

**EXECUTIVE SUMMARY OF RESULTS
FROM THE CONTINUING STUDENT SURVEY (SURVEY 2001)**

The Continuing Student Survey, Survey 2001, 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-three years ago.

Through the cooperation of 43 faculty, Survey 2001 was administered during class time in late October and early November of 2001 to 2535 students in 86 sections.

Respondents to Survey 2001 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; nine 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, education, and family, 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
 - attitude of the faculty toward students
- Between 80 and 90 percent of the respondents reported that they were satisfied or very satisfied with:
 - 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 quality of the city's bus transportation system
- study areas
- internet connection speed from computer labs
- variety of courses offered
- computer facilities

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:

- attitude of the faculty towards students
- testing and grading system
- personal security and safety
- internet connection speed from computer labs
- variety of courses offered
- rules governing student conduct
- concern for you as an individual
- instruction in your major field
- service quality from JMU postal services
- general registration procedures
- racial harmony
- availability of your advisor
- campus police
- off-campus network connection program (Campus Link)
- student involvement in University policies
- religious programs and activities
- student assessment testing
- availability of courses you want when you can take them
- campus parking
- library maintains adequate hours for my purposes
- methods of instruction are challenging and understandable
- I have received adequate instruction how to use information sources
- my major faculty advisor seems interested in helping me
- my major faculty advisor gives accurate and helpful academic information

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:

- electronic mail system
- University Center
- I receive prompt and courteous service in dining facilities
- library's online catalogue (LEO) is easy to use
- library provides adequate electronic resources and access to print
- an effective wellness education is provided
- information on tuition deadlines/payment options is easy to understand
- library provides timely access to InterLibrary Loan
- * Student Financial Services provides prompt service
- * Student Financial Services directs me to correct area when unable to answering question

* Office name change on the survey may have contributed to significant increase in percentage of students having no basis to judge (14 and 16 percent respectively) and therefore a decrease in satisfaction percentages.

Information obtained from questions suggested by University faculty or staff and first asked on Survey 2001 include:

- percentage of students satisfied or very satisfied with the quality of their efforts at JMU range from a low of 61% (cultural events) to 94% (friendships I have made)
- percentage of students who agree or strongly agree with statements about the GENED program range from 34% to 58%; students reporting that they have earned 28 credit hours or less in college reported significantly higher percentages (66% to 88%)

INSTITUTIONAL EFFECTIVENESS

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, 2001, staff in the Division of Institutional Effectiveness distributed to students the Continuing Student Survey 2001, 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 18 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 43 faculty, Survey 2001 was administered during class time to 2,535 students in a total of 86 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 2001 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). Nearly one-third 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 a social philosophy. Students reporting less than 28 hours earned and students reporting a grade point average greater than 3.0 were more likely to indicate a

commitment to an intellectual philosophy.

PERCEPTIONS OF JMU REMAIN POSITIVE

Three-fourths 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; the attitude of the faculty toward students; and JMU in general (Table 23). At least eight out of ten students said they are satisfied or very satisfied with 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; study areas; the bus transportation system; computer facilities; internet connections speed; and variety of courses offered.

Respondents to this year's survey were also asked to indicate their level of agreement with statements concerning various areas of JMU (Table 24). 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 meet my information needs using computers outside the library; the library maintains adequate hours and methods of instruction are challenging and understandable.

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, one-third 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 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 of color; students who have earned less than 28 credits; and students with a grade point average less than 3.00 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. More than eight 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 26). When asked the number of times they knowingly engaged in academic misconduct at JMU two-thirds of the respondents said "never" (Table 27).

ACCOMPLISHMENTS PERCEIVED BY STUDENTS AS BEING ESSENTIAL

One-half of the respondents in this year's survey indicated they view raising a family as being an essential accomplishment (Table 28). 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; and being well off financially. Women were more likely to report that the following were essential; influencing social values, helping others in difficulty, creating artistic works, becoming involved in programs to clean the environment and being admitted to a prestigious graduate school. Men were more likely to report being successful in a business of my own, keeping up to date with political affairs and being accomplished in a varsity sport as essential. Students in Arts and Letters were more likely to report that the following were essential: becoming accomplished in one of the performing arts, writing original works, creating artistic works, developing a meaningful philosophy of life, receiving a liberal arts education of high quality and promoting racial understanding. Business students were more likely to report becoming an authority in my field; obtaining recognition from colleagues in my field, having administrative responsibility for the work of others and being well off financially. ISAT and Science and Mathematics students were more likely to report that making a theoretical contribution to science is essential.

JMU STUDENTS CONTINUE TO REFLECT TRADITIONAL VALUES

More than eight out of ten of the respondents said that friendship and family are very important values (Table 29).

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. Students of color and students in Arts and Letters were more likely to report that they held liberal political views.

CONCERNS OF RESPONDENTS/ADJUSTMENTS PERCEIVED AS BEING DIFFICULT

Twelve percent of the students in this year's survey said studying efficiently and having less privacy have been very difficult adjustments for them (Table 30). 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 31). 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; developing close and intimate relationships; managing stress; and finding myself in the sense of personal meaning and identity. Female respondents were significantly more likely than male respondents to be very concerned about developing close and intimate relationships; trying to "find" myself in the sense of personal meaning and identity; dealing with conflict with parents or family and managing stress.

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 34).

Students were asked to consider different ways in which their use of alcohol has affected their behavior (Table 35). More than one-third of the respondents answered that their use of alcohol has resulted in their not remembering a period of time; 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 and to have consumed alcohol.

Questions were also asked of respondents about how they would define high risk drinking for themselves (Table 37) and the degree to which they believed that alcohol consumption is a problem at JMU (Table 36). Nearly one half of the responding students defined high risk drinking as somewhere between six to eleven drinks in an evening. Nearly two fifths 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 39). 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 40). Half of the respondents answered that they had used marijuana at least once. Less than one of every ten students reported having used psychedelics, barbiturates, tranquilizers, cocaine, heroin, amphetamines, crystal methamphetamines, and methaqualone.

The following tables contain summaries of data collected (percentages in parentheses are from the 2000, 1999, and 1998 Continuing Student Surveys, when available).

Table 1 Gender of the Respondents

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

Table 2 Age of the Respondents

17 or younger	1% (1%/1%/1%)
18	20% (22%/21%/22%)
19	21% (23%/19%/22%)
20	24% (24%/22%/29%)
21	21% (20%/26%/17%)
22 or older	12% (10%/10%/9%)

Table 3 Race of the Respondents

Caucasian/White	85% (86%/86%/86%)
Asian/Pacific Islander	5% (4%/4%/5%)
Latino	5% (2%/2%/1%)
African-American/Black	4% (4%/4%/4%)
Multiracial	1% (2%/2%/1%)
Other	3% (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	29% (32%/32%/31%)
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Roman Catholic	27% (28%/29%/28%)
Jewish	2% (3%/3%/3%)
Other religion	21% (21%/18%/18%)
No religious preference	21% (22%/19%/21%)

Table 6 College Credits Earned

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

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	85% (88%/85%/87%)
Other College	15% (12%/15%/13%)

Table 9 Academic College or School

Arts and Letters	24% (24%/25%/29%)
Business	22% (28%/28%/22%)
ISAT*	22% (17%/16%/20%)
Science and Mathematics	12% (8%/10%/9%)
Undeclared	12% (11%/9%/10%)
Education*	7% (12%/13%/10%)
Graduate School	1% (0%/0%/1%)

* Reflects recent organizational changes

Table 10 Cumulative Grade Point Average

3.50-4.00	11% (11%/11%/11%)
3.00-3.49	29% (28%/28%/27%)
2.50-2.99	27% (25%/23%/26%)
2.00-2.49	10% (12%/11%/13%)
Less than 2.00	1% (2%/ 2%/ 2%)
GPA not yet established	22% (22%/25%/20%)

Table 11 Highest Academic Degree Student Intends to Obtain

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

Table 12 Current JMU Residence

Off-campus room/apartment	55% (52%/50%/50%)
Residence Hall	39% (42%/40%/39%)
Fraternity/Sorority House	2% (3%/ 4%/ 4%)
Home of parents or relative	2% (2%/ 1%/ 2%)
Own home	2% (2%/ 3%/ 2%)
Other	1% (1%/ 3%/ 2%)

Table 13 Area of Permanent Residence

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

Table 14 Estimated Annual Family Income

Less than \$50,000	10% (11%/11%/---)
\$50,000 to \$74,999	18% (18%/19%/---)
\$75,000 to \$99,999	20% (19%/21%/---)
\$100,000 to \$124,999	21% (21%/19%/---)
\$125,000 to \$149,999	11% (9%/10%/---)
\$150,000 to \$174,999	7% (7%/ 6%/---)
\$175,000 to \$199,999	4% (4%/ 5%/---)
\$200,000 or more	9% (11%/10%/---)

Table 15 Father's Highest Level of Education

Some high school or less	2% (2%/ 3%/ 3%)
High school graduate	11% (11%/11%/10%)
Postsecondary school other than college	3% (3%/ 3%/ 4%)

Some college	14% (14%/13%/14%)
College degree	34% (31%/32%/31%)
Some graduate school	3% (4%/ 4%/ 4%)
Graduate degree	27% (27%/27%/25%)
Doctoral degree	7% (9%/ 7%/ 9%)

Table 16 Mother's Highest Level of Education

Some high school or less	2% (2%/ 2%/ 2%)
High school graduate	13% (14%/15%/15%)
Postsecondary school other than college	6% (5%/ 6%/ 7%)
Some college	17% (16%/15%/17%)
College degree	37% (36%/35%/34%)
Some graduate school	4% (5%/ 5%/ 4%)
Graduate degree	20% (20%/22%/19%)
Doctoral degree	2% (2%/ 2%/ 2%)

Table 17 Political Preference

Middle-of-the-Road	48% (43%/53%/51%)
Liberal	31% (34%/26%/21%)
Conservative	21% (23%/21%/29%)

Table 18 Philosophy of Higher Education

Vocational Philosophy (education viewed as essentially preparation for an occupation)	44% (48%/49%/48%)
Social Philosophy (social life and loyalty to college emphasized)	32% (25%/29%/27%)
Artistic Philosophy (ideas, art forms, individuality)	13% (14%/14%/15%)
Intellectual Philosophy (scholarly pursuit of knowledge)	11% (12%/ 8%/10%)

Table 19 Student Perceptions of JMU

Friendly	Neutral	Cold
78% (80%/79%)	18% (16%/17%)	4% (4%/4%)
Good	Neutral	Bad
78% (81%/86%)	17% (15%/12%)	4% (4%/2%)
Challenging	Neutral	Not Challenging
73% (72%/78%)	19% (21%/16%)	7% (6%/6%)
Progressive	Neutral	Regressive
71% (70%/74%)	26% (26%/24%)	4% (4%/2%)
Right Size	Neutral	Too Large
72% (69%/64%)	18% (14%/19%)	10%(17%/16%)
Open and Accessible	Neutral	Closed and Inaccessible
67% (63%/58%)	27% (29%/25%)	6% (8%/ 7%)

Intellectual 62% (68%/78%)	Neutral 31% (26%/18%)	Nonintellectual 6% (6%/4%)
Supportive 57% (58%/58%)	Neutral 33% (29%/33%)	Non-Supportive 10%(12%/9%)
Emotionally Healthy 47% (48%/44%)	Neutral 34% (32%/40%)	Causing Anxiety and Frustration 19% (20%/16%)
Flexible 46% (46%/46%)	Neutral 40% (39%/41%)	Rigid 14%(15%/13%)
Integrated 44% (41%/42%)	Neutral 36% (33%/34%)	Fragmented 19% (26%/25%)
Sensitive 42% (45%/48%)	Neutral 43% (44%/42%)	Indifferent 15%(11%/ 8%)
Traditional 33% (31%/34%)	Neutral 52% (55%/48%)	Experimental 15% (14%/18%)

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

Development of academic, scholarly/intellectual qualities	64% (65%/62%/64%)
Being critical, evaluative and analytical	44% (39%/35%/42%)
Relationships with other students, student groups and activities	40% (38%/34%/40%)
Development of vocational occupational competence	30% (29%/31%/27%)
Personal growth and self-awareness	27% (32%/25%/25%)
Development of aesthetic, expressive, and creative qualities	26% (24%/26%/25%)
Personal relevance and practical values of your courses	26% (20%/18%/21%)
Global awareness	22% (14%/14%/15%)
Undergraduate research	21% (-----)
Service learning	17% (-----)

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

Friendships I have made at JMU	94% (-----)
Quality of effort in classes	84% (-----)
Usage of the library	80% (-----)
Involvement with campus activities outside of class	77% (-----)
Involvement with students of another race/ethnic group	77% (-----)
Informal discussions with faculty	75% (-----)
Attendance at athletic events	69% (-----)
Attendance at cultural events	61% (-----)

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

Library resources are adequate to meet the needs of the program's courses.	58%	5%
Satisfied with level of difficulty of the content presented in the program's courses.	46%	2%
Program prepares me in critical thinking skills, communication, and technical competency.	44%	2%
Satisfied with quality of teaching in the program	41%	2%
Program develops my awareness of both physical and emotional wellness.	40%	4%
Overall, satisfied with the quality of the program.	38%	2%
Program develops my problem-solving skills in science and mathematics.	37%	5%
Program prepares me to be an informed citizen who is able to participate in public life and public decision-making	36%	3%
Satisfied with quality of advising in the program	35%	3%
Program prepares me to understand the development of western civilization and its interactions with other traditions within the global community.	34%	4%

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

		No basis to judge
Attractiveness campus landscaping	97% (96%/98%)	2% (2%/ 2%)
Cleanliness of JMU campus buildings	96% (93%/93%)	3% (5%/ 4%)
General condition of buildings and grounds	95% (95%/96%)	3% (3%/ 3%)
JMU in general	94% (92%/92%)	3% (2%/ 5%)
Recreation Center	92% (93%/94%)	6% (7%/ 5%)
Attitude of the faculty toward students	91% (83%/89%)	4% (6%/ 4%)
Testing/grading system	89% (81%/79%)	4% (4%/ 5%)
Class size relative to the type of course	88% (85%/84%)	3% (5%/ 4%)
Classroom/laboratory facilities	88% (86%/80%)	4% (6%/ 7%)
Personal security/ safety at JMU	88% (83%/83%)	6% (8%/ 8%)
Campus media (student newspaper, campus radio, etc.)	87% (87%/89%)	8% (7%/ 5%)
Out-of-class availability of your instructors	87% (84%/85%)	6% (10%/10%)
Opportunities for involvement in university activities	86% (85%/87%)	10% (10%/10%)
Campus bookstore	83% (82%/83%)	6% (7%/ 7%)
Internet connection speed		

from computer labs	82% (69%/75%)	12 % (15%/15%)
Study areas	82% (83%/76%)	9% (7%/ 9%)
Variety of courses offered	82% (77%/77%)	3% (6%/ 6%)
Quality of the city's bus transportation system	81% (84%/77%)	11% (9%/14%)
Computer facilities	80% (79%/73%)	13% (11%/13%)
Electronic mail system	80% (88%/88%)	4 % (4%/ 4%)
Dining facilities and quality of food	79% (76%/86%)	7% (8%/ 6%)
On campus network connection program - CampusNet	76% (72%/60%)	18% (18%/34%)
Course content in your major field	75% (71%/74%)	14% (19%/13%)
Rules governing student conduct	75% (68%/71%)	17% (19%/20%)
University Center	75% (81%/79%)	22% (16%/18%)
Attitude of non-teaching staff towards students	74% (74%/74%)	20% (17%/18%)
Concern for you as an individual	73% (64%/72%)	14% (17%/13%)
Instruction in major field	73% (68%/75%)	16% (22%/18%)
Availability of student housing	71% (74%/71%)	18% (17%/19%)
Service quality from JMU postal services	70% (59%/56%)	17% (17%/17%)
General registration procedures	69% (63%/49%)	6% (4%/11%)
Racial harmony	68% (63%/68%)	17% (16%/13%)
Assistance with research from Carrier Library reference librarians	66% (62%/59%)	26% (27%/26%)
Availability of your advisor	65% (58%/65%)	14% (19%/20%)
Campus police	63% (57%/59%)	27% (24%/27%)
Preparation you are receiving for your future occupation	62% (65%/68%)	25% (23%/20%)
Residence hall rules and regulations	61% (62%/61%)	23% (22%/20%)
Off campus network connection program - CampusLink	60% (55%/51%)	31% (33%/40%)
Opportunities for student employment	60% (62%/67%)	31% (29%/26%)
Value of information provided by advisor	60% (57%/63%)	17% (20%/17%)
Student involvement in University policies	59% (51%/53%)	34% (36%/36%)
Religious programs and activities	58% (51%/54%)	39% (44%/42%)
Intercollegiate Athletics facilities	53% (57%/55%)	39% (39%/40%)
Student government	52% (55%/50%)	45% (38%/41%)
Academic probation and suspension policies	50% (48%/49%)	42% (43%/41%)
Student assessment testing	46% (40%/38%)	18% (19%/20%)
Availability of courses you want when you can take them	44% (39%/31%)	8% (8%/15%)
Tutoring resources	43%	54%

Study skills/support services	41%	56%
Mental health/psychological services	34%	59%
Campus parking	13% (8%/ 9%)	15% (13%/11%)

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

		No basis to judge
Faculty are knowledgeable in my field	85% (85%/85%)	0% (0%/0%)
I am treated courteously by building and grounds	84% (81%/81%)	2% (2%/3%)
Methods of instruction/course content are related to course objectives	81% (80%/86%)	0% (1%/0%)
My information needs are met using computers outside the library	79% (77%/75%)	2% (2%/2%)
Classrooms I use generally have adequate equipment	78% (80%/79%)	0% (1%/0%)
Have a clear understanding of course aims and requirements	76% (76% /78%)	0% (0%/0%)
Library maintains adequate hours for my purposes	75% (70%/67%)	7% (7%/7%)
Methods of instruction are challenging and understandable	75% (69%/76%)	0% (1%/0%)
My JMU experience has been as good as I thought it would be	74% (71%/-----)	0% (1%/----)
Classrooms generally have adequate space	72% (70%/66%)	1% (1%/1%)
I receive prompt, courteous service in dining facilities	72% (77%/-----)	3% (3%/----)
I am generally satisfied with the JMU library	72% (72%/59%)	5% (4%/6%)
I know what to do to get an A,B,C,D or F in class	69% (71%/75%)	1% (1%/0%)
Admissions recruiting activities /materials portray JMU accurately/honestly	68% (65%/75%)	4% (5%/4%)
Laboratories generally have adequate equipment	67% (66%/61%)	12% (12%/15%)
Library staff gives me courteous service	67% (65%/61%)	10% (12%/9%)
Classrooms/laboratories generally have adequate heating, lighting and a/c	66% (67%69%)	1% (2%/1%)
Library's online catalog (LEO) is easy to use	63% (70%/63%)	8% (7%/11%)
Laboratories generally have adequate space	61% (58%/51%)	13% (12%/17%)
Library web is an accurate gateway to information resources	61% (60%/51%)	12% (12%/16%)
The library provides competent assistance	60% (58%/57%)	12% (13%/11%)

Content and design of JMU publications accurately reflect JMU	59% (58%/67%)	5% (5%/5%)
I have received adequate instruction on how to use information sources	59% (54%/49%)	4% (4%/4%)
Library provides adequate computers for access to electronic reference sources	59% (63%/50%)	9% (8%/10%)
Library provide adequate seating for individual and group study	57% (61%/49%)	7% (6%/6%)
I am able to conduct postal business during JMU's postal hours	55% (59%/55%)	7% (7%/ 7%)
My orientation faculty advisor seemed interested in helping me	54% (54%/57%)	3% (7%/6%)
My major faculty advisor seems interested in helping me	51% (46%/52%)	9% (13%/11%)
My major faculty advisor gives accurate and helpful academic information	50% (45%/51%)	10% (13%/13%)
Library provides adequate electronic resources and access to print	49% (60%/51%)	10% (9%/12%)
Orientation faculty advisor gave accurate and helpful academic information	49% (51%/55%)	4% (7%/5%)
An effective wellness education is provided	48% (55%/59%)	12% (9%/ 9%)
An effective program of health services is provided	47% (49%/49%)	10% (8%/10%)
A high priority is placed on student academic advising	43% (43%/42%)	2% (3%/6%)
Information on tuition deadlines /payment options is easy to understand	42% (47%/47%)	16% (14%/12%)
Reading, writing, and math labs are adequate	41% (41%/32%)	34% (32%/36%)
Administration maintains adequate communication with students about institutional policies	40% (42%/41%)	6% (6%/5%)
Office of Financial Aid and Scholarships provides service in a courteous manner	39% (42%/-----)	28% (28%/-----)
Library provides timely access to Inter-library Loan	38% (45%/32%)	33%/31%/32%)
Fund-raising/public relations have student support	37% (40%/39%)	17% (16%/16%)
Student Financial Services provide service in a courteous manner	37% (-----)	29% (-----)
I use the library regularly to complete assignments	34% (35%/34%)	3% (3%/ 5%)
Student Financial Services provides prompt service	32% (54%/48%)	30% (16%/22%)

Students participate in making policies for, and controlling, the activities of intercollegiate athletics	32% (34%/38%)	25% (25%/24%)
Student Financial Services directs me to correct area when unable to answer question	30% (54%/50%)	35% (19%/24%)
A high priority is placed on mental health counseling	30% (-----)	23% (-----)

Table 25 Probable Reaction to a Student Cheating

Would be disturbed but do nothing	33% (38%/33%/34%)
Would be disturbed, but whether I took any action would depend on who the student was	18% (16%/20%/17%)
Would speak to the appropriate teacher or other authority without naming names	14% (14%/13%/17%)
Would not be disturbed and would do nothing	13% (12%/11%/ 9%)
Would express my concern only to the student I discovered cheating	12% (11%/14%/10%)
Would report the student to the appropriate teacher authority	10% (9%/ 9%/12%)

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	82% (77%/76%)	1% (0%/0%)
Honor code and honor system have been clearly explained to me.	81% (79%/75%)	0% (0%/1%)
Professors communicate what academic misconduct is as it applies to their particular course	72% (69%/72%)	1% (0%/1%)
I believe students who are accused of academic misconduct are treated fairly by the Honor System	35%(34%/35%)	35%(31%/31%)
I believe students who are convicted of academic misconduct are treated fairly in their punishment	33%(33%/34%)	37%(33%/33%)

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

Academic Misconduct

Never	66% (67%/68%/69%)
1-3 times	25% (27%/25%/25%)
4-10 times	6% (4%/5%/6%)
11-20 times	2% (1%/1%/0%)
More than 20 times	1% (0%/1%/1%)

Table 28 Accomplishments Considered Essential

Raising a family	50% (61%/53%/57%)
Becoming an authority in my field	30% (32%/28%/31%)
Being very well off financially	30% (38%/28%/28%)
Receiving a liberal arts education that is of high quality and very diversified	30% (28%/28%/33%)
Helping others who are in difficulty	27% (40%/33%/32%)
Developing a meaningful philosophy of life	25% (35%/28%/32%)
Promoting racial understanding	25% (26%/24%/28%)
Obtaining recognition from my colleagues for contributions to my special field	23% (28%/22%/23%)
Being successful in a business of my own	20% (20%/13%/13%)
Being admitted as a graduate student at a prestigious university	17% (22%/17%/22%)
Influencing social values	17% (24%/20%/22%)
Keeping up to date with political affairs	16% (19%/12%/13%)
Having administrative responsibility for the work of others	14% (18%/13%/13%)
Becoming accomplished in a varsity sport	11% (9%/-----)
Becoming involved in programs to clean up the environment	10% (10%/8%/9%)
Influencing the political structure	10% (12%/9%/8%)
Writing original works (poems, novels, short stories, etc.)	10% (7%/9%/7%)
Becoming accomplished in a performing art (acting, dancing)	9% (6%/8%/7%)
Creating artistic work (painting, sculpture, decorating, etc.)	9% (8%/9%/8%)
Making theoretical contributions to science	8% (8%/5%/5%)
Participating in community action program	8% (17%/9%/13%)

Table 29 Personal Values Indicated as Very Important

Family	82% (84%/80%/84%)
Friendship	80% (85%/84%/86%)
Education	78% (79%/80%/80%)
Achieving my own identify	74% (-----)
Love	64% (76%/76%/79%)
Having children	47% (59%/60%/59%)
Living a clean, moral life	44% (52%/53%/56%)
Doing things for others	38% (50%/50%/49%)

Patriotism	37% (23%/18%/19%)
Physical development	36% (36%/-----)
Privacy	33% (39%/36%/34%)
Money	32% (31%/32%/32%)
Religion	29% (38%/39%/35%)
Athletics	27% (20%/-----)
Contributing to societal change	25% (24%/22%/22%)
Being close to nature	20% (19%/29%/26%)
Work	20% (29%/32%/38%)

Table 30 Adjustments Considered to Have Been Very Difficult

Having less privacy	12% (15%/16%/13%)
Studying efficiently	12% (20%/17%/20%)
Earning satisfactory grades	10% (17%/13%/17%)
Living under JMU regulations	10% (6%/6%/6%)
Adjusting to sharing a room and living with roommates	8% (8%/10%/9%)
Getting to know other students	5% (8%/6%/6%)
Living with different types of people	4% (3%/4%/4%)
Having more freedom and being responsible for my own life	3% (3%/2%/4%)

Table 31 Areas Where Students Indicated They Are Very Concerned

Decide on a specific major or career choice	67% (70%/62%/67%)
Develop close and intimate relationships	62% (63%/55%/55%)
Managing stress	60% (-----)
Use time wisely	60% (57%/52%/62%)
Have sufficient money available	54% (60%/53%/55%)
Develop ability to make friends	51% (51%/39%/39%)
"Find" myself in the sense of personal meaning and identity	51% (44%/43%/42%)
Deal with conflict with family	46% (41%/27%/30%)
Develop recreational and leisure time activities	42% (48%/43%/45%)

Table 32 Athletics Areas That Students Indicated Very Important or Somewhat Important

Creating a winning atmosphere at JMU athletic events	54% (58%/-----)
Image of athletes, coaches and athletic administration	47% (54%/-----)
Success of JMU athletics	45% (51%/-----)
Attending athletic events	38% (42%/-----)
Assisting in financial support of JMU athletics	33% (32%/-----)
Being involved with athletic events	27% (32%/-----)

Table 33 Computer Needs

Met by own computer	89% (84%/-----)
University computers	7% (11%/-----)
Friend's computers	3% (4%/-----)
No need for a computer	1% (1%/-----)

Table 34 Frequency of Smoking Cigarettes

Not at all	74% (72%/67%/68%)
Less than one cigarette per day	9% (10%/11%/12%)
One to five cigarettes per day	9% (10%/11%/ 9%)
About one-half pack per day	4% (4%/ 7%/ 6%)
About one pack per day	1% (3%/ 3%/ 5%)
About one/one-half packs per day	0% (1%/ 1%/ 1%)
Two packs or more per day	2% (0%/ 0%/ 1%)

Table 35 Consequences of Using Alcohol

Resulted in your not remembering a period of time?	42% (43%/44%/40%)
Caused you to behave in ways you later regretted?	41% (45%/48%/45%)
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?	31% (30%/31%/30%)
Caused you to feel guilty?	30% (34%/31%/32%)
Caused you to drive unsafely?	22% (20%/26%/21%)
Damaged your relationship with someone?	16% (19%/-----)
Adversely affected your performance in school or job?	15% (17%/-----)
Involved you with people you think are a bad influence on you?	13% (16%/17%/ 9%)
Gotten you into physical fights?	12% (8%/13%/10%)
Caused you to engage in sexual	

activity without safe-sex practices you ordinarily would use?	11% (14%/18%/16%)
Caused you to be charged criminally with an alcohol offense?	10% (10%/-----)
Caused you to neglect your obligation, family, or work for more than two days in a row?	4% (6%/ 7%/ 7%)
Caused you to be admitted into a hospital	3% (3%/ 2%/ 1%)
Caused you to go to anyone for help?	2% (4%/ 3%/ 3%)
Caused your spouse, relative, boyfriend or girlfriend to go to anyone for help?	2% (4%/ 1%/ 1%)
Caused you to lose your job?	1% (2%/ 1%/ 2%)

Table 36 Degree That Alcohol Consumption is a Problem at James Madison University

A minor problem	38% (45%/-----)
Only with certain groups	33% (32%/-----)
A major problem	15% (16%/-----)
Not at all	14% (7%/-----)

Table 37 Definition of High Risk Drinking

6 to 8 drinks	28% (28%/-----)
9 to 11 drinks	20% (25%/-----)
12 or more drinks	21% (18%/-----)
1 to 3 drinks	17% (13%/-----)
4 to 5 drinks	13% (15%/-----)

Table 38 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	24% (15%)	45% (46%)	15% (21%)	10% (14%)	4% (3%)	2% (2%)
Partying	17% (14%)	37% (41%)	27% (28%)	15% (16%)	2% (1%)	3% (1%)
Exercise/conditioning	7% (14%)	59% (58%)	20% (19%)	10% (7%)	2% (1%)	2% (1%)
Sleeping	1% (-----)	2% (-----)	3% (-----)	7% (-----)	14% (-----)	75%(-----)
Study/assignments	1% (0%)	11% (24%)	27% (40%)	35% (25%)	17% (9%)	9% (3%)

Table 39 Alcohol Usage in Previous Two Weeks

	<u>0</u>	<u>1-2</u>	<u>3-5</u>	<u>6-9</u>	<u>+10</u>
Four in a row	51% (46%/46%)	27%(34%/30%)	14%(14%/19%)	5%(5%/5%)	3%(2%/1%)
Three in a row	51% (42%/43%)	25%(35%/29%)	15%(14%/20%)	6%(6%/6%)	3%(3%/1%)
Five or more in a row	50% (47%/42%)	25%(29%/28%)	16%(18%/23%)	6%(5%/6%)	2%(1%/1%)
Two in a row	48% (39%/40%)	25%(33%/30%)	17%(17%/17%)	5%(6%/10%)	5%(5%/3%)
One	38% (32%/37%)	32%(37%/30%)	16%(18%/17%)	7%(7%/12%)	6%(6%/5%)

Table 40 Number of Occasions That Drugs Have Been Used by the Respondents

	<u>0</u>	<u>1-2</u>	<u>3-5</u>	<u>6-9</u>	<u>10-19</u>	<u>20-39</u>	<u>40+</u>
Crystal methamphetamine	98%(98%/96%)	1%(1%/ 2%)	0%(1%/ 1%)	0%(0%/ 0%)	0%(0%/ 0%)	0%(0%/ 0%)	1%(0%/ 1%)
Heroin	97%(99%/98%)	2%(0%/ 1%)	0%(0%/ 0%)	0%(0%/0%)	0%(1%/ 0%)	0%(0%/ 0%)	1%(0%/ 1%)
Methaqualone, Quaaludes	97%(97%/98%)	2%(2%/1%)	0%(1%/ 0%)	0%(0%/ 0%)	0%(0%/ 0%)	0%(0%/ 0%)	1%(0%/ 1%)
Barbiturates	96%(98%/96%)	1%(1%/ 1%)	0%(1%/ 1%)	1%(0%/ 1%)	0%(1%/ 0%)	0%(0%/ 0%)	1%(0%/ 1%)
Tranquilizers	93%(93%/92%)	2%(2%/ 4%)	1%(2%/ 2%)	1%(1%/ 1%)	1%(1%/ 0%)	0%(0%/ 0%)	1%(0%/ 2%)
Other amphetamines	92%(93%/90%)	3%(1%/ 5%)	2%(2%/ 1%)	1%(1%/1%)	1%(1%/ 1%)	1%(1%/ 1%)	1%(0%/ 2%)
Cocaine	91%(95%/93%)	3%(2%/ 2%)	1%(2%/ 2%)	1%(1%/ 1%)	2%(1%/ 1%)	1%(2%/ 1%)	1%(0%/ 1%)
LSD	88%(91%/88%)	5%(3%/ 5%)	3%(2%/ 2%)	1%(2%/1%)	1%(1%/ 1%)	1%(0%/ 1%)	1%(0%/ 1%)
MDMA (Ecstasy, XTC)	84%(87%/90%)	7%(6%/ 5%)	4%(3%/ 2%)	2%(2%/ 1%)	1%(1%/ 1%)	1%(1%/ 1%)	1%(0%/ 1%)

Other hallucinogens	84%(89%/84%)	7%(4%/ 7%)	3%(3%/ 3%)	3%(2%/3%)	1%(2%/ 2%)	1%(1%/ 1%)	1%(0%/ 1%)
Other narcotics	83%(88%/86%)	5%(6%/ 7%)	6%(3%/ 1%)	3%(1%/2%)	2%(1%/ 2%)	0%(1%/ 1%)	2%(0%/ 1%)
Marijuana	50%(49%/46%)	7%(11%/10%)	10%(9%/8%)	7%(6%/ 5%)	6%(4%/ 6%)	5%(9%/ 8%)	15%(13%/16%)
Alcoholic beverages	10%(7%/ 6%)	6%(5%/4%)	5%(4%/ 3%)	3%(5%/ 7%)	7%(10%/7%)	13%(13%/14%)	57%(57%/60%)

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