

## 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 incoming students to complete the First Year Student 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. Demographic data were also requested. Responses were submitted electronically in May, June and July.

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. 3606 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 2011 FIRST YEAR STUDENTS SIMILAR TO RESPONSES FROM PAST RESPONDENTS

First year respondents to the survey continue to be academic achievers who hold traditional values. At least three out of four of this year's respondents plan to pursue a degree beyond the baccalaureate (Table 7). Seventy percent of the students reported that both their fathers and 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 more than three-fourths of the respondents reported combined SAT scores of 1100 or better (Table 12). Nearly 30% of this year's first year students also reported being in the top 10% 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, while only 5% more women reported that they were in the top 10% of their graduating class. 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 34). More than three-fourths of this year's survey respondents said they feel that the following are very important: education, fulfilling oneself as a person, friendship, family, honesty and doing things for others. Females were more likely to value honesty, doing things for others, love and family. Men were more likely to value money and patriotism.

Respondents were also asked to indicate their political preferences (Table 32). Thirty-five percent of the respondents indicated a middle-of-the-road preference, while thirty-three and 32% reported conservative and liberal preferences, respectively. Racial minorities were more likely than Caucasians to report being politically moderate.

## **ACCOMPLISHMENTS SEEN AS ESSENTIAL**

Almost one-half of the respondents report that raising a family is an essential accomplishment. More than 25% of the respondents 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; developing a global perspective; and attending intercollegiate athletic events are essential (Table 35). 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; participating in a community action program and raising a family. Male students indicated more often that the following were essential: keeping up to date with political affairs; being successful in a business of their own; and being well off financially.

## **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 28). Males responded more often than women that the following were reasons in deciding to attend college: to be able to make more money and to be able to get a better job. Women respondents said more often than men that to meet new and interesting people 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 offering of a major of interest was cited as an important reason by three-fourths of the incoming first-year students. Seventy percent or more stated that the supportive atmosphere; the good extracurricular opportunities and social life; the academic reputation; and the appearance and setting of the university were very important in their decision to attend JMU (Table 27). One-half or more of the respondents said that the reputation of JMU's graduates obtaining desirable jobs; the reputation of JMU's graduates attending top graduate schools; the ability to live on campus; the size of JMU; and identifying with fellow students were very important in their decision to attend JMU.

More than 90% of the respondents view JMU as friendly, good, supportive, progressive, and open and accessible (Table 24). Receiving high marks was their enthusiasm about JMU and their happiness about being at JMU (Table 41). Campus visits remain the most important means for learning about JMU (Table 25).

More than three-quarters of this year's incoming first-year students said JMU was their first choice (Table 13). More 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**

Like in previous years, more than one-half of this year's respondents report that they feel very well prepared from high school in the areas of reading, composition, and social sciences (Table 29). Females said more often than males that they were very well prepared in composition, foreign languages, study habits, artistic skills and time management. Males more often said they were very well prepared in science, computer skills, mathematics and social studies.

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 31). The number of respondents who indicated a need for special tutoring was significantly lower than previous years; 14% in mathematics and 10% in foreign language. Female students stated more often than male students that they feel they will need tutoring or remedial work in social studies 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 30). Female students stated more often than male students that they were very active in extra-curricular activities including part-time work, spirit clubs, and school and community service.

## **PHILOSOPHIES OF EDUCATION CHANGED**

Incoming freshmen were asked to indicate their own philosophies concerning the emphasis of higher education (Table 22). A shift in educational philosophy was noted as 49% of this year's respondents said they hold a vocational philosophy of education, which is viewed as preparation for an occupation. In previous years, the most selected philosophy was a social philosophy of higher education, where social life and loyalty to college emphasized, but this year it fell to 29%. Following at 16% was intellectual philosophy, where emphasis is placed on scholarly pursuit of knowledge. Seven percent of the respondents have an artistic philosophy viewed as having an emphasis on ideas, art forms, and individuality.

## **STUDENTS PROBABLE REACTION TO A STUDENT CHEATING**

Slightly less than 30% 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 33). Showing an increase from the previous year, approximately one-fourth of the students said they would speak to the appropriate teacher or other authority without naming names. Fifteen percent would be disturbed but would do nothing. Thirteen percent would report the student to the appropriate teacher or other authority. Female students stated more often than male students that they would express concern only to the student and that they would be disturbed, but their action would depend on who the student was.

## **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. Nearly 90% of the respondents indicated that they expect to be happy with their choice to attend JMU, while 75% expect to be challenged intellectually (Table 36). More than half of the students plan to attend a JMU Studies Abroad Program (Table 26).

Listed in the following tables are summaries of data collected in 2011 (2010, 2009 and 2008 figures, where available, are in parentheses).

For more information about this survey, please contact the Office of Institutional Research via phone, 540.568.6830, or email, [ask-oir@jmu.edu](mailto:ask-oir@jmu.edu).

<b>Table 1</b>	<b>Gender of the Respondents</b>
	2011 (2010/ 2009/ 2008)
Females	62%(62%/64%/61%)
Males	38%(38%/36%/39%)

<b>Table 2</b>	<b>Age of the Respondents</b>
	2011 (2010/ 2009/ 2008)
17 years or younger	10%( 9%/9%/ 11%)
18 years	85%(85%/86%/84%)
19 years	4%( 5%/5%/ 5%)
20 years	0%( 0%/0%/ 0%)
21 years	0%( 0%/0%/ 0%)
22 years or older	0%( 0%/0%/ 0%)

<b>Table 3</b>	<b>Race of the Respondents</b>
	2011 (2010/ 2009/ 2008)
Caucasian-American/White	85%(84%/85%/84%)
Asian/Pacific Islander	6%( 5%/6%/ 6%)
African-American/Black	4%( 4%/3%/ 3%)
Latino	3%( 3%/2%/ 3%)
Multiracial	2%( 2%/2%/ 2%)
Other	1%( 1%/1%/ 2%)
Native American	0%( 0%/0%/ 0%)

<b>Table 4</b>	<b>Region of Current Family Residence</b>
	2011 (2010/ 2009/ 2008)
Northern Virginia	30%(30%/30%/29%)
Outside Virginia	29%(29%/33%/32%)
Piedmont Area	15%(15%/14%/15%)
Tidewater Area	14%(14%/14%/14%)
Shenandoah Valley	6%( 6%/4%/ 5%)
Southwest Virginia	5%( 5%/4%/ 4%)
Outside the United States	1%( 1%/2%/ 1%)

<b>Table 5</b>	<b>Religious Preference</b>
	2011 (2010/ 2009/ 2008)
Catholic	31%(32%/33%/30%)
Protestant	26%(25%/26%/27%)
No religious preference	25%(25%/24%/25%)
Other religion	15%(14%/13%/14%)
Jewish	2%( 3%/3%/ 3%)
Islam	1%( 1%/1%/ 1%)
Hindu	0%( 0%/1%/ 0%)

<b>Table 6</b>	<b>Costs of Attending JMU Paid Directly by the Student and His/Her Family</b>
	2011 (2010/ 2009/ 2008)
80-100 % of the total costs	56%(57%/60%/63%)
60-79 % of the total costs	12%(11%/10%/10%)
40-59 % of the total costs	10%(10%/9%/ 9%)
20-39 % of the total costs	8%( 8%/8%/ 6%)
0-19 % of the total costs	14%(14%/13%/12%)

<b>Table 7</b>	<b>Highest Academic Degree Respondents Intend to Obtain</b>
	2011 (2010/ 2009/ 2008)
Master's degree	49%(49%/49%/47%)
Baccalaureate degree	26%(23%/26%/27%)
Doctoral degree e.g., Ph.D., Ed.D., D.B.A.	12%(12%/11%/11%)
Professional degree e.g., medicine, law, theology	12%(14%/13%/13%)
Specialist degree e.g., Ed.S.	1%( 1%/1%/ 1%)
Not a degree seeking student	0%( 0%/0%/ 0%)

<b>Table 8</b>	<b>Father's Highest Level of Education</b>
	2011 (2010/ 2009/ 2008)
Some high school or less	3%( 2%/2%/ 3%)
High school graduate	13%(12%/12%/12%)
Post-secondary school other than college	3%( 2%/2%/ 3%)
Some college	12%(12%/12%/12%)
College degree	36%(38%/36%/37%)
Some graduate school	3%( 3%/3%/ 3%)
Graduate degree	25%(24%/26%/24%)
Doctoral degree	6%( 6%/7%/ 6%)

<b>Table 9</b>	<b>Mother's Highest Level of Education</b>
	2011 (2010/ 2009/ 2008)
Some high school or less	2%( 2%/1%/ 2%)
High school graduate	11%(12%/12%/12%)
Post-secondary school other than college	3%( 3%/3%/ 3%)
Some college	14%(14%/13%/14%)
College degree	44%(43%/44%/41%)
Some graduate school	4%( 4%/4%/ 5%)
Graduate school	20%(21%/20%/20%)
Doctoral degree	2%( 2%/3%/ 2%)

<b>Table 10</b>	<b>Average Grade in High School</b>
	2011 (2010/ 2009/ 2008)
A or A+	21%(21%/20%/20%)
A-	38%(36%/35%/31%)
B+	32%(32%/34%/34%)
B	8%( 9%/10%/14%)
B-	0%( 1%/1%/ 1%)
C+	0%( 0%/0%/ 0%)
C	0%( 0%/0%/ 0%)

<b>Table 11</b>	<b>Approximate High School Rank in Graduating Class</b>
	2011 (2010/ 2009/ 2008)
Top 25%	52%(52%/52%/51%)
Top 10%	28%(28%/28%/29%)
Top 50%	19%(19%/20%/19%)
Bottom 50%	1%( 1%/1%/ 1%)

<b>Table 12</b>	<b>Combined SAT Scores Reported</b>
	2011 (2010/ 2009/ 2008)
1300 or more	18%(17%/14%/15%)
1200 to 1299	25%(25%/25%/25%)
1100 to 1199	34%(34%/34%/36%)
1000 to 1099	17%(17%/19%/19%)
900 to 999	4%( 4%/5%/ 4%)
800 to 899	1%( 1%/1%/ 0%)
799 or less	0%( 0%/0%/ 0%)
Did not take SAT	2%( 2%/2%/ 1%)

<b>Table 13</b>	<b>JMU as Choice Among Other Colleges</b>
	2011 (2010/ 2009/ 2008)
First Choice	78%(76%/79%/73%)
Second Choice	18%(20%/18%/22%)
Third Choice	4%( 4%/3%/ 5%)

<b>Table 14</b>	<b>Number of Other Colleges – Applied</b>
	2011 (2010/ 2009/ 2008)
None	4%( 3%/3%/ 3%)
One	7%( 7%/7%/ 7%)
Two	13%(13%/13%/13%)
Three	18%(17%/18%/19%)
Four	17%(17%/16%/18%)
Five	15%(15%/15%/13%)
Six or more	26%(27%/28%/26%)

<b>Table 15</b>	<b>Number of Other Colleges – Accepted</b>
	2011 (2010/ 2009/ 2008)
None	6%( 5%/5%/ 6%)
One	13%(13%/13%/14%)
Two	20%(19%/21%/21%)
Three	22%(21%/20%/22%)
Four	15%(16%/16%/16%)
Five	10%(10%/11%/10%)
Six or more	14%(15%/14%/11%)

<b>Table 16</b>	<b>Anticipated Education Minors</b>
	2011 (2010/ 2009/ 2008)
Do not plan to pursue a career in Education	79%(78%/79%/80%)
Secondary Education grades 6-12	4%( 6%/5%/ 6%)
Elementary Education grades PK-6	3%( 5%/5%/ 4%)
Physical and Health Education	3%( 3%/3%/ 2%)
Art Education	2%( 1%/1%/ 1%)
Music Education	2%( 3%/2%/ 3%)
Other education fields	2%( 2%/2%/ 1%)
Special Education	2%( 1%/1%/ 1%)
Early Childhood Education grades PK-3	1%( 1%/1%/ 2%)
Other teaching areas	1%( 1%/1%/ 1%)
Middle Education grades 6-8	0%( 1%/0%/ 0%)

<b>Table 17</b>	<b>Disability Reported Frequencies, Not Percentages</b>
	2011 (2010/ 2009/ 2008)
ADDADHD	108( 107/117/ 95)
Other	38( 25/42/ 42)
Chronic illness diabetes, asthma, etc	34( 22/22/ 27)
Learning disability	24( 28/35/ 32)
Blind/low vision	12( 8/9/ 5)
Psychiatric/Emotional disability	12( 5/12/ 8)
Speech disorder	4( 0/5/ 0)
Deaf/Hard of hearing	3( 11/4/ 6)
Orthopedic impairment	2( 2/3/ 2)
Mobility impairment	1( 0/2/ 0)
Spinal cord injury	0( 0/2/ 0)

<b>Table 18</b>	<b>Provided Documentation and Plans to Seek Disability Accommodations from the Office of Disability Services</b>
	2011 (2010/ 2009/ 2008)
I do NOT plan to submit documentation	76%(75%/77%/72%)



**Table 24****Student Perceptions of JMU**

	2011(2010/2009)	
Friendly	Neutral	Cold
97%(97%/97%)	3%( 2%/3%)	0%( 0%/1%)
Good	Neutral	Bad
96%(96%/96%)	3%( 4%/4%)	0%( 0%/1%)
Supportive	Neutral	Non-Supportive
94%(93%/94%)	6%( 6%/5%)	0%( 0%/1%)
Open and Accessible	Neutral	Closed and Inaccessible
93%(92%/92%)	7%( 7%/6%)	1%( 1%/2%)
Progressive	Neutral	Regressive
92%(92%/91%)	7%( 7%/8%)	1%( 1%/1%)
Emotionally Healthy	Neutral	Causing Anxiety & Frustration
90%(87%/87%)	10%(11%/12%)	1%( 1%/1%)
Intellectual	Neutral	Nonintellectual
89%(87%/87%)	10%(12%/12%)	2%( 2%/1%)
Challenging	Neutral	Not Challenging
86%(86%/85%)	12%(12%/13%)	1%( 1%/2%)
Flexible	Neutral	Rigid
86%(88%/87%)	13%(11%/12%)	1%( 1%/1%)
Right Size	Neutral	Too Large
82%(82%/84%)	13%(13%/11%)	5%( 5%/5%)
Sensitive	Neutral	Indifferent
81%(79%/79%)	17%(19%/19%)	2%( 2%/2%)
Integrated	Neutral	Fragmented
77%(74%/74%)	20%(23%/22%)	4%( 4%/4%)
Traditional	Neutral	Experimental
58%(59%/60%)	33%(33%/33%)	8%( 8%/7%)
Diverse	Neutral	Not Diverse
56%(58%/57%)	29%(26%/24%)	15%(15%/18%)

**Table 25****Means of Learning About JMU Ranked as Most Important**

	2011 (2010/ 2009/ 2008)
Campus visits	47%(45%/43%/ 43%)
Relatives	19%(20%/21%/ 20%)
Friends	14%(16%/16%/ 16%)
JMU web-site	6%( 4%/4%/ 4%)
People at my high school	6%( 7%/9%/ 8%)
Alumni	5%( 5%/5%/ 5%)
JMU representative	2%( 3%/3%/ 3%)
Material I received in the mail	1%( 1%/1%/ 1%)

**Table 26****Studies Abroad Intentions**

	2011 (2010/ 2009/ 2008)
I plan to attend a JMU Studies Abroad Program	55%(53%/57%/54%)
I do not plan to study abroad	40%(42%/39%/40%)

I plan to attend a foreign university with an international exchange program	3%( 2%/1%/ 2%)
I plan to pursue an international internship	3%( 3%/3%/ 5%)

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

	2011 (2010/ 2009/ 2008)
JMU offers a major of interest to me	75%(75%/75%/ 75%)
JMU has good extracurricular opportunities and social life	74%(72%/73%/ 71%)
Supportive atmosphere of JMU	74%(73%/74%/ 71%)
JMU has a good academic reputation	71%(73%/75%/ 74%)
Appearance and setting of JMU	70%(72%/70%/ 69%)
Reputation of JMU's graduates obtaining desirable jobs	63%(63%/64%/ 62%)
Reputation of JMU's graduates attending top graduate schools	53%(55%/55%/ 53%)
Live on the campus	52%(53%/50%/ 46%)
Size of JMU	52%(46%/51%/ 50%)
Identify with fellow students	51%(52%/52%/ 50%)
Range and availability of student services	36%(36%/34%/ 35%)
Change in scenery or location	35%(35%/35%/ 36%)
JMU has low tuition	27%(29%/31%/ 26%)
Someone who had been here before advised me to attend	25%(30%/26%/ 26%)
Friend suggested attending	21%(24%/21%/ 22%)
Offered financial aid	14%(16%/14%/ 12%)
Relatives wanted me to come here	10%(10%/10%/ 9%)
Guidance counselor advised me	7%( 9%/7%/ 8%)
Employers suggestion	5%( 6%/5%/ 5%)
My teacher advised me	3%( 4%/4%/ 5%)
JMU representative recruited me	2%( 4%/3%/ 3%)
Not accepted anywhere else	2%( 2%/2%/ 3%)
To help retain my current employment	2%( 3%/2%/ 2%)
I wanted to live at home	1%( 2%/1%/ 1%)

**Table 28****Reasons Considered Very Important in Deciding to Attend College**

	2011 (2010/ 2009/ 2008)
Learn more about the things that interest me	86%(88%/86%/ 89%)
Meet new and interesting people	82%(85%/83%/ 85%)
Be able to get a better job	81%(82%/79%/ 79%)
Be on my own and make my own decisions	79%(80%/79%/ 79%)

Gain a general education and appreciation of ideas	75%(77%/75%/75%)
Be able to make more money	66%(69%/63%/62%)
Prepare myself for graduate or professional school	63%(63%/56%/58%)
Make me a more cultured person	56%(57%/54%/61%)
Improve reading and study skills	48%(46%/40%/44%)
Developing a global awareness	47%(45%/41%/45%)
Enhance my social life	41%(42%/38%/39%)
Please my parents	27%(28%/27%/25%)
Meet my future spouse	11%(10%/10%/8%)
Do what my friends are doing	4%(4%/2%/4%)

**Table 29 Areas Very Well Prepared from High School**

	2011 (2010/ 2009/ 2008)
Reading	66%(66%/66%/62%)
Composition	59%(57%/58%/55%)
Social Studies	59%(63%/58%/55%)
Mathematical skills	48%(49%/44%/43%)
Science	46%(48%/45%/44%)
Time management	43%(40%/45%/41%)
Study habits	39%(36%/41%/37%)
Computer skills	35%(38%/41%/37%)
Vocational skills	34%(33%/33%/27%)
Foreign languages	28%(28%/25%/24%)
Musical skills	27%(26%/26%/25%)
Artistic skills	25%(23%/24%/24%)

**Table 30 Areas Very Active During High School**

	2011 (2010/ 2009/ 2008)
Organized athletics	60%(60%/62%/60%)
School and community service	51%(55%/51%/51%)
Part-time work	44%(44%/48%/46%)
Recreational sports	38%(46%/42%/45%)
Academic clubs	25%(25%/22%/20%)
Fine arts groups	25%(25%/24%/26%)
School spirit clubs: cheerleaders, pep, drill, etc.	25%(28%/24%/27%)
Religious clubs	21%(20%/21%/20%)
Foreign Language /International Clubs	13%(13%/10%/12%)
Publications	9%(10%/10%/11%)

**Table 31 Need for Special Tutoring or Remedial Work**

	2011 (2010/ 2009/ 2008)
Mathematics	14%(33%/34%/34%)

Foreign language	10%(25%/23%/26%)
Science	6%(15%/15%/16%)
Writing	5%(14%/14%/15%)
English	2%(6%/7%/8%)
Reading	2%(5%/5%/7%)
Social studies	2%(5%/4%/6%)

**Table 32**

Middle-of-the-Road
Conservative
Liberal

**Political Preference**

2011 (2010/ 2009/ 2008)
35%(36%/33%/36%)
33%(33%/32%/29%)
32%(31%/35%/35%)

**Table 33**

**Probable Reaction to a Student Cheating**

	2011 (2010/ 2009/ 2008)
I would express my concern only to the student I discovered cheating	29%(29%/30%/27%)
I would speak to the appropriate teacher or other authority without naming names	24%(18%/21%/21%)
I would be disturbed but would do nothing	15%(18%/16%/18%)
I would be disturbed, but whether I took any action would depend on who the student was	15%(20%/19%/21%)
I would report the student to the appropriate teacher or other authority	13%(10%/10%/9%)
I would not be disturbed and would do nothing	4%(5%/4%/5%)

**Table 34**

**Personal Values Indicated as Very Important**

	2011 (2010/ 2009/ 2008)
Education	91%(91%/91%/90%)
Fulfill myself as a person	91%(91%/90%/92%)
Friendship	90%(90%/91%/91%)
Family	89%(88%/88%/86%)
Honesty	88%(87%/86%/87%)
Doing things for others	79%(80%/77%/76%)
Love	73%(75%/71%/76%)
Creativity	61%(60%/57%/59%)
Living a clean, moral life	58%(61%/56%/57%)
Having children	51%(51%/46%/47%)
Money	49%(51%/47%/46%)
Privacy	47%(46%/41%/42%)
Work	46%(47%/39%/46%)
Contributing to societal change	43%(41%/37%/42%)

Religion	37%(36%/37%/37%)
Contributing to international understanding	35%(38%/33%/40%)
Patriotism	33%(34%/32%/35%)
Being close to nature	27%(25%/22%/26%)

**Table 35 Accomplishments Indicated as Essential**

	2011 (2010/ 2009/ 2008)
Raising a family	47%(47%/49%/45%)
Being very well off financially	41%(41%/39%/39%)
Helping others who are in difficulty	34%(34%/33%/33%)
Attending intercollegiate athletic events	32%(27%/29%/25%)
Receiving a liberal arts education that is of high quality and very diversified	30%(28%/28%/26%)
Being admitted as a graduate student at a prestigious university	28%(30%/27%/26%)
Developing a global perspective	26%(22%/23%/23%)
Developing a meaningful philosophy of life	26%(25%/27%/30%)
Becoming an authority in my field	21%(22%/24%/22%)
Promoting racial understanding	19%(16%/17%/16%)
Obtaining recognition from my colleagues for contributions to my special field	17%(20%/19%/20%)
Being successful in a business of my own	16%(17%/16%/19%)
Keeping up to date with political affairs	15%(12%/14%/13%)
Influencing social values	12%(13%/13%/11%)
Participating in a community action program	12%(10%/11%/9%)
Becoming accomplished in one of the performing arts acting, dancing, etc.	9%(9%/8%/9%)
Becoming involved in programs to clean up the environment	9%(8%/8%/9%)
Contributing financially to JMU	9%(7%/6%/5%)
Having administrative responsibility for the work of others	8%(10%/8%/9%)
Creating artistic work painting, sculpture, decorating, etc.	7%(4%/5%/6%)
Influencing the political structure	6%(6%/5%/5%)
Writing original works poems, novels, short stories, etc.	6%(4%/5%/6%)
Making a theoretical contribution to science	5%(5%/4%/4%)

**Table 36 Anticipated Outcomes (Percentage of Respondents Who Feel There is a Very Good Chance They Will Do Each of the Following)**

2011 (2010/ 2009/ 2008)

Be happy with my choice to attend JMU	87%(88%/88%/86%)
Be challenged intellectually	75%(80%/77%/79%)
Find a job after graduation in the field for which you were trained	72%(79%/78%/80%)
Get a job to help pay college expenses	55%(56%/53%/55%)
Rely on my freshman advisor if I have academic questions	50%(54%/48%/42%)
Become involved in volunteer activities	47%(48%/42%/39%)
Meet with alumni to discuss career	47%(48%/47%/43%)
Graduate with honors	30%(35%/31%/27%)
Receive a broad liberal education in college	29%(31%/32%/29%)
Change my major	14%(16%/17%/14%)
Need tutoring in some courses	13%(14%/12%/13%)
Be elected to an academic honor society	12%(15%/11%/12%)
Participate in student protests	4%(4%/4%/5%)
Play varsity sports	4%(7%/6%/6%)
Need extra time to complete your degree requirements	2%(2%/3%/2%)
Struggle academically	2%(3%/3%/5%)
Work full-time while in college	2%(2%/3%/2%)
Drop out of this college temporarily exclude transferring	0%(0%/0%/1%)
Drop out permanently exclude transferring	0%(0%/0%/0%)

**Table 37 Type of Internet Access Utilized from Parents' Home**

	2011 (2010/ 2009/ 2008)
Cable Modem	60%(61%/56%/51%)
DSL-ADSL	29%(30%/36%/40%)
Satellite	6%(5%/3%/2%)
ISDN	4%(1%/1%/1%)
Dial-Up	2%(2%/3%/6%)
Do not use internet access from parents' home	1%(1%/1%/1%)

**Table 38 Computer Usage on Campus**

	2011 (2010/ 2009/ 2008)
I will bring a laptop computer or tablet computer	93%(92%/91%/87%)
I will bring a computer but do not know what type	3%(4%/4%/7%)
I will bring a desktop and laptop computer or tablet computer	2%(2%/3%/3%)
I do not plan to bring a computer	1%(1%/1%/1%)
I will bring a desktop computer	1%(1%/1%/1%)

**Table 39**

	<b>Age of Computer</b>
	2011 (2010/ 2009/ 2008)
Purchased this summer	59%( ----/----/ ----)
One year old	19%( ----/----/ ----)
Two years old	11%( ----/----/ ----)
Older than two years	11%( ----/----/ ----)

**Table 40**

	<b>Printer Needs on Campus</b>
	2011 (2010/ 2009/ 2008)
I will bring a printer to campus	66%(67%/69%/ 73%)
I will use a printer supplied in a lab	29%(28%/26%/ 23%)
I will use a friend's printer	4%( 4%/4%/ 4%)
I do not need a printer	2%( 1%/1%/ 1%)

**Table 41 Sense of Belonging to JMU (Percentage of Respondents Who Agree to Some Extent on the Following)**

	2011 (2010/ 2009/ 2008)
Enthusiastic about JMU	91%(92%/93%/ 91%)
Happy to be at JMU	91%(90%/92%/ 91%)
See myself as a member of the JMU community	85%(85%/86%/ 85%)
Sense of belonging	82%(80%/81%/ 79%)
Feel a part of the JMU community	79%(78%/78%/ 79%)
Believe JMU is one of the best schools in the nation	77%(77%/78%/ 78%)

**Table 42 College Credit Hours Anticipated to be Earned in High School**

	2011 (2010/ 2009/ 2008)
1-3 hours	43%(45%/46%/ 49%)
4-10 hours	33%(32%/32%/ 30%)
11-20 hours	16%(15%/14%/ 15%)
21-30 hours	5%( 4%/4%/ 4%)
31 or more hours	3%( 4%/3%/ 3%)

**Table 43 Intended Number of Hours/Week in: Exercise/Conditioning Activities**

	2011 (2010/ 2009/ 2008)
0 hours	0%( 1%/1%/ 1%)
1-5 hours	34%(37%/35%/ 35%)
6-10 hours	43%(41%/43%/ 40%)
11-20 hours	17%(15%/16%/ 18%)

21-30 hours	4%( 4%/3%/ 4%)
More than 30 hours	2%( 2%/2%/ 2%)

**Extracurricular Activities**

0 hours	1%( 1%/1%/ 0%)
1-5 hours	33%(41%/38%/ 37%)
6-10 hours	41%(36%/37%/ 38%)
11-20 hours	19%(17%/19%/ 19%)
21-30 hours	5%( 4%/4%/ 4%)
More than 30 hours	1%( 1%/2%/ 1%)

**Partying**

0 hours	16%(12%/10%/ 10%)
1-5 hours	54%(54%/50%/ 54%)
6-10 hours	22%(25%/29%/ 26%)
11-20 hours	7%( 7%/9%/ 8%)
21-30 hours	1%( 1%/2%/ 1%)
More than 30 hours	1%( 0%/0%/ 0%)

**Studying and Other Activities Related to Class Assignments**

0 hours	0%( 0%/0%/ 0%)
1-5 hours	3%( 3%/3%/ 3%)
6-10 hours	19%(18%/17%/ 19%)
11-20 hours	38%(42%/42%/ 42%)
21-30 hours	32%(31%/32%/ 29%)
More than 30 hours	8%( 6%/7%/ 7%)

**Table 44 Personal Attitudes About the College Experience (Percentage of Respondents Who Agree to Some Extent on the Following)**

	2011 (2010/ 2009/ 2008)
I should be given the opportunity to make up a test, regardless of the reason for the absence	28%(29%/23%/ 22%)
If I am struggling in a class, the professor should approach me and offer to help	26%(22%/19%/ 17%)
Professors should only lecture on material covered in the textbook and assigned readings	19%(21%/20%/ 23%)
It is the professors responsibility to make it easy for me to succeed	8%(17%/15%/ 15%)
If I cannot learn the material for a class from lecture alone, then it is the professor's fault when I fail the test	7%( 6%/6%/ 4%)
I am a product of my environment. Therefore, if I do poorly in class, it is not my fault	4%( 4%/6%/ 4%)

<b>Table 45</b>	<b>Number of Credit Cards</b>
	2011 (2010/ 2009/ 2008)
0	90%(88%/88%/ ----)
1-3	8%(10%/10%/ ----)
4-6	1%( 1%/1%/ ----)
7-10	1%( 0%/0%/ ----)
More than 10	1%( 1%/1%/ ----)

<b>Table 46</b>	<b>Interest Rate on Credit Cards</b>
	2011 (2010/ 2009/ 2008)
No credit card	91%(89%/91%/ ----)
I do not know	5%( 8%/6%/ ----)
0%	2%( 1%/2%/ ----)
1-5%	0%( 1%/1%/ ----)
6-10%	0%( 1%/1%/ ----)
11-20%	1%( 0%/0%/ ----)
More than 20%	0%( 0%/0%/ ----)

<b>Table 47</b>	<b>How Often Entire Credit Card Balance is Paid</b>
	2011 (2010/ 2009/ 2008)
I do not have a card	93%(92%/92%/ ----)
I always pay off	5%( 6%/6%/ ----)
I never pay off the entire balance	1%( 1%/1%/ ----)
I usually pay off	1%( 1%/1%/ ----)
I occasionally pay off	0%( 0%/0%/ ----)

<b>Table 48</b>	<b>How Often Create Budget</b>
	2011 (2010/ 2009/ 2008)
Occasionally	35%(38%/38%/ ----)
Regularly	28%(32%/31%/ ----)
Rarely	26%(20%/21%/ ----)
Never	11%(10%/10%/ ----)

<b>Table 49</b>	<b>How Learned About Finances</b>
	2011 (2010/ 2009/ 2008)
Parents or guardian	94%(94%/95%/ ----)
Written materials	3%( 3%/2%/ ----)
Another relative	1%( 1%/1%/ ----)
Sibling(s)	1%( 2%/1%/ ----)
Friends	1%( 1%/1%/ ----)

<b>Table 50</b>	<b>Have a Checking Account in Own Name</b>
	2011 (2010/ 2009/ 2008)
No checking account	49%(48%/52%/ ----)
Balance it monthly	22%(22%/21%/ ----)
Balance it occasionally	18%(20%/19%/ ----)
Never balance it	11%(10%/8%/ ----)

<b>Table 51</b>	<b>How Competent to Manage Finances</b>
	2011 (2010/ 2009/ 2008)
Very competent	18%(19%/21%/ ----)
Competent	36%(38%/42%/ ----)
Somewhat competent	34%(36%/31%/ ----)
Not competent	11%( 7%/6%/ ----)

<b>Table 52</b>	<b>Area of Finance That is a Concern</b>
	2011 (2010/ 2009/ 2008)
Credit and loans	29%(26%/23%/ ----)
Budgeting	25%(29%/30%/ ----)
Savings	24%(24%/28%/ ----)
Housing – purchase	12%(13%/10%/ ----)
Transportation	6%( 4%/4%/ ----)
Housing –rental	4%( 4%/5%/ ----)

<b>Table 53</b>	<b>Work This Coming Semester</b>
	2011 (2010/ 2009/ 2008)
I do not plan to work	47%(45%/48%/ ----)
1-5 hours a week	13%(12%/14%/ ----)
6-10 hours a week	25%(23%/22%/ ----)
11-20 hours a week	11%(16%/13%/ ----)
21-30 hours a week	3%( 4%/3%/ ----)
More than 30 hours a week	0%( 1%/0%/ ----)

<b>Table 54</b>	<b>University Communicate Via Text</b>
	2011 (2010/ 2009/ 2008)
Yes	71%( ----/----/ ----)
No	29%( ----/----/ ----)