

EXECUTIVE SUMMARY OF RESULTS FROM THE FRESHMAN SURVEY (SURVEY '00)

The Freshman Survey, Survey '00, requested responses from anticipated resident first year students about their 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.

With the cooperation of staff in the Office of Residence Life, Survey '00 was mailed to approximately 3200 prospective students in May 2000. Usable surveys were received from 2938 students – a return rate of approximately ninety percent.

Survey Responses Indicate:

In general, respondents continue to be academic achievers who hold traditional values and come from middle-class families.

- Nearly one-half of the respondents reported an A average in high school.
- More than two out of five reported SAT scores higher than 1200.
- Approximately one-third reported being in the top ten percent of their high school class.
- Values most often indicated as “very important” are friendship, education, fulfilling oneself as a person and family.
- Three-fourths stated that their fathers have at least an undergraduate degree; two-thirds of the mothers.
- Three-fourths of the respondents plan to pursue an advanced degree.
- Nearly one-half stated that their annual family income is in excess of \$100,000.

Reasons for attending college.

- Reasons most often stated as “very important” are “to learn about things that interest me,” “to be able to get a better job,” “to meet new and interesting people,” “to be on my own and make my own decisions” and “to gain a general education and appreciation of ideas.”

Applying for college

- Nearly one-half of the respondents applied to four or more schools.
- In-state schools most often applied to are Virginia Tech, University of Virginia, Mary Washington College and the College of William and Mary.
- Out-of-state schools are Penn State, the University of Delaware and the University of Maryland.

Applying to JMU

- The most often stated means for first learning about JMU are “friends,” “people at my high school” and “relatives.”
- The means for learning about JMU ranked most important is “campus visits.”
- Reasons most often considered “very important” in deciding to attend JMU are “the university has a good academic reputation,” “this university offers a major of interest to me” and “the university has good extracurricular opportunities.”
- Nearly three-fourths of the respondents indicated that JMU was their first choice.
- More than ninety percent view JMU as friendly, good and progressive.

Students Hopes, Concerns and Aspirations

- Items most often cited as hopes (students plan to attain these items) are: to enjoy the college experience, graduate in five years or less and succeed academically without violating the Honor Code.
- Items most often cited as concerns (students are uneasy or apprehensive about these items) are having adequate financial resources to pay college expenses through graduation and making good decisions about career plans.
- Items most often cited as aspirations (student desire to achieve these items) are: enjoying the college experience, graduating in five years or less and making good decisions about career plans.

Anticipated Outcomes

Respondents most often stated that there is a very good chance that they will do the following at JMU: get a baccalaureate degree, be satisfied with JMU, find a job after graduation in a field in which they are trained, make at least a B average and live in a coeducational residence hall.

INSTITUTIONAL EFFECTIVENESS

STUDENT DEVELOPMENT NEWS

FRESHMAN SURVEY

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

Each year, staff in the Division of Institutional Effectiveness sends a survey to incoming residential freshmen requesting responses to questions about their decision to attend college and, more specifically, James Madison University; their experiences in high school; and their attitudes, values and beliefs. Demographic data are also requested. With the cooperation of the staff in the Office of Residence Life, the survey is mailed to anticipated students with pertinent housing material.

This year, there were four forms of the survey. The forms were randomly distributed in equal numbers to the incoming freshmen. Each form contained the same demographic questions with additional questions covering various areas of information. The surveys were sent out this past May to approximately 3200 students; 2938 usable surveys were returned. 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 2000 FRESHMEN SIMILAR TO RESPONSES FROM PAST RESPONDENTS

Freshman 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 8). Three-fourths of the students reported their fathers had obtained at least one college degree, while two-thirds of the students stated their mothers had obtained at least one college degree (Tables 9 and 10). Nearly one-half of the respondents stated their annual family income is \$100,000 or greater (Table 6). Reported incomes increased slightly again this year.

Close to one-half of this year's respondents reported average high school grades of A- or better (Table 11) and nearly four-fifths of the respondents reported combined SAT scores of 1100 or better (Table 13). 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 12). 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.

INCOMING FRESHMEN 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: education, friendship, fulfilling oneself as a person and family. These results are similar to results in previous years.

Respondents were also asked to indicate their political preferences (Table 33). Nearly one-half of this year's students said they hold a middle-of-the-road preference. One-third of the respondents indicated they hold liberal views; slightly less than one-quarter stated they hold conservative views.

ACCOMPLISHMENTS SEEN AS ESSENTIAL

Nearly one-half of the respondents report that raising a family is an essential accomplishment; more than one-quarter believe that receiving a liberal arts education that is of high quality and very diversified, developing a meaningful philosophy of life and being well off financially are essential (Table 36). Female students indicated more often than male students that the following are essential accomplishments: creating artistic work, participating in a community action program and receiving a liberal arts education that is of high quality and very diversified. Male students indicated more often that the following were essential: influencing the political structure, having administrative responsibility for the work of others, making a theoretical contribution to science and being successful in a business of their own.

REASONS INFLUENCING STUDENTS' DECISION TO ATTEND COLLEGE

Similar to past respondents, two-thirds or more of this year's freshmen 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 the student; to meet new and interesting people; to be on their own and make their own decisions; and to gain a general education and appreciation of ideas (Table 29). Female respondents said more often than male respondents that the following were very important reasons in deciding to attend college: to please their parents, to gain a general education and appreciation of ideas, to make them a more cultured person and to develop a global awareness.

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

Nearly three-quarters of this year's freshmen stated that the good academic reputation of JMU was very important in their decision to attend JMU (Table 28). Over one-half of the respondents said that the following were very important in their decision to attend JMU: the university offers a major of interest to the student; the good extracurricular activities and social life of the university; the appearance and setting of the university; the reputation of the university's graduates attending top graduate schools and the supportive atmosphere. Female students said more often than male students that the following were very important in their decision to attend JMU: the reputation of the university's graduates attending top graduate schools; the supportive atmosphere of the university; being able to identify with fellow students; and the range and availability of student services. Males said more often that important reasons were that they were not accepted anywhere else, a friend suggested attending, a university representative recommended them and an employer suggested it. Racial minorities stated more often than whites that their teacher advising them, their guidance counselor advised them to attend, financial assistance and they were not accepted elsewhere were very important in their decision to attend JMU.

Students who were accepted at other universities were asked to indicate the major factor that led them to choose JMU over other colleges and universities (Table 21). Nearly two-fifths of this year's respondents stated that the atmosphere of this university led them to choose JMU.

Ninety percent of the respondents view JMU as friendly, good and progressive (Table 24). The most likely means for students first learning about JMU are friends, people at high school and relatives (Table 25). Women state that campus visits and mailed materials are most important. Campus visits are however the most important means for learning about JMU (Table 26).

Slightly less than three-quarters of this year's incoming freshmen said JMU was their first choice (Table 14). This percentage is similar to percentages in past surveys. Students with reported SAT scores of 1200 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 and composition, and history and social sciences (Table 30). Females said more often than males that they were very well prepared in history and social sciences; men in science.

Incoming freshmen were also asked to indicate the areas in which they felt they would need special tutoring or remedial work while in college (Table 32). More than one in four students said they feel they will need special help in foreign languages and mathematics. Female students stated more often than male students that they feel they will need special tutoring or remedial work in science, social studies, mathematics and reading. Students of color were more likely to feel they will need special tutoring or remedial work in English, reading, social studies and science.

Similar to results in previous years, more than one-half of this year's students said they were very active in organized athletics in high school (Table 31). Over one-third of the respondents said they were very active in high school working part-time, in recreational sports, and in school and community service. Female students stated more often than male students that they were very active in spirit clubs, academic clubs, foreign language clubs, fine art groups, publications and school and community service. Male students said more often than female students that they were very active in recreational sports.

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 22). One-half of this year's respondents said they hold a vocational philosophy of higher education where going to college is essentially viewed as preparation for an occupation. About one-third of this year's students indicated they hold a social philosophy of higher education where social life and loyalty to college are emphasized. Female respondents were more likely to hold a social and artistic philosophy; men a vocational philosophy.

STUDENTS PROBABLE REACTION TO A STUDENT CHEATING

More than one-fourth 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). Approximately one in five students said they would speak to the appropriate teacher or other authority without naming names. Another fifth would be disturbed but would do nothing and another fifth would be disturbed, but whether they took any action would depend on who the student was. Only nine percent would report the student to the appropriate teacher or other authority. Female students stated more often than male students that they would speak to the appropriate teacher or other authority without naming names and that they would report the student to the appropriate teacher or authority. Males stated more often than females that they would not be disturbed and would do nothing and they would express their concern only to the student discovered cheating.

STUDENT HOPES, CONCERNS AND ASPIRATIONS

Respondents were asked to share their feelings about their hopes, concerns and aspirations as a student about to enter college (Table 37). The items that ninety-five percent or more of the respondents were “very much” hopeful about were “to graduate in five years or less” and “to enjoy the college experience.” The items that twenty percent or more of the respondents were “very much” concerned about were “to have adequate financial resources to pay college expenses through the time you graduate” and “making good decisions about career plans.” The items that ninety-four percent or more of the respondents were “very much” aspiring to were “to graduate in five years or less” and “to enjoy the college experience.”

Women were more likely than men to indicate increased hopes, concerns and aspirations on 15 of the 23 items. Men were more likely than women to be concerned about developing academic competencies and thinking critically about ideas. Whites were more likely than students of color to be concerned about competencies to form positive relationships with JMU students and coming to a clear understanding of what they value. Students of color were more likely to be concerned about making good decisions about the kind of life they will lead, having adequate financial resources to graduate and to appreciate the diversity of ideas in the world.

Students who reported a high school grade point average of A were more likely than other respondents to be concerned about graduating in five years or less, while students with a C average in high school were more concerned than other respondents about succeeding academically.

POSITIVE ANTICIPATED OUTCOMES FOR COLLEGE

Similar to results obtained in past surveys, this year’s incoming freshmen continue to indicate positive outlooks for the future (Table 38). Approximately four out of every five of the respondents said there is a very good chance they will be satisfied with JMU, get a bachelor’s degree and find a job after graduation in the field for which they are trained. One-half or more of the respondents said there is a very good chance the following will happen: live in a coeducational dorm; and make at least a B average. Female students said more often than male students that they anticipate there is a very good chance they will change their major field, change career choice, be elected to a student office, be elected to an academic honor society, seek vocational counseling, get married while in college, receive a broad liberal education and become involved in volunteer activities. Male students said more often than females that they would work full-time while in college; that they anticipate failing more than one course; dropping out of college temporarily and permanently; and playing varsity athletics. White students said more than other students of color, that there is a very good chance they will be satisfied with JMU and live in a coed dorm. Students of color stated more than white students that there is a very good chance they will drop out of college temporarily.

Listed in the following tables are summaries of data collected in 2000 (1999, 1998 and 1997 figures, where available, are in parentheses).

Table 1 Gender of Respondents

Females	63% (62%/61%/60%)
Males	37% (38%/39%/40%)

Table 2 Age of Respondents (as of August 31, 2000)

17 years or younger	14% (15%/18%/19%)
18 years	81% (81%/77%/77%)
19 years	5% (5%/ 5%/ 4%)
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	88% (87%/88%/86%)
Asian/Pacific Islander	5% (5%/ 4%/ 5%)
African-American/Black	3% (3%/ 4%/ 5%)
Latino	1% (1%/ 1%/ 1%)
Multiracial	1% (2%/ 2%/ 1%)
Other	1% (1%/ 1%/ 0%)
Native American	0% (0%/ 0%/ 1%)

Table 4 Region of Current Family Residence

Outside Virginia	36% (29%/32%/29%)
Northern Virginia	30% (32%/30%/35%)
Tidewater Area	14% (15%/14%/14%)
Piedmont Area	12% (15%/14%/14%)
Shenandoah Valley	4% (5%/ 4%/ 4%)
Southwest Virginia	3% (4%/ 4%/ 4%)
Outside the United States	1% (1%/ 1%/ 1%)

Table 5 Religious Preference

Protestant	34% (35%/35%/35%)
Roman Catholic	31% (30%/30%/30%)
Jewish	3% (2%/ 2%/ 3%)
No religious preference	20% (20%/19%/19%)
Other religion	13% (14%/14%/14%)

Table 6 Estimated Annual Family Income

Less than \$40,000	7% (9%/ 9%/11%)
\$40,000 - \$49,999	5% (6%/ 7%/ 8%)
\$50,000 - \$59,999	7% (7%/ 7%/ 8%)
\$60,000 - \$69,999	8% (10%/10%/10%)
\$70,000 - \$84,999	14% (14%/16%/16%)
\$85,000 - \$99,999	14% (14%/13%/14%)
\$100,000 - \$124,999	23% (19%/18%/18%)
\$125,000 or more	23% (21%/19%/17%)

Table 7 Percentage of Costs of Attending JMU Paid Directly by the Student and His/Her Family

80%-100% of the total costs	70% (73%/70%/69%)
60%- 79% of the total costs	8% (9%/ 9%/10%)
40%- 59% of the total costs	6% (6%/ 7%/ 7%)
20%- 39% of the total costs	6% (5%/ 6%/ 5%)
0%- 19% of the total costs	10% (7%/ 9%/ 9%)

Table 8 Highest Academic Degree Respondents Intend to Obtain

Masters degree	48% (47%/48%/49%)
Baccalaureate degree	25% (25%/22%/19%)
Professional degree (e.g., medicine, law, theology)	15% (14%/13%/16%)
Doctoral degree (e.g., Ph.D., Ed.D., D.B.A.)	11% (12%/15%/15%)
Specialist degree (e.g., Ed.S.)	2% (1%/ 2%/ 2%)
Not a degree seeking student	0% (0%/ 0%/ 0%)

Table 9 Father's Highest Level of Education

Some high school or less	2% (2%/ 2%/ 2%)
High school graduate	11% (11%/12%/11%)
Post-secondary school other than college	2% (2%/ 3%/ 2%)
Some college	11% (13%/12%/12%)
College degree	33% (32%/31%/29%)
Some graduate school	5% (5%/ 5%/ 5%)
Graduate degree	28% (27%/26%/28%)
Doctoral degree	9% (8%/ 9%/ 9%)

Table 10 Mother's Highest Level of Education

Some high school or less	1% (1%/ 1%/ 2%)
High school graduate	13% (14%/15%/15%)
Post-secondary school other than college	4% (5%/ 5%/ 5%)

Table 10 - Continued

Some college	16% (15%/16%/16%)
College degree	37% (38%/36%/33%)
Some graduate school	6% (6%/ 7%/ 7%)
Graduate school	22% (19%/20%/20%)
Doctoral degree	2% (2%/ 2%/ 2%)

Table 11 Average Grade in High School

A or A+	18% (19%/21%/18%)
A-	28% (27%/27%/25%)
B+	31% (32%/32%/31%)
B	19% (18%/17%/21%)
B-	2% (4%/ 3%/ 4%)
C+	1% (1%/ 1%/ 1%)
C	0% (0%/ 0%/ 0%)

Table 12 Approximate High School Rank in Graduating Class

Top ten percent	32% (35%/36%/35%)
Top twenty-five percent	50% (50%/51%/49%)
Top fifty percent	17% (14%/12%/15%)

Table 13 Combined SAT Scores Reported

1200 or more	42% (42%/46%/48%)
1100 to 1199	37% (35%/34%/32%)
1000 to 1099	16% (18%/16%/15%)
900 to 999	3% (4%/ 3%/ 5%)
800 to 899	0% (1%/ 1%/ 1%)
799 or less	0% (0%/ 0%/ 0%)

Table 14 JMU as Choice Among Other Colleges

First Choice	73% (72%/72%/71%)
Second Choice	21% (22%/21%/23%)
Third Choice	6% (6%/ 6%/ 6%)

Table 15 Number of Other Colleges - Applied

None	4% (5%/ 6%/ 5%)
One	11% (12%/11%/12%)
Two	19% (19%/20%/19%)
Three	20% (22%/20%/21%)
Four	17% (17%/17%/17%)
Five	13% (11%/11%/12%)
Six or more	17% (14%/15%/14%)

Table 16 Number of Other Colleges - Accepted

None	10% (10%)
One	21% (21%/22%/14%)
Two	23% (24%/23%/27%)
Three	19% (20%/19%/25%)
Four	13% (13%/13%/16%)
Five	7% (6%/ 6%/ 8%)
Six or more	6% (6%/ 6%/ 7%)

Table 17 Anticipated College at JMU

College of Arts and Letters	25% (27%/25%/26%)
College of Business	22% (22%/21%/21%)
Undecided	20% (16%/17%/15%)
College of Integrated Science and Technology	15% (16%/18%/16%)
College of Education and Psychology	10% (10%/8%/10%)
College of Science and Mathematics	9% (10%/11%/12%)

Table 18 Anticipated Education Minors

Do not plan to minor in education	83% (86%/85%/84%)
Secondary education (grades 8-12)	6% (6%/8%/6%)
Early childhood education (grades N,K-4)	5% (6%/4%/6%)
Art education	2%
Physical health education	2%
Middle education (grades 4-8)	1% (2%/2%/3%)
Music education	1%
Special education	0% (1%/1%/1%)

Table 19 Disability Reported (Frequencies not percentages)

Chronic illness (diabetes, asthma, etc)	63
Attention Deficit Disorder	38
Learning disability	29
Visual impairment	23
Psychological/psychiatric disability	9
Hearing impairment	7
Other	7
Mobility impairment	4

Table 20 Other Schools to Which Respondents Applied/Were Accepted

Applied	Accepted
Virginia Tech 41% (37%/36%/41%)	29% (35%/35%/39%)
University of Virginia 21% (25%/27%/32%)	3% (3%/2%/3%)
College of William & Mary 15% (17%/19%/18%)	1% (3%/3%/4%)
Mary Washington College 14% (18%/17%/18%)	9% (12%/11%/14%)
George Mason University 12% (9%/10%/8%)	11% (8%/9%/8%)
University of Maryland 9% (7%/7%/7%)	5% (7%/7%/7%)
Penn State University 8% (8%/8%/7%)	8% (7%/8%/7%)
University of Delaware 8% (7%/9%/8%)	7% (7%/9%/8%)
Radford University 7% (5%/5%/3%)	7% (5%/5%/3%)

Table 20 - Continued

UNC - Chapel Hill 6% (6%/8%/8%)	0% (1%/1%/2%)
University of Richmond 6% (8%/9%/8%)	2% (2%/3%/3%)
Virginia Commonwealth 6% (8%/6%/5%)	6% (8%/6%/5%)
Old Dominion University 5% (6%/5%/3%)	5% (6%/5%/4%)
Longwood College 4% (7%/5%/5%)	4% (7%/5%/4%)
Randolph Macon University 2% (3%/2%/2%)	2% (3%/2%/2%)
Wake Forest University 2% (3%/4%/5%)	1% (1%/1%/1%)
Washington and Lee University 1% (2%/4%/2%)	0% (1%/0%/0%)
Hampton University 0% (1%/1%/2%)	0% (1%/1%/2%)
No other schools 8% (9%/11%/8%)	14% (15%/14%/14%)

Table 21 Major Factors at JMU Which Led Respondents to Come to This University (Respondents Who Were Accepted at Other Schools)

Atmosphere	39% (40%/35%/38%)
Reputation	17% (19%/19%/18%)
Academics	15% (14%/14%/15%)
Not accepted at other schools	9% (7%/6%/8%)
Cost	6% (4%/7%/9%)
Location	5% (6%/6%/5%)
Appearance of campus	4% (5%/6%/3%)
Athletics	3% (2%/5%/2%)
Size	2% (3%/3%/2%)
Study abroad opportunities	1% (0%/0%/0%)

Table 22 Philosophy of Education

Vocational philosophy (education viewed as essentially preparation for an occupation)	50% (51%/51%/54%)
Social philosophy (social life and loyalty to college emphasized)	37% (32%/34%/32%)
Intellectual philosophy (emphasis on scholarly pursuit of knowledge)	8% (9%/7%/7%)
Artistic philosophy (emphasis on ideas, art forms, individuality)	5% (7%/7%/6%)

Table 23 Emphases of JMU (Percentage of Respondents Who Believe that JMU Places a Significant Emphasis on the following)

Emphasis on relationships with other students, student groups and activities	59% (53%/52%/51%)
Emphasis on the development of academic, scholarly and intellectual qualities	59% (54%/60%/62%)

Table 23 - Continued

Emphasis on personal growth and self-awareness	52% (46%/54%/50%)
Emphasis on the personal relevance and practical value of your courses	37% (35%/40%/38%)
Emphasis on the development of vocational and occupational competence	34% (29%/36%/33%)
Emphasis on the development of esthetic, expressive, and creative qualities	30% (29%/34%/30%)
Emphasis on being critical, evaluative and analytical	25% (24%/32%/32%)

Table 24 Student Perceptions of JMU

Friendly	Neutral	Cold
95% (94%/96%/93%)	4% (5%/4%/6%)	1% (1%/0%/1%)
Good	Neutral	Bad
95% (94%/96%/95%)	4% (6%/3%/5%)	0% (1%/0%/0%)
Progressive	Neutral	Regressive
92% (90%/90%/93%)	7% (9%/9%/7%)	0% (1%/0%/0%)
Open and Accessible	Neutral	Closed and Inaccessible
89% (88%/89%/89%)	9% (11%/10%/10%)	1% (1%/1%/1%)
Supportive	Neutral	Non-Supportive
88% (85%/87%/87%)	11% (14%/12%/13%)	0% (1%/1%/1%)
Challenging	Neutral	Not Challenging
87% (87%/89%/91%)	12% (12%/10%/9%)	1% (2%/1%/1%)
Emotionally Healthy	Neutral	Causing Anxiety and Frustration
87% (85%/85%/86%)	12% (13%/15%/13%)	2% (2%/1%/2%)
Intellectual	Neutral	Nonintellectual
84% (83%/85%/86%)	15% (15%/15%/14%)	1% (2%/0%/0%)
Flexible	Neutral	Rigid
80% (80%/82%/79%)	19% (18%/16%/19%)	2% (2%/2%/1%)
The Right Size	Neutral	Too Large
79% (81%/82%/84%)	16% (15%/13%/12%)	5% (4%/4%/4%)
Sensitive	Neutral	Indifferent
72% (72%/77%/76%)	26% (25%/21%/22%)	2% (3%/3%/2%)
Integrated	Neutral	Fragmented
71% (72%/76%/77%)	25% (24%/22%/20%)	4% (5%/2%/3%)
Traditional	Neutral	Experimental
39%(41%/36%/35%)	48%(48%/48%/50%)	13%(11%/15%/14%)

Table 25 Means of First Learning about JMU

From friends	30% (30%/30%/28%)
From people at my high school	28% (30%/30%/29%)
From relatives	26% (22%/23%/21%)

Table 25 - Continued

From campus visits	6% (6%/ 6%/ 9%)
From alumni(ae)	5% (6%/ 4%/ 5%)
From materials I received in the mail	3% (6%/ 4%/ 5%)
From JMU representative	2% (1%/ 3%/ 3%)

Table 26 Means of Learning About JMU Ranked as Most Important

Campus visits	36% (41%/39%/33%)
From friends	22% (16%/19%/18%)
From relatives	20% (18%/18%/20%)
From people at my high school	13% (14%/13%/15%)
From alumni(ae)	5% (4%/ 5%/ 5%)
From a representative of this university	2% (2%/ 3%/ 3%)
From material I received in the mail	2% (4%/ 4%/ 6%)
JMU web-site	1% (2%)

Table 27 Studies Abroad Intentions

I do not plan to study abroad	56% (57%/57%/56%)
I plan to attend a JMU Studies Abroad Program	40% (39%/37%/36%)
I plan to pursue an international internship	3% (3%/ 4%/ 5%)
I plan to attend a foreign university with an international exchange program	1% (2%/ 1%/ 3%)

Table 28 Reasons Considered Very Important in Deciding to Attend JMU

This university has a good academic reputation	71% (72%/74%/74%)
This university offers a major of interest to me	66% (64%/60%/60%)
This university has good extracurricular opportunities and social life	62% (63%/58%/61%)
The appearance and setting of this university	54% (56%/54%/55%)
The supportive atmosphere of this university	52% (53%/45%/50%)
Reputation of the university's graduates obtaining desirable jobs	50% (51%/54%/51%)
The size of the university	46% (44%/42%/51%)
I am able to identify with fellow students	38% (31%/36%/39%)
Reputation of the university's graduates attending top graduate schools	35% (35%/39%/37%)
Because I can live on the campus	32% (38%/34%/35%)
I wanted a change in scenery or location	28% (27%/27%/26%)
The range and availability of student services	27% (27%/27%/28%)

Table 28 - Continued

Someone who had been here before advised me to attend	22% (22%/18%/23%)
This university has low tuition	20% (20%/19%/24%)
A friend suggested attending	11% (13%/12%/12%)
I was offered financial aid	7% (8%/ 6%/ 8%)
I was not accepted anywhere else	4% (3%/ 3%/ 4%)
My guidance counselor advised me	4% (4%/ 5%/ 6%)
My relatives wanted me to come here	4% (4%/ 3%/ 4%)
A university representative recruited me	3% (1%/ 2%/ 2%)
Employer's suggestion	2% (2%/ 2%/ 2%)
My teacher advised me	2% (3%/ 2%/ 2%)
I wanted to live at home	1% (0%/ 0%/ 1%)
To help me retain my current employment	1% (1%/ 1%/ 0%)

Table 29 Reasons Considered Very Important in Deciding to Attend College

To learn more about the things that interest me	81% (82%/83%/82%)
To be able to get a better job	79% (80%/82%/83%)
To meet new and interesting people	74% (76%/75%/74%)
To be on my own and make my own decisions	71% (69%/69%/70%)
To gain a general education and appreciation of ideas	67% (73%/67%/67%)
To be able to make more money	53% (55%/59%/61%)
To prepare myself for graduate or professional school	51% (54%/54%/59%)
To make me a more cultured person	38% (42%/45%/43%)
To improve reading and study skills	34% (33%/32%/34%)
To enhance my social life	23% (24%/22%/25%)
To develop a global awareness	22% (25%/27%/27%)
To please my parents	13% (18%/14%/20%)
To meet my future spouse	4% (7%/ 8%/ 8%)
To do what my friends are doing	1% (1%/ 1%/ 2%)

Table 30 Areas Very Well Prepared from High School

Reading and composition	59% (59%/61%/61%)
History, social sciences	52% (53%/51%/54%)
Mathematical skills	48% (50%/52%/52%)
Science	42% (44%/47%/45%)
Musical and artistic skills	33% (35%/36%/34%)
Study habits	32% (33%/32%/32%)
Foreign languages	26% (27%/31%/30%)
Computer skills	25% (26%/19%/21%)
Vocational skills	24% (20%/17%/15%)

Table 31 Areas Very Active During High School

Organized athletics	60% (53%/58%/57%)
School and community service	48% (45%/44%/45%)
Part-time work	45% (44%/45%/45%)
Recreational sports	36% (35%/34%/33%)
Fine arts groups	28% (30%/31%/28%)
Academic clubs	23% (24%/26%/23%)
Religious clubs	23% (23%/22%/19%)
School spirit clubs (cheerleaders, pep, drill, etc.)	20% (18%/19%/19%)
Foreign Language / International Clubs	14% (14%/16%/18%)
Publications	13% (15%/15%/15%)

Table 32 Need for Special Tutoring or Remedial Work

Mathematics	28% (29%/20%/26%)
Foreign language	26% (29%/21%/21%)
Science	16% (16%/21%/18%)
English	10% (9%/ 7%/10%)
Social studies	6% (4%/ 4%/ 6%)
Reading	4% (4%/ 5%/ 4%)

Table 33 Political Preference

Middle-of-the-Road	44% (45%/44%/47%)
Liberal	33% (28%/32%/28%)
Conservative	23% (27%/24%/25%)

Table 34 Probable Reaction to a Student Cheating

I would express my concern only to the student I discovered cheating	30% (26%/25%/27%)
I would speak to the appropriate teacher or other authority without naming names	23% (21%/20%/22%)
I would be disturbed, but whether I took any action would depend on who the student was	18% (20%/20%/18%)
I would be disturbed but would do nothing	17% (18%/25%/21%)
I would report the student to the appropriate teacher or other authority	9% (10%/ 7%/ 8%)
I would not be disturbed and would do nothing	3% (5%/ 4%/ 4%)

Table 35 Personal Values Indicated as Very Important

Friendship	81% (81%/83%/80%)
Education	79% (83%/84%/82%)
Fulfill myself as a person	77% (83%/79%/82%)
Family	75% (80%/77%/77%)
Love	65% (66%/70%/67%)
Living a clean, moral life	49% (50%/49%/50%)
Doing things for others	43% (48%/46%/44%)

Table 35 - Continued

Creativity	37% (40%/42%/44%)
Having children	35% (38%/39%/38%)
Religion	31% (36%/32%/32%)
Privacy	26% (30%/28%/29%)
Money	24% (27%/24%/28%)
Work	22% (23%/24%/28%)
Contributing to societal change	17% (18%/21%/20%)
Being close to nature	14% (14%/16%/21%)
Patriotism	12% (15%/15%/15%)
Contributing to international understanding	10% (13%/14%/12%)

Table 36 Accomplishments Indicated as Essential

Raising a family	43% (52%/47%/49%)
Receiving a liberal arts education that is of high quality and very diversified	31% (35%/35%/38%)
Developing a meaningful philosophy of life	29% (24%/27%/28%)
Being very well off financially	28% (30%/28%/29%)
Becoming an authority in my field	24% (24%/26%/28%)
Helping others who are in difficulty	23% (30%/28%/29%)
Being admitted as a graduate student at a prestigious university	20% (23%/25%/26%)
Developing a global perspective	19% (22%/17%/22%)
Promoting racial understanding	17% (21%/20%/24%)
Being successful in a business of my own	15% (14%/12%/12%)
Obtaining recognition from my colleagues for contributions to my special field	12% (15%/17%/18%)
Influencing social values	9% (14%/13%/11%)
Creating artistic work (painting, sculpture, decorating, etc.)	8% (7%/ 7%/ 7%)
Having administrative responsibility for the work of others	8% (8%/ 8%/10%)
Keeping up to date with political affairs	8% (13%/11%/13%)
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	7% (8%/ 10%/ 8%)
Writing original works (poems, novels, short stories, etc.)	7% (6%/ 6%/ 5%)
Participating in a community action program	6% (7%/ 8%/ 9%)
Becoming involved in programs to clean up the environment	5% (6%/ 6%/ 7%)
Influencing the political structure	3% (3%/ 4%/ 5%)
Making a theoretical contribution to science	3% (3%/ 4%/ 3%)

Table 37 Percentage of Respondents Who Are Very Much Hopeful (H), Concerned (C) or Aspiring (A) to the Following

	H	C	A
Enjoy the college experience	97%	12%	95%
Graduate in five years or less	95%	7%	94%

Table 37 - Continued

Succeed academically without violating the Honor Code	92%	6%	90%
Have or develop competencies to succeed academically	91%	7%	89%
Develop character traits that make me a stronger person	90%	8%	89%
Find time to live a satisfying personal/social life	90%	9%	90%
Gain practical skills that employers value	90%	10%	90%
Have or develop competencies to form positive student relationships	90%	5%	88%
Effectively share a room/live with other students	89%	11%	88%
Make good decisions about the kind of life I want	89%	12%	90%
Develop into a responsible/engaged citizen	88%	6%	84%
Pursue unique academic/career interests	88%	8%	86%
Effectively balance student freedoms/responsibilities	87%	11%	88%
Fit in with other JMU students	87%	9%	84%
Make good decisions about career plans	87%	20%	91%
Learn how to think critically about ideas	82%	7%	80%
Appreciate diversity of ideas in the world	80%	7%	76%
Have or develop competencies to form positive faculty relationships	80%	7%	76%
Be intellectually stimulated by the JMU climate	78%	5%	78%
Have adequate financial resources to pay college expenses	78%	22%	84%
Come to clearer understanding of what is valued	76%	7%	75%
Be an active contributor to classroom discussions	63%	12%	71%
Become more sensitive/aware of the needs/contributions of different peoples	62%	3%	62%

Table 38 Anticipated Outcomes Percentage of Respondents Who Feel There is a Very Good Chance They Will Do Each of the Following

Get a baccalaureate degree	86% (86%/86%/80%)
Be satisfied with JMU	84% (81%/82%/81%)
Find a job after graduation in the field for which you were trained	82% (79%/77%/80%)
Make at least a B average	70% (73%/75%/76%)
Live in a coeducational dorm	68% (67%/65%/71%)
Get a job to help pay college expenses	48% (52%/50%/49%)
Become involved in volunteer activities	35% (35%/35%/35%)
Receive a broad liberal	

Table 38 - Continued

education in college	31% (32%/38%/39%)
Graduate with honors	30% (33%/38%/35%)
Change career choice	24% (21%/21%/23%)
Change major field	22% (20%/19%/21%)
Join a social fraternity, sorority, or club	20% (17%/17%/23%)
Be elected to an academic honor society	16% (23%/26%/22%)
Play varsity sports	9% (10%/11%/11%)
Seek vocational counseling	9% (9%/ 7%/ 8%)
Need tutoring in some courses	8% (7%/ 8%/ 8%)
Get married within a year after college	7% (9%/ 7%/ 8%)
Participate in student protests	4% (5%/ 3%/ 4%)
Be elected to a student office	3% (5%/ 5%/ 5%)
Need extra time to complete your degree requirements	3% (4%/ 3%/ 3%)
Transfer to another college before graduating	2% (3%/ 2%/ 4%)
Drop out of this college tempo- rarily (exclude transferring)	1% (1%/ 1%/ 0%)
Get married while in college	1% (2%/ 2%/ 1%)

Table 38 - Continued

Seek individual counseling on personal problems	1% (2%/ 2%/ 2%)
Work full-time while in college	1% (1%/ 1%/ 2%)
Drop out permanently (exclude transferring)	0% (1%/ 1%/ 0%)
Fail one or more courses	0% (0%/ 1%/ 1%)

If you have any questions or comments, please contact Dr. Al Menard, Associate Vice President for Institutional Effectiveness, extension 6287.

