

## 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 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.

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 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 to 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; 2980 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 2001 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. More than 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 nearly two-thirds of the students stated their mothers had obtained at least one college degree (Tables 9 and 10). More than 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 three-fourths 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. Male respondents were more likely than women to report SAT total scores of 1200 or more. Students reporting an A average and students reporting family incomes less than \$50,000 were more likely than students with a B or C average and student with incomes of more than \$50,000 to apply only to JMU.

#### **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. About 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, being well off financially, and helping others who are in difficulty 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: being well off financially, keeping up to date with political affairs, influencing the political structure, having administrative responsibility for the work of others, making a theoretical contribution to science, being successful in a business of their own, and attending intercollegiate athletic events.

### **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; and to be on their own and make their own decisions; (Table 29). Male respondents said more often than female respondents that the following were very important reasons in deciding to attend college: to please my parents, to be able to make more money, to enhance my social life and to do what my friends are doing.

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

Nearly three-quarters of this year's 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 and the supportive atmosphere.

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 or more of the respondents view JMU as friendly, good, progressive and open and accessible (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, composition, and social sciences (Table 30). Females said more often than males that they were very well prepared in reading and composition.

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, and social studies.

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). Nearly 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. Nearly two-fifths of this year's students indicated they hold a social philosophy of higher education where social life and loyalty to college are emphasized.

## **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). Nearly one in four students said they would speak to the appropriate teacher or other authority without naming names. Fourteen percent would be disturbed but would do nothing. Only eleven 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 percent or more of the respondents were very much hopeful about were: to graduate in five years or less, to enjoy the college experience; succeed academically without violating the Honor Code; have or develop competencies to succeed academically; find time to live a satisfying personal/social life; to have or develop competencies to form positive student relationships; and to effectively live with other students. The items that 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 percent or more of the respondents were very much aspiring to were: to enjoy the college experience; make good decisions about career plans; and succeeding academically without violating the Honor Code.

## **POSITIVE ANTICIPATED OUTCOMES FOR COLLEGE**

Similar to results obtained in past surveys, this year's incoming freshmen continue to indicate positive outlooks for their 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, join a sorority, need tutoring in courses, seek vocational counseling, seek individual 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.

Listed in the following tables are summaries of data collected in 2001 (2000, 1999 and 1998 figures, where available, are in parentheses).

**Table 1 Gender of Respondents**

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

**Table 2 Age of Respondents (as of August 31, 2001)**

17 years or younger	12% (14%/15%/18%)
18 years	81% (81%/81%/77%)
19 years	7% ( 5%/ 5%/ 5%)
20 years	0% ( 0%/ 0%/ 0%)
21 years	0% ( 0%/ 0%/ 0%)
22 years or older	0% ( 0%/ 0%/ 0%)

**Table 3 Race of Respondents**

Caucasian-American/White	88% (88%/87%/88%)
Asian/Pacific Islander	5% ( 5%/ 5%/ 4%)
African-American/Black	3% ( 3%/ 3%/ 4%)
Latino	2% ( 1%/ 1%/ 1%)
Multiracial	1% ( 1%/ 2%/ 2%)
Native American	1% ( 0%/ 0%/ 0%)
Other	0% ( 1%/ 1%/ 1%)

**Table 4 Region of Current Family Residence**

Outside Virginia	33% (36%/29%/32%)
Northern Virginia	30% (30%/32%/30%)
Tidewater Area	14% (14%/15%/14%)
Piedmont Area	12% (12%/15%/14%)
Shenandoah Valley	5% ( 4%/ 5%/ 4%)
Southwest Virginia	5% ( 3%/ 4%/ 4%)
Outside the United States	2% ( 1%/ 1%/ 1%)

**Table 5 Religious Preference**

Protestant	32% (34%/35%/35%)
Roman Catholic	30% (31%/30%/30%)
Jewish	2% ( 3%/ 2%/ 2%)
No religious preference	21% (20%/20%/19%)
Other religion	15% (13%/14%/14%)

**Table 6 Estimated Annual Family Income**

Less than \$50,000	10%
\$50,000 - \$74,999	18%
\$75,000 - \$99,999	21%
\$100,000 - \$124,000	22%
\$125,000 - \$149,999	11%
\$150,000 - \$174,999	6%
\$175,000 - \$199,999	3%
\$200,000 or more	9%

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

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

**Table 8 Highest Academic Degree Respondents Intend to Obtain**

Masters degree	49% (48%/47%/48%)
Baccalaureate degree	23% (25%/25%/22%)
Professional degree (e.g., medicine, law, theology)	15% (15%/14%/13%)
Doctoral degree (e.g., Ph.D., Ed.D., D.B.A.)	12% (11%/15%/15%)
Specialist degree (e.g., Ed.S.)	1% ( 2%/ 1%/ 2%)
Not a degree seeking student	0% ( 0%/ 0%/ 0%)

**Table 9 Father's Highest Level of Education**

Some high school or less	1% ( 2%/ 2%/ 2%)
High school graduate	12% (11%/11%/12%)
Post-secondary school other than college	3% ( 2%/ 2%/ 3%)
Some college	10% (11%/13%/12%)
College degree	34% (33%/32%/31%)
Some graduate school	5% ( 5%/ 5%/ 5%)
Graduate degree	27% (28%/27%/26%)
Doctoral degree	9% ( 9%/ 8%/ 9%)

**Table 10 Mother's Highest Level of Education**

Some high school or less	1% ( 1%/ 1%/ 1%)
High school graduate	13% (13%/14%/15%)
Post-secondary school other than college	4% ( 4%/ 5%/ 5%)
Some college	17% (16%/15%/16%)
College degree	36% (37%/38%/36%)
Some graduate school	7% ( 6%/ 6%/ 7%)
Graduate school	20% (22%/19%/20%)
Doctoral degree	2% ( 2%/ 2%/ 2%)

**Table 11 Average Grade in High School**

A or A+	19% (18%/19%/21%)
A-	27% (28%/27%/27%)
B+	35% (31%/32%/32%)
B	17% (19%/18%/17%)
B-	2% ( 2%/ 4%/ 3%)
C+	0% ( 1%/ 1%/ 1%)
C	0% ( 0%/ 0%/ 0%)

**Table 12**      **Approximate High School Rank in Graduating Class**

Top ten percent	30% (32%/35%/36%)
Top twenty-five percent	54% (50%/50%/51%)
Top fifty percent	15% (17%/14%/12%)

**Table 13**      **Combined SAT Scores Reported**

1200 or more	39% (42%/42%/46%)
1100 to 1199	36% (37%/35%/34%)
1000 to 1099	19% (16%/18%/16%)
900 to 999	5% ( 3%/ 4%/ 3%)
800 to 899	1% ( 0%/ 1%/ 1%)
799 or less	0% ( 0%/ 0%/ 0%)
Did not take SAT	0%

**Table 14**      **JMU as Choice Among Other Colleges**

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

**Table 15**      **Number of Other Colleges - Applied**

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

**Table 16**      **Number of Other Colleges - Accepted**

None	9% (10%/10%)
One	22% (21%/21%/22%)
Two	23% (23%/24%/23%)
Three	19% (19%/20%/19%)
Four	13% (13%/13%/13%)
Five	7% ( 7%/ 6%/ 6%)
Six or more	7% ( 6%/ 6%/ 6%)

**Table 17**      **Anticipated College at JMU**

College of Arts and Letters	27% (25%/27%/25%)
College of Business	21% (22%/22%/21%)
Undecided	17% (20%/16%/17%)
College of Integrated Science and Technology	14% (15%/16%/18%)
College of Education and Psychology	11% ( 10%/10%/ 8%)
College of Science and Mathematics	10% ( 9%/10%/11%)

**Table 18**      **Anticipated Education Minors**

Do not plan to pursue a career in Education	82% (83%/86%/85%)
Secondary Education (grades 6-12)	4% ( 6%/ 6%/ 8%)
Elementary Education (grades PK-6)	4%
Music Education	3% ( 1%)
Physical and Health Education	3% ( 2%)
Art Education	2% ( 2%)
Early Childhood Education (grades PK-3)	2% ( 5%/ 6%/ 4%)
Special Education	1% ( 0%/ 1%/ 1%)
Middle Education (grades 6-8)	0% ( 1%/ 2%/ 2%)

**Table 19**      **Disability Reported (Frequencies, Not Percentages)**

Chronic illness (diabetes, asthma, etc)	67 (63)
Attention Deficit Disorder	56 (38)
Visual impairment	34 (23)
Learning disability	25 (29)
Other	8 (7)
Hearing impairment	7 (7)
Psychological/psychiatric disability	5 (9)
Mobility impairment	3 (4)

**Table 20**      **Other Schools to Which Respondents Applied/Were Accepted**

	Applied	Accepted
Virginia Tech	39% (41%/37%/36%)	28% (29%/35%/35%)
University of Virginia	18% (21%/25%/27%)	1% ( 3%/ 3%/ 2%)
College of William & Mary	15% (15%/17%/19%)	1% ( 1%/ 3%/ 3%)
George Mason University	15% (12%/ 9%/10%)	15% (11%/ 8%/ 9%)
Mary Washington College	14% (14%/18%/17%)	8% ( 9%/12%/11%)
Radford University	9% ( 7%/ 5%/ 5%)	9% ( 7%/ 5%/ 5%)
University of Delaware	9% ( 8%/ 7%/ 9%)	7% ( 7%/ 7%/ 9%)
Penn State University	8% ( 8%/ 8%/ 8%)	7% ( 8%/ 7%/ 8%)
University of Maryland	8% ( 9%/ 7%/ 7%)	4% ( 5%/ 7%/ 7%)
Virginia Commonwealth	8% ( 6%/ 8%/ 5%)	8% ( 6%/ 8%/ 6%)
UNC - Chapel Hill	7% ( 6%/ 6%/ 8%)	2% ( 0%/ 1%/ 1%)
Longwood College	6% ( 4%/ 7%/ 5%)	6% ( 4%/ 7%/ 5%)
University of Richmond	6% ( 6%/ 8%/ 9%)	1% ( 2%/ 2%/ 3%)
Old Dominion University	4% ( 5%/ 6%/ 4%)	4% ( 5%/ 6%/ 5%)
Randolph Macon University	3% ( 2%/ 3%/ 2%)	3% ( 2%/ 3%/ 2%)

**Table 20 - Continued**

Wake Forest University	3% ( 2%/ 3%/ 4%)	1% ( 1%/ 1%/ 1%)
Washington and Lee University	2% ( 1%/ 2%/ 4%)	0% ( 0%/ 1%/ 0%)
Hampton University	0% ( 0%/ 1%/ 1%)	0% ( 0%/ 1%/ 1%)
No other schools	10% ( 8%/ 9%/11%)	15% (14%/15%/14%)

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

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

**Table 22 Philosophy of Education**

Vocational philosophy (education viewed as essentially preparation for an occupation)	47% (50%/51%/51%)
Social philosophy (social life and loyalty to college emphasized)	39% (37%/32%/34%)
Intellectual philosophy (emphasis on scholarly pursuit of knowledge)	8% ( 8%/ 9%/ 7%)
Artistic philosophy (emphasis on ideas, art forms, individuality)	6% ( 5%/ 7%/ 7%)

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

Development of academic/ Scholarly/intellectual qualities	62% (59%/54%/60%)
Relationships with other students, student groups and activities	61% (59%/53%/52%)
Personal growth/self-awareness	54% (52%/46%/54%)
Personal relevance and practical value of your courses	39% (37%/35%/40%)
Development of esthetic, expressive, and creative qualities	33% (30%/29%/34%)
Development of vocational and occupational competence	32% (34%/29%/36%)
Being critical, evaluative and analytical	31% (25%/24%/32%)

**Table 24 Student Perceptions of JMU**

Good	95% (95%/94%/96%)	Neutral	5% (4%/6%/3%)	Bad	1% (0%/1%/0%)
Friendly	94% (95%/94%/96%)	Neutral	6% (4%/5%/4%)	Cold	0% (1%/1%/0%)
Progressive	92% (92%/90%/90%)	Neutral	8% (7%/9%/9%)	Regressive	0% (0%/1%/0%)
Open and Accessible	90% (89%/88%/89%)	Neutral	9% ( 9%/ 9%/11%)	Closed and Inaccessible	1% (1%/1%/1%)
Supportive	89% (88%/85%/87%)	Neutral	11% (11%/14%/12%)	Non-Supportive	1% (0%/1%/1%)
Emotionally Healthy	88% (87%/85%/85%)	Neutral	11% (12%/13%/15%)	Causing Anxiety and Frustration	1% (2%/2%/1%)
Challenging	87% (87%/87%/89%)	Neutral	12% (12%/12%/10%)	Not Challenging	1% (1%/2%/1%)
Intellectual	84% (84%/83%/85%)	Neutral	15% (15%/15%/15%)	Nonintellectual	1% (1%/2%/0%)
Flexible	81% (80%/80%/82%)	Neutral	18% (19%/18%/16%)	Rigid	1% (2%/2%/2%)
The Right Size	80% (79%/81%/82%)	Neutral	16% (16%/15%/13%)	Too Large	5% (5%/4%/4%)
Sensitive	75% (72%/72%/77%)	Neutral	24% (26%/25%/221)	Indifferent	2% (2%/3%/3%)
Integrated	73% (71%/72%/76%)	Neutral	24% (25%/24%/22%)	Fragmented	4% (4%/5%/2%)
Traditional	40%(39%/41%/36%)	Neutral	50%(48%/48%/48%)	Experimental	10%(13%/11%/15%)

**Table 25 Means of First Learning about JMU**

From people at my high school	29% (28%/30%/30%)
From friends	27% (30%/30%/30%)
From relatives	25% (26%/22%/23%)
From alumni(ae)	6% ( 5%/ 6%/ 4%)
From campus visits	6% ( 6%/ 6%/ 6%)
From JMU web-site	3%
From materials I received in the mail	3% ( 3%/ 6%/ 4%)
From JMU representative	2% ( 2%/ 1% / 3%)

**Table 26 Means of Learning About JMU Ranked as Most Important**

Campus visits	36% (36%/41%/35%)
From relatives	18% (20%/18%/18%)
From friends	17% (22%/16%/19%)
From people at my high school	15% (13%/14%/13%)

**Table 26 - Continued**

From alumni(ae)	5% ( 5%/ 4%/ 5%)
From material I received in the mail	4% ( 2%/ 4%/ 4%)
From a representative of this university	3% ( 2%/ 2%/ 3%)
From JMU web-site	2% ( 1%/ 2%)

**Table 27 Studies Abroad Intentions**

I do not plan to study abroad	49% (56%/57%/57%)
I plan to attend a JMU Studies Abroad Program	45% (40%/39%/37%)
I plan to attend a foreign university with an international exchange program	3% ( 1%/ 2%/ 1%)
I plan to pursue an international internship	3% ( 3%/ 3%/ 4%)

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

JMU has a good academic reputation	73% (71%/72%/74%)
JMU offers a major of interest to me	66% (66%/64%/60%)
JMU has good extracurricular opportunities and social life	63% (62%/63%/58%)
Appearance and setting of JMU	61% (54%/56%/54%)
Supportive atmosphere of JMU	58% (52%/53%/45%)
Reputation of JMU's graduates obtaining desirable jobs	49% (50%/51%/54%)
Size of JMU	48% (46%/44%/42%)
Identify with fellow students	40% (38%/31%/36%)
Live on the campus	39% (32%/38%/34%)
Reputation of JMU's graduates attending top graduate schools	38% (35%/35%/39%)
Change in scenery or location	32% (28%/27%/27%)
Range and availability of student services	27% (27%/27%/27%)
Someone who had been here before advised me to attend	24% (22%/22%/18%)
JMU has low tuition	22% (20%/20%/19%)
Friend suggested attending	13% (11%/13%/12%)
Offered financial aid	6% ( 7%/ 8%/ 6%)
Guidance counselor advised me	5% ( 4%/ 4%/ 5%)
Relatives wanted me to come here	4% ( 4%/ 3%/ 4%)
Employer's suggestion	3% ( 2%/ 2%/ 2%)
My teacher advised me	3% ( 2%/ 3%/ 2%)
Not accepted anywhere else	3% ( 3%/ 3%/ 4%)
JMU representative recruited me	2% ( 3%/ 1%/ 2%)
To help retain my current employment	2% ( 1%/ 1%/ 1%)
I wanted to live at home	1% ( 1%/ 0%/ 0%)

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

Learn more about the things that interest me	79% (81%/82%/83%)
Be able to get a better job	76% (79%/80%/82%)

**Table 29 - Continued**

Meet new and interesting people	74% (74%/76%/75%)
Be on my own and make my own decisions	71% (71%/69%/69%)
Gain a general education and appreciation of ideas	64% (67%/73%/67%)
Be able to make more money	53% (53%/55%/59%)
Prepare myself for graduate or professional school	50% (51%/54%/54%)
Make me a more cultured person	43% (38%/42%/45%)
Improve reading and study skills	34% (34%/33%/32%)
Develop a global awareness	29% (22%/25%/27%)
Enhance my social life	25% (23%/24%/22%)
Please my parents	16% (13%/18%/14%)
Meet my future spouse	6% ( 7%/ 7%/ 8%)
Do what my friends are doing	2% ( 1%/ 1%/ 1%)

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

Reading	62%
Composition	53%
Social Studies	50%
Mathematical skills	44% (48%/50%/52%)
Science	41% (42%/44%/47%)
Study habits	30% (32%/33%/32%)
Computer skills	29% (25%/26%/19%)
Foreign languages	28% (26%/27%/31%)
Musical skills	26%
Vocational skills	23% (24%/20%/17%)
Artistic skills	22%

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

Organized athletics	59% (60%/53%/58%)
School and community service	48% (48%/45%/45%)
Part-time work	41% (45%/44%/45%)
Recreational sports	37% (36%/35%/34%)
Fine arts groups	27% (28%/30%/31%)
Academic clubs	21% (23%/24%/26%)
Religious clubs	21% (23%/23%/22%)
School spirit clubs (cheer- leaders, pep, drill, etc.)	19% (20%/18%/19%)
Foreign Language / International Clubs	15% (14%/14%/18%)
Publications	15% (13%/15%/15%)

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

Mathematics	34% (28%/29%/20%)
Foreign language	26% (26%/29%/21%)
Science	20% (16%/16%/21%)
English	11% (10%/ 9%/ 7%)
Reading	6% ( 4%/ 4%/ 5%)
Social studies	6% ( 6%/ 4%/ 4%)

**Table 33 Political Preference**

Middle-of-the-Road	43% (44%/45%/44%)
Liberal	32% (33%/28%/32%)
Conservative	24% (23%/27%/24%)

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

I would express my concern only to the student I discovered cheating	30% (30%/26%/25%)
I would speak to the appropriate teacher or other authority without naming names	24% (23%/21%/20%)
I would be disturbed, but whether I took any action would depend on who the student was	18% (18%/20%/20%)
I would be disturbed but would do nothing	14% (17%/18%/25%)
I would report the student to the appropriate teacher or other authority	11% ( 9%/10%/ 7%)
I would not be disturbed and would do nothing	4% ( 3%/ 5%/ 4%)

**Table 35 Personal Values Indicated as *Very Important***

Friendship	84% (81%/81%/83%)
Education	82% (79%/83%/84%)
Fulfill myself as a person	81% (77%/83%/79%)
Family	80% (75%/80%/77%)
Love	68% (65%/66%/70%)
Living a clean, moral life	53% (49%/50%/49%)
Doing things for others	50% (43%/48%/46%)
Creativity	43% (37%/40%/42%)
Having children	40% (35%/38%/39%)
Religion	36% (31%/36%/32%)
Privacy	28% (26%/30%/28%)
Work	28% (22%/23%/24%)
Money	26% (24%/27%/24%)
Contributing to societal change	24% (17%/18%/21%)
Patriotism	19% (12%/15%/15%)
Contributing to international understanding	19% (10%/13%/14%)
Being close to nature	17% (14%/14%/16%)

**Table 36 Accomplishments Indicated as *Essential***

Raising a family	48% (43%/52%/47%)
Receiving a liberal arts education that is of high quality and very diversified	37% (31%/35%/35%)
Developing a meaningful philosophy of life	30% (29%/24%/27%)
Helping others who are in difficulty	28% (23%/30%/28%)
Being very well off financially	27% (28%/30%/28%)
Being admitted as a graduate student at a prestigious university	23% (20%/23%/25%)
Becoming an authority	

**Table 36 - Continued**

in my field	22% (24%/24%/26%)
Promoting racial understanding	19% (17%/21%/20%)
Developing a global perspective	18% (19%/22%/17%)
Attending intercollegiate athletic events	17%
Being successful in a business of my own	16% (15%/14%/12%)
Obtaining recognition from my colleagues for contributions to my special field	10% (12%/15%/17%)
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	9% ( 7%/ 8%/10%)
Keeping up to date with political affairs	9% ( 8%/13%/11%)
Participating in a community action program	9% ( 6%/ 7%/ 8%)
Influencing social values	8% ( 9%/14%/13%)
Creating artistic work (painting, sculpture, decorating, etc.)	7% ( 8%/ 7%/ 7%)
Having administrative responsibility for the work of others	6% ( 8%/ 8%/ 8%)
Writing original works (poems, novels, short stories, etc.)	6% ( 7%/ 6%/ 6%)
Becoming involved in programs to clean up the environment	5% ( 5%/ 6%/ 6%)
Influencing the political structure	3% ( 3%/ 3%/ 4%)
Making a theoretical contribution to science	3% ( 3%/ 3%/ 4%)

**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	95%(97%)	11%(12%)	95%(95%)
Graduate in five years or less	94%(95%)	10%( 7%)	89%(94%)
Succeed academically without violating the Honor Code	94%(92%)	9%( 6%)	90%(90%)
Have or develop competencies to form positive student relationships	92%(90%)	7% ( 5%)	87%(88%)
Effectively share a room/ Live with other students	90%(89%)	12%(11%)	87%(88%)
Find time to live a satisfying personal/social life	90%(90%)	12%( 9%)	88%(90%)
Have or develop competencies to succeed academically	90%(91%)	8%( 7%)	89%(89%)
Develop character traits that make me a stronger person	89%(90%)	9%( 8%)	85%(89%)
Gain practical skills that employers value	88%(90%)	11%(10%)	87%(90%)
Pursue unique academic/ career interests	88%(88%)	10%( 8%)	85%(86%)
Make good decisions about career plans	87%(87%)	19%(20%)	91%(91%)
Make good decisions about the kind of life I want	87%(89%)	14%(12%)	88%(90%)

**Table 37 - Continued**

Develop into a responsible/engaged citizen	86%(88%)	7%( 6%)	82%(84%)
Effectively balance student freedoms/responsibilities	86%(87%)	12%(11%)	86%(88%)
Fit in with other students	84%(87%)	12%( 9%)	81%(84%)
Learn how to think critically about ideas	83%(82%)	8%( 7%)	80%(80%)
Be intellectually stimulated by the JMU climate	80%(78%)	8%( 5%)	77%(78%)
Have or develop competencies to form positive faculty relationships	79%(80%)	7%( 7%)	73%(76%)
Appreciate diversity of ideas in the world	77%(80%)	7%( 7%)	70%(76%)
Come to clearer understanding what is valued	77%(76%)	7%( 7%)	75%(75%)
Have adequate finances to pay college expenses	76%(78%)	18%(22%)	80%(84%)
Be an active contributor to classroom discussions	66%(63%)	13%(12%)	69%(71%)
Become more sensitive/aware of the needs/contributions of different peoples	65%(62%)	7%( 3%)	61%(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	88% (86%/86%/86%)
Be satisfied with JMU	79% (84%/81%/82%)
Find a job after graduation in the field for which you were trained	79% (82%/79%/77%)
Make at least a B average	73% (70%/73%/75%)
Live in coeducational dorm	55% (68%/67%/65%)
Get a job to help pay college expenses	45% (48%/52%/50%)
Become involved in volunteer activities	34% (35%/35%/35%)
Receive a broad liberal education in college	34% (31%/32%/38%)
Graduate with honors	29% (30%/33%/38%)
Change career choice	24% (24%/21%/21%)

**Table 38 - Continued**

Change major field	23% (22%/20%/19%)
Join a social fraternity, sorority, or club	17% (20%/17%/17%)
Be elected to an academic honor society	14% (16%/23%/26%)
Need tutoring in some courses	8% ( 8%/ 7%/ 8%)
Play varsity sports	7% ( 9%/10%/11%)
Get married within a year after college	6% ( 7%/ 9%/ 7%)
Seek vocational counseling	6% ( 9%/ 9%/ 7%)
Be elected to a student office	4% ( 3%/ 5%/ 5%)
Need extra time to complete your degree requirements	4% ( 3%/ 4%/ 3%)
Participate in student protests	4% ( 4%/ 5%/ 3%)
Seek individual counseling on personal problems	2% ( 2%/ 2%/ 2%)
Work full-time while in college	2% ( 1%/ 1%/ 2%)
Get married while in college	1% ( 1%/ 2%/ 2%)
Transfer to another college before graduating	1% ( 2%/ 3%/ 2%)
Drop out of this college temporarily (exclude transferring)	0% ( 1%/ 1%/ 1%)
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, 540-568-6287.**

