

STUDENT AFFAIRS AND UNIVERSITY PLANNING

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.

For the first time, staff in the Division of Student Affairs and University Planning requested that incoming students complete the Freshman Survey online. The survey seeks responses to questions about respondents' decision to attend college and, more specifically, James Madison University; their experiences in high school; and their attitudes, values and beliefs. Responses were made in May, June and July. Demographic data are also requested.

As in past years, there were four forms of the survey. The forms were made available randomly to incoming freshmen. Each form contained the same demographic questions with additional questions covering various areas of information. 2889 usable surveys were obtained. This issue of the **STUDENT DEVELOPMENT NEWS** reports on the data obtained from these respondents. The respondents appear to be representative of entering students based on gender, race and place of residence.

RESPONSES FROM 2003 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 7). 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 8 and 9).

More than one-half of this year's respondents reported average high school grades of A- or better (Table 10) and three-fourths of the respondents reported combined SAT scores of 1100 or better (Table 12). Nearly one-third of this year's first year students also reported being in the top ten percent of their high school graduating class (Table 11). Female students said significantly more often than male students that their average high school grades were A- or better and that they were in the top ten percent of their graduating class. Women reported that they applied to and were accepted by more schools than men. Male respondents were more likely than women to report SAT total scores of 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 31). Three-fourths or more of this year's survey respondents said they feel that the following are very important: education, friendship, honesty, fulfilling oneself as a person, family and love. Patriotism was reported as an important value by forty-seven 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 29). More than one-third 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 stated they hold conservative views.

ACCOMPLISHMENTS SEEN AS ESSENTIAL

More than one-half of the respondents report that raising a family is an essential accomplishment; one-quarter or more believe that receiving a liberal arts education that is of high quality and very diversified; developing a meaningful philosophy of life; being well off financially; helping others who are in difficulty and developing a global perspective are essential (Table 32). 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 accomplishments 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, three-fourths 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 25). 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 24). 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 supportive atmosphere; the reputation of JMU graduates obtaining desirable jobs; attending top graduate schools; and the size of the University.

Ninety percent or more of the respondents view JMU as friendly, good, progressive, and supportive (Table 20). The most likely means for first learning about JMU are friends, people at high school, and relatives (Table 21). Women state that campus visits and mailed materials are most important. Campus visits are however the most important means for learning about JMU (Table 22).

Slightly less than three-quarters of this year's incoming freshmen said JMU was their first choice (Table 13). 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, social sciences, and mathematical skills (Table 26). Females said more often than males that they were very well prepared in composition, reading, foreign languages, 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 28). One in four students said they feel they will need special help in mathematics. Female students stated more often than male students that they feel they will need tutoring or remedial work in mathematics and the sciences.

Similar to results in previous years, more than one-half of this year's students said they were very active in organized athletics and school and community service in high school (Table 27). Over one-half of the respondents said they were very active in high school in organized athletics and 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 19). More than two-fifths 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. Approximately the same percentage 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

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 30). Nearly one in four students said they would speak to the appropriate teacher or other authority without naming names. Thirteen 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.

JMU EXPERIENCES ANTICIPATED TO BE VERY OR SOMEWHAT LIKELY

Respondents were asked to indicate the likelihood that certain experiences would occur during their first year at JMU (Table 33). Items that ninety or more percent of the respondents thought were "very likely" or "somewhat likely" to occur were: being happy with my choice to attend JMU; encountering people with a different philosophy of life than my own; getting involved in at least one JMU club or organization; having the "time of my life" in my first year at JMU; being challenged intellectually; making a GPA of 3.0 or better at the end of the year and having faculty that are interested in and supportive of me. Less than twenty percent of the respondents believed that the following items were "very or somewhat likely" to occur: struggling to fit in socially; feeling lonely and isolated; failing one or more courses; transferring from JMU at the end of my freshman year; attending class only when I like it and behaving how I want without worrying about the ramifications of my actions. Students of color were more likely than white respondents to indicate a likelihood to seek personal counseling and to transfer from JMU after the first year. Students who reported a B average in high school were more likely than students reporting an A average that the following were likely to occur: seeking personal counseling; failing one or more courses; hesitating to ask faculty or adviser for help; attending classes when I feel like it and struggling academically. Students reporting SAT scores of 1200 or more indicated statistically more often than other respondents that the following was likely to occur: transferring from JMU to another college. These same respondents indicated that they were less likely to believe that they would seek personal counseling; feel lonely or isolated; surprise family with changes in beliefs and struggle with academics.

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 34). Approximately three out of every four of the respondents said there is a very good chance get a bachelor's degree; and find a job after graduation in the field for which they are trained.

Listed in the following tables are summaries of data collected in 2003 (2002, 2001 and 2000 figures, where available, are in parentheses).

Females	65% (66%/62%/63%)
Males	35% (34%/38%/37%)

17 years or younger	12% (13%/12%/14%)
18 years	82% (82%/81%/81%)
19 years	6% (5%/ 7%/ 5%)
20 years	0% (0%/ 0%/ 0%)
21 years	0% (0%/ 0%/ 0%)
22 years or older	0% (0%/ 0%/ 0%)

Caucasian-American/White	90% (89%/88%/88%)
Asian/Pacific Islander	5% (4%/ 5%/ 5%)
African-American/Black	2% (3%/ 3%/ 3%)
Latino	1% (1%/ 2%/ 1%)
Multiracial	1% (1%/ 1%/ 1%)
Native American	0% (0%/ 1%/ 0%)
Other	1% (1%/ 0%/ 1%)

Outside Virginia	35% (33%/33%/33%)
Northern Virginia	28% (27%/30%/30%)
Tidewater Area	13% (15%/14%/14%)
Piedmont Area	12% (14%/12%/12%)
Shenandoah Valley	7% (5%/ 5%/ 4%)
Southwest Virginia	3% (5%/ 5%/ 3%)
Outside the United States	3% (1%/ 2%/ 1%)

Roman Catholic	32% (28%/30%/31%)
Protestant	31% (35%/32%/34%)
No religious preference	19% (21%/21%/20%)
Other religion	14% (13%/15%/13%)
Jewish	3% (3%/ 2%/ 3%)
Islam	1%
Hindu	0%

80%-100% of the total costs	67% (68%/70%/70%)
60%- 79% of the total costs	10% (7%/ 7%/ 8%)
40%- 59% of the total costs	7% (9%/ 7%/ 6%)
20%- 39% of the total costs	6% (6%/ 5%/ 6%)
0%- 19% of the total costs	10% (11%/10%/10%)

Masters degree	48% (46%/49%/48%)
Baccalaureate degree	22% (24%/23%/25%)
Professional degree (e.g., medicine, law, theology)	14% (16%/15%/15%)
Doctoral degree (e.g., Ph.D., Ed.D., D.B.A.)	13% (13%/12%/11%)
Specialist degree (e.g., Ed.S.)	1% (1%/ 1%/ 2%)
Not a degree seeking	

student 0% (0%/ 0%/ 0%)

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

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

A or A+	22% (23%/19%/18%)
A-	30% (30%/27%/28%)
B+	34% (30%/35%/31%)
B	13% (15%/17%/19%)
B-	1% (2%/ 2%/ 2%)
C+	0% (0%/ 0%/ 1%)
C	0% (0%/ 0%/ 0%)

Top ten percent	31% (33%/30%/32%)
Top twenty-five percent	53% (51%/54%/50%)
Top fifty percent	15% (15%/15%/17%)
Bottom fifty percent	1% (1%)

1200 or more	39% (41%/39%/42%)
1100 to 1199	36% (35%/36%/37%)
1000 to 1099	20% (19%/19%/16%)
900 to 999	4% (4%/ 5%/ 3%)
800 to 899	0% (1%/ 1%/ 0%)
799 or less	0% (0%/ 0%/ 0%)
Did not take SAT	1% (1%/ 0%)

First Choice	71% (73%/71%/73%)
Second Choice	23% (21%/23%/21%)
Third Choice	5% (6%/ 6%/ 6%)

None	5% (6%/ 4%/ 4%)
One	10% (12%/11%/11%)
Two	15% (17%/17%/19%)

Three	19% (20%/21%/20%)
Four	17% (17%/17%/17%)
Five	14% (12%/13%/13%)
Six or more	20% (18%/17%/17%)

Table 15 Number of Other Colleges - Accepted

None	10% (11%/ 9%/ 10%)
One	19% (21%/22%/21%)
Two	22% (23%/23%/23%)
Three	20% (19%/19%/19%)
Four	15% (13%/13%/13%)
Five	8% (7%/ 7%/ 7%)
Six or more	8% (6%/ 7%/ 6%)

Table 16 Anticipated Education Minors

Do not plan to pursue a career in Education	81% (82%/82%/83%)
Secondary Education (grades 6-12)	5% (6%/ 4%/ 6%)
Elementary Education (grades PK-6)	4% (4%/ 4%)
Early Childhood Education (grades PK-3)	3% (3%/ 2%/ 5%)
Art Education	2% (2%/ 2%/ 2%)
Music Education	2% (2%/ 3%/ 1%)
Physical and Health Education	2% (1%/ 3%/ 2%)
Middle Education (grades 6-8)	1% (0%/ 0%/ 1%)
Special Education	1% (1%/ 1%/ 0%)

Table 17 Disability Reported (Frequencies, Not Percentages)

Chronic illness (diabetes, asthma, etc)	69 (69/67/63)
ADD/ADHD	65
Learning disability	25 (27/25/29)
Visual impairment	15 (15/34/23)
Psychological/psychiatric disability	12 (6/ 5/ 9)
Other	11 (8/ 8/ 7)
Mobility impairment	6 (3/ 3/ 4)
Hearing impairment	5 (4/ 7/ 7)

Table 18 Other Schools to Which Respondents

Applied	Accepted
Virginia Tech 35% (34%/39%/41%)	23% (22%/28%/29%)
University of Virginia 19% (19%/18%/21%)	1% (1%/ 1%/ 3%)
College of William & Mary 15% (15%/15%/15%)	1% (1%/ 1%/ 1%)
George Mason University 15% (17%/15%/12%)	14% (17%/15%/11%)
Mary Washington College 12% (12%/14%/14%)	7% (8%/ 8%/ 9%)
University of Delaware 12% (11%/ 9%/ 8%)	5% (8%/ 7%/ 7%)
University of Maryland 10% (10%/ 8%/ 9%)	5% (5%/ 4%/ 5%)
Penn State University 8% (8%/ 8%/ 8%)	6% (6%/ 7%/ 8%)
Virginia Commonwealth 8% (8%/ 8%/ 6%)	7% (8%/ 8%/ 6%)

Longwood College 6% (7%/ 6%/ 4%)	6% (7%/ 6%/ 4%)
Radford University 5% (8%/ 9%/ 7%)	5% (8%/ 9%/ 7%)
Old Dominion University 4% (6%/ 4%/ 5%)	4% (6%/ 4%/ 5%)
University of Richmond 4% (5%/ 6%/ 6%)	1% (1%/ 1%/ 2%)
University of North Carolina - Chapel Hill 3% (10%/ 7%/ 6%)	0% (3%/ 2%/ 0%)
Randolph Macon University 2% (1%/ 3%/ 2%)	2% (1%/ 3%/ 1%)
Hampton University 1% (1%/ 0%/ 0%)	1% (0%/ 0%/ 0%)
Wake Forest University 1% (2%/ 3%/ 2%)	0% (0%/ 1%/ 1%)
Washington and Lee University 0% (1%/ 2%/ 1%)	0% (0%/ 0%/ 0%)
No other schools 11% (9%/10%/ 8%)	16% (14%/15%/14%)

Table 19 Philosophy of Education

Social philosophy (social life and loyalty to college emphasized)	44% (41%/39%/37%)
Vocational philosophy (education viewed as essentially preparation for an occupation)	43% (46%/47%/50%)
Intellectual philosophy (emphasis on scholarly pursuit of knowledge)	9% (8%/ 8%/ 8%)
Artistic philosophy (emphasis on ideas, art forms, individuality)	5% (6%/ 6%/ 5%)

Table 20 Student Perceptions of JMU

Friendly	Neutral	Cold
94% (95%/94%/95%)	4% (4%/6%/4%)	2% (1%/0%/1%)
Good	Neutral	Bad
93% (96%/95%/95%)	5% (4%/5%/4%)	2% (0%/1%/0%)
Progressive	Neutral	Regressive
90% (91%/92%/92%)	8% (9%/8%/7%)	2% (0%/0%/0%)
Supportive	Neutral	Non-Supportive
90% (91%/89%/88%)	9% (9%/11%/11%)	2% (1%/1%/0%)
Open and Accessible	Neutral	Closed and Inaccessible
88% (92%/90%/89%)	10% (8%/ 9%/ 9%)	2% (0%/1%/1%)
Flexible	Neutral	Rigid
87% (85%/81%/80%)	12% (14%/18%/19%)	2% (1%/1%/2%)
Emotionally Healthy	Neutral	Causing Anxiety and Frustration
86% (87%/88%/87%)	11% (11%/11%/12%)	2% (1%/1%/2%)
Intellectual	Neutral	Nonintellectual
86% (83%/84%/84%)	12% (16%/15%/15%)	2% (1%/1%/1%)
Challenging	Neutral	Not Challenging

85% (86%/87%/87%)	13% (13%/12%/12%)	3% (2%/1%/1%)
Sensitive	Neutral	Indifferent
80% (78%/75%/72%)	17% (20%/24%/26%)	3% (2%/2%/2%)
The Right Size	Neutral	Too Large
79% (80%/80%/79%)	15% (16%/16%/16%)	5% (4%/5%/5%)
Integrated	Neutral	Fragmented
70% (74%/73%/71%)	26% (23%/24%/25%)	5% (3%/4%/4%)
Traditional	Neutral	Experimental
63%(39%/40%/39%)	29%(50%/50%/48%)	8%(11%/10%/13%)

Table 21 Means of First Learning about JMU

From friends	33% (31%/27%/30%)
From people at my high school	24% (29%/29%/28%)
From relatives	24% (25%/25%/26%)
From alumni(ae)	6% (5%/ 6%/ 5%)
From campus visits	6% (5%/ 6%/ 6%)
From JMU web-site	3% (1%/ 3%)
From materials I received in the mail	3% (3%/ 3%/ 3%)
From JMU representative	2% (1%/ 2%/ 2%)

Table 22 Means of Learning About JMU Ranked as Most Important

Campus visits	36% (34%/36%/36%)
From relatives	20% (22%/18%/20%)
From friends	19% (21%/17%/22%)
From people at my high school	13% (12%/15%/13%)
From alumni(ae)	5% (5%/ 5%/ 5%)
From JMU web-site	3% (2%/ 2%/ 1%)
From a representative of this university	2% (2%/ 3%/ 2%)
From material I received in the mail	2% (3%/ 4%/ 2%)

Table 23 Studies Abroad Intentions

I do not plan to study abroad	50% (51%/49%/56%)
I plan to attend a JMU Studies Abroad Program	44% (44%/45%/40%)
I plan to attend a foreign university with an international exchange program	3% (2%/ 3%/ 1%)
I plan to pursue an international internship	3% (3%/ 3%/ 3%)

Table 24 Reasons Considered Very Important in Deciding to Attend JMU

JMU has a good academic reputation	74% (72%/73%/71%)
JMU offers a major of interest to me	70% (66%/66%/66%)
Supportive atmosphere of JMU	69% (58%/58%/52%)
Appearance and setting of JMU	65% (59%/61%/54%)
JMU has good extracurricular opportunities and social life	65% (62%/63%/62%)
Reputation of JMU's graduates obtaining desirable jobs	60% (46%/49%/50%)

Reputation of JMU's graduates attending top graduate schools	53% (35%/38%/35%)
Size of JMU	51% (46%/48%/46%)
Identify with fellow students	48% (42%/40%/38%)
Live on the campus	45% (38%/39%/32%)
Change in scenery or location	36% (30%/32%/28%)
Range and availability of student services	36% (29%/27%/27%)
Someone who had been here before advised me to attend	26% (24%/24%/22%)
JMU has low tuition	25% (24%/22%/20%)
Friend suggested attending	16% (13%/13%/11%)
Offered financial aid	10% (9%/ 6%/ 7%)
Guidance counselor advised me	8% (5%/ 5%/ 4%)
Employer's suggestion	5% (2%/ 3%/ 2%)
Relatives wanted me to come here	5% (6%/ 4%/ 4%)
JMU representative recruited me	4% (3%/ 2%/ 3%)
Not accepted anywhere else	4% (4%/ 3%/ 3%)
My teacher advised me	3% (3%/ 3%/ 2%)
To help retain my current employment	2% (2%/ 2%/ 1%)
I wanted to live at home	1% (1%/ 1%/ 1%)

Table 25 Reasons Considered Very Important in Deciding to Attend College

Learn more about the things that interest me	88% (83%/79%/81%)
Meet new and interesting people	83% (78%/74%/74%)
Be on my own and make my own decisions	81% (72%/71%/71%)
Be able to get a better job	80% (75%/76%/79%)
Gain a general education and appreciation of ideas	76% (69%/64%/67%)
Be able to make more money	60% (56%/53%/53%)
Make me a more cultured person	58% (46%/43%/38%)
Prepare myself for graduate or professional school	57% (51%/50%/51%)
Improve reading and study skills	48% (34%/34%/34%)
Developing a global awareness	45% (32%/29%/25%)
Enhance my social life	34% (30%/25%/23%)
Please my parents	20% (20%/16%/13%)
Meet my future spouse	8% (8%/ 6%/ 7%)
Do what my friends are doing	4% (3%/ 2%/ 1%)

Table 26 Areas Very Well Prepared from High School

Composition	66% (54%/53%)
Social Studies	63% (51%/50%)
Reading	59% (63%/62%)
Mathematical skills	51% (48%/44%/48%)
Science	49% (41%/41%/42%)
Study habits	44% (33%/30%/32%)
Computer skills	36% (31%/29%/25%)
Foreign languages	29% (30%/28%/26%)
Vocational skills	29% (24%/23%/24%)
Musical skills	27% (29%/26%)
Artistic skills	25% (26%/22%)

Table 27 Areas Very Active During High School

Organized athletics	60% (54%/59%/60%)
School and community service	53% (49%/48%/48%)

Part-time work	47% (45%/41%/45%)
Recreational sports	41% (36%/37%/36%)
Academic clubs	26% (23%/21%/23%)
Fine arts groups	25% (29%/27%/28%)
Religious clubs	24% (23%/21%/23%)
School spirit clubs (cheer- leaders, pep, drill, etc.)	20% (17%/19%/20%)
Foreign Language / International Clubs	14% (13%/15%/14%)
Publications	13% (14%/15%/13%)

Table 28 Need for Special Tutoring or Remedial Work

Mathematics	25% (29%/34%/28%)
Foreign language	18% (26%/26%/26%)
Science	10% (17%/20%/16%)
English	7% (11%/11%/10%)
Reading	3% (5%/ 6%/ 4%)
Social studies	2% (5%/ 6%/ 6%)

Table 29 Political Preference

Middle-of-the-Road	39% (47%/43%/44%)
Liberal	32% (32%/32%/33%)
Conservative	29% (21%/24%/23%)

Table 30 Probable Reaction to a Student Cheating

I would express my concern only to the student I discovered cheating	33% (31%/30%/30%)
I would speak to the appropriate teacher or other authority without naming names	23% (23%/24%/23%)
I would be disturbed, but whether I took any action would depend on who the student was	19% (17%/18%/18%)
I would be disturbed but would do nothing	13% (16%/14%/17%)
I would report the student to the appropriate teacher or other authority	8% (8%/11%/ 9%)
I would not be disturbed and would do nothing	3% (4%/ 4%/ 3%)

Table 31 Personal Values Indicated as *Very Important*

Friendship	92% (91%/84%/81%)
Fulfill myself as a person	91% (86%/81%/77%)
Education	89% (88%/82%/79%)
Honesty	88% (90%)
Family	87% (87%/80%/75%)
Love	78% (75%/68%/65%)
Doing things for others	68% (62%/50%/43%)
Living a clean, moral life	65% (63%/53%/49%)
Creativity	61% (54%/43%/37%)
Having children	51% (48%/40%/35%)
Patriotism	47% (43%/19%/12%)
Privacy	46% (39%/28%/26%)
Money	46% (36%/26%/24%)
Work	46% (36%/28%/22%)
Religion	43% (40%/36%/31%)
Contributing to international understanding	40% (28%/19%/10%)

Contributing to societal change	37% (32%/24%/17%)
Being close to nature	22% (19%/17%/14%)

Table 32 Accomplishments Indicated as *Essential*

Raising a family	53% (46%/48%/43%)
Helping others who are in difficulty	33% (28%/28%/23%)
Receiving a liberal arts education that is of high quality and very diversified	33% (36%/37%/31%)
Being very well off financially	30% (25%/27%/28%)
Developing a meaningful philosophy of life	29% (27%/30%/29%)
Developing a global perspective	25% (20%/18%/19%)
Attending intercollegiate athletic events	23% (18%/17%)
Being admitted as a graduate student at a prestigious university	23% (22%/23%/20%)
Promoting racial understanding	23% (20%/19%/17%)
Becoming an authority in my field	22% (21%/22%/24%)
Obtaining recognition from my colleagues for contributions to my special field	19% (13%/10%/12%)
Being successful in a business of my own	16% (13%/16%/15%)
Keeping up to date with political affairs	16% (11%/ 9%/ 8%)
Influencing social values	13% (10%/ 8%/ 9%)
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	10% (7%/ 9%/ 7%)
Having administrative responsi- bility for the work of others	9% (7%/ 6%/ 8%)
Participating in a community action program	9% (8%/ 9%/ 6%)
Creating artistic work (painting, sculpture, decorating, etc.)	8% (7%/ 7%/ 8%)
Writing original works (poems, novels, short stories, etc.)	7% (6%/ 6%/ 7%)
Influencing the political structure	6% (5%/ 3%/ 3%)
Becoming involved in programs to clean up the environment	4% (4%/ 5%/ 5%)
Making a theoretical contribution to science	3% (3%/ 3%/ 3%)

Table 33 Experiences Anticipated to be
Very or Somewhat Likely

Be happy with my choice to attend JMU	93%
Encounter people with a different philosophy of life than my own	93%
Get involved in at least one JMU club or organization	92%
Make a GPA of 3.0 or better at the end of my first year	92%
Be challenged intellectually	91%
Have faculty and staff that are interested in and supportive of me	91%
Have the “time of my life” in my first year at JMU	90%
Develop insight into my career path by the end of my first year	89%
Make lifelong friends by the end of my first year	87%
Rely on my freshman advisor if I have	

academic questions	87%
Spend 15 hours or more each week studying and preparing for class	84%
Be accountable to the university community for my behavior	81%
Be in contact with my family by phone, email or instant messenger more than two times a week	79%
Take advantage of services that provide help with math or science classes	79%
Be challenged by the transition from high school to college	78%
Participate in activities that challenge my assumptions	78%
Get involved in community service experiences	77%
Take advantage of services that provide help with writing classes	73%
Seek career counseling	71%
Solicit professors' help with assignments outside of class	69%
Think about myself differently	67%
Change my view of world events	65%
Reflect on my values	64%
Feel overwhelmed	63%
Experience doubt about my major field	61%
Be encouraged by my parents to select a specific major	60%
Struggle with managing my time	55%
Change my major	52%
Reconsider my beliefs based on interaction with faculty members	50%
Struggle with managing my finances	42%
Have conflicts with people who see things differently than me	38%
Join a fraternity or sorority	35%
Hesitate to ask for help from my professors and academic advisor if I am doing poorly in class	26%
Seek personal counseling	23%
Surprise my family when I return home for winter break with my change in beliefs	22%
Struggle academically	21%
Struggle to fit in socially	19%
Behave how I want without worrying about the ramifications of my actions	16%
Feel lonely and isolated	16%
Transfer from JMU at the end of my freshman year	12%
Attend class only when I feel like it	8%
Fail one or more courses	7%

Table 34 **Anticipated Outcomes**
Percentage of Respondents Who Feel
There is a *Very Good* Chance They
Will Do Each of the Following

Get a baccalaureate degree	81% (83%/88%/86%)
Find a job after graduation in the field for which you were trained	74% (78%/79%/82%)
Get a job to help pay college expenses	56% (49%/45%/48%)
Live in coeducational dorm	56% (52%/55%/68%)

Become involved in volunteer activities	40% (38%/34%/35%)
Receive a broad liberal education in college	38% (33%/34%/31%)
Graduate with honors	37% (31%/29%/30%)
Change career choice	24% (22%/24%/24%)
Be elected to an academic honor society	21% (16%/14%/16%)
Play varsity sports	14% (8%/ 7%/ 9%)
Need tutoring in some courses	11% (7%/ 8%/ 8%)
Get married within a year after college	8% (9%/ 6%/ 7%)
Participate in student protests	8% (3%/ 4%/ 4%)
Be elected to a student office	7% (4%/ 4%/ 3%)
Need extra time to complete your degree requirements	5% (3%/ 4%/ 3%)
Work full-time while in college	4% (1%/ 2%/ 1%)
Get married while in college	3% (2%/ 1%/ 1%)
Drop out of this college temporarily (exclude transferring)	1% (0%/ 0%/ 1%)
Drop out permanently (exclude transferring)	0% (0%/ 0%/ 1%)

Table 35 **Computer Usage on Campus**

I will bring a laptop computer	36% (20%)
I will bring a desktop computer	33% (44%)
I will bring a computer but do not know what type	26% (30%)
I will bring a desktop and laptop computer	4% (3%)
I do not plan to bring a computer	1% (2%)

Table 36 **Printer Needs on Campus**

I will bring a printer to campus	83%
I will need to use a printer supplied in a lab	11%
I will use a friend's printer	4%
I do not need a printer	2%

If you have any questions or comments, please contact Dr. Al Menard, Associate Vice President for Student Affairs and University Planning, 540-568-6287 or menardaj@jmu.edu.

