

**EXECUTIVE SUMMARY OF RESULTS
FROM THE CONTINUING STUDENT SURVEY (SURVEY 2000)**

The Continuing Student Survey, Survey 2000, requests responses from JMU undergraduates about their perceptions and degree of satisfaction with James Madison University and their personal values and beliefs. The survey was first conducted twenty-two years ago.

Through the cooperation of 35 faculty, Survey 2000 was administered during class time in late October and early November of 2000 to 2420 students in 85 sections.

Respondents to Survey 2000 are representative of all JMU undergraduates with respect to gender, race and local and permanent residence.

Survey responses indicate that JMU students are from middle-class families with:

- More than half reporting family incomes of \$100,000 or more; 11 percent \$200,000 or more.
- More than 70 percent reporting that their fathers have at least an undergraduate degree.
- More than 60 percent reporting that their mothers have at least an undergraduate degree.
- Nearly seven out of ten indicating plans to obtain a degree beyond the baccalaureate.
- More than three-fourths stating that the values of friendship, fulfilling oneself as a person, education, family, and love are very important.

Student perceptions of JMU remain positive and continue to indicate that students are satisfied or very satisfied with JMU.

- More than 90 percent of respondents indicated that they were satisfied or very satisfied with:
 - JMU in general
 - the attractiveness of campus landscaping
 - the general condition of buildings and grounds
 - the cleanliness of buildings
 - the Recreation Center
- Between 80 and 90 percent of the respondents reported that they were satisfied or very satisfied with:
 - the attitude of the faculty toward students

- out-of-class availability of faculty
- class size relative to the type of course
- classroom/laboratory facilities
- the testing/grading system
- campus media
- the email system
- opportunities for involvement in university activities
- the campus bookstore
- personal security/safety
- the University Center
- the quality of the city's bus transportation system
- study areas

This year's respondents' levels of satisfaction or agreement have increased 5 percentage points or more from last year's respondents on the following items:

- classroom/laboratory facilities
- quality of the city's bus transportation system
- study areas
- computer facilities
- CampusNet
- general registration procedures
- student government
- availability of the courses at the time you can take them
- laboratories generally have adequate equipment
- Cashier's/Student Accounting office provides service promptly
- laboratories generally have adequate space
- reading, writing, and math laboratories are adequate for those that need them
- and nine items related to library services including general satisfaction with the library

This year's respondents' levels of satisfaction or agreement have decreased 5 percentage points or more from last year's respondents on the following items:

- attitude of the faculty toward students
- dining facilities and quality of food
- instruction in major field
- speed of connection to the internet from computer labs
- concern for the student as an individual
- racial harmony
- opportunities for student employment
- availability of advisor
- value of information provided by advisor

- methods of instruction and course content related to course objectives
- challenging and understandable methods of instruction
- admissions recruiting activities and materials portray JMU accurately and honestly
- content and design of publications produced and distributed by JMU accurately reflect the institution
- major faculty advisor seems interested in helping
- a high priority is placed on the counseling of students

Information obtained from questions suggested by University faculty or staff and first asked on Survey 2000 include:

- 84 percent of the respondents indicate that their computer needs are met by their own computer; 11 percent by University-owned equipment.
- 40 percent of the respondents replied that they average 6-10 hours a week on activities related to class assignments; 46 percent, 1-5 hours on extracurricular activities; 58 percent; 1-5 hours on exercise/conditioning activities; and 41 percent 1-5 hours on partying.
- 45 percent of the students indicate that alcohol consumption at JMU is a minor problem.
- 58 percent of the students indicate that creating a winning atmosphere at JMU athletic events is very or somewhat important.

INSTITUTIONAL EFFECTIVENESS

STUDENT DEVELOPMENT NEWS CONTINUING STUDENT SURVEY Volume 23, Number 1 January, 2001

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, 2000, the Division of Institutional Effectiveness distributed to students the Continuing Student Survey 2000, 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 Vice President for Academic Affairs and the academic deans and department heads, a representative sample of approximately 15 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 35 faculty, Survey 2000 was administered during class time to 2,420 students in a total of 85 sections. 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 2000 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

Approximately one half 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 more than three-fifths of the respondents indicated that their mothers had earned at least one college degree (Table 16). More than two-thirds 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

Nearly 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 18). One-quarter of this year's respondents said their philosophy of higher education emphasizes social life and loyalty to college. Women were more likely to indicate a commitment to an intellectual philosophy; men an occupational philosophy.

PERCEPTIONS OF JMU REMAIN POSITIVE

Four-fifths or more of this year's respondents described JMU as being good and friendly (Table 19). More than one-half of the respondents described JMU as the right size, progressive, open and accessible, supportive, challenging, and intellectual.

Students were also asked to indicate the areas where they felt JMU places significant emphasis (Table 20). More than three-fifths 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

More than 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 JMU buildings; the Recreation Center; the general condition of the buildings and grounds; and JMU in general (Table 21). At least eight out of ten students said they are satisfied or very satisfied with the attitude of the faculty toward students; the opportunity for involvement in University activities; personal security/safety at JMU; campus media; classrooms and laboratory facilities; class size relative to the type of course; electronic mail system; out of class availability of instructors; campus bookstore; testing/grading system; the University Center; study areas; and the bus transportation system.

Respondents to this year's survey were also asked to indicate their level of agreement with statements concerning various areas of JMU (Table 22). More than three fourths of the respondents agreed or strongly agreed with the following statements: faculty who teach their classes are knowledgeable in their field; the methods of instruction and course content are related to course objectives; in my courses I have a clear understanding of course aims and requirements; the classrooms I use generally have adequate equipment; I am treated courteously by buildings and grounds staff; I receive prompt and courteous service in dining facilities; and I meet my information needs using computers outside the library.

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, more than one-third 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 speak to the appropriate teacher or other authority without naming names and to report the student to the appropriate teacher or other authority. Men were more likely to report that they would be disturbed and would do nothing and would express their concern only to the student who was cheating. Students were also asked about their perceptions of the JMU honor code, honor system and academic misconduct. More than seven out of every ten 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 67 percent said "never" (Table 25).

ACCOMPLISHMENTS PERCEIVED BY STUDENTS AS BEING ESSENTIAL

More than three-fifths of the respondents in this year's survey indicated they view raising a family as being an essential accomplishment (Table 26). 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; promoting racial understanding; being well off financially; and obtaining recognition from colleagues for contributions to one's special field. Men were more likely than women to state that being accomplished in one of the performing arts; becoming an authority in one's field; influencing the political structure; having administrative responsibility for the work of others; being well off financially; making a theoretical contribution to science; writing original works; creating original works; and being successful in a business of one's own are essential. Students of color other than African Americans were more likely than white students to report that the following are essential: making theoretical contributions to science, and influencing the political structure.

JMU STUDENTS CONTINUE TO REFLECT TRADITIONAL VALUES

More than eight out of ten of the respondents said the following are very important values: fulfilling oneself as a person, friendship and family (Table 27).

Students were also asked to characterize their political views (Table 17). Slightly less than half of the respondents indicated they have middle-of-the-road political views. Approximately one-third of the students said they hold liberal political views.

CONCERNS OF RESPONDENTS/ADJUSTMENTS PERCEIVED AS BEING DIFFICULT

One-fifth of the students in this year's survey said studying efficiently have been a very difficult adjustment for them (Table 28). Men were more likely to view the following adjustments as very difficult: having more freedom; being responsible for my own life; getting to know other students; and living under University regulations. Women were more likely to view living with different kinds of people and adjusting to sharing a room as very difficult adjustments.

Respondents were also asked to indicate the areas about which they have been very concerned (Table 29). One-half or more of the students stated they have been very concerned about the following areas: deciding on a specific major or career choice; using time wisely; having sufficient money available; developing an ability to make friends; and developing close and intimate relationships. Female respondents were significantly more likely than male respondents to be very concerned about deciding on a specific major or career choice; trying to find oneself in the sense of personal meaning and identity; and using time wisely.

DRUG USAGE REPORTED BY STUDENTS

Students in this year's survey and in previous surveys were asked to indicate how often they have used different substances. Nearly three-fourths of the students responding said the frequency of their smoking cigarettes was "not at all" (Table 32).

Students were asked to consider different ways in which their use of alcohol has affected their behavior (Table 33). More than one-third of the respondents answered that their use of alcohol has resulted in their not remembering a part of the evening before; caused them to feel guilty; and caused them to behave in ways they later regretted. 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.

Questions were also asked of respondents about how they would define high risk drinking for themselves (Table 35) and the degree to which they believed that alcohol consumption is a problem at JMU (Table 34). More than two-fifths

of the responding students defined high risk drinking as somewhere between six to eleven drinks in an evening. Nearly one half 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. Nearly one-half of the respondents answered that during the previous two weeks they had consumed four or more drinks in a row at least once (Table 37). Students of color and women were significantly less likely to indicate "frequent" alcohol consumption.

The respondents were asked to comment on the number of occasions that they have used drugs in their lifetime. Over one-half of the respondents stated that they had used alcoholic beverages forty or more times (Table 38). Nearly half of the respondents answered that they had never used marijuana. Less than one of every ten students reported having used psychedelics, barbiturates, tranquilizers, cocaine, heroin, amphetamines or crystal methamphetamines.

The following tables contain summaries of data collected (percentages in parentheses are from the 1999, 1998, and 1997 Continuing Student Surveys, when available).

Table 1 Gender of the Respondents

Female	58% (60%/60%/59%)
Male	42% (40%/40%/41%)

Table 2 Age of the Respondents

17 or younger	1% (1%/1%/2%)
18	22% (21%/22%/16%)
19	23% (19%/22%/28%)
20	24% (22%/29%/23%)
21	20% (26%/17%/21%)
22 or older	10% (10%/9%/10%)

Table 3 Race of the Respondents

Caucasian/White	86% (86%/86%/85%)
African-American/Black	4% (4%/4%/6%)
Asian/Pacific Islander	4% (4%/5%/4%)
Latino	2% (2%/1%/1%)
Multiracial	2% (2%/1%/2%)
Other	2% (2%/2%/2%)
Native American	0% (0%/0%/0%)

Table 4 Marital Status

Single	98% (98%/98%/98%)
Married	2% (2%/2%/2%)

Table 5 Religious Preference

Protestant	31% (32%/31%/32%)
Roman Catholic	28% (29%/28%/28%)
Jewish	3% (3%/3%/3%)
Other religion	18% (18%/18%/18%)
No religious preference	22% (19%/21%/19%)

Table 6 College Credits Earned

Fewer than 28	27% (26%/26%/22%)
28-59	26% (22%/27%/33%)
60-89	25% (25%/29%/23%)
More than 89	23% (27%/17%/22%)

Table 7 Enrollment Status

Full-time student	98% (98%/98%/98%)
Part-time student	2% (2%/2%/2%)

Table 8 Previous School Attended

High School	88% (85%/87%/84%)
Other College	12% (15%/13%/16%)

Table 9 Academic College or School

Business	28% (28%/22%/26%)
Arts and Letters	24% (25%/29%/28%)
ISAT	17% (16%/20%/10%)
Education and Psychology	12% (13%/10%/16%)
Undeclared	11% (9%/10%/10%)
Science and Mathematics	8% (10%/9%/10%)
Graduate School	0% (0%/1%/0%)

Table 10 Current Grade Point Average

3.50-4.00	11% (11%/11%/11%)
3.00-3.49	28% (28%/27%/30%)
2.50-2.99	25% (23%/26%/26%)
2.00-2.49	12% (11%/13%/14%)
Less than 2.00	2% (2%/2%/3%)
GPA not yet established	22% (25%/20%/16%)

Table 11 Highest Academic Degree Student Intends to Obtain

Master's degree	46% (48%/47%/44%)
Bachelor's degree	32% (30%/28%/32%)
Doctoral degree	12% (12%/12%/13%)
Professional degree	9% (9%/11%/10%)
Specialist degree	1% (1%/ 1%/ 1%)
Not a degree seeking student	1% (1%/ 0%/ 1%)

Table 12 Current JMU Residence

Off-campus room/apartment	52% (50%/50%/51%)
Residence Hall	42% (40%/39%/38%)
Fraternity/Sorority House	3% (4%/ 4%/ 5%)
Home of parents or relative	2% (1%/ 2%/ 2%)
Own home	2% (3%/ 2%/ 2%)
Other	1% (3%/ 2%/ 2%)

Table 13 Area of Permanent Residence

Northern Virginia	32% (31%/29%/29%)
Outside Virginia	29% (32%/30%/33%)
Piedmont Area	12% (10%/11%/11%)
Tidewater Area	12% (13%/13%/12%)
Shenandoah Valley	8% (8%/ 9%/ 9%)
Southwest Virginia	4% (5%/ 6%/ 4%)
Outside the United States	2% (2%/ 2%/ 2%)

Table 14 Estimated Annual Family Income

Less than \$50,000	11% (11%/---/---)
\$50,000 to \$74,999	18% (19%/---/---)
\$75,000 to \$99,999	19% (21%/---/---)
\$100,000 to \$124,999	21% (19%/---/---)
\$125,000 to \$149,999	9% (10%/---/---)
\$150,000 to \$174,999	7% (6%/---/---)
\$175,000 to \$199,999	4% (5%/---/---)
\$200,000 or more	11% (10%/---/---)

Table 15 Father's Highest Level of Education

Some high school or less	2% (3%/ 3%/ 3%)
High school graduate	11% (11%/10%/12%)
Postsecondary school other than college	3% (3%/ 4%/ 4%)
Some college	14% (13%/14%/12%)
College degree	31% (32%/31%/29%)
Some graduate school	4% (4%/ 4%/ 5%)
Graduate degree	27% (27%/25%/26%)
Doctoral degree	9% (7%/ 9%/ 9%)

Table 16 Mother' Highest Level of Education

Some high school or less	2% (2%/ 2%/ 2%)
High school graduate	14% (15%/15%/17%)

Postsecondary school other than college	5% (6%/ 7%/ 7%)
Some college	16% (15%/17%/14%)
College degree	36% (35%/34%/33%)
Some graduate school	5% (5%/ 4%/ 6%)
Graduate degree	20% (22%/19%/20%)
Doctoral degree	2% (2%/ 2%/ 2%)

Table 17 Political Preference

Middle-of-the-Road	43% (53%/51%/47%)
Liberal	34% (26%/21%/27%)
Conservative	23% (21%/29%/26%)

Table 18 Philosophy of Higher Education

Vocational Philosophy (education viewed as essentially preparation for an occupation)	48% (49%/48%/47%)
Social Philosophy (social life and loyalty to college emphasized)	25% (29%/27%/25%)
Artistic Philosophy (ideas, art forms, individuality)	14% (14%/15%/18%)
Intellectual Philosophy (scholarly pursuit of knowledge)	12% (8%/10%/ 9%)

Table 19 Student Perceptions of JMU

Good	Neutral	Bad
81% (86%/85%)	15% (12%/11%)	4% (2%/4%)
Friendly	Neutral	Cold
80% (79%/81%)	16% (17%/13%)	4% (4%/6%)
Challenging	Neutral	Not Challenging
72% (78%/80%)	21% (16%/15%)	6% (6%/5%)
Progressive	Neutral	Regressive
70% (74%/75%)	26% (24%/22%)	4% (2%/2%)
Right Size	Neutral	Too Large
69% (64%/71%)	14% (19%/17%)	17%(16%/12%)
Intellectual	Neutral	Nonintellectual
68% (78%/76%)	26% (18%/21%)	6% (4%/3%)
Open and Accessible	Neutral	Closed and Inaccessible
63% (58%/64%)	29% (25%/29%)	8% (7%/ 8%)
Supportive	Neutral	Non-supportive
58% (58%/63%)	29% (33%/30%)	12% (9%/7%)
Emotionally Healthy	Neutral	Causing Anxiety and Frustration
48% (44%/51%)	32% (40%/32%)	20% (16%/18%)
Flexible	Neutral	Rigid

46% (46%/52%)	39% (41%/40%)	15% (13%/ 9%)
Sensitive 45% (48%/49%)	Neutral 44% (43%/42%)	Indifferent 11%(8%/10%)
Integrated 41% (42%/43%)	Neutral 33% (34%/32%)	Fragmented 26% (25%/25%)
Traditional 31% (34%/33%)	Neutral 55% (48%/46%)	Experimental 14% (18%/22%)

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

Development of academic, scholarly/intellectual qualities	65% (62%/64%/62%)
Being critical, evaluative and analytical	39% (35%/42%/33%)
Relationships with other students, student groups and activities	38% (34%/40%/37%)
Personal growth and self-awareness	32% (25%/25%/30%)
Development of vocational occupational competence	29% (31%/27%/25%)
Development of aesthetic, expressive, and creative qualities	24% (26%/25%/25%)
Personal relevance and practical values of your courses	20% (18%/21%/20%)
Global awareness	14% (14%/15%/13%)

**Table 21 Level of Satisfaction
(Respondents Who Are Satisfied or Very
Satisfied With Each of the Following)**

	No basis to judge	
Attractiveness campus landscaping	96% (98%/96%)	2% (2%/ 2%)
General condition of buildings and grounds	95% (96%/95%)	3% (3%/ 3%)
Cleanliness of JMU campus buildings	93% (93%/95%)	5% (4%/ 3%)
Recreation Center	93% (94%/93%)	7% (5%/ 6%)
JMU in general	92% (92%/92%)	2% (5%/ 2%)
Electronic mail system	88% (88%/83%)	4% (4%/ 3%)
Campus media (student newspaper, campus radio, etc.)	87% (89%/87%)	7% (5%/ 7%)
Classroom/laboratory facilities	86% (80%/84%)	6% (7%/ 6%)
Class size relative to the type of course	85% (84%/86%)	5% (4%/ 3%)
Opportunities for involvement in university activities	85% (87%/85%)	10% (7%/10%)
Out-of-class availability of your instructors	84% (85%/86%)	10% (10%/7%)
Quality of the city's bus transportation system	84% (77%/72%)	9% (14%/14%)

Attitude of the faculty toward students	83% (89%/89%)	6% (4%/ 6%)
Personal security/ safety at JMU	83% (83%/88%)	8% (8%/ 7%)
Study areas	83% (76%/82%)	7% (9%/ 5%)
Campus bookstore	82% (83%/87%)	7% (7%/ 5%)
Testing/grading system	81% (79%/72%)	4% (5%/ 4%)
University Center	81% (79%/82%)	16% (18%/15%)
Computer facilities	79% (73%/79%)	11% (13%/ 5%)
Variety of courses offered	77% (77%/78%)	6% (6%/ 5%)
Dining facilities and quality of food	76% (86%/82%)	8% (6%/ 7%)
Attitude of non-teaching staff towards students	74% (74%/70%)	17% (18%/21%)
Availability of student housing	74% (71%/67%)	17% (19%/20%)
On campus network connection program - CampusNet	72% (60%/58%)	18% (34%/34%)
Course content in your major field	71% (74%/78%)	19% (13%/12%)
Internet connection speed from computer labs	69% (75%/80%)	15% (15%/9%)
Instruction in major field	68% (75%/73%)	22% (18%/17%)
Rules governing student conduct	68% (71%/74%)	19% (20%/17%)
Preparation you are receiving for your future occupation	65% (68%/66%)	23% (20%/25%)
Concern for you as an individual	64% (72%/72%)	17% (13%/13%)
General registration procedures	63% (49%/62%)	4% (11%/10%)
Racial harmony	63% (68%/71%)	16% (13%/14%)
Assistance with research from Carrier Library reference librarians	62% (59%/62%)	27% (26%/23%)
Opportunities for student employment	62% (67%/63%)	29% (26%/27%)
Residence hall rules and regulations	62% (61%/58%)	22% (20%/30%)
Service quality from JMU postal services	59% (56%/55%)	17% (17%/19%)
Availability of your advisor	58% (65%/61%)	19% (20%/17%)
Campus police	57% (59%/59%)	24% (27%/26%)
Intercollegiate Athletics facilities	57% (55%/52%)	39% (40%/42%)
Value of information provided by advisor	57% (63%/55%)	20% (17%/20%)
Off campus network connection program - CampusLink	55% (51%/34%)	33% (40%/49%)
Student government	55% (50%/51%)	38% (41%/41%)
Religious programs and activities	51% (54%/55%)	44% (42%/40%)
Student involvement in University policies	51% (53%/49%)	36% (36%/32%)
Academic probation and suspension policies	48% (49%/47%)	43% (41%/47%)
Student assessment testing	40% (38%/49%)	19% (20%/23%)

Availability of courses you want when you can take them	39% (31%/37%)	8% (15%/13%)
Campus parking	8% (9%/9%)	13% (11%/11%)

Table 22 Percentage Who Said They Agree or Strongly Agree With the Following Statements Concerning Areas of JMU

	No basis to judge	
Faculty are knowledgeable in my field	85% (85%/89%)	0% (0%/1%)
I am treated courteously by building and grounds	81% (81%/77%)	2% (3%/8%)
Classrooms I use generally have adequate equipment	80% (79%/82%)	1% (0%/1%)
Methods of instruction/course content are related to course objectives	80% (86%/86%)	1% (0%/0%)
I receive prompt, courteous service in dining facilities	77% (-----/-----)	3% (-----/-----)
My information needs are met using computers outside the library	77% (75%/78%)	2% (2%/1%)
Have a clear understanding of course aims and requirements	76% (78% /81%)	0% (0%/0%)
I am generally satisfied with the JMU library	72% (59%/65%)	4% (6%/5%)
I know what to do to get an A,B,C,D or F in class	71% (75%/70%)	1% (0%/0%)
My JMU experience has been as good as I thought it would be	71% (-----/-----)	1% (-----/-----)
Classrooms generally have adequate space	70% (66%/68%)	1% (1%/0%)
Library maintains adequate hours for my purposes	70% (67%/69%)	7% (7%/7%)
Library's online catalog (LEO) is easy to use	70% (63%/65%)	7% (11%/11%)
Methods of instruction are challenging and understandable	69% (76%/76%)	1% (0%/0%)
Classrooms/laboratories generally have adequate heating, lighting and air	67% (69%/69%)	2% (1%/1%)
Laboratories generally have adequate equipment	66% (61%/62%)	12% (15%/18%)
Admissions recruiting activities /materials portray JMU accurately/honestly	65% (75%/71%)	5% (4%/8%)
Library staff gives me courteous service	65% (61%/62%)	12% (9%/10%)
Library provides adequate computers for access to electronic reference sources	63% (50%/52%)	8% (10%/9%)
Library provide adequate seating for individual and group study	61% (49%/53%)	6% (6%/7%)
Library provides adequate		

electronic resources and access to print	60% (51%/50%)	9% (12%/10%)
Library web is an accurate gateway to information resources	60% (51%/52%)	12% (16%/17%)
I am able to conduct postal business during JMU's postal hours	59% (55%/55%)	7% (7%/11%)
Laboratories generally have adequate space	58% (51%/55%)	12% (17%/18%)
Content and design of JMU publications accurately reflect JMU	58% (67%/69%)	5% (5%/6%)
The library provides competent assistance	58% (57%/57%)	13% (11%/11%)
An effective wellness education is provided	55% (59%/55%)	9%/ (9%/14%)
Cashiers/Student Accounting directs me to correct area when unable to answer question	54% (50%/50%)	19% (24%/25%)
Cashiers/Student Accounting provides prompt service	54% (48%/50%)	16% (22%/21%)
I have received adequate instruction on how to use information sources	54% (49%/49%)	4% (4%/6%)
My orientation faculty advisor seemed interested in helping me	54% (57%/55%)	7% (6%/8%)
Orientation faculty advisor gave accurate and helpful academic information	51% (55%/54%)	7% (5%/8%)
An effective program of health services is provided	49% (49%/42%)	8% (10%/11%)
Information on tuition deadlines /payment options is easy to understand	47% (47%/53%)	14% (12%/12%)
My major faculty advisor seems interested in helping me	46% (52%/52%)	13% (11%/13%)
Library provides timely access to Inter-Library Loan and Document Express	45% (32%/31%)	31%/32%/37%
My major faculty advisor gives accurate and helpful academic information	45% (51%/50%)	13% (13%/13%)
A high priority is placed on student academic advising	43% (42%/41%)	3% (6%/6%)
Administration maintains adequate communication with students about institutional policies	42% (41%/37%)	6% (5%/7%)
Office of Financial Aid and Scholarships provides service in a courteous manner	42% (-----/-----)	28% (-----/-----)
Reading, writing, and math labs are adequate	41% (32%/32%)	32% (36%/40%)
Fund-raising/public relations have student support	40% (39%/42%)	16% (16%/18%)
A high priority is		

placed on student counseling	37% (42%/42%)	5% (6%/9%)
I use the library regularly to complete assignments	35% (34%/37%)	3% (5%/11%)
Students participate in making policies for, and controlling, the activities of intercollegiate athletics	34% (38%/32%)	25% (24%/32%)

Table 23 Probable Reaction to a Student Cheating

Would be disturbed but do nothing	38% (33%/34%/36%)
Would be disturbed, but whether I took any action would depend on who the student was	16% (20%/17%/22%)
Would speak to the appropriate teacher or other authority without naming names	14% (13%/17%/10%)
Would not be disturbed and would do nothing	12% (11%/ 9%/10%)
Would express my concern only to the student I discovered cheating	11% (14%/10%/13%)
Would report the student to the appropriate teacher authority	9% (9%/12%/ 9%)

Table 24 Perceptions of the Honor Code, Honor System and Academic Misconduct (Respondents Who Stated They Agree or Strongly Agree with the Following Statements)

No basis to judge

Honor code and honor system have been clearly explained to me.	79% (75%/73%)	0% (1%/0%)
Understand what actions are considered to be academic misconduct at JMU	77% (76%/77%)	0% (0%/1%)
Professors communicate what academic misconduct is as it applies to their particular course	69% (72%/66%)	0% (1%/1%)
I believe students who are accused of academic misconduct are treated fairly by the Honor System	34%(35%/32%)	31%(31%/33%)
I believe students who are convicted of academic misconduct are treated fairly in their punishment	33%(34%/32%)	33%(33%/30%)

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

Never	67% (68%/69%/64%)
1-3 times	27% (25%/25%/26%)
4-10 times	4% (5%/ 6%/ 8%)
11-20 times	1% (1%/ 0%/ 2%)
More than 20 times	0% (1%/ 1%/ 1%)

Table 26 Accomplishments Considered Essential

Raising a family	61% (53%/57%/52%)
Helping others who are in difficulty	40% (33%/32%/32%)
Being very well off financially	38% (28%/28%/29%)
Developing a meaningful philosophy of life	35% (28%/32%/27%)
Becoming an authority in my field	32% (28%/31%/23%)
Obtaining recognition from my colleagues for contributions to my special field	28% (22%/23%/23%)
Receiving a liberal arts education that is of high quality and very diversified	28% (28%/33%/29%)
Promoting racial understanding	26% (24%/28%/27%)
Influencing social values	24% (20%/22%/20%)
Being admitted as a graduate student at a prestigious university	22% (17%/22%/16%)
Being successful in a business of my own	20% (13%/13%/16%)
Keeping up to date with political affairs	19% (12%/13%/13%)
Having administrative responsibility for the work of others	18% (13%/13%/14%)
Participating in community action program	17% (9%/13%/12%)
Influencing the political structure	12% (9%/ 8%/ 7%)
Becoming involved in programs to clean up the environment	10% (8%/ 9%/ 8%)
Becoming accomplished in a varsity sport	9% (-----/-----/-----)
Creating artistic work (painting, sculpture, decorating, etc.)	8% (9%/ 8%/ 9%)
Making theoretical contributions to science	8% (5%/ 5%/ 2%)
Writing original works (poems, novels, short stories, etc.)	7% (9%/ 7%/ 8%)
Becoming accomplished in a performing art (acting, dancing)	6% (8%/ 7%/ 4%)

Table 27 Personal Values Indicated as Very Important

Friendship	85% (84%/86%/81%)
Family	84% (80%/84%/85%)
Fulfill myself as a person	82% (82%/84%/82%)
Education	79% (80%/80%/76%)
Love	76% (76%/79%/78%)
Having children	59% (60%/59%/61%)
Living a clean, moral life	52% (53%/56%/49%)
Doing things for others	50% (50%/49%/52%)
Privacy	39% (36%/34%/33%)
Religion	38% (39%/35%/38%)

Physical development	36% (-----/-----/-----)
Money	31% (32%/32%/31%)
Work	29% (32%/38%/35%)
Contributing to societal change	24% (22%/22%/22%)
Patriotism	23% (18%/19%/23%)
Athletics	20% (-----/-----/-----)
Being close to nature	19% (29%/26%/25%)

Table 28 Adjustments Considered to Have Been Very Difficult

Studying efficiently	20% (17%/20%/22%)
Earning satisfactory grades	17% (13%/17%/16%)
Having less privacy	15% (16%/13%/14%)
Adjusting to sharing a room and living with roommates	8% (10%/ 9%/ 9%)
Getting to know other students	8% (6%/ 6%/ 7%)
Living under JMU regulations	6% (6%/ 6%/ 8%)
Having more freedom and being responsible for my own life	3% (2%/ 4%/ 3%)
Living with different types of people	3% (4%/ 4%/ 6%)

Table 29 Areas Where Students Indicated They Are Very Concerned

Decide on a specific major or career choice	70% (62%/67%/63%)
Develop close and intimate relationships	63% (55%/55%/50%)
Have sufficient money available	60% (53%/55%/57%)
Use time wisely	57% (52%/62%/54%)
Develop ability to make friends	51% (39%/39%/35%)
Develop recreational and leisure time activities	48% (43%/45%/42%)
"Find" myself in the sense of personal meaning and identity	44% (43%/42%/38%)
Deal with conflict with family	41% (27%/30%/27%)

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

Creating a winning atmosphere at JMU athletic events	58% (-----/-----/-----)
Image of athletes, coaches and athletic administration	54% (-----/-----/-----)
Success of JMU athletics	51% (-----/-----/-----)
Attending athletic events	42% (-----/-----/-----)
Assisting in financial support of JMU athletics	32% (-----/-----/-----)
Being involved with athletic events	32% (-----/-----/-----)

Table 31 Computer Needs

Met by own computer	84% (-----/-----/-----)
University computers	11% (-----/-----/-----)
Friend's computers	4% (-----/-----/-----)
No need for a computer	1% (-----/-----/-----)

Table 32 Frequency of Smoking Cigarettes

Not at all	72% (67%/68%/66%)
Less than one cigarette per day	10% (11%/12%/14%)
One to five cigarettes per day	10% (11%/ 9%/10%)
About one-half pack per day	4% (7%/ 6%/ 7%)
About one pack per day	3% (3%/ 5%/ 2%)
About one/one-half packs per day	1% (1%/ 1%/ 1%)
Two packs or more per day	0% (0%/ 1%/ 0%)

Table 33 Consequences of Using Alcohol

Caused you to behave in ways you later regretted?	45% (48%/45%/50%)
Resulted in your not remembering a part of the evening before?	43% (44%/40%/47%)
Caused you to feel guilty?	34% (31%/32%/37%)
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?	30% (31%/30%/34%)
Caused you to drive unsafely?	20% (26%/21%/22%)
Damaged your relationship with someone?	19% (-----/-----/-----)
Adversely affected your performance in school or job?	17% (-----/-----/-----)
Hurt your performance in school and/or job?	17% (19%/14%/21%)
Involved you with people you think are a bad influence on you?	16% (17%/ 9%/19%)
Caused you to engage in sexual activity without safe-sex practices you ordinarily would use?	14% (18%/16%/19%)
Caused you to be charged criminally with an alcohol offense?	10% (-----/-----/-----)
Gotten you into physical fights?	8% (13%/10%/12%)
Caused you to neglect your obligation, family, or work for more than two days in a row?	6% (7%/ 7%/ 7%)
Caused you to go to anyone for help?	4% (3%/ 3%/ 1%)
Caused your spouse, relative, boyfriend or girlfriend to go to anyone for help?	4% (1%/ 1%/ 2%)
Caused you to be admitted into a hospital	3% (2%/ 1%/ 3%)
Caused you to lose your job?	2% (1%/ 2%/ 1%)

Table 34 Degree That Alcohol Consumption is a Problem at James Madison University

A minor problem	45% (-----/-----/-----)
Only with certain groups	32% (-----/-----/-----)
A major problem	16% (-----/-----/-----)
Not at all	7% (-----/-----/-----)

		12 or more drinks	18% (-----/-----/-----)
6 to 8 drinks	28% (-----/-----/-----)	4 to 5 drinks	15% (-----/-----/-----)
9 to 11 drinks	25% (-----/-----/-----)	1 to 3 drinks	13% (-----/-----/-----)

	0	1-5	6-10	11-20	21-30	+30
Extracurricular activities	15% (----/---)	46% (---/---)	21% (---/---)	14% (---/---)	3% (---/---)	2% (---/---)
Exercise/conditioning	14% (---/---)	58% (---/---)	19% (---/---)	7% (---/---)	1% (---/---)	1% (---/---)
Partying	14% (---/---)	41% (---/---)	28% (---/---)	16% (---/---)	1% (---/---)	1% (---/---)
Class assignments	0% (---/---)	24% (---/---)	40% (---/---)	25% (---/---)	9% (---/---)	3% (---/---)

	0	1-2	3-5	6-9	+10
Five or more in a row	47% (42%/49%)	29%(28%/25%)	18%(23%/18%)	5%(6%/6%)	1%(1%/2%)
Four in a row	46% (46%/52%)	34%(30%/27%)	14%(19%/15%)	5%(5%/4%)	2%(1%/2%)
Three in a row	42% (43%/48%)	35%(29%/30%)	14%(20%/15%)	6%(6%/6%)	3%(1%/2%)
Two in a row	39% (40%/46%)	33%(30%/31%)	17%(17%/13%)	6%(10%/7%)	5%(3%/2%)
One	32% (37%/42%)	37%(30%/33%)	18%(17%/13%)	7%(12%/8%)	6%(5%/4%)

	0	1-2	3-5	6-9	10-19	20-39	40+
Heroin	99%(98%/98%)	0%(1%/ 1%)	0%(0%/ 0%)	0%(0%/1%)	1%(0%/ 0%)	0%(0%/ 0%)	0%(1%/ 0%)
Barbiturates	98%(96%/98%)	1%(1%/ 2%)	1%(1%/ 1%)	0%(1%/ 0%)	1%(0%/ 0%)	0%(0%/ 0%)	0%(1%/ 0%)
Crystal methamphetamine	98%(96%/97%)	1%(2%/ 3%)	1%(1%/ 0%)	0%(0%/ 0%)	0%(0%/ 0%)	0%(0%/ 0%)	0%(1%/ 0%)
Methaqualone, Quaaludes	97%(98%/99%)	2%(1%/1%)	1%(0%/ 0%)	0%(0%/ 0%)	0%(0%/ 0%)	0%(0%/ 0%)	0%(1%/ 0%)
Cocaine	95%(93%/94%)	2%(2%/ 1%)	2%(2%/ 2%)	1%(1%/ 2%)	1%(1%/ 2%)	0%(1%/ 0%)	0%(1%/ 0%)
Other amphetamines	93%(90%/92%)	1%(5%/ 4%)	2%(1%/ 2%)	1%(1%/1%)	1%(1%/ 1%)	1%(1%/ 0%)	0%(2%/ 0%)
Tranquilizers	93%(92%/94%)	2%(4%/ 4%)	2%(2%/ 0%)	1%(1%/ 1%)	1%(0%/ 1%)	0%(0%/ 0%)	0%(2%/ 0%)
LSD	91%(88%/89%)	3%(5%/ 4%)	2%(2%/ 3%)	2%(1%/1%)	1%(1%/ 1%)	0%(1%/ 1%)	0%(1%/ 1%)
Other hallucinogens	89%(84%/80%)	4%(7%/ 6%)	3%(3%/ 4%)	2%(3%/3%)	2%(2%/ 1%)	1%(1%/ 1%)	0%(1%/ 0%)
Other narcotics	88%(86%/86%)	6%(7%/ 8%)	3%(1%/ 3%)	1%(2%/1%)	1%(2%/ 1%)	1%(1%/ 0%)	0%(1%/ 0%)
MDMA (Ecstasy, XTC)	87%(90%/94%)	6%(5%/ 2%)	3%(2%/ 3%)	2%(1%/ 0%)	1%(1%/ 1%)	1%(1%/ 0%)	0%(1%/ 0%)
Marijuana	49%(46%/48%)	11%(10%/12%)	9%(8%/7%)	6%(5%/ 3%)	4%(6%/ 6%)	9%(8%/ 8%)	13%(16%/15%)
Alcoholic beverages	7%(6%/ 5%)	5%(4%/4%)	4%(3%/ 6%)	5%(7%/ 4%)	10%(7%/11%)	13%(14%/15%)	57%(60%/56%)

Any questions or comments about this survey or its results should be addressed to Dr. Al Menard, Associate Vice President for Institutional Effectiveness.