop out of this college temporarily (exclude transferring)	0% (1%/ 1%/ 0%)
Drop out permanently (exclude transferring)	0% (0%/ 0%/ 0%)

Table 36 Type of Internet Access Utilized from Parent's Home

Cable Modem	50%
Dial-Up	25%
DSL-ADSL	24%
Do no use internet access from parent's home	1%
Satellite	1%
ISDN	0%

Table 37 Computer Usage on Campus

I will bring a laptop computer	65% (51%/36%/20%)
I will bring a computer but do not know what type	18% (21%/26%/30%)
I will bring a desktop computer	12% (23%/33%/44%)
I will bring a desktop and laptop computer	4% (3%/ 4%/ 3%)
I do not plan to bring a computer	1% (1%/ 1%/ 2%)

Table 38 Printer Needs on Campus

I will bring a printer to campus	83% (85%/83%)
I will need to use a printer supplied in a lab	12% (12%/11%)
I will use a friend's printer	3% (2%/ 4%)
I do not need a printer	2% (1%/ 2%)

Table 39 Sense of Belonging to JMU Percentage of Respondents Who Agree to Some Extent on the Following

Enthusiastic about JMU	91%
Happy to be at JMU	90%
Believe JMU is one of the best schools in the nation	79%
Sense of belonging	78%
Feel a part of the JMU community	72%
See myself as a member of the JMU community	72%

Table 40 Confidence in Oneself Percentage of Respondents Who Indicate Complete or Much Confidence in the Following

Help to make someone you've recently met feel comfortable with a group of your friends	84%
Make friends with a member of your peer group	82%
Be involved in group activities	81%
Find someone to spend a weekend afternoon with	80%
Find someone to go out to lunch with	78%
Keep up your side of the conversation	78%
Share with a group of people an interesting experience you once had	75%
Ask a potential friend out for coffee	68%
Express your feelings to another person	68%
Ask someone for help when you need it	67%
Express your opinion to a group of people discussing a subject that is of interest to you	67%
Work on a school, work, community, or other project with people you don't know very well	63%
Start a conversation with someone you don't know very well	58%
Call someone you've met and would like to know better	56%
Get invited to a party that is being given by a prominent or popular individual	56%
Get a date to a dance that your friends are going to	54%
Put yourself in a new and different social situation	51%
Volunteer to help organize an event	49%
Volunteer to help lead a group or organization	44%
Ask someone out on a date	42%
Ask a group of people who are planning to engage in a social activity (e.g., go to a movie) if you can join them	39%
Make friends in a group where everyone else knows each other	36%
Join a lunch or dinner table where people are already sitting and talking	35%
Go to a party or social function where you probably won't know anyone	32%
Ask someone out after he/she was busy the first time you asked	26%

If you have any questions or comments, please contact Dr. Al Menard, Associate Vice President for Student Affairs and University Planning, 540-568-6287 or menardaj@jmu.edu.

