

The First-Year Student Survey report was developed to share information with the university community about the incoming James Madison University (JMU) freshmen students' attitudes, values, perceptions and experiences. It is hoped that through the sharing of this information a better understanding will develop about the JMU student.

JMU requested incoming students to complete the First-Year Student Survey online. The survey collects 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. Demographic data were also requested.

This report displays data obtained via the 4,522 usable surveys from the incoming freshmen during April, May, June, and July.

RESPONSES FROM 2019 FIRST-YEAR STUDENTS SIMILAR TO RESPONSES FROM PAST RESPONDENTS

First-year respondents to the survey continue to be academic achievers who hold traditional values. At least two out of three of this year's respondents plan to pursue a degree beyond the baccalaureate (Table 6). Almost eighty percent of the students reported that both their parents had obtained at least one college degree (Tables 7 and 8).

Nearly eighty percent of the respondents reported combined SAT scores of 1100 or better (Table 11). Male respondents were more likely than females to report SAT total scores of 1300 or more. Female students said significantly more often than male students that their average grade in high school was an A or better (Table 9).

INCOMING FIRST-YEAR STUDENTS CONTINUE TO REPORT TRADITIONAL VALUES

Respondents were also asked to indicate their perceptions of the importance of certain personal values (Table 29). More than three-fourths of this year's survey respondents said they feel that the following are very important: education, friendship, family, fulfillment as a person, honesty, and doing things for others. Males were more likely to value patriotism and money. Females were more likely to value honesty, friendship, love, and family.

First-year students were also asked to indicate their political preferences (Table 27). Thirty-five percent of the respondents indicated a liberal preference and thirty-eight percent reported a middle of the road preference, while twenty-eight percent indicated a conservative preference. Racial minorities were more likely than Caucasians to report being politically liberal.

ACCOMPLISHMENTS SEEN AS ESSENTIAL

Table 30 shows overall more than one-third of the respondents reported the following as essential accomplishments: being well off financially (37%) and raising a family (36%), followed by helping others who are in difficulty (32%) and developing a global perspective (22%) (Table 30). Male students indicated more often that being well off financially;

being successful in a business of their own; and becoming an authority in their field were very important accomplishments. Female students indicated more often that the following were very important accomplishments: helping others in difficulty; receiving a liberal arts education that is of high quality and diversified, 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 first-year students said that the following were very important in their decision to attend college: to learn more about the things that interest them, to be able to get a better job, to meet new and interesting people, to gain a general education and appreciation of ideas, and to be on their own and make their own decisions (Table 23). Males responded more often than females that to be able to make more money (69%) was a very important reason in deciding to attend college. Females responded more often than males that the following were very important reasons in deciding to attend college: to meet new and interesting people (87%); to gain a general education and appreciation for ideas (88%); to be on their own and make their own decisions (82%); and to prepare themselves for graduate school (70%). Both males and females responded almost equally that the following were reasons in deciding to attend college: to be able to get a better job and to enhance their social life.

The majority of first-year students applied to two or more colleges (Table 14). Thirty-two percent applied to and eighteen percent of respondents were accepted to six or more other colleges (Table 15).

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

A major of interest, supportive atmosphere, and academic reputation of JMU were cited as the most important reasons for choosing JMU by almost ninety percent of the incoming first-year students (Table 22). Over eighty percent stated that the appearance and setting of the campus, good extracurricular activities and social life, and reputation of JMU's graduates obtaining desirable jobs were all very important in their decision to attend JMU (Table 22). Sixty percent or greater of the respondents said that the reputation of JMU's graduates attending top graduate schools; the size of JMU; being able to identify with fellow students; ability to live on campus; range and availability of student services were very important reasons for choosing JMU.

Ninety percent or more of the respondents view JMU as friendly, good, supportive, open and accessible, (Table 19). Campus visits are reported to be the most important means for learning about JMU (Table 20). Eighty percent of this year's incoming first-year students said JMU was their first choice (Table 13).

ACTIVITIES AND EDUCATION IN HIGH SCHOOL

Like in previous years, more than one-half of this year's respondents report that they feel very well prepared from high school in the areas of reading and social studies (Table 24). Females said more often than males that they were very well prepared in reading, composition, study habits, and time management. Males more often said they were very well prepared in social studies, computer skills, and mathematical skills. Both males and females responded almost equally that they feel very well prepared from high school in the areas of science and vocational skills.

First-year students were also asked to indicate the areas in which they felt they would need special tutoring or remedial work while in college (Table 26). Fifty-four percent indicated a need for special tutoring or remedial work in mathematics, thirty-one percent in science, and twenty-five percent in foreign languages. Female students stated significantly more often than male students that they feel they will need tutoring or remedial work in social studies 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, part-time work, school, and community service (Table 25). Female students stated more often than male students that they were very active in extra-curricular activities including academic clubs, fine arts, part-time work, and community service, while male students were more active in the areas of recreational sports and organized athletics.

PHILOSOPHIES OF EDUCATION

Incoming freshmen were asked to indicate their own philosophies concerning the emphasis of higher education (Table 17). Forty-nine percent of this year's respondents said they hold a vocational philosophy of education, which is viewed as preparation for an occupation. Twenty-eight percent of respondents hold a social philosophy of higher education, where social life and loyalty to college is emphasized. Following at seventeen percent was intellectual philosophy, where emphasis is placed on scholarly pursuit of knowledge. Seven percent of the respondents have an artistic philosophy viewed as having an emphasis on ideas, art forms, and individuality.

STUDENTS PROBABLE REACTION TO A STUDENT CHEATING

Twenty-three percent 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 28). Twenty-two percent would report the student to the appropriate teacher or other authority. Twenty-one percent would speak to the appropriate teacher or other authority without naming names. Thirteen percent said they would be disturbed but would do nothing, and only six percent reported that they would not be disturbed and would do nothing.

JMU EXPERIENCES ANTICIPATED TO BE VERY OR SOMEWHAT LIKELY

Respondents were asked to indicate whether there was a very good chance that certain experiences would occur while they are a student. Ninety-one percent of the respondents indicated that they expect to be happy with their choice to attend JMU, and seventy-four percent expect to be challenged intellectually. Eighty-five percent said they feel very good about finding a job after graduation in their field of study (Table 31). More than half of the students plan to attend a JMU Studies Abroad Program (Table 21).

Listed in the following tables are summaries of data collected in 2019 (2018, 2017 and 2016 figures, when available, are in parentheses).

For more information about this survey, please contact the Office of Institutional Research via phone: 540.568.6830, or email: ask-oir@jmu.edu.

Table 1	Gender of the Respondents
	2019(2018/ 2017/ 2016)
Females	59%(60%/ 59%/ 61%)
Males	40%(40%/ 41%/ 39%)
Transgender	0%(---%/ ---%/ ---%)
Non-binary/Non-conforming	0%(---%/ ---%/ ---%)
Other	0%(---%/ ---%/ ---%)

Table 2	Age of the Respondents
	2019(2018/ 2017/ 2016)
18 years or younger	93%(94%/ 94%/ 94%)
19 years or older	7%(6%/ 6%/ 6%)

Table 3	Race of the Respondents
	2019(2018/ 2017/ 2016)
Caucasian-American/White	80%(80%/ 80%/ 80%)
Asian/Pacific Islander	6%(6%/ 5%/ 5%)
African-American/Black	5%(5%/ 5%/ 6%)
Hispanic	5%(5%/ 5%/ 4%)
Multiracial	4%(4%/ 4%/ 3%)
Other	1%(1%/ 1%/ 1%)
Native American	0%(0%/ 0%/ 0%)

Table 4	Region of Current Family Residence
	2019(2018/ 2017/ 2016)
Northern Virginia	34%(33%/ 32%/ 32%)
Outside Virginia	25%(26%/ 27%/ 26%)
Piedmont Area	16%(17%/ 16%/ 16%)
Tidewater Area	14%(13%/ 14%/ 14%)
Shenandoah Valley	6%(6%/ 7%/ 6%)
Southwest Virginia	5%(4%/ 4%/ 5%)
Outside the United States	1%(1%/ 1%/ 1%)

Table 5	Costs of Attending JMU Paid Directly by the Student and His/Her Family
	2019(2018/ 2017/ 2016)
80-100% of the total costs	56%(61%/ 58%/ 58%)
60-79% of the total costs	15%(12%/ 11%/ 12%)
40-59% of the total costs	11%(11%/ 12%/ 10%)
20-39% of the total costs	8%(7%/ 7%/ 8%)
0-19% of the total costs	10%(10%/ 12%/ 12%)

Table 6	Highest Academic Degree Respondents Intend to Obtain
	2019(2018/ 2017/ 2016)
Master's degree	46%(44%/ 46%/ 46%)
Baccalaureate degree	31%(34%/ 31%/ 30%)

Doctoral degree e.g., Ph.D., Ed.D., D.B.A.	12%(11%/ 11%/ 12%)
Professional degree e.g., medicine, law, theology	11%(11%/ 12%/ 11%)
Specialist degree e.g., Ed.S.	1%(1%/ 1%/ 1%)
Not a degree seeking student	0%(0%/ 0%/ 0%)

Table 7	Parent's Highest Level of Education
	2019(2018/ 2017/ 2016)
Some high school or less	2%(2%/ 2%/ 2%)
High school graduate	6%(9%/ 10%/ 9%)
Post-secondary school other than college	1%(2%/ 2%/ 3%)
Some college	8%(12%/ 13%/ 13%)
College degree	37%(43%/ 44%/ 44%)
Some graduate school	3%(3%/ 3%/ 3%)
Graduate degree	36%(26%/ 24%/ 24%)
Doctoral degree	7%(3%/ 3%/ 3%)

Table 8	Another Parent's Highest Level of Education
	2019(2018/ 2017/ 2016)
Some high school or less	4%(3%/ 4%/ 3%)
High school graduate	15%(13%/ 13%/ 13%)
Post-secondary school other than college	3%(2%/ 2%/ 2%)
Some college	16%(12%/ 12%/ 12%)
College degree	42%(39%/ 38%/ 38%)
Some graduate school	2%(2%/ 2%/ 2%)
Graduate school	17%(25%/ 25%/ 23%)
Doctoral degree	2%(5%/ 5%/ 6%)

Table 9	Average Grade in High School
	2019(2018/ 2017/ 2016)
A or A+	22%(22%/ 21%/ 21%)
A-	37%(39%/ 35%/ 36%)
B+	29%(29%/ 32%/ 32%)
B	11%(9%/ 12%/ 11%)
B-	1%(1%/ 1%/ 1%)
C+	0%(0%/ 0%/ 0%)
C	0%(0%/ 0%/ 0%)

Table 10	Approximate High School Rank in Graduating Class
	2019(2018/ 2017/ 2016)
Top ten percent	18%(19%/ 18%/ 19%)
Top twenty-five percent	44%(49%/ 48%/ 50%)
Top fifty percent	35%(31%/ 32%/ 29%)
Bottom fifty percent	3%(2%/ 2%/ 2%)

	2019(2018/ 2017/ 2016)
1300 or more	17%(17%/ 14%/ 14%)
1200 to1299	29%(29%/ 29%/ 20%)
1100 to 1199	31%(31%/ 31%/ 32%)
1099 or less	20%(17%/ 19%/ 28%)
Did not take SAT	4%(6%/ 7%/ 6%)

	2019(2018/ 2017/ 2016)
1-3 credit hours	38%(38%/ 39%/41%)
4-10 credit hours	33%(33%/ 34%/34%)
11-20 credit hours	18%(17%/ 16%/15%)
21-30 credit hours	6%(7%/ 6%/6%)
31 or more credit hours	6%(5%/ 5%/4%)

	2019(2018/ 2017/2016)
First Choice	80%(78%/ 80%/ 81%)
Second Choice	16%(18%/ 17%/ 16%)
Third Choice	4%(4%/ 3%/ 3%)

	2019(2018/ 2017/ 2016)
None	4%(4%/ 4%/ 4%)
One	7%(7%/ 6%/ 7%)
Two	12%(11%/ 12%/ 13%)
Three	15%(16%/ 17%/ 17%)
Four	16%(17%/ 17%/ 17%)
Five	15%(15%/ 14%/ 14%)
Six or more	32%(31%/ 29%/ 28%)

	2019(2018/ 2017/ 2016)
None	0%(0%/ 0%/ 0%)
One	20%(19%/ 17%/ 17%)
Two	18%(18%/ 19%/ 20%)
Three	18%(20%/ 20%/ 20%)
Four	15%(14%/ 16%/ 16%)
Five	12%(12%/ 11%/ 11%)
Six or more	18%(16%/ 18%/ 16%)

	2019(2018/ 2017/ 2016)
Do not plan to pursue a career in Education	86%(85%/ 85%/ 83%)
Elementary Education grades PK-6	3%(3%/ 3%/ 3%)

Secondary Education grades 6-12	3%(3%/ 3%/ 4%)
Physical and Health Education	2%(3%/ 2%/ 3%)
Other education fields	2%(1%/ 1%/ 2%)
Music Education	1%(2%/ 2%/ 2%)
Art Education	1%(1%/ 1%/ 1%)
Early Childhood Education grades PK-3	1%(1%/ 1%/ 1%)
Other teaching areas	1%(1%/ 1%/ 1%)
Special Education	1%(1%/ 1%/ 1%)
Middle Education grades 6-8	0%(0%/ 0%/ 0%)

	2019(2018/ 2017/2016)
Vocational philosophy education viewed as preparation for an occupation	49%(50%/ 52%/ 51%)
Social philosophy social life and loyalty to college emphasized	28%(25%/ 24%/ 25%)
Intellectual philosophy emphasis on scholarly pursuit of knowledge	17%(18%/ 19%/ 18%)
Artistic philosophy emphasis on ideas, art forms, individuality	7%(7%/ 5%/ 6%)

	2019(2018/ 2017/2016)
Development of academic scholarly/intellectual qualities	59%(58%/ 60%/ 61%)
Personal growth self-awareness	58%(56%/ 58%/ 59%)
Relationships with other students, student groups and activities	57%(55%/ 55%/ 56%)
Personal development as citizen	53%(52%/ 52%/ 52%)
Personal relevance and practical value of your courses	49%(48%/ 47%/ 48%)
Being critical, evaluative and analytical	48%(46%/ 47%/ 47%)
Development of vocational and occupational competencies	45%(44%/ 45%/ 45%)
Development of aesthetic, expressive, and creative qualities	43%(42%/ 43%/ 44%)

	2019(2018/2017)		
Friendly	Neutral	Cold	
97%(96%/97%)	3%(4%/ 3%)	0%(0%/ 0%)	
Good	Neutral	Bad	
96%(96%/97%)	3%(4%/ 3%)	0%(0%/ 0%)	
Supportive	Neutral	Non-Supportive	
95%(95%/95%)	4%(5%/ 5%)	0%(1%/ 0%)	
Open and Accessible	Neutral	Closed and Inaccessible	
92%(91%/92%)	8%(8%/ 7%)	1%(1%/ 1%)	

Progressive 89%(89%/90%)	Neutral 11%(11%/10%)	Regressive 0%(1%/ 1%)
Intellectual 88%(88%/89%)	Neutral 11%(11%/10%)	Nonintellectual 1%(1%/ 1%)
Flexible 87%(95%/87%)	Neutral 12%(12%/12%)	Rigid 1%(1%/ 1%)
Emotionally Healthy 84%(85%/88%)	Neutral 15%(13%/12%)	Causing Anxiety & Frustration 2%(2%/ 1%)
Right Size 83%(82%/83%)	Neutral 13%(14%/13%)	Too Large 3%(4%/ 3%)
Integrated 80%(80%/80%)	Neutral 19%(19%/18%)	Fragmented 2%(2%/ 2%)
Challenging 76%(78%/80%)	Neutral 22%(20%/18%)	Not Challenging 3%(2%/ 2%)
Sensitive 67%(68%/69%)	Neutral 31%(29%/29%)	Indifferent 0%(3%/ 3%)
Diverse 61%(61%/63%)	Neutral 24%(24%/22%)	Not Diverse 15%(15%/15%)
Traditional 44%(47%/52%)	Neutral 42%(41%/39%)	Experimental 14%(12%/10%)

Table 20 Means of Learning About JMU

	2019 (2018/ 2017/2016)
Campus visits	66%(68%/ 65%/ 64%)
Relatives	28%(30%/ 32%/ 24%)
Alumni	21%(21%/ 18%/ 17%)
Friends	19%(17%/ 19%/ 17%)
People at my high school	14%(12%/ 10%/ 9%)
JMU web-site	13%(12%/ 13%/ 9%)
JMU representative	11%(10%/ 12%/ 7%)
Material I received in the mail	9%(6%/ 6%/ 3%)

Table 21 Studies Abroad Intentions

	2019 (2018/ 2017/2016)
I plan to attend a JMU Studies Abroad Program	54%(58%/ 56%/ 58%)
I do not plan to study abroad	42%(39%/ 40%/ 37%)
I plan to pursue an international internship	3%(3%/ 3%/ 3%)
I plan to attend a foreign university with an international exchange program	1%(1%/ 1%/ 2%)

Table 22 Reasons Considered Very Important in Deciding to Attend JMU

	2019 (2018/ 2017/2016)
JMU offers a major of interest to me	90%(89%/ 88%/ 88%)
Supportive atmosphere of JMU	89%(87%/ 88%/ 89%)
JMU has a good academic reputation	88%(87%/ 89%/ 89%)
Appearance and setting of JMU	87%(88%/ 87%/ 88%)

JMU has good extracurricular opportunities and social life	87%(86%/ 87%/ 87%)
Reputation of JMU's graduates obtaining desirable jobs	84%(83%/ 83%/ 82%)
Live on the campus	67%(67%/ 67%/ 69%)
Reputation of JMU's graduates attending top graduate schools	67%(67%/ 68%/ 67%)
Size of JMU	65%(64%/ 61%/ 64%)
Identify with fellow students	61%(61%/ 60%/ 61%)
Range and availability of student services	61%(58%/ 56%/ 53%)
Change in scenery or location	51%(50%/ 47%/ 48%)
Someone who had been here before advised me to attend	44%(40%/ 40%/ 43%)
JMU has low tuition	36%(33%/ 35%/ 37%)
Friend suggested attending	29%(27%/ 25%/ 30%)
Offered financial aid	20%(17%/ 18%/ 16%)
Relatives wanted me to come here	15%(15%/ 16%/ 15%)
Guidance counselor advised me	13%(11%/ 12%/ 12%)
My teacher advised me	9%(8%/ 7%/ 8%)
Employers' suggestion	8%(8%/ 8%/ 8%)
To help retain my current employment	5%(5%/ 4%/ 4%)
JMU representative recruited me	5%(4%/ 4%/ 4%)
Not accepted anywhere else	4%(3%/ 3%/ 3%)
I wanted to live at home	3%(3%/ 3%/ 2%)

Table 23 Reasons Considered Very Important in Deciding to Attend College

	2019 (2018/ 2017/2016)
Learn more about the things that interest me	90%(90%/ 90%/ 90%)
Be able to get a better job	87%(87%/ 87%/ 88%)
Meet new and interesting people	84%(85%/ 83%/ 83%)
Gain a general education and appreciation of ideas	84%(82%/ 81%/ 83%)
Be on my own and make my own decisions	80%(80%/ 79%/ 79%)
Be able to make more money	65%(67%/ 69%/ 68%)
Prepare myself for graduate or professional school	62%(64%/ 67%/ 67%)
Improve reading and study skills	62%(60%/ 59%/ 58%)
Make me a more cultured person	60%(61%/ 56%/ 57%)
Developing a global awareness	54%(54%/ 51%/ 51%)
Enhance my social life	40%(41%/ 39%/ 38%)
Please my parents	23%(22%/ 26%/ 24%)
Meet my future spouse	9%(9%/ 10%/ 9%)
Do what my friends are doing	4%(4%/ 4%/ 3%)

Table 24 Areas Very Well Prepared from High School

	2019 (2018/ 2017/2016)
Reading	54%(61%/ 60%/ 58%)
Social Studies	51%(55%/ 53%/ 52%)
Composition	47%(53%/ 50%/ 49%)
Science	39%(43%/ 43%/ 41%)
Time management	34%(41%/ 40%/ 39%)
Mathematical skills	32%(37%/ 38%/ 39%)
Study habits	30%(36%/ 34%/ 34%)
Vocational skills	27%(29%/ 27%/ 26%)
Computer skills	27%(28%/ 29%/ 29%)
Foreign languages	21%(21%/ 18%/ 21%)
Musical skills	19%(21%/ 20%/ 21%)
Artistic skills	18%(21%/ 19%/ 20%)

Table 25 Areas Very Active During High School

	2019 (2018/ 2017/2016)
Organized athletics	60%(62%/ 63%/ 61%)
Part-time work	50%(50%/ 49%/ 47%)
School and community service	49%(57%/ 56%/ 55%)
Recreational sports	39%(41%/ 41%/ 41%)
School spirit clubs cheer-leaders, pep, drill, etc.	31%(31%/ 32%/ 30%)
Academic clubs	28%(28%/ 27%/ 25%)
Fine arts groups	20%(22%/ 21%/ 23%)
Religious clubs	16%(18%/ 18%/ 18%)
Foreign Language International Clubs	11%(11%/ 11%/ 12%)
Publications	6%(6%/ 7%/ 7%)

Table 26 Need for Special Tutoring or Remedial Work

	2019 (2018/ 2017/2016)
Mathematics	54%(53%/ 53%/ 45%)
Science	31%(28%/ 28%/ 25%)
Foreign language	25%(28%/ 29%/ 25%)
Writing	19%(19%/ 19%/ 16%)
English	12%(12%/ 10%/ 10%)
Social studies	8%(8%/ 8%/ 7%)
Reading	7%(6%/ 6%/ 6%)

Table 27 Political Preference

	2019 (2018/ 2017/2016)
Liberal	35%(36%/ 34%/ 31%)
Middle-of-the-Road	38%(35%/ 34%/ 37%)
Conservative	28%(29%/ 33%/ 32%)

Table 28 Probable Reaction to a Student Cheating

	2019 (2018/ 2017/2016)
I would express my concern only to the student I discovered cheating.	23%(24%/ 24%/ 26%)
I would report the student to the appropriate teacher or other authority.	22%(21%/ 21%/ 20%)
I would speak to the appropriate teacher or other authority without naming names.	21%(20%/ 22%/ 23%)
I would be disturbed but would do nothing.	15%(16%/ 12%/ 12%)
I would be disturbed, but whether I took any action would depend on who the student was.	13%(13%/ 16%/ 14%)
I would not be disturbed and would do nothing.	6%(7%/ 6%/ 6%)

Table 29 Personal Values Indicated as Very Important

	2019 (2018/ 2017/2016)
Education	92%(93%/ 93%/ 94%)
Friendship	91%(91%/ 89%/ 90%)
Family	91%(90%/ 91%/ 90%)
Fulfill myself as a person	90%(89%/ 89%/ 89%)
Honesty	89%(87%/ 87%/ 87%)
Doing things for others	82%(80%/ 80%/ 79%)
Love	77%(78%/ 75%/ 77%)
Living a clean, moral life	70%(69%/ 65%/ 66%)
Work	65%(63%/ 62%/ 62%)
Privacy	63%(57%/ 54%/ 52%)
Creativity	60%(58%/ 54%/ 56%)
Having children	57%(57%/ 56%/ 57%)
Money	57%(56%/ 55%/ 55%)
Contributing to societal change	41%(38%/ 37%/ 37%)
Contributing to international understanding	37%(35%/ 35%/ 35%)
Patriotism	36%(37%/ 42%/ 42%)
Religion	34%(33%/ 35%/ 35%)
Being close to nature	33%(30%/ 29%/ 29%)

Table 30 Accomplishments Indicated as Essential

	2019 (2018/ 2017/2016)
Being very well off financially	37%(39%/ 37%/ 36%)
Raising a family	36%(38%/ 38%/ 37%)
Helping others who are in difficulty	32%(30%/ 30%/ 29%)
Developing a global perspective	22%(22%/ 18%/ 19%)
Attending intercollegiate athletic events	20%(22%/ 23%/ 21%)
Promoting racial understanding	19%(19%/ 16%/ 15%)
Developing a meaningful philosophy of life	16%(14%/ 14%/ 15%)

Receiving a liberal arts education that is of high quality and very diversified	15%(15%/ 14%/ 16%)
Being successful in a business of my own	15%(15%/ 12%/ 14%)
Being admitted as a graduate student at a prestigious university	14%(15%/ 16%/ 17%)
Becoming an authority in my field	13%(14%/ 14%/ 15%)
Obtaining recognition from my colleagues for contributions to my special field	12%(12%/ 12%/ 12%)
Keeping up to date with political affairs	12%(11%/ 11%/ 11%)
Influencing social values	11%(11%/ 10%/ 11%)
Becoming involved in programs to keep up the environment	11%(7%/ 6%/ 5%)
Participating in a community action program	10%(10%/ 8%/ 8%)
Becoming accomplished in one of the performing arts acting, dancing, etc.	7%(8%/ 6%/ 7%)
Contributing financially to JMU	6%(6%/ 6%/ 6%)
Influencing the political structure	5%(6%/ 5%/ 5%)
Having administrative responsibility for the work of others	5%(5%/ 5%/ 5%)
Making a theoretical contribution to science	5%(5%/ 5%/ 4%)
Creating artistic work painting, sculpture, decorating, etc.	4%(3%/ 3%/ 4%)
Writing original works poems, novels, short stories, etc.	3%(3%/ 3%/ 3%)

Table 31 Anticipated Outcomes (Percentage of Respondents Who Feel There is a Very Good Chance They Will Do Each of the Following)

	2019 (2018/ 2017/2016)
Be happy with my choice to attend JMU	91%(90%/ 91%/ 91%)
Find a job after graduation in the field for which you were trained	85%(85%/ 84%/ 84%)
Be challenged intellectually	74%(74%/ 72%/ 74%)
Get a job to help pay college expenses	64%(65%/ 63%/ 63%)
Meet with alumni to discuss career	64%(63%/ 65%/ 66%)
Rely on my freshman advisor if I have academic questions	59%(60%/ 56%/ 58%)
Become involved in volunteer activities	47%(46%/ 45%/ 45%)
Graduate with honors	31%(32%/ 34%/ 35%)
Need tutoring in some courses	31%(27%/ 28%/ 27%)
Receive a broad liberal education in college	25%(26%/ 24%/ 27%)
Be elected to an academic honor society	15%(16%/ 16%/ 17%)
Change my major	13%(14%/ 14%/ 14%)
Participate in student protests	6%(8%/ 5%/ 4%)
Play varsity sports	6%(6%/ 5%/ 7%)
Struggle academically	8%(6%/ 5%/ 5%)

Work full-time while in college	5%(4%/ 3%/ 3%)
Need extra time to complete your degree requirements	2%(2%/ 3%/ 2%)
Drop out of this college temporarily exclude transferring	0%(0%/ 0%/ 0%)
Drop out permanently exclude transferring	0%(0%/ 0%/ 0%)

Table 32 Type of Internet Access Utilized from Parents' Home

	2019 (2018/ 2017/2016)
Cable Modem	72%(71%/ 71%/ 70%)
Satellite	13%(13%/ 12%/ 11%)
DSL-ADSL	9%(10%/ 11%/ 14%)
ISDN	4%(4%/ 4%/ 3%)
Do not use internet access from parent's home	2%(2%/ 2%/ 2%)
Dial-Up	0%(1%/ 1%/ 1%)

Table 33 Computer Usage on Campus

	2019 (2018/ 2017/2016)
I will bring a laptop computer or tablet computer	86%(87%/ 89%/ 89%)
I will bring a computer but do not know what type	7%(6%/ 5%/ 4%)
I will bring a desktop and laptop computer or tablet computer	5%(5%/ 4%/ 5%)
I will bring a desktop computer	2%(2%/ 1%/ 1%)
I do not plan to bring a computer	1%(1%/ 1%/ 1%)

Table 34 Printer Needs on Campus

	2019 (2018/ 2017/2016)
I will use a printer supplied in a lab	60%(55%/ 55%/ 48%)
I will bring a printer to campus	34%(38%/ 40%/ 46%)
I will use a friend's printer	5%(6%/ 4%/ 5%)
I do not need a printer	2%(1%/ 1%/ 1%)

Table 35 Sense of Belonging to JMU (Percentage of Respondents Who Agree to Some Extent on the Following)

	2019 (2018/ 2017/2016)
Enthusiastic about JMU	95%(93%/ 94%/ 95%)
Happy to be at JMU	93%(91%/ 93%/ 94%)
See myself as a member of the JMU community	89%(89%/ 90%/ 90%)
Sense of belonging	85%(85%/ 86%/ 85%)
Feel a part of the JMU community	85%(83%/ 85%/ 85%)
Believe JMU is one of the best schools in the nation	82%(80%/ 81%/ 82%)

Table 36	College Credit Hours Anticipated to be Earned in High School	
	2019(2018/ 2017/2016)	
1-3 hours	38%	(38%/ 39%/ 41%)
4-10 hours	33%	(33%/ 34%/ 34%)
11-20 hours	18%	(17%/ 16%/ 15%)
21-30 hours	6%	(7%/ 6%/ 6%)
31 or more hours	6%	(5%/ 5%/ 4%)

Table 37 Intended Number of Hours/Week in: Exercise/Conditioning Activities

	2019(2018/ 2017/2016)	
	0 hours	1%
1-5 hours	37%	(34%/ 31%/ 33%)
6-10 hours	41%	(41%/ 44%/ 44%)
11-20 hours	16%	(18%/ 18%/ 18%)
21-30 hours	4%	(4%/ 4%/ 4%)
More than 30 hours	2%	(2%/ 2%/ 2%)

Extracurricular Activities

	2019(2018/ 2017/2016)	
	0 hours	1%
1-5 hours	36%	(35%/ 34%/ 34%)
6-10 hours	39%	(40%/ 41%/ 41%)
11-20 hours	18%	(19%/ 18%/ 19%)
21-30 hours	5%	(4%/ 4%/ 4%)
More than 30 hours	1%	(1%/ 1%/ 1%)

Partying

	2019(2018/ 2017/2016)	
	0 hours	20%
1-5 hours	60%	(58%/ 59%/ 58%)
6-10 hours	16%	(18%/ 17%/ 19%)
11-20 hours	4%	(4%/ 4%/ 5%)
21-30 hours	1%	(1%/ 1%/ 1%)
More than 30 hours	0%	(0%/ 0%/ 0%)

Studying and Other Activities Related to Class Assignments

	2019(2018/ 2017/2016)	
	0 hours	0%
1-5 hours	4%	(4%/ 3%/ 3%)
6-10 hours	19%	(17%/ 19%/ 17%)
11-20 hours	40%	(39%/ 40%/ 40%)
21-30 hours	29%	(31%/ 29%/ 31%)
More than 30 hours	9%	(10%/ 10%/ 9%)

Table 38 Personal Attitudes About the College Experience (Percentage of Respondents Who Agree to Some Extent on the Following)

	2019(2018/ 2017/2016)	
	I should be given the opportunity to make up a test, regardless of the reason for absence	27%
If I am struggling in a class, the professor should approach me and offer to help	23%	(23%/ 23%/ 22%)
Professors should only lecture on material covered in the textbook and assigned readings	22%	(22%/ 18%/ 19%)
If I don't do well on a test, the professor should make tests easier or curve grades.	19%	(22%/ 20%/ 20%)
It is the professor's responsibility to make it easy for me to succeed	6%	(6%/ 6%/ 6%)
If I cannot learn the material for a class from lecture alone, then it is the professor's fault when I fail the test	4%	(4%/ 4%/ 4%)
Because I pay tuition, I deserve passing grades.	3%	(5%/ 4%/ 4%)
I am a product of my environment. Therefore, if I do poorly in class, it is not my fault	3%	(3%/ 3%/ 3%)

Table 39 Work This Coming Semester

	2019(2018/ 2017/2016)	
	I do not plan to work	47%
1-5 hours a week	11%	(11%/ 10%/ 10%)
6-10 hours a week	21%	(21%/ 21%/ 21%)
11-20 hours a week	15%	(15%/ 16%/ 15%)
21-30 hours a week	4%	(4%/ 4%/ 4%)
More than 30 hours a week	0%	(1%/ 1%/ 1%)

Table 40 Positive Work Ethics Most Like Me

	2019(2018/ 2017/2016)	
	I am a hard worker	54%
I am diligent	43%	(42%/ 42%/ 41%)
I have achieved a goal that took years of work	38%	(38%/ 36%/ 37%)
I have overcome setbacks to conquer an important challenge	35%	(35%/ 33%/ 34%)
I finish whatever I begin	31%	(31%/ 31%/ 30%)
Setbacks don't discourage me	16%	(17%/ 17%/ 17%)

Table 41 **Negative Work Ethics Most Like Me**

	2019 (2018/ 2017/2016)
I become interested in new pursuits every few months	12%(12%/ 11%/ 10%)
New ideas and projects sometimes distract me from previous ones	10%(10%/ 9%/ 9%)
I have difficulty maintaining my focus on projects that take more than a few months to complete	8%(8%/ 7%/ 6%)
My interests change from year to year	7%(7%/ 7%/ 6%)
I have been obsessed with a certain idea or project for a short time but later lost interest	7%(7%/ 6%/ 6%)
I often set a goal but later choose to pursue a different one	4%(3%/ 4%/ 3%)