

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. 3562 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 2006 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). Two out of three 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 thirty-eight percent of the respondents, down from forty-seven percent in 2003. 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). Two-fifths of the respondents indicated a middle-of-the-road preference.

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. Women respondents said more often than male respondents that pleasing parents; getting a better job; and getting a good general education were very important reasons.

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

Approximately 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; and the size of the University.

Ninety percent or more of the respondents view JMU as friendly, good, supportive, progressive, open and accessible, and flexible (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, 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). Approximately 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. African-American respondents said more often than students of other races that they will need tutoring in a number of classes.

Similar to results in previous years, more than one-half of this year's students said they were very active in organized athletics; 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). Slightly less 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.

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). One-fourth of the students said they would speak to the appropriate teacher or other authority without naming names. Sixteen percent would be disturbed but would do nothing. Only ten 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 2006 (2005, 2004 and 2003 figures, where available, are in parentheses).

Table 1 Gender of Respondents

Females	67% (66%/65%/65%)
Males	33% (34%/35%/35%)

Table 2 Age of Respondents (as of August 31, 2006)

17 years or younger	10% (11%/11%/12%)
18 years	84% (84%/84%/82%)
19 years	5% (5% / 5%/ 6%)
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% (86%/90%/90%)
Asian/Pacific Islander	5% (5% / 4%/ 5%)
African-American/Black	4% (4%/ 2%/ 2%)
Latino	2% (2% / 1%/ 1%)
Other	2% (2% / 1%/ 1%)

Multiracial	1% (1%/ 1%/ 1%)
Native American	0% (0%/ 0%/ 0%)

Table 4 Region of Current Family Residence

Outside Virginia	33% (36%/32%/35%)
Northern Virginia	25% (26%/27%/28%)
Piedmont Area	15% (12%/14%/12%)
Tidewater Area	14% (14%/15%/13%)
Shenandoah Valley	6% (5%/ 5%/ 7%)
Southwest Virginia	6% (6%/ 6%/ 3%)
Outside the United States	1% (1%/ 1%/ 3%)

Table 5 Religious Preference

Protestant	30% (30%/32%/31%)
Roman Catholic	29% (32%/31%/32%)
No religious preference	21% (21%/20%/19%)
Other religion	17% (14%/14%/14%)
Jewish	3% (3%/ 2%/ 3%)
Hindu	0% (0%/ 0%/ 0%)

Islam 0% (0%/ 1%/ 1%)

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

80%-100% of the total costs 63% (64%/66%/67%)
 60%- 79% of the total costs 11% (10%/10%/10%)
 40%- 59% of the total costs 9% (8%/ 9%/ 7%)
 20%- 39% of the total costs 7% (6%/ 6%/ 6%)
 0%- 19% of the total costs 11% (11%/10%/10%)

Table 7 Highest Academic Degree Respondents Intend to Obtain

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

Table 8 Father's Highest Level of Education

Some high school or less 3% (2%/ 1%/ 2%)
 High school graduate 13% (12%/12%/10%)
 Post-secondary school
 other than college 3% (2%/ 3%/ 2%)
 Some college 14% (12%/12%/13%)
 College degree 33% (37%/34%/34%)
 Some graduate school 3% (3%/ 3%/ 3%)
 Graduate degree 24% (26%/26%/27%)
 Doctoral degree 7% (7%/ 9%/ 8%)

Table 9 Mother's Highest Level of Education

Some high school or less 2% (1%/ 1%/ 1%)
 High school graduate 13% (12%/12%/13%)
 Post-secondary school
 other than college 3% (4%/ 4%/ 4%)
 Some college 16% (15%/16%/15%)
 College degree 40% (41%/39%/38%)
 Some graduate school 4% (5%/ 5%/ 4%)
 Graduate school 20% (21%/21%/22%)
 Doctoral degree 2% (2%/ 2%/ 2%)

Table 10 Average Grade in High School

A or A+ 23% (20%/22%/22%)
 A- 32% (31%/32%/30%)
 B+ 33% (34%/34%/34%)
 B 11% (14%/11%/13%)
 B- 1% (1%/ 1%/ 1%)
 C+ 0% (0%/ 0%/ 0%)
 C 0% (0%/ 0%/ 0%)

Table 11 Approximate High School Rank in Graduating Class

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

Bottom fifty percent 1% (1%/ 1%/ 1%)

Table 12 Combined SAT Scores Reported

1300 or more 13% (13%)
 1200 to1299 24% (26%)
 1100 to 1199 35% (34%/35%/36%)
 1000 to 1099 22% (21%/21%/20%)
 900 to 999 4% (5%/ 4%/ 4%)
 800 to 899 1% (1%/ 0%/ 0%)
 799 or less 0% (0%/ 0%/ 0%)
 Did not take SAT 1% (1%/ 0%/ 1%)

Table 13 JMU as Choice Among Other Colleges

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

Table 14 Number of Other Colleges - Applied

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

Table 15 Number of Other Colleges - Accepted

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

Table 16 Anticipated Education Minors

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

Table 17 Disability Reported (Frequencies, Not Percentages)

ADD/ADHD 83 (95/91/65)
 Other 32 (24/20/11)
 Mobility impairment 25 (0/ 1/ 6)
 Deaf/Hard of hearing 22 (8/ 4)
 Blind/low vision 11 (12/ 8)
 Chronic illness (diabetes, asthma, etc) 11 (20/29/69)

Learning disability	9 (38/40/25)
Spinal cord injury	7
Orthopedic impairment	5 (7/ 1)
Psychiatric/Emotional disability	5 (14/14)
Speech disorder	5 (2/ 4)
Traumatic brain injury	5 (0/ 2)

Table 18 Provided Documentation and Plans to Seek Disability Accommodations from the Office of Disability Services

My parent is handling everything	48%
I have not checked on documentation requirements and am not sure what to do	30%
I plan to submit required documentation and schedule an appointment	21%

Table 19 Plan to Request Services and Accommodations from the Office of Disability Services

Undecided	60%
Extended time for exams	20%
Other	11%
Learning strategies instruction	2%
Physical accessibility of classrooms/residence halls	2%
Reduced exam distraction	2%
Alternate text formats	1%
Assistive technology	1%
Learning Resource Center services	1%

Table 20 Other Schools to Which Respondents

Applied	Accepted
Virginia Tech 32% (33%/34%/35%)	22% (24%/23%/22%)
University of Virginia 18% (16%/22%/19%)	1% (1%/ 1%/ 1%)
Christopher Newport University 17% (12%/12%)	14% (11%/11%)
George Mason University 16% (18%/19%/15%)	16% (17%/18%/14%)
University of Delaware 12% (12%/12%/12%)	6% (4%/ 5%/ 5%)
College of William & Mary 10% (10%/11%/15%)	0% (1%/ 1%/ 1%)
University of Mary Washington 10% (12%/15%/12%)	9% (8%/10%/ 7%)
Virginia Commonwealth University 9% (9%/ 8%/ 8%)	9% (8%/ 8%/ 7%)
Elon University 7% (8%/ 7%)	2% (4%/ 2%)
Radford University 7% (8%/ 8%/ 5%)	7% (7%/ 8%/ 5%)
Longwood College 6% (7%/ 5%/ 6%)	6% (7%/ 5%/ 6%)
Old Dominion University 6% (5%/ 5%/ 4%)	6% (5%/ 5%/ 4%)
Penn State University 6% (6%/ 5%/ 8%)	6% (5%/ 5%/ 6%)
University of Maryland – College Park 6% (5%/ 7%/10%)	4% (3%/ 4%/ 5%)
Towson University 5% (7%)	5% (6%)
University of North Carolina - Chapel Hill 4% (3%/ 4%/ 3%)	0% (0%/ 0%/ 0%)

University of North Carolina – Wilmington 3% (4%/ 4%)	2% (3%/ 3%)
University of Richmond 2% (3%/ 4%/ 4%)	1% (0%/ 1%/ 1%)
No other schools 12% (12%/10%/11%)	15% (16%/12%/16%)

Table 21 Philosophy of Education

Social philosophy (social life and loyalty to college emphasized)	47% (54%/46%/44%)
Vocational philosophy (education viewed as essentially preparation for an occupation)	40% (35%/38%/43%)
Intellectual philosophy (emphasis on scholarly pursuit of knowledge)	8% (6%/ 10%/ 9%)
Artistic philosophy (emphasis on ideas, art forms, individuality)	5% (6%/ 6%/ 5%)

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	70% (63%/71%/66%)
Development of academic/scholarly/intellectual qualities	66% (55%/68%/66%)
Personal growth/self-awareness	65% (62%/69%/64%)
Personal relevance and practical value of your courses	54% (47%/56%/50%)
Personal development as citizen	49%
Development of esthetic, expressive, and creative qualities	46% (44%/46%/44%)
Development of vocational and occupational competencies	43% (42%/47%/45%)
Being critical, evaluative and analytical	42% (36%/45%/44%)

Table 23 Student Perceptions of JMU

	Friendly	Neutral	Cold
	97% (96%/97%/94%)	2% (3%/2%/4%)	1% (1%/1%/2%)
	Good	Neutral	Bad
	95% (95%/95%/93%)	4% (4%/4%/5%)	1% (1%/1%/2%)
	Supportive	Neutral	Non-Supportive
	94% (92%/94%/90%)	6% (7%/ 5%/9%)	1% (1%/1%/2%)
	Open and Accessible	Neutral	Closed and Inaccessible
	92% (90%/90%/88%)	6% (9%/ 8%/10%)	2% (1%/2%/2%)
	Progressive	Neutral	Regressive
	91% (90%/91%/90%)	8% (9%/8%/8%)	1% (1%/1%/2%)
	Flexible	Neutral	Rigid
	90% (88%/88%/87%)	9% (10%/10%/12%)	1% (2%/1%/2%)
	Intellectual	Neutral	Nonintellectual
	88% (84%/85%/86%)	12% (15%/12%/12%)	1% (1%/2%/2%)

Emotionally Healthy	Neutral	Causing Anxiety and Frustration
87% (88%/88%/86%)	12% (11%/10%/11%)	1% (1%/2%/2%)
Challenging	Neutral	Not Challenging
85% (87%/86%/85%)	13% (12%/12%/13%)	2% (1%/2%/3%)
Sensitive	Neutral	Indifferent
84% (82%/83%/80%)	14% (16%/15%/17%)	2% (2%/2%/3%)
The Right Size	Neutral	Too Large
82% (84%/83%/79%)	13% (12%/13%/15%)	5% (4%/4%/5%)
Integrated	Neutral	Fragmented
72% (73%/68%/70%)	24% (23%/24%/26%)	4% (4%/8%/5%)
Traditional	Neutral	Experimental
63% (61%/63%/63%)	31% (33%/30%/29%)	6% (6%/7%/8%)
Diverse	Neutral	Not Diverse
53% (55%)	30% (29%)	17% (16%)

Table 24 Means of Learning About JMU Ranked as Most Important

Campus visits	41% (41%/39%/36%)
From relatives	18% (18%/21%/20%)
From friends	16% (18%/17%/19%)
From people at my high school	9% (10%/12%/13%)
From alumni(ac)	6% (7%/ 5%/ 5%)
From a representative of this university	4% (2%/ 2%/ 2%)
From JMU web-site	3% (2%/ 2%/ 3%)
From material I received in the mail	3% (2%/ 2%/ 2%)

Table 25 Studies Abroad Intentions

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

Table 26 Reasons Considered Very Important in Deciding to Attend JMU

JMU has a good academic reputation	78% (73%/75%/74%)
JMU offers a major of interest to me	74% (73%/71%/70%)
JMU has good extracurricular opportunities and social life	71% (72%/71%/65%)
Supportive atmosphere of JMU	71% (70%/71%/69%)
Appearance and setting of JMU	67% (66%/67%/65%)
Reputation of JMU's graduates obtaining desirable jobs	63% (59%/61%/60%)
Reputation of JMU's graduates attending top graduate schools	56% (52%/53%/53%)
Size of JMU	52% (52%/50%/51%)
Identify with fellow students	49% (51%/49%/48%)

Live on the campus	46% (47%/43%/45%)
Range and availability of student services	38% (35%/35%/36%)
Change in scenery or location	35% (38%/33%/36%)
JMU has low tuition	27% (26%/24%/25%)
Someone who had been here before advised me to attend	26% (26%/24%/26%)
Friend suggested attending	17% (20%/16%/16%)
Guidance counselor advised me	9% (10%/ 7%/ 8%)
Offered financial aid	9% (11%/ 8%/10%)
Relatives wanted me to come here	6% (7%/ 6%/ 5%)
Employer's suggestion	5% (4%/ 4%/ 5%)
JMU representative recruited me	4% (5%/ 3%/ 4%)
My teacher advised me	4% (7%/ 3%/ 3%)
Not accepted anywhere else	3% (3%/ 2%/ 4%)
To help retain my current employment	3% (2%/ 2%/ 2%)
I wanted to live at home	2% (2%/ 1%/ 1%)

Table 27 Reasons Considered Very Important in Deciding to Attend College

Learn more about the things that interest me	90% (89%/89%/88%)
Meet new and interesting people	85% (85%/85%/83%)
Be able to get a better job	80% (75%/81%/80%)
Be on my own and make my own decisions	79% (82%/81%/81%)
Gain a general education and appreciation of ideas	77% (80%/73%/76%)
Be able to make more money	61% (62%/59%/60%)
Prepare myself for graduate or professional school	60% (59%/60%/57%)
Make me a more cultured person	57% (62%/54%/58%)
Improve reading and study skills	48% (52%/46%/48%)
Developing a global awareness	45% (48%/45%/45%)
Enhance my social life	37% (48%/32%/34%)
Please my parents	22% (26%/25%/20%)
Meet my future spouse	9% (14%/ 6%/ 8%)
Do what my friends are doing	3% (5%/ 2%/ 4%)

Table 28 Areas Very Well Prepared from High School

Reading	69% (70%/69%/59%)
Composition	62% (63%/66%/66%)
Social Studies	62% (61%/65%/63%)
Science	51% (50%/52%/49%)
Mathematical skills	48% (48%/55%/51%)
Time management	45% (46%)
Computer skills	41% (41%/39%/36%)
Study habits	41% (43%/44%/44%)
Vocational skills	32% (37%/33%/29%)
Foreign languages	27% (29%/31%/29%)
Musical skills	27% (30%/32%/27%)
Artistic skills	26% (26%/28%/25%)

Table 29 Areas Very Active During High School

Organized athletics	58% (58%/58%/60%)
School and community service	50% (52%/49%/53%)
Part-time work	49% (52%/46%/47%)
Recreational sports	39% (42%/42%/41%)
Academic clubs	29% (28%/27%/26%)

Fine arts groups	27% (26%/30%/25%)
School spirit clubs (cheer-leaders, pep, drill, etc.)	26% (27%/22%/20%)
Religious clubs	22% (21%/21%/24%)
Publications	13% (13%/13%/13%)
Foreign Language / International Clubs	12% (15%/15%/14%)

Table 30 Need for Special Tutoring or Remedial Work

Mathematics	32% (30%/28%/25%)
Foreign language	23% (25%/20%/18%)
Science	14% (12%/10%/10%)
Writing	12% (15%)
English	7% (8%/ 9%/ 7%)
Social studies	4% (3%/ 4%/ 2%)
Reading	3% (5%/ 5%/ 3%)

Table 31 Political Preference

Middle-of-the-Road	40% (35%/38%/39%)
Liberal	31% (31%/34%/32%)
Conservative	28% (34%/28%/29%)

Table 32 Probable Reaction to a Student Cheating

I would express my concern only to the student I discovered cheating	31% (29%/33%/33%)
I would speak to the appropriate teacher or other authority without naming names	25% (20%/26%/23%)
I would be disturbed but would do nothing	16% (18%/15%/13%)
I would be disturbed, but whether I took any action would depend on who the student was	15% (19%/15%/19%)
I would report the student to the appropriate teacher or other authority	10% (9%/ 8%/ 8%)
I would not be disturbed and would do nothing	4% (6%/ 3%/ 3%)

Table 33 Personal Values Indicated as *Very Important*

Friendship	92% (95%/93%/92%)
Fulfill myself as a person	92% (90%/93%/91%)
Education	91% (92%/92%/89%)
Honesty	89% (91%/91%/88%)
Family	87% (89%/88%/87%)
Love	80% (83%/82%/78%)
Doing things for others	78% (78%/72%/68%)
Creativity	64% (65%/63%/61%)
Living a clean, moral life	63% (63%/62%/65%)
Having children	54% (55%/50%/51%)
Work	52% (50%/48%/46%)
Religion	45% (42%/43%/42%)
Privacy	44% (49%/46%/46%)
Contributing to international understanding	42% (42%/38%/40%)
Contributing to societal change	42% (41%/40%/37%)
Money	42% (46%/41%/46%)
Patriotism	38% (43%/43%/47%)
Being close to nature	22% (23%/22%/22%)

Table 34 Accomplishments Indicated as *Essential*

Raising a family	57% (57%/54%/53%)
Helping others who are in difficulty	36% (34%/30%/33%)
Attending intercollegiate athletic events	31% (30%/23%/23%)
Receiving a liberal arts education that is of high quality and very diversified	31% (30%/31%/33%)
Being very well off financially	30% (34%/29%/30%)
Developing a global perspective	27% (25%/26%/25%)
Developing a meaningful philosophy of life	27% (30%/29%/29%)
Being admitted as a graduate student at a prestigious university	26% (26%/24%/23%)
Promoting racial understanding	23% (23%/22%/23%)
Becoming an authority in my field	21% (22%/22%/22%)
Being successful in a business of my own	19% (21%/17%/16%)
Obtaining recognition from my colleagues for contributions to my special field	18% (20%/19%/19%)
Keeping up to date with political affairs	17% (16%/15%/16%)
Influencing social values	13% (15%/13%/13%)
Participating in a community action program	12% (10%/10%/ 9%)
Having administrative responsibility for the work of others	10% (11%/11%/ 9%)
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	9% (11%/ 9 %/10%)
Becoming involved in programs to clean up the environment	6% (7%/ 4%/ 4%)
Contributing financially to JMU	6%
Creating artistic work (painting, sculpture, decorating, etc.)	6% (8%/ 7%/ 8%)
Influencing the political structure	5% (6%/ 5%/ 6%)
Writing original works (poems, novels, short stories, etc.)	5% (7%/ 6%/ 7%)
Making a theoretical contribution to science	4% (6%/ 4%/ 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	87% (86%)
Be challenged intellectually	79% (77%)
Find a job after graduation in the field for which you were trained	79% (72%/76%/74%)
Rely on my freshman advisor if I have academic questions	62% (58%)
Get a job to help pay college expenses	58% (54%/58%/56%)
Meet with alumni to discuss career	44%
Graduate with honors	39% (33%/38%/37%)
Become involved in volunteer activities	36% (36%/38%/40%)

Receive a broad liberal education in college	33% (31%/38%/38%)
Be elected to an academic honor society	18% (17%/22%/21%)
Change my major	17% (22%)
Need tutoring in some courses	12% (14%/11%/11%)
Play varsity sports	7% (8%/13%/14%)
Need extra time to complete your degree requirements	4% (4%/ 6%/ 5%)
Participate in student protests	4% (4%/ 8%/ 8%)
Struggle academically	3% (3%)
Work full-time while in college	3% (1%/ 5%/ 4%)
Drop out of this college temporarily (exclude transferring)	1% (0%/ 1%/ 1%)
Drop out permanently (exclude transferring)	0% (0%/ 0%/ 0%)

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

Cable Modem	47% (50%)
DSL-ADSL	32% (24%)
Dial-Up	18% (25%)
Do not use internet access from parent's home	1% (1%)
Satellite	1% (1%)
ISDN	0% (0%)

Table 37 Computer Usage on Campus

I will bring a laptop computer	76% (65%/51%/36%)
I will bring a computer but do not know what type	13% (18%/21%/26%)
I will bring a desktop computer	6% (12%/23%/33%)
I will bring a desktop and laptop computer	5% (4%/ 3%/ 4%)
I do not plan to bring a computer	1% (1%/ 1%/ 1%)

Table 38 Printer Needs on Campus

I will bring a printer to campus	81% (83%/85%/83%)
I will use a printer supplied in a lab	15% (12%/12%/11%)
I will use a friend's printer	4% (3%/ 2%/ 4%)
I do not need a printer	1% (2%/ 1%/ 2%)

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

Enthusiastic about JMU	90% (91%)
Happy to be at JMU	90% (90%)
See myself as a member of the JMU community	80% (72%)
Believe JMU is one of the best schools in the nation	76% (79%)
Sense of belonging	76% (78%)
Feel a part of the JMU community	70% (72%)

Table 40 Student Interactions With Others Percentage of Respondents Who Agree That the Statement Describes How They Interact With Others

In getting to know someone, I like knowing both how he/she differs from me and is similar to me.	89%
I can best understand someone after I get to know	

how he/she is both similar and different from me.	85%
Knowing about different experiences of other people helps me understand my own problems better.	83%
Persons with disabilities can teach me things that I could not learn elsewhere.	75%
I am interested in learning about the many cultures that have existed in this world.	71%
Knowing how a person differs from me greatly enhances our friendship.	64%
It is very important that a friend agrees with me on most issues.	56%
I attend events where I might get to know people from different racial backgrounds.	52%
I would like to join an organization that emphasizes getting to know people from different countries.	48%
I would like to go to dances that feature music from other countries.	41%
I often listen to the music of other cultures.	34%
I am only at ease with people of my own race.	12%
Getting to know someone of another race is generally an uncomfortable experience for me.	11%
I often feel irritated by persons of a different race.	10%
It's really hard for me to feel close to a person from another race.	10%

Table 41 Confidence in Completing Tasks Percentage of Respondents Who Have Some Degree of Confidence of Achieving the Tasks While at JMU

Socialize with others you live with	97%
Get along with others you live with	96%
Divide space in your residence	94%
Make new friends at college	93%
Keep up to date with your schoolwork	92%
Divide chores with others you live with	91%
Take good class notes	91%
Ask a professor a question	90%
Research a term paper	90%
Write course papers	89%
Talk to your professors	88%
Talk to university staff	87%
Understand your textbooks	87%
Do well on your exams	85%
Join a student organization	85%
Manage time effectively	83%
Participate in class discussions	78%
Ask a question in class	75%
Join an intramural sports team	73%
Get a date when you want one	72%

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.

