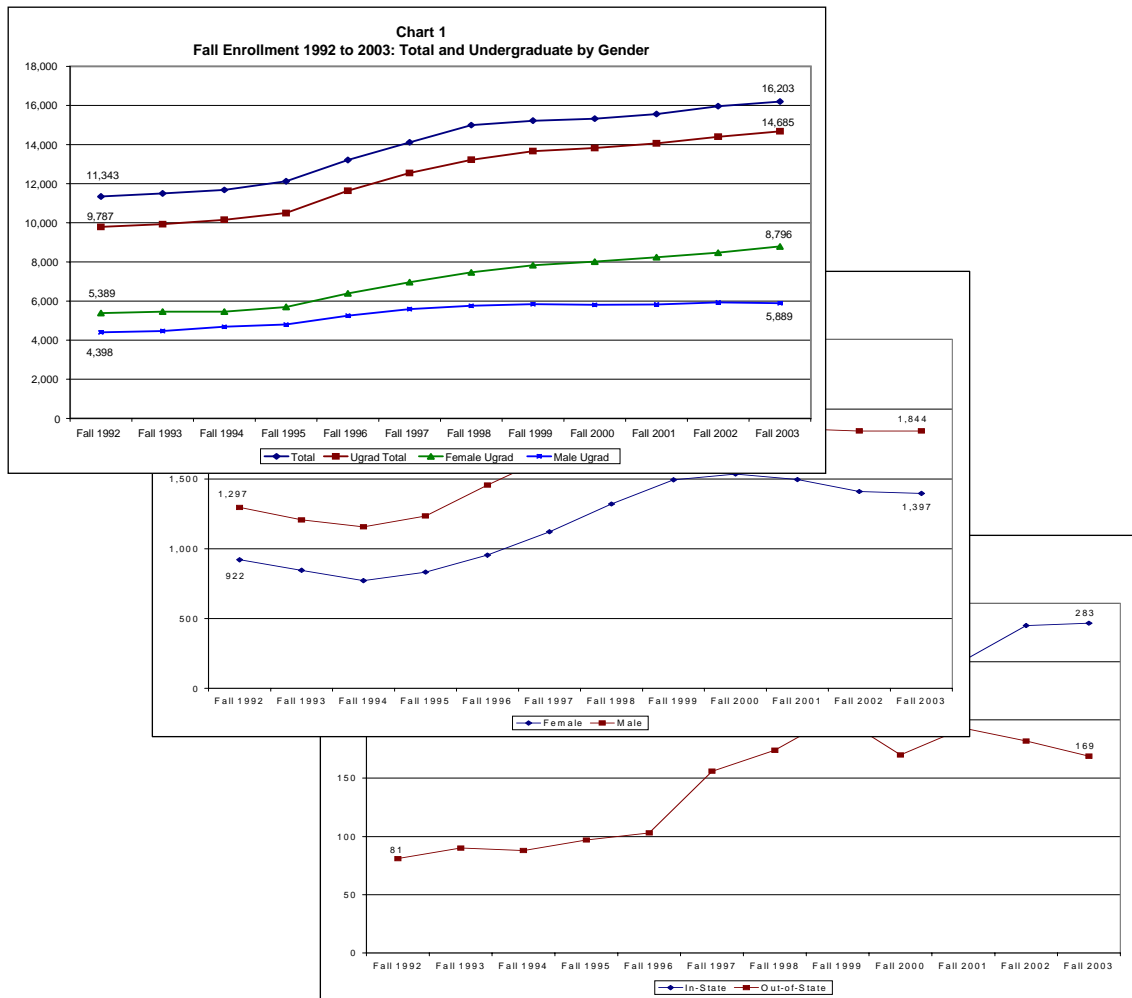


OFFICE OF INSTITUTIONAL RESEARCH

JAMES MADISON UNIVERSITY

CONTINUING STUDENT HISTORY, 1992-2003



OCTOBER 2004



Students at James Madison University: 1992 to 2003

Executive Summary

The Office of Institutional Research has collected data about JMU for more than 30 years. Since the office opened in 1973, the university has grown by more than 150 percent. Since the early 1990s, the university has grown more than 40 percent.

In spring 2003, OIR embarked upon a series of reports highlighting changes at JMU since the early 1990's. The first study - "*James Madison University Freshmen and Transfers: Fall 1993 to Fall 2002*" - was published in July 2003. It focused on changes in the kinds of students who entered JMU. The study explored issues such as high school preparation, diversity and selectivity.

This is the second study in the series. It focuses on changes in students while they are enrolled at JMU (changes in enrollment, majors, characteristics, attitudes, etc.). The final study, to be published in 2005, will examine changes in students after they graduate (employment, attitudes toward JMU, continuing education, etc.).

For this study, 12 years of information was examined to identify major changes and trends in JMU student enrollment, success and values. Data from several sources were compiled into historical views that increase the common understanding about JMU students from 1992 to 2003.

Between fall 1992 and fall 2003, these primary changes in enrollment were found:

- Total enrollment grew 43 percent, from 11,343 to 16,203.
- Undergraduate degree-seeking enrollment grew 50 percent, from 9,787 to 14,685.
- The undergraduate portion of total enrollment grew from 86 percent to 91 percent.
- Graduate degree-seeking enrollment dipped from 866 in fall 1992 to 733 in fall 2000. Then, enrollment increased to 809 in fall 2003. The overall decline was 7 percent.
- The graduate portion of total enrollment declined from 8 to 5 percent.
- Nondegree-seeking student enrollment varied without trend from 690 to 709.
- The nondegree-seeking portion of total enrollment varied between 4 and 6 percent.

For undergraduate students, the following major changes and trends were found:

- JMU maintained both a highly selective reputation and high graduation rate. By sex and race/ethnicity, graduation rates were better than national figures for selective institutions.
- Gender diversity decreased. Female enrollment increased almost twice as much male. The female portion of undergraduates grew from 55 percent to 60 percent.
- Racial/ethnic diversity decreased. White/Unreported enrollment grew from 86 percent to 89 percent. Asian/Pacific Islanders, Hispanics and Nonresident Aliens grew. African-Americans declined and American Indian/Alaska Natives continued in small numbers.
- Out-of-state undergraduate enrollment grew from 25 percent to 30 percent.
- Full-time undergraduate enrollment grew from 96 percent to 97 percent.
- Average credit hours taken per semester by full-time undergraduates declined from 15.75 to 15.09 (two-thirds of one credit hour).
- Baccalaureate degrees conferred grew 45 percent, from 2,187 to 3,162 per year.

- One-year retention and six-year graduation rates dipped slightly over the period, then returned to 92 percent and 80 percent, respectively. African-American graduation rates increased from 55 percent for the fall 1992 cohort to 69 percent for the fall 1997 cohort, reducing the dropout rate by more than one-third.

For graduate students, the following major changes and trends were found:

- Out-of-state graduate enrollment grew from 18 percent to 30 percent.
- Gender diversity was stable with 62 percent female in fall 1992 and fall 2003.
- Racial/ethnic diversity increased. Although the number of minorities was small, they increased from 8 percent to 12 percent of graduate student enrollment. African-Americans were the largest minority group with 36 students in fall 2003.
- Full-time graduate enrollment grew from 49 percent to 54 percent.
- Average credit hours taken per semester by full-time graduate students declined slightly from 10.51 to 10.38.
- Graduate degrees conferred (Master's, Educational Specialist and Doctoral) grew 6 percent, from 295 to 312.

Changes and trends in student attitudes from the *Continuing Student Survey* were:

- JMU student characteristics and attitudes toward the university remain remarkably positive, and in many instances, have improved. For example, the percentage of students that express high levels of satisfaction with JMU in general has remained at 94 percent since 1990.
- JMU students have maintained similar values, perceptions and characteristics since 1990 as evidenced by only 15 percent of responses to more than 240 questions had changed +/- 10 percent.
- Only seven of the 37 questions or statements that student responses changed +/- 10 percent were negative.

Students at James Madison University: 1992 to 2003

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Introduction

The Office of Institutional Research has collected data about JMU for more than 30 years. Since the office opened in 1973, the university has grown by more than 150 percent. Since the early 1990s, the university has grown more than 40 percent.

In spring 2003, OIR embarked upon a series of reports highlighting changes at JMU since the early 1990's. The first study - "*James Madison University Freshmen and Transfers: Fall 1993 to Fall 2002*" - was published in July 2003. It focused on changes in the kinds of students who entered JMU. The study explored issues such as high school preparation, diversity and selectivity.

This is the second study in the series. It focuses on changes in students while they are enrolled at JMU (changes in enrollment, majors, characteristics, attitudes, etc.). The final study, to be published in 2005, will examine changes in students after they graduate (employment, attitudes toward JMU, continuing education, etc.).

Most things change slowly. Frequently we do not notice change until we look at it over a period of time. A daily review of one's weight normally shows little change, but a look over time might be disturbing. A review of pictures of one's family will show little change from year to year, but dramatic changes if reviewed over 20 or 30 years.

Each member of the James Madison University community has a unique perspective and interpretation of change over the past 12 years. For many, this perspective is incremental; the latest information is incorporated with one's current point of view to create a new view of what the institution is all about.

Understanding one's community also requires "taking a step back" to examine information in historical perspective. From year-to-year, limited information and perspective require individuals to make assumptions that help them understand their community. Over time, errors in assumptions lead to problems. Likewise, the magnitude of change from one year to the next gets lost in the fuzziness of memories. Historical perspective brings clarity to direction and to magnitude of change. It reworks assumptions into facts. It helps make "all together one."

Toward these ends, 12 years of information was examined to identify major changes and trends about student enrollment, success and values at JMU. Most of the information was published on an annual basis in the Statistical Summary (Office of Institutional Research) or in the Student Development News, Continuing Student Survey (Office of University Planning and Analysis).

Organization of Results

Historical student data are presented in three sections:

- Section I: Common Student Measures
- Section II: Enrollment by Major
- Section III: Undergraduate Retention and Graduation Rates
- Section IV: Continuing Student Survey

Section I: Common Student Measures: Section I displays twelve-year histories of student data that are common to higher education in the United States. This is the kind of standard/well-defined information collected under state or federal mandate. Most of this information comes from the student specific data

files submitted to the State Council for Higher Education in Virginia (SCHEV). This SCHEV history begins in fall 1992 for fall enrollment and 1992-93 for annual degrees conferred.

The majority of the information in this section examines undergraduate and graduate student enrollment by different demographic variables like sex, race/ethnicity and residence. Some overall statistics on nondegree-seeking students, a.k.a. special or unclassified students, are also included. An overall history of degrees conferred by degree level is included, but the focus on trends in student success by demographic variables is dealt with in Section III.

Section II: Enrollment by Major: Using the same data sources as Section I, this section examines enrollment in undergraduate and graduate majors. It lists the top majors in fall 1992 and fall 2003 and includes a brief discussion of the primary changes in program offerings. It also discusses some demographic differences between colleges. Additional displays related to this section are found in the Appendices.

Section III: Retention and Graduation Rates: Section III examines retention and graduation rates of first-time entering freshmen. It uses data prepared for the annual survey from the Consortium for Student Retention Data Exchange (CSRDE) at Oklahoma University. CSRDE is one of the only national sources of retention and graduation data by sex and racial/ethnic cohorts. JMU's retention and graduation rates are calculated from SCHEV admissions, enrollment and degrees conferred data. One-year retention rates cover entering freshman cohorts from fall 1992 to fall 2002. Six-year graduation rates cover cohorts entering fall 1992 to fall 1997. Simply put, CSRDE cohort analyses track diverse groups of full-time, first-time entering freshmen as they progress through their undergraduate careers.

Section IV: Continuing Student Survey (Student Values, Characteristics and Perceptions): Section IV displays results from 13 years of the annual *Continuing Student Survey*. Each year, the office of University Planning and Analysis surveys a representative sample of continuing undergraduate students. The questions cover area such as their perceptions and degree of satisfaction with JMU, their self-perceptions, and their attitudes, values and beliefs. This information is unique to JMU and gives additional perspective to the data in Section I. Some of the questions have changed over time and only those with sufficient history and value to this study are used.

Section I: Common Student Measures

Totals by Program Level: JMU’s total enrollment grew from 11,343 in fall 1992 to 16,203 in fall 2003. This 43 percent increase was driven by undergraduate enrollment which grew from 9,787 to 14,685 (50 percent growth). The undergraduate portion of total enrollment grew from 86 percent to 91 percent.

Graduate enrollment dipped from 866 in fall 1992 to a low of 733 in fall 2000. Then enrollment increased to 809 in fall 2003. The overall decline from 1992 to 2003 was 7 percent. The graduate level portion of total enrollment declined from 8 to 5 percent between fall 1992 and fall 2003.

No particular trend existed for nondegree-seeking students, a.k.a. special or unclassified students. Enrollment varied from 690 in fall 1992 to 709 in fall 2003 with a “spike” of 888 in fall 1998. The nondegree portion of total enrollment varied between 4 and 6 percent.

Chart 1 shows the overall enrollment, undergraduate enrollment and undergraduate enrollment by gender. Because overall enrollment was dominated by the undergraduate program, charts for overall enrollment by gender bear lines very similar to the undergraduate lines by gender in Chart 1. This similarity is also true for other variables like race/ethnicity and residency.

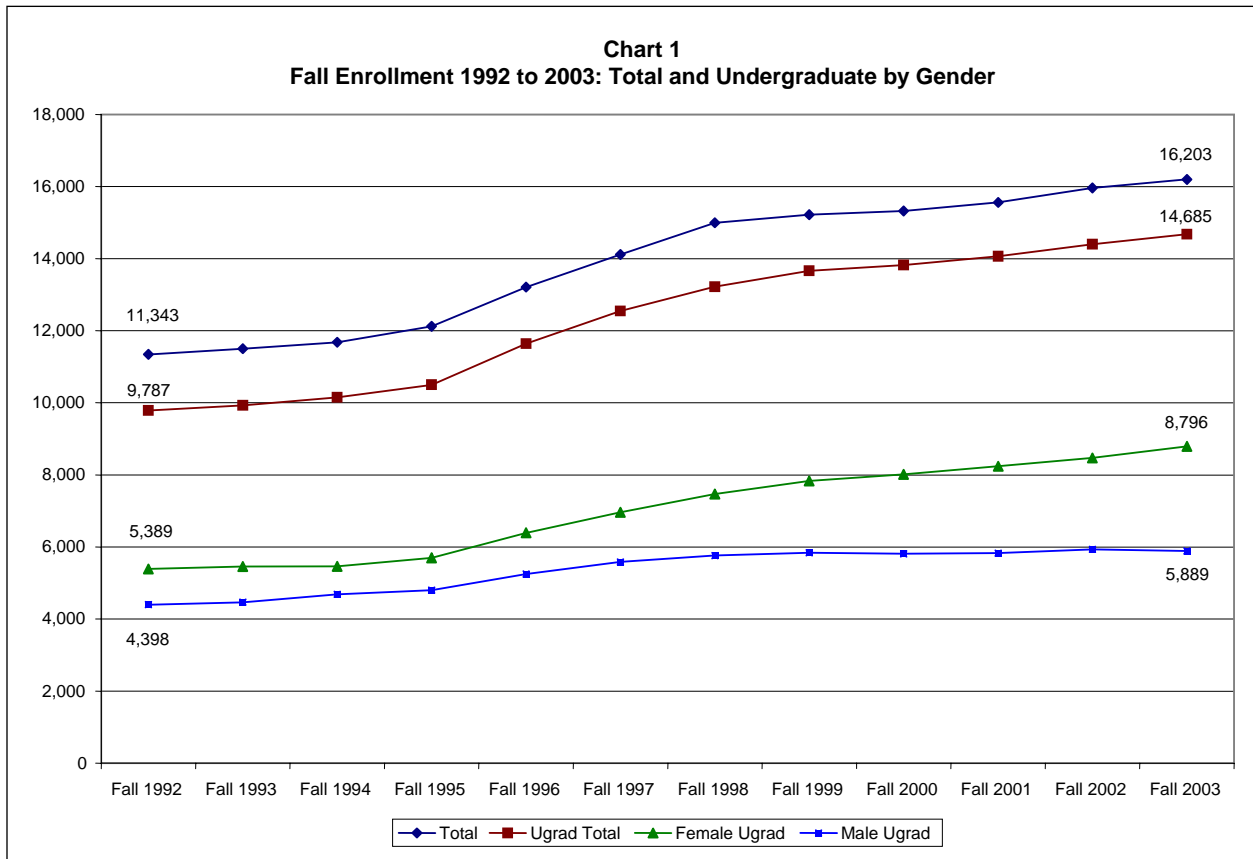
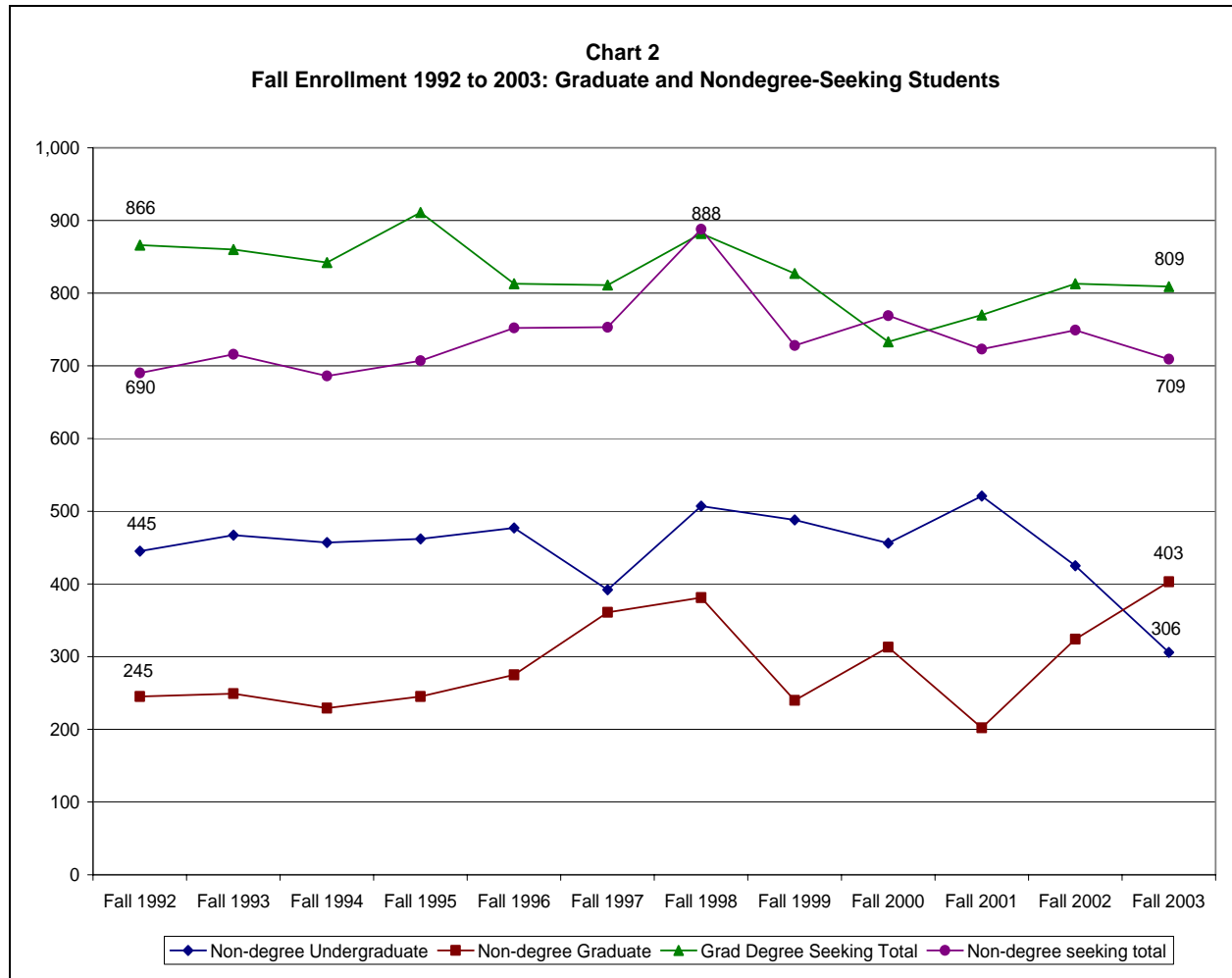


Chart 2 shows graduate enrollment, nondegree-seeking enrollment and nondegree enrollment split by undergraduate and graduate levels. Internal data systems at JMU do not differentiate between nondegree undergraduates and nondegree graduates. However, these student classifications are integral to state and federal reports.



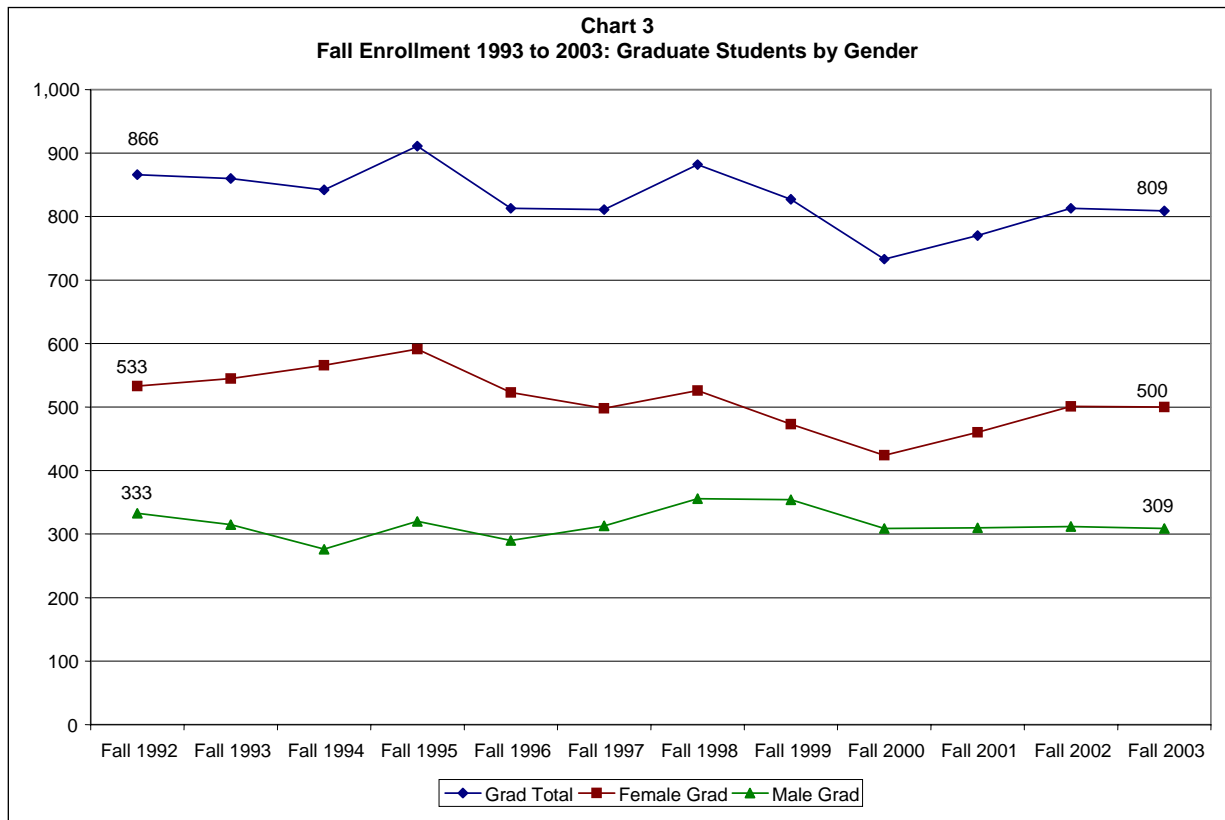
Gender diversity: Total female enrollment grew at almost twice the rate of males from fall 1992 to fall 2003. Female enrollment grew from 6,341 to 9,780 (54 percent) and male from 5,002 to 6,423 (28 percent). The female portion of total enrollment grew from 56 to 60 percent.

Total enrollment by gender was driven by undergraduates where, again, the female increase was almost twice the male increase. Undergraduate females grew from 5,389 in fall 1992 to 8,796 in fall 2003 (63 percent increase). Males grew from 4,398 in fall 1992 to 5,931 in fall 2002, then slipped to 5,889 in fall 2003 (34 percent increase). The female portion of undergraduates grew from 55 to 60 percent, while males declined from 45 to 40 percent.

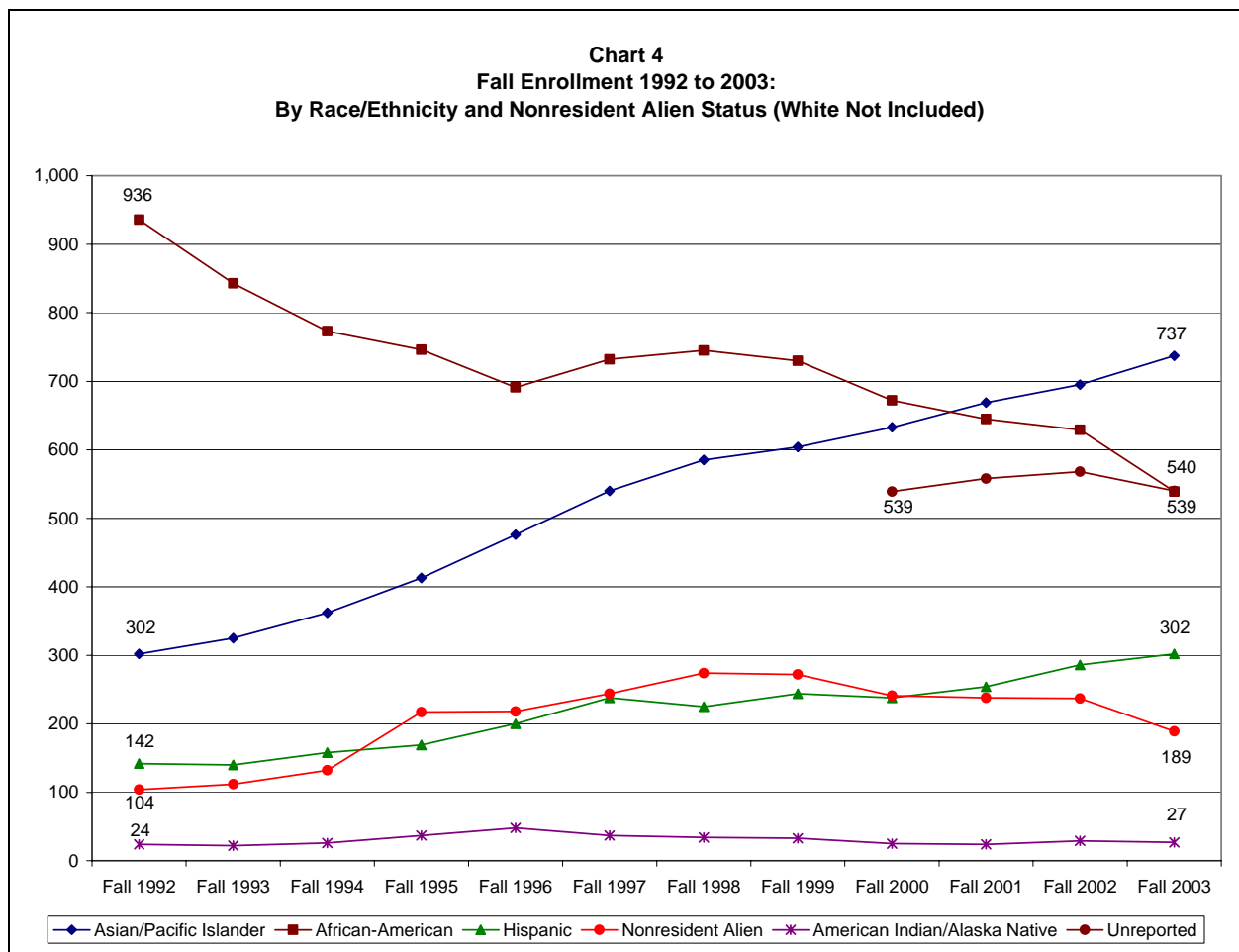
There were no trends in graduate enrollment by gender where almost two-thirds are women. The female portion of graduate students was 62 percent in both fall 1992 and fall 2003. Female graduate students declined 6 percent (from 533 to 500) and males 7 percent (from 333 to 309) between fall 1992 and fall 2003.

Table 1 shows the fall term history of total enrollment by gender, and by undergraduate and graduate programs. Chart 3 shows graduate enrollment by gender.

Term	Total	Female	Male	Total Ugrad	Female Ugrad	Male Ugrad	Total Grad	Female Grad	Male Grad
Fall 1992	11,343	6,341	5,002	9,789	5,389	4,398	866	533	333
Fall 1993	11,503	6,442	5,061	9,927	5,460	4,467	860	545	315
Fall 1994	11,680	6,471	5,209	10,152	5,464	4,688	842	566	276
Fall 1995	12,121	6,692	5,429	10,503	5,703	4,800	911	591	320
Fall 1996	13,209	7,311	5,898	11,644	6,393	5,251	813	523	290
Fall 1997	14,115	7,880	6,235	12,551	6,965	5,586	811	498	313
Fall 1998	14,996	8,501	6,495	13,226	7,467	5,759	882	526	356
Fall 1999	15,223	8,702	6,521	13,668	7,831	5,837	827	473	354
Fall 2000	15,326	8,903	6,423	13,824	8,017	5,807	733	424	309
Fall 2001	15,562	9,121	6,441	14,069	8,240	5,829	770	460	310
Fall 2002	15,965	9,481	6,484	14,403	8,472	5,931	813	501	312
Fall 2003	16,203	9,780	6,423	14,685	8,796	5,889	809	500	309
Percent Growth 1992 to 2003	43%	54%	28%	50%	63%	34%	-7%	-6%	-7%
1992 Percent of Total	100%	56%	44%	100%	55%	45%	100%	62%	38%
2003 Percent of Total	100%	60%	40%	100%	60%	40%	100%	62%	38%



Racial/Ethnic Diversity: From fall 1992 to fall 2003, the number and percentage of White/Unreported students grew from 9,835 (87 percent) to 14,409 (89 percent). Nonwhite enrollment grew from 1,508 to 1,794, but declined as a percentage of the total from 13 percent to 11 percent. Within minority racial/ethnic groups, gains were made by Asian/Pacific Islanders (144 percent), Hispanics (113 percent) and Nonresident Aliens (82 percent). African-Americans declined 42 percent, from 936 in fall 1992 to 539 in fall 2003. American Indian/Alaska Natives remained a small group (24 to 48 headcount). Detail on students who did not report their race/ethnicity began in fall 2000 and an average of 551 students per year were Unreported since then. In fall 2003, Unreported (540) was the third largest group after Whites and Asian/Pacific Islanders. Chart 4 shows the fall enrollment history by race/ethnicity and nonresident alien categories from fall 1992 to fall 2003 (White not included).



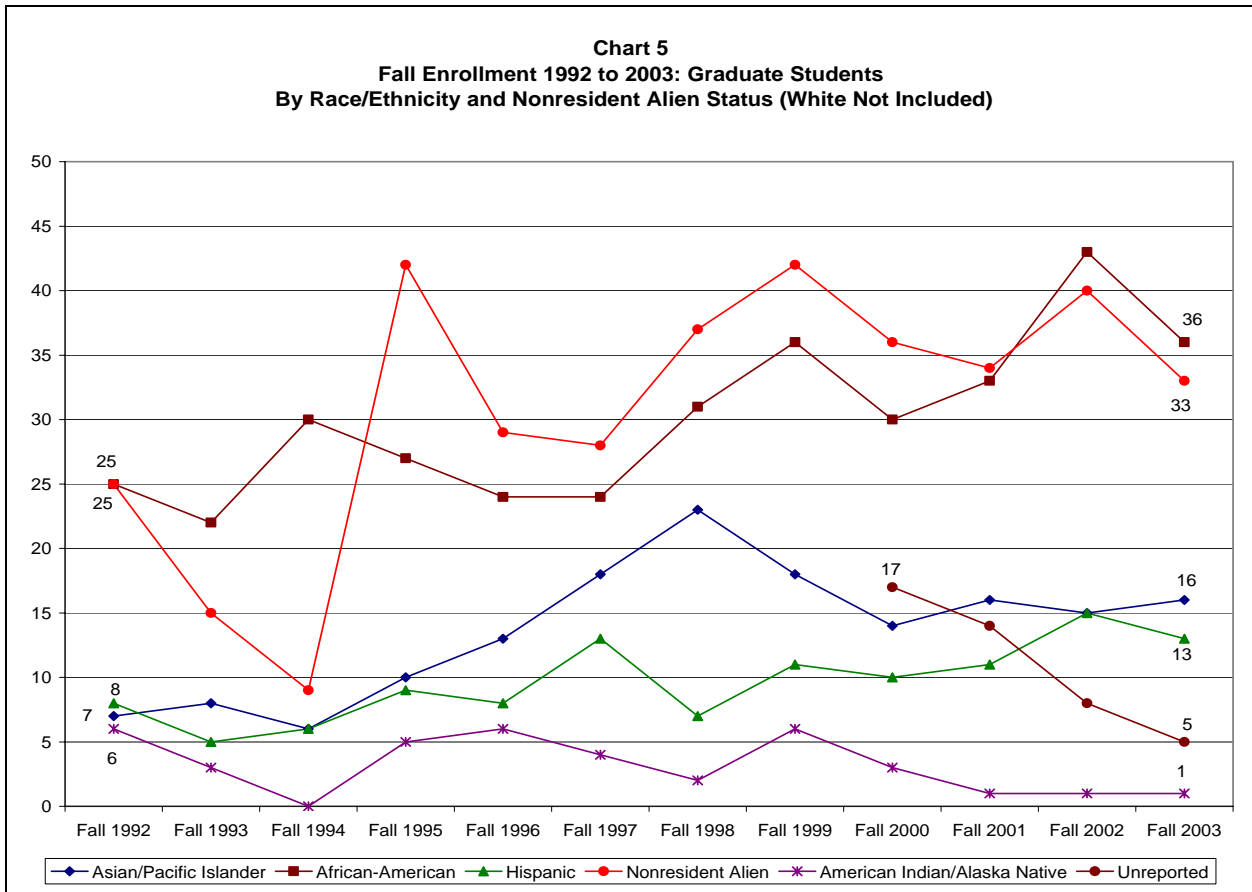
Undergraduate White/Unreported enrollment and percent of total grew from 8,419 (86 percent) to 13,047 (89 percent). Nonwhite enrollment grew from 1,368 to 1,638, but declined as a percentage of the total from 14 percent to 11 percent. Within racial/ethnic groups, gains were made by Asian/Pacific Islanders (146 percent), Hispanics (125 percent) and Nonresident Aliens (167 percent). African-Americans declined 46 percent from 882 in fall 1992 to 476 in fall 2003. American Indian/Alaska Natives remained a small group (18 to 39 headcount). Unreported students averaged 524 per year from fall 2000 to fall 2003. In fall 2003, Unreported (533) was the third largest group following Whites and Asian/Pacific Islanders. Table 2 shows the undergraduate enrollment history from fall 1992 to fall 2003 by race/ethnicity. If charted, this undergraduate history would look much like Chart 4.

Term	Total	African-American	American Indian/Alaska Native	Asian/Pacific Islander	Hispanic	White/Unreported	Nonresident Alien
Fall 1992	9,787	882	18	290	126	8,419	52
Fall 1993	9,927	791	19	306	131	8,611	69
Fall 1994	10,152	721	24	349	147	8,822	89
Fall 1995	10,503	681	28	395	160	9,101	138
Fall 1996	11,644	619	39	444	191	10,194	157
Fall 1997	12,551	653	32	515	224	10,932	195
Fall 1998	13,226	659	27	555	214	11,562	209
Fall 1999	13,668	656	24	574	232	11,981	201
Fall 2000	13,824	610	21	604	221	12,182	186
Fall 2001	14,069	578	23	640	232	12,407	189
Fall 2002	14,403	554	28	671	263	12,712	175
Fall 2003	14,685	476	26	713	284	13,047	139
Percent Growth 1992 to 2003	50%	-46%	44%	146%	125%	55%	167%
1992 Percent of Total	100%	9%	0%	3%	1%	86%	1%
2003 Percent of Total	100%	3%	0%	5%	2%	89%	1%

Although the numbers are small, graduate student diversity by race/ethnicity grew during a period of decline in graduate enrollment. The majority group, White/Unreported, declined from 92 percent of graduate students to 88 percent. Table 3 and Chart 5 show the graduate enrollment history by race/ethnicity including percent growth from fall 1992 to fall 2003.

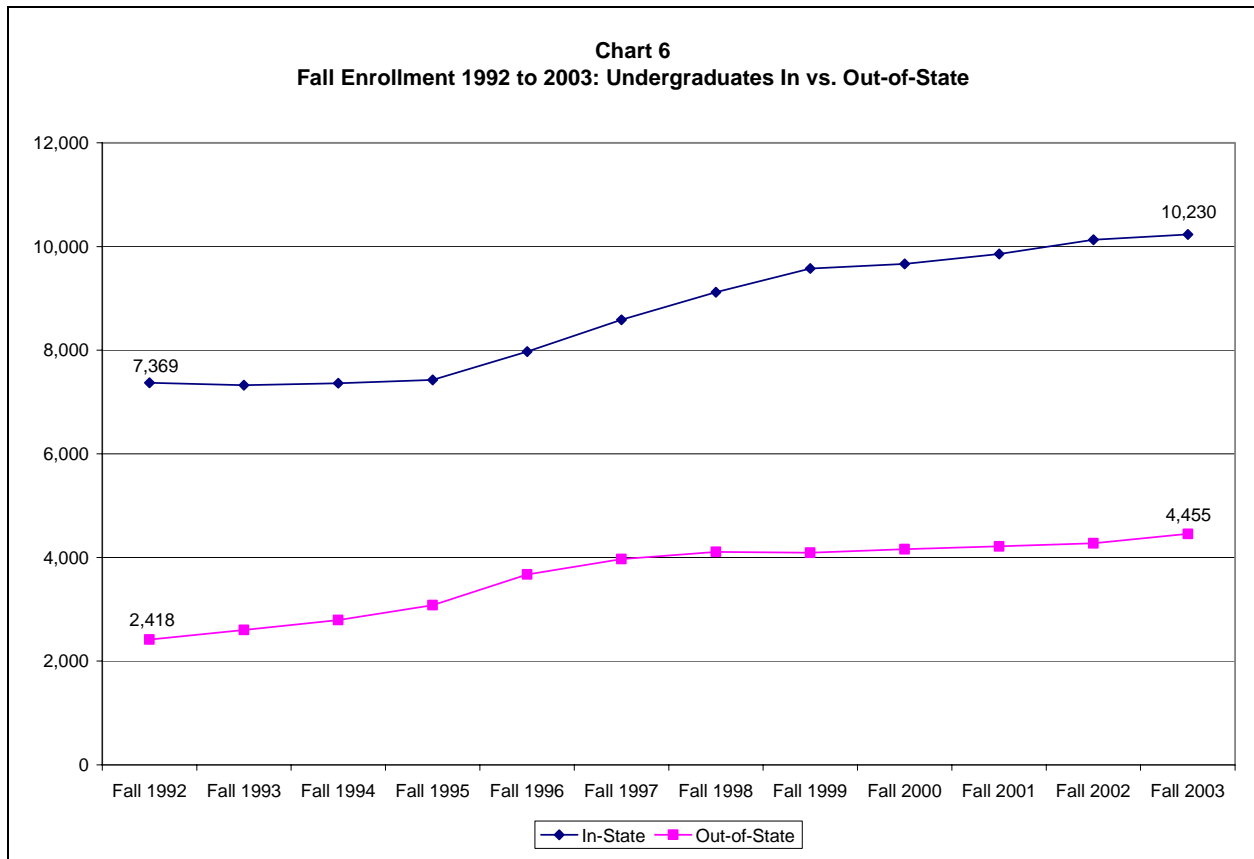
Table 3
Graduate Enrollment and Racial/Ethnic Diversity: Fall 1992 to Fall 2003

Term	Total	African-American	American Indian/Alaska Native	Asian/Pacific Islander	Hispanic	White/Unreported	Nonresident Alien
Fall 1992	866	25	6	7	8	795	25
Fall 1993	860	22	3	8	5	807	15
Fall 1994	842	30	0	6	6	791	9
Fall 1995	911	27	5	10	9	818	42
Fall 1996	813	24	6	13	8	733	29
Fall 1997	811	24	4	18	13	724	28
Fall 1998	882	31	2	23	7	782	37
Fall 1999	827	36	6	18	11	714	42
Fall 2000	733	30	3	14	10	640	36
Fall 2001	770	33	1	16	11	675	34
Fall 2002	813	43	1	15	15	699	40
Fall 2003	809	36	1	16	13	710	33
Percent Growth 1992 to 2003	-7%	44%	-83%	129%	63%	-11%	32%
1992 Percent of Total	100%	3%	1%	1%	1%	92%	3%
2003 Percent of Total	100%	4%	0%	2%	2%	88%	4%

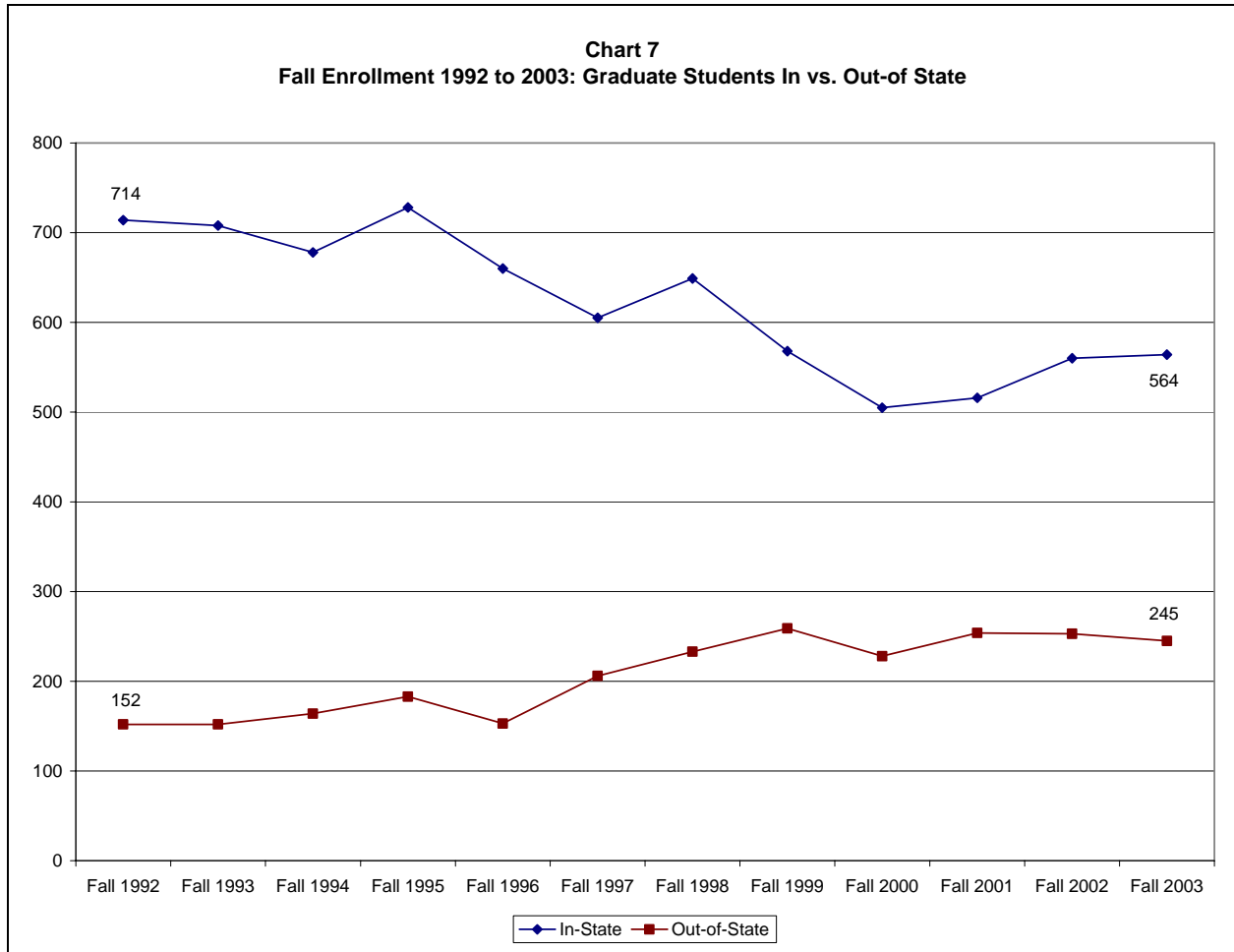


Residential Diversity, In and Out-of-State: Out-of-state total enrollment and percentage of total enrollment grew from 2,639 (23 percent) in fall 1992 to 4,743 (29 percent) in fall 2003. Out-of-state enrollment grew in both undergraduate and graduate programs.

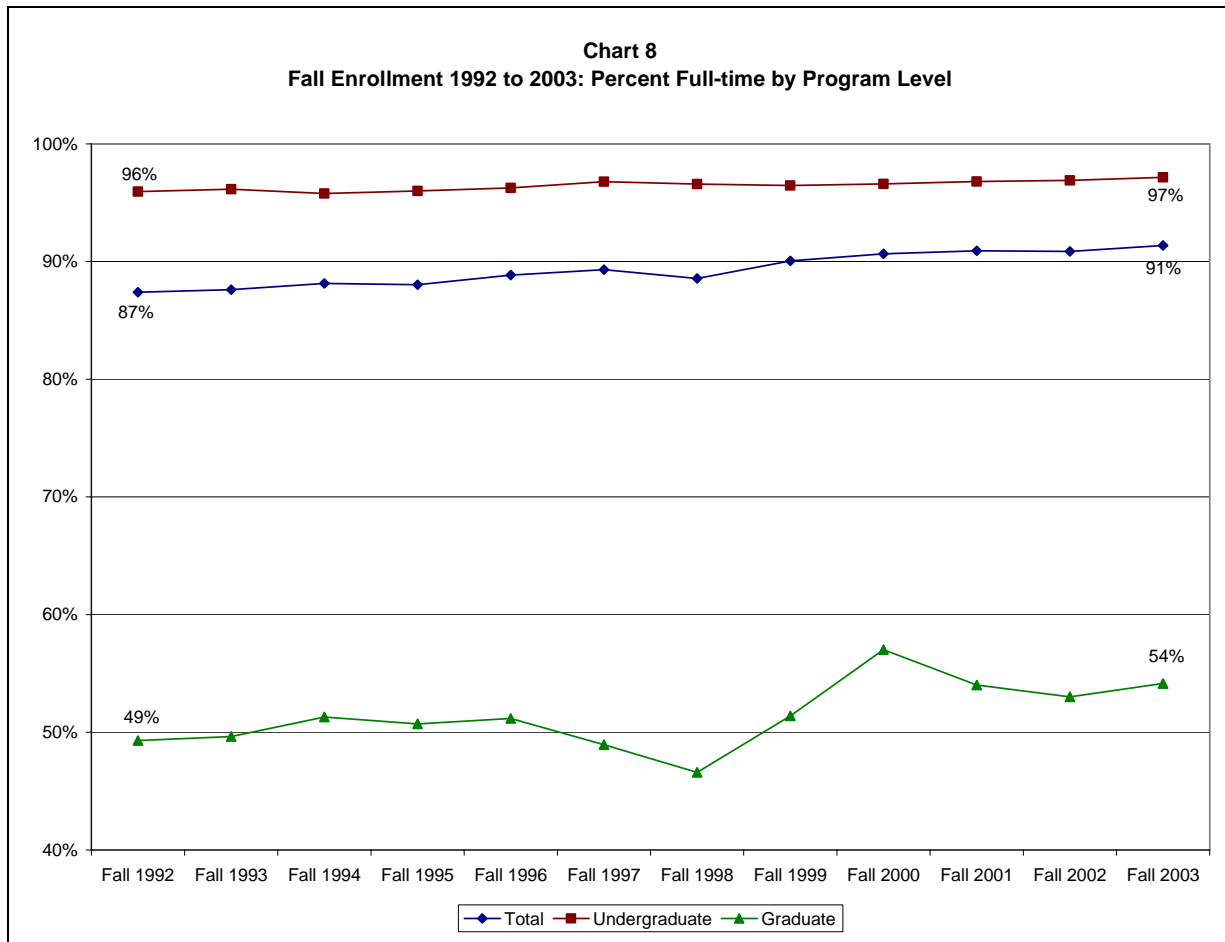
Out-of-state undergraduate enrollment and percentage of enrollment grew from 2,418 (25 percent) to 4,455 (30 percent). Chart 6 displays the in vs. out-of-state growth in undergraduate residency.



Out-of-state graduate enrollment and percentage of enrollment grew from 152 (18 percent) to 245 (30 percent). This growth occurred during a period of decline in graduate student enrollment. In-state graduate students declined in both enrollment and percentage of enrollment from 714 (82 percent) to 564 (70 percent). Chart 7 displays the in- vs. out-of-state growth in graduate student residency.

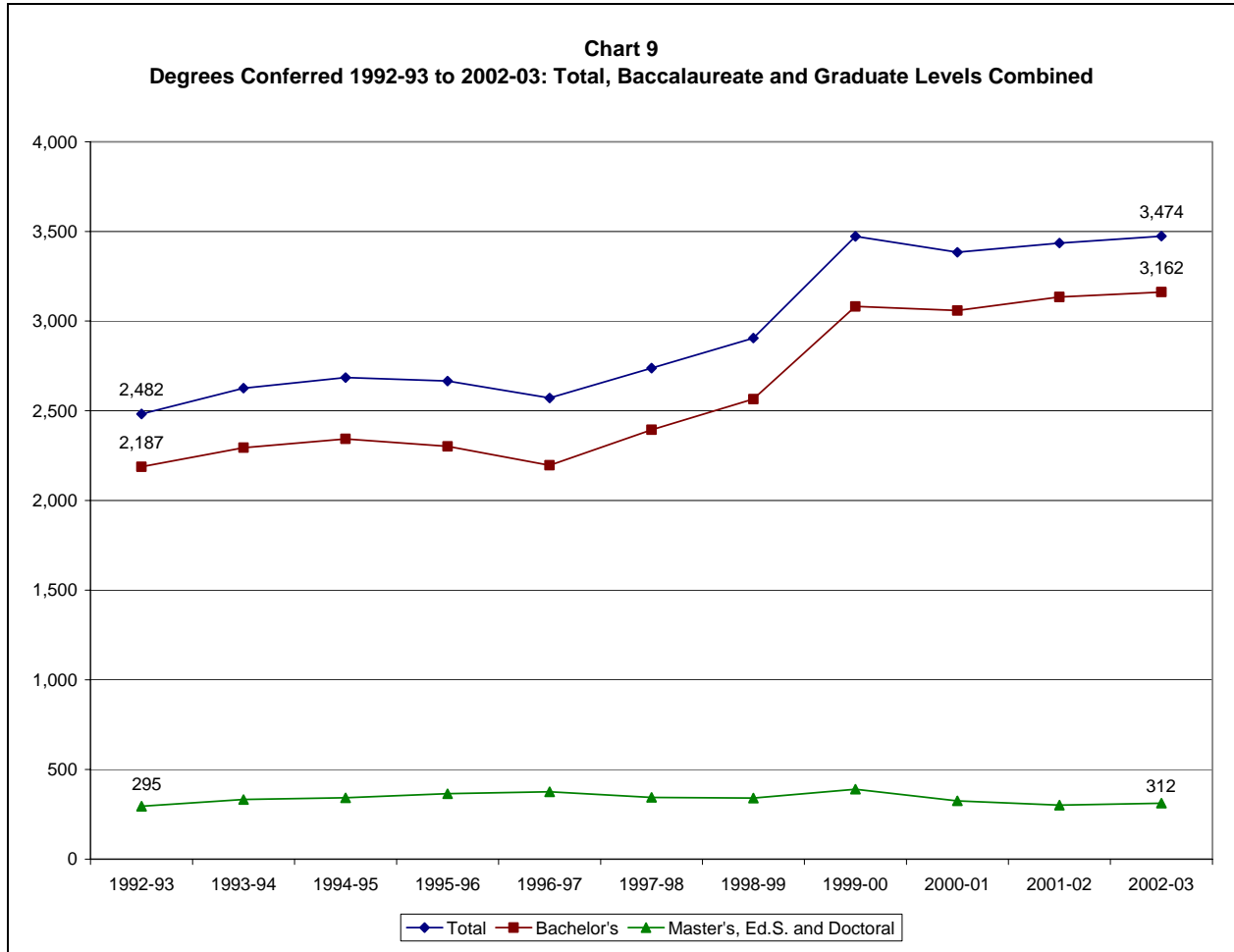


Fall Enrollment by Full-time/Part-time Status: Total enrollment of full-time students and percentage of total enrollment of full-time students grew from 9,913 (87 percent) in fall 1992 to 14,807 (91 percent) in fall 2003. Full-time enrollment grew in both undergraduate and graduate programs. Full-time undergraduates grew from 9,391 (96 percent) to 14,268 (97 percent). Full-time graduate students grew from 427 (49 percent) to 438 (54 percent). Chart 8 displays this information.

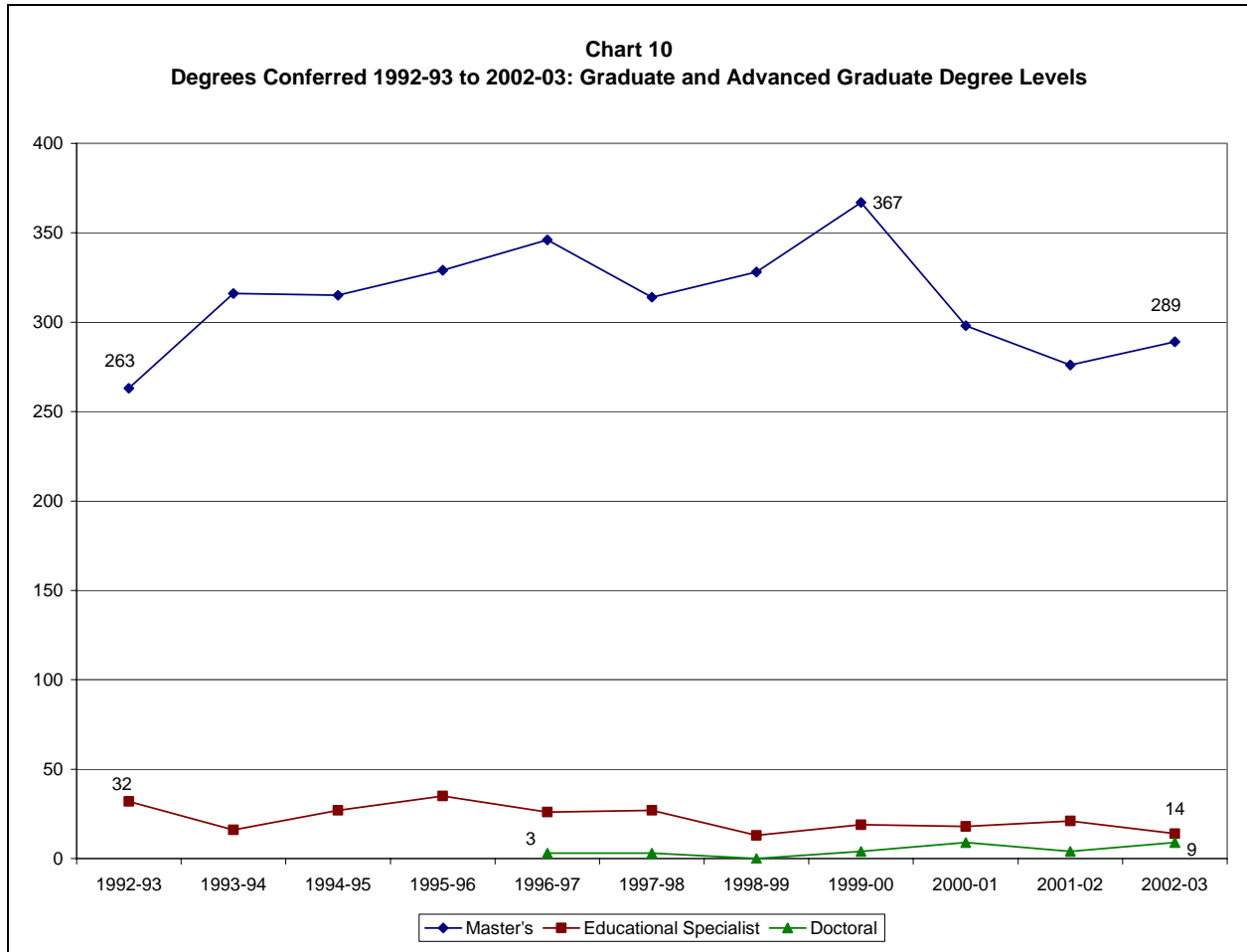


Average Credit Hours Enrolled by Full-time Students: Although the percentage of full-time students grew, the average number of credit hours taken declined for both undergraduate and graduate students. Average credit hours enrolled by full-time undergraduates declined from 15.75 to 15.09 (two-thirds of a credit hour per full-time student). Average credit hours enrolled by full-time graduate students declined slightly from 10.51 to 10.38.

Degrees Conferred 1992-93 to 2002-03: The total number of degrees conferred on an annual basis grew 40 percent from 2,482 in 1992-93 to 3,474 in 2002-03 (the degrees conferred calendar runs from July 1 to June 30). Chart 9 shows that most of this growth was in Baccalaureate degrees which grew 45 percent, from 2,187 to 3,162. Graduate levels combined (Master’s, Educational Specialist and Doctoral) grew 6 percent, from 295 to 312.



Master’s degrees grew from 263 in 1992-93 to a peak of 367 in 1999-00. Then, they declined to 289 in 2002-03 (Chart 10). Decline in the Educational Specialist degree occurred in part from migration of students in the Ed.S. Combined School/Counseling Psychology program into the doctoral program in Psychology. Doctoral programs graduated three students in 1996-97 and increased to nine in 2002-03.



Section II: Enrollment by Major

Any number of changes in major programs occurred between fall 1992 and fall 2003. This discussion focuses on significant changes which generally included the termination or creation of a major requiring SCHEV approval.

Undergraduate Majors: The period began with a state mandate prohibiting undergraduate students from declaring Education majors. Education students shifted into a variety of other disciplines, especially Psychology. A small number of undergraduate majors closed due to low enrollment while a few new programs were created in technology and education. By fall 2003, new admissions criteria were added to 15 majors and a new major, Individualized Liberal Studies (IDLS), was created for undergraduates interested in teaching young children.

The top five majors and students enrolled in fall 1992 were:

- Psychology (737);
- Accounting (578);
- English (543);
- Political Science (485); and
- Biology (454).

By fall 2003, the top five majors were:

- Marketing (791);
- Interdisciplinary Liberal Studies (703);
- Health Sciences (688);
- Biology (683); and
- Psychology (667).

Psychology actually peaked in fall 1997 with 997 undergraduate majors including 198 in the teacher education program. This was the greatest number of students ever recorded in a major at JMU. By fall 2003, students interested in early childhood education (K-3) were enrolling in Interdisciplinary Liberal Studies and only 23 undergraduate Psychology majors were also in the teacher education program.

Five majors closed in the last decade. These majors and their last year with students enrolled were:

- Fashion Merchandising (1997);
- Office Systems Management (1996);
- Medical Technology (1999);
- Dance (1999); and
- Theatre (2000).

Five new majors opened in the last decade. These majors and their first year with students enrolled were:

- Integrated Science and Technology (1993);
- Quantitative Finance (1995);
- Theatre and Dance (a merge of the Theatre and Dance majors, 1995);
- Technical and Scientific Communication (1997); and
- Interdisciplinary Liberal Studies (2000).

Prior to 1992, special admissions criteria existed for majors in Music, Art, Theatre, Dance, Nursing and Social Work. By fall 2003, 15 additional majors had special admissions criteria. These programs and the first term for new admissions criteria were:

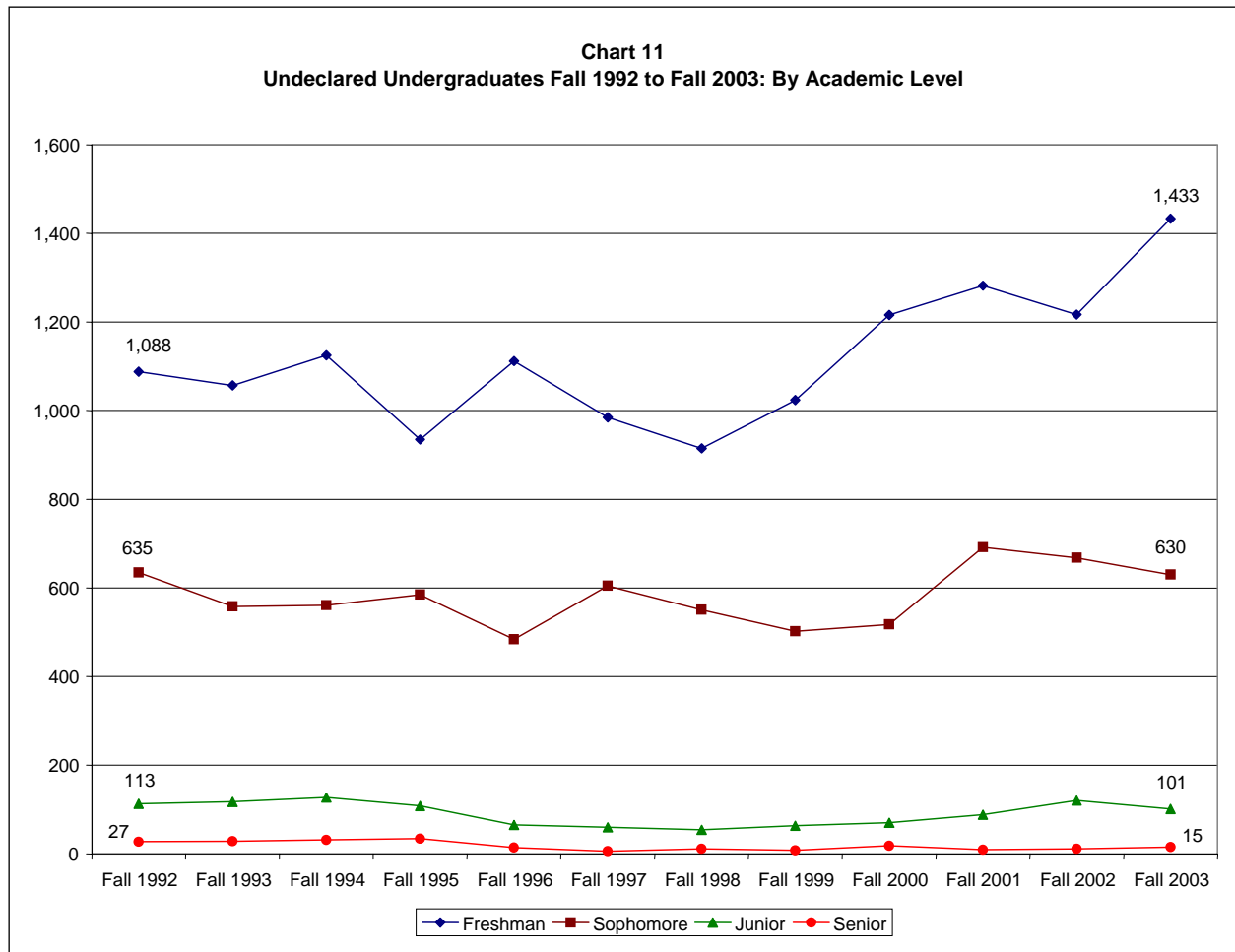
- Media Arts and Design (fall 1998);
- College of Business, eight B.B.A. majors (fall 1999);
- Communication Studies (fall 2000);
- Computer Science (fall 2003);
- Political Science, Public Administration, and International Affairs (spring 2003); and
- Psychology (spring 2003).

Table 4 displays the fall 2003 undergraduate majors in fall 2003 descending order. It includes the fall 1992 count, the average number of fall majors, the maximum and minimum number of fall majors found over the time period, the net gain/loss in majors and the percent gain over the time period. For majors that began after fall 1992, the start year is in parentheses, the gain/loss is calculated from the start year, and the percent gain is not applicable (na). Because the names of some majors have changed, Table 4 uses the fall 2003 nomenclature.

MAJOR	Fall 1992	Fall 2003	Avg.	Max	Min	Gain/Loss	Percent Gain
MARKETING	350	791	598	897	295	441	126%
INTERDISCIPLINARY LIBERAL STUDIES (Fall 2000)	na	703	580	703	226	477	na
HEALTH SCIENCES	192	688	491	688	192	496	258%
BIOLOGY	454	683	599	701	454	229	50%
PSYCHOLOGY	737	667	843	997	667	-70	-9%
ART	298	561	404	561	274	263	88%
INTEGRATED SCIENCE & TECH. (Fall 1993)	na	526	534	799	66	460	na
FINANCE	315	513	390	513	302	198	63%
KINESIOLOGY & RECREATION	107	502	289	502	107	395	369%
MANAGEMENT/OPERATIONS MGT.	278	490	373	490	246	212	76%
ENGLISH	543	468	499	555	421	-75	-14%
MEDIA ARTS & DESIGN	356	448	474	679	356	92	26%
ACCOUNTING	578	390	433	578	346	-188	-33%
POLITICAL SCIENCE	485	382	402	504	317	-103	-21%
COMPUTER INFORMATION SYSTEMS	227	341	413	666	203	114	50%
MUSIC	269	329	342	387	269	60	22%
NURSING	198	329	217	329	191	131	66%
HISTORY	252	274	248	285	212	22	9%
INTERNATIONAL BUSINESS	226	273	281	321	226	47	21%
SOCIOLOGY	154	224	204	234	154	70	45%
COMMUNICATION SCIENCES & DISORDERS	126	199	162	199	126	73	58%
HOSPITALITY & TOURISM MGT.	83	198	120	198	82	115	139%
COMMUNICATION STUDIES	214	190	232	346	167	-24	-11%
INTERNATIONAL AFFAIRS	157	188	153	230	121	31	20%
INTERDISCIPLINARY SOCIAL SCIENCE	64	175	109	175	63	111	173%
COMPUTER SCIENCE	124	168	271	513	124	44	35%
THEATRE & DANCE	89	162	127	162	89	73	82%

Table 4 Undergraduate Majors: Fall 1992 to Fall 2003 In Fall 2003 Descending Order							
MAJOR	Fall 1992	Fall 2003	Avg.	Max	Min	Gain/ Loss	Percent Gain
CHEMISTRY	95	136	109	136	84	41	43%
SOCIAL WORK	90	130	132	156	90	40	44%
PUBLIC ADMINISTRATION	35	126	66	140	29	91	260%
ECONOMICS BA, BS	88	125	104	126	79	37	42%
MATHEMATICS	128	123	107	128	83	-5	-4%
MODERN FOREIGN LANGUAGES	97	108	101	118	81	11	11%
ANTHROPOLOGY	57	95	91	114	57	38	67%
DIETETICS	27	92	72	92	27	65	241%
GEOGRAPHY	52	87	68	89	47	35	67%
PHILOSOPHY & RELIGION	33	87	58	87	33	54	164%
TECHNICAL & SCIENTIFIC COMMUNICATION (Fall 1997)	na	85	47	87	2	83	na
INDIVIDUALIZED STUDIES	37	84	54	84	31	49	127%
PHYSICS	44	81	48	81	20	37	84%
GEOLOGY	56	67	62	74	51	11	20%
BUSINESS ECONOMICS BBA	33	67	30	67	20	34	103%
QUANTITATIVE FINANCE (Fall 1995)	na	53	32	53	18	34	na
ART HISTORY	22	49	31	53	16	27	123%
BUSINESS & MARKETING EDUCATION	3	47	26	52	2	44	1,467%

Undeclared Undergraduates: Chart 11 displays the number of undeclared undergraduates by academic level from fall 1992 to fall 2003. The percentage of undeclared freshmen (first-time, transfers and continuing) declined from 42 percent (1,088) in fall 1992 to 25 percent (915) in fall 1998. The percentage then increased to 38 percent (1,433) in Fall 2003.



Graduate Majors: A number of changes in graduate majors were also made between fall 1992 and fall 2003. Some education majors with low enrollment were rolled into a single Education major, technology and health programs were created, and the first doctoral majors established. JMU’s first major delivered almost entirely by the web - the Master’s in Computer Science with a concentration in Information Security - was successfully launched.

Highlights of changes in graduate majors between fall 1992 and fall 2003 are noted below. These are followed by Table 5 which displays the fall 2003 graduate majors in fall 2003 descending order.

The top five graduate majors in fall 1992 were:

- Business Administration (199);
- Counselor Education (64);
- Special Education (63);
- Education Specialist (62); and
- Communication Sciences and Disorders (47).

By fall 2003, the top five graduate majors were:

- Computer Science (88);
- Business Administration (86);
- Education (78);
- Counselor Education (59); and
- Communication Sciences and Disorders (58).

Five education majors were phased out between fall 1997 and fall 2000 with new students rolled into the new Education major. The fall 1992 sum of enrollment in these five education programs was 79, one more than the fall 2003 total for the new Education major. These closed majors became concentrations under the new Education major:

- Early Childhood Education;
- Elementary Education;
- Reading Education;
- School Administration Education; and
- Secondary Education.

Other closed graduate majors and their last year with students enrolled were:

- School Library Media Services (1999);
- Hearing Disorders (phased into the new Communication Sciences and Disorders Ph.D. program in 2002); and
- The Educational Specialist program in combined School and Counseling Psychology (1996).

Five new graduate majors opened in the last decade. These majors and their first year with students enrolled were:

- Education (1997);
- Technical and Scientific Communications, Master's (1997);
- Integrated Science and Technology, Master's (2000);
- Psychology, Psy.D. (1995); and
- Communication Sciences and Disorders, Ph.D. (2002).

The Psy.D. degree in Psychology began with a single concentration in Clinical, Counseling and School Psychology. In fall 1998, the concentration in Assessment and Measurement was added to this Psychology major and the degree for this concentration was changed to Ph.D. in fall 2003. The Master of Physician Assistant Studies was authorized to begin in fall 2003, but had no students enrolled. Master's programs in Nursing and Occupational Therapy have been approved by SCHEV to begin in fall 2004 and summer 2005, respectively.

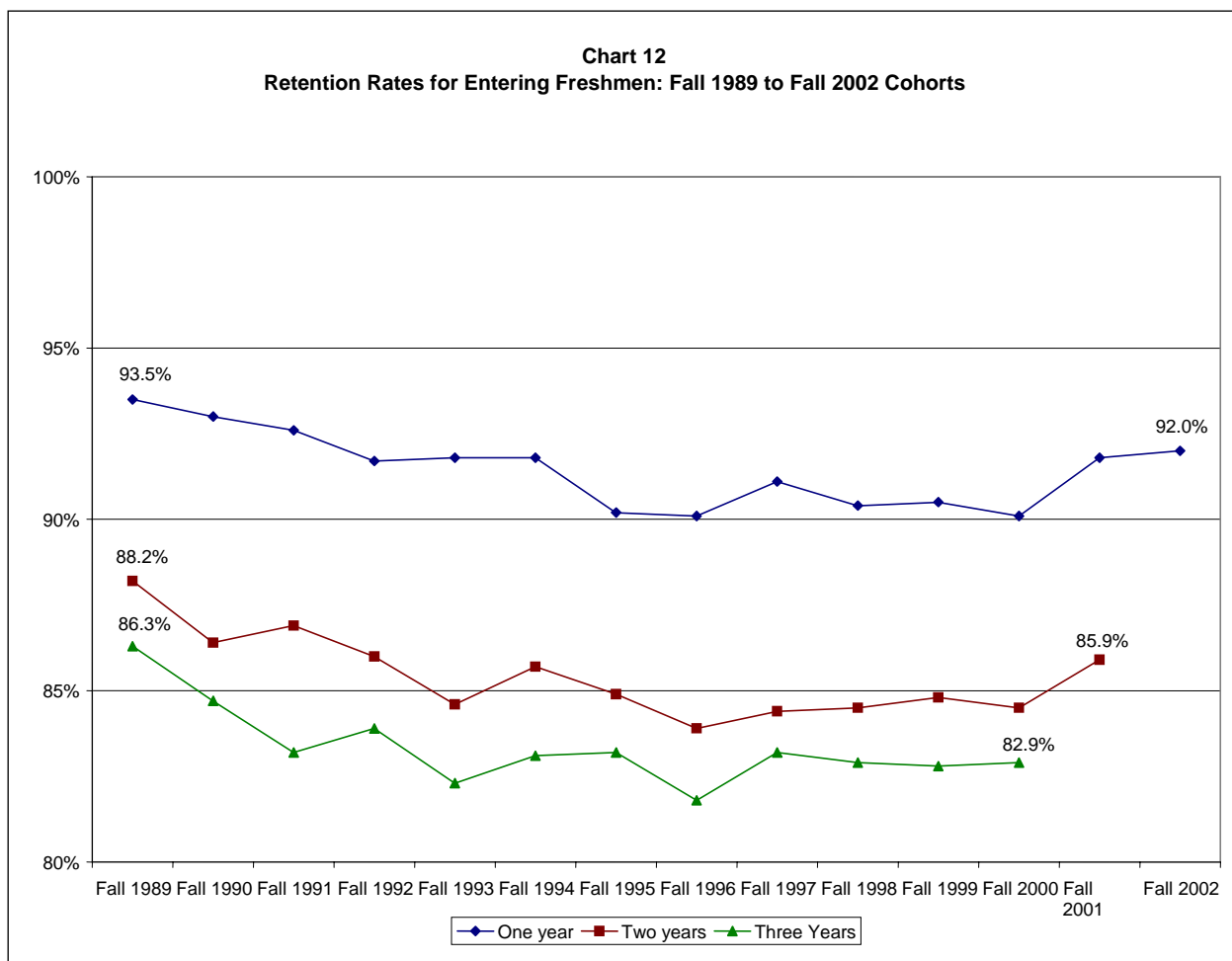
Table 5 displays the fall 2003 graduate majors in fall 2003 descending order. It includes the fall 1992 count, the average number of fall majors, the maximum and minimum number of fall majors found over the time period, the net gain/loss in majors and the percent gain over the time period. For majors that began after fall 1992, the start year is in parentheses, the gain/loss is calculated from the start year, and the percent gain is not applicable (na). Because the names of some majors have changed, Table 5 uses the fall 2003 nomenclature.

Table 5 Graduate Majors: Fall 1992 to Fall 2003 In Fall 2003 Descending Order							
MAJOR	Fall 1992	Fall 2003	Avg.	Max	Min	Gain/ Loss	Percent Gain
COMPUTER SCIENCE	31	88	80	156	26	57	184%
BUSINESS ADMINISTRATION	199	86	125	199	70	-113	-57%
EDUCATION (Fall 1997)	na	78	49	78	16	62	na
COUNSELOR EDUCATION	64	59	57	72	43	-5	-8%
COMMUNICATION SCIENCES & DISORDERS	47	58	65	89	47	11	23%
KINESIOLOGY & RECREATION	22	51	35	51	22	29	132%
EDUCATION SPECIALIST ED.S	62	43	47	79	25	-19	-31%
PSYCHOLOGY PSY.D./PH.D.	na	40	27	40	15	40	na
COMM SCI & DISORDERS PH.D. (Fall 2002)	na	35	23	35	11	35	na
SPECIAL ED	63	31	49	76	28	-32	-51%
HEALTH EDUCATION	42	27	37	50	27	-15	-36%
ADULT ED/HUMAN RESOURCE DEV.	9	26	17	26	9	17	189%
PSYCHOLOGY	14	25	20	31	10	11	79%
HISTORY	39	24	27	39	21	-15	-38%
PUBLIC ADMINISTRATION	29	24	20	29	12	-5	-17%
ENGLISH	44	20	30	47	17	-24	-55%
TECH & SCIENTIFIC COMM. (Fall 1997)	na	19	17	24	8	11	na
MUSIC	22	18	20	25	9	-4	-18%
BIOLOGY	14	17	13	21	8	3	21%
INTEGRATED SCIENCES & TECH. (Fall 2000)	na	13	9	13	1	12	na
SCHOOL PSYCHOLOGY	24	13	14	25	8	-11	-46%
ART	12	11	13	19	7	-1	-8%
ACCOUNTING	25	3	16	28	3	-22	-88%

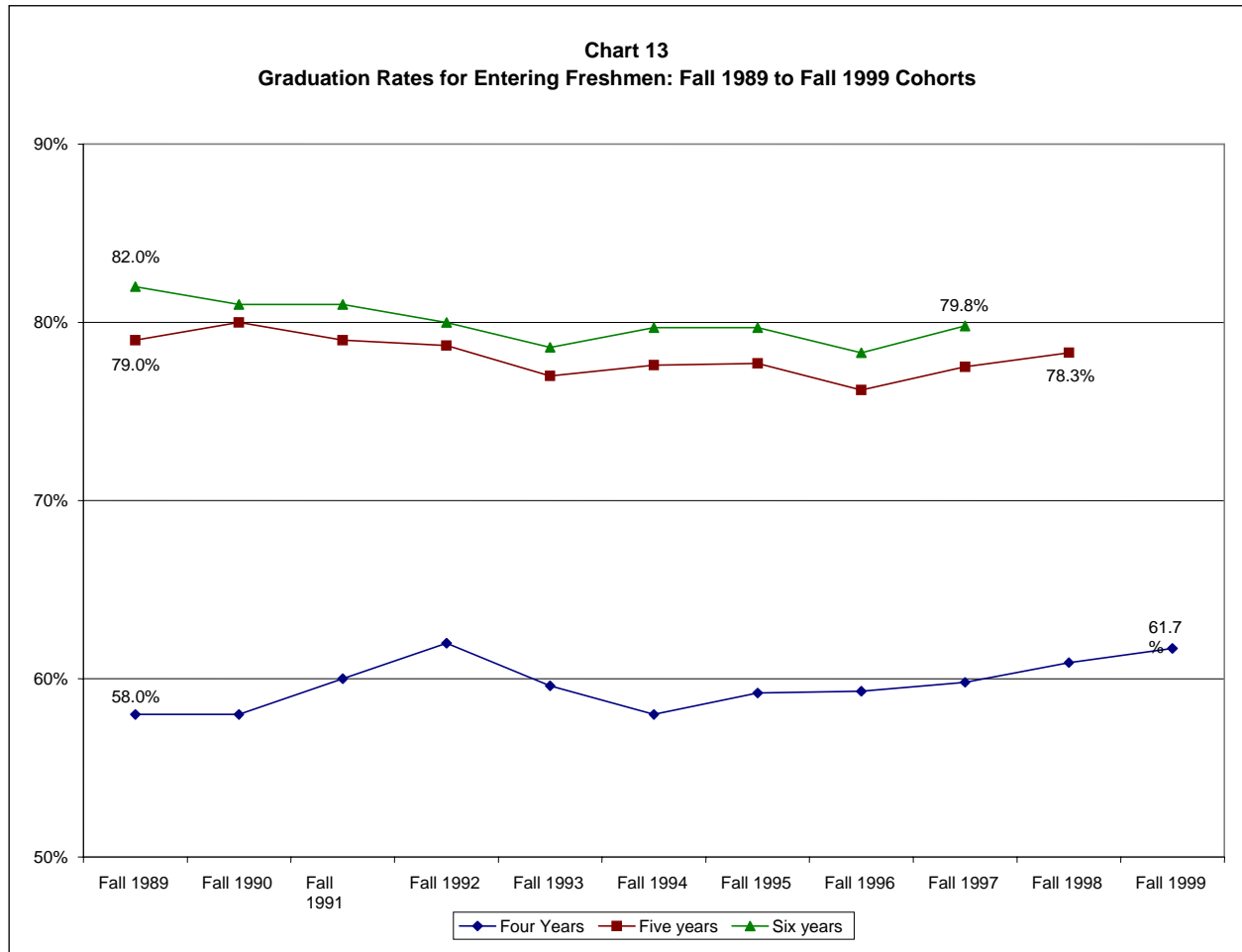
Section III: Retention and Graduation Rates

Trends in progress toward degree completion are best examined via cohort retention and graduation rate analyses. Basically, a cohort analysis tracks a class of first-time freshmen who enter JMU together and marks over time the percentages who stay, leave or graduate. Cohort analysis cannot be applied to groups like transfers, who start with different levels of credit hours toward their degrees or to graduate programs with “rolling” admissions.

The percentage of a freshman cohort who returned in the fall of their second year (one-year retention) dipped to 90.1 percent in fall 2000. This seems to end a decline that began with rates above 93 percent in the mid-1980s. The most recent one-year return rate is 92.0 percent for the class of 2002, the highest since the class of 1991. Chart 12 displays the one, two and three-year first-time freshman return rates for cohorts from fall 1989 to fall 2002.



Six-year graduation rates for cohorts of the early 1990s declined from the late 1980s which were as high as 82 percent. The fall 1996 cohort had the lowest rate of 78.3 percent. The most recent six-year graduation rate is 79.8 percent for the class of 1997, the highest since the class of 1992. Chart 13 displays the four, five and six-year graduation rates for the fall 1989 to fall 2002 freshman cohorts.



Retention and Graduation Rates by Gender and Race/Ethnicity: The data for the next two tables are derived from JMU’s response to the annual Consortium for Student Retention Data Exchange (CSRDE) survey. Table 6 shows the one-year retention rates, and Table 7 the six-year graduations rates, by gender and race/ethnicity. Differences between these cohorts develop over time and are more evident in the six-year graduation rates. In both tables, small numbers within racial/ethnic minority cohorts create greater variation in the percentages and make trends within groups difficult to discern. Data for the American Indian/Alaska Native cohorts are not included because these groups are small (between 2 and 11 per freshman cohort).

Cohort Year	Total	Female	Male	African-American	Hispanic	Asian/Pacific Islander	White	Nonresident Alien
1992	91.7%	91.8%	91.5%	84.5%	92.3%	92.5%	92.7%	69.2%
1993	91.8%	91.1%	92.7%	86.2%	93.1%	91.4%	92.3%	95.2%
1994	91.8%	92.6%	90.9%	89.2%	85.3%	91.6%	92.1%	96.2%
1995	90.2%	91.4%	88.3%	82.5%	95.1%	88.3%	91.2%	70.3%
1996	90.1%	90.3%	89.8%	92.5%	84.6%	90.5%	90.3%	82.9%
1997	91.1%	91.3%	90.8%	91.0%	93.7%	92.4%	91.3%	78.9%
1998	90.4%	91.6%	88.5%	88.2%	91.2%	90.4%	91.0%	63.4%
1999	90.5%	90.5%	90.5%	89.3%	94.1%	90.6%	90.6%	81.8%
2000	90.7%	90.7%	89.2%	91.1%	97.5%	91.0%	90.2%	72.8%
2001	91.9%	91.5%	92.5%	91.1%	92.1%	92.9%	92.0%	76.2%
2002	92.0%	92.7%	90.9%	85.8%	87.9%	94.0%	92.4%	76.2%

Female cohorts fared better than male in one-year retention rates and six-year graduation rates. Graduation rates for Whites, Hispanics and Asian/Pacific Islanders are generally in higher ranges than those for African-Americans and Nonresident Aliens. One positive trend is the six-year graduation rates for African-Americans which grew from 54.5 percent for the 1992 cohort to 68.8 percent for the 1997 cohort.

Cohort Year	Total	Female	Male	African-American	Hispanic	Asian/Pacific Islander	White	Nonresident Alien
1992	80.0%	83.2%	76.2%	54.5%	80.8%	86.3%	83.1%	61.5%
1993	78.6%	80.9%	75.7%	55.7%	82.8%	75.7%	80.9%	71.4%
1994	79.7%	83.4%	75.7%	59.3%	70.6%	76.8%	81.7%	80.8%
1995	79.8%	82.7%	75.7%	59.4%	83.0%	77.5%	82.0%	59.5%
1996	78.3%	81.3%	74.2%	67.7%	73.1%	77.4%	79.3%	68.6%
1997	79.9%	82.1%	76.8%	68.8%	84.1%	75.2%	81.1%	63.2%

Section IV: Continuing Student Survey

Since the early 1980s, a Continuing Student Survey has been conducted by the Division of Student Affairs and University Planning. In late October and early November staff in the division distribute the survey to students. It requests responses to questions about their perceptions and degree of satisfaction with JMU, their self-perceptions, and their attitudes, values and beliefs. With the support of the Vice President for Academic Affairs and the academic deans and department heads, a representative sample of approximately 20 percent of the JMU undergraduate student body are selected. Six separate forms of the survey were developed with each student in the sample receiving one of the six forms.

JMU student characteristics and attitudes toward the university remain remarkably positive. Below are the statements in which 80 percent or more of the students responded positively to an item.

Characteristic or Perception	Question/Statement	1990	1992	1995	2000	2003
Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	JMU in general	94%	93%	94%	92%	94%
Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	General condition of buildings and grounds	96%	97%	95%	95%	93%
Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Attitude of the faculty toward students	90%	91%	89%	83%	91%
Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Class size relative to the type of course	87%	85%	83%	85%	90%
Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Personal security/safety at JMU	80%	84%	89%	83%	89%
Percentage who said they Agree or Strongly Agree with the following statements	Faculty who teach my classes are knowledgeable in their field	89%	92%	91%	85%	88%
Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Opportunities for involvement in University activities	82%	87%	84%	85%	88%
Student Perceptions of JMU	Friendly	81%	85%	74%	80%	87%
Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Testing/grading system	83%	86%	86%	81%	87%
Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Campus bookstore	74%	72%	76%	82%	87%
Student Perceptions of JMU	Good	87%	87%	81%	81%	86%
Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Dining facilities and quality of food	81%	77%	73%	76%	86%
Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Classroom/ laboratory facilities	79%	87%	84%	86%	86%

Characteristic or Perception	Question/Statement	1990	1992	1995	2000	2003
Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Out-of-class availability of your instructors	77%	82%	84%	84%	84%
Percentage who said they Agree or Strongly Agree with the following statements	Methods of instruction and course content are related to course objectives	87%	87%	88%	80%	84%
Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Variety of courses offered	82%	77%	83%	77%	83%
Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Campus media (student newspaper, campus radio, etc)	84%	84%	80%	87%	82%
Personal Values Indicated as Very Important	Friendship	81%	84%	83%	85%	81%
Personal Values Indicated as Very Important	Family	79%	79%	79%	84%	81%
Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Computer facilities	69%		81%	79%	81%
Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Study areas	64%	80%	82%	83%	80%
Personal Values Indicated as Very Important	Education	78%	74%	77%	79%	80%
Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Campus Center/ University Center	91%	86%	89%	81%	80%
Percentage who said they Agree or Strongly Agree with the following statements	In my courses, I have a clear understanding of course aims and requirements	80%	82%	78%	76%	80%

Each year a few questions are added and some are “retired.” However, 243 questions were asked annually between 1990 and 2003. How have student opinions changed during this period? Actually, on only 37 questions (15 percent) did student responses change +/- 10 percent. These responses indicate that as far as values and characteristics are concerned, JMU’s students have remained remarkably consistent. The major changes are displayed in the following table. The entire list of questions and statements are included in Appendix C.

In each of the eight questions or statements concerning academics, the change might be considered positive. In each of the six questions or statements concerning student life, the change might be considered positive. In seven of the nine questions or statements concerning perceptions of JMU the change might be considered positive. Students believed JMU is less challenging or experimental. In five of the seven questions or statements concerning facilities, the change might be considered positive. Students were less positive about the Campus Center/University Center and the adequacy of equipment in classrooms. Of the five questions or statements about personal characteristics, values and aspirations, two changes would be considered positive, one negative and two neutral. Finally, on the two questions or statements about personal behavior, students indicated a higher level of marijuana usage and reduced feelings of guilt about alcohol use.

Table 9
Changes In Student Characteristics and Perceptions of JMU Since 1990

Category/Characteristic or Perception	Question/Statement	1990	1992	1995	2000	2003	Change
1. Academics							
Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Value of the information provided by your advisor	47%	45%	55%	57%	63%	16%
Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Student assessment testing	42%	45%	50%	40%	57%	15%
Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Availability of the courses you want at the time you can take them	35%	32%	45%	39%	49%	14%
Percentage who said they Agree or Strongly Agree with the following statement	The academic information given to me by my orientation faculty advisor has been accurate and helpful	43%	51%	46%	51%	56%	13%
Percentage who said they Agree or Strongly Agree with the following statement	The reading, writing and math laboratories are adequate for those who need them	30%	29%	35%	41%	43%	13%
Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Academic probation and suspension policies	47%	46%	51%	48%	59%	12%
Percentage who said they Agree or Strongly Agree with the following statement	The academic information given to me by my major faculty advisor has been accurate and helpful	43%	36%	45%	45%	54%	11%
Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Availability of your advisor	55%	57%	65%	58%	65%	10%
2. Student Life							
Percentage who said they Agree or Strongly Agree with the following statements	JMU provides an effective program of wellness education reflecting the needs of its students	44%	47%	49%	55%	59%	15%
Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Racial harmony at JMU	52%	62%	57%	63%	66%	14%
Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Availability of student housing	62%	73%	71%	74%	75%	13%

Table 9
Changes In Student Characteristics and Perceptions of JMU Since 1990

Category/Characteristic or Perception	Question/Statement	1990	1992	1995	2000	2003	Change
Percentage who said they Agree or Strongly Agree with the following statement	Students participate in making policies for, and controlling, the activities of intercollegiate athletics	31%	28%	30%	34%	44%	13%
Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Student involvement in university policies	47%	49%	50%	51%	60%	13%
Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Student government	45%	48%	47%	55%	56%	11%
3. Perceptions of JMU							
Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Attitude of non-teaching staff toward students	62%	69%	65%	74%	79%	17%
Student Perceptions of JMU	Emotionally healthy	39%	50%	47%	48%	52%	13%
Percentage who said they Agree or Strongly Agree with the following statement	The administration maintains adequate communication with students about institutional policies	38%	31%	35%	42%	51%	13%
Student Perceptions of JMU	Emphasis on the development of vocational and occupational competence	24%	23%	27%	29%	36%	12%
Student Perceptions of JMU	Sensitive	46%	48%	43%	45%	57%	11%
Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Concern for you as an individual	67%	70%	74%	64%	78%	11%
Student Perceptions of JMU	Challenging	85%	85%	74%	72%	74%	-11%
Student Perceptions of JMU	Causing anxiety and frustration	25%	17%	19%	20%	14%	-11%
Student Perceptions of JMU	Experimental	22%	19%	20%	14%	11%	-11%
4. JMU Facilities							
Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Study areas	64%	80%	82%	83%	80%	16%
Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Campus bookstore	74%	72%	76%	82%	87%	13%

Table 9
Changes In Student Characteristics and Perceptions of JMU Since 1990

Category/Characteristic or Perception	Question/Statement	1990	1992	1995	2000	2003	Change
Percentage who said they Agree or Strongly Agree with the following statement	The laboratories I use generally have adequate equipment	61%	65%	57%	66%	74%	13%
Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Computer facilities	69%		81%	79%	81%	12%
Percentage who said they Agree or Strongly Agree with the following statement	The classrooms and laboratories I use generally have adequate heating, lighting, and air conditioning	63%	71%	68%	67%	74%	11%
Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Campus Center/ University Center	91%	86%	89%	81%	80%	-11%
Percentage who said they Agree or Strongly Agree with the following statements	The classrooms I use generally have adequate equipment	75%	82%	79%	80%	62%	-13%
5. Personal Characteristics, Values and Aspirations							
Personal Values Indicated as Very Important	Contributing to societal change	20%	18%	21%	24%	31%	11%
Accomplishments considered to be essential	Being very well off financially	25%	30%	22%	32%	35%	10%
Current JMU Residence	Off-campus room or apartment	43%	43%	43%	52%	53%	10%
Religious Preference	Protestant	40%	36%	34%	32%	30%	-10%
Personal Values Indicated as Very Important	Love	78%	76%	71%	76%	65%	-13%
6. Personal Behavior							
Number of occasions that drugs have been used by the respondents	Used marijuana more than 20 times		8%	17%	22%	20%	12%
Consequences of Using Alcohol	Caused you to feel guilty?		34%	36%	34%	24%	-10%

Discussion

Between fall 1992 and fall 2003, JMU's overall enrollment was driven by its 50 percent increase in undergraduates. Over this period, the portion of undergraduate enrollment increased from 86 to 91 percent of total. The overall profile of the JMU community was shaped primarily by JMU's undergraduate program.

The greatest changes in undergraduate enrollment were the changes in gender and ethnic diversity. The undergraduate female increase (63 percent) was almost twice that of males (34 percent). The number of women grew from 55 to 60 percent of undergraduate enrollment. Despite significant growth in most racial/ethnic groups, undergraduate diversity in this dimension declined. White/Unreported students continued as the undergraduate majority, growing from 86 percent in fall 1992 to 89 percent in fall 2003. Asian/Pacific Islanders were the fastest growing minority group. They increased from 290 to 713 (146 percent). The number of Hispanics and Nonresident Aliens also grew by 125 percent and 167 percent respectively. Only African-American enrollment declined; from 882 to 476 (-46 percent). American Indian/Alaska Natives enrollment increased slightly, but their small numbers continued (from 18 in fall 1992 to 26 in fall 2003).

Changes in graduate student diversity were different than undergraduate. Both female and male enrollment declined in nearly equal proportion, 6 and 7 percent respectively.

Racial/ethnic diversity in graduate enrollment increased. The portion of White/Unreported students declined from 92 percent in fall 1992 to 88 percent in fall 2003. The number of racial/ethnic minorities increased during a period of overall decline in graduate student enrollment. African-Americans were the largest graduate student minority group in fall 2003 with 36 students.

The number of out-of-state students grew in both undergraduate and graduate enrollment. Out-of-state undergraduate enrollment grew from 25 percent in fall 1992 to 30 percent in fall 2003. The increase in out-of-state undergraduates was planned to increase the diversity of the student body and expand the knowledge of the university throughout the region.

Out-of-state graduate student enrollment grew from 152 (18 percent) to 245 (30 percent) during a period of decline in graduate enrollment. By college, out-of-state enrollment increased the most in programs of the College of Integrated Science and Technology where this number doubled from 81 in fall 1992 to 169 in fall 2003. However, this increase was offset by a greater decline of in-state students in other colleges. In-state enrollment between fall 1992 and fall 2003 declined from 196 to 63 in the College of Business, from 155 to 122 in the College of Education, and from 113 to 83 in the College of Arts and Letters. Enrollment in the only graduate program in the College of Science and Mathematics, Biology, was small. In-state Biology graduate students ranged between 4 and 16 while out-of-state ranged from 2 to 7. Because the residence of graduate students was the most outstanding demographic trend in the graduate program, Appendix A charts the in-state vs. out-of-state enrollment histories for each of the five colleges by 2003 organization of programs.

The annual number of degrees conferred grew 40 percent between 1992-93 and 2002-03. Most of this growth was in Baccalaureate degrees, which grew 45 percent over the same period. But graduate degrees conferred also grew slightly during this time of overall decline in graduate enrollment (from 295 to 312 graduate degrees conferred).

Changes in undergraduate program offerings reflected changing societal needs. New majors opened in technology (Integrated Science and Technology, and Technical and Scientific Communication). Majors in Health Sciences grew 258 percent, from 192 in fall 1992 to 688 in fall 2003. At the beginning of this time period, the prohibition of undergraduates majoring in Education shifted prospective teachers into other majors with many declaring Psychology. A second shift of education students occurred in fall 2000 with the introduction of the Interdisciplinary Liberal Studies major. It quickly became the second largest major on campus.

Gender disparity in undergraduate enrollment also affected some majors more than others. Earlier in this study (see “Undergraduate Majors”), the top five majors from fall 1992 and fall 2003 were noted. For these largest programs, Table 10 below shows the total majors and percent female at the beginning of this period and the same for the end of the period. Data for Interdisciplinary Liberal Studies begin in fall 2000.

Major	Total Fall 1992*	Percent Female	Total Fall 2003	Percent Female
Accounting	578	45%	390	50%
English	543	65%	468	70%
Political Science	485	41%	382	47%
Marketing	350	45%	791	56%
Health Sciences	192	69%	688	82%
Biology	454	58%	683	65%
Psychology	737	78%	667	79%
Interdisciplinary Liberal Studies (*Total for fall 2000)	226	93%	703	95%

In all of these most popular majors, including those in decline, the percentage of females increased. Health Sciences increased the most, from 69 to 82 percent female. Psychology increased the least, from 78 to 79 percent. Psychology peaked at 85 percent female in fall 1999, the year before the major in Interdisciplinary Liberal Studies was offered. Interdisciplinary Liberal Studies had the greatest percentage of females (95 percent) in fall 2003 and Political Science the fewest (47 percent). Because the increase in women was the most outstanding demographic trend in the undergraduate program, Appendix B charts the female vs. male enrollment histories for each of the five colleges by 2003 organization of programs.

Changes in graduate program offerings also reflected changing societal needs in health and technology. Enrollment in Communication Sciences and Disorders (CSD) programs increased during a period when most graduate programs declined. A new doctoral program in CSD ranked the ninth largest graduate major with 35 students in fall 2003. Computer Science grew and became the first major offered over the web. However, new programs in Technical & Scientific Communications and Integrated Science & Technology enrolled only 19 and 13 students in fall 2003, respectively. The strength of the undergraduate, masters and educational specialist programs in Psychology helped to spur a new Psychology major at the doctoral level. With 40 students enrolled between two tracks (Combined Clinical, Counseling & School Psychology, Psy.D. and Assessment and Measurement, Ph.D.) the doctoral major in Psychology became the eighth largest graduate major in fall 2003.

Between fall 1992 and fall 2003, JMU managed its 50 percent growth in undergraduate enrollment while maintaining excellent one-year retention and six-year graduation rates. JMU’s one-year retention rate of 91.9 percent for the fall 2001 cohort of entering freshmen exceeds the 86.8 percent weighted rate for a group of 88 highly selective institutions participating in the 2002-03 CSRDE (Consortium for Student Retention Data Exchange) survey. The six-year graduation rate for these 88 institutions was 68.4 percent compared to JMU’s rate of 79.7 percent for the fall 1995 cohort.

Tables 11 and 12 display retention and graduation rates by gender and race/ethnicity for JMU and the same group of 88 highly selective CSRDE institutions. With the exception of Nonresident Alien, each cohort type had better retention and graduation rates than the CSRDE cohorts. Although the minority racial/ethnic cohorts are smaller and fluctuate more from one cohort to the next, the history of these rates for JMU (Tables 6 and 7) are consistently higher than the most current CSRDE data in these tables. In some years, the rates for Nonresident Aliens are much greater than the CSRDE cohort. Although African-American enrollment declined, the six-year graduation rate increased from 54.5 percent for the fall 1992 cohort to 68.8 percent for the fall 1997 cohort. In other words, the African-American drop out rate was reduced by more than one-third.

Table 11 One-year Retention Rates for First-time Full-time Freshmen: JMU vs. 88 Highly Selective CSRDE Institutions								
Fall 2001 Cohort	Total	Female	Male	African-American	Hispanic	Asian/Pacific Islander	White	Nonresident Alien
JMU	91.9%	91.5%	92.5%	91.1%	92.1%	92.9%	92.0%	76.2%
CSRDE	86.8%	87.5%	86.9%	85.4%	83.5%	91.4%	86.5%	85.2%

Table 12 Six-year Graduation Rates for First-time Full-time Freshmen: JMU vs. 88 Highly Selective CSRDE Institutions								
Fall 1995 Cohort	Total	Female	Male	African-American	Hispanic	Asian/Pacific Islander	White	Nonresident Alien
JMU	79.7%	82.7%	75.7%	59.4%	83.0%	77.5%	82.0%	59.5%
CSRDE	68.4%	71.3%	65.2%	55.6%	59.0%	73.1%	69.4%	69.1%

Conclusions

James Madison University experienced exceptional growth over the last twelve years. Expansion of the full-time undergraduate population drove this growth. Over the same period, JMU maintained both a highly selective reputation and a high graduation rate. By sex and race/ethnicity, graduation rates are better than national figures. Some data (that will be closely monitored) suggested more students may even be graduating sooner. New programs were responsive to societal needs and successful in enrollment. High rankings with publications like *U.S. News & World Report* and *Money Magazine* were also maintained.

Undergraduate diversity declined in dimensions of sex and race/ethnicity, creating a “mixed bag” of results. Female enrollment grew at almost twice the rate for males. Some disciplines expanded in female enrollment far more than others. Graduation and retention rates seemed to improve in part from the dominance of undergraduate white females. While other racial/ethnic groups increased, African-American enrollment declined. Toward the good, the graduation rates for African-Americans increased to 68.8 percent, cutting the dropout rate by more than one-third.

Between 1992 and 2003 two prominent themes in the data emerged. Out-of-state enrollment increased and a number of departments created additional admissions criteria or “gateways” into their undergraduate programs.

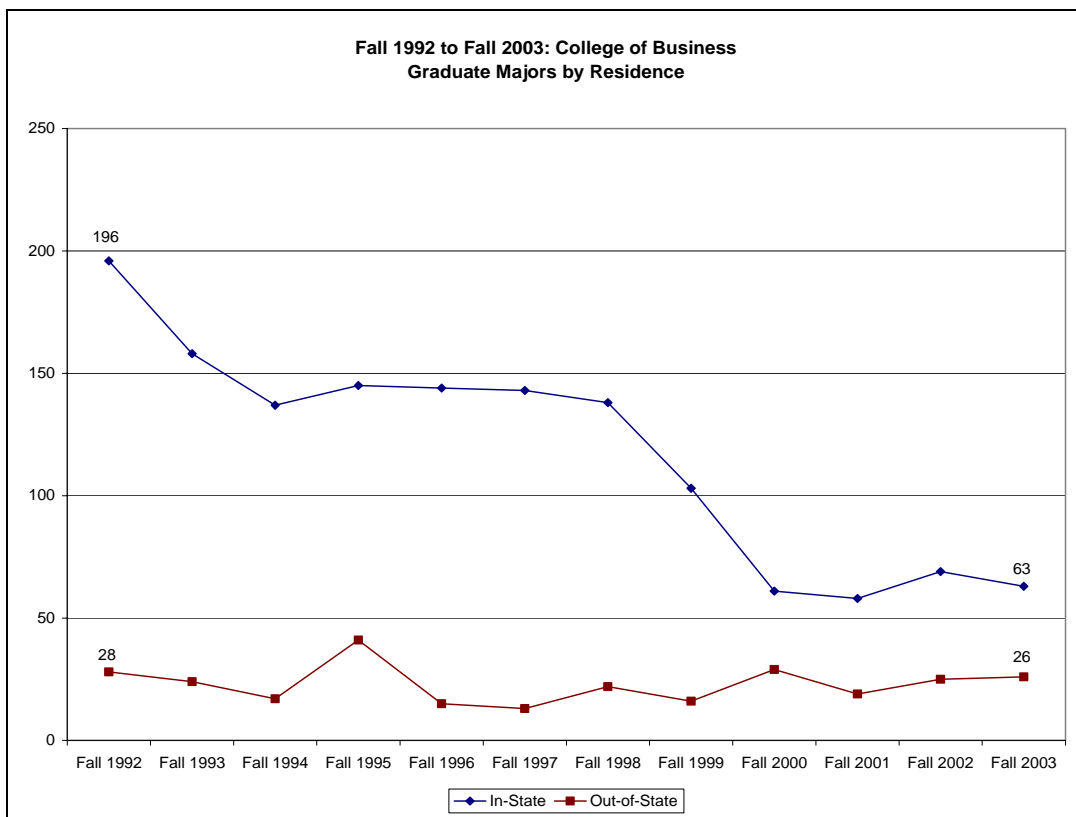
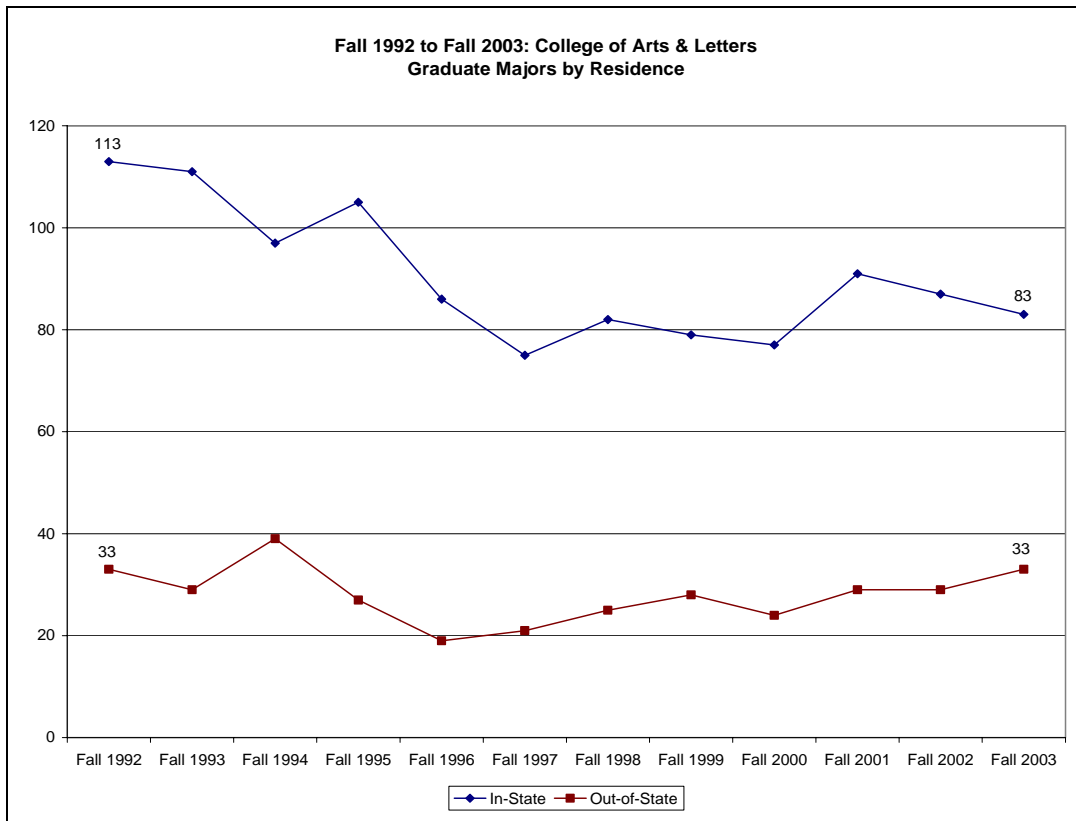
Graduate student enrollment was also marked by a variety of changes. Overall enrollment declined while out-of-state enrollment grew. Programs in Computer Science, Health, Communication Sciences and Disorders, and Psychology also grew. The first doctoral programs were successfully launched in Psychology. Computer Science became the first program offered over the web. Other new technology programs were created, but did not enjoy the level of enrollment like new programs in Communication Sciences and Disorders, and Psychology.

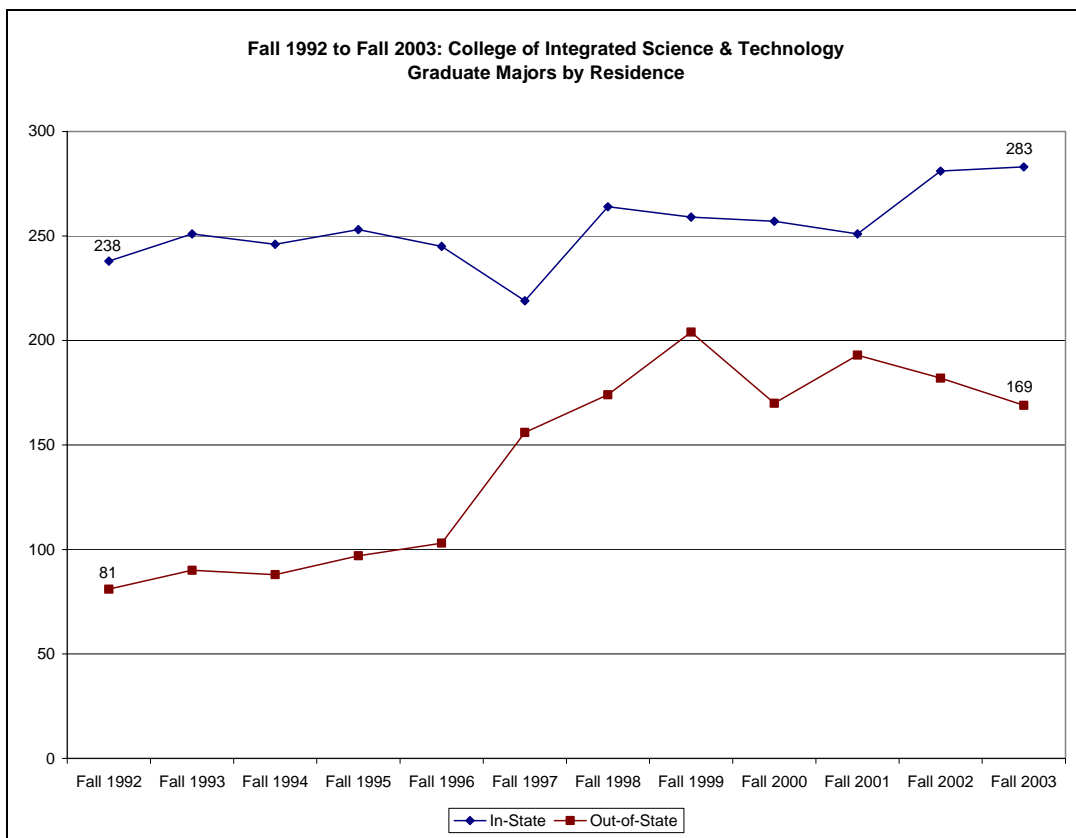
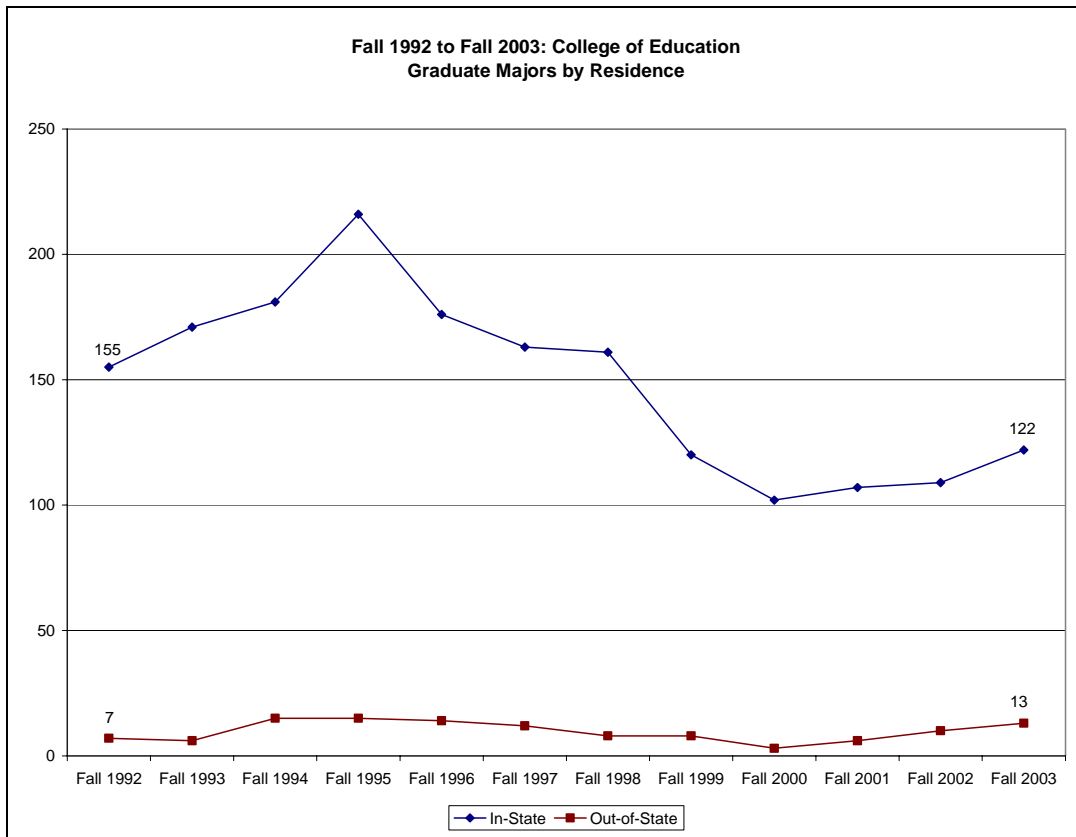
Graduate student diversity increased between fall 1992 and fall 2003. Although the numbers of minority students by race/ethnicity are not large, they increased as a percentage of all graduate students. African-Americans were the largest.

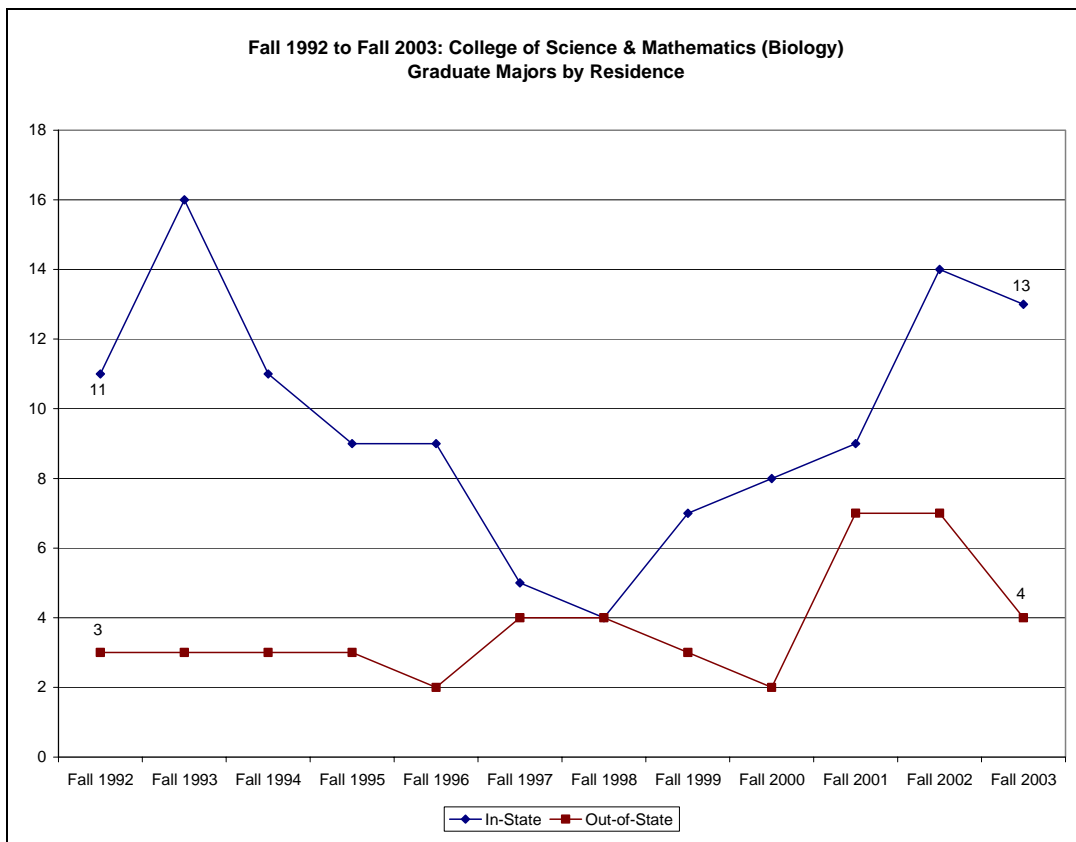
The Office of Institutional Research has rich sets of historical data on student enrollment, success and attitudes. The charts in the Appendices of this report demonstrate the potential for displaying the data visually. Hopefully, more of this information can become available to the JMU community via the web.

For questions about this report, please contact Dr. Frank Doherty or Mr. Chuck DeHart at (540) 568-6830.

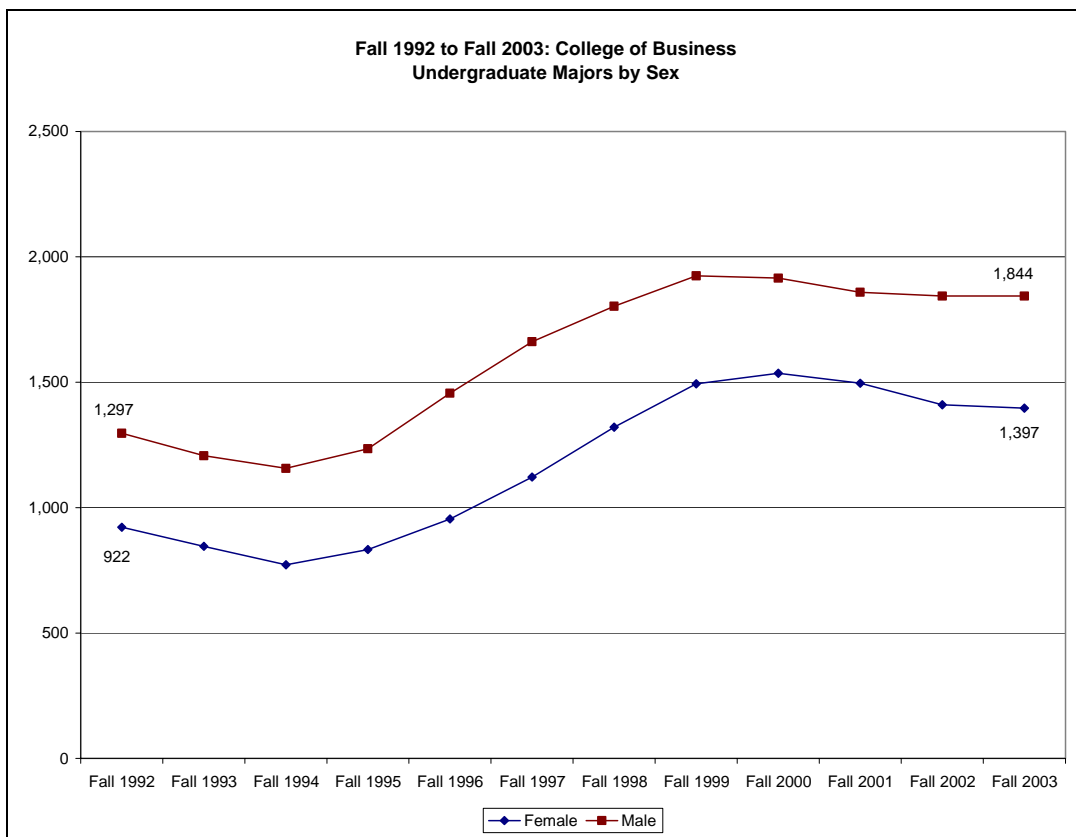
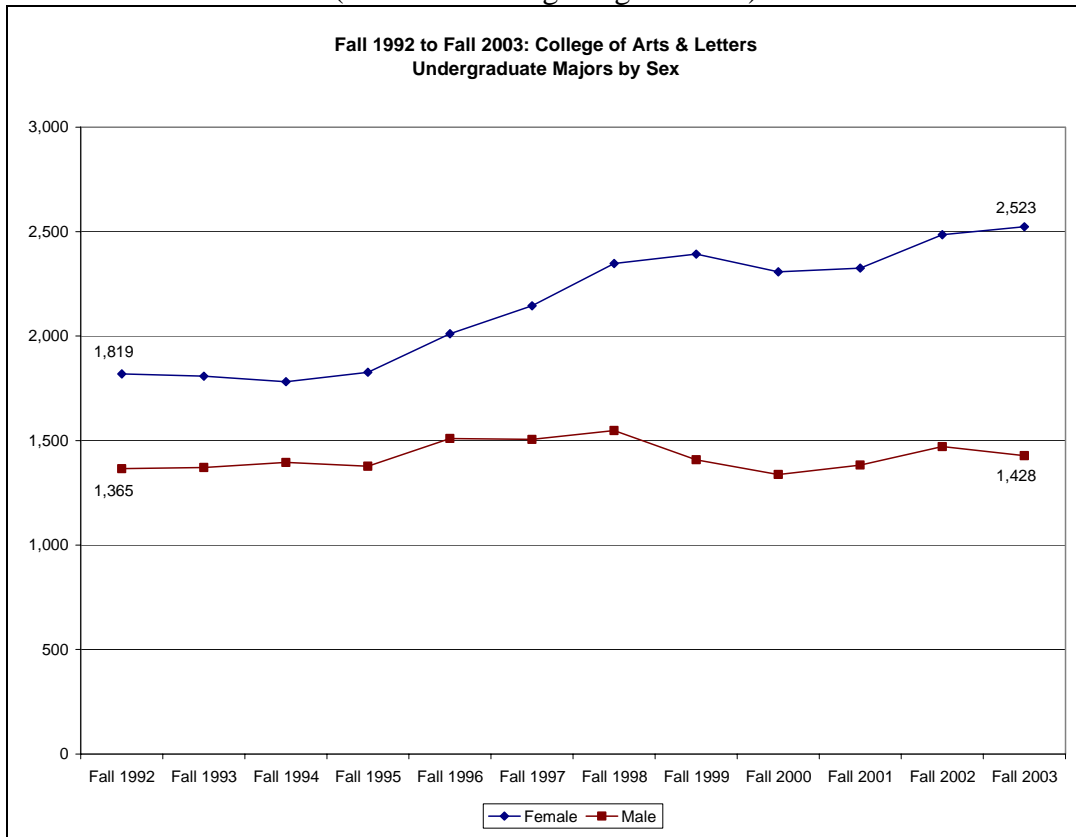
Fall 1992 to Fall 2003 Graduate Majors by Residence
(Fall 2003 College Organization)

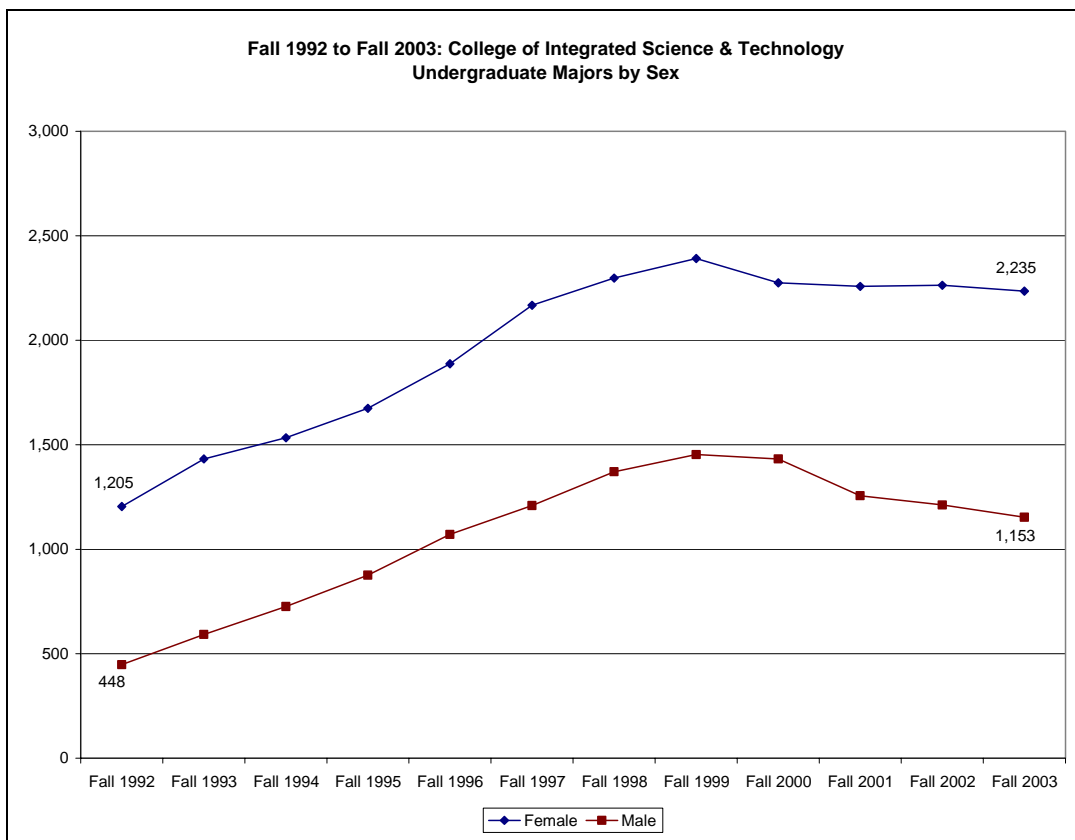
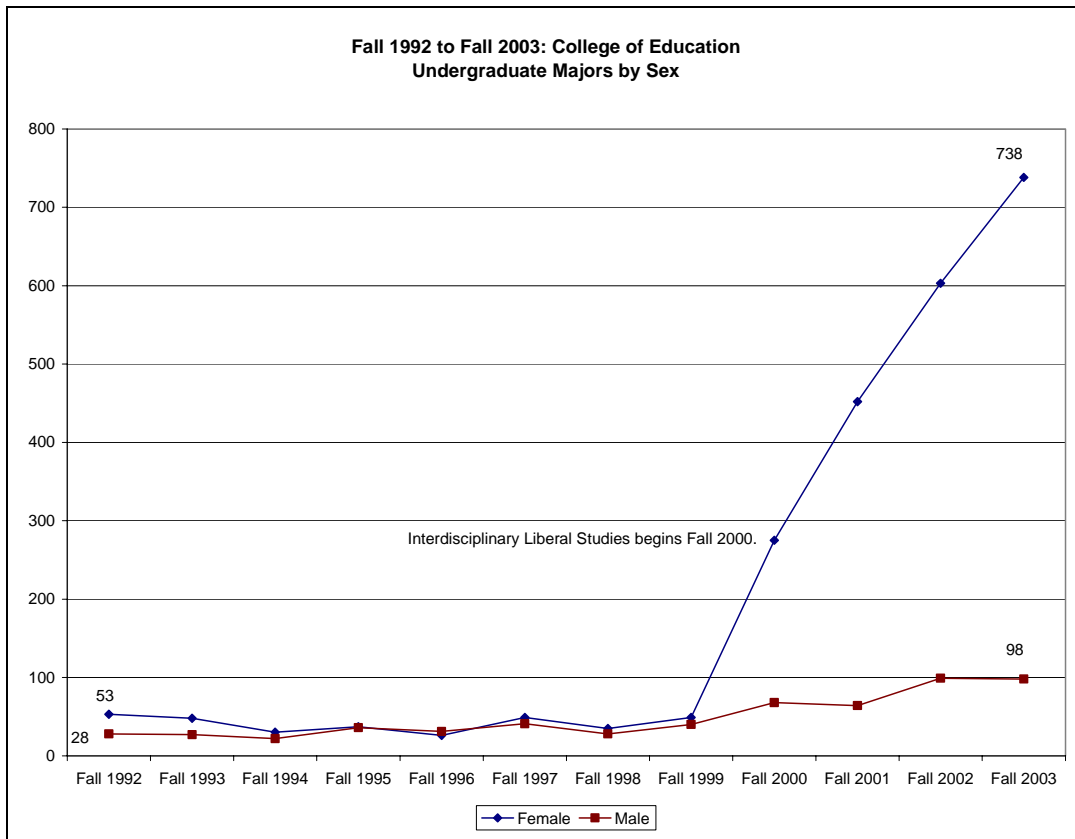


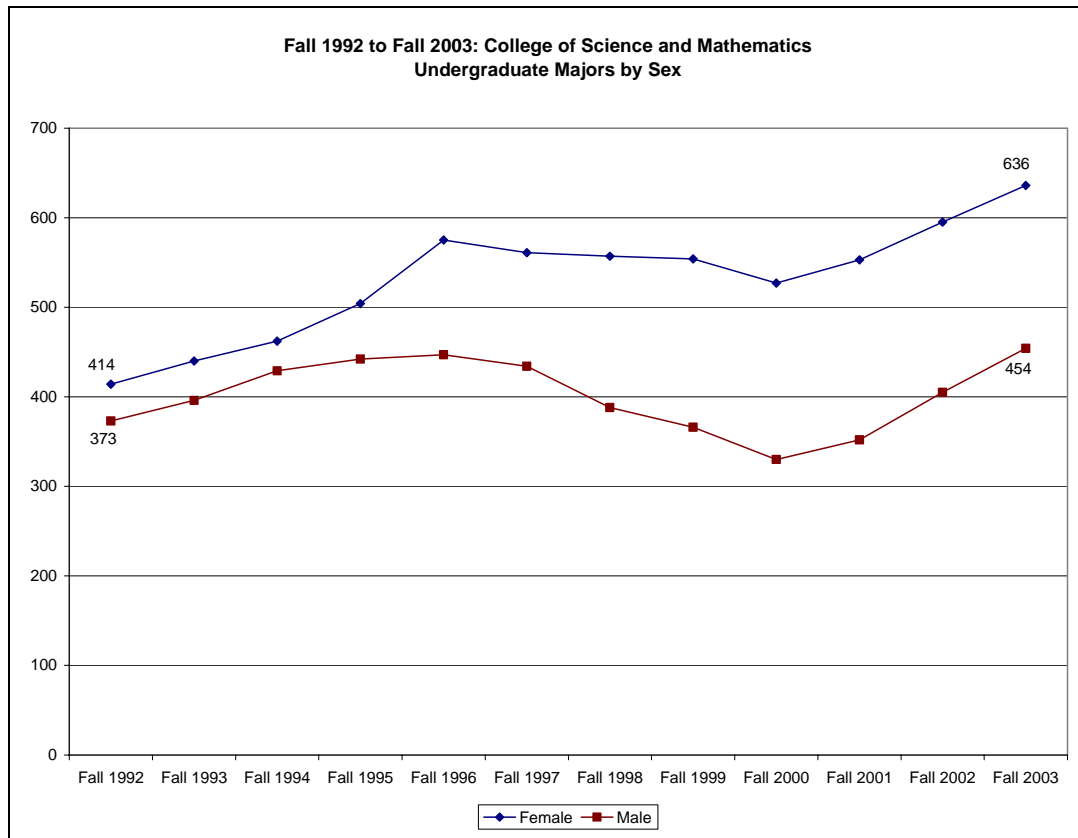




Fall 1992 to Fall 2003 Undergraduate Majors by Sex
(Fall 2003 College Organization)







Continuing Student Survey Differences: 1990 - 2003

ID	Table Name	Measure	Percentage					Change
			1990	1992	1995	2000	2003	
1. Academics								
0230_0035	Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Value of the information provided by your advisor	0.47	0.45	0.55	0.57	0.63	0.16
0230_0037	Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Student assessment testing	0.42	0.45	0.50	0.40	0.57	0.15
0230_0038	Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Availability of the courses you want at the time you can take them	0.35	0.32	0.45	0.39	0.49	0.14
0240_0035	Percentage who said they Agree or Strongly Agree with the following statements	The academic information given to me by my orientation faculty advisor has been accurate and helpful	0.43	0.51	0.46	0.51	0.56	0.13
0240_0054	Percentage who said they Agree or Strongly Agree with the following statements	The reading, writing and math laboratories are adequate for those who need them	0.30	0.29	0.35	0.41	0.43	0.13
0230_0033	Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Academic probation and suspension policies	0.47	0.46	0.51	0.48	0.59	0.12
0240_0034	Percentage who said they Agree or Strongly Agree with the following statements	The academic information given to me by my major faculty advisor has been accurate and helpful	0.43	0.36	0.45	0.45	0.54	0.11
0230_0031	Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Availability of your advisor	0.55	0.57	0.65	0.58	0.65	0.10
0230_0025	Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	General registration procedures	0.61	0.52	0.72	0.63	0.70	0.09
0240_0039	Percentage who said they Agree or Strongly Agree with the following statements	JMU places a high priority on the academic advising of students	0.39	0.31	0.33	0.43	0.47	0.08
0230_0014	Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Out-of-class availability of your instructors	0.77	0.82	0.84	0.84	0.84	0.07
0240_0031	Percentage who said they Agree or Strongly Agree with the following statements	My major faculty advisor seems interested in helping me	0.45	0.38	0.43	0.46	0.51	0.06
0230_0021	Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Instruction in your major field	0.66	0.72	0.79	0.68	0.72	0.06

ID	Table Name	Measure	Percentage					Change
			1990	1992	1995	2000	2003	
1. Academics								
0230_0028	Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Preparation you are receiving for your future occupation	0.60	0.62	0.61	0.65	0.64	0.04
0240_0005	Percentage who said they Agree or Strongly Agree with the following statements	In my courses, methods of instruction are challenging and understandable	0.74	0.77	0.76	0.69	0.78	0.04
0230_0007	Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Testing/grading system	0.83	0.86	0.86	0.81	0.87	0.04
0240_0017	Percentage who said they Agree or Strongly Agree with the following statements	My orientation faculty advisor seemed interested in helping me	0.53	0.54	0.50	0.54	0.56	0.03
0230_0005	Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Class size relative to the type of course	0.87	0.85	0.83	0.85	0.90	0.03
0230_0004	Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Attitude of the faculty toward students	0.90	0.91	0.89	0.83	0.91	0.01
0240_0008	Percentage who said they Agree or Strongly Agree with the following statements	I know what I have to do to get an A, B, C, D, or F in my courses	0.71	0.72	0.71	0.71	0.72	0.01
0230_0009	Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Variety of courses offered	0.82	0.77	0.83	0.77	0.83	0.01
0240_0003	Percentage who said they Agree or Strongly Agree with the following statements	In my courses, I have a clear understanding of course aims and requirements	0.80	0.82	0.78	0.76	0.80	0.00
0230_0020	Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Assistance with research from reference librarians in Carrier Library	0.66	0.65	0.67	0.62	0.66	0.00
0240_0001	Percentage who said they Agree or Strongly Agree with the following statements	Faculty who teach my classes are knowledgeable in their field	0.89	0.92	0.91	0.85	0.88	-0.01
0240_0013	Percentage who said they Agree or Strongly Agree with the following statements	The content and design of publications produced and distributed by JMU accurately reflect the institution	0.61	0.63	0.65	0.58	0.59	-0.02
0230_0015	Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Course content in your major field	0.75	0.73	0.77	0.71	0.73	-0.02
0240_0002	Percentage who said they Agree or Strongly Agree with the following statements	Methods of instruction and course content are related to course objectives	0.87	0.87	0.88	0.80	0.84	-0.03
0240_0022	Percentage who said they Agree or Strongly Agree with the following statements	JMU employs a competent staff to assist library users	0.65	0.67	0.63	0.58	0.60	-0.05

ID	Table Name	Measure	Percentage					Change
			1990	1992	1995	2000	2003	
1. Academics								
0240_0009	Percentage who said they Agree or Strongly Agree with the following statements	The library staff gives me courteous service	0.66	0.66	0.65	0.65	0.60	-0.06
0240_0018	Percentage who said they Agree or Strongly Agree with the following statements	The library maintains adequate hours for my purposes	0.77	0.65	0.71	0.70	0.68	-0.09
Subtotal:		30						
2. Student Life								
0240_0033	Percentage who said they Agree or Strongly Agree with the following statements	JMU provides an effective program of wellness education reflecting the needs of its students	0.44	0.47	0.49	0.55	0.59	0.15
0230_0032	Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Racial harmony at JMU	0.52	0.62	0.57	0.63	0.66	0.14
0230_0024	Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Availability of student housing	0.62	0.73	0.71	0.74	0.75	0.13
0240_0048	Percentage who said they Agree or Strongly Agree with the following statements	Students participate in making policies for, and controlling, the activities of intercollegiate athletics	0.31	0.28	0.30	0.34	0.44	0.13
0230_0034	Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Student involvement in university policies	0.47	0.49	0.50	0.51	0.60	0.13
0230_0036	Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Student government	0.45	0.48	0.47	0.55	0.56	0.11
0230_0011	Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Personal security/safety at JMU	0.80	0.84	0.89	0.83	0.89	0.09
0230_0030	Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Residence hall rules and regulations	0.56	0.63	0.50	0.57	0.65	0.09
0240_0030	Percentage who said they Agree or Strongly Agree with the following statements	JMU provides an effective program of health services reflecting the needs of its students	0.45	0.47	0.49	0.49	0.52	0.07
0230_0008	Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Opportunities for involvement in University activities	0.82	0.87	0.84	0.85	0.88	0.06
0230_0026	Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Campus police	0.60	0.67	0.64	0.57	0.64	0.04

ID	Table Name	Measure	Percentage					Change
			1990	1992	1995	2000	2003	
2. Student Life								
0230_0027	Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Opportunities for student employment	0.60	0.59	0.62	0.62	0.62	0.02
0240_0007	Percentage who said they Agree or Strongly Agree with the following statements	Admissions office's recruiting activities and materials portray JMU accurately and honestly	0.72	0.75	0.71	0.65	0.73	0.01
0230_0006	Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Campus media (student newspaper, campus radio, etc)	0.84	0.84	0.80	0.87	0.82	-0.02
0230_0013	Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Rules governing student conduct	0.78	0.78	0.77	0.68	0.76	-0.02
0230_0029	Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Religious programs and activities	0.60	0.69	0.46	0.54	0.53	-0.07

Subtotal:	16
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3. Perceptions of JMU

0230_0023	Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Attitude of non-teaching staff toward students	0.62	0.69	0.65	0.74	0.79	0.17
0190_0034	Student Perceptions of JMU	Emotionally healthy	0.39	0.50	0.47	0.48	0.52	0.13
0240_0046	Percentage who said they Agree or Strongly Agree with the following statements	The administration maintains adequate communication with students about institutional policies	0.38	0.31	0.35	0.42	0.51	0.13
0200_0006	Student Perceptions of JMU	Emphasis on the development of vocational and occupational competence	0.24	0.23	0.27	0.29	0.36	0.12
0190_0031	Student Perceptions of JMU	Sensitive	0.46	0.48	0.43	0.45	0.57	0.11
0230_0019	Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Concern for you as an individual	0.67	0.70	0.74	0.64	0.78	0.11
0190_0022	Student Perceptions of JMU	Supportive	0.65	0.63	0.60	0.58	0.74	0.09
0200_0007	Student Perceptions of JMU	Emphasis on the personal relevance and practical values of your courses	0.24	0.18	0.27	0.20	0.32	0.08
0190_0016	Student Perceptions of JMU	The right size	0.71	0.78	0.70	0.69	0.77	0.06
0190_0037	Student Perceptions of JMU	Traditional	0.30	0.25	0.30	0.31	0.36	0.06
0190_0007	Student Perceptions of JMU	Friendly	0.81	0.85	0.74	0.80	0.87	0.06
0200_0003	Student Perceptions of JMU	Emphasis on relationships with other students, student groups and activities	0.40	0.35	0.34	0.38	0.45	0.05

ID	Table Name	Measure	Percentage					Change
			1990	1992	1995	2000	2003	
3. Perceptions of JMU								
0200_0002	Student Perceptions of JMU	Emphasis on being critical, evaluative and analytical	0.40	0.39	0.34	0.39	0.44	0.04
0190_0028	Student Perceptions of JMU	Integrated	0.46	0.48	0.40	0.41	0.49	0.03
0190_0013	Student Perceptions of JMU	Open and accessible	0.72	0.71	0.61	0.63	0.74	0.02
0200_0005	Student Perceptions of JMU	Emphasis on the development of aesthetic, expressive, and creative qualities	0.29	0.23	0.24	0.24	0.31	0.02
0190_0025	Student Perceptions of JMU	Flexible	0.55	0.53	0.52	0.46	0.56	0.01
0200_0004	Student Perceptions of JMU	Emphasis on personal growth and self-awareness	0.34	0.29	0.24	0.32	0.34	0.00
0190_0019	Student Perceptions of JMU	Intellectual	0.70	0.76	0.64	0.68	0.70	0.00
0190_0006	Student Perceptions of JMU	Not challenging	0.03	0.02	0.03	0.06	0.03	0.00
0230_0002	Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	JMU in general	0.94	0.93	0.94	0.92	0.94	0.00
0190_0030	Student Perceptions of JMU	Fragmented	0.21	0.16	0.22	0.26	0.21	0.00
0190_0003	Student Perceptions of JMU	Bad	0.03	0.03	0.03	0.04	0.02	-0.01
0190_0012	Student Perceptions of JMU	Regressive	0.03	0.02	0.05	0.04	0.02	-0.01
0190_0001	Student Perceptions of JMU	Good	0.87	0.87	0.81	0.81	0.86	-0.01
0190_0015	Student Perceptions of JMU	Closed and inaccessible	0.06	0.06	0.04	0.06	0.04	-0.02
0190_0027	Student Perceptions of JMU	Rigid	0.08	0.09	0.08	0.15	0.06	-0.02
0190_0010	Student Perceptions of JMU	Progressive	0.78	0.76	0.64	0.70	0.76	-0.02
0190_0021	Student Perceptions of JMU	Nonintellectual	0.07	0.05	0.05	0.06	0.04	-0.03
0200_0001	Student Perceptions of JMU	Emphasis on the development of academic, scholarly and intellectual qualities	0.67	0.65	0.58	0.65	0.64	-0.03
0190_0009	Student Perceptions of JMU	Cold	0.06	0.05	0.05	0.04	0.02	-0.04
0190_0033	Student Perceptions of JMU	Indifferent	0.12	0.11	0.12	0.11	0.07	-0.05
0190_0018	Student Perceptions of JMU	Too large	0.13	0.09	0.07	0.17	0.07	-0.06
0190_0024	Student Perceptions of JMU	Non-supportive	0.10	0.07	0.08	0.12	0.04	-0.06
0190_0004	Student Perceptions of JMU	Challenging	0.85	0.85	0.74	0.72	0.74	-0.11
0190_0036	Student Perceptions of JMU	Causing anxiety and frustration	0.25	0.17	0.19	0.20	0.14	-0.11
0190_0039	Student Perceptions of JMU	Experimental	0.22	0.19	0.20	0.14	0.11	-0.11
Subtotal:		37						

4. JMU Facilities

0230_0022	Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Study areas	0.64	0.80	0.82	0.83	0.80	0.16
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ID	Table Name	Measure	Percentage					Change
			1990	1992	1995	2000	2003	
4. JMU Facilities								
0240_0014	Percentage who said they Agree or Strongly Agree with the following statements	The laboratories I use generally have adequate equipment	0.61	0.65	0.57	0.66	0.74	0.13
0230_0016	Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Campus bookstore	0.74	0.72	0.76	0.82	0.87	0.13
0230_0018	Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Computer facilities	0.69		0.81	0.79	0.81	0.12
0240_0011	Percentage who said they Agree or Strongly Agree with the following statements	The classrooms and laboratories I use generally have adequate heating, lighting, and air conditioning	0.63	0.71	0.68	0.67	0.74	0.11
0240_0016	Percentage who said they Agree or Strongly Agree with the following statements	The laboratories I use generally have adequate space	0.55	0.60	0.56	0.58	0.64	0.09
0230_0012	Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Classroom/laboratory facilities	0.79	0.87	0.84	0.86	0.86	0.07
0240_0010	Percentage who said they Agree or Strongly Agree with the following statements	The classrooms I use generally have adequate space	0.64	0.68	0.65	0.70	0.71	0.07
0230_0039	Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Campus parking	0.11	0.10	0.12	0.08	0.16	0.05
0230_0010	Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Dining facilities and quality of food	0.81	0.77	0.73	0.76	0.86	0.05
0230_0001	Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	General condition of buildings and grounds	0.96	0.97	0.95	0.95	0.93	-0.03
0230_0003	Level of Satisfaction (level of respondents who are Satisfied or Very Satisfied with each of the following)	Campus Center/ University Center	0.91	0.86	0.89	0.81	0.80	-0.11
0240_0004	Percentage who said they Agree or Strongly Agree with the following statements	The classrooms I use generally have adequate equipment	0.75	0.82	0.79	0.80	0.62	-0.13

Subtotal:	13
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5. Personal Characteristics, Values and Aspirations

0290_0015	Personal Values Indicated as Very Important	Contributing to societal change	0.20	0.18	0.21	0.24	0.31	0.11
0280_0007	Accomplishments considered to be essential	Being very well off financially	0.25	0.30	0.22	0.32	0.35	0.10

ID	Table Name	Measure	Percentage					Change
			1990	1992	1995	2000	2003	
5. Personal Characteristics, Values and Aspirations								
0120_0002	Current JMU Residence	Off-campus room or apartment	0.43	0.43	0.43	0.52	0.53	0.10
0080_0001	Previous School Attended	High school	0.79	0.81	0.83	0.88	0.88	0.09
0130_0002	Area of Permanent Residence	Outside Virginia	0.22	0.24	0.29	0.29	0.30	0.08
0280_0018	Accomplishments considered to be essential	Creating artistic work (painting, sculpture, decorating, etc.)	0.06	0.07	0.08	0.08	0.13	0.07
0150_0006	Father's Highest Level of Education	College degree	0.27	0.27	0.30	0.31	0.34	0.07
0280_0020	Accomplishments considered to be essential	Making a theoretical contribution to science	0.04	0.02	0.04	0.08	0.11	0.07
0160_0008	Mother's Highest Level of Education	Graduate degree	0.12	0.14	0.18	0.20	0.19	0.07
0050_0002	Religious Preference	Roman Catholic	0.25	0.25	0.27	0.28	0.32	0.07
0290_0012	Personal Values Indicated as Very Important	Money	0.28	0.30	0.24	0.31	0.35	0.07
0290_0011	Personal Values Indicated as Very Important	Privacy	0.33	0.37	0.32	0.39	0.40	0.07
0280_0019	Accomplishments considered to be essential	Becoming accomplished in one of the performing arts (acting, dancing, etc.)	0.05	0.05	0.07	0.06	0.12	0.07
0160_0006	Mother's Highest Level of Education	College degree	0.29	0.28	0.29	0.36	0.35	0.06
0100_0002	Current GPA	3.0-3.49	0.25	0.28	0.27	0.28	0.31	0.06
0280_0013	Accomplishments considered to be essential	Being admitted as a graduate student at a prestigious university	0.17	0.17	0.16	0.22	0.23	0.06
0280_0012	Accomplishments considered to be essential	Being successful in a business of my own	0.18	0.18	0.12	0.20	0.23	0.05
0280_0016	Accomplishments considered to be essential	Influencing the political structure	0.09	0.06	0.07	0.12	0.14	0.05
0180_0004	Philosophy of Higher Education	Intellectual philosophy	0.06	0.07	0.11	0.12	0.11	0.05
0290_0014	Personal Values Indicated as Very Important	Patriotism	0.25	0.30	0.18	0.23	0.30	0.05
0280_0015	Accomplishments considered to be essential	Participating in a community action program	0.10	0.08	0.12	0.17	0.15	0.05
0020_0002	Age of the Respondents	18	0.19	0.19	0.17	0.22	0.23	0.04
0280_0008	Accomplishments considered to be essential	Obtaining recognition from my colleagues for contributions to my special field	0.23	0.18	0.23	0.28	0.27	0.04
0150_0008	Father's Highest Level of Education	Graduate degree	0.23	0.25	0.26	0.27	0.27	0.04
0280_0017	Accomplishments considered to be essential	Writing original works (poems, novels, short stories, etc.)	0.07	0.07	0.06	0.07	0.11	0.04
0110_0001	Highest Academic Degree Student Intends to Obtain	Master's degree	0.44	0.45	0.45	0.46	0.48	0.04
0280_0003	Accomplishments considered to be essential	Helping others who are in difficulty	0.32	0.28	0.30	0.40	0.35	0.03
0010_0001	Sex of the Respondents	Female	0.58	0.58	0.58	0.58	0.61	0.03

ID	Table Name	Measure	Percentage					Change
			1990	1992	1995	2000	2003	
5. Personal Characteristics, Values and Aspirations								
0030_0003	Race of the Respondents	Asian	0.02	0.02	0.04	0.04	0.05	0.03
0100_0001	Current GPA	3.5-4.0	0.10	0.11	0.11	0.11	0.13	0.03
0280_0010	Accomplishments considered to be essential	Influencing social values	0.19	0.19	0.19	0.24	0.22	0.03
0180_0001	Philosophy of Higher Education	Vocational philosophy	0.46	0.47	0.41	0.48	0.49	0.03
0170_0002	Political Preference	Conservative	0.26	0.23	0.23	0.23	0.28	0.02
0280_0001	Accomplishments considered to be essential	Raising a family	0.50	0.52	0.55	0.61	0.52	0.02
0170_0003	Political Preference	Liberal	0.25	0.26	0.29	0.34	0.27	0.02
0290_0005	Personal Values Indicated as Very Important	Education	0.78	0.74	0.77	0.79	0.80	0.02
0040_0001	Marital Status	Single	0.96	0.96	0.97	0.98	0.98	0.02
0290_0003	Personal Values Indicated as Very Important	Family	0.79	0.79	0.79	0.84	0.81	0.02
0140_0011	Estimated Annual Family Income	\$75,000 - \$99,999	0.17	0.18		0.19	0.19	0.02
0050_0007	Religious Preference	No religious preference	0.17	0.19	0.21	0.22	0.19	0.02
0030_0007	Race of the Respondents	Other	0.01	0.02	0.01	0.02	0.02	0.02
0280_0014	Accomplishments considered to be essential	Having administrative responsibility for the work of others	0.15	0.12	0.09	0.18	0.16	0.01
0070_0001	Enrollment Status	Full-time student	0.98	0.98	0.97	0.98	0.99	0.01
0020_0005	Age of the Respondents	21	0.21	0.23	0.20	0.20	0.22	0.01
0290_0008	Personal Values Indicated as Very Important	Doing things for others	0.45	0.49	0.48	0.50	0.46	0.01
0130_0007	Area of Permanent Residence	Outside the US	0.01	0.01	0.02	0.02	0.02	0.01
0090_0006	Academic College or School	Graduate School	0.00	0.01	0.00	0.00	0.01	0.01
0160_0009	Mother's Highest Level of Education	Doctoral degree	0.01	0.01	0.02	0.02	0.02	0.01
0020_0003	Age of the Respondents	19	0.20	0.21	0.21	0.23	0.21	0.01
0030_0004	Race of the Respondents	Hispanic	0.00	0.01		0.02	0.01	0.01
0110_0006	Highest Academic Degree Student Intends to Obtain	Not a degree seeking student	0.00	0.01	0.00	0.01	0.01	0.01
0050_0003	Religious Preference	Jewish	0.02	0.03	0.03	0.03	0.02	0.00
0290_0002	Personal Values Indicated as Very Important	Friendship	0.81	0.84	0.83	0.85	0.81	0.00
0050_0004	Religious Preference	Other religion	0.16	0.17	0.15		0.16	0.00
0130_0004	Area of Permanent Residence	Tidewater area	0.14	0.12	0.13	0.12	0.14	0.00
0110_0003	Highest Academic Degree Student Intends to Obtain	Doctoral degree	0.12	0.11	0.13	0.12	0.12	0.00
0120_0005	Current JMU Residence	Home of parents or relative	0.02	0.02	0.02	0.02	0.02	0.00
0130_0001	Area of Permanent Residence	Northern Virginia	0.30	0.31	0.29	0.32	0.30	0.00

ID	Table Name	Measure	Percentage					Change
			1990	1992	1995	2000	2003	
5. Personal Characteristics, Values and Aspirations								
0150_0002	Father's Highest Level of Education	Some high school	0.02	0.03	0.03	0.02	0.02	0.00
0150_0004	Father's Highest Level of Education	Postsecondary school other than college	0.04	0.03	0.04	0.03	0.04	0.00
0160_0002	Mother's Highest Level of Education	Some high school	0.03	0.02	0.02	0.02	0.03	0.00
0160_0007	Mother's Highest Level of Education	Some graduate school	0.05	0.06	0.05	0.05	0.05	0.00
0100_0006	Current GPA	Not yet established a GPA	0.22	0.21	0.20	0.22	0.22	0.00
0280_0004	Accomplishments considered to be essential	Receiving a liberal arts education that is of high quality and very diversified	0.31	0.36	0.29	0.28	0.31	0.00
0030_0005	Race of the Respondents	American Indian	0.00	0.00	0.00	0.00	0.00	0.00
0120_0006	Current JMU Residence	Other	0.01	0.01	0.03	0.01	0.00	-0.01
0150_0005	Father's Highest Level of Education	Some college	0.12	0.13	0.12	0.14	0.11	-0.01
0150_0009	Father's Highest Level of Education	Doctoral degree	0.09	0.09	0.09	0.09	0.08	-0.01
0020_0006	Age of the Respondents	Over 21	0.12	0.12	0.11	0.10	0.11	-0.01
0070_0002	Enrollment Status	Part-time student	0.02	0.02	0.02	0.02	0.01	-0.01
0110_0005	Highest Academic Degree Student Intends to Obtain	Specialist degree	0.02	0.02	0.02	0.01	0.01	-0.01
0100_0005	Current GPA	Less than 2.0	0.02	0.01	0.03	0.02	0.01	-0.01
0180_0003	Philosophy of Higher Education	Artistic philosophy	0.14	0.14	0.14	0.14	0.13	-0.01
0290_0009	Personal Values Indicated as Very Important	Religion	0.38	0.34	0.36	0.38	0.37	-0.01
0280_0005	Accomplishments considered to be essential	Developing a meaningful philosophy of life	0.27	0.31	0.27	0.35	0.26	-0.01
0110_0002	Highest Academic Degree Student Intends to Obtain	Bachelor's degree	0.31	0.31	0.29	0.32	0.30	-0.01
0090_0012	Academic College or School	Undeclared	0.12	0.13	0.09	0.11	0.10	-0.02
0120_0004	Current JMU Residence	Own home	0.03	0.03	0.03	0.02	0.01	-0.02
0150_0007	Father's Highest Level of Education	Some graduate school	0.06	0.05	0.05	0.04	0.04	-0.02
0020_0001	Age of the Respondents	Under 18	0.03	0.03	0.01	0.01	0.01	-0.02
0040_0002	Marital Status	Married	0.04	0.04	0.03	0.02	0.02	-0.02
0130_0006	Area of Permanent Residence	Southwest Virginia	0.08	0.08	0.05	0.04	0.06	-0.02
0010_0002	Sex of the Respondents	Male	0.42	0.42	0.43	0.42	0.39	-0.03
0160_0004	Mother's Highest Level of Education	Postsecondary school other than college	0.08	0.09	0.08	0.05	0.05	-0.03
0280_0006	Accomplishments considered to be essential	Promoting racial understanding	0.26	0.29	0.25	0.26	0.23	-0.03
0110_0004	Highest Academic Degree Student Intends to Obtain	Professional degree	0.11	0.10	0.10	0.0	0.08	-0.03

ID	Table Name	Measure	Percentage					Change
			1990	1992	1995	2000	2003	
5. Personal Characteristics, Values and Aspirations								
0130_0005	Area of Permanent Residence	Shenandoah Valley	0.11	0.10	0.09	0.08	0.08	-0.03
0120_0003	Current JMU Residence	Fraternity/sorority house	0.05	0.05	0.07	0.03	0.02	-0.03
0030_0002	Race of the Respondents	Afro-American/Black	0.07	0.09	0.07	0.04	0.04	-0.03
0130_0003	Area of Permanent Residence	Piedmont area	0.14	0.14	0.14	0.12	0.11	-0.03
0100_0003	Current GPA	2.5-2.99	0.27	0.28	0.27	0.25	0.24	-0.03
0030_0001	Race of the Respondents	Caucasian/White	0.89	0.86	0.86	0.86	0.86	-0.03
0280_0011	Accomplishments considered to be essential	Becoming involved in programs to clean up the environment	0.18	0.09	0.06	0.10	0.14	-0.04
0170_0001	Political Preference	Middle-of-the-road	0.48	0.52	0.39	0.43	0.44	-0.04
0150_0003	Father's Highest Level of Education	High school graduate	0.15	0.13	0.12	0.11	0.11	-0.04
0020_0004	Age of the Respondents	20	0.26	0.22	0.30	0.24	0.22	-0.04
0280_0009	Accomplishments considered to be essential	Keeping up to date with political affairs	0.22	0.18	0.12	0.19	0.18	-0.04
0160_0005	Mother's Highest Level of Education	Some college	0.19	0.20	0.18	0.16	0.15	-0.04
0280_0002	Accomplishments considered to be essential	Becoming an authority in my field	0.35	0.36	0.34	0.35	0.31	-0.04
0090_0001	Academic College or School	College of Business	0.32	0.35	0.23	0.28	0.27	-0.05
0180_0002	Philosophy of Higher Education	Social philosophy	0.33	0.32	0.25	0.25	0.28	-0.05
0100_0004	Current GPA	2.0-2.49	0.14	0.11	0.12	0.12	0.09	-0.05
0290_0006	Personal Values Indicated as Very Important	Having children	0.55	0.55	0.57	0.59	0.50	-0.05
0290_0007	Personal Values Indicated as Very Important	Living a clean, moral life	0.55	0.50	0.48	0.52	0.50	-0.05
0120_0001	Current JMU Residence	Residence Hall	0.47	0.47	0.42	0.42	0.41	-0.06
0160_0003	Mother's Highest Level of Education	High school graduate	0.22	0.20	0.18	0.14	0.15	-0.07
0080_0002	Previous School Attended	Other college	0.21	0.19	0.17	0.12	0.13	-0.08
0290_0013	Personal Values Indicated as Very Important	Being close to nature	0.27	0.26	0.25	0.29	0.19	-0.08
0290_0010	Personal Values Indicated as Very Important	Work	0.38	0.36	0.31	0.29	0.29	-0.09
0050_0001	Religious Preference	Protestant	0.40	0.36	0.34	0.32	0.30	-0.10
0290_0004	Personal Values Indicated as Very Important	Love	0.78	0.76	0.71	0.76	0.65	-0.13

Subtotal:	111
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6. Personal Behavior

0390_0012	Number of occasions that drugs have been used by the respondents	Used marijuana more than 20 times	0.08	0.17	0.22	0.20	0.12
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ID	Table Name	Measure	Percentage					Change
			1990	1992	1995	2000	2003	
6. Personal Behavior								
0250_0005	Probable reaction to a student cheating	I would report the student to the appropriate teacher or other authority	0.09	0.10	0.10	0.09	0.15	0.06
0250_0002	Probable reaction to a student cheating	I would be disturbed, but whether I took any action would depend on who the student was	0.18	0.22	0.18	0.16	0.22	0.04
0340_0003	Frequency of smoking cigarettes	One to five cigarettes per day	0.05	0.04	0.06	0.10	0.09	0.04
0350_0014	Consequences of Using Alcohol	Caused your spouse, relative, boyfriend or girlfriend to go to anyone for help?		0.00	0.02	0.04	0.04	0.04
0350_0013	Consequences of Using Alcohol	Caused you to go to anyone for help?		0.02	0.02	0.04	0.05	0.03
0300_0006	Adjustments considered to have been very difficult	Living under university regulations	0.06	0.06	0.07	0.06	0.09	0.03
0300_0008	Adjustments considered to have been very difficult	Living with different types of people	0.03	0.05	0.06	0.03	0.06	0.03
0340_0004	Frequency of smoking cigarettes	About one-half pack per day	0.02	0.06	0.08	0.04	0.04	0.02
0250_0006	Probable reaction to a student cheating	I would not be disturbed and would do nothing	0.07	0.08	0.10	0.12	0.09	0.02
0350_0016	Consequences of Using Alcohol	Caused you to lose your job?		0.00	0.01	0.02	0.02	0.02
0340_0007	Frequency of smoking cigarettes	Two packs or more per day	0.00	0.01	0.00	0.00	0.01	0.01
0350_0015	Consequences of Using Alcohol	Caused you to be admitted into a hospital?		0.02	0.02	0.03	0.03	0.01
0300_0004	Adjustments considered to have been very difficult	Adjusting to sharing a room and living with roommates	0.10	0.12	0.13	0.08	0.11	0.01
0350_0008	Consequences of Using Alcohol	Involved you with people you think are a bad influence on you?		0.14	0.15	0.16	0.15	0.01
0390_0013	Number of occasions that drugs have been used by the respondents	Used alcohol more than 20 times		0.68	0.67	0.70	0.69	0.01
0250_0004	Probable reaction to a student cheating	I would speak to the appropriate teacher or other authority without naming names	0.12	0.15	0.12	0.14	0.12	0.00
0350_0011	Consequences of Using Alcohol	Gotten you into physical fights?		0.12	0.08	0.08	0.11	-0.01
0340_0006	Frequency of smoking cigarettes	About one and one-half packs per day	0.02	0.00	0.01	0.01	0.01	-0.01
0340_0005	Frequency of smoking cigarettes	About one pack per day	0.02	0.02	0.02	0.03	0.01	-0.01
0300_0003	Adjustments considered to have been very difficult	Having less privacy	0.13	0.20	0.15	0.15	0.12	-0.01
0350_0001	Consequences of Using Alcohol	Resulted in your not remembering a period of time		0.48	0.45	0.43	0.46	-0.02
0350_0012	Consequences of Using Alcohol	Caused you to neglect your obligation, family, or work for more than two days in a row?		0.09	0.07	0.06	0.07	-0.02

ID	Table Name	Measure	Percentage					Change
			1990	1992	1995	2000	2003	
6. Personal Behavior								
0340_0001	Frequency of smoking cigarettes	Not at all	0.71	0.71	0.65	0.72	0.68	-0.03
0300_0005	Adjustments considered to have been very difficult	Getting to know other students	0.08	0.07	0.08	0.08	0.05	-0.03
0340_0002	Frequency of smoking cigarettes	Less than one cigarette per day	0.19	0.16	0.14	0.10	0.16	-0.03
0300_0007	Adjustments considered to have been very difficult	Having more freedom, being responsible for my own life	0.05	0.03	0.05	0.03	0.02	-0.03
0350_0009	Consequences of Using Alcohol	Caused you to engage in sexual activity without safe-sex practices you ordinarily would use?		0.18	0.14	0.14	0.14	-0.04
0350_0002	Consequences of Using Alcohol	Caused you to behave in ways you later regretted		0.49	0.49	0.45	0.45	-0.04
0250_0001	Probable reaction to a student cheating	I would be disturbed but would do nothing	0.39	0.34	0.37	0.38	0.35	-0.04
0300_0002	Adjustments considered to have been very difficult	Earning satisfactory grades	0.16	0.18	0.16	0.17	0.12	-0.04
0350_0005	Consequences of Using Alcohol	Caused you to drive unsafely?		0.23	0.20	0.20	0.18	-0.05
0300_0001	Adjustments considered to have been very difficult	Studying efficiently	0.20	0.20	0.20	0.20	0.14	-0.06
0250_0003	Probable reaction to a student cheating	I would express my concern only to the student I discovered cheating	0.14	0.11	0.13	0.11	0.08	-0.06
0350_0003	Consequences of Using Alcohol	Caused you to engage in any type of sexual activity when ordinarily you would not have, or with a person with whom ordinarily you would not have?		0.38	0.34	0.30	0.29	-0.09
0350_0004	Consequences of Using Alcohol	Caused you to feel guilty?		0.34	0.36	0.34	0.24	-0.10

Subtotal:	36
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Grand Total:	243
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