

STUDENT AFFAIRS & UNIVERSITY PLANNING

STUDENT DEVELOPMENT NEWS

CONTINUING STUDENT SURVEY

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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, 2010, staff in the Division of Student Affairs & University Planning distributed to students the Continuing Student Survey 2010, 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 20 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 faculty, Survey 2010 was administered during class time and 2,303 usable surveys were returned. This issue of the **STUDENT DEVELOPMENT NEWS** reports on the data obtained from these respondents.

This year, we changed the analysis of the student perception questions by removing the “no basis to judge” response option. This change resulted in the percentages of the items related to student perceptions to be slightly higher. In the past, the item appeared to score low where a large number of students indicated they had no basis to judge. This new method more accurately reflects the student’s perception. Tables 20, 21, 22, 24, and 30 affected by this change.

RESPONDENTS REPRESENTATIVE OF UNDERGRADUATE POPULATION AT JMU

Comparing information received from the respondents to data from the Office of Institutional Research, participants in Survey 2010 are representative of the JMU undergraduate population in the following areas: gender (Table 1), race (Table 3), JMU residence (Table 11), and permanent residence (Table 12).

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

Nearly two-thirds of the respondents report their annual family income is \$100,000 or greater (Table 13). More than two-thirds of the students stated that both their fathers and their mothers earned at least one college degree (Tables 14 and 15). More than two-thirds of the students reported they plan to obtain a degree beyond the baccalaureate (Table 10).

PHILOSOPHY OF HIGHER EDUCATION CONTINUES TO FOCUS ON VOCATIONAL ISSUES

Slightly less than one-half of the students in this year's survey stated their philosophy of higher education is based on a vocational philosophy where education is viewed essentially as preparation for an occupation (Table 17). Just over one-quarter 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 philosophy; men, a social or intellectual philosophy

PERCEPTIONS OF JMU REMAIN POSITIVE

Three-fourths or more of this year's respondents described JMU as being good, friendly, progressive, intellectual, challenging, open and accessible, and the right size (Table 18). More than one-half of the respondents described JMU as sensitive, flexible, emotionally healthy, integrated, and supportive. Eighty-two percent of the respondents feel that JMU is preparing them for a productive and meaningful life beyond college.

Students were also asked to indicate the areas where they felt JMU places significant emphasis (Table 19). More than three-fourths of this year's students said they feel JMU places a significant emphasis on the development of academic, scholarly, and intellectual qualities.

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

Ninety-five percent or more of this year's students said they are satisfied or very satisfied with the attractiveness of JMU campus landscaping; the cleanliness of buildings; the academic quality of classes; JMU in general; the attitude of faculty towards students; the general condition of the buildings and grounds; personal security/safety at JMU; opportunities for involvement in university activities; arts activities; University Centers; and dining facilities and the quality of food (Table 21).

Respondents to this year's survey were also asked to indicate their level of agreement with statements concerning various areas of JMU (Table 22). 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; 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; that the respondent is treated courteously by building and grounds; courteous service in dining facilities; classrooms generally have adequate equipment; classrooms/laboratories generally have adequate heating and air conditioning; laboratories have adequate equipment; and the classrooms have adequate space. This table also displays information about library-related items. Greater than three-fourths of the respondents indicated their agreement with the following statements: satisfaction with the JMU library; information needs are met using computers outside the library; and that the library provides: adequate access to information resources, courteous service, adequate space, and adequate hours.

For the past seven years, respondents have been asked about their satisfaction with various aspects of the General Education program (Table 20). This year, as was true in past years, students reporting that they have earned 28 hours or less at JMU were more satisfied about most aspects of General Education than other students, particularly the quality of advising.

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, thirty percent of the respondents to this year's survey said they would be disturbed but would do nothing (Table 23). This percentage is

consistent with previous years. Women were more likely than men to be disturbed, but their action depended on who the student was and would be disturbed and do nothing. Men were more likely to report that they would not be disturbed and would do nothing and express concern to the student. Students were also asked about their perceptions of the JMU honor code, honor system and academic misconduct. More than eighty-five 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 24). When asked the number of times they knowingly engaged in academic misconduct at JMU nearly thirty percent of the respondents said “1-3 times”. This percentage is slightly higher than the previous year (Table 25).

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 26). Consistent with previous years, 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; and being well off financially. Women were more likely to report that the following were essential: helping others who are in difficulty, raising a family, promoting racial harmony, participating in a community action program, receiving a high quality liberal arts education, creating artistic works, and being admitted to prestigious graduate school. Men were more likely to report becoming an authority in my field, recognition from colleagues, influencing the political structure, making a theoretical contribution to science, having administrative responsibility, being successful in my own business, being very well off financially 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 identity are very important values (Table 27). Women were significantly more likely to value achieving my own identity, friendship, education, family, love, living a clean, moral life, having children, and doing things for others. Males were more likely to value athletics, being close to nature, physical development, money, patriotism, and politics. African Americans were more likely than other respondents to value achieving my own identity; work; living a clean, moral life; religion; having children; and contributing to societal change.

Students were also asked to characterize their political views (Table 16). Forty percent of the respondents indicate a middle-of-the-road political preference; the distribution of liberal and conservative respondents was about equal. 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 43). 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 slightly more likely than women to state the use of alcohol had resulted in negative consequences.

Questions were also asked of respondents about how they would define high risk drinking for themselves (Table 45) and the degree to which they believed that alcohol consumption is a problem at JMU (Table 44). More than one half of the responding students defined high risk drinking as somewhere between six to eleven drinks in an evening. One-third of the respondents believe that the consumption of alcohol is a problem at JMU only within certain groups, while thirty-eight percent think it is a minor problem. Some 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 minor problem.

Respondents were asked to specifically consider their alcohol consumption over the previous two weeks. More than 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 48). Students of color and women were less likely to indicate "frequent" alcohol consumption.

Items added to the survey this year were related to student participation in health and wellness programs (Table 48) and Judicial Affairs programs (Table 47). New in 2009 were questions related to student finances (Tables 31-38) and environmental stewardship (Tables 39-41).

The following tables contain summaries of data collected (percentages in parentheses are from the 2009, 2008, and 2007 Continuing Student Surveys, when available).

Any questions or comments may be addressed to Dr. Frank Doherty, Institutional Research

Table 1	Gender of the Respondents	2010(2009/ 2008/ 2007)
Female		58%(61%/ 56%/ 64%)
Male		42%(39%/ 36%/ 37%)

Table 2	Age of the Respondents	2010(2009/ 2008/ 2007)
17 or younger		1%(1%/ 1%/ 1%)
18		20%(27%/ 19%/ 23%)
19		26%(31%/ 24%/ 26%)
20		22%(18%/ 26%/ 21%)
21		20%(15%/ 21%/ 18%)
22 or older		11%(8%/ 10%/ 11%)

Table 3	Race of the Respondents	2010(2009/ 2008/ 2007)
Caucasian/White		85%(84%/ 84%/ 88%)
Asian/Pacific Islander		6%(6%/ 5%/ 3%)
African-American/Black		3%(4%/ 4%/ 3%)
Multiracial		3%(2%/ 3%/ 2%)
Latino		2%(2%/ 2%/ 1%)
Other		2%(1%/ 2%/ 2%)
Native American		0%(0%/ 0%/ 0%)

Table 4	Marital Status	2010(2009/ 2008/ 2007)
Single		99%(99%/ 99%/ 99%)
Married		1%(1%/ 1%/ 1%)

Table 5	Religious Preference	2010(2009/ 2008/ 2007)
Catholic		30%(31%/ 27%/ 29%)
No religious preference		26%(23%/ 25%/ 23%)
Protestant		23%(27%/ 27%/ 29%)
Other religion		16%(16%/ 17%/ 15%)
Jewish		3%(2%/ 3%/ 2%)
Hindu		1%(1%/ 1%/ 1%)
Islam		1%(1%/ 1%/ 0%)

Table 6	College Credits Earned	2010(2009/ 2008/ 2007)
Fewer than 28		26%(33%/ 23%/ 28%)
28-59		28%(33%/ 27%/ 28%)
60-89		23%(17%/ 28%/ 22%)
More than 89		23%(17%/ 23%/ 22%)

Table 7	Enrollment Status	2010(2009/ 2008/ 2007)
Full-time student		99%(99%/ 99%/ 98%)
Part-time student		1%(1%/ 1%/ 2%)

Table 8	Previous School Attended	2010(2009/ 2008/ 2007)
High School		89%(88%/ 87%/ 87%)
Other College		12%(13%/ 13%/ 13%)

Table 9	Cumulative Grade Point Average	2010(2009/ 2008/ 2007)
3.50-4.00		17%(14%/ 16%/ 13%)
3.00-3.49		34%(33%/ 34%/ 31%)
2.50-2.99		24%(21%/ 23%/ 22%)
2.00-2.49		4%(7%/ 6%/ 8%)
Less than 2.00		1%(1%/ 1%/ 1%)
GPA not yet established		21%(25%/ 20%/ 24%)

Table 10	Highest Academic Degree Student Intends to Obtain	2010(2009/ 2008/ 2007)
Bachelor's degree		28%(29%/ 31%/ 29%)
Master's degree		50%(48%/ 46%/ 51%)
Specialist degree		1%(2%/ 1%/ 1%)
Doctoral degree		12%(11%/ 13%/ 10%)
Professional degree		8%(9%/ 9%/ 9%)
Not a degree seeking student		0%(0%/ 0%/ 0%)

Table 11	Current JMU Residence	2010(2009/ 2008/ 2007)
Off-campus room/apartment		54%(47%/ 61%/ 56%)
Residence Hall		41%(48%/ 32%/ 38%)
Fraternity/Sorority House		3%(3%/ 3%/ 3%)
Home of parents or relative		1%(1%/ 2%/ 2%)
Own home		1%(1%/ 2%/ 2%)
Other		0%(0%/ 1%/ 1%)

Table 12	Area of Permanent Residence	2010(2009/ 2008/ 2007)
Northern Virginia		31%(30%/ 28%/ 27%)
Outside Virginia (within U.S.)		31%(29%/ 30%/ 30%)
Piedmont Area		14%(13%/ 13%/ 12%)

Continuing Student Survey, 2010 Results

Tidewater Area	11%(13%/13%/14%)
Shenandoah Valley	8%(8%/ 9%/10%)
Southwest Virginia	4%(5%/ 6%/ 6%)
Outside the U.S.	2%(2%/ 1%/ 1%)

Table 13 Estimated Annual Family Income

	2010(2009/ 2008/ 2007)
Less than \$50,000	9%(8%/ 8%/ 8%)
\$50,000 to \$74,999	12%(12%/12%/13%)
\$75,000 to \$99,999	14%(15%/15%/16%)
\$100,000 to \$124,999	19%(21%/20%/19%)
\$125,000 to \$149,999	14%(14%/13%/13%)
\$150,000 to \$174,999	10%(10%/10%/11%)
\$175,000 to \$199,999	7%(6%/ 7%/ 6%)
\$200,000 or more	14%(13%/15%/13%)

Table 14 Father's Highest Level of Education

	2010(2009/ 2008/ 2007)
Some high school or less	3%(3%/ 2%/ 3%)
High school graduate	11%(12%/12%/12%)
Postsecondary school other than college	3%(3%/ 4%/ 3%)
Some college	10%(12%/12%/12%)
College degree	37%(36%/37%/36%)
Some graduate school	3%(3%/ 3%/ 3%)
Graduate degree	26%(24%/24%/25%)
Doctoral degree	6%(6%/ 6%/ 6%)

Table 15 Mother's Highest Level of Education

	2010(2009/ 2008/ 2007)
Some high school or less	2%(2%/ 2%/ 3%)
High school graduate	13%(12%/15%/13%)
Postsecondary school other than college	4%(4%/ 5%/ 4%)
Some college	14%(15%/14%/15%)
College degree	40%(42%/38%/40%)
Some graduate school	4%(4%/ 4%/ 4%)
Graduate degree	20%(19%/19%/19%)
Doctoral degree	2%(2%/ 3%/ 2%)

Table 16 Political Preference

	2010(2009/ 2008/ 2007)
Liberal	31%(30%/31%/32%)
Middle-of-the-Road	40%(41%/44%/38%)
Conservative	29%(29%/25%/30%)

Table 17 Philosophy of Higher Education

	2010(2009/ 2008/ 2007)
Vocational Philosophy (education viewed as essentially preparation for an occupation)	49%(53%/51%/43%)
Social Philosophy (social life and loyalty to college emphasized)	28%(24%/24%/30%)
Intellectual Philosophy (scholarly pursuit of knowledge)	14%(13%/13%/14%)
Artistic Philosophy (ideas, art forms, individuality)	9%(10%/11%/13%)

Student Perceptions of JMU

	2010 (2009/2008)	
Good	Neutral	Bad
89%(90%/88%)	9%(9%/ 10%)	2%(1%/ 3%)
Friendly	Neutral	Cold
88%(87%/87%)	10%(11%/ 9%)	2%(2%/ 4%)
Progressive	Neutral	Regressive
80%(79%/77%)	18%(19%/ 20%)	2%(2%/ 3%)
Challenging	Neutral	Not Challenging
78%(80%/81%)	18%(16%/ 14%)	4%(5%/ 5%)
Right Size	Neutral	Too Large
78%(77%/75%)	14%(16%/ 15%)	8%(7%/10%)
Intellectual	Neutral	Nonintellectual
76%(81%/77%)	20%(16%/ 19%)	3%(3%/ 4%)
Open and Accessible	Neutral	Closed and Inaccessible
76%(79%/78%)	21%(19%/ 18%)	2%(3%/ 4%)
Supportive	Neutral	Non-Supportive
73%(75%/77%)	22%(22%/ 17%)	5%(3%/ 6%)
Flexible	Neutral	Rigid
58%(60%/62%)	31%(33%/ 31%)	11%(7%/ 7%)
Emotionally Healthy	Neutral	Causing Anxiety & Frustration
54%(58%/61%)	30%(29%/ 28%)	16%(13%/11%)
Integrated	Neutral	Fragmented
52%(60%/53%)	33%(30%/ 35%)	15%(11%/13%)
Sensitive	Neutral	Indifferent
52%(52%/54%)	41%(42%/ 37%)	7%(6%/ 9%)
Traditional	Neutral	Experimental
31%(34%/33%)	49%(52%/ 53%)	20%(14%/14%)

Table 19 Student Perceptions of JMU (Respondents Believe JMU Places Significant Emphasis on the following)

	2010(2009/ 2008/ 2007)
Development of academic, scholarly/intellectual qualities	78%(74%/68%/70%)

Continuing Student Survey, 2010 Results

Academic quality of classes and related activities	56%(57%/53%/52%)
Being critical, evaluative and analytical	54%(49%/49%/48%)
Relationships with other students, student groups and activities	53%(51%/51%/50%)
Personal growth and self-awareness	43%(43%/38%/36%)
Development of vocational occupational competence	39%(42%/40%/38%)
Development of aesthetic, expressive, and creative qualities	35%(35%/34%/34%)
Personal relevance and practical values of your courses	31%(37%/34%/30%)
Global awareness	30%(29%/32%/27%)
Service learning	29%(32%/25%/22%)
Undergraduate research	29%(28%/28%/24%)

Table 20 Student Perceptions of the General Education (GENED) Program
(Respondents *Agree or Strongly Agree*)

2010 (2009/2008)

Library resources are adequate to meet the needs of the program's courses.	70%(70%/72%)
Program prepares me in critical thinking skills, communication, and information literacy.	61%(62%/64%)
Satisfied with quality of teaching in the Program.	57%(59%/60%)
Difficulty of course content.	55%(55%/55%)
Overall, satisfied with the quality of the program.	55%(61%/59%)
Program develops my awareness of both physical and emotional wellness.	54%(63%/53%)
Program prepares me to be an informed citizen who is able to participate in public life and public decision-making.	52%(55%/55%)
Program develops my problem-solving skills in science and mathematics.	52%(55%/50%)
Program prepares me to appreciate the Arts and Humanities.	50%(53%/51%)
Satisfied with quality of advising in the program.	49%(51%/48%)

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

2010 (2009/2008)

Attractiveness/campus landscaping	99%(99%/98%)
Cleanliness of JMU campus buildings	98%(98%/98%)
Academic quality of classes	97%(96%/96%)

JMU in general	97%(96%/97%)
Attitude of the faculty toward students	96%(96%/97%)
General condition of buildings and grounds	96%(98%/97%)
Personal security/ safety at JMU	96%(93%/96%)
Opportunities for involvement in university activities	96%(95%/96%)
Arts activities	96%(92%/93%)
University Centers	95%(97%/96%)
Dining facilities and quality of food	95%(96%/93%)
Out-of-class availability of your instructors	94%(93%/94%)
Classroom/laboratory facilities	94%(97%/95%)
Religious programs and activities	94%(96%/93%)
Assistance with research from Carrier Library reference librarians	94%(94%/93%)
Study skills/support services	94%(95%/92%)
Recreation Center	93%(96%/97%)
Attitude of non-teaching staff towards students	93%(96%/96%)
Campus media (student newspaper, campus radio, etc.)	93%(97%/93%)
Adequacy of information received about schedule of home athletic events	93%(90%/90%)
Course content in your major field	92%(91%/94%)
Class size relative to the type of course	91%(93%/94%)
Computing Help Desk's ability to answer my question	91%(90%/90%)
Computer facilities	91%(93%/94%)
Service quality from JMU postal services	91%(94%/94%)
Functionality of e-campus	91%(92%/92%)
Variety of courses offered	90%(89%/90%)
Instruction in major field	90%(91%/91%)
Intercollegiate Athletics facilities	90%(94%/93%)
Quality of the city's bus transportation system	90%(90%/93%)
Testing/grading system	89%(90%/90%)
Preparation you are receiving for your future occupation	89%(89%/90%)
Racial harmony	89%(90%/89%)
Mental health/ psychological services	89%(91%/92%)
Tutoring resources	89%(91%/91%)
How I am treated by athletic personnel at athletic events	89%(93%/93%)
Study areas	88%(93%/92%)
Campus bookstore	88%(92%/89%)
Concern for you as an individual	88%(92%/88%)
Functionality of electronic mail system	88%(88%/88%)
Student involvement in University policies	86%(89%/93%)

Continuing Student Survey, 2010 Results

JMU web is effective tool for doing what I need to do as a student	86% (88%/93%)
Availability of your advisor	83% (80%/75%)
Rules governing student conduct	82% (85%/92%)
Campus police	82% (90%/93%)
Value of information provided by advisor	81% (80%/73%)
Academic probation and suspension policies	81% (86%/88%)
Apartment complex network connection program	80% (81%/83%)
Opportunities for student employment	75% (81%/83%)
Student government	73% (84%/88%)
General registration procedures	72% (75%/76%)
Student assessment testing	66% (78%/71%)
Wireless network service on campus	62% (58%/65%)
Residence hall network connection program	62% (68%/83%)
Availability of courses you want when you can take them	48% (50%/51%)
Campus parking	16% (23%/22%)

Table 22 **Respondents Agree or Strongly Agree with the Following Statements Concerning Area of JMU**

	2010 (2009/2008)
Methods of instruction/course content are related to course objectives	90% (87%/86%)
Faculty are knowledgeable in their field	90% (85%/89%)
I am treated courteously by building and grounds	89% (90%/86%)
Classrooms I use generally have adequate equipment	89% (90%/88%)
I receive prompt, courteous service in dining facilities	87% (87%/80%)
Have a clear understanding of course aims and requirements	85% (79%/83%)
Laboratories generally have adequate equipment	84% (87%/84%)
Methods of instruction are challenging and understandable	83% (79%/77%)
My information needs are met using computers outside the library	83% (80%/79%)
I am generally satisfied with the JMU library	83% (85%/84%)
Library provides adequate access to information resources that support my needs	81% (83%/82%)
Library staff gives me courteous service	79% (75%/75%)
Laboratories generally have adequate space	78% (84%/77%)
Admissions recruiting activities materials portray JMU accurately honestly	77% (80%/79%)

Classrooms generally have adequate space	77% (83%/77%)
I know what to do to get an A,B,C,D or F in class	76% (72%/77%)
Library maintains adequate hours for my purposes	76% (81%/80%)
Classrooms/laboratories generally have adequate heating, lighting and a/c	75% (83%/77%)
Library computers have appropriate software	72% (72%/74%)
I am able to conduct postal business during JMU's postal hours	72% (72%/69%)
Information on students account payment due dates and payment options is clear	71% (71%/71%)
Information on students account payment due dates and payment options is clear	71% (71%/71%)
The library provides competent assistance	70% (72%/73%)
An effective wellness education is provided	70% (72%/68%)
Office of Financial Aid and Scholarships provides service in a courteous manner	70% (62%/67%)
University Business Office staff has a good general knowledge of administrative policies and is very helpful	69% (69%/70%)
My major faculty advisor seems interested in helping me	68% (68%/61%)
Library staff provides adequate instruction on how to use information sources	67% (69%/69%)
Reading, writing, and math labs are adequate	67% (69%/70%)
My major faculty advisor gives accurate and helpful academic information	67% (59%/63%)
Orientation faculty advisor gave accurate and helpful academic information	66% (64%/68%)
An effective program of health services is provided	66% (63%/64%)
University Business Office provides courteous and prompt service	66% (70%/73%)
University Business Office staff provides assistance, when I have questions or problems	65% (68%/74%)
My orientation faculty advisor seemed interested in helping me	64% (64%/66%)
Library provides timely access to Inter-library Loan	61% (65%/67%)
Administration maintains adequate communication with students about institutional policies	60% (63%/64%)
Library's online catalog (LEO) is easy to use	59% (63%/63%)
Library web is an accurate gateway to information resources	59% (64%/62%)
A high priority is placed on student academic advising	58% (59%/58%)
A high priority is place on mental health	54% (52%/53%)

Continuing Student Survey, 2010 Results

counseling

Students participate in making policies for, and controlling, the activities of intercollegiate athletics	54%(61%/57%)
Library provides adequate computers for access to electronic reference sources	45%(53%/57%)
Library provides adequate seating for individual and group study	45%(59%/57%)
I use the library regularly to complete assignments	45%(49%/47%)
JMU libraries inform me about collections	45%(43%/48%)
Professors encourage use of library	44%(46%/47%)

Table 23 Probable Reaction to a Student Cheating

	2010(2009/2008/2007)
Would be disturbed but do nothing	30%(34%/32%/28%)
Would be disturbed, but whether I took any action would depend on who the student was	24%(19%/20%/21%)
Would express my concern only to the student I discovered cheating	15%(13%/16%/13%)
Would not be disturbed and would do nothing	12%(13%/11%/11%)
Would speak to the appropriate teacher or other authority without naming names	11%(12%/12%/15%)
Would report the student to the appropriate teacher authority	8%(10%/9%/12%)

Table 24 Perceptions of the Honor Code, Honor System and Academic Misconduct (Respondents Agree or Strongly Agree)

	2010(2009/2008)
Honor code and honor system have been clearly explained to me	88%(87%/91%)
Understand what actions are considered to be academic misconduct at JMU	88%(87%/90%)
Professors communicate what academic misconduct is as it applies to their particular course	82%(80%/80%)
I believe students who are accused of academic misconduct are treated fairly by the Honor System	62%(60%/60%)
I believe students who are convicted of academic misconduct are treated fairly in their punishment	61%(62%/61%)

Table 25 Number of Times Respondents Indicate That They Knowingly Engaged in Academic Misconduct

	2010(2009/2008/2007)
Never	70%(72%/75%/74%)
1-3 times	29%(25%/20%/21%)
4-10 times	1%(3%/4%/5%)
11-20 times	0%(0%/1%/0%)
More than 20 times	0%(1%/0%/0%)

Table 26 Accomplishments Considered Essential

	2010(2009/2008/2007)
Raising a family	53%(56%/57%/55%)
Helping others who are in difficulty	38%(45%/38%/41%)
Receiving a liberal arts education that is of high quality and very diversified	37%(31%/33%/33%)
Being very well off financially	34%(36%/37%/32%)
Becoming an authority in my field	28%(27%/27%/29%)
Obtaining recognition from my colleagues for contributions to my special field	28%(26%/25%/26%)
Developing a meaningful philosophy of life	25%(25%/28%/26%)
Promoting racial understanding	24%(21%/27%/26%)
Being admitted as a graduate student at a prestigious university	20%(23%/24%/21%)
Influencing social values	19%(20%/22%/21%)
Being successful in a business of my own	19%(23%/25%/22%)
Having administrative responsibility for the work of others	16%(21%/18%/15%)
Participating in community action program	13%(16%/16%/16%)
Keeping up to date with political affairs	12%(14%/21%/14%)
Influencing the political structure	11%(13%/12%/10%)
Becoming involved in programs to clean up the environment	11%(14%/16%/13%)
Becoming accomplished in a performing art (acting, dancing)	10%(8%/11%/11%)
Creating artistic work (painting, sculpture, decorating, etc.)	10%(10%/12%/9%)
Making theoretical contributions to science	8%(9%/10%/8%)
Becoming accomplished in a varsity sport	8%(8%/11%/8%)
Writing original works (poems, novels, short stories, etc.)	7%(10%/10%/9%)

Continuing Student Survey, 2010 Results

Table 27 Personal Values Indicated as *Very Important*

	2010(2009/ 2008/ 2007)
Friendship	85%(86%/ 85%/ 84%)
Family	85%(89%/ 87%/ 87%)
Education	81%(84%/ 81%/ 81%)
Achieving my own identify	80%(80%/ 76%/ 81%)
Love	67%(70%/ 70%/ 72%)
Doing things for others	52%(56%/ 48%/ 53%)
Living a clean, moral life	48%(53%/ 49%/ 53%)
Privacy	47%(47%/ 46%/ 48%)
Having children	47%(52%/ 49%/ 49%)
Physical development	36%(42%/ 37%/ 36%)
Work	34%(34%/ 31%/ 28%)
Money	32%(36%/ 37%/ 31%)
Religion	29%(36%/ 32%/ 33%)
Contributing to societal change	29%(32%/ 34%/ 35%)
Athletics	26%(28%/ 27%/ 32%)
Patriotism	25%(31%/ 30%/ 26%)
Being close to nature	20%(20%/ 18%/ 23%)
Politics	11%(13%/ 19%/ 16%)

Table 28 Athletic Areas That Students Indicated *Very Important or Somewhat Important*

	2010(2009/ 2008/ 2007)
Creating a winning atmosphere at JMU athletic events	56%(58%/ 63%/ 55%)
Image of athletes, coaches and athletic administration	53%(57%/ 60%/ 53%)
Success of JMU athletics	47%(51%/ 60%/ 52%)
Attending athletic events	36%(44%/ 54%/ 47%)
Assisting in financial support of JMU athletics	23%(23%/ 29%/ 30%)
Being involved with athletic events	21%(24%/ 32%/ 30%)

Table 29 Best Way to Stay Connected After Graduation

	2010(2009/ 2008/ 2007)
Return to campus for Homecoming, etc.	39%(39%/ 32%/ 40%)
Return to campus for athletic events	23%(25%/ 32%/ 26%)
Join a network of other alumni who share a common interest with me	22%(23%/ 23%/ 22%)
Attend regional alumni chapter meetings	11%(9%/ 7%/ 5%)
Participate in Web-based activities	4%(4%/ 6%/ 6%)

Table 30 University Advancement (Respondents *Agree or Strongly Agree*)

	2010(2009/ 2008)
JMU is preparing me for a productive and meaningful life beyond college.	82%(85%/ 81%)
JMU cares about the needs of its students.	79%(79%/ 78%)
I can find the information and services I need on the JMU Web site.	79%(80%/ 78%)
My JMU experience has been as good as I thought it would be.	75%(75%/ 72%)
I am aware that individuals and corporations have made financial contributions to JMU in support of my education.	68%(68%/ 68%)
I feel welcome in the Harrisonburg community.	67%(64%/ 63%)
The content and design of publications produced and distributed by JMU accurately reflect JMU.	66%(73%/ 70%)
It is important to stay connected to JMU after graduation.	60%(61%/ 61%)
I plan to attend events sponsored by the Alumni Assoc. after graduation.	49%(48%/ 47%)
I think it is important for me to show my support after graduation by donating money to JMU.	29%(31%/ 29%)
I am aware of the Purpose of the Senior Class Challenge.	7%(11%/ 18%)

Table 31 Number of Credit Cards for Which the Student is Responsible

	2010(2009/ 2008/ 2007)
0	60%(57%/ 50%/ ---%)
1-3	33%(35%/ 41%/ ---%)
4-6	1%(2%/ 2%/ ---%)
7-10	1%(1%/ 1%/ ---%)
More than 10	5%(5%/ 6%/ ---%)

Table 32 Frequency of Creating a Budget

	2010(2009/ 2008/ 2007)
Regularly	35%(31%/ 28%/ ---%)
Occasionally	32%(32%/ 34%/ ---%)
Rarely	17%(22%/ 24%/ ---%)
Never	16%(15%/ 14%/ ---%)

Continuing Student Survey, 2010 Results

	2010(2009/ 2008/ 2007)
No credit card	61%(61%/---%/---%)
I do not know	24%(22%/---%/---%)
0%	4%(4%/---%/---%)
1-5%	4%(4%/---%/---%)
6-10%	2%(4%/---%/---%)
11-20%	3%(4%/---%/---%)
More than 20%	2%(1%/---%/---%)

	2010(2009/ 2008/ 2007)
I do not have a card	65%(65%/---%/---%)
I never pay off the entire balance	4%(4%/---%/---%)
I occasionally pay off	4%(5%/---%/---%)
I usually pay off	5%(6%/---%/---%)
I always pay off	22%(20%/---%/---%)

	2010(2009/ 2008/ 2007)
Yes, balance it monthly	35%(36%/---%/---%)
Yes, balance it occasionally	24%(26%/---%/---%)
Yes, never balance it	20%(18%/---%/---%)
No checking account	21%(20%/---%/---%)

	2010(2009/ 2008/ 2007)
Parents or guardian	89%(90%/---%/---%)
Written materials	4%(3%/---%/---%)
Another relative	3%(3%/---%/---%)
Sibling(s)	3%(3%/---%/---%)
Friends	1%(2%/---%/---%)

	2010(2009/ 2008/ 2007)
Very competent	21%(27%/---%/---%)
Competent	35%(36%/---%/---%)
Somewhat competent	33%(28%/---%/---%)
Not competent	12%(10%/---%/---%)

	2010(2009/ 2008/ 2007)
Credit and loans	30%(26%/---%/---%)
Budgeting	27%(27%/---%/---%)
Savings	18%(20%/---%/---%)
Housing – purchase	13%(13%/---%/---%)
Housing –rental	8%(10%/---%/---%)
Transportation	4%(4%/---%/---%)

	2010(2009/ 2008/ 2007)
Issues led to small lifestyle changes	67%(69%/---%/---%)
Issues had no effect	12%(10%/---%/---%)
Rarely think about issues	10%(11%/---%/---%)
Issues led to large lifestyle changes	9%(9%/---%/---%)
Avoid thinking about issues	3%(2%/---%/---%)

	2010(2009/ 2008/ 2007)
JMU committed-improved	45%(43%/---%/---%)
JMU committed-leader	32%(34%/---%/---%)
JMU committed-minimal	11%(13%/---%/---%)
JMU committed-not seen	5%(2%/---%/---%)
Unaware of commitment	4%(5%/---%/---%)
Seen changes but not heard	3%(3%/---%/---%)

	2010(2009/ 2008/ 2007)
Very unimportant or unimportant	25%(22%/---%/---%)
Neutral	26%(26%/---%/---%)
Important or very important	49%(52%/---%/---%)

	2010(2009/ 2008/ 2007)
Not at all	85%(83%/ 80%/ 83%)
Less than one cigarette per day	8%(10%/ 12%/ 8%)
One to five cigarettes per day	4%(4%/ 4%/ 5%)
About one pack per day	1%(1%/ 2%/ 2%)
About one-half pack per day	1%(1%/ 1%/ 2%)
About one/one-half packs per day	0%(1%/ 1%/ 1%)
Two packs or more per day	0%(1%/ 1%/ 0%)

Continuing Student Survey, 2010 Results

Table 43 Consequences of Using Alcohol

	2010 (2009/ 2008/ 2007)
Resulted in your not remembering a period of time?	45%(48%/ 51%/ 49%)
Caused you to behave in ways you later regretted?	40%(44%/ 45%/ 43%)
Caused you to feel guilty?	28%(28%/ 30%/ 32%)
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?	23%(23%/ 22%/ 24%)
Resulted in you riding with a driver who had been drinking?	19%(18%/ 27%/ 16%)
Caused you to be charged criminally with an alcohol offense?	16%(16%/ 15%/ 13%)
Damaged your relationship with someone?	15%(15%/ 18%/ 19%)
Caused you to engage in sexual activity without safe-sex practices you ordinarily would use?	11%(14%/ 12%/ 11%)
Involved you with people you think are a bad influence on you?	10%(14%/ 15%/ 15%)
Adversely affected your performance in school or job?	9%(14%/ 16%/ 16%)
Gotten you into physical fights?	6%(10%/ 11%/ 10%)
Caused you to neglect your obligation, family, or work for more than two days in a row?	5%(6%/ 6%/ 7%)
Caused you to go to anyone for help?	4%(5%/ 4%/ 6%)
Caused you to be admitted into a hospital	4%(4%/ 4%/ 4%)
Caused your spouse, relative, boyfriend or girlfriend to go to anyone for help?	2%(3%/ 3%/ 4%)
Caused you to lose your job?	2%(2%/ 2%/ 2%)

Table 44 Degree That Alcohol Consumption is a Problem at James Madison University

	2010 (2009/ 2008/ 2007)
A minor problem	38%(34%/ 38%/ 36%)
Only with certain groups	33%(39%/ 36%/ 28%)
A major problem	15%(15%/ 15%/ 21%)
Not at all	14%(12%/ 12%/ 14%)

Table 45 Definition of High Risk Drinking

	2010 (2009/ 2008/ 2007)
1 to 3 drinks	2%(5%/ 4%/ 6%)
4 to 5 drinks	17%(15%/ 15%/ 16%)
6 to 8 drinks	32%(30%/ 28%/ 29%)
9 to 11 drinks	29%(28%/ 30%/ 25%)
12 or more drinks	20%(22%/ 23%/ 24%)

Table 46 Hours in Typical Evening Spent Drinking

	2010 (2009/ 2008/ 2007)
0 Hours	53%(48%/ 48%/ 50%)
1-2 Hours	15%(17%/ 15%/ 17%)
3-5 Hours	28%(32%/ 30%/ 28%)
6-9 Hours	3%(3%/ 7%/ 5%)
10+ Hours	0%(0%/ 1%/ 1%)

Table 47 Participation in a Judicial Affairs Program

	2010 (2009/ 2008/ 2007)
By the Numbers (2-hour program-minor violations)	13% --%/ ---%/ ---%)
Calling the Shots (3-week program-Q&A with police)	4% --%/ ---%/ ---%)
Civic Learning Mentor Experience (with faculty member)	3% --%/ ---%/ ---%)
Values in Action (2-session workshop)	2%(--%/ ---%/ ---%)
Back On Track (5-week program-major or repeat violations)	1%(--%/ ---%/ ---%)
High Expectations (drug policy violations)	1%(--%/ ---%/ ---%)

Table 48 Participation in Other Health Awareness Program

	2010 (2009/ 2008/ 2007)
GHTH100-General Health: Personal Wellness	45% --%/ ---%/ ---%)
AlcoholEdu (on-line program)	29% --%/ ---%/ ---%)
GKIN100-General Kinesiology: Lifetime Fitness & Wellness	25% --%/ ---%/ ---%)
Alcohol-Wise (on-line program)	21% --%/ ---%/ ---%)
Fraternity and Sorority Life New Member Education	12%(--%/ ---%/ ---%)
AlcoholEdu for Greeks (on-line program for Greeks)	8% --%/ ---%/ ---%)
GEIC101-General Education Individual in the Community	3% --%/ ---%/ ---%)
(BASICS) Brief Alcohol Screening and Intervention for College Students (2 interview sessions)	2%(--%/ ---%/ ---%)
Choices About Alcohol (peer facilitated program)	2% --%/ ---%/ ---%)
Alcohol Roundtables (resident hall program)	2% --%/ ---%/ ---%)
The Rookie Symposium (new athlete orientation program)	2%(--%/ ---%/ ---%)
Dukes In Recovery (student-led support group)	1% --%/ ---%/ ---%)

Continuing Student Survey, 2010 Results

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

Table 49

2010 (2009, 2008)

	Vomiting	Alcohol Poisoning	Black Out	Hospitalization
0 Times	71%(61%/ 70%)	97%(97%/ 96%)	70%(70%/ 69%)	98%(99%/ 0%)
1-2 Times	23%(34%/ 26%)	3%(3%/ 3%)	20%(20%/ 21%)	2%(0%/ 0%)
3-5 Times	5%(4%/ 3%)	0%(0%/ 0%)	7%(6%/ 6%)	0%(0%/ 0%)
6-9 Times	0%(1%/ 1%)	0%(0%/ 0%)	2%(2%/ 3%)	0%(0%/ 0%)
10+ Times	0%(0%/ 1%)	0%(0%/ 0%)	1%(2%/ 2%)	0%(0%/ 0%)

Table 50

Alcohol Usage in Previous Two Weeks

2010 (2009, 2008)

	0	1-2	3-5	6-9	+10
Five or more in a row	48%(44%/ 42%)	28%(32%/ 28%)	19%(18%/ 23%)	3%(4%/ 6%)	1%(1%/ 2%)
Four in a row	48%(46%/ 46%)	30%(30%/ 29%)	16%(19%/ 18%)	5%(4%/ 6%)	1%(1%/ 1%)
Three in a row	45%(39%/ 38%)	31%(32%/ 34%)	16%(20%/ 19%)	6%(6%/ 7%)	2%(2%/ 2%)
Two in a row	41%(34%/ 34%)	30%(34%/ 32%)	18%(21%/ 21%)	9%(6%/ 9%)	2%(4%/ 4%)
One	36%(32%/ 32%)	33%(34%/ 31%)	17%(21%/ 21%)	11%(8%/ 10%)	4%(5%/ 6%)

Table 51

Number of Occasions That Drugs Have Been Used by the Respondents

2010 (2009, 2008)

	0	1-2	3-5	6-9	10-19	20-39	40+
Alcoholic beverages	18%(15%/15%)	6%(6%/ 6%)	5%(8%/6%)	8%(6%/6%)	17%(16%/ 14%)	21%(20%/18%)	26%(28%/ 35%)
Marijuana	65%(69%/67%)	11%(9%/ 9%)	4%(6%/6%)	4%(4%/4%)	5%(4%/ 5%)	3%(3%/ 2%)	8%(6%/ 8%)
LSD	96%(97%/97%)	3%(2%/ 2%)	0%(0%/0%)	0%(0%/0%)	0%(0%/ 0%)	0%(0%/ 0%)	0%(0%/ 0%)
Other hallucinogens	95%(95%/95%)	4%(3%/ 4%)	0%(1%/1%)	0%(0%/1%)	0%(0%/ 0%)	0%(0%/ 0%)	0%(0%/ 0%)
Crystal methamphetamine	98%(99%/99%)	2%(1%/ 0%)	0%(0%/0%)	0%(0%/0%)	0%(0%/ 0%)	0%(0%/ 0%)	0%(0%/ 0%)
Other amphetamines	98%(97%/98%)	2%(0%/ 1%)	0%(1%/1%)	0%(0%/0%)	0%(0%/ 0%)	0%(0%/ 0%)	0%(0%/ 0%)
Barbiturates	97%(98%/98%)	3%(1%/ 1%)	1%(1%/1%)	0%(0%/0%)	0%(0%/ 0%)	0%(0%/ 0%)	0%(0%/ 0%)
Tranquilizers	96%(95%/97%)	3%(2%/ 1%)	1%(2%/1%)	1%(1%/0%)	0%(0%/ 0%)	0%(0%/ 0%)	0%(0%/ 0%)
Cocaine	94%(96%/95%)	4%(2%/ 3%)	1%(1%/1%)	0%(0%/1%)	0%(0%/ 0%)	0%(0%/ 0%)	0%(0%/ 0%)
Heroin	97%(98%/99%)	2%(1%/ 0%)	1%(0%/0%)	0%(0%/0%)	0%(0%/ 0%)	0%(0%/ 0%)	0%(0%/ 0%)
Other narcotics	95%(96%/95%)	4%(1%/ 2%)	0%(1%/1%)	1%(0%/1%)	0%(1%/ 0%)	0%(0%/ 0%)	0%(0%/ 0%)
Methaqualone, Quaaludes	98%(99%/99%)	2%(1%/ 0%)	0%(0%/0%)	0%(0%/0%)	0%(0%/ 0%)	0%(0%/ 0%)	0%(0%/ 0%)
MDMA (Ecstasy, XTC)	95%(97%/97%)	4%(1%/ 2%)	1%(1%/1%)	0%(0%/0%)	0%(0%/ 0%)	0%(0%/ 0%)	0%(0%/ 0%)
Prescriptions	88%(90%/89%)	7%(2%/ 5%)	2%(4%/2%)	1%(1%/2%)	2%(2%/ 1%)	0%(0%/ 0%)	0%(1%/ 1%)

Continuing Student Survey, 2010 Results

Table 52

Weekly Time Commitment (Hours) to Following Activities
2010 (2009, 2008)

	<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	15%(18%/ 15%)	55%(54%/ 49%)	18%(15%/ 20%)	9%(6%/ 11%)	2%(1%/ 3%)	1%(1%/ 1%)
Partying	17%(20%/ 16%)	44%(42%/ 39%)	28%(24%/ 28%)	9%(8%/ 14%)	2%(2%/ 2%)	1%(1%/ 2%)
Exercising/Conditioning	7%(6%/ 7%)	61%(60%/ 61%)	25%(22%/ 24%)	5%(6%/ 6%)	1%(2%/ 1%)	1%(2%/ 1%)
Studying/Assignments	1%(1%/ 1%)	9%(11%/ 12%)	35%(34%/ 33%)	38%(35%/ 36%)	12%(12%/ 12%)	6%(5%/ 6%)
Working	65%(68%/ --%)	12%(10%/ --%)	12%(9%/ --%)	9%(8%/ --%)	2%(1%/ --%)	1%(0%/ --%)