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

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

RESPONSES FROM 2003 FRESHMEN SIMILAR TO RESPONSES FROM PAST RESPONDENTS

Freshman respondents to the survey continue to be academic achievers who hold traditional values and in general, come from middle-class families. More than three out of four of this year’s respondents plan to pursue a degree beyond the baccalaureate (Table 7). Nearly three-fourths of the students reported their fathers had obtained at least one college degree, while two-thirds of the students stated their mothers had obtained at least one college degree (Tables 8 and 9).

More than one-half of this year’s respondents reported average high school grades of A- or better (Table 10) and three-fourths of the respondents reported combined SAT scores of 1100 or better (Table 12). Nearly one-third of this year’s first year students also reported being in the top ten percent of their high school graduating class (Table 11). Female students said significantly more often than male students that their average high school grades were A- or better and that they were in the top ten percent of their graduating class. Women reported that they applied to and were accepted by more schools than men. Male respondents were more likely than women to report SAT total scores of 1200 or more. Students reporting an A average and students reporting family incomes less than $50,000 were more likely than students with a B or C average and student with incomes of more than $50,000 to apply only to JMU.

INCOMING FRESHMEN CONTINUE TO REPORT TRADITIONAL VALUES

Respondents were also asked to indicate their perceptions of the importance of certain personal values (Table 31). Three-fourths or more of this year’s survey respondents said they feel that the following are very important: education, friendship, honesty, fulfilling oneself as a person, family and love. Patriotism was reported as an important value by forty-seven percent of the respondents, up from nineteen percent in 2001. Females were more likely to value doing things for others; men were more likely to value money and being close to nature.

Respondents were also asked to indicate their political preferences (Table 29). More than one-third of this year’s students said they hold a middle-of-the-road preference. About one-third of the respondents indicated they hold liberal views; slightly less stated they hold conservative views.
ACCOMPLISHMENTS SEEN AS ESSENTIAL

More than one-half of the respondents report that raising a family is an essential accomplishment; one-quarter or more believe that receiving a liberal arts education that is of high quality and very diversified; developing a meaningful philosophy of life; being well off financially; helping others who are in difficulty and developing a global perspective are essential (Table 32). Female students indicated more often than male students that the following are essential accomplishments: raising a family; helping others who are in difficulty; receiving a liberal arts education that is of high quality and diversified; and promoting racial equality. Male students indicated more often that the following were essential: being well off financially; keeping up to date with political affairs; having administrative responsibility for the work of others; and being successful in a business of their own. Students reporting an A average in high school were more likely to consider the following accomplishments essential: influencing social values; helping others in difficulty; and participating in a community action program.

REASONS INFLUENCING STUDENTS’ DECISION TO ATTEND COLLEGE

Similar to past respondents, three-fourths or more of this year’s freshmen said that the following were very important in their decision to attend college: to be able to get a better job; to learn more about the things that interest the student; to meet new and interesting people; to be on their own and make their own decisions; and to gain a general education and application of ideas (Table 25). Male respondents said more often than female respondents that the following were very important reasons in deciding to attend college: to please my parents; to be able to make more money; to enhance my social life; and to do what my friends are doing.

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

Nearly three-quarters of this year’s freshmen stated that the good academic reputation of JMU was very important in their decision to attend JMU (Table 24). Over one-half of the respondents said that the following were very important in their decision to attend JMU: the university offers a major of interest to the student; the good extracurricular activities and social life of the university; the appearance and setting of the university; the supportive atmosphere; the reputation of JMU graduates obtaining desirable jobs; attending top graduate schools; and the size of the University.

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

Slightly less than three-quarters of this year’s incoming freshmen said JMU was their first choice (Table 13). This percentage is similar to percentages in past surveys. Students with reported SAT scores of 1200 or more were less likely to state that JMU was their first choice.

ACTIVITIES AND EDUCATION IN HIGH SCHOOL

More than one-half of this year’s respondents reported that they felt very well prepared from high school in the areas of reading, composition, social sciences, and mathematical skills (Table 26). Females said more often than males that they were very well prepared in composition, reading, foreign languages, musical skills, artistic skills and study habits.

Incoming freshmen were also asked to indicate the areas in which they felt they would need special tutoring or remedial work while in college (Table 28). One in four students said they feel they will need special help in mathematics. Female students stated more often than male students that they feel they will need tutoring or remedial work in mathematics and the sciences.

Similar to results in previous years, more than one-half of this year’s students said they were very active in organized athletics and school and community service in high school (Table 27). Over one-half of the respondents said they were very active in high school in organized athletics and school and community service. Female students stated more often
than male students that they were very active in part-time work, religious groups, spirit clubs, academic clubs, foreign language clubs, fine art groups, publications, and school and community service.

PHILOSOPHIES OF EDUCATION

This year and in previous years incoming freshmen have been asked to indicate their own philosophies concerning the emphasis of higher education (Table 19). More than two-fifths of this year’s respondents said they hold a vocational philosophy of higher education where going to college is essentially viewed as preparation for an occupation. Approximately the same percentage indicated they hold a social philosophy of higher education where social life and loyalty to college are emphasized.

STUDENTS PROBABLE REACTION TO A STUDENT CHEATING

One-third of this year’s incoming freshmen stated that if they discovered someone cheating they would express their concern only to the student they discovered cheating (Table 30). Nearly one in four students said they would speak to the appropriate teacher or other authority without naming names. Thirteen percent would be disturbed but would do nothing. Only eight percent would report the student to the appropriate teacher or other authority. Female students stated more often than male students that they would speak to the appropriate teacher or other authority without naming names and that they would report the student to the appropriate teacher or authority. Males stated more often than females that they would not be disturbed and would do nothing and they would express their concern only to the student discovered cheating.

JMU EXPERIENCES ANTICIPATED TO BE VERY OR SOMEWHAT LIKELY

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

POSITIVE ANTICIPATED OUTCOMES FOR COLLEGE

Similar to results obtained in past surveys, this year’s incoming freshmen continue to indicate positive outlooks for their future (Table 34). Approximately three out of every four of the respondents said there is a very good chance get a bachelor’s degree; and find a job after graduation in the field for which they are trained.

Listed in the following tables are summaries of data collected in 2003 (2002, 2001 and 2000 figures, where available, are in parentheses).
Table 1  Gender of Respondents  
<table>
<thead>
<tr>
<th>Gender</th>
<th>Percentage</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>65%</td>
<td>(66%/62%/63%)</td>
</tr>
<tr>
<td>Males</td>
<td>35%</td>
<td>(34%/38%/37%)</td>
</tr>
</tbody>
</table>

Table 2  Age of Respondents (as of August 31, 2003)  
<table>
<thead>
<tr>
<th>Age</th>
<th>Percentage</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 years or younger</td>
<td>12%</td>
<td>(13%/12%/14%)</td>
</tr>
<tr>
<td>18 years</td>
<td>82%</td>
<td>(82%/81%/81%)</td>
</tr>
<tr>
<td>19 years</td>
<td>6%</td>
<td>(5%/7%/5%)</td>
</tr>
<tr>
<td>20 years</td>
<td>0%</td>
<td>(0%/0%/0%)</td>
</tr>
<tr>
<td>21 years</td>
<td>0%</td>
<td>(0%/0%/0%)</td>
</tr>
<tr>
<td>22 years or older</td>
<td>0%</td>
<td>(0%/0%/0%)</td>
</tr>
</tbody>
</table>

Table 3  Race of Respondents  
<table>
<thead>
<tr>
<th>Race</th>
<th>Percentage</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasian-American/White</td>
<td>90%</td>
<td>(89%/88%/88%)</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>5%</td>
<td>(4%/5%/5%)</td>
</tr>
<tr>
<td>African-American/Black</td>
<td>2%</td>
<td>(3%/3%/3%)</td>
</tr>
<tr>
<td>Latino</td>
<td>1%</td>
<td>(1%/2%/1%)</td>
</tr>
<tr>
<td>Multiracial</td>
<td>1%</td>
<td>(1%/1%/1%)</td>
</tr>
<tr>
<td>Native American</td>
<td>0%</td>
<td>(0%/1%/0%)</td>
</tr>
<tr>
<td>Other</td>
<td>1%</td>
<td>(1%/0%/1%)</td>
</tr>
</tbody>
</table>

Table 4  Region of Current Family Residence  
<table>
<thead>
<tr>
<th>Region</th>
<th>Percentage</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outside Virginia</td>
<td>35%</td>
<td>(33%/33%/33%)</td>
</tr>
<tr>
<td>Northern Virginia</td>
<td>28%</td>
<td>(27%/30%/30%)</td>
</tr>
<tr>
<td>Tidewater Area</td>
<td>13%</td>
<td>(15%/14%/14%)</td>
</tr>
<tr>
<td>Piedmont Area</td>
<td>12%</td>
<td>(14%/12%/12%)</td>
</tr>
<tr>
<td>Shenandoah Valley</td>
<td>7%</td>
<td>(5%/5%/4%)</td>
</tr>
<tr>
<td>Southwest Virginia</td>
<td>3%</td>
<td>(5%/5%/3%)</td>
</tr>
<tr>
<td>Outside the United States</td>
<td>3%</td>
<td>(1%/2%/1%)</td>
</tr>
</tbody>
</table>

Table 5  Religious Preference  
<table>
<thead>
<tr>
<th>Religion</th>
<th>Percentage</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roman Catholic</td>
<td>32%</td>
<td>(28%/30%/31%)</td>
</tr>
<tr>
<td>Protestant</td>
<td>31%</td>
<td>(35%/32%/34%)</td>
</tr>
<tr>
<td>No religious preference</td>
<td>19%</td>
<td>(21%/21%/20%)</td>
</tr>
<tr>
<td>Other religion</td>
<td>14%</td>
<td>(13%/15%/13%)</td>
</tr>
<tr>
<td>Jewish</td>
<td>3%</td>
<td>(3%/2%/3%)</td>
</tr>
<tr>
<td>Islam</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Hindu</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

Table 6  Percentage of Costs of Attending JMU Paid Directly by the Student and His/Her Family  
<table>
<thead>
<tr>
<th>Percentage of Costs</th>
<th>Percentage</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>80%-100% of the total costs</td>
<td>67%</td>
<td>(68%/70%/70%)</td>
</tr>
<tr>
<td>60%-79% of the total costs</td>
<td>10%</td>
<td>(7% / 7%/ 8%)</td>
</tr>
<tr>
<td>40%-59% of the total costs</td>
<td>7%</td>
<td>(9% / 7%/ 6%)</td>
</tr>
<tr>
<td>20%-39% of the total costs</td>
<td>6%</td>
<td>(6% / 5%/ 6%)</td>
</tr>
<tr>
<td>0%-19% of the total costs</td>
<td>10%</td>
<td>(11%/10%/10%)</td>
</tr>
</tbody>
</table>

Table 7  Highest Academic Degree Respondents Intend to Obtain  
<table>
<thead>
<tr>
<th>Degree</th>
<th>Percentage</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters degree</td>
<td>48%</td>
<td>(46%/49%/48%)</td>
</tr>
<tr>
<td>Baccalaureate degree</td>
<td>22%</td>
<td>(24%/23%/25%)</td>
</tr>
<tr>
<td>Professional degree (e.g., medicine, law, theology)</td>
<td>14%</td>
<td>(16%/15%/15%)</td>
</tr>
<tr>
<td>Doctoral degree (e.g., Ph.D., Ed.D., D.B.A.)</td>
<td>13%</td>
<td>(13%/12%/11%)</td>
</tr>
<tr>
<td>Specialist degree (e.g., Ed.S.)</td>
<td>1%</td>
<td>(1%/1%/2%)</td>
</tr>
<tr>
<td>Not a degree seeking</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 8  Father’s Highest Level of Education  
<table>
<thead>
<tr>
<th>Education Level</th>
<th>Percentage</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some high school or less</td>
<td>2%</td>
<td>(2%/1%/2%)</td>
</tr>
<tr>
<td>High school graduate</td>
<td>10%</td>
<td>(13%/12%/11%)</td>
</tr>
<tr>
<td>Post-secondary school other than college</td>
<td>2%</td>
<td>(3%/3%/2%)</td>
</tr>
<tr>
<td>Some college</td>
<td>13%</td>
<td>(12%/10%/11%)</td>
</tr>
<tr>
<td>College degree</td>
<td>34%</td>
<td>(33%/34%/33%)</td>
</tr>
<tr>
<td>Some graduate school</td>
<td>3%</td>
<td>(5%/5%/5%)</td>
</tr>
<tr>
<td>Graduate degree</td>
<td>27%</td>
<td>(26%/27%/28%)</td>
</tr>
<tr>
<td>Doctoral degree</td>
<td>8%</td>
<td>(8%/9%/9%)</td>
</tr>
</tbody>
</table>

Table 9  Mother’s Highest Level of Education  
<table>
<thead>
<tr>
<th>Education Level</th>
<th>Percentage</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some high school or less</td>
<td>1%</td>
<td>(1%/1%/1%)</td>
</tr>
<tr>
<td>High school graduate</td>
<td>13%</td>
<td>(14%/13%/13%)</td>
</tr>
<tr>
<td>Post-secondary school other than college</td>
<td>4%</td>
<td>(4%/4%/4%)</td>
</tr>
<tr>
<td>Some college</td>
<td>15%</td>
<td>(15%/17%/16%)</td>
</tr>
<tr>
<td>College degree</td>
<td>38%</td>
<td>(38%/36%/37%)</td>
</tr>
<tr>
<td>Some graduate school</td>
<td>4%</td>
<td>(7%/7%/6%)</td>
</tr>
<tr>
<td>Graduate school</td>
<td>22%</td>
<td>(19%/20%/22%)</td>
</tr>
<tr>
<td>Doctoral degree</td>
<td>2%</td>
<td>(2%/2%/2%)</td>
</tr>
</tbody>
</table>

Table 10  Average Grade in High School  
<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A or A+</td>
<td>22%</td>
<td>(23%/19%/18%)</td>
</tr>
<tr>
<td>A-</td>
<td>30%</td>
<td>(30%/27%/28%)</td>
</tr>
<tr>
<td>B+</td>
<td>34%</td>
<td>(30%/35%/31%)</td>
</tr>
<tr>
<td>B</td>
<td>13%</td>
<td>(15%/17%/19%)</td>
</tr>
<tr>
<td>B-</td>
<td>1%</td>
<td>(2%/2%/2%)</td>
</tr>
<tr>
<td>C+</td>
<td>0%</td>
<td>(0%/0%/1%)</td>
</tr>
<tr>
<td>C</td>
<td>0%</td>
<td>(0%/0%/0%)</td>
</tr>
</tbody>
</table>

Table 11  Approximate High School Rank in Graduating Class  
<table>
<thead>
<tr>
<th>Rank</th>
<th>Percentage</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top ten percent</td>
<td>31%</td>
<td>(33%/30%/32%)</td>
</tr>
<tr>
<td>Top twenty-five percent</td>
<td>53%</td>
<td>(51%/54%/50%)</td>
</tr>
<tr>
<td>Top fifty percent</td>
<td>15%</td>
<td>(15%/15%/17%)</td>
</tr>
<tr>
<td>Bottom fifty percent</td>
<td>1%</td>
<td>(1%)</td>
</tr>
</tbody>
</table>

Table 12  Combined SAT Scores Reported  
<table>
<thead>
<tr>
<th>Score</th>
<th>Percentage</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1200 or more</td>
<td>39%</td>
<td>(41%/39%/42%)</td>
</tr>
<tr>
<td>1100 to 1199</td>
<td>36%</td>
<td>(35%/36%/37%)</td>
</tr>
<tr>
<td>1000 to 1099</td>
<td>20%</td>
<td>(19%/19%/16%)</td>
</tr>
<tr>
<td>900 to 999</td>
<td>4%</td>
<td>(4%/5%/3%)</td>
</tr>
<tr>
<td>800 to 899</td>
<td>0%</td>
<td>(1%/1%/0%)</td>
</tr>
<tr>
<td>799 or less</td>
<td>0%</td>
<td>(0%/0%/0%)</td>
</tr>
<tr>
<td>Did not take SAT</td>
<td>1%</td>
<td>(1%/0%)</td>
</tr>
</tbody>
</table>

Table 13  JMU as Choice Among Other Colleges  
<table>
<thead>
<tr>
<th>Choice</th>
<th>Percentage</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Choice</td>
<td>71%</td>
<td>(73%/71%/73%)</td>
</tr>
<tr>
<td>Second Choice</td>
<td>23%</td>
<td>(21%/23%/21%)</td>
</tr>
<tr>
<td>Third Choice</td>
<td>5%</td>
<td>(6%/6%/6%)</td>
</tr>
</tbody>
</table>

Table 14  Number of Other Colleges - Applied  
<table>
<thead>
<tr>
<th>Number of Colleges</th>
<th>Percentage</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>5%</td>
<td>(6%/4%/4%)</td>
</tr>
<tr>
<td>One</td>
<td>10%</td>
<td>(12%/11%/11%)</td>
</tr>
<tr>
<td>Two</td>
<td>15%</td>
<td>(17%/17%/19%)</td>
</tr>
</tbody>
</table>
Table 15  Number of Other Colleges - Accepted

<table>
<thead>
<tr>
<th>Number of Colleges Accepted</th>
<th>Number of Other Colleges Accepted</th>
<th>Number of Other Colleges Accepted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three</td>
<td>19% (20%/21%/20%)</td>
<td>Four</td>
</tr>
<tr>
<td>Four</td>
<td>17% (17%/17%/17%)</td>
<td>Five</td>
</tr>
<tr>
<td>Six or more</td>
<td>20% (18%/17%/17%)</td>
<td></td>
</tr>
</tbody>
</table>

Table 16  Anticipated Education Minors

<table>
<thead>
<tr>
<th>Anticipated Education Minors</th>
<th>Anticipated Education Minors</th>
<th>Anticipated Education Minors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do not plan to pursue a</td>
<td>81% (82%/82%/83%)</td>
<td>Secondary Education</td>
</tr>
<tr>
<td>career in Education</td>
<td></td>
<td>(grades 6-12)</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>5% (6% / 4% / 6%)</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>(grades PK-6)</td>
<td></td>
<td>(grades PK-3)</td>
</tr>
<tr>
<td>Art Education</td>
<td>2% (2% / 2% / 2%)</td>
<td>Music Education</td>
</tr>
<tr>
<td>Music Education</td>
<td>2% (2% / 3% / 1%)</td>
<td>Physical and Health Education</td>
</tr>
<tr>
<td>Physical and Health Education</td>
<td>2% (1% / 3% / 2%)</td>
<td>Middle Education</td>
</tr>
<tr>
<td>Middle Education</td>
<td>1% (0% / 0% / 1%)</td>
<td>Special Education</td>
</tr>
<tr>
<td>(grades 6-8)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td>1% (1% / 1% / 0%)</td>
<td></td>
</tr>
</tbody>
</table>

Table 17  Disability Reported (Frequencies, Not Percentages)

<table>
<thead>
<tr>
<th>Disability Reported</th>
<th>Disability Reported</th>
<th>Disability Reported</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic illness</td>
<td>69 (69/67/63)</td>
<td>ADD/ADHD</td>
</tr>
<tr>
<td>Learning disability</td>
<td>25 (27/25/29)</td>
<td>Visual impairment</td>
</tr>
<tr>
<td>Psychological</td>
<td>12 (6 / 5 / 9)</td>
<td>Psychological/psychiatric disability</td>
</tr>
<tr>
<td>Other</td>
<td>11 (8 / 8 / 7)</td>
<td>Hearing impairment</td>
</tr>
<tr>
<td>Mobility impairment</td>
<td>6 (3 / 3 / 4)</td>
<td></td>
</tr>
<tr>
<td>Hearing impairment</td>
<td>5 (4 / 7 / 7)</td>
<td></td>
</tr>
</tbody>
</table>

Table 18  Other Schools to Which Respondents Applied

<table>
<thead>
<tr>
<th>Other Schools to Which Respondents</th>
<th>Other Schools to Which Respondents</th>
<th>Other Schools to Which Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virginia Tech</td>
<td>35% (34%/39%/41%)</td>
<td>University of Virginia</td>
</tr>
<tr>
<td></td>
<td>23% (22%/28%/29%)</td>
<td>19% (19%/18%/21%)</td>
</tr>
<tr>
<td>University of Virginia</td>
<td>1% (1% / 1% / 3%)</td>
<td>College of William &amp; Mary</td>
</tr>
<tr>
<td>College of William &amp; Mary</td>
<td>15% (15%/15%/15%)</td>
<td>1% (1% / 1% / 1% / 1%)</td>
</tr>
<tr>
<td>George Mason University</td>
<td>15% (17%/15%/12%)</td>
<td>Mary Washington College</td>
</tr>
<tr>
<td></td>
<td>14% (17%/15%/11%)</td>
<td>12% (12%/14%/14%)</td>
</tr>
<tr>
<td>Mary Washington College</td>
<td>7%  (8% / 8% / 9%)</td>
<td>University of Delaware</td>
</tr>
<tr>
<td></td>
<td>12% (11% / 9% / 8%)</td>
<td>5% (8% / 7% / 7%)</td>
</tr>
<tr>
<td>University of Delaware</td>
<td>5% (5% / 4% / 5%)</td>
<td>University of Maryland</td>
</tr>
<tr>
<td>University of Maryland</td>
<td>10% (10% / 8% / 9%)</td>
<td>5% (5% / 4% / 5%)</td>
</tr>
<tr>
<td>Penn State University</td>
<td>8% (8% / 8% / 8%)</td>
<td>8% (8% / 8% / 8%)</td>
</tr>
<tr>
<td>Virginia Commonwealth</td>
<td>8% (8% / 8% / 6%)</td>
<td>7% (8% / 8% / 6%)</td>
</tr>
</tbody>
</table>

Table 19  Philosophy of Education

<table>
<thead>
<tr>
<th>Philosophy of Education</th>
<th>Philosophy of Education</th>
<th>Philosophy of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social philosophy</td>
<td>Social philosophy</td>
<td>Vocational philosophy</td>
</tr>
<tr>
<td>and loyalty to college</td>
<td>(social life and loyalty to</td>
<td>viewed as essentially preparation</td>
</tr>
<tr>
<td>emphasized)</td>
<td>college emphasized)</td>
<td>for an occupation)</td>
</tr>
<tr>
<td>Intellectual philosophy</td>
<td>Intellectual philosophy</td>
<td>Intellectual philosophy</td>
</tr>
<tr>
<td>(emphasis on scholarly pursuit</td>
<td>(emphasis on scholarly</td>
<td>(emphasis on scholarly</td>
</tr>
<tr>
<td>of knowledge)</td>
<td>pursuit of knowledge)</td>
<td>pursuit of knowledge)</td>
</tr>
<tr>
<td>Artistic philosophy</td>
<td>Artistic philosophy</td>
<td>Artistic philosophy</td>
</tr>
<tr>
<td>on ideas, art forms, individual</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5% (6% / 6% / 5%)</td>
<td>5% (6% / 6% / 5%)</td>
<td>5% (6% / 6% / 5%)</td>
</tr>
</tbody>
</table>

Table 20  Student Perceptions of JMU

<table>
<thead>
<tr>
<th>Student Perceptions of JMU</th>
<th>Student Perceptions of JMU</th>
<th>Student Perceptions of JMU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friendly</td>
<td>Neutral</td>
<td>Cold</td>
</tr>
<tr>
<td>94% (95%/94%/95%)</td>
<td>4% (4%/6%/4%)</td>
<td>2% (1%/0%/1%)</td>
</tr>
<tr>
<td>Good</td>
<td>Neutral</td>
<td>Bad</td>
</tr>
<tr>
<td>93% (96%/95%/95%)</td>
<td>5% (4%/5%/4%)</td>
<td>2% (0%/1%/0%)</td>
</tr>
<tr>
<td>Progressive</td>
<td>Neutral</td>
<td>Regressive</td>
</tr>
<tr>
<td>90% (91%/92%/92%)</td>
<td>8% (9%/8%/7%)</td>
<td>2% (0%/0%/0%)</td>
</tr>
<tr>
<td>Supportive</td>
<td>Neutral</td>
<td>Non-Supportive</td>
</tr>
<tr>
<td>90% (91%/89%/88%)</td>
<td>9% (9%/11%/11%)</td>
<td>2% (1%/1%/0%)</td>
</tr>
<tr>
<td>Open and Accessible</td>
<td>Neutral</td>
<td>Closed and Inaccessible</td>
</tr>
<tr>
<td>88% (92%/90%/89%)</td>
<td>10% (8%/9%/9%)</td>
<td>2% (0%/1%/1%)</td>
</tr>
<tr>
<td>Flexible</td>
<td>Neutral</td>
<td>Rigid</td>
</tr>
<tr>
<td>87% (85%/81%/80%)</td>
<td>12% (14%/18%/19%)</td>
<td>2% (1%/1%/2%)</td>
</tr>
<tr>
<td>Emotionally</td>
<td>Neutral</td>
<td>Causing Anxiety</td>
</tr>
<tr>
<td>86% (87%/88%/87%)</td>
<td>11% (11%/11%/12%)</td>
<td>2% (1%/1%/2%)</td>
</tr>
<tr>
<td>Healthy</td>
<td>Neutral</td>
<td>Nonintellectual</td>
</tr>
<tr>
<td>86% (83%/84%/84%)</td>
<td>12% (16%/15%/15%)</td>
<td>2% (1%/1%/1%)</td>
</tr>
<tr>
<td>Intellectual</td>
<td>Neutral</td>
<td>Not Challenging</td>
</tr>
<tr>
<td>86% (83%/84%/84%)</td>
<td>12% (16%/15%/15%)</td>
<td>2% (1%/1%/1%)</td>
</tr>
</tbody>
</table>
Table 21  Means of First Learning about JMU

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

Table 22  Means of Learning About JMU Ranked as Most Important

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

Table 23  Studies Abroad Intentions

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

Table 24  Reasons Considered Very Important in Deciding to Attend JMU

<table>
<thead>
<tr>
<th>Reasons</th>
<th>%</th>
<th>%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>JMU has a good academic reputation</td>
<td>74%</td>
<td>(72%/73%/71%)</td>
<td></td>
</tr>
<tr>
<td>JMU offers a major of interest to me</td>
<td>70%</td>
<td>(66%/66%/66%)</td>
<td></td>
</tr>
<tr>
<td>Supportive atmosphere of JMU</td>
<td>69%</td>
<td>(58%/58%/52%)</td>
<td></td>
</tr>
<tr>
<td>Appearance and setting of JMU</td>
<td>65%</td>
<td>(59%/61%/54%)</td>
<td></td>
</tr>
<tr>
<td>JMU has good extracurricular opportunities and social life</td>
<td>65%</td>
<td>(62%/63%/62%)</td>
<td></td>
</tr>
<tr>
<td>Reputation of JMU’s graduates obtaining desirable jobs</td>
<td>60%</td>
<td>(46%/49%/50%)</td>
<td></td>
</tr>
<tr>
<td>Reputation of JMU’s graduates attending top graduate schools</td>
<td>53%</td>
<td>(35%/38%/35%)</td>
<td></td>
</tr>
<tr>
<td>Size of JMU</td>
<td>51%</td>
<td>(48%/46%/46%)</td>
<td></td>
</tr>
<tr>
<td>Identify with fellow students</td>
<td>48%</td>
<td>(42%/40%/38%)</td>
<td></td>
</tr>
<tr>
<td>Live on the campus</td>
<td>45%</td>
<td>(38%/39%/32%)</td>
<td></td>
</tr>
<tr>
<td>Change in scenery or location</td>
<td>36%</td>
<td>(30%/32%/28%)</td>
<td></td>
</tr>
<tr>
<td>Range and availability of student services</td>
<td>36%</td>
<td>(29%/27%/27%)</td>
<td></td>
</tr>
<tr>
<td>Someone who had been here before advised me to attend</td>
<td>26%</td>
<td>(24%/24%/22%)</td>
<td></td>
</tr>
<tr>
<td>JMU has low tuition</td>
<td>25%</td>
<td>(22%/26%/20%)</td>
<td></td>
</tr>
<tr>
<td>Friend suggested attending</td>
<td>16%</td>
<td>(13%/13%/11%)</td>
<td></td>
</tr>
<tr>
<td>Offered financial aid</td>
<td>10%</td>
<td>(9%/6%/7%)</td>
<td></td>
</tr>
<tr>
<td>Guidance counselor advised me</td>
<td>8%</td>
<td>(5%/5%/4%)</td>
<td></td>
</tr>
<tr>
<td>Employer’s suggestion</td>
<td>5%</td>
<td>(2%/3%/2%)</td>
<td></td>
</tr>
<tr>
<td>Relatives wanted me to come here</td>
<td>5%</td>
<td>(6%/4%/4%)</td>
<td></td>
</tr>
<tr>
<td>JMU representative recruited me</td>
<td>4%</td>
<td>(3%/2%/3%)</td>
<td></td>
</tr>
<tr>
<td>Not accepted anywhere else</td>
<td>4%</td>
<td>(4%/3%/3%)</td>
<td></td>
</tr>
<tr>
<td>My teacher advised me</td>
<td>3%</td>
<td>(3%/3%/2%)</td>
<td></td>
</tr>
<tr>
<td>To help retain my current</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>employment</td>
<td>2%</td>
<td>(2%/2%/1%)</td>
<td></td>
</tr>
<tr>
<td>I wanted to live at home</td>
<td>1%</td>
<td>(1%/1%/1%)</td>
<td></td>
</tr>
</tbody>
</table>

Table 25  Reasons Considered Very Important in Deciding to Attend College

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

Table 26  Areas Very Well Prepared from High School

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

Table 27  Areas Very Active During High School

<table>
<thead>
<tr>
<th>Areas</th>
<th>%</th>
<th>%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organized athletics</td>
<td>60%</td>
<td>(54%/59%/60%)</td>
<td></td>
</tr>
<tr>
<td>School and community service</td>
<td>53%</td>
<td>(49%/48%/48%)</td>
<td></td>
</tr>
</tbody>
</table>

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

Table 28 Need for Special Tutoring or Remedial Work
Mathematics 25% (29%/34%/28%)
Foreign language 18% (26%/26%/26%)
Science 10% (17%/20%/16%)
English 7% (11%/11%/10%)
Reading 3% (5%/6%/4%)
Social studies 2% (5%/6%/6%)

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

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

Table 31 Personal Values Indicated as Very Important
Friendship 92% (91%/84%/81%)
Fulfill myself as a person 91% (86%/81%/77%)
Education 89% (88%/82%/79%)
Honesty 88% (90%)
Family 87% (87%/80%/75%)
Love 78% (75%/68%/65%)
Doing things for others 68% (62%/50%/43%)
Living a clean, moral life 65% (63%/53%/49%)
Creativity 61% (54%/43%/37%)
Having children 51% (48%/40%/35%)
Patriotism 47% (43%/19%/12%)
Privacy 46% (39%/28%/26%)
Money 46% (36%/26%/24%)
Work 46% (36%/28%/22%)
Religion 43% (40%/36%/31%)
Contributing to international understanding 40% (28%/19%/10%)
Contributing to societal change 37% (32%/24%/17%)
Being close to nature 22% (19%/17%/14%)

Table 32 Accomplishments Indicated as Essential
Raising a family 53% (46%/48%/43%)
Helping others who are in difficulty 33% (28%/28%/23%)
Receiving a liberal arts education that is of high quality and very diversified 33% (36%/37%/31%)
Being very well off financially 30% (25%/27%/28%)
Developing a meaningful philosophy of life 29% (27%/30%/29%)
Developing a global perspective 25% (20%/18%/19%)
Attending intercollegiate athletic events 23% (18%/17%)
Being admitted as a graduate student at a prestigious university 23% (22%/23%/20%)
Promoting racial understanding 23% (20%/19%/17%)
Becoming an authority in my field 22% (21%/22%/24%)
Obtaining recognition from my colleagues for contributions to my special field 19% (13%/10%/12%)
Being successful in a business of my own 16% (13%/16%/15%)
Keeping up to date with political affairs 16% (11%/9%/8%)
Influencing social values 13% (10%/8%/9%)
Becoming accomplished in one of the performing arts (acting, dancing, etc.) 10% (7%/9%/7%)
Having administrative responsibility for the work of others 9% (7%/6%/8%)
Participating in a community action program 9% (8%/9%/6%)
Creating artistic work (painting, sculpture, decorating, etc.) 8% (7%/7%/8%)
Writing original works (poems, novels, short stories, etc.) 7% (6%/6%/7%)
Influencing the political structure 6% (5%/3%/3%)
Becoming involved in programs to clean up the environment 4% (4%/5%/5%)
Making a theoretical contribution to science 3% (3%/3%/3%)

Table 33 Experiences Anticipated to be Very or Somewhat Likely
Be happy with my choice to attend JMU 93%
Encounter people with a different philosophy of life than my own 93%
Get involved in at least one JMU club or organization 92%
Make a GPA of 3.0 or better at the end of my first year 92%
Be challenged intellectually 91%
Have faculty and staff that are interested in and supportive of me 91%
Have the “time of my life” in my first year at JMU 90%
Develop insight into my career path by the end of my first year 89%
Make lifelong friends by the end of my first year 87%
Rely on my freshman advisor if I have...
academic questions  87%
Spend 15 hours or more each week studying and preparing for class  84%
Be accountable to the university community for my behavior  81%
Be in contact with my family by phone, email or instant messenger more than two times a week  79%
Take advantage of services that provide help with math or science classes  79%
Be challenged by the transition from high school to college  78%
Participate in activities that challenge my assumptions  78%
Get involved in community service experiences  77%
Take advantage of services that provide help with writing classes  73%
Seek career counseling  71%
Solicit professors’ help with assignments outside of class  69%
Think about myself differently  67%
Change my view of world events  65%
Reflect on my values  64%
Feel overwhelmed  63%
Experience doubt about my major field  61%
Be encouraged by my parents to select a specific major  60%
Struggle with managing my time  55%
Change my major  52%
Reconsider my beliefs based on interaction with faculty members  50%
Struggle with managing my finances  42%
Have conflicts with people who see things differently than me  38%
Join a fraternity or sorority  35%
Hesitate to ask for help from my professors and academic advisor if I am doing poorly in class  26%
Seek personal counseling  23%
Surprise my family when I return home for winter break with my change in beliefs  22%
Struggle academically  21%
Struggle to fit in socially  19%
Behave how I want without worrying about the ramifications of my actions  16%
Feel lonely and isolated  16%
Transfer from JMU at the end of my freshman year  12%
Attend class only when I feel like it  8%
Fail one or more courses  7%

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

- Get a baccalaureate degree  81% (83%/88%/86%)
- Find a job after graduation in the field for which you were trained  74% (78%/79%/82%)
- Get a job to help pay college expenses  56% (49%/45%/48%)
- Live in coeducational dorm  56% (52%/55%/68%)
- Become involved in volunteer activities  40% (38%/34%/35%)
- Receive a broad liberal education in college  38% (33%/34%/31%)
- Graduate with honors  37% (31%/29%/30%)
- Change career choice  24% (22%/24%/24%)
- Be elected to an academic honor society  21% (16%/14%/16%)
- Play varsity sports  14% ( 8%/ 7%/ 9%)
- Need tutoring in some courses  11% ( 7%/ 8%/ 8%)
- Get married within a year after college  8% ( 9%/ 6%/ 7%)
- Participate in student protests  8% ( 3%/ 4%/ 4%)
- Be elected to a student office  7% ( 4%/ 4%/ 3%)
- Need extra time to complete your degree requirements  5% ( 3%/ 4%/ 3%)
- Work full-time while in college  4% ( 1%/ 2%/ 1%)
- Get married while in college  3% ( 2%/ 1%/ 1%)
- Drop out of this college temporarily (exclude transferring)  1% ( 0%/ 0%/ 1%)
- Drop out permanently (exclude transferring)  0% ( 0%/ 0%/ 1%)

Table 35  Computer Usage on Campus

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

Table 36  Printer Needs on Campus

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

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