

## STUDENT AFFAIRS, UNIVERSITY PLANNING & ANALYSIS

### 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 Student Affairs, University Planning and Analysis 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 3300 students; 2791 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 2002 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). Nearly 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). 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.

More than 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). 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, family and love. Patriotism was reported as an important value by forty-three percent of the respondents, up from nineteen percent in 2001. Females were more likely to value doing things for others; men were more likely to value money and being close to nature.

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. Arts and Letters students were more likely to indicate that they held liberal political views; business majors, 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: raising a family; helping others who are in difficulty; receiving a liberal arts education that is of high quality and diversified; and promoting racial equality. Male students indicated more often that the following were essential: being well off financially; keeping up to date with political affairs; having administrative responsibility for the work of others; and being successful in a business of their own. Students reporting an A average in high school were more likely to consider the following accomplishment essential: influencing social values; helping others in difficulty; and participating in a community action program.

## **REASONS INFLUENCING STUDENTS' DECISION TO ATTEND COLLEGE**

Similar to past respondents, 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 application of ideas (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, open and accessible, and supportive (Table 24). The most likely means for 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, foreign language, musical skills, artistic skills and study habits.

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 tutoring or remedial work in English and mathematics; males in social studies, foreign languages 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 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 part-time work, religious groups, spirit clubs, academic clubs, foreign language clubs, fine art groups, publications, and school and community service.

## **PHILOSOPHIES OF EDUCATION**

This year and in previous years incoming freshmen have been asked to indicate their own philosophies concerning the emphasis of higher education (Table 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. 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**

Nearly one-third of this year's incoming freshmen stated that if they discovered someone cheating they would express their concern only to the student they discovered cheating (Table 34). Nearly one in four students said they would speak to the appropriate teacher or other authority without naming names. Sixteen percent would be disturbed but would do nothing. Only eight 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; to develop character traits to make me a stronger person; and to gain practical skills that employers value. 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. Women and students of color were more likely to indicate concerns than men and whites. The items that ninety percent or more of the respondents were very much aspiring to were: to enjoy the college experience; graduating in five years or less; succeeding academically without violating the Honor Code; effectively sharing a room; finding time to live a satisfying personal/social life; and developing character traits that make me a stronger person.

## **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 be elected to a student office; be elected to an academic honor society; join a sorority; seek individual counseling; participate in student protests; and become involved in volunteer activities.

Listed in the following tables are summaries of data collected in 2002 (2001, 2000 and 1999 figures, where available, are in parentheses).

**Table 1 Gender of Respondents**

Females	66% (62%/63%/62%)
Males	34% (38%/37%/38%)

**Table 2 Age of Respondents (as of August 31, 2002)**

17 years or younger	13% (12%/14%/15%)
18 years	82% (81%/81%/81%)
19 years	5% ( 7%/ 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	89% (88%/88%/87%)
Asian/Pacific Islander	4% ( 5%/ 5%/ 5%)
African-American/Black	3% ( 3%/ 3%/ 3%)
Latino	1% ( 2%/ 1%/ 1%)
Multiracial	1% ( 1%/ 1%/ 2%)
Native American	0% ( 1%/ 0%/ 0%)
Other	1% ( 0%/ 1%/ 1%)

**Table 4 Region of Current Family Residence**

Outside Virginia	33% (33%/33%/29%)
Northern Virginia	27% (30%/30%/32%)
Tidewater Area	15% (14%/14%/15%)
Piedmont Area	14% (12%/12%/15%)
Shenandoah Valley	5% ( 5%/ 4%/ 5%)
Southwest Virginia	5% ( 5%/ 3%/ 4%)
Outside the United States	1% ( 2%/ 1%/ 1%)

**Table 5 Religious Preference**

Protestant	35% (32%/34%/35%)
Roman Catholic	28% (30%/31%/30%)
Jewish	3% ( 2%/ 3%/ 2%)
No religious preference	21% (21%/20%/20%)
Other religion	13% (15%/13%/14%)

**Table 6 Estimated Annual Family Income**

Less than \$50,000	12% (10%)
\$50,000 - \$74,999	17% (18%)
\$75,000 - \$99,999	21% (21%)
\$100,000 - \$124,999	22% (22%)
\$125,000 - \$149,999	10% (11%)
\$150,000 - \$174,999	6% ( 6%)
\$175,000 - \$199,999	4% ( 3%)
\$200,000 or more	9% ( 9%)

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

80%-100% of the total costs	68% (70%/70%/73%)
60%- 79% of the total costs	7% ( 7%/ 8%/ 9%)
40%- 59% of the total costs	9% ( 7%/ 6%/ 6%)
20%- 39% of the total costs	6% ( 5%/ 6%/ 5%)
0%- 19% of the total costs	11% (10%/10%/ 7%)

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

Masters degree	46% (49%/48%/47%)
Baccalaureate degree	24% (23%/25%/25%)
Professional degree (e.g., medicine, law, theology)	16% (15%/15%/14%)
Doctoral degree (e.g., Ph.D., Ed.D., D.B.A.)	13% (12%/11%/15%)
Specialist degree (e.g., Ed.S.)	1% ( 1%/ 2%/ 1%)
Not a degree seeking student	0% ( 0%/ 0%/ 0%)

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

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

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

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

**Table 11 Average Grade in High School**

A or A+	23% (19%/18%/19%)
A-	30% (27%/28%/27%)
B+	30% (35%/31%/32%)
B	15% (17%/19%/18%)
B-	2% ( 2%/ 2%/ 4%)
C+	0% ( 0%/ 1%/ 1%)
C	0% ( 0%/ 0%/ 0%)

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

Top ten percent	33% (30%/32%/35%)
Top twenty-five percent	51% (54%/50%/50%)
Top fifty percent	15% (15%/17%/14%)
Bottom fifty percent	1%

**Table 13 Combined SAT Scores Reported**

1200 or more	41% (39%/42%/42%)
1100 to 1199	35% (36%/37%/35%)
1000 to 1099	19% (19%/16%/18%)
900 to 999	4% ( 5%/ 3%/ 4%)
800 to 899	1% ( 1%/ 0%/ 1%)
799 or less	0% ( 0%/ 0%/ 0%)
Did not take SAT	1% ( 0%)

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

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

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

None	6% ( 4%/ 4%/ 5%)
One	12% (11%/11%/12%)
Two	17% (17%/19%/19%)
Three	20% (21%/20%/22%)
Four	17% (17%/17%/17%)
Five	12% (13%/13%/11%)
Six or more	18% (17%/17%/14%)

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

None	11% ( 9%/10%/10%)
One	21% (22%/21%/21%)
Two	23% (23%/23%/24%)
Three	19% (19%/19%/20%)
Four	13% (13%/13%/13%)
Five	7% ( 7%/ 7%/ 6%)
Six or more	6% ( 7%/ 6%/ 6%)

**Table 17 Anticipated College at JMU**

College of Arts and Letters	28% (27%/25%/27%)
College of Business	20% (21%/22%/22%)
College of Integrated Science and Technology	20%
Undecided	17% (17%/20%/16%)
College of Science and Mathematics	11% (10%/ 9%/10%)
College of Education	4%

**Table 18 Anticipated Education Minors**

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

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

Chronic illness (diabetes, asthma, etc)	69 (67/63)
Attention Deficit Disorder	37 (56/38)
Learning disability	27 (25/29)
Visual impairment	15 (34/23)
Other	8 ( 8/ 7)
Psychological/psychiatric disability	6 ( 5/ 9)
Hearing impairment	4 ( 7/ 7)
Mobility impairment	3 ( 3/ 4)

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

	Applied	Accepted
Virginia Tech	34% (39%/41%/37%)	22% (28%/29%/35%)
University of Virginia	19% (18%/21%/25%)	1% ( 1%/ 3%/ 3%)
George Mason University	17% (15%/12%/ 9%)	17% (15%/11%/ 8%)
College of William & Mary	15% (15%/15%/17%)	1% ( 1%/ 1%/ 3%)
Mary Washington College	12% (14%/14%/18%)	8% ( 8%/ 9%/12%)
University of Delaware	11% ( 9%/ 8%/ 7%)	8% ( 7%/ 7%/ 7%)
University of Maryland	10% ( 8%/ 9%/ 7%)	5% ( 4%/ 5%/ 7%)
University of North Carolina - Chapel Hill	10% ( 7%/ 6%/ 6%)	3% ( 2%/ 0%/ 1%)
Penn State University	8% ( 8%/ 8%/ 8%)	6% ( 7%/ 8%/ 7%)
Radford University	8% ( 9%/ 7%/ 5%)	8% ( 9%/ 7%/ 5%)
Virginia Commonwealth	8% ( 8%/ 6%/ 8%)	8% ( 8%/ 6%/ 8%)
Longwood College	7% ( 6%/ 4%/ 7%)	7% ( 6%/ 4%/ 7%)
Old Dominion University	6% ( 4%/ 5%/ 6%)	6% ( 4%/ 5%/ 6%)

**Table 20 - Continued**

University of Richmond	5% ( 6%/ 6%/ 8%)	1% ( 1%/ 2%/ 2%)
Wake Forest University	2% ( 3%/ 2%/ 3%)	0% ( 1%/ 1%/ 1%)
Hampton University	1% ( 0%/ 0%/ 1%)	0% ( 0%/ 0%/ 1%)
Randolph Macon University	1% ( 3%/ 2%/ 3%)	1% ( 3%/ 2%/ 3%)
Washington and Lee University	1% ( 2%/ 1%/ 2%)	0% ( 0%/ 0%/ 1%)
No other schools	9% (10%/ 8%/ 9%)	14% (15%/14%/15%)

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

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

**Table 22 Philosophy of Education**

Vocational philosophy (education viewed as essentially preparation for an occupation)	46% (47%/50%/51%)
Social philosophy (social life and loyalty to college emphasized)	41% (39%/37%/32%)
Intellectual philosophy (emphasis on scholarly pursuit of knowledge)	8% ( 8%/ 8%/ 9%)
Artistic philosophy (emphasis on ideas, art forms, individuality)	6% ( 6%/ 5%/ 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	59% (62%/59%/54%)
Relationships with other students, student groups and activities	59% (61%/59%/53%)
Personal growth/self-awareness	56% (54%/52%/46%)
Personal relevance and practical value of your courses	40% (39%/37%/35%)
Development of vocational and occupational competence	38% (32%/34%/29%)

**Table 23 - Continued**

Development of esthetic, expressive, and creative qualities	34% (33%/30%/29%)
Being critical, evaluative and analytical	29% (31%/25%/24%)

**Table 24 Student Perceptions of JMU**

Good	Neutral	Bad
96% (95%/95%/94%)	4% (5%/4%/6%)	0% (1%/0%/1%)
Friendly	Neutral	Cold
95% (94%/95%/94%)	4% (6%/4%/5%)	1% (0%/1%/1%)
Open and Accessible	Neutral	Closed and Inaccessible
92% (90%/89%/88%)	8% (9%/ 9%/ 9%)	0% (1%/1%/1%)
Progressive	Neutral	Regressive
91% (92%/92%/90%)	9% (8%/7%/9%)	0% (0%/0%/1%)
Supportive	Neutral	Non-Supportive
91% (89%/88%/85%)	9% (11%/11%/14%)	1% (1%/0%/1%)
Emotionally Healthy	Neutral	Causing Anxiety and Frustration
87% (88%/87%/85%)	11% (11%/12%/13%)	1% (1%/2%/2%)
Challenging	Neutral	Not Challenging
86% (87%/87%/87%)	13% (12%/12%/12%)	2% (1%/1%/2%)
Flexible	Neutral	Rigid
85% (81%/80%/80%)	14% (18%/19%/18%)	1% (1%/2%/2%)
Intellectual	Neutral	Nonintellectual
83% (84%/84%/83%)	16% (15%/15%/15%)	1% (1%/1%/2%)
The Right Size	Neutral	Too Large
80% (80%/79%/81%)	16% (16%/16%/15%)	4% (5%/5%/4%)
Sensitive	Neutral	Indifferent
78% (75%/72%/72%)	20% (24%/26%/25%)	2% (2%/2%/3%)
Integrated	Neutral	Fragmented
74% (73%/71%/72%)	23% (24%/25%/24%)	3% (4%/4%/5%)
Traditional	Neutral	Experimental
39%(40%/39%/41%)	50%(50%/48%/48%)	11%(10%/13%/11%)

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

From friends	31% (27%/30%/30%)
From people at my high school	29% (29%/28%/30%)
From relatives	25% (25%/26%/22%)
From alumni(ae)	5% ( 6%/ 5%/ 6%)
From campus visits	5% ( 6%/ 6%/ 6%)
From materials I received in the mail	3% ( 3%/ 3%/ 6%)
From JMU web-site	1% ( 3%)
From JMU representative	1% ( 2%/ 2% / 1%)

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

Campus visits	34% (36%/36%/41%)
From relatives	22% (18%/20%/18%)
From friends	21% (17%/22%/16%)
From people at my high school	12% (15%/13%/14%)
From alumni(ae)	5% ( 5%/ 5%/ 4%)
From material I received in the mail	3% ( 4%/ 2%/ 4%)
From a representative of this university	2% ( 3%/ 2%/ 2%)
From JMU web-site	2% ( 2%/ 1%/ 2%)

**Table 27 Studies Abroad Intentions**

I do not plan to study abroad	51% (49%/56%/57%)
I plan to attend a JMU Studies Abroad Program	44% (45%/40%/39%)
I plan to pursue an international internship	3% ( 3%/ 3%/ 3%)
I plan to attend a foreign university with an international exchange program	2% ( 3%/ 1%/ 2%)

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

JMU has a good academic reputation	72% (73%/71%/72%)
JMU offers a major of interest to me	66% (66%/66%/64%)
JMU has good extracurricular opportunities and social life	62% (63%/62%/63%)
Appearance and setting of JMU	59% (61%/54%/56%)
Supportive atmosphere of JMU	58% (58%/52%/53%)
Reputation of JMU's graduates obtaining desirable jobs	46% (49%/50%/51%)
Size of JMU	46% (48%/46%/44%)
Identify with fellow students	42% (40%/38%/31%)
Live on the campus	38% (39%/32%/38%)
Reputation of JMU's graduates attending top graduate schools	35% (38%/35%/35%)
Change in scenery or location	30% (32%/28%/27%)
Range and availability of student services	29% (27%/27%/27%)
JMU has low tuition	24% (22%/20%/20%)
Someone who had been here before advised me to attend	24% (24%/22%/22%)
Friend suggested attending	13% (13%/11%/13%)
Offered financial aid	9% ( 6%/ 7%/ 8%)
Relatives wanted me to come here	6% ( 4%/ 4%/ 3%)
Guidance counselor advised me	5% ( 5%/ 4%/ 4%)
Not accepted anywhere else	4% ( 3%/ 3%/ 3%)
JMU representative recruited me	3% ( 2%/ 3%/ 1%)
My teacher advised me	3% ( 3%/ 2%/ 3%)
Employer's suggestion	2% ( 3%/ 2%/ 2%)
To help retain my current employment	2% ( 2%/ 1%/ 1%)
I wanted to live at home	1% ( 1%/ 1%/ 0%)

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

Learn more about the things that interest me	83% (79%/81%/82%)
Meet new and interesting people	78% (74%/74%/76%)
Be able to get a better job	75% (76%/79%/80%)
Be on my own and make my own decisions	72% (71%/71%/69%)
Gain a general education and appreciation of ideas	69% (64%/67%/73%)
Be able to make more money	56% (53%/53%/55%)
Prepare myself for graduate or professional school	51% (50%/51%/54%)
Make me a more cultured person	46% (43%/38%/42%)
Improve reading and study skills	34% (34%/34%/33%)
Develop a global awareness	32% (29%/22%/25%)
Enhance my social life	30% (25%/23%/24%)
Please my parents	20% (16%/13%/18%)
Meet my future spouse	8% ( 6%/ 7%/ 7%)
Do what my friends are doing	3% ( 2%/ 1%/ 1%)

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

Reading	63% (62%)
Composition	54% (53%)
Social Studies	51% (50%)
Mathematical skills	48% (44%/48%/50%)
Science	41% (41%/42%/44%)
Study habits	33% (30%/32%/33%)
Computer skills	31% (29%/25%/26%)
Foreign languages	30% (28%/26%/27%)
Musical skills	29% (26%)
Artistic skills	26% (22%)
Vocational skills	24% (23%/24%/20%)

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

Organized athletics	54% (59%/60%/53%)
School and community service	49% (48%/48%/45%)
Part-time work	45% (41%/45%/44%)
Recreational sports	36% (37%/36%/35%)
Fine arts groups	29% (27%/28%/30%)
Academic clubs	23% (21%/23%/24%)
Religious clubs	23% (21%/23%/23%)
School spirit clubs (cheerleaders, pep, drill, etc.)	17% (19%/20%/18%)
Publications	14% (15%/13%/15%)
Foreign Language / International Clubs	13% (15%/14%/14%)

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

Mathematics	29% (34%/28%/29%)
Foreign language	26% (26%/26%/29%)
Science	17% (20%/16%/16%)
English	11% (11%/10%/ 9%)
Reading	5% ( 6%/ 4%/ 4%)
Social studies	5% ( 6%/ 6%/ 4%)

**Table 33 Political Preference**

Middle-of-the-Road	47% (43%/44%/45%)
Liberal	32% (32%/33%/28%)
Conservative	21% (24%/23%/27%)

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

I would express my concern only to the student I discovered cheating	31% (30%/30%/26%)
I would speak to the appropriate teacher or other authority without naming names	23% (24%/23%/21%)
I would be disturbed, but whether I took any action would depend on who the student was	17% (18%/18%/20%)
I would be disturbed but would do nothing	16% (14%/17%/18%)
I would report the student to the appropriate teacher or other authority	8% (11%/ 9%/10%)
I would not be disturbed and would do nothing	4% ( 4%/ 3%/ 5%)

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

Friendship	91% (84%/81%/81%)
Honesty	90%
Education	88% (82%/79%/83%)
Family	87% (80%/75%/80%)
Fulfill myself as a person	86% (81%/77%/83%)
Love	75% (68%/65%/66%)
Living a clean, moral life	63% (53%/49%/50%)
Doing things for others	62% (50%/43%/48%)
Creativity	54% (43%/37%/40%)
Having children	48% (40%/35%/38%)
Patriotism	43% (19%/12%/15%)
Religion	40% (36%/31%/36%)
Privacy	39% (28%/26%/30%)
Money	36% (26%/24%/27%)
Work	36% (28%/22%/23%)
Contributing to societal change	32% (24%/17%/18%)
Contributing to international understanding	28% (19%/10%/13%)
Being close to nature	19% (17%/14%/14%)

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

Raising a family	46% (48%/43%/52%)
Receiving a liberal arts education that is of high quality and very diversified	36% (37%/31%/35%)
Helping others who are in difficulty	28% (28%/23%/30%)
Developing a meaningful philosophy of life	27% (30%/29%/24%)
Being very well off financially	25% (27%/28%/30%)
Being admitted as a graduate student at a prestigious	

**Table 36 - Continued**

university	22% (23%/20%/23%)
Becoming an authority in my field	21% (22%/24%/24%)
Developing a global perspective	20% (18%/19%/22%)
Promoting racial understanding	20% (19%/17%/21%)
Attending intercollegiate athletic events	18% (17%)
Being successful in a business of my own	13% (16%/15%/14%)
Obtaining recognition from my colleagues for contributions to my special field	13% (10%/12%/15%)
Keeping up to date with political affairs	11% ( 9%/ 8%/13%)
Influencing social values	10% ( 8%/ 9%/14%)
Participating in a community action program	8% ( 9%/ 6%/ 7%)
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	7% ( 9%/ 7%/ 8%)
Creating artistic work (painting, sculpture, decorating, etc.)	7% ( 7%/ 8%/ 7%)
Having administrative responsibility for the work of others	7% ( 6%/ 8%/ 8%)
Writing original works (poems, novels, short stories, etc.)	6% ( 6%/ 7%/ 6%)
Influencing the political structure	5% ( 3%/ 3%/ 3%)
Becoming involved in programs to clean up the environment	4% ( 5%/ 5%/ 6%)
Making a theoretical contribution to science	3% ( 3%/ 3%/ 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%(95%)	7%(11%)	95%(95%)
Graduate in five years or less	95%(94%)	7%(10%)	94%(89%)
Succeed academically without violating the Honor Code	95%(94%)	5%(9%)	93%(90%)
Have or develop competencies to succeed academically	92%(90%)	5%(8%)	87%(89%)
Develop character traits that make me a stronger person	91%(89%)	6%(9%)	91%(85%)
Gain practical skills that employers value	91%(88%)	8%(11%)	89%(87%)
Have or develop competencies to form positive student relationships	91%(92%)	4%(7%)	87%(87%)
Develop into a responsible/engaged citizen	90%(86%)	4%(7%)	85%(82%)
Find time to live a satisfying personal/social life	90%(90%)	7%(12%)	90%(88%)
Make good decisions about the kind of life I want	89%(87%)	10%(14%)	88%(88%)
Effectively share a room/live with other students	88%(90%)	7%(12%)	91%(87%)

**Table 37 - Continued**

Pursue unique academic/ career interests	88%(88%)	6%(10%)	87%(85%)
Fit in with other students	88%(84%)	9%(12%)	85%(81%)
Effectively balance student freedoms/responsibilities	86%(86%)	9%(12%)	89%(86%)
Learn how to think critically about ideas	85%(83%)	7%( 8%)	84%(80%)
Make good decisions about career plans	84%(87%)	16%(19%)	89%(91%)
Be intellectually stimulated by the JMU climate	82%(80%)	5%( 8%)	81%(77%)
Appreciate diversity of ideas in the world	80%(77%)	4%( 7%)	75%(70%)
Come to clearer under- standing what is valued	80%(77%)	4%( 7%)	74%(75%)
Have or develop competencies to form positive faculty relationships	80%(79%)	5%( 7%)	77%(73%)
Have adequate finances to pay college expenses	74%(76%)	21%(18%)	80%(80%)
Become more sensitive/aware of the needs/contributions of different peoples	70%(65%)	4%( 7%)	63%(61%)
Be an active contributor to classroom discussions	67%(66%)	8%(13%)	71%(69%)

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

Be satisfied with JMU	83% (79%/84%/81%)
Get a baccalaureate degree	83% (88%/86%/86%)
Find a job after graduation in the field for which you were trained	78% (79%/82%/79%)
Make at least a B average	72% (73%/70%/73%)
Live in coeducational dorm	52% (55%/68%/67%)
Get a job to help pay college expenses	49% (45%/48%/52%)
Become involved in volunteer activities	38% (34%/35%/35%)
Receive a broad liberal education in college	33% (34%/31%/32%)
Graduate with honors	31% (29%/30%/33%)
Change career choice	22% (24%/24%/21%)
Change major field	21% (23%/22%/20%)
Join a social fraternity, sorority, or club	17% (17%/20%/17%)

**Table 38 - Continued**

Be elected to an academic honor society	16% (14%/16%/23%)
Get married within a year after college	9% ( 6%/ 7%/ 9%)
Play varsity sports	8% ( 7%/ 9%/10%)
Seek vocational counseling	8% ( 6%/ 9%/ 9%)
Need tutoring in some courses	7% ( 8%/ 8%/ 7%)
Be elected to a student office	4% ( 4%/ 3%/ 5%)
Need extra time to complete your degree requirements	3% ( 4%/ 3%/ 4%)
Participate in student protests	3% ( 4%/ 4%/ 5%)
Transfer to another college before graduating	3% ( 1%/ 2%/ 3%)
Get married while in college	2% ( 1%/ 1%/ 2%)
Seek individual counseling on personal problems	2% ( 2%/ 2%/ 2%)
Work full-time while in college	1% ( 2%/ 1%/ 1%)
Drop out of this college tempo- rarily (exclude transferring)	0% ( 0%/ 1%/ 1%)
Drop out permanently (exclude transferring)	0% ( 0%/ 1%/ 1%)
Fail one or more courses	0% ( 0%/ 0%/ 1%)

**Table 39**                      **Computer Usage on Campus**

I will bring a desktop computer	44%
I will bring a computer but do not know what type	30%
I will bring a laptop computer	20%
I will bring a desktop and laptop computer	3%
I do not plan to bring a computer	2%

**If you have any questions or comments, please  
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540-568-6287 or [menardaj@jmu.edu](mailto:menardaj@jmu.edu).**

