

STUDENT AFFAIRS AND UNIVERSITY PLANNING

STUDENT DEVELOPMENT NEWS
FIRST YEAR 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 First Year 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 electronically in May, June and July. Demographic data were also requested.

There were three forms of the survey. The forms were made available randomly to incoming first year students. Each form contained the same demographic questions with additional questions covering various areas of information. 3592 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 2007 FIRST YEAR STUDENTS SIMILAR TO RESPONSES FROM PAST RESPONDENTS

First year respondents to the survey continue to be academic achievers who hold traditional values and in general, come from middle-class families. Three out of four of this year's respondents plan to pursue a degree beyond the baccalaureate (Table 7). Seven out of ten of the students reported their fathers have 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 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 1300 or more.

INCOMING FIRST YEAR STUDENTS 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, honesty, fulfilling oneself as a person, family, love, and doing things for others. Patriotism was reported as an important value by thirty-eight percent of the respondents, down from forty-seven percent in 2003. Females were more likely to value friendship, family, doing things for others; privacy; love; leading a clean moral life; and having children. Men were more likely to value money.

Respondents were also asked to indicate their political preferences (Table 33). Thirty-five percent of the respondents indicated a middle-of-the-road preference or liberal preference. Racial minorities were more likely than Caucasians to report being liberal.

ACCOMPLISHMENTS SEEN AS ESSENTIAL

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; developing a global perspective; being admitted as a graduate student at a prestigious university; and attending intercollegiate athletic events 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; 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.

REASONS INFLUENCING STUDENTS' DECISION TO ATTEND COLLEGE

Similar to past respondents, three-fourths or more of this year's first year students 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 them; to meet new and interesting people; to gain a general education and appreciation of ideas; and to be on their own and make their own decisions (Table 29). Male respondents said more often than female respondents that the following were very important reasons in deciding to attend college: to please my parents; to be able to make more money; to enhance my social life; and to do what my friends are doing. Women respondents said more often than male respondents that learning about things that interest me; meeting new and interesting people; and getting a good general education were very important reasons.

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

More than two-thirds of this year's first year students stated that the good academic reputation of JMU; the good extracurricular opportunities and social life; the university offers a major of interest; the supportive atmosphere; and the appearance and setting were very important in their decision to attend JMU (Table 28). Over one-half of the respondents said that the reputation of JMU graduates obtaining desirable jobs and attending top graduate schools were very important in their decision to attend JMU.

Ninety percent or more of the respondents view JMU as friendly, good, supportive, progressive, and open and accessible (Table 25). Campus visits remain the most important means for learning about JMU (Table 26).

Slightly less than three-quarters of this year's incoming first year students said JMU was their first choice (Table 13). This percentage is similar to percentages in past surveys. Students with reported SAT scores of 1300 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 composition, reading, foreign languages, and study habits.

First year students were also asked to indicate the areas in which they felt they would need special tutoring or remedial work while in college (Table 32). Approximately one in three students said they feel they will need special help in mathematics and one quarter in foreign languages. 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; school and community service; and part-time work (Table 31). 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 23). Slightly less than 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. Forty-four percent of the respondents have a vocational philosophy. Women are more likely to have an intellectual philosophy.

STUDENTS PROBABLE REACTION TO A STUDENT CHEATING

Somewhat more than 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). Less than one-fourth of the students said they would speak to the appropriate teacher or other authority without naming names. Seventeen percent would be disturbed but would do nothing. Only seven 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 whether there was a very good chance that certain experiences would occur while they are a student (Table 37). Nearly ninety percent of the respondents indicated that they expect to be happy with their choice to attend JMU.

Listed in the following tables are summaries of data collected in 2007 (2006, 2005 and 2004 figures, where available, are in parentheses).

Table 1 Gender of Respondents

Females	63% (67% / 66% / 65%)
Males	37% (33% / 34% / 35%)

Table 2 Age of Respondents as of August 31, 2007

17 years or younger	10% (10% / 11% / 11%)
18 years	83% (84% / 84% / 84%)
19 years	6% (5% / 5% / 5%)
20 years	0% (0% / 0% / 0%)
21 years	0% (0% / 0% / 0%)
22 years or older	0% (0% / 0% / 0%)

Table 3 Race of Respondents

Caucasian-American/White	87% (86% / 86% / 90%)
Asian / Pacific Islander	5% (5% / 5% / 4%)
African-American/Black	3% (4% / 4% / 2%)
Latino	2% (2% / 2% / 1%)
Multiracial	2% (1% / 1% / 1%)
Other	1% (2% / 2% / 1%)
Native American	0% (0% / 0% / 0%)

Table 4 Region of Current Family Residence

Outside Virginia	35% (33% / 36% / 32%)
Northern Virginia	27% (25% / 26% / 27%)
Piedmont Area	14% (15% / 12% / 14%)
Tidewater Area	12% (14% / 14% / 15%)
Shenandoah Valley	6% (6% / 5% / 5%)
Southwest Virginia	4% (6% / 6% / 6%)
Outside the United States	1% (1% / 1% / 1%)

Table 5 Religious Preference

Roman Catholic	31% (29% / 32% / 31%)
Protestant	28% (30% / 30% / 32%)
No religious preference	22% (21% / 21% / 20%)
Other religion	16% (17% / 14% / 14%)
Jewish	3% (3% / 3% / 2%)
Islam	1% (0% / 0% / 1%)
Hindu	0% (0% / 0% / 0%)

Table 6 Percentage of Costs of Attending JMU Paid Directly by the Student and His/Her Family

80%-100% of total costs	64% (63% / 64% / 66%)
60%-79% of the total costs	9% (11% / 10% / 10%)
40%-59% of total costs	9% (9% / 8% / 9%)
20%-39% of total costs	7% (7% / 6% / 6%)
0%-19% of total costs	12% (11% / 11% / 10%)

Table 7 Highest Academic Degree Respondents Intend to Obtain

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

Table 8 Father's Highest Level of Education

Some high school or less	2% (3% / 2% / 1%)
High school graduate	12% (13% / 12% / 12%)
Post-secondary school other than college	6% (3% / 2% / 3%)
Some college	13% (14% / 12% / 12%)
College degree	38% (33% / 37% / 34%)
Some graduate school	3% (3% / 3% / 3%)
Graduate degree	23% (24% / 26% / 26%)
Doctoral degree	6% (7% / 7% / 9%)

Table 9 Mother's Highest Level of Education

Some high school or less	2% (2% / 1% / 1%)
High school graduate	14% (13% / 12% / 12%)
Post-secondary school other than college	3% (3% / 4% / 4%)
Some college	15% (16% / 15% / 16%)
College degree	41% (40% / 41% / 39%)
Some graduate school	4% (4% / 5% / 5%)
Graduate school	20% (20% / 21% / 21%)
Doctoral degree	2% (2% / 2% / 2%)

Table 10 Average Grade in High School

A or A+	21% (23% / 20% / 22%)
A-	32% (32% / 31% / 32%)
B+	34% (33% / 34% / 34%)
B	12% (11% / 14% / 11%)
B-	1% (1% / 1% / 1%)
C+	0% (0% / 0% / 0%)
C	0% (0% / 0% / 0%)

Table 11 Approximate High School Rank in Graduating Class

Top ten percent	29% (32% / 29% / 32%)
Top twenty-five percent	54% (52% / 52% / 52%)
Top fifty percent	17% (15% / 18% / 16%)
Bottom fifty percent	1% (1% / 1% / 1%)

Table 12 Combined SAT Scores Reported

1300 or more	13% (13 % / 13 %)
1200 to 1299	23% (24 % / 26 %)
1100 to 1199	36% (35 % / 34 % / 35 %)
1000 to 1099	21% (22 % / 21 % / 21 %)
900 to 999	6% (4 % / 5 % / 4 %)
800 to 899	1% (1 % / 1 % / 0 %)
799 or less	0% (0 % / 0 % / 0 %)
Did not take SAT	1% (1 % / 1 % / 0 %)

Table 13 JMU as Choice Among Other Colleges

First Choice	74% (74 % / 73 % / 74 %)
Second Choice	21% (21 % / 22 % / 21 %)
Third Choice	4% (5 % / 5 % / 5 %)

Table 14 Intended college (derived from intended major)

College Of Business	26%
College of Integrated Science And Technology	20%
College of Arts and Letters	17%
Other	10%
College of Science and Mathematics	7%
College of Visual and Performing Arts	5%
College Of Education	4%
Cross Disciplinary	2%
Pre-Health	0%

Table 15 Number of Other Colleges – Applied

None	4% (5 % / 5 % / 4 %)
One	8% (10 % / 9 % / 9 %)
Two	16% (16 % / 16 % / 16 %)
Three	18% (19 % / 18 % / 21 %)
Four	17% (16 % / 18 % / 16 %)
Five	14% (13 % / 13 % / 12 %)
Six or more	23% (21 % / 22 % / 22 %)

Table 16 Number of Other Colleges – Accepted

None	7% (8 % / 8 % / 7 %)
One	16% (17 % / 16 % / 17 %)
Two	21% (23 % / 23 % / 23 %)
Three	21% (20 % / 21 % / 21 %)
Four	16% (15 % / 14 % / 15 %)
Five	9% (7 % / 8 % / 8 %)
Six or more	10% (10 % / 10 % / 10 %)

Table 17 Anticipated Education Minors

Do not plan to pursue a career in Education	81% (82 % / 77 % / 78 %)
Secondary Education (grades 6-12)	5% (6 % / 7 % / 6 %)
Elementary Education (grades PK-6)	3% (5 % / 5 % / 5 %)
Early Childhood Education (grades PK-3)	2% (1 % / 1 % / 1 %)
Music Education	2% (2 % / 2 % / 3 %)
Physical and Health Education	2% (3 % / 2 % / 3 %)
Other education fields	2%
Art Education	1% (1 % / 1 % / 2 %)
Other teaching areas	1%
Special Education	1% (2 % / 1 % / 1 %)
Middle Education (grades 6-8)	0% (0 % / 0 % / 1 %)

Table 18 Disability Reported Frequencies, Not Percentages

ADD/ADHD	76 (83 / 95 / 91)
Learning disability	33 (9 / 38 / 40)
Other	30 (32 / 24 / 20)
Chronic illness (diabetes, asthma, etc)	20 (11 / 20 / 29)
Deaf/Hard of hearing	6 (22 / 8 / 4)
Blind/low vision	4 (11 / 12 / 8)
Mobility impairment	3 (25 / 0 / 1)
Psychiatric/Emotional disability	3 (5 / 14 / 14)
Orthopedic impairment	2 (5 / 7 / 1)
Traumatic brain injury	2 (5 / 0 / 2)
Speech disorder	0 (5 / 2 / 4)
Spinal cord injury	0 (7)

Table 19 Provided Documentation and Plans to Seek Disability Accommodations from the Office of Disability Services

I do not plan to submit documentation	73% (71 %)
My parent is handling everything	12% (14 %)
I have not checked on documentation requirements and am not sure what to do	8% (9 %)
I plan to submit required documentation and schedule an appointment	7% (6 %)

Table 20 Plan to Request Services and Accommodations from the Office of Disability Services

Undecided	74% (60 %)
Extended time for exams	9% (20 %)
Learning Resource Center services	9% (1 %)
Learning strategies instruction	2% (2 %)
Other	2% (11 %)
Reduced exam distraction	2% (2 %)
Alternate text formats	1% (1 %)
Captioning in the classroom	1%
Physical accessibility of classrooms/ residence halls	1% (2 %)
Assistive technology	0% (1 %)

Table 21 Other Schools to Which Respondents Applied

Virginia Tech	35% (32% / 33% / 34%)
George Mason University	23% (16% / 18% / 19%)
University of Virginia	21% (18% / 16% / 22%)
Christopher Newport University	15% (17% / 12% / 12%)
University of Delaware	12% (12% / 12% / 12%)
College of William & Mary	11% (10% / 10% / 11%)
Radford University	10% (7% / 8% / 8%)
Virginia Commonwealth University	10% (9% / 9% / 8%)
No other schools	9% (12% / 12% / 10%)
University of Mary Washington	9% (10% / 12% / 15%)
Elon University	8% (7% / 8% / 7%)
Penn State University	8% (6% / 6% / 5%)
Longwood College	6% (6% / 7% / 5%)
Old Dominion University	6% (6% / 5% / 5%)
Towson University	6% (5% / 7%)
University of Maryland – College Park	5% (6% / 5% / 7%)
University of North Carolina – Wilmington	4% (3% / 4% / 4%)
University of North Carolina – Chapel Hill	3% (4% / 3% / 4%)
University of Richmond	3% (2% / 3% / 4%)

Table 22 Other Schools to Which Respondents Accepted

George Mason University	23% (16% / 17% / 18%)
Virginia Tech	23% (22% / 24% / 23%)
Christopher Newport University	14% (14% / 11% / 11%)
Radford University	10% (7% / 7% / 8%)
Virginia Commonwealth University	10% (9% / 8% / 8%)
University of Mary Washington	8% (9% / 8% / 10%)
Penn State University	7% (6% / 5% / 5%)
Longwood College	6% (6% / 7% / 5%)
Towson University	6% (5% / 6%)
University of Delaware	6% (6% / 4% / 5%)
Old Dominion University	5% (6% / 5% / 5%)
University of Maryland – College Park	4% (4% / 3% / 4%)
Elon University	3% (2% / 4% / 2%)
University of North Carolina – Wilmington	3% (2% / 3% / 3%)
University of Virginia	2% (1% / 1% / 1%)
College of William & Mary	1% (0% / 1% / 1%)
University of Richmond	1% (1% / 0% / 1%)
University of North Carolina – Chapel Hill	0% (0% / 0% / 0%)
No other schools	0% (15% / 16% / 12%)

Table 23 Philosophy of Education

Social philosophy (social life and loyalty to college emphasized)	46% (47% / 54% / 46%)
Vocational philosophy (education viewed as essentially preparation for an occupation)	44% (40% / 35% / 38%)
Intellectual philosophy (emphasis on scholarly pursuit of knowledge)	6% (8% / 6% / 10%)
Artistic philosophy (emphasis on ideas, art forms, individuality)	5% (5% / 6% / 6%)

Table 24 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	65% (70% / 63% / 71%)
Development of academic/scholarly/intellectual qualities	62% (66% / 55% / 68%)
Personal growth/self-awareness	62% (65% / 62% / 69%)
Personal development as citizen	51% (49%)
Personal relevance and practical value of your courses	50% (54% / 47% / 56%)
Development of esthetic, expressive, and creative qualities	44% (46% / 44% / 46%)
Development of vocational and occupational competencies	43% (43% / 42% / 47%)
Being critical, evaluative and analytical	40% (42% / 36% / 45%)

Table 25 Student Perceptions of JMU

Friendly	Neutral	Cold
98% (97%/96%/97%)	1% (2%/3%/2%)	0% (1%/1%/1%)
Good	Neutral	Bad
96% (95%/95%/95%)	3% (4%/4%/4%)	0% (1%/1%/1%)
Progressive	Neutral	Regressive
94% (91%/90%/91%)	6% (8%/9%/8%)	0% (1%/1%/1%)
Supportive	Neutral	Non-Supportive
94% (94%/92%/94%)	5% (6%/7%/5%)	1% (1%/1%/1%)
Open and Accessible	Neutral	Closed and Inaccessible
92% (92%/90%/90%)	7% (6%/9%/8%)	1% (2%/1%/2%)
Emotionally Healthy	Neutral	Causing Anxiety and Frustration
89% (87%/88%/88%)	11% (12%/11%/10%)	0% (1%/1%/2%)
Flexible	Neutral	Rigid
89% (90%/88%/88%)	11% (9%/10%/10%)	1% (1%/2%/1%)
Intellectual	Neutral	Nonintellectual
88% (88%/84%/85%)	11% (12%/15%/12%)	1% (1%/1%/2%)
Challenging	Neutral	Not Challenging
87% (85%/87%/86%)	11% (13%/12%/12%)	2% (2%/1%/2%)
The Right Size	Neutral	Too Large
82% (82%/84%/83%)	14% (13%/12%/13%)	4% (5%/4%/4%)
Sensitive	Neutral	Indifferent
80% (84%/82%/83%)	19% (14%/16%/15%)	1% (2%/2%/2%)
Integrated	Neutral	Fragmented
75% (72%/73%/68%)	23% (24%/23%/24%)	2% (4%/4%/8%)
Traditional	Neutral	Experimental
58% (63%/61%/63%)	36% (31%/33%/30%)	7% (6%/6%/7%)
Diverse	Neutral	Not Diverse
54% (53%/55%)	30% (30%/29%)	16% (17%/16%)

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

Campus visits	44% (41 % / 41 % / 39 %)
From relatives	19% (18 % / 18 % / 21 %)
From friends	16% (16 % / 18 % / 17 %)
From people at my high school	9% (9 % / 10 % / 12 %)
From alumni(ac)	6% (6 % / 7 % / 5 %)
From JMU web-site	3% (3 % / 2 % / 2 %)
From a representative of this university	2% (4 % / 2 % / 2 %)
From material I received in the mail	2% (3 % / 2 % / 2 %)

Table 27**Studies Abroad Intentions**

I plan to attend a JMU Studies Abroad Program	55% (50 % / 49 % / 45 %)
I do not plan to study abroad	39% (45 % / 46 % / 47 %)
I plan to pursue an international internship	5% (3 % / 4 % / 4 %)
I plan to attend a foreign university with an international exchange program	2% (2 % / 2 % / 4 %)

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

JMU has a good academic reputation	77% (78 % / 73 % / 75 %)
Supportive atmosphere of JMU	71% (71 % / 70 % / 71 %)
JMU has good extracurricular opportunities and social life	70% (71 % / 72 % / 71 %)
JMU offers a major of interest to me	69% (74 % / 73 % / 71 %)
Appearance and setting of JMU	68% (67 % / 66 % / 67 %)
Reputation of JMU's graduates obtaining desirable jobs	61% (63 % / 59 % / 61 %)
Reputation of JMU's graduates attending top graduate schools	52% (56 % / 52 % / 53 %)
Identify with fellow students	49% (49 % / 51 % / 49 %)
Live on the campus	46% (46 % / 47 % / 43 %)
Size of JMU	46% (52 % / 52 % / 50 %)
Change in scenery or location	33% (35 % / 38 % / 33 %)
Range and availability of student services	31% (38 % / 35 % / 35 %)
Someone who had been here before advised me to attend	28% (26 % / 26 % / 24 %)
JMU has low tuition	27% (27 % / 26 % / 24 %)
Friend suggested attending	20% (17 % / 20 % / 16 %)
Offered financial aid	11% (9 % / 11 % / 8 %)
Relatives wanted me to come here	10% (6 % / 7 % / 6 %)
Guidance counselor advised me	8% (9 % / 10 % / 7 %)
Employer's suggestion	5% (5 % / 4 % / 4 %)
My teacher advised me	5% (4 % / 7 % / 3 %)
JMU representative recruited me	3% (4 % / 5 % / 3 %)
Not accepted anywhere else	3% (3 % / 3 % / 2 %)
To help retain my current employment	3% (3 % / 2 % / 2 %)
I wanted to live at home	1% (2 % / 2 % / 1 %)

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

Learn more about the things that interest me	88% (90 % / 89 % / 89 %)
Meet new and interesting people	87% (85 % / 85 % / 85 %)
Be on my own and make my own decisions	81% (79 % / 82 % / 81 %)
Be able to get a better job	78% (80 % / 75 % / 81 %)
Gain a general education and appreciation of ideas	76% (77 % / 80 % / 73 %)
Be able to make more money	64% (61 % / 62 % / 59 %)
Make me a more cultured person	62% (57 % / 62 % / 54 %)
Prepare myself for graduate or professional school	61% (60 % / 59 % / 60 %)
Improve reading and study skills	48% (48 % / 52 % / 46 %)
Developing a global awareness	45% (45 % / 48 % / 45 %)
Enhance my social life	44% (37 % / 48 % / 32 %)
Please my parents	27% (22 % / 26 % / 25 %)
Meet my future spouse	12% (9 % / 14 % / 6 %)
Do what my friends are doing	4% (3 % / 5 % / 2 %)

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

Reading	64% (69 % / 70 % / 69 %)
Social Studies	62% (62 % / 61 % / 65 %)
Composition	57% (62 % / 63 % / 66 %)
Mathematical skills	47% (48 % / 48 % / 55 %)
Science	47% (51 % / 50 % / 52 %)
Time management	41% (45 % / 46 %)
Computer skills	40% (41 % / 41 % / 39 %)
Study habits	40% (41 % / 43 % / 44 %)
Vocational skills	34% (32 % / 37 % / 33 %)
Foreign languages	26% (27 % / 29 % / 31 %)
Musical skills	26% (27 % / 30 % / 32 %)
Artistic skills	24% (26 % / 26 % / 28 %)

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

Organized athletics	56% (58 % / 58 % / 58 %)
Part-time work	53% (49 % / 52 % / 46 %)
School and community service	53% (50 % / 52 % / 49 %)
Recreational sports	42% (39 % / 42 % / 42 %)
Fine arts groups	27% (27 % / 26 % / 30 %)
School spirit clubs (cheerleaders, pep, drill, etc.)	27% (26 % / 27 % / 22 %)
Academic clubs	26% (29 % / 28 % / 27 %)
Religious clubs	20% (22 % / 21 % / 21 %)
Foreign Language/ International Clubs	13% (12 % / 15 % / 15 %)
Publications	12% (13 % / 13 % / 13 %)

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

Mathematics	34% (32 % / 30 % / 28 %)
Foreign language	25% (23 % / 25 % / 20 %)
Writing	15% (12 % / 15 %)
Science	14% (14 % / 12 % / 10 %)
English	8% (7 % / 8 % / 9 %)
Reading	6% (3 % / 5 % / 5 %)
Social studies	4% (4 % / 3 % / 4 %)

Table 33 Political Preference

Liberal	35% (31 % / 31 % / 34 %)
Middle-of-the-Road	35% (40 % / 35 % / 38 %)
Conservative	30% (28 % / 34 % / 28 %)

Table 34 Probable Reaction to a Student Cheating

I would express my concern only to the student I discovered cheating	33% (31 % / 29 % / 33 %)
I would speak to the appropriate teacher or other authority without naming names	21% (25 % / 20 % / 26 %)
I would be disturbed, but whether I took any action would depend on who the student was	17% (15 % / 19 % / 15 %)
I would be disturbed but would do nothing	17% (16 % / 18 % / 15 %)
I would report the student to the appropriate teacher or other authority	7% (10 % / 9 % / 8 %)
I would not be disturbed and would do nothing	5% (4 % / 6 % / 3 %)

Table 35 Personal Values Indicated as Very Important

Friendship	94% (92 % / 95 % / 93 %)
Education	93% (91 % / 92 % / 92 %)
Fulfill myself as a person	91% (92 % / 90 % / 93 %)
Honesty	90% (89 % / 91 % / 91 %)
Family	89% (87 % / 89 % / 88 %)
Love	81% (80 % / 83 % / 82 %)
Doing things for others	79% (78 % / 78 % / 72 %)
Creativity	61% (64 % / 65 % / 63 %)
Living a clean, moral life	58% (63 % / 63 % / 62 %)
Having children	53% (54 % / 55 % / 50 %)
Money	45% (42 % / 46 % / 41 %)
Contributing to societal change	43% (42 % / 41 % / 40 %)
Work	43% (52 % / 50 % / 48 %)
Privacy	41% (44 % / 49 % / 46 %)
Contributing to international understanding	40% (42 % / 42 % / 38 %)
Patriotism	38% (38 % / 43 % / 43 %)
Religion	37% (45 % / 42 % / 43 %)
Being close to nature	21% (22 % / 23 % / 22 %)

Table 36 Accomplishments Indicated as Essential

Raising a family	50% (57 % / 57 % / 54 %)
Being very well off financially	39% (30 % / 34 % / 29 %)
Helping others who are in difficulty	35% (36 % / 34 % / 30 %)
Receiving a liberal arts education that is of high quality and very diversified	30% (31 % / 30 % / 31 %)
Developing a meaningful philosophy of life	29% (27 % / 30 % / 29 %)
Attending intercollegiate athletic events	28% (31 % / 30 % / 23 %)
Being admitted as a graduate student at a prestigious university	28% (26 % / 26 % / 24 %)

Developing a global perspective	24% (27 % / 25 % / 26 %)
Being successful in a business of my own	21% (19 % / 21 % / 17 %)
Obtaining recognition from my colleagues for contributions to my special field	20% (18 % / 20 % / 19 %)
Promoting racial understanding	20% (23 % / 23 % / 22 %)
Becoming an authority in my field	18% (21 % / 22 % / 22 %)
Keeping up to date with political affairs	15% (17 % / 16 % / 15 %)
Influencing social values	14% (13 % / 15 % / 13 %)
Having administrative responsibility for the work of others	11% (10 % / 11 % / 11 %)
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	9% (9 % / 11 % / 9 %)
Participating in a community action program	9% (12 % / 10 % / 10 %)
Becoming involved in programs to clean up the environment	8% (6 % / 7 % / 4 %)
Creating artistic work (painting, sculpture, decorating, etc.)	6% (6 % / 8 % / 7 %)
Influencing the political structure	6% (5 % / 6 % / 5 %)
Contributing financially to JMU	5% (6 %)
Writing original works (poems, novels, short stories, etc.)	5% (5 % / 7 % / 6 %)
Making a theoretical contribution to science	4% (4 % / 6 % / 4 %)

Table 37 Anticipated Outcomes Percentage of Respondents Who Feel There is a Very Good Chance They Will Do Each of the Following

Be happy with my choice to attend JMU	86% (87 % / 86 %)
Be challenged intellectually	80% (79 % / 77 %)
Find a job after graduation in the field for which you were trained	76% (79 % / 72 % / 76 %)
Get a job to help pay college expenses	54% (58 % / 54 % / 58 %)
Rely on my freshman advisor if I have academic questions	48% (62 % / 58 %)
Meet with alumni to discuss career	47% (44 %)
Become involved in volunteer activities	41% (36 % / 36 % / 38 %)
Receive a broad liberal education in college	32% (33 % / 31 % / 38 %)
Graduate with honors	28% (39 % / 33 % / 38 %)
Change my major	20% (17 % / 22 %)
Be elected to an academic honor society	11% (18 % / 17 % / 22 %)
Need tutoring in some courses	11% (12 % / 14 % / 11 %)
Participate in student protests	6% (4 % / 4 % / 8 %)
Play varsity sports	6% (7 % / 8 % / 13 %)
Need extra time to complete your degree requirements	3% (4 % / 4 % / 6 %)
Struggle academically	3% (3 % / 3 %)
Work full-time while in college	2% (3 % / 1 % / 5 %)
Drop out of this college temporarily (exclude transferring)	0% (1 % / 0 % / 1 %)
Drop out permanently (exclude transferring)	0% (0 % / 0 % / 0 %)

Table 38 **Type of Internet Access Utilized from Parent's Home**

Cable Modem	50% (47 % / 50%)
DSL-ADSL	38% (32 % / 24%)
Dial-Up	10% (18 % / 25%)
Do not use internet access from parent's home	1% (1 % / 1%)
Satellite	1% (1 % / 1%)
ISDN	0% (0 % / 0%)

Table 39 **Computer Usage on Campus**

I will bring a laptop computer (or tablet computer)	85% (76 % / 65% / 51%)
I will bring a computer but do not know what type	9% (13 % / 18% / 21%)
I will bring a desktop and laptop computer (or tablet computer)	3% (5 % / 4% / 3%)
I will bring a desktop computer	3% (6 % / 12% / 23%)
I do not plan to bring a computer	1% (1 % / 1% / 1%)

Table 40 **Printer Needs on Campus**

I will bring a printer to campus	78% (81 % / 83% / 85%)
I will use a printer supplied in a lab	18% (15 % / 12% / 12%)
I will use a friend's printer	4% (4 % / 3% / 2%)
I do not need a printer	1% (1 % / 2% / 1%)

Table 41 **Sense of Belonging to JMU (Percentage of Respondents Who Agree to Some Extent on the Following)**

Enthusiastic about JMU	92% (90 % / 91%)
Happy to be at JMU	91% (90 % / 90%)
See myself as a member of the JMU community	83% (80 % / 72%)
Believe JMU is one of the best schools in the nation	77% (76 % / 79%)
Feel a part of the JMU community	77% (70 % / 72%)
Sense of belonging	77% (76 % / 78%)

Table 42 **Confidence in Completing Tasks (Percentage of Respondents Who Have Some Degree of Confidence of Achieving the Tasks While at JMU)**

Socialize with others you live with	96% (97 %)
Get along with others you live with	93% (96 %)
Divide space in your residence	91% (94 %)
Make new friends at college	91% (93 %)
Keep up to date with your schoolwork	86% (92 %)
Divide chores with others you live with	85% (91 %)
Ask a professor a question	83% (90 %)
Take good class notes	83% (91 %)
Research a term paper	82% (90 %)

Write course papers	82% (89 %)
Join a student organization	81% (85 %)
Talk to university staff	80% (87 %)
Talk to your professors	80% (88 %)
Understand your textbooks	77% (87 %)
Do well on your exams	76% (85 %)
Manage time effectively	75% (83 %)
Participate in class discussions	69% (78 %)
Ask a question in class	67% (75 %)
Get a date when you want one	67% (72 %)
Join an intramural sports team	65% (73 %)

Table 43 **College Credit Hours Anticipated to be Earned in High School**

1-3 hours	49%
4-10 hours	31%
11-20 hours	13%
21-30 hours	4%
31 or more hours	3%

Table 44 **Intended Number of Hours/Week in:**

	Exercise/Conditioning Activities
0 hours	1%
1-5 hours	35%
6-10 hours	43%
11-20 hours	17%
21-30 hours	4%
More than 30 hours	2%

Extracurricular Activities

0 hours	1%
1-5 hours	39%
6-10 hours	39%
11-20 hours	17%
21-30 hours	4%
More than 30 hours	1%

Partying

0 hours	7%
1-5 hours	47%
6-10 hours	31%
11-20 hours	13%
21-30 hours	2%
More than 30 hours	1%

Studying and Other Activities Related to Class Assignments

0 hours	0%
1-5 hours	3%
6-10 hours	20%
11-20 hours	44%
21-30 hours	26%
More than 30 hours	7%