

## 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.

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 submitted in May, June and July. Demographic data were 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. 3129 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 2004 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 nearly 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 nearly 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.

### **INCOMING FRESHMEN CONTINUE TO REPORT TRADITIONAL VALUES**

Respondents were also asked to indicate their perceptions of the importance of certain personal values (Table 32). 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-three percent of the respondents, up from nineteen percent in 2001 but down four percent from 2003. Females were more likely to value doing things for others; privacy; love; leading a clean moral life; and having children. Men were more likely to value money and being close to nature.

Respondents were also asked to indicate their political preferences (Table 30). 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 33). Female students indicated more often than male students that the following are essential accomplishments: raising a family; helping others who are in difficulty; being accomplished in the performing arts; 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; influencing the political structure; 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 and to be on their own and make their own decisions (Table 26). 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**

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 25). 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, supportive, and open and accessible (Table 21). The most likely means for first learning about JMU remain friends, people at high school, and relatives (Table 22). Women state that campus visits and mailed materials are most important. Campus visits are however the most important means for learning about JMU (Table 23).

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, mathematical skills and science (Table 27). 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 29). 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 (Table 28). 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). Nearly one-half of this year's respondents said 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 31). More than one in four students said they would speak to the appropriate teacher or other authority without naming names. Fifteen 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 34). 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; having faculty that are interested in and supportive of me; developing insight into my career path; making lifelong friends; relying on my freshman advisor; socializing with someone of a different ethnic/racial group; feeling confident and relying heavily on the Internet for research. Less than twenty percent of the respondents believed that the following items were "very or somewhat likely" to occur: struggling to fit in socially; failing one or more courses; transferring from JMU at the end of my freshman year; seeking personal counseling; struggling academically and surprising my family with changing in my beliefs; 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 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 35). 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 2004 (2003, 2002 and 2001 figures, where available, are in parentheses).

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

17 years or younger	11% (12%/13%/12%)
18 years	84% (82%/82%/81%)
19 years	5% ( 6%/ 5%/ 7%)
20 years	0% ( 0%/ 0%/ 0%)
21 years	0% ( 0%/ 0%/ 0%)
22 years or older	0% ( 0%/ 0%/ 0%)

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

Outside Virginia	32% (35%/33%/33%)
Northern Virginia	27% (28%/27%/30%)
Tidewater Area	15% (13%/15%/14%)
Piedmont Area	14% (12%/14%/12%)
Southwest Virginia	6% ( 3%/ 5%/ 5%)
Shenandoah Valley	5% ( 7%/ 5%/ 5%)
Outside the United States	1% ( 3%/ 1%/ 2%)

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

80%-100% of the total costs	66% (67%/68%/70%)
60%- 79% of the total costs	10% (10%/ 7%/ 7%)
40%- 59% of the total costs	9% ( 7%/ 9%/ 7%)
20%- 39% of the total costs	6% ( 6%/ 6%/ 5%)
0%- 19% of the total costs	10% (10%/11%/10%)

Masters degree	47% (48%/46%/49%)
Baccalaureate degree	22% (22%/24%/23%)
Professional degree (e.g., medicine, law, theology)	16% (14%/16%/15%)
Doctoral degree (e.g., Ph.D., Ed.D., D.B.A.)	13% (13%/13%/12%)
Specialist degree (e.g., Ed.S.)	2% ( 1%/ 1%/ 1%)
Not a degree seeking	

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

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

Some high school or less	1% ( 1%/ 1%/ 1%)
High school graduate	12% (13%/14%/13%)
Post-secondary school other than college	4% ( 4%/ 4%/ 4%)
Some college	16% (15%/15%/17%)
College degree	39% (38%/38%/36%)
Some graduate school	5% ( 4%/ 7%/ 7%)
Graduate school	21% (22%/19%/20%)
Doctoral degree	2% ( 2%/ 2%/ 2%)

A or A+	22% (22%/23%/19%)
A-	32% (30%/30%/27%)
B+	34% (34%/30%/35%)
B	11% (13%/15%/17%)
B-	1% ( 1%/ 2%/ 2%)
C+	0% ( 0%/ 0%/ 0%)
C	0% ( 0%/ 0%/ 0%)

Top ten percent	32% (31%/33%/30%)
Top twenty-five percent	52% (53%/51%/54%)
Top fifty percent	16% (15%/15%/15%)
Bottom fifty percent	1% ( 1%/1%)

1200 or more	38% (39%/41%/39%)
1100 to 1199	35% (36%/35%/36%)
1000 to 1099	21% (20%/19%/19%)
900 to 999	4% ( 4%/ 4%/ 5%)
800 to 899	0% ( 0%/ 1%/ 1%)
799 or less	0% ( 0%/ 0%/ 0%)
Did not take SAT	0% ( 1%/ 1%/ 0%)

First Choice	74% (71%/73%/71%)
Second Choice	21% (23%/21%/23%)
Third Choice	5% ( 5%/ 6%/ 6%)

None	4% ( 5%/ 6%/ 4%)
One	9% (10%/12%/11%)
Two	16% (15%/17%/17%)

Three	21% (19%/20%/21%)
Four	16% (17%/17%/17%)
Five	12% (14%/12%/13%)
Six or more	22% (20%/18%/17%)

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

None	7% (10%/11%/ 9%)
One	17% (19%/21%/22%)
Two	23% (22%/23%/23%)
Three	21% (20%/19%/19%)
Four	15% (15%/13%/13%)
Five	8% ( 8%/ 7%/ 7%)
Six or more	10% ( 8%/ 6%/ 7%)

**Table 16 Anticipated Education Minors**

Secondary Education (grades 6-12)	6% ( 5%/ 6%/ 4%)
Elementary Education (grades PK-6)	5% ( 4%/ 4%/ 4%)
Music Education	3% ( 2%/ 2%/ 3%)
Physical and Health Education	3% ( 2%/ 1%/ 3%)
Art Education	2% ( 2%/ 2%/ 2%)
Early Childhood Education (grades PK-3)	1% ( 3%/ 3%/ 2%)
Middle Education (grades 6-8)	1% ( 1%/ 0%/ 0%)
Special Education	1% ( 1%/ 1%/ 1%)
Do not plan to pursue a career in Education	78% (81%/82%/82%)

**Table 17 Disability Reported  
(Frequencies, Not Percentages)**

ADD/ADHD	91 (65)
Learning disability	40 (25/27/25)
Chronic illness (diabetes, asthma, etc)	26 (69/69/67)
Other	20 (11/ 8/ 8)
Psychiatric/Emotional disability	14
Blind/low vision	8
Deaf/Hard of hearing	4
Speech disorder	4
Traumatic brain injury	2
Mobility impairment	1 ( 6/ 3/ 3)
Orthopedic impairment	1
Plan to meet with Disability Services	83

**Table 18 Other Schools to Which Respondents**

Applied	Accepted
Virginia Tech 34% (35%/34%/39%)	24% (23%/22%/28%)
University of Virginia 22% (19%/19%/18%)	1% ( 1%/ 1%/ 1%)
George Mason University 19% (15%/17%/15%)	18% (14%/17%/15%)
Mary Washington College 15% (12%/12%/14%)	10% ( 7%/ 8%/ 8%)
Christopher Newport University 12%	11%
University of Delaware 12% (12%/11%/ 9%)	5% ( 5%/ 8%/ 7%)
College of William & Mary	

	11% (15%/15%/15%)	1% ( 1%/ 1%/ 1%)
Radford University	8% ( 5%/ 8%/ 8%)	8% ( 5%/ 8%/ 9%)
Virginia Commonwealth	8% ( 8%/ 8%/ 8%)	8% ( 7%/ 8%/ 8%)
Elon University	7%	2%
University of Maryland	7% (10%/10%/ 8%)	4% ( 5%/ 5%/ 4%)
Longwood College	5% ( 6%/ 7%/ 6%)	5% ( 6%/ 7%/ 6%)
Old Dominion University	5% ( 4%/ 6%/ 4%)	5% ( 4%/ 6%/ 4%)
Penn State University	5% ( 8%/ 8%/ 8%)	5% ( 6%/ 6%/ 7%)
University of North Carolina - Chapel Hill	4% ( 3%/ 10%/ 7%)	0% ( 0%/ 3%/ 2%)
University of North Carolina – Wilmington	4%	3%
University of Richmond	4% ( 4%/ 5%/ 6%)	1% ( 1%/ 1%/ 1%)
Boston College	2%	2%
Clemson University	2%	2%
East Carolina University	2%	2%
Randolph Macon University	2% ( 2%/ 1%/ 3%)	2% ( 2%/ 1%/ 3%)
University of North Carolina – Charlotte	1%	1%
University of North Carolina – Greensboro	1%	1%
Wake Forest University	1% ( 1%/ 2%/ 3%)	0% ( 0%/ 0%/ 1%)
Washington and Lee University	1% ( 0%/ 1%/ 2%)	0% ( 0%/ 0%/ 0%)
Hampton University	0% ( 1%/ 1%/ 0%)	0% ( 1%/ 0%/ 0%)
No other schools	10% ( 11%/ 9%/ 10%)	12% (16%/14%/15%)

**Table 19 Philosophy of Education**

Social philosophy (social life and loyalty to college emphasized)	46% (44%/41%/39%)
Vocational philosophy (education viewed as essentially preparation for an occupation)	38% (43%/46%/47%)
Intellectual philosophy (emphasis on scholarly pursuit of knowledge)	10% ( 9%/ 8%/ 8%)
Artistic philosophy (emphasis on ideas, art forms, individuality)	6% ( 5%/ 6%/ 6%)

**Table 20 Emphases of JMU  
(Percentage of Respondents Who Believe that JMU  
Places a Significant Emphasis on the following)**

Relationships with other students, student groups and activities	71% (66%/59%/61%)
Personal growth/self-awareness	69% (64%/56%/54%)
Development of academic/ scholarly/intellectual qualities	68% (66%/59%/62%)

Personal relevance and practical value of your courses	56% (50%/40%/39%)
Development of vocational and occupational competencies	47% (45%/38%/32%)
Development of esthetic, expressive, and creative qualities	46% (44%/34%/33%)
Being critical, evaluative and analytical	45% (44%/29%/31%)

**Table 21 Student Perceptions of JMU**

Friendly	Neutral	Cold
97% (94%/95%/94%)	2% (4%/4%/6%)	1% (2%/1%/0%)
Good	Neutral	Bad
95% (93%/96%/95%)	4% (5%/4%/5%)	1% (2%/0%/1%)
Supportive	Neutral	Non-Supportive
94% (90%/91%/89%)	5% (9%/9%/11%)	1% (2%/1%/1%)
Progressive	Neutral	Regressive
91% (90%/91%/92%)	8% (8%/9%/8%)	1% (2%/0%/0%)
Open and Accessible	Neutral	Closed and Inaccessible
90% (88%/92%/90%)	8% (10%/8%/9%)	2% (2%/0%/1%)
Emotionally Healthy	Neutral	Causing Anxiety and Frustration
88% (86%/87%/88%)	10% (11%/11%/11%)	2% (2%/1%/1%)
Flexible	Neutral	Rigid
88% (87%/85%/81%)	10% (12%/14%/18%)	1% (2%/1%/1%)
Challenging	Neutral	Not Challenging
86% (85%/86%/87%)	12% (13%/13%/12%)	2% (3%/2%/1%)
Intellectual	Neutral	Nonintellectual
85% (86%/83%/84%)	12% (12%/16%/15%)	2% (2%/1%/1%)
Sensitive	Neutral	Indifferent
83% (80%/78%/75%)	15% (17%/20%/24%)	2% (3%/2%/2%)
The Right Size	Neutral	Too Large
83% (79%/80%/79%)	13% (15%/16%/16%)	4% (5%/4%/5%)
Integrated	Neutral	Fragmented
68% (70%/74%/73%)	24% (26%/23%/24%)	8% (5%/3%/4%)
Traditional	Neutral	Experimental
63%(63%/39%/40%)	30%(29%/50%/50%)	7%(8%/11%/10%)

**Table 22 Means of First Learning about JMU**

From friends	31% (33%/31%/27%)
From people at my high school	27% (24%/29%/29%)
From relatives	22% (24%/25%/25%)
From alumni(ae)	9% (6%/5%/6%)
From campus visits	5% (6%/5%/6%)
From JMU web-site	3% (3%/1%/3%)
From JMU representative	2% (2%/1%/2%)
From materials I received in the mail	2% (3%/3%/3%)

**Table 23 Means of Learning About JMU Ranked as Most Important**

Campus visits	39% (36%/34%/36%)
From relatives	21% (20%/22%/18%)
From friends	17% (19%/21%/17%)
From people at my high school	12% (13%/12%/15%)
From alumni(ae)	5% (5%/5%/5%)
From a representative of this university	2% (2%/2%/3%)
From JMU web-site	2% (3%/2%/2%)
From material I received in the mail	2% (2%/3%/4%)

**Table 24 Studies Abroad Intentions**

I do not plan to study abroad	47% (50%/51%/49%)
I plan to attend a JMU Studies Abroad Program	45% (44%/44%/45%)
I plan to attend a foreign university with an international exchange program	4% (3%/2%/3%)
I plan to pursue an international internship	4% (3%/3%/3%)

**Table 25 Reasons Considered Very Important in Deciding to Attend JMU**

JMU has a good academic reputation	75% (74%/72%/73%)
JMU has good extracurricular opportunities and social life	71% (65%/62%/63%)
JMU offers a major of interest to me	71% (70%/66%/66%)
Supportive atmosphere of JMU	71% (69%/58%/58%)
Appearance and setting of JMU	67% (65%/59%/61%)
Reputation of JMU's graduates obtaining desirable jobs	61% (60%/46%/49%)
Reputation of JMU's graduates attending top graduate schools	53% (53%/35%/38%)
Size of JMU	50% (51%/46%/48%)
Identify with fellow students	49% (48%/42%/40%)
Live on the campus	43% (45%/38%/39%)
Range and availability of student services	35% (36%/29%/27%)
Change in scenery or location	33% (36%/30%/32%)
JMU has low tuition	24% (25%/24%/22%)
Someone who had been here before advised me to attend	24% (26%/24%/24%)
Friend suggested attending	16% (16%/13%/13%)
Offered financial aid	8% (10%/9%/6%)
Guidance counselor advised me	7% (8%/5%/5%)
Relatives wanted me to come here	6% (5%/6%/4%)
Employer's suggestion	4% (5%/2%/3%)
JMU representative recruited me	3% (4%/3%/2%)
My teacher advised me	3% (3%/3%/3%)
Not accepted anywhere else	2% (4%/4%/3%)
To help retain my current employment	2% (2%/2%/2%)
I wanted to live at home	1% (1%/1%/1%)

**Table 26 Reasons Considered Very Important in Deciding to Attend College**

Learn more about the things that interest me	89% (88%/83%/79%)
Meet new and interesting people	85% (83%/78%/74%)
Be able to get a better job	81% (80%/75%/76%)
Be on my own and make my own decisions	81% (81%/72%/71%)
Gain a general education and appreciation of ideas	73% (76%/69%/64%)
Prepare myself for graduate or professional school	60% (57%/51%/50%)
Be able to make more money	59% (60%/56%/53%)
Make me a more cultured person	54% (58%/46%/43%)
Improve reading and study skills	46% (48%/34%/34%)
Developing a global awareness	45% (45%/32%/29%)
Enhance my social life	32% (34%/30%/25%)
Please my parents	25% (20%/20%/16%)
Meet my future spouse	6% ( 8%/ 8%/ 6%)
Do what my friends are doing	2% ( 4%/ 3%/ 2%)

**Table 27 Areas Very Well Prepared from High School**

Reading	69% (59%/63%/62%)
Composition	66% (66%/54%/53%)
Social Studies	65% (63%/51%/50%)
Mathematical skills	55% (51%/48%/44%)
Science	52% (49%/41%/41%)
Study habits	44% (44%/33%/30%)
Computer skills	39% (36%/31%/29%)
Vocational skills	33% (29%/24%/23%)
Musical skills	32% (27%/29%/26%)
Foreign languages	31% (29%/30%/28%)
Artistic skills	28% (25%/26%/22%)

**Table 28 Areas Very Active During High School**

Organized athletics	58% (60%/54%/59%)
School and community service	49% (53%/49%/48%)
Part-time work	46% (47%/45%/41%)
Recreational sports	42% (41%/36%/37%)
Fine arts groups	30% (25%/29%/27%)
Academic clubs	27% (26%/23%/21%)
School spirit clubs (cheer-leaders, pep, drill, etc.)	22% (20%/17%/19%)
Religious clubs	21% (24%/23%/21%)
Foreign Language / International Clubs	15% (14%/13%/15%)
Publications	13% (13%/14%/15%)

**Table 29 Need for Special Tutoring or Remedial Work**

Mathematics	28% (25%/29%/34%)
Foreign language	20% (18%/26%/26%)
Science	10% (10%/17%/20%)
English	9% ( 7%/11%/11%)
Reading	5% ( 3%/ 5%/ 6%)
Social studies	4% ( 2%/ 5%/ 6%)

**Table 30 Political Preference**

Middle-of-the-Road	38% (39%/47%/43%)
Liberal	34% (32%/32%/32%)
Conservative	28% (29%/21%/24%)

**Table 31 Probable Reaction to a Student Cheating**

I would express my concern only to the student I discovered cheating	33% (33%/31%/30%)
I would speak to the appropriate teacher or other authority without naming names	26% (23%/23%/24%)
I would be disturbed, but whether I took any action would depend on who the student was	15% (19%/17%/18%)
I would be disturbed but would do nothing	15% (13%/16%/14%)
I would report the student to the appropriate teacher or other authority	8% ( 8%/ 8%/11%)
I would not be disturbed and would do nothing	3% ( 3%/ 4%/ 4%)

**Table 32 Personal Values Indicated as Very Important**

Friendship	93% (92%/91%/84%)
Fulfill myself as a person	93% (91%/86%/81%)
Education	92% (89%/88%/82%)
Honesty	91% (88%/90%)
Family	88% (87%/87%/80%)
Love	82% (78%/75%/68%)
Doing things for others	72% (68%/62%/50%)
Creativity	63% (61%/54%/43%)
Living a clean, moral life	62% (65%/63%/53%)
Having children	50% (51%/48%/40%)
Work	48% (46%/36%/28%)
Privacy	46% (46%/39%/28%)
Patriotism	43% (47%/43%/19%)
Religion	43% (43%/40%/36%)
Money	41% (46%/36%/26%)
Contributing to societal change	40% (37%/32%/24%)
Contributing to international understanding	38% (40%/28%/19%)
Being close to nature	22% (22%/19%/17%)

**Table 33 Accomplishments Indicated as Essential**

Raising a family	54% (53%/46%/48%)
Receiving a liberal arts education that is of high quality and very diversified	31% (33%/36%/37%)
Helping others who are in difficulty	30% (33%/28%/28%)
Being very well off financially	29% (30%/25%/27%)
Developing a meaningful philosophy of life	29% (29%/27%/30%)
Developing a global perspective	26% (25%/20%/18%)
Being admitted as a graduate student at a prestigious university	24% (23%/22%/23%)
Attending intercollegiate athletic events	23% (23%/18%/17%)
Becoming an authority in my field	22% (22%/21%/22%)
Promoting racial understanding	22% (23%/20%/19%)
Obtaining recognition from my colleagues for contributions to my special field	19% (19%/13%/10%)

Being successful in a business of my own	17% (16%/13%/16%)
Keeping up to date with political affairs	15% (16%/11%/ 9%)
Influencing social values	13% (13%/10%/ 8%)
Having administrative responsibility for the work of others	11% ( 9%/ 7%/ 6%)
Participating in a community action program	10% ( 9%/ 8%/ 9%)
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	9% (10%/ 7%/ 9%)
Creating artistic work (painting, sculpture, decorating, etc.)	7% ( 8%/ 7%/ 7%)
Writing original works (poems, novels, short stories, etc.)	6% ( 7%/ 6%/ 6%)
Influencing the political structure	5% ( 6%/ 5%/ 3%)
Becoming involved in programs to clean up the environment	4% ( 4%/ 4%/ 5%)
Making a theoretical contribution to science	4% ( 3%/ 3%/ 3%)

**Table 34 Experiences Anticipated to be Very or Somewhat Likely**

Be happy with my choice to attend JMU	98% (93%)
Encounter people with a different philosophy of life than my own	98% (93%)
Socialize with someone of a different ethnic or racial group	98%
Be challenged intellectually	97% (91%)
Get involved in at least one JMU club or organization	97% (92%)
Make a GPA of 3.0 or better at the end of my first year	97% (92%)
Feel confident when making new friends	95%
Have faculty and staff that are interested in and supportive of me	95% (91%)
Have the “time of my life” in my first year at JMU	95% (90%)
Rely heavily on Internet for research	93%
Develop insight into my career path by the end of my first year	92% (89%)
Rely on my freshman advisor if I have academic questions	92% (87%)
Make lifelong friends by the end of my first year	90% (87%)
Spend 15 hours or more each week studying and preparing for class	88% (84%)
Be in contact with my family by phone, email or instant messenger more than two times a week	87% (79%)
Attend a speaker or lecturer’s event	86%
Take advantage of services that provide help with math or science classes	85% (79%)
Be challenged by the transition from high school to college	83% (78%)
Participate in activities that challenge my assumptions	83% (78%)
Be accountable to the university community for my behavior	82% (81%)
Get involved in community service experiences	80% (77%)
Take advantage of services that provide help with writing classes	78% (73%)
Solicit professors’ help with assignments outside of class	75% (69%)
Seek career counseling	74% (71%)
Need to improve my study skills	72%
Reflect on my values	70% (64%)
Change my view of world events	67% (65%)

Feel overwhelmed	67% (63%)
Think about myself differently	67% (67%)
Experience doubt about my major field	62% (61%)
Experience homesickness	61%
Be encouraged by my parents to select a specific major	58% (60%)
Struggle with managing my time	58% (55%)
Reconsider my beliefs based on interaction with faculty members	51% (50%)
Change my major	49% (52%)
Struggle with managing my finances	45% (42%)
Have conflicts with people who see things differently than me	37% (38%)
Join a fraternity or sorority	36% (35%)
Feel lonely and isolated	29% (16%)
Become lost in the social atmosphere	25%
Hesitate to ask for help from my professors and academic advisor if I am doing poorly in class	25% (26%)
Surprise my family when I return home for winter break with my change in beliefs	19% (22%)
Seek personal counseling	18% (23%)
Struggle academically	18% (21%)
Struggle to fit in socially	13% (19%)
Behave how I want without worrying about the ramifications of my actions	12% (16%)
Transfer from JMU at the end of my freshman year	7% (12%)
Attend class only when I feel like it	4% (8%)
Fail one or more courses	4% (7%)

**Table 35 Anticipated Outcomes Percentage of Respondents Who Feel There is a Very Good Chance They Will Do Each of the Following**

Get a baccalaureate degree	86% (81%/83%/88%)
Find a job after graduation in the field for which you were trained	76% (74%/78%/79%)
Get a job to help pay college expenses	58% (56%/49%/45%)
Live in coeducational dorm	55% (56%/52%/55%)
Become involved in volunteer activities	38% (40%/38%/34%)
Graduate with honors	38% (37%/31%/29%)
Receive a broad liberal education in college	38% (38%/33%/34%)
Change career choice	24% (24%/22%/24%)
Be elected to an academic honor society	22% (21%/16%/14%)
Play varsity sports	13% (14%/ 8%/ 7%)
Need tutoring in some courses	11% (11%/ 7%/ 8%)
Get married within a year after college	8% ( 8%/ 9%/ 6%)
Participate in student protests	8% ( 8%/ 3%/ 4%)
Be elected to a student office	6% ( 7%/ 4%/ 4%)
Need extra time to complete your degree requirements	6% ( 5%/ 3%/ 4%)
Work full-time while in college	5% ( 4%/ 1%/ 2%)
Get married while in college	2% ( 3%/ 2%/ 1%)
Drop out of this college temporarily (exclude transferring)	1% ( 1%/ 0%/ 0%)
Drop out permanently (exclude transferring)	0% ( 0%/ 0%/ 0%)

**Table 36 Computer Usage on Campus**

I will bring a laptop computer	51% (36%/20%)
I will bring a desktop computer	23% (33%/44%)
I will bring a computer but do not know what type	21% (26%/30%)
I will bring a desktop and laptop computer	3% ( 4%/ 3%)
I do not plan to bring a computer	1% ( 1%/ 2%)

**Table 37 Printer Needs on Campus**

I will bring a printer to campus	85% (83%)
I will need to use a printer supplied in a lab	12% (11%)
I will use a friend's printer	2% ( 4%)
I do not need a printer	1% ( 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](mailto:menardaj@jmu.edu).

