

STUDENT AFFAIRS AND UNIVERSITY PLANNING

STUDENT DEVELOPMENT NEWS
FIRST YEAR SURVEY
Volume 32, Number 1
September 2009

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.

There were three 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. 3993 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 2009 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. Nearly three out of four of this year's respondents plan to pursue a degree beyond the baccalaureate (Table 7). Seventy-two percent of the students reported their fathers have obtained at least one college degree, while, seventy-one percent 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 35). Three-fourths or more of this year's survey respondents said they feel that the following are very important: friendship, education, fulfilling oneself as a person, family, honesty and doing things for others. Patriotism was reported as an important value by thirty-two percent of the respondents, down from forty-seven percent in 2003. Females were more likely to value friendship, family, doing things for others, love and having children. Men were more likely to value money and patriotism.

Respondents were also asked to indicate their political preferences (Table 33). Thirty-five percent of the respondents indicated a liberal preference while thirty-three and thirty-two percent reported middle-of-the-road and conservative preferences, respectively. Racial minorities were more likely than Caucasians to report being liberal.

ACCOMPLISHMENTS SEEN AS ESSENTIAL

Almost 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; being admitted as a graduate student at a prestigious university; and attending intercollegiate athletic events are essential (Table 36). Female students indicated more often than male students that the following are essential accomplishments: helping others who are in difficulty; receiving a liberal arts education that is of high quality and diversified; and participating in a community action program. Male students indicated more often that the following were essential: being well off financially; being admitted to a prestigious graduate program; 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.

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 learn more about the things that interest them; to meet new and interesting people; to be on their own and make their own decisions; to be able to get a better job; and to gain a general education and appreciation of ideas (Table 29). Males responded more often than women that the following were reasons in deciding to attend college: to be able to make more money; to be able to get a better job; and to enhance their social life. Women respondents said more often than men that to improve reading and study skills; to prepare themselves for graduate or professional school; and make themselves into a more cultured person were very important reasons.

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

The good academic standing and major interest were cited as important reasons by three-fourths of the incoming first-year students. More than two-thirds stated that the good extracurricular opportunities and social life; the supportive atmosphere; the reputation of JMU's graduates obtaining desirable jobs; and the appearance and setting were very important in their decision to attend JMU (Table 28). One-half or more of the respondents said that the reputation of JMU's graduates attending top graduate schools, identifying with fellow students and the size of JMU were very important in their decision to attend JMU.

Ninety percent or more of the respondents view JMU as friendly, good, supportive, progressive, and open and accessible (Table 25). Campus visits remain the most important means for learning about JMU (Table 26).

More than three-quarters of this year's incoming first-year students said JMU was their first choice (Table 13). This percentage is slightly higher than percentages in past surveys. Greater than two-thirds of the students with reported SAT scores of 1300 or more stated 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, and social sciences (Table 30). Females said more often than males that they were very well prepared in composition, reading, foreign languages, and time management.

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 32). Approximately one in three students said they feel they will need special help in mathematics and one quarter in 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 and school and community service. (Table 31). 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 23). Nearly one-half of this year's respondents said they hold a social philosophy of higher education where extracurricular activities, group parties, athletics, social life, rewarding friendships and loyalty to college traditions are emphasized and are viewed as important and necessary for the cultivation of the well-rounded person. Occupational training and/or scholarly endeavor are less important though not ignored. Forty-two percent of the respondents have a vocational philosophy. Women are more likely to have a vocational philosophy.

STUDENTS PROBABLE REACTION TO A STUDENT CHEATING

Slightly 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 34). Less than one-fourth of the students said they would speak to the appropriate teacher or other authority without naming names. Nineteen 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 be disturbed, but their action would depend on the who the student was. 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 37). Nearly ninety percent of the respondents indicated that they expect to be happy with their choice to attend JMU.

Listed in the following tables are summaries of data collected in 2009 (2008, 2007 and 2006 figures, where available, are in parentheses).

For more information about this survey, please contact the Office of Institutional Research, 540.568.6830.

Table 1	Gender of the Respondents
	2009(2008/2007/2006)
Females	63%(61%/63%/67%)
Males	36%(39%/37%/33%)

Table 2	Age of the Respondents
	2009(2008/2007/2006)
17 years or younger	8%(11%/10%/10%)
18 years	85%(84%/83%/84%)
19 years	4%(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 the Respondents
	2009(2008/2007/2006)
Caucasian-American/White	85%(84%/87%/86%)
Asian/Pacific Islander	6%(6%/ 5%/ 5%)
African-American/Black	3%(3%/ 3%/ 4%)
Latino	2%(3%/ 2%/ 2%)
Other	1%(2%/ 1%/ 2%)
Multiracial	1%(2%/ 2%/ 1%)
Native American	0%(0%/ 0%/ 0%)

Table 4	Region of Current Family Residence
	2009(2008/2007/2006)
Outside Virginia	32%(32%/35%/33%)
Northern Virginia	29%(29%/27%/25%)
Piedmont Area	13%(15%/14%/15%)
Tidewater Area	13%(14%/12%/14%)
Shenandoah Valley	4%(5%/ 6%/ 6%)
Southwest Virginia	3%(4%/ 4%/ 6%)
Outside the United States	1%(1%/ 1%/ 1%)

Table 5	Religious Preference
	2009(2008/2007/2006)
Catholic	32%(30%/31%/29%)
Protestant	26%(27%/28%/30%)
No religious preference	23%(25%/22%/21%)
Other religion	13%(14%/16%/17%)
Jewish	2%(3%/ 3%/ 3%)
Hindu	0%(0%/ 0%/ 0%)
Islam	0%(1%/ 1%/ 0%)

Table 6	Percentage of Costs of Attending JMU Paid Directly by the Student and His/Her Family
	2009(2008/2007/2006)
80-100 of the total costs	60%(63%/64%/63%)
60-79 of the total costs	10%(10%/9%/ 11%)
40-59 of the total costs	9%(9%/9%/ 9%)
20-39 of the total costs	8%(6%/7%/ 7%)
0-19 of the total costs	13%(12%/12%/11%)

Table 7	Highest Academic Degree Respondents Intend to Obtain
	2009(2008/2007/2006)
Masters degree	49%(47%/49%/48%)
Baccalaureate degree	26%(27%/25%/25%)
Professional degree e.g., medicine, law, theology	13%(13%/13%/14%)
Doctoral degree e.g., Ph.D., Ed.D., D.B.A.	11%(11%/12%/13%)
Specialist degree e.g., Ed.S.	1%(1%/ 1%/ 1%)
Not a degree seeking student	0%(0%/ 0%/ 0%)

Table 8	Father's Highest Level of Education
	2009(2008/2007/2006)
Some high school or less	2%(3%/ 2%/ 3%)
High school graduate	12%(12%/12%/13%)
Post-secondary school other than college	2%(3%/ 6%/ 3%)
Some college	12%(12%/13%/14%)
College degree	36%(37%/38%/33%)
Some graduate school	3%(3%/ 3%/ 3%)
Graduate degree	26%(24%/23%/24%)
Doctoral degree	7%(6%/ 6%/ 7%)

Table 9	Mother's Highest Level of Education
	2009(2008/2007/2006)
Some high school or less	1%(2%/ 2%/ 2%)
High school graduate	12%(12%/14%/13%)
Post-secondary school other than college	3%(3%/ 3%/ 3%)
Some college	13%(14%/15%/16%)
College degree	44%(41%/41%/40%)
Some graduate school	4%(5%/ 4%/ 4%)
Graduate degree	20%(20%/20%/20%)
Doctoral degree	3%(2%/ 2%/ 2%)

Table 10	Average Grade in High School	
	2009(2008/2007/2006)	
A or A+	20%(20%/21%/23%)	
A-	35%(31%/32%/32%)	
B+	34%(34%/34%/33%)	
B	10%(14%/12%/11%)	
B-	1%(1%/ 1%/ 1%)	
C+	0%(0%/ 0%/ 0%)	
C	0%(0%/ 0%/ 0%)	

Table 11	Approximate High School Rank in Graduating Class	
	2009(2008/2007/2006)	
Top twenty-five percent	52%(51%/54%/52%)	
Top ten percent	28%(29%/29%/32%)	
Top fifty percent	20%(19%/17%/15%)	
Bottom fifty percent	1%(1%/1%/ 1%)	

Table 12	Combined SAT Scores Reported	
	2009(2008/2007/2006)	
1300 or more	14%(15%/13%/13%)	
1200 to 1299	25%(25%/23%/24%)	
1100 to 1199	34%(36%/36%/35%)	
1000 to 1099	19%(19%/21%/22%)	
900 to 999	5%(4%/ 6%/ 4%)	
800 to 899	1%(0%/ 1%/ 1%)	
799 or less	0%(0%/ 0%/ 0%)	
Did not take SAT	2%(1%/ 1%/ 1%)	

Table 13	JMU as Choice Among Other Colleges	
	2009(2008/2007/2006)	
First Choice	79%(73%/74%/74%)	
Second Choice	18%(22%/21%/21%)	
Third Choice	3%(5%/ 4%/ 5%)	

Table 14	Intended college derived from intended major	
	2009(2008/2007/2006)	
College of Arts and Letters	18%(18%/17%/ ----)	
College of Integrated Science and Technology	24%(20%/20%/ ----)	
College of Business	20%(23%/26%/ ----)	
College of Visual and Performing Arts	5%(6%/ 5%/ ----)	
College of Science and Math	8%(8%/ 7%/ ----)	
College of Education	4%(4%/ 4%/ ----)	
Cross Disciplinary	3%(2%/ 2%/ ----)	

Pre-Health	7%(6%/ 0%/ ----)
Other	9%(10%/10%/ ----)
College of Engineering	3%(3%/ ----/ ----)

Table 15	Number of Other Colleges – Applied	
	2009(2008/2007/2006)	
None	3%(3%/ 4%/ 5%)	
One	7%(7%/ 8%/10%)	
Two	13%(13%/16%/16%)	
Three	18%(19%/18%/19%)	
Four	16%(18%/17%/16%)	
Five	15%(13%/14%/13%)	
Six or more	28%(26%/23%/21%)	

Table 16	Number of Other Colleges – Accepted	
	2009(2008/2007/2006)	
None	5%(6%/ 7%/ 8%)	
One	13%(14%/16%/17%)	
Two	21%(21%/21%/23%)	
Three	20%(22%/21%/20%)	
Four	16%(16%/16%/15%)	
Five	11%(10%/ 9%/ 7%)	
Six or more	14%(11%/10%/10%)	

Table 17	Anticipated Education Minors	
	2009(2008/2007/2006)	
Secondary Education grades 6-12	5%(6%/ 5%/ 6%)	
Elementary Education grades PK-6	5%(4%/ 3%/ 5%)	
Physical and Health Education	3%(2%/ 2%/ 3%)	
Music Education	2%(3%/ 2%/ 2%)	
Special Education	1%(1%/ 1%/ 2%)	
Art Education	1%(1%/ 1%/ 1%)	
Early Childhood Education grades PK-3	1%(2%/ 2%/ 1%)	
Middle Education grades 6-8	0%(0%/ 0%/ 0%)	
Do not plan to pursue a career in Education	79%(80%/81%/82%)	
Other teaching areas	1%(1%/ 1%/ ----)	
Other education fields	2%(1%/ 2%/ ----)	

Table 18	Disability Reported Frequencies, Not Percentages	
	2009(08/07/06)	
ADD/ADHD	117(95/76/83)	
Blind/low vision	9(5/ 4/11)	
Chronic illness diabetes, asthma, etc	22(27/ 20/11)	

Deaf/Hard of hearing	4(6/ 6/22)
Learning disability	35(32/ 33/ 9)
Mobility impairment	2(0/ 3/25)
Orthopedic impairment	3(2/ 2/ 5)
Other	42(42/ 30/32)
Psychiatric/Emotional disability	12(8/ 3/ 5)
Spinal cord injury	2(0/ 0/ 7)
Speech disorder	5(---/ ---/---)

Table 19 **Provided Documentation and Plans to Seek Disability Accommodations from the Office of Disability Services**

	2009(2008/ 2007/ 2006)
I do NOT plan to submit documentation	77%(72%/73%/71%)
I have not checked and am not sure what to do	10%(15%/ 8%/ 9%)
My parent is handling everything	10%(10%/12%/14%)
Checked with ODS	4%(4%/ ---%/ ---%)

Table 20 **Plan to Request Services and Accommodations from the Office of Disability Services**

	2009(2008/ 2007/ 2006)
Undecided	10%(65%/74%/60%)
Extended time for exams	2%(13%/ 9%/20%)
Learning Resource Center services	2%(2%/ 9%/ 1%)
Other	1%(5%/ 2%/11%)
Reduced exam distraction	1%(3%/ 2%/ 2%)
Alternate text formats	0%(2%/ 1%/ 1%)
Assistive technology	0%(0%/ 0%/ 1%)
Captioning in the classroom	0%(0%/ 1%/ 0%)
Learning strategies instruction	0%(9%/ 2%/ 2%)
Physical accessibility of classrooms/residence halls	0%(1%/ 1%/ 2%)

Table 21 **Other Schools to Which Respondents Applied**

	2009(2008/ 2007/ 2006)
Virginia Tech	35%(34%/35%/32%)
George Mason University	22%(21%/23%/16%)
Christopher Newport University	20%(18%/15%/17%)
University of Virginia	18%(20%/21%/18%)
Virginia Commonwealth University	14%(14%/10%/ 9%)
University of Delaware	12%(11%/12%/12%)
College of William & Mary	11%(11%/11%/10%)
No other schools	11%(8%/ 9%/12%)
University of Maryland – College Park	10%(6%/ 5%/ 6%)
Penn State University	9%(8%/ 8%/ 6%)

Radford University	8%(10%/10%/ 7%)
Longwood College	7%(7%/ 6%/ 6%)
Old Dominion University	7%(7%/ 6%/ 6%)
Towson University	7%(6%/ 6%/ 5%)
University of Mary Washington	7%(9%/ 9%/10%)
Elon University	4%(6%/ 8%/ 7%)
University of North Carolina - Chapel Hill	3%(3%/ 3%/ 4%)
University of North Carolina – Wilmington	3%(4%/ 4%/ 3%)
University of Richmond	3%(3%/ 3%/ 2%)

Table 22 **Other Schools to Which Respondents Accepted**

	2009(2008/ 2007/ 2006)
George Mason University	21%(20%/23%/16%)
Christopher Newport University	19%(17%/14%/14%)
Virginia Tech	15%(19%/23%/22%)
Virginia Commonwealth University	13%(14%/10%/ 9%)
University of Maryland – College Park	9%(3%/ 4%/ 4%)
Radford University	8%(10%/10%/ 7%)
Old Dominion University	7%(6%/ 5%/ 6%)
Penn State University	7%(6%/ 7%/ 6%)
Longwood College	6%(7%/ 6%/ 6%)
Towson University	6%(6%/ 6%/ 5%)
University of Delaware	6%(5%/ 6%/ 6%)
University of Mary Washington	3%(8%/ 8%/ 9%)
Elon University	2%(2%/ 3%/ 2%)
University of North Carolina – Wilmington	2%(2%/ 3%/ 2%)
College of William & Mary	1%(0%/ 1%/ 0%)
University of Richmond	1%(1%/ 1%/ 1%)
University of Virginia	1%(1%/ 2%/ 1%)
University of North Carolina - Chapel Hill	0%(0%/ 0%/ 0%)

Table 23 **Philosophy of Education**

	2009(2008/ 2007/ 2006)
Social philosophy social life and loyalty to college emphasized	45%(40%/46%/47%)
Vocational philosophy education viewed as essentially preparation for an occupation	42%(44%/44%/40%)
Intellectual philosophy emphasis on scholarly pursuit of knowledge	8%(10%/ 6%/ 8%)
Artistic philosophy emphasis on ideas, art forms, individuality	6%(7%/ 5%/ 5%)

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

Table 24

	2009 (2008/ 2007/ 2006)
Development of academic scholarly/intellectual qualities	65%(66%/62%/66%)
Personal growth/self-awareness	65%(60%/62%/65%)
Relationships with other students, student groups and activities	64%(60%/65%/70%)
Personal development as citizen	48%(46%/51%/49%)
Personal relevance and practical value of your courses	46%(39%/50%/54%)
Development of esthetic, expressive, and creative qualities	41%(40%/44%/46%)
Development of vocational and occupational competencies	37%(38%/43%/43%)
Being critical, evaluative and analytical	36%(35%/40%/42%)

Table 25

Student Perceptions of JMU

	2009(2008/2007)	
Friendly	Neutral	Cold
97%(97%/97%)	3%(3%/1%)	1%(1%/0%)
Good	Neutral	Bad
96%(96%/95%)	4%(4%/3%)	1%(1%/0%)
Supportive	Neutral	Non-Supportive
94%(94%/94%)	6%(5%/5%)	1%(1%/1%)
Open and Accessible	Neutral	Closed and Inaccessible
92%(92%/92%)	6%(7%/7%)	2%(1%/1%)
Progressive	Neutral	Regressive
91%(91%/91%)	8%(8%/6%)	1%(1%/0%)
Emotionally Healthy	Neutral	Causing Anxiety & Frustration
87%(87%/87%)	12%(12%/11%)	1%(1%/0%)
Intellectual	Neutral	Nonintellectual
87%(87%/88%)	12%(11%/11%)	1%(2%/1%)
Flexible	Neutral	Rigid
87%(85%/90%)	12%(14%/11%)	1%(1%/1%)
Challenging	Neutral	Not Challenging
85%(87%/85%)	13%(12%/11%)	2%(1%/2%)
Right Size	Neutral	Too Large
84%(84%/82%)	11%(12%/14%)	5%(5%/4%)
Sensitive	Neutral	Indifferent
79%(78%/84%)	19%(19%/19%)	2%(2%/1%)
Integrated	Neutral	Fragmented
74%(74%/72%)	22%(22%/23%)	4%(3%/2%)
Traditional	Neutral	Experimental
60%(57%/63%)	33%(34%/36%)	7%(9%/7%)
Diverse	Neutral	Not Diverse
58%(55%/53%)	24%(26%/30%)	18%(19%/16%)

Table 26

Means of Learning About JMU Ranked as Most Important

	2009 (2008/ 2007/ 2006)
Campus visits	43%(43%/44%/ 41%)
From relatives	21%(20%/19%/ 18%)
From friends	16%(16%/16%/ 16%)
From people at my high school	9%(8%/ 9%/ 9%)
From alumni	5%(5%/ 6%/ 6%)
From JMU web-site	4%(4%/ 3%/ 3%)
From a representative of this university	3%(3%/ 2%/ 4%)
From material I received in the mail	1%(1%/ 2%/ 3%)

Table 27

Studies Abroad Intentions

	2009 (2008/ 2007/ 2006)
I plan to attend a JMU Studies Abroad Program	57%(54%/ 55%/ 50%)
I do not plan to study abroad	39%(40%/39%/ 45%)
I plan to pursue an international internship	3%(5%/ 5%/ 3%)
I plan to attend a foreign university with an international exchange program	1%(2%/ 2%/ 2%)

Table 28

Reasons Considered Very Important in Deciding to Attend JMU

	2009 (2008/ 2007/ 2006)
JMU offers a major of interest to me	75%(75%/69%/ 74%)
JMU has a good academic reputation	75%(74%/77%/ 78%)
Supportive atmosphere of JMU	74%(71%/71%/ 71%)
JMU has good extracurricular opportunities and social life	73%(71%/70%/ 71%)
Appearance and setting of JMU	70%(69%/68%/ 67%)
Reputation of JMU's graduates obtaining desirable jobs	64%(62%/61%/ 63%)
Reputation of JMU's graduates attending top graduate schools	55%(53%/52%/ 56%)
Identify with fellow students	52%(50%/49%/ 49%)
Size of JMU	51%(50%/46%/ 52%)
Live on the campus	50%(46%/46%/ 46%)
Change in scenery or location	35%(36%/33%/ 35%)
Range and availability of student services	34%(35%/31%/ 38%)
JMU has low tuition	31%(26%/27%/ 27%)
Someone who had been here before advised me to attend	26%(26%/28%/ 26%)
Friend suggested attending	21%(22%/20%/ 17%)
Offered financial aid	14%(12%/11%/ 9%)
Relatives wanted me to come here	10%(9%/10%/ 6%)
Guidance counselor advised me	7%(8%/ 8%/ 9%)

Employers suggestion	5%(5%/ 5%/ 5%)
My teacher advised me	4%(5%/ 5%/ 4%)
JMU representative recruited me	3%(3%/ 3%/ 4%)
Not accepted anywhere else	2%(3%/ 3%/ 3%)
To help retain my current employment	2%(2%/ 3%/ 3%)
I wanted to live at home	1%(1%/ 1%/ 2%)

Table 29 **Reasons Considered Very Important in Deciding to Attend College**

	2009 (2008/ 2007/ 2006)
Learn more about the things that interest me	86%(89%/ 88%/ 90%)
Meet new and interesting people	83%(85%/ 87%/ 85%)
Be on my own and make my own decisions	79%(79%/ 81%/ 79%)
Be able to get a better job	79%(79%/ 78%/ 80%)
Gain a general education and appreciation of ideas	75%(75%/ 76%/ 77%)
Be able to make more money	63%(62%/ 64%/ 61%)
Prepare myself for graduate or professional school	56%(58%/ 61%/ 60%)
Make me a more cultured person	54%(61%/ 62%/ 57%)
Developing a global awareness	41%(45%/ 45%/ 45%)
Improve reading and study skills	40%(44%/ 48%/ 48%)
Enhance my social life	38%(39%/ 44%/ 37%)
Please my parents	27%(25%/ 27%/ 22%)
Meet my future spouse	10%(8%/ 12%/ 9%)
Do what my friends are doing	2%(4%/ 4%/ 3%)

Table 30 **Areas Very Well Prepared from High School**

	2009 (2008/ 2007/ 2006)
Reading	66%(62%/ 64%/ 69%)
Social Studies	58%(55%/ 62%/ 62%)
Composition	58%(55%/ 57%/ 62%)
Science	45%(44%/ 47%/ 51%)
Mathematical skills	44%(43%/ 47%/ 48%)
Time management	45%(41%/ 41%/ 45%)
Computer skills	41%(37%/ 40%/ 41%)
Study habits	41%(37%/ 40%/ 41%)
Vocational skills	33%(27%/ 34%/ 32%)
Musical skills	26%(25%/ 26%/ 27%)
Foreign languages	25%(24%/ 26%/ 27%)
Artistic skills	24%(24%/ 24%/ 26%)

Table 31 **Areas Very Active During High School**

	2009 (2008/ 2007/ 2006)
Organized athletics	62%(60%/ 56%/ 58%)
School and community service	51%(51%/ 53%/ 50%)
Part-time work	48%(46%/ 53%/ 49%)
Recreational sports	42%(45%/ 42%/ 39%)
School spirit clubs	24%(27%/ 27%/ 26%)
Fine arts groups	24%(26%/ 27%/ 27%)
Academic clubs	22%(20%/ 26%/ 29%)
Religious clubs	21%(20%/ 20%/ 22%)
Foreign Language/International Clubs	10%(12%/ 13%/ 12%)
Publications	10%(11%/ 12%/ 13%)

Table 32 **Need for Special Tutoring or Remedial Work**

	2009 (2008/ 2007/ 2006)
Mathematics	34%(34%/ 34%/ 32%)
Foreign language	23%(26%/ 25%/ 23%)
Science	15%(16%/ 14%/ 14%)
Writing	14%(15%/ 15%/ 12%)
English	7%(8%/ 8%/ 7%)
Reading	5%(7%/ 6%/ 3%)
Social studies	4%(6%/ 4%/ 4%)

Table 33 **Political Preference**

	2009 (2008/ 2007/ 2006)
Liberal	35%(35%/ 35%/ 31%)
Middle-of-the-Road	33%(36%/ 35%/ 40%)
Conservative	32%(29%/ 30%/ 28%)

Table 34 **Probable Reaction to a Student Cheating**

	2009 (2008/ 2007/ 2006)
I would express my concern only to the student I discovered cheating	30%(27%/ 33%/ 31%)
I would speak to the appropriate teacher or other authority without naming names	21%(21%/ 21%/ 25%)
I would be disturbed but would do nothing	19%(21%/ 17%/ 16%)
I would be disturbed, but whether I took any action would depend on who the student was	16%(18%/ 17%/ 15%)
I would report the student to the appropriate teacher or other authority	10%(9%/ 7%/ 10%)
I would not be disturbed and would do nothing	4%(5%/ 5%/ 4%)

Table 35 Personal Values Indicated as Very Important

	2009 (2008/ 2007/ 2006)
Friendship	91%(91%/94%/92%)
Education	91%(90%/93%/91%)
Fulfill myself as a person	90%(92%/91%/92%)
Family	88%(86%/89%/87%)
Honesty	86%(87%/90%/89%)
Doing things for others	77%(76%/79%/78%)
Love	71%(76%/81%/80%)
Creativity	57%(59%/61%/64%)
Living a clean, moral life	56%(57%/58%/63%)
Money	47%(46%/45%/42%)
Having children	46%(47%/53%/54%)
Privacy	41%(42%/41%/44%)
Work	39%(46%/43%/52%)
Contributing to societal change	37%(42%/43%/42%)
Religion	37%(37%/37%/45%)
Contributing to international understanding	33%(40%/40%/42%)
Patriotism	32%(35%/38%/38%)
Being close to nature	22%(26%/21%/22%)

Table 36 Accomplishments Indicated as Essential

	2009 (2008/ 2007/ 2006)
Raising a family	49%(45%/50%/57%)
Being very well off financially	39%(39%/39%/30%)
Helping others who are in difficulty	33%(33%/35%/36%)
Attending intercollegiate athletic events	29%(25%/28%/31%)
Receiving a liberal arts education that is of high quality and very diversified	28%(26%/30%/31%)
Developing a meaningful philosophy of life	27%(30%/29%/27%)
Being admitted as a graduate student at a prestigious university	27%(26%/28%/26%)
Becoming an authority in my field	24%(22%/18%/21%)
Developing a global perspective	23%(23%/24%/27%)
Obtaining recognition from my colleagues for contributions to my special field	19%(20%/20%/18%)
Promoting racial understanding	17%(16%/20%/23%)
Being successful in a business of my own	16%(19%/21%/19%)
Keeping up to date with political affairs	14%(13%/15%/17%)
Influencing social values	13%(11%/14%/13%)
Participating in a community action program	11%(9%/9%/12%)
Having administrative responsibility for the work of others	8%(9%/11%/10%)

Becoming accomplished in one of the performing arts acting, dancing, etc.	8%(9%/9%/9%)
Becoming involved in programs to clean up the environment	8%(9%/8%/6%)
Contributing financially to JMU	6%(5%/5%/6%)
Creating artistic work painting, sculpture, decorating, etc.	5%(6%/6%/6%)
Writing original works poems, novels, short stories, etc.	5%(6%/5%/5%)
Influencing the political structure	5%(5%/6%/5%)
Making a theoretical contribution to science	4%(4%/4%/4%)

Table 37 Anticipated Outcomes (Percentage of Respondents Who Feel There is a Very Good Chance They Will Do Each of the Following)

	2009 (2008/ 2007/ 2006)
Be happy with my choice to attend JMU	88%(86%/86%/87%)
Find a job after graduation in the field for which you were trained	78%(80%/76%/79%)
Be challenged intellectually	77%(79%/80%/79%)
Get a job to help pay college expenses	53%(55%/54%/58%)
Meet with alumni to discuss career	47%(43%/47%/44%)
Rely on my freshman advisor if I have academic questions	48%(42%/48%/62%)
Become involved in volunteer activities	42%(39%/41%/36%)
Receive a broad liberal education in college	32%(29%/32%/33%)
Graduate with honors	31%(27%/28%/39%)
Change my major	17%(14%/20%/17%)
Need tutoring in some courses	12%(13%/11%/12%)
Be elected to an academic honor society	11%(12%/11%/18%)
Play varsity sports	6%(6%/6%/7%)
Participate in student protests	4%(5%/6%/4%)
Struggle academically	3%(5%/3%/3%)
Need extra time to complete your degree requirements	3%(2%/3%/4%)
Work full-time while in college	3%(2%/2%/3%)
Drop out of this college temporarily exclude transferring	0%(1%/0%/1%)
Drop out permanently exclude transferring	0%(0%/0%/0%)

Table 38 Type of Internet Access Utilized from Parents Home

	2009 (2008/ 2007/ 2006)
Cable Modem	56%(51%/50%/47%)
DSL-ADSL	36%(40%/38%/32%)

Dial-Up	3%(6%/10%/ 18%)
Satellite	3%(2%/ 1%/ 1%)
Do not use internet access from parent's home	1%(1%/ 1%/ 1%)
ISDN	1%(1%/ 0%/ 0%)

Table 39 Computer Usage on Campus
2009 (2008/ 2007/ 2006)

I will bring a laptop computer or tablet computer	91%(87%/85%/ 76%)
I will bring a computer but do not know what type	4%(7%/ 9%/13%)
I will bring a desktop and laptop computer or tablet computer	3%(3%/ 3%/ 5%)
I do not plan to bring a computer	1%(1%/ 1%/ 1%)
I will bring a desktop computer	1%(1%/ 3%/ 6%)

Table 40 Printer Needs on Campus
2009 (2008/ 2007/ 2006)

I will bring a printer to campus	69%(73%/78%/ 81%)
I will use a printer supplied in a lab	26%(23%/18%/ 15%)
I will use a friend's printer	4%(4%/ 4%/ 4%)
I do not need a printer	1%(1%/ 1%/ 1%)

Table 41 Sense of Belonging to JMU (Percentage of Respondents Who Agree to Some Extent on the Following)
2009 (2008/ 2007/ 2006)

Enthusiastic about JMU	93%(91%/92%/ 90%)
Happy to be at JMU	92%(91%/91%/ 90%)
See myself as a member of the JMU community	86%(85%/83%/ 80%)
Sense of belonging	81%(79%/77%/ 76%)
Believe JMU is one of the best schools in the nation	78%(78%/77%/ 76%)
Feel a part of the JMU community	78%(79%/77%/ 70%)

Table 42 Confidence in Completing Tasks (Percentage of Respondents Who Have Some Degree of Confidence of Achieving the Tasks While at JMU)
2009 (2008/ 2007/ 2006)

Ask a professor a question	82%(80%/83%/ 90%)
Talk to your professors	82%(80%/80%/ 88%)
Talk to university staff	75%(74%/80%/ 87%)
Participate in class discussions	69%(69%/69%/ 78%)
Ask a question in class	67%(67%/67%/ 75%)

Table 43 College Credit Hours Anticipated to be Earned in High School
2009 (2008/ 2007/ 2006)

1-3 hours	46%(49%/49%/ ----)
4-10 hours	32%(30%/31%/ ----)
11-20 hours	14%(15%/13%/ ----)
21-30 hours	4%(4%/ 4%/ ----)
31 or more hours	3%(3%/ 3%/ ----)

Table 44 Intended Number of Hours/Week in: Exercise/Conditioning Activities
2009 (2008/ 2007/ 2006)

0 hours	1%(1%/ 1%/ ----)
1-5 hours	35%(35%/35%/ ----)
6-10 hours	43%(40%/43%/ ----)
11-20 hours	16%(18%/17%/ ----)
21-30 hours	3%(4%/ 4%/ ----)
More than 30 hours	2%(2%/ 2%/ ----)

Extracurricular Activities

0 hours	1%(0%/ 1%/ ----)
1-5 hours	38%(37%/39%/ ----)
6-10 hours	37%(38%/39%/ ----)
11-20 hours	19%(19%/17%/ ----)
21-30 hours	4%(4%/ 4%/ ----)
More than 30 hours	2%(1%/ 1%/ ----)

Partying

0 hours	10%(10%/ 7%/ ----)
1-5 hours	50%(54%/47%/ ----)
6-10 hours	29%(26%/31%/ ----)
11-20 hours	9%(8%/13%/ ----)
21-30 hours	2%(1%/ 2%/ ----)
More than 30 hours	0%(0%/ 1%/ ----)

Studying and Other Activities Related to Class Assignments

0 hours	0%(0%/ 0%/ ----)
1-5 hours	3%(3%/ 3%/ ----)
6-10 hours	17%(19%/20%/ ----)
11-20 hours	42%(42%/44%/ ----)
21-30 hours	32%(29%/26%/ ----)
More than 30 hours	7%(7%/ 7%/ ----)

Table 45 Level of Excitement (Percentage of Students Who Are Most Excited About the Following)
2009 (2008/ 2007/ 2006)

Getting a degree so I can get the job-salary I want or get into the graduate	43%(42%/ ----/ ----)
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school I want	
Learning new things. Growing and developing as a student	39%(42%/ ----/ ----)
Getting involved in student organizations at JMU	18%(15%/ ----/ ----)
The parties and going out. Meeting people who know how to have fun	12%(11%/ ----/ ----)

Table 46 Personal Attitudes About the College Experience (Percentage of Respondents Who Agree to Some Extent on the Following)

	2009 (2008/ 2007/ 2006)
I am responsible for how well I do in class	95%(98%/ ----/ ----)
If I work hard in a class, I deserve a good grade	79%(77%/ ----/ ----)
If I read the textbook for a class, I deserve to do well on the test	52%(52%/ ----/ ----)
Because I did well academically in high school, I should do well academically in college	44%(43%/ ----/ ----)
Because I did well academically in high school, I should do well academically in college	44%(43%/ ----/ ----)
If a professor does not cover material in class, I should not be expected to learn it	35%(32%/ ----/ ----)
If I do not understand something in class, I should try to figure it out on my own	32%(34%/ ----/ ----)
Professors should not expect me to complete work or study for tests over school breaks	31%(32%/ ----/ ----)
I should be given the opportunity to make up a test, regardless of the reason for the absence	23%(22%/ ----/ ----)
I should not have to take classes that are not related to my major	22%(20%/ ----/ ----)
Professors should only lecture on material covered in the textbook and assigned readings	20%(23%/ ----/ ----)
I shouldn't have to come to my professors office hours to understand the material	19%(20%/ ----/ ----)
If I am struggling in a class, the professor should approach me and offer to help	19%(17%/ ----/ ----)
It is the professors responsibility to make it easy for me to succeed	15%(15%/ ----/ ----)
I shouldn't have to learn material that I don't see as relevant to my life	14%(17%/ ----/ ----)
I should be able to turn in assignments	7%(7%/ ----/ ----)

late without a penalty	
The professor is responsible for how well I do in class	7%(7%/ ----/ ----)
Because it is the professors job to help me learn, if I do not do well it is the professor's fault	6%(4%/ ----/ ----)
I am a product of my environment. Therefore, if I do poorly in class, it is not my fault	6%(4%/ ----/ ----)
If I cannot learn the material for a class from lecture alone, then it is the professor's fault when I fail the test	6%(4%/ ----/ ----)

Table 47 Number of Credit Cards

	2009 (2008/ 2007/ 2006)
0	88%(----/ ----/ ----)
1-3	10%(----/ ----/ ----)
4-6	1%(----/ ----/ ----)
7-10	0%(----/ ----/ ----)
More than 10	1%(----/ ----/ ----)

Table 48 Interest Rate on Credit Cards

	2009 (2008/ 2007/ 2006)
No credit card	91%(----/ ----/ ----)
I do not know	6%(----/ ----/ ----)
0%	2%(----/ ----/ ----)
1-5%	1%(----/ ----/ ----)
6-10%	1%(----/ ----/ ----)
11-20%	0%(----/ ----/ ----)
More than 20%	0%(----/ ----/ ----)

Table 49 How Often Entire Credit Card Balance is Paid

	2009 (2008/ 2007/ 2006)
I do not have a card	92%(----/ ----/ ----)
I always pay off	6%(----/ ----/ ----)
I never pay off the entire balance	1%(----/ ----/ ----)
I usually pay off	1%(----/ ----/ ----)
I occasionally pay off	0%(----/ ----/ ----)

Table 50 How Often Create Budget

	2009 (2008/ 2007/ 2006)
Regularly	31%(----/ ----/ ----)
Occasionally	38%(----/ ----/ ----)
Rarely	21%(----/ ----/ ----)
Never	10%(----/ ----/ ----)

Table 51	How Learned About Finances	2009 (2008/ 2007/ 2006)
Parents or guardian		95%(----/ ----/ ----)
Written materials		2%(----/ ----/ ----)
Another relative		1%(----/ ----/ ----)
Sibling(s)		1%(----/ ----/ ----)
Friends		1%(----/ ----/ ----)

Table 52	Have a Checking Account in Own Name	2009 (2008/ 2007/ 2006)
No checking account		52%(----/ ----/ ----)
Balance it monthly		21%(----/ ----/ ----)
Balance it occasionally		19%(----/ ----/ ----)
Never balance it		8%(----/ ----/ ----)

Table 53	How Competent to Manage Finances	2009 (2008/ 2007/ 2006)
Very competent		21%(----/ ----/ ----)
Competent		42%(----/ ----/ ----)
Somewhat competent		31%(----/ ----/ ----)
Not competent		6%(----/ ----/ ----)

Table 54	Area of Finance That is a Concern	2009 (2008/ 2007/ 2006)
Budgeting		30%(----/ ----/ ----)
Savings		28%(----/ ----/ ----)
Credit and loans		23%(----/ ----/ ----)
Housing – purchase		10%(----/ ----/ ----)
Housing – rental		5%(----/ ----/ ----)
Transportation		4%(----/ ----/ ----)

Table 55	Work This Coming Semester	2009 (2008/ 2007/ 2006)
I do not plan to work		48%(----/ ----/ ----)
1-5 hours a week		14%(----/ ----/ ----)
6-10 hours a week		22%(----/ ----/ ----)
11-20 hours a week		13%(----/ ----/ ----)
21-30 hours a week		3%(----/ ----/ ----)
More than 30 hours a week		0%(----/ ----/ ----)