

STUDENT AFFAIRS & UNIVERSITY PLANNING

STUDENT DEVELOPMENT NEWS

CONTINUING STUDENT SURVEY

Volume 30, Number 2

January 2008

STUDENT DEVELOPMENT NEWS is distributed to faculty and staff in an effort to share with the University community information obtained about James Madison University students. It is hoped that through the sharing of this information a better understanding will develop about the JMU student.

In late October and early November, 2007, staff in the Division of Student Affairs & University Planning distributed to students the Continuing Student Survey 2007, an instrument that requests responses from JMU students to questions about their perceptions and degree of satisfaction with JMU, their self-perceptions, and their attitudes, values, and beliefs. Demographic data were also collected.

With the support of the Provost and the academic deans, a representative sample of approximately 25 percent of the JMU undergraduate student body was selected. Six separate forms of the survey were developed with each student in the sample receiving one of the six forms. Through the cooperation of 62 faculty members, Survey 2007 was administered during class time and 2979 usable surveys were returned. This issue of the **STUDENT DEVELOPMENT NEWS** reports on the data obtained from these respondents.

RESPONDENTS REPRESENTATIVE OF UNDERGRADUATE POPULATION AT JMU

Comparing information received from the respondents to data from the Office of Institutional Research, participants in Survey 2007 are representative of the JMU undergraduate population in the following areas: gender (Table 1), race (Table 3), JMU residence (Table 12), and permanent residence (Table 13).

STUDENTS, IN GENERAL, CONTINUE TO REPORT TRADITIONAL MIDDLE-CLASS BACKGROUNDS

More than three-fifths of the respondents report their annual family income is \$100,000 or greater (Table 14). More than two-thirds of the students stated that their fathers earned at least one college degree (Table 15) and nearly two-thirds of the respondents indicated that their mothers had earned at least one college degree (Table 16). Nearly three-fourths of the students reported they plan to obtain a degree beyond the baccalaureate (Table 11).

PHILOSOPHY OF HIGHER EDUCATION CONTINUES TO FOCUS ON VOCATIONAL ISSUES

Forty-three percent of the students in this year's survey, an all time low, stated their philosophy of higher education; an all time low, is based on a vocational philosophy where education is viewed essentially as preparation for an occupation (Table 18). Thirty percent of this year's respondents said their philosophy of higher education emphasizes social life and loyalty to college. Female respondents were more likely to prefer a vocational or artistic philosophy; men, a social

philosophy.

PERCEPTIONS OF JMU REMAIN POSITIVE

Three-fourths or more of this year's respondents described JMU as being good, friendly, challenging, progressive, open and accessible, the right size, supportive and intellectual (Table 19). More than one-half of the respondents described JMU as sensitive, flexible, emotionally healthy, and integrated.

Students were also asked to indicate the areas where they felt JMU places significant emphasis (Table 20). More than two-thirds of this year's students said they feel JMU places a significant emphasis on the development of academic, scholarly, and intellectual qualities. Female respondents were more likely than men to describe JMU as placing an emphasis on relationships with other students, student groups and activities.

STUDENTS CONTINUE TO INDICATE THEY ARE VERY SATISFIED/SATISFIED WITH JMU IN GENERAL AND WITH THEIR PERSONAL EFFORTS

At least nine out of ten of this year's students said they are satisfied or very satisfied with the attractiveness of JMU campus landscaping; the cleanliness of buildings; the general condition of the buildings and grounds; JMU in general; the attitude of faculty towards students; functionality of electronic mail system, the recreation center, academic quality of classes; classroom/laboratory facilities, class size relative to the type of course; and personal security/safety at JMU (Table 23).

Respondents to this year's survey were also asked to indicate their level of agreement with statements concerning various areas of JMU (Table 24). Three-fourths or more of the respondents agreed or strongly agreed with the following statements: faculty are knowledgeable in their field; methods of instruction and course content are related to course objectives; that the respondent is treated courteously by building and grounds; classrooms generally have adequate equipment; there is a clear understanding of course aims and requirements; that the respondent knows what to do to get an A, B, C, D or F in class; that methods of instruction are challenging and understandable; information needs are met using computers outside the library; classrooms/laboratories generally have adequate heating and air conditioning; prompt, courteous service in dining facilities; and satisfaction with the JMU library.

For the past five years, respondents have been asked about their satisfaction with various aspects of the General Education program (Table 22). This year, as was true in past years, students reporting that they have earned 28 hours or less at JMU were significantly more satisfied about most aspects of General Education than other students, particularly the quality of advising; first year and major advisors..

More than three-fourths of the respondents are satisfied or very satisfied with the friendships they have made; the quality of their effort in class; their usage of the library; their informal discussions with faculty; their outside of class activities and their attendance at athletic events. Men were more likely to be satisfied or very satisfied with their attendance at athletic events (Table 21).

STUDENTS INDICATE THEIR PROBABLE REACTIONS TO DISCOVERING A STUDENT CHEATING

When asked how they would probably react to discovering a student at this university cheating, nearly thirty percent of the respondents to this year's survey said they would be disturbed but would do nothing (Table 25). This percentage is consistent with previous years. Women were more likely than men to speak to the appropriate teacher or other authority without naming names and would be disturbed and do nothing. Men were more likely to report that they would not be disturbed and would do nothing. Students were also asked about their perceptions of the JMU honor code, honor system and academic misconduct. Nearly ninety percent of the respondents believe that the honor code and honor system have been clearly explained to them and understand what actions are considered to be academic misconduct

(Table 26). When asked the number of times they knowingly engaged in academic misconduct at JMU nearly three-fourths of the respondents said “never” (Table 27).

ACCOMPLISHMENTS PERCEIVED BY STUDENTS AS BEING ESSENTIAL

More than one-half of the respondents in this year’s survey indicated they view raising a family as being an essential accomplishment (Table 28). More than one-fourth or more of the students stated the following accomplishments are essential: becoming an authority in one’s field; helping others who are in difficulty; receiving a liberal arts education that is of high quality and very diversified; developing a meaningful philosophy of life; obtaining recognition from my colleagues for contributions to my special field; being well off financially; and promoting racial understanding. Women were more likely to report that the following were essential; raising a family; helping others in difficulty; creating artistic works; becoming involved in programs to clean the environment; being admitted to a prestigious graduate school; receiving a high quality liberal arts education; and participating in a community action program. Men were more likely to report becoming an authority in my field; being successful in a business of my own; keeping up to date with political affairs and being accomplished in a varsity sport as essential.

JMU STUDENTS CONTINUE TO REFLECT TRADITIONAL VALUES

More than eight out of ten of the respondents said that friendship, education, family, and achieving my own identify are very important values (Table 29). Women were significantly more likely to value work; love; leading a clean moral life; having children; doing things for others; friendship; education; family; influencing social values; and promoting racial understanding. Males were more likely to value politics, money and being successful in my own business. African Americans were more likely than other respondents to value religion; raising a family; being well off financially; writing original works; and being successful in my own business.

Students were also asked to characterize their political views (Table 17). Slightly more than one-third of the respondents indicate a middle-of-the-road political preference; slightly less than one-third liberal and slightly less than one-third conservative. Men were more likely to indicate they were conservative; women liberal.

ALCOHOL USAGE REPORTED BY STUDENTS

Students were asked to consider different ways in which their use of alcohol has affected their behavior (Table 36). More than one-third of the respondents answered that their use of alcohol has resulted in their behaving in ways they regretted; and resulted in their not remembering a period of time. Men were significantly more likely than women to state the use of alcohol had resulted in more negative consequences. Students of color were less likely than other respondents to have suffered negative consequences and to have consumed alcohol.

Questions were also asked of respondents about how they would define high risk drinking for themselves (Table 38) and the degree to which they believed that alcohol consumption is a problem at JMU (Table 37). More than one half of the responding students defined high risk drinking as somewhere between six to eleven drinks in an evening. More than one-third of the respondents believe that the consumption of alcohol is a minor problem at JMU. Significant differences exist between male and female respondents. Women were more likely to define high risk drinking as consuming fewer drinks than the men’s definition and more likely than men to perceive alcohol consumption as a major problem.

Respondents were asked to specifically consider their alcohol consumption over the previous two weeks. One half of the respondents answered that during the previous two weeks they had consumed five or more drinks in a row at least once (Table 41). Students of color and women were significantly less likely to indicate “frequent” alcohol consumption.

The following tables contain summaries of data collected (percentages in parentheses are from the 2006, 2005, and 2004 Continuing Student Surveys, when available).

Table 1	Gender of the Respondents
Female	64%(63%/67%/66%)
Male	36%(37%/34%/34%)

Table 2	Age of the Respondents
17 or younger	1%(1%/ 1%/ 1%)
18	23%(21%/23%/21%)
19	26%(20%/23%/19%)
20	21%(24%/23%/21%)
21	18%(24%/19%/25%)
22 or older	11%(11%/11%/13%)

Table 3	Race of the Respondents
Caucasian/White	88%(85%/86%/88%)
Asian/Pacific Islander	3%(5%/ 5%/ 4%)
African-American/Black	3%(4%/ 4%/ 3%)
Latino	1%(2%/ 2%/ 2%)
Multiracial	2%(2%/ 2%/ 2%)
Other	2%(2%/ 2%/ 2%)
Native American	0%(0%/ 0%/ 0%)

Table 4	Marital Status
Single	99%(98%/98%/98%)
Married	1%(2%/ 2%/ 2%)

Table 5	Religious Preference
Catholic	29%(29%/27%/29%)
Protestant	29%(29%/33%/34%)
No religious preference	23%(21%/19%/18%)
Other religion	15%(17%/16%/16%)
Jewish	2%(3%/ 3%/ 2%)
Islam	1%(1%/ 1%/ 1%)
Hindu	0%(1%/ 1%/ 1%)

Table 6	College Credits Earned
Fewer than 28	28%(25%/26%/26%)
28-59	28%(21%/27%/21%)
60-89	22%(27%/22%/23%)
More than 89	22%(27%/25%/30%)

Table 7	Enrollment Status
Full-time student	98%(98%/99%/99%)
Part-time student	2%(2%/ 1%/ 1%)

Table 8	Previous School Attended
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High School	87%(87%/88%/86%)
Other College	13%(13%/13%/14%)

Table 9	Academic College or School
Business	26%(31%/28%/23%)
Arts and Letters	19%(17%/20%/25%)
ISAT	14%(17%/16%/20%)
Science and Mathematics	14%(15%/19%/14%)
Education	13%(12%/10%/ 9%)
Undeclared	9%(6%/ 7%/ 8%)
Visual and Performing Arts	5%(3%/ ----/ ----)

Table 10	Cumulative Grade Point Average
3.50-4.00	13%(13%/14%/12%)
3.00-3.49	31%(34%/31%/33%)
2.50-2.99	22%(23%/24%/26%)
2.00-2.49	8%(7%/ 6%/10%)
Less than 2.00	1%(0%/ 1%/ 1%)
GPA not yet established	24%(22%/24%/19%)

Table 11	Highest Academic Degree Student Intends to Obtain
Master's degree	51%(48%/50%/48%)
Bachelor's degree	29%(27%/26%/29%)
Doctoral degree	10%(14%/13%/11%)
Professional degree	9%(9%/10%/10%)
Specialist degree	1%(1%/ 2%/ 2%)
Not a degree seeking student	0%(1%/ 1%/ 1%)

Table 12	Current JMU Residence
Off-campus room/apartment	56%(60%/55%/57%)
Residence Hall	38%(34%/39%/37%)
Fraternity/Sorority House	3%(3%/ 3%/ 2%)
Home of parents or relative	2%(2%/ 1%/ 1%)
Own home	2%(2%/ 2%/ 1%)
Other	1%(1%/ 0%/ 0%)

Table 13	Area of Permanent Residence
Outside Virginia (within U.S.)	30%(31%/30%/29%)
Northern Virginia	27%(28%/28%/29%)
Tidewater Area	14%(13%/13%/14%)
Piedmont Area	12%(12%/12%/12%)
Shenandoah Valley	10%(9%/10%/ 8%)
Southwest Virginia	6%(6%/ 7%/ 7%)

Outside the U.S. 1%(1%/ 1%/ 1%)

Table 14 Estimated Annual Family Income

Less than \$50,000	8%(9%/ 9%/ 8%)
\$50,000 to \$74,999	13%(12%/15%/15%)
\$75,000 to \$99,999	16%(16%/18%/18%)
\$100,000 to \$124,999	19%(19%/20%/19%)
\$125,000 to \$149,999	13%(13%/13%/13%)
\$150,000 to \$174,999	11%(10%/ 8%/ 9%)
\$175,000 to \$199,999	6%(7%/ 6%/ 6%)
\$200,000 or more	13%(14%/13%/12%)

Table 15 Father's Highest Level of Education

Some high school or less	3%(3%/ 2%/ 3%)
High school graduate	12%(12%/13%/11%)
Postsecondary school other than college	3%(4%/ 3%/ 4%)
Some college	12%(12%/12%/12%)
College degree	36%(35%/35%/34%)
Some graduate school	3%(3%/ 3%/ 3%)
Graduate degree	25%(24%/24%/26%)
Doctoral degree	6%(7%/ 7%/ 6%)

Table 16 Mother's Highest Level of Education

Some high school or less	3%(2%/ 2%/ 3%)
High school graduate	13%(14%/15%/14%)
Postsecondary school other than college	4%(5%/ 4%/ 6%)
Some college	15%(15%/15%/16%)
College degree	40%(38%/39%/36%)
Some graduate school	4%(4%/ 4%/ 4%)
Graduate degree	19%(19%/19%/19%)
Doctoral degree	2%(2%/ 2%/ 2%)

Table 17 Political Preference

Middle-of-the-Road	38%(41%/36%/35%)
Liberal	32%(33%/32%/32%)
Conservative	30%(25%/31%/33%)

Table 18 Philosophy of Higher Education

Vocational Philosophy (education viewed as essentially preparation for an occupation)	43%(48%/53%/45%)
Social Philosophy (social life and loyalty to college emphasized)	30%(30%/26%/28%)
Intellectual Philosophy (scholarly pursuit of knowledge)	14%(11%/14%/12%)

Artistic Philosophy (ideas, art forms, individuality) 13%(11%/ 8%/15%)

Table 19 Student Perceptions of JMU

Good	Neutral	Bad
88%(88%/88%)	10%(9%/ 9%)	3%(3%/ 3%)
Friendly	Neutral	Cold
87%(88%/86%)	9%(8%/ 9%)	4%(5%/ 3%)
Challenging	Neutral	Not Challenging
81%(79%/79%)	14%(17%/ 16%)	5%(5%/ 5%)
Traditional	Neutral	Experimental
78%(78%/75%)	18%(18%/ 21%)	4%(5%/ 4%)
Intellectual	Neutral	Nonintellectual
77%(75%/74%)	19%(23%/ 21%)	4%(2%/ 6%)
Progressive	Neutral	Regressive
77%(79%/76%)	20%(18%/ 22%)	3%(4%/ 2%)
Supportive	Neutral	Non-Supportive
77%(74%/75%)	17%(22%/ 20%)	6%(5%/ 4%)
Right Size	Neutral	Too Large
75%(75%/74%)	15%(15%/ 17%)	10%(13%/ 9%)
Flexible	Neutral	Rigid
62%(61%/60%)	31%(33%/ 33%)	7%(8%/ 6%)
Emotionally Healthy	Neutral	Causing Anxiety & Frustration
61%(56%/51%)	28%(31%/ 35%)	11%(13%/13%)
Sensitive	Neutral	Indifferent
54%(55%/54%)	37%(39%/ 37%)	9%(9%/ 7%)
Integrated	Neutral	Fragmented
53%(55%/47%)	35%(32%/ 38%)	13%(13%/16%)
Open and Accessible	Neutral	Closed and Inaccessible
33%(36%/36%)	53%(51%/ 52%)	14%(13%/10%)

Table 20 Student Perceptions of JMU (Respondents Believe JMU Places Significant Emphasis on the following)

Development of academic, scholarly/intellectual qualities	70%(70%/67%/ 67%)
Academic quality of classes and related activities	52%(47%/ 50%/ 44%)
Relationships with other students, student groups and activities	50%(55%/54%/ 50%)
Being critical, evaluative and analytical	48%(46%/ 46%/ 45%)
Development of vocational occupational competence	38%(37%/41%/ 37%)
Personal growth and self-awareness	36%(41%/ 38%/ 35%)
Development of aesthetic, expressive, and creative qualities	34%(37%/ 32%/ 35%)
Personal relevance and practical values of your courses	30%(35%/ 34%/ 32%)

Global awareness	27%(28%/28%/25%)
Undergraduate research	24%(26%/27%/24%)
Service learning	22%(27%/25%/23%)

Table 21 Level of Personal Satisfaction
(Respondents are *Satisfied* or *Very Satisfied*)

Friendships I have made at JMU	92%(91%/93%/89%)
Quality of effort in classes	87%(87%/88%/85%)
Attendance at athletic events	81%(77%/78%/71%)
Involvement with campus activities outside of class	78%(78%/78%/78%)
Usage of the library	75%(81%/76%/75%)
Informal discussions with faculty	75%(77%/75%/78%)
Involvement with students of another race/ethnic group	71%(71%/73%/71%)
Attendance at cultural events	59%(62%/58%/55%)

Table 22 Student Perceptions of the General Education (GENED) Program
(Respondents *Agree* or *Strongly Agree*)

		No basis to judge
Library resources are adequate to meet the needs of the program's courses.	68%(69%)	7%(5%)
Program prepares me in critical thinking skills, communication, and information literacy.	61%(56%)	4%(4%)
Satisfied with quality of teaching in the Program.	59%(55%)	4%(3%)
Overall, satisfied with the quality of the program.	58%(52%)	4%(3%)
Program develops my awareness of both physical and emotional wellness.	58%(51%)	6%(6%)
Difficulty of course content.	57%(55%)	5%(4%)
Program prepares me to be an informed citizen who is able to participate in public life and public decision-making.	56%(49%)	4%(3%)
Satisfied with quality of advising in the program.	52%(45%)	6%(4%)
Program develops my problem-solving skills in science and mathematics.	51%(46%)	6%(5%)
Program prepares me to understand the development of western civilization and its interactions with other traditions within the global community.	46%(41%)	6%(6%)

Table 23 Level of Satisfaction
(Respondents are *Satisfied* or *Very Satisfied*)

No basis to judge

Attractiveness/campus landscaping	97%(96%/92%)	2%(3%/2%)
Cleanliness of JMU campus buildings	96%(96%/90%)	2%(2%/3%)
General condition of buildings and grounds	95%(93%/93%)	2%(3%/2%)
JMU in general	94%(95%/94%)	2%(2%/3%)
Academic quality of classes	93%(92%/86%)	4%(5%/6%)
Attitude of the faculty toward students	93%(90%/90%)	3%(5%/6%)
Functionality of electronic mail system	92%(93%/88%)	3%(3%/3%)
Personal security/ safety at JMU	91%(90%/85%)	6%(6%/7%)
Recreation Center	90%(90%/87%)	6%(8%/8%)
Classroom/laboratory facilities	90%(89%/86%)	6%(5%/7%)
Class size relative to the type of course	90%(87%/87%)	6%(4%/4%)
Dining facilities and quality of food	89%(90%/86%)	4%(4%/6%)
Functionality of e-campus	89%(90%/86%)	3%(4%/4%)
Opportunities for involvement in university activities	89%(87%/83%)	7%(9%/11%)
Testing/grading system	88%(88%/85%)	6%(6%/5%)
Variety of courses offered	87%(84%/83%)	4%(4%/5%)
JMU web is effective tool for doing what I need to do as a student	86%(85%/75%)	10%(9%/13%)
Ability to get information from the JMU web	85%(86%/82%)	9%(8%/8%)
Out-of-class availability of your instructors	85%(84%/85%)	10%(11%/9%)
Campus bookstore	85%(81%/81%)	4%(6%/4%)
Quality of the city's bus transportation system	83%(84%/78%)	8%(11%/12%)
Campus media (student newspaper, campus radio, etc.)	83%(81%/83%)	11%(12%/8%)
Computer facilities	80%(82%/77%)	14%(12%/11%)
Study areas	80%(76%/80%)	7%(6%/6%)
Attitude of non-teaching staff towards students	80%(75%/76%)	16%(20%/15%)
Concern for you as an individual	78%(76%/73%)	15%(14%/15%)
Course content in your major field	77%(80%/80%)	14%(12%/11%)
Instruction in major field	77%(76%/80%)	16%(15%/16%)

Rules governing student conduct	77% (76%/76%)	17% (18%/17%)
Adequacy of information received about schedule of home athletic events	77% (73%/80%)	14% (19%/10%)
Service quality from JMU postal services	76% (79%/74%)	19% (16%/18%)
Campus police	73% (66%/59%)	22% (29%/30%)
General registration procedures	72% (72%/68%)	5% (6%/ 6%)
Racial harmony	72% (65%/62%)	16% (16%/19%)
Preparation you are receiving for your future occupation	70% (70%/70%)	23% (20%/22%)
University Centers	70% (69%/71%)	28% (28%/14%)
Availability of your advisor	68% (65%/64%)	15% (16%/14%)
Value of information provided by advisor	65% (65%/63%)	18% (15%/15%)
Opportunities for student employment	64% (59%/60%)	30% (31%/26%)
Student involvement in University policies	63% (62%/57%)	32% (33%/34%)
Intercollegiate Athletics facilities	61% (53%/53%)	37% (42%/39%)
Assistance with research from Carrier Library reference librarians	60% (65%/57%)	34% (29%/32%)
How I am treated by athletic personnel at athletic events	60% (60%/60%)	37% (37%/37%)
Student assessment testing	60% (57%/55%)	19% (20%/14%)
Arts activities	57% (61%/ ----/	39% (37%/ ----/
Academic probation and suspension policies	57% (55%/49%)	37% (40%/41%)
Residence hall network connection program	56% (53%/47%)	35% (40%/44%)
Wireless network service on campus	53% (50%/46%)	26% (35%/37%)
Computing Help Desk's ability to answer my question	52% (52%/49%)	40% (39%/40%)
Student government	52% (51%/49%)	39% (45%/43%)
Religious programs and activities	52% (47%/49%)	46% (48%/42%)
Availability of courses you want when you can take them	51% (47%/47%)	9% (9%/ 9%)
Apartment complex network connection program	50% (48%/42%)	43% (42%/43%)
Study skills/support services	43% (49%/51%)	54% (48%/38%)
Tutoring resources	42% (44%/54%)	54% (51%/34%)
Mental health/ psychological services	36% (34%/38%)	60% (63%/51%)
Campus parking	15% (13%/15%)	14% (15%/15%)

Table 24 **Respondents *Agree or Strongly Agree* with the Following Statements Concerning Area of JMU**

		No basis to judge
Classrooms I use generally have adequate equipment	91% (88%/89%)	0% (1%/ 1%)
Faculty are knowledgeable in their field	89% (87%/82%)	0% (1%/ 0%)
I am treated courteously by building and grounds	87% (86%/82%)	2% (3%/ 3%)
Methods of instruction/course content are related to course objectives	85% (85%/84%)	0% (0%/ 0%)
Have a clear understanding of course aims and requirements	82% (79%/79%)	0% (0%/ 0%)
I receive prompt, courteous service in dining facilities	82% (78%/72%)	3% (2%/ 3%)
My information needs are met using computers outside the library	80% (78%/79%)	3% (3%/ 3%)
Methods of instruction are challenging and understandable	78% (76%/75%)	0% (0%/ 0%)
Classrooms/laboratories generally have adequate heating, lighting and a/c	76% (80%/78%)	1% (1%/ 2%)
Classrooms generally have adequate space	76% (77%/74%)	1% (1%/ 1%)
I know what to do to get an A,B,C,D or F in class	75% (77%/75%)	0% (0%/ 0%)
I am generally satisfied with the JMU library	75% (75%/72%)	7% (5%/ 8%)
Admissions recruiting activities/materials portray JMU accurately/honestly	74% (75%/77%)	5% (5%/ 6%)
Library maintains adequate hours for my purposes	73% (73%/70%)	10% (8%/11%)
Library provides adequate access to information resources that support my needs	72% (72%/72%)	13% (9%/11%)
Laboratories generally have adequate equipment	70% (73%/73%)	18% (15%/14%)
Laboratories generally have adequate space	64% (66%/65%)	18% (15%/16%)
My orientation faculty advisor seemed interested in helping me	63% (59%/61%)	4% (4%/ 4%)

An effective wellness education is provided	60% (61%/58%)	11% (12%/13%)
Library staff gives me courteous service	60% (60%/64%)	18% (16%/17%)
Orientation faculty advisor gave accurate and helpful academic information	59% (58%/63%)	5% (4%/ 4%)
Administration maintains adequate communication with students about institutional policies	59% (57%/56%)	7% (5%/ 7%)
I am able to conduct postal business during JMU's postal hours	58% (62%/58%)	15% (12%/11%)
Library staff provides adequate instruction on how to use information sources	57% (56%/55%)	19% (16%/19%)
My major faculty advisor gives accurate and helpful academic information	56% (56%/60%)	10% (8%/ 8%)
The library provides competent assistance	56% (56%/59%)	18% (16%/17%)
Library web is an accurate gateway to information resources	55% (62%/55%)	18% (12%/15%)
An effective program of health services is provided	54% (55%/50%)	13% (13%/14%)
My major faculty advisor seems interested in helping me	54% (51%/58%)	10% (9%/ 9%)
Library's online catalog (LEO) is easy to use	53% (59%/56%)	13% (9%/13%)
A high priority is placed on student academic advising	53% (52%/58%)	2% (3%/ 3%)
University Business Office provides courteous and prompt service	51% (58%/48%)	27% (22%/31%)
University Business Office staff has a good general knowledge of administrative policies and is very helpful	50% (55%/48%)	29% (24%/33%)
University Business Office staff provides assistance, when I have questions or problems	50% (54%/48%)	29% (24%/32%)
Library provides adequate seating for individual and group study	50% (52%/47%)	9% (6%/ 9%)
Office of Financial Aid and Scholarships provides service in a courteous manner	48% (50%/49%)	27% (29%/27%)

Reading, writing, and math labs are adequate	41% (47%/41%)	35% (28%/33%)
Library provides adequate computers for access to electronic reference sources	39% (42%/39%)	10% (8%/ 8%)
A high priority is place on mental health counseling	39% (36%/34%)	28% (29%/30%)
Library provides timely access to Inter-library Loan	38% (42%/37%)	36% (34%/37%)
I use the library regularly to complete assignments	37% (39%/33%)	6% (4%/ 8%)
Students participate in making policies for, and controlling, the activities of intercollegiate athletics	37% (36%/38%)	27% (21%/28%)

Table 25 Probable Reaction to a Student Cheating

Would be disturbed but do nothing	28% (31%/29%/35%)
Would be disturbed, but whether I took any action would depend on who the student was	21% (21%/21%/22%)
Would speak to the appropriate teacher or other authority without naming names	15% (12%/16%/13%)
Would express my concern only to the student I discovered cheating	13% (15%/15%/13%)
Would report the student to the appropriate teacher authority	12% (10%/ 8%/ 9%)
Would not be disturbed and would do nothing	11% (11%/11%/ 9%)

Table 26 Perceptions of the Honor Code, Honor System and Academic Misconduct (Respondents Agree or Strongly Agree)

	No basis to judge	
Understand what actions are considered to be academic misconduct at JMU	90% (88%/86%)	0% (0%/ 1%)
Honor code and honor system have been clearly explained to me	89% (91%/86%)	0% (0%/ 0%)
Professors communicate what academic misconduct is as it applies to their particular course	83% (81%/82%)	0% (0%/ 0%)
I believe students who are accused of academic misconduct are treated fairly by the Honor System	51% (47%/41%)	21% (27%/28%)

I believe students who are convicted of academic misconduct are treated fairly in their punishment 50%(47%/38%) 21%(27%/31%)

Table 27 Number of Times Respondents Indicate That They Knowingly Engaged in Academic Misconduct

Never	74%(73%/71%/65%)
1-3 times	21%(21%/24%/28%)
4-10 times	5%(5%/3%/5%)
11-20 times	0%(1%/1%/1%)
More than 20 times	0%(1%/0%/0%)

Table 28 Accomplishments Considered Essential

Raising a family	55%(60%/61%/58%)
Helping others who are in difficulty	41%(43%/44%/43%)
Receiving a liberal arts education that is of high quality and very diversified	33%(35%/38%/40%)
Being very well off financially	32%(35%/32%/35%)
Becoming an authority in my field	29%(32%/30%/31%)
Promoting racial understanding	26%(30%/28%/30%)
Developing a meaningful philosophy of life	26%(29%/25%/28%)
Obtaining recognition from my colleagues for contributions to my special field	26%(26%/30%/28%)
Being successful in a business of my own	22%(27%/23%/23%)
Influencing social values	21%(28%/25%/26%)
Being admitted as a graduate student at a prestigious university	21%(23%/23%/24%)
Participating in community action program	16%(21%/16%/18%)
Having administrative responsibility for the work of others	15%(21%/19%/23%)
Keeping up to date with political affairs	14%(20%/15%/23%)
Becoming involved in programs to clean up the environment	13%(15%/11%/14%)
Becoming accomplished in a performing art (acting, dancing)	11%(12%/11%/13%)
Influencing the political structure	10%(16%/12%/17%)
Creating artistic work (painting, sculpture, decorating, etc.)	9%(14%/13%/13%)
Writing original works (poems, novels, short stories, etc.)	9%(13%/9%/12%)
Becoming accomplished in a varsity sport	8%(13%/10%/11%)

Making theoretical contributions to science 8%(11%/11%/10%)

Table 29 Personal Values Indicated as Very Important

Family	87%(85%/86%/83%)
Friendship	84%(82%/84%/86%)
Achieving my own identify	81%(84%/82%/82%)
Education	81%(84%/84%/81%)
Love	72%(70%/77%/72%)
Doing things for others	53%(55%/58%/60%)
Living a clean, moral life	53%(55%/54%/55%)
Having children	49%(55%/56%/57%)
Privacy	48%(54%/52%/53%)
Physical development	36%(45%/43%/41%)
Contributing to societal change	35%(40%/35%/36%)
Religion	33%(40%/41%/42%)
Athletics	32%(34%/30%/34%)
Money	31%(33%/33%/34%)
Work	28%(35%/31%/40%)
Patriotism	26%(33%/29%/37%)
Being close to nature	23%(23%/24%/25%)
Politics	16%(22%/18%/25%)

Table 30 Athletic Areas That Students Indicated Very Important or Somewhat Important

Creating a winning atmosphere at JMU athletic events	55%(57%/55%/54%)
Image of athletes, coaches and athletic administration	53%(56%/48%/50%)
Success of JMU athletics	52%(53%/52%/49%)
Attending athletic events	47%(45%/49%/43%)
Assisting in financial support of JMU athletics	30%(37%/27%/29%)
Being involved with athletic events	30%(31%/28%/30%)

Table 31 Best Way to Stay Connected After Graduation

Return to campus for Homecoming, etc.	40%(41%/40%/44%)
Return to campus for athletic events	26%(21%/25%/18%)
Join a network of other alumni who share a common interest with me	22%(22%/24%/22%)
Participate in Web-based activities	6%(8%/7%/8%)
Attend regional alumni chapter meetings	5%(8%/6%/8%)

Table 32 High Speed Internet Utilized and Accessed from Parent's Home

Broadband wireless	35%(24%/ ----/ ----)
Cable modem	26%(33%/43%/ 35%)
DSL/ADSL	22%(24%/25%/ 18%)
I do not utilize high speed internet access	7%(9%/ 9%/ 15%)
Dial Up	6%(8%/17%/ 27%)
Satellite	3%(2%/ 2%/ 2%)
ISDN	0%(0%/ 4%/ 3%)

Table 33 Respondents Utilizing High Speed Internet from Parent's Home

Yes	89%(85%/ ----/ ----)
No	11%(15%/ ----/ ----)

Table 34 University Advancement (Respondents Agree or Strongly Agree) No basis to judge

I can find the information and services I need on the JMU Web site.	82%(82%/ ----)	1%(1%/ ----)
JMU is preparing me for a productive and meaningful life beyond college.	81%(80%/80%)	1%(1%/ 1%)
JMU cares about the needs of its students.	77%(74%/77%)	0%(1%/ 2%)
My JMU experience has been as good as I thought it would be.	75%(79%/77%)	0%(0%/ 1%)
The content and design of publications produced and distributed by JMU accurately reflect JMU.	68%(68%/67%)	3%(4%/ 2%)
I feel welcome in the Harrisonburg community.	67%(62%/62%)	1%(0%/ 1%)
I am aware that individuals and corporations have made financial contributions to JMU in support of my education.	66%(67%/67%)	4%(3%/ 3%)
It is important to stay connected to JMU after graduation.	59%(56%/58%)	1%(1%/ 2%)
I plan to attend events sponsored by the Alumni Assoc. after graduation.	44%(47%/43%)	2%(1%/ 2%)
I think it is important for me to show my support after graduation by donating money to JMU.	29%(29%/29%)	2%(1%/ 2%)

I am aware of the Purpose of the Senior Class Challenge. 17%(22%/19%) 18%(13%/15%)

Table 35 Frequency of Smoking Cigarettes

Not at all	83%(80%/ ----/ 79%)
Less than one cigarette per day	8%(10%/ ----/ 13%)
One to five cigarettes per day	5%(5%/ ----/ 5%)
About one pack per day	2%(2%/ ----/ 1%)
About one-half pack per day	2%(2%/ ----/ 2%)
About one/one-half packs per day	1%(0%/ ----/ 0%)
Two packs or more per day	0%(1%/ ----/ 0%)

Table 36 Consequences of Using Alcohol

Resulted in your not remembering a period of time?	49%(52%/ 46%/ 51%)
Caused you to behave in ways you later regretted?	43%(51%/ 48%/ 46%)
Caused you to feel guilty?	32%(37%/ 33%/ 31%)
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?	24%(32%/ 27%/ 30%)
Damaged your relationship with someone?	19%(21%/ 19%/ 18%)
Caused you to drive unsafely?	16%(19%/ 14%/ 18%)
Adversely affected your performance in school or job?	16%(17%/ 15%/ 20%)
Involved you with people you think are a bad influence on you?	15%(18%/ 14%/ 12%)
Caused you to be charged criminally with an alcohol offense?	13%(13%/ 13%/ 13%)
Caused you to engage in sexual activity without safe-sex practices you ordinarily would use?	11%(16%/ 13%/ 13%)
Gotten you into physical fights?	10%(14%/ 7%/ 10%)
Caused you to neglect your obligation, family, or work for more than two days in a row?	7%(7%/ 6%/ 7%)
Caused you to go to anyone for help?	6%(7%/ 4%/ 4%)
Caused you to be admitted into a hospital	4%(4%/ 3%/ 3%)
Caused your spouse, relative, boyfriend or girlfriend to go to anyone for help?	4%(3%/ 2%/ 2%)
Caused you to lose your job?	2%(3%/ 2%/ 1%)

Table 37 Degree That Alcohol Consumption is a Problem at James Madison University

A minor problem	36%(39%/ 39%/ 38%)
Only with certain groups	28%(33%/ 31%/ 30%)

A major problem	21%(19%/20%/ 21%)
Not at all	14%(10%/10%/ 12%)

1 to 3 drinks 6%(4%/12%/ 15%)

Table 38 **Definition of High Risk Drinking**

12 or more drinks	24%(28%/16%/ 17%)
9 to 11 drinks	25%(27%/23%/ 26%)
6 to 8 drinks	29%(27%/30%/ 28%)
4 to 5 drinks	16%(15%/18%/ 15%)

Table 39 **Hours in Typical Evening Spent Drinking**

0 Hours	50%(46%/47%/ -----)
1-2 Hours	17%(17%/19%/ -----)
3-5 Hours	28%(31%/26%/ -----)
6-9 Hours	5%(5%/ 6%/ -----)
10+ Hours	1%(1%/ 2%/ -----)

Table 40 **Number of Times Experiencing Vomiting, Alcohol Poisoning and Blacking Out Due to Alcohol Consumption**

	Vomiting	Alcohol Poisoning	Black Out
0 Times	67%(61%/ 52%)	97%(97%/ 81%)	69%(68%/ 70%)
1-2 Times	28%(30%/ 24%)	2%(2%/ 10%)	20%(21%/ 16%)
3-5 Times	4%(7%/ 11%)	2%(1%/ 3%)	6%(6%/ 7%)
6-9 Times	0%(1%/ 6%)	0%(3%/ 0%)	3%(3%/ 2%)
10+ Times	1%(1%/ 8%)	0%(3%/ 0%)	3%(2%/ 5%)

Table 41 **Alcohol Usage in Previous Two Weeks**

	0	1-2	3-5	6-9	+10
Five or more in a row	50%(44%/ 47%)	25%(27%/ 27%)	18%(20%/ 18%)	6%(7%/ 6%)	2%(2%/ 1%)
Four in a row	46%(43%/ 48%)	29%(29%/ 29%)	18%(18%/ 16%)	7%(8%/ 7%)	1%(2%/ 1%)
Three in a row	43%(39%/ 42%)	30%(30%/ 32%)	17%(19%/ 17%)	8%(9%/ 8%)	2%(4%/ 1%)
Two in a row	37%(35%/ 41%)	31%(30%/ 32%)	18%(19%/ 17%)	11%(10%/ 8%)	2%(5%/ 2%)
One	37%(34%/ 35%)	27%(30%/ 36%)	20%(18%/ 17%)	11%(11%/ 8%)	5%(8%/ 5%)

Table 42 **Number of Occasions That Drugs Have Been Used by the Respondents**

	0	1-2	3-5	6-9	10-19	20-39	40+
Crystal methamphetamine	98%(98%/96%)	1%(1%/ 3%)	0%(0%/0%)	0%(0%/0%)	0%(0%/0%)	0%(0%/ 0%)	0%(1%/ 0%)
Methaqualone, Quaaludes	98%(89%/97%)	1%(0%/ 1%)	1%(0%/1%)	0%(0%/1%)	0%(1%/0%)	0%(1%/ 0%)	0%(0%/ 0%)
Heroin	97%(98%/98%)	2%(1%/ 1%)	1%(0%/1%)	0%(1%/0%)	0%(0%/0%)	0%(0%/ 0%)	0%(1%/ 0%)
Barbiturates	96%(96%/96%)	2%(2%/ 1%)	1%(1%/1%)	0%(0%/1%)	0%(0%/1%)	0%(0%/ 0%)	0%(1%/ 0%)
Other amphetamines	96%(92%/90%)	1%(3%/ 3%)	2%(2%/3%)	1%(1%/2%)	0%(1%/2%)	0%(0%/ 0%)	1%(1%/ 1%)
MDMA (Ecstasy, XTC)	95%(94%/93%)	2%(3%/ 4%)	1%(1%/2%)	0%(1%/1%)	1%(0%/0%)	0%(0%/ 1%)	0%(1%/ 1%)
LSD	94%(94%/94%)	4%(3%/ 3%)	1%(1%/1%)	0%(0%/1%)	0%(0%/0%)	0%(0%/ 0%)	0%(1%/ 1%)
Tranquilizers	93%(93%/93%)	2%(3%/ 2%)	2%(2%/2%)	1%(0%/1%)	1%(1%/2%)	0%(0%/ 0%)	0%(1%/ 1%)
Cocaine	91%(89%/92%)	3%(5%/ 2%)	2%(2%/2%)	2%(1%/1%)	2%(1%/1%)	0%(1%/ 1%)	1%(2%/ 0%)

Other narcotics	91%(88%/90%)	3%(5%/ 3%)	3%(2%/2%)	1%(2%/2%)	1%(1%/1%)	0%(1%/ 1%)	0%(1%/ 1%)
Other hallucinogens	88%(87%/89%)	7%(6%/ 5%)	3%(4%/4%)	0%(1%/1%)	1%(1%/0%)	0%(1%/ 0%)	1%(1%/ 1%)
Marijuana	57%(50%/49%)	9%(9%/12%)	7%(6%/8%)	5%(6%/8%)	6%(7%/8%)	4%(5%/ 5%)	12%(17%/12%)
Alcoholic beverages	10%(9%/10%)	6%(3%/ 6%)	6%(4%/4%)	3%(5%/3%)	8%(8%/8%)	17%(14%/16%)	51%(58%/53%)

Table 43 **Weekly Time Commitment (Hours) to Following Activities**

	<u>0 hours</u>	<u>1-5 hours</u>	<u>6-10 hours</u>	<u>11-20 hours</u>	<u>21-30 hours</u>	<u>+30 hours</u>
Extracurricular activities	19%(21%/18%)	47%(50%/ 52%)	21%(16%/ 17%)	9%(9%/ 9%)	3%(3%/ 3%)	1%(1%/ 1%)
Partying	13%(14%/19%)	41%(39%/ 35%)	30%(28%/ 29%)	12%(14%/ 13%)	2%(2%/ 2%)	2%(2%/ 1%)
Exercising/ Conditioning	6%(9%/ 8%)	61%(63%/ 61%)	25%(18%/ 19%)	5%(7%/ 10%)	2%(3%/ 1%)	0%(1%/ 1%)
Studying/ Assignments	1%(1%/ 1%)	12%(18%/ 10%)	35%(28%/ 32%)	35%(36%/ 35%)	12%(12%/ 16%)	5%(5%/ 7%)

Any questions or comments about this survey or its results should be addressed to Dr. Al Menard, Associate Vice President for Student Affairs & University Planning.