

STUDENT AFFAIRS & UNIVERSITY PLANNING

STUDENT DEVELOPMENT NEWS CONTINUING STUDENT SURVEY Volume 26, Number 1 January, 2004

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, 2003, staff in the Division of Student Affairs & University Planning distributed to students the Continuing Student Survey 2003, 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 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 45 faculty, Survey 2003 was administered during class time to 2876 students in a total of 112 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 2003 are representative of the JMU undergraduate population in the following areas: gender (Table 1), race (Table 3), JMU residence (Table 12), and permanent residence (Table 13).

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

More than 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). Slightly more than one-fourth of this year's respondents said their philosophy of higher education emphasizes social life and loyalty to college.

Female respondents were more likely to prefer a vocational or artistic philosophy; men, a social philosophy.

PERCEPTIONS OF JMU REMAIN POSITIVE

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

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. Arts and Letters respondents were more likely to indicate that JMU places a significant emphasis on the development of aesthetic, expressive and creative qualities.

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

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; JMU in general and class size relative to the type of course (Table 23). At least eight out of ten students said they are satisfied or very satisfied with personal security/safety at JMU; the opportunity for involvement in University activities; campus media; classrooms and laboratory facilities; out of class availability of instructors; testing/grading system; study areas; the bus transportation system; computer facilities; variety of courses offered; dining facilities and quality of food; functionality of e-campus; campus bookstore, the University Center; and service quality from postal services.

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 and methods of instruction are challenging and understandable.

For the past two years, respondents have been asked about their satisfaction with various aspects of the General Education program (Table 22). The percentage of respondents satisfied or very satisfied has increased on all items except one again this year. This year, as was true in past years, students reporting that they have earned 28 hours or less at JMU were significantly more satisfied about all aspects of General Education than other students (with agree and strongly agree percentages in the 90's).

More than three-fourths of the respondents are satisfied or very satisfied with the friendships they have made; the quality of their effort in class; their usage of the library and their outside of class activities (Table 21).

STUDENTS INDICATE THEIR PROBABLE REACTIONS TO DISCOVERING A STUDENT CHEATING

When asked how they would probably react to discovering a student at this university cheating, more than 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 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 nearly three-fourths of the respondents said “never” (Table 27).

ACCOMPLISHMENTS PERCEIVED BY STUDENTS AS BEING ESSENTIAL

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

JMU STUDENTS CONTINUE TO REFLECT TRADITIONAL VALUES

More than eight out of ten of the respondents said that friendship, education 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. Slightly more than one-fourth of the students said they hold liberal views, approximately the same percentage that holds conservative views.

ADJUSTMENTS PERCEIVED AS BEING VERY DIFFICULT

Ten or more percent of the students in this year's survey said studying efficiently; having less privacy; earning satisfactory grades; and adjusting to living with a roommate have been very difficult adjustments for them (Table 30). Men were more likely to view the following adjustments as very difficult: living under university regulations and earning satisfactory grades. Women were more likely to view living with different kinds of people and having less privacy.

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. Approximately two-thirds 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 two out of five 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). One half of the responding students defined high risk drinking as somewhere between six to eleven drinks in an evening. 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. Nearly two-fifths of the respondents answered that during the previous two weeks they had consumed five or more drinks in a row at least once (Table 38). 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 2002, 2001, and 2000 Continuing Student Surveys, when available).

Table 1 Gender of the Respondents

Female	61% (60%/58%/58%)
Male	39% (40%/42%/42%)

Table 2 Age of the Respondents

17 or younger	1% (1%/ 1%/ 1%)
18	23% (25%/20%/22%)
19	21% (18%/21%/23%)
20	22% (22%/24%/24%)
21	22% (22%/21%/20%)
22 or older	11% (11%/12%/10%)

Table 3 Race of the Respondents

Caucasian/White	86% (85%/85%/86%)
Asian/Pacific Islander	5% (5%/ 5%/ 4%)
African-American/Black	4% (4%/ 4%/ 4%)
Latino	1% (2%/ 5%/ 2%)
Multiracial	2% (2%/ 1%/ 2%)
Other	2% (2%/ 3%/ 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

Catholic	32% (27%/27%/28%)
Protestant	30% (33%/29%/32%)
No religious preference	19% (20%/21%/22%)
Other religion	16% (16%/-----)
Jewish	2% (2%/ 2%/ 3%)
Hindu	1% (1%/-----)
Islam	1% (1%/-----)

Table 6 College Credits Earned

Fewer than 28	28% (28%/25%/27%)
28-59	23% (21%/23%/26%)
60-89	24% (25%/26%/25%)
More than 89	25% (25%/25%/23%)

Table 7 Enrollment Status

Full-time student	99% (98%/98%/98%)
Part-time student	1% (2%/ 2%/ 2%)

Table 8 Previous School Attended

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

Table 9 Academic College or School

Business	27% (24%/22%/28%)
Arts and Letters	24% (24%/24%/24%)
ISAT	18% (19%/22%/17%)
Science and Mathematics	12% (12%/12%/ 8%)
Undeclared	10% (12%/12%/11%)
Education	8% (8%/ 7%/12%)
Graduate School	1% (1%/ 1%/ 0%)

Table 10 Cumulative Grade Point Average

3.50-4.00	13% (14%/11%/11%)
3.00-3.49	31% (29%/29%/28%)
2.50-2.99	24% (25%/27%/25%)
2.00-2.49	9% (7%/10%/12%)
Less than 2.00	1% (1%/ 1%/ 2%)
GPA not yet established	22% (24%/22%/22%)

Table 11 Highest Academic Degree Student Intends to Obtain

Master's degree	48% (47%/44%/46%)
Bachelor's degree	30%(27%/32%/32%)
Doctoral degree	12% (14%/13%/12%)
Professional degree	8% (10%/ 9%/ 9%)
Specialist degree	1% (1%/ 1%/ 1%)
Not a degree seeking student	1% (1%/ 1%/ 1%)

Table 12 Current JMU Residence

Off-campus room/apartment	53% (53%/55%/52%)
Residence Hall	41% (42%/39%/42%)
Fraternity/Sorority House	2% (2%/ 2%/ 3%)
Home of parents or relative	2% (2%/ 2%/ 2%)
Own home	1% (2%/ 2%/ 2%)
Other	0% (1%/ 1%/ 1%)

Table 13 Area of Permanent Residence

Northern Virginia	30% (32%/30%/32%)
Outside Virginia	30% (30%/29%/29%)
Tidewater Area	14% (13%/13%/12%)
Piedmont Area	11% (11%/11%/12%)
Shenandoah Valley	8% (8%/ 10%/ 8%)
Southwest Virginia	6% (5%/ 6%/ 4%)
Outside the United States	2% (1%/ 2%/ 2%)

Table 14 Estimated Annual Family Income

Less than \$50,000	10% (11%/10%/11%)
\$50,000 to \$74,999	16% (16%/18%/18%)
\$75,000 to \$99,999	19% (19%/20%/19%)
\$100,000 to \$124,999	20% (20%/21%/21%)
\$125,000 to \$149,999	13% (11%/11%/ 9%)
\$150,000 to \$174,999	7% (8%/ 7%/ 7%)
\$175,000 to \$199,999	5% (5%/ 4%/ 4%)

\$200,000 or more	11% (11%/ 9%/11%)
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Table 15 Father's Highest Level of Education

Some high school or less	2% (1%/ 2%/ 2%)
High school graduate	11% (12%/11%/11%)
Postsecondary school other than college	4% (3%/ 3%/ 3%)
Some college	11% (13%/14%/14%)
College degree	34% (34%/34%/31%)
Some graduate school	4% (3%/ 3%/ 4%)
Graduate degree	27% (25%/27%/27%)
Doctoral degree	8% (8%/ 7%/ 9%)

Table 16 Mother's Highest Level of Education

Some high school or less	3% (1%/ 2%/ 2%)
High school graduate	15% (16%/13%/14%)
Postsecondary school other than college	5% (6%/ 6%/ 5%)
Some college	15% (15%/17%/16%)
College degree	35% (37%/37%/36%)
Some graduate school	5% (4%/ 4%/ 5%)
Graduate degree	19% (20%/20%/20%)
Doctoral degree	2% (2%/ 2%/ 2%)

Table 17 Political Preference

Middle-of-the-Road	44% (44%/48%/43%)
Conservative	28% (20%/21%/23%)
Liberal	27% (36%/31%/34%)

Table 18 Philosophy of Higher Education

Vocational Philosophy (education viewed as essentially preparation for an occupation)	49% (50%/44%/48%)
Social Philosophy (social life and loyalty to college emphasized)	28% (23%/32%/25%)
Artistic Philosophy (ideas, art forms, individuality)	13% (13%/13%/14%)
Intellectual Philosophy (scholarly pursuit of knowledge)	11% (14%/11%/12%)

Table 19 Student Perceptions of JMU

Friendly	Neutral	Cold
87% (81%/78%)	11% (14%/18%)	2% (5%/4%)
Good	Neutral	Bad
86% (80%/78%)	12% (16%/17%)	2% (4%/4%)
Right Size	Neutral	Too Large
77% (71%/72%)	17% (18%/18%)	7%(10%/10%)

Progressive 76% (72%/71%)	Neutral 22% (24%/26%)	Regressive 2% (4%/4%)
Challenging 74% (71%/73%)	Neutral 23% (23%/19%)	Not Challenging 3% (6%/7%)
Open and Accessible 74% (69%/67%)	Neutral 23% (25%/27%)	Closed and Inaccessible 4% (6%/6%)
Supportive 74% (61%/57%)	Neutral 21% (31%/33%)	Non-Supportive 4% (8%/10%)
Intellectual 70% (64%/62%)	Neutral 25% (30%/31%)	Nonintellectual 4% (6%/6%)
Sensitive 57% (52%/42%)	Neutral 36% (41%/43%)	Indifferent 7% (8%/15%)
Flexible 56% (52%/46%)	Neutral 38% (38%/40%)	Rigid 6% (11%/14%)
Emotionally Healthy 52% (51%/47%)	Neutral 34% (35%/34%)	Causing Anxiety & Frustration 14% (14%/19%)
Integrated 49% (47%/44%)	Neutral 30% (35%/36%)	Fragmented 21% (18%/19%)
Traditional 36% (37%/33%)	Neutral 53% (47%/52%)	Experimental 11% (16%/15%)

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

Development of academic, scholarly/intellectual qualities	64% (67%/64%/65%)
Relationships with other students, student groups and activities	45% (46%/40%/38%)
Being critical, evaluative and analytical	44% (42%/44%/39%)
Development of vocational occupational competence	36% (32%/30%/29%)
Personal growth and self-awareness	34% (32%/27%/32%)
Personal relevance and practical values of your courses	32% (29%/26%/20%)
Development of aesthetic, expressive, and creative qualities	31% (27%/26%/24%)
Undergraduate research	25% (23%/21%/-----)
Service learning	22% (19%/17%/-----)
Global awareness	21% (19%/22%/14%)

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

Friendships I have made at JMU	89% (93%/94%-----)
Quality of effort in classes	83% (87%/84%-----)

Usage of the library	78% (75%/80%-----)
Involvement with campus activities outside of class	76% (80%/77%-----)
Informal discussions with faculty	74% (79%/75%-----)
Attendance at athletic events	70% (71%/69%-----)
Involvement with students of another race/ethnic group	68% (75%/77%-----)
Attendance at cultural events	55% (64%/61%-----)

Table 22 Student Perceptions of the General Education (GENED) Program (Respondents Agree or Strongly Agree) No basis to judge

Library resources are adequate to meet the needs of the program's courses.	65% (62%)	5% (6%)
Program prepares me in critical thinking skills, communication, and information literacy.	56% (47%)	3% (4%)
Satisfied with quality of teaching in the Program.	55% (50%)	2% (3%)
Overall, satisfied with the quality of the program.	53% (44%)	2% (3%)
Satisfied with level of difficulty of the content presented in the program's courses.	52% (51%)	3% (3%)
Satisfied with quality of advising in the Program.	49% (37%)	4% (4%)
Program develops my awareness of both physical and emotional wellness.	47% (43%)	4% (6%)
Program develops my problem-solving skills in science and mathematics.	46% (44%)	4% (7%)
Program prepares me to be an informed citizen who is able to participate in public life and public decision-making.	45% (50%)	2% (4%)
Program prepares me to understand the development of western civilization and its interactions with other traditions within the global community.	41% (37%)	6% (5%)

Table 23 Level of Satisfaction (Respondents are Satisfied or Very Satisfied) No basis to judge

Attractiveness/campus landscaping	95% (96%/97%)	2% (3%/2%)
Cleanliness of JMU campus buildings	95% (93%/96%)	4% (4%/3%)
JMU in general	94% (93%/94%)	1% (4%/3%)
General condition of buildings and grounds	93% (92%/95%)	3% (4%/3%)
Recreation Center	93% (92%/92%)	5% (6%/6%)
Attitude of the faculty toward students	91% (91%/91%)	4% (5%/4%)
Class size relative to the type of course	90% (88%/88%)	5% (4%/3%)
Academic quality of classes	89% (-----)	4% (-----)
Personal security/safety at JMU	89% (90%/88%)	8% (5%/6%)

Opportunities for involvement in university activities	88% (86%/86%)	9% (9%/10%)
Campus bookstore	87% (77%/83%)	4% (7%/6%)
Functionality of e-campus	87% (82%/-----)	4% (5%/-----)
Testing/grading system	87% (85%/89%)	3% (5%/4%)
Classroom/laboratory facilities	86% (87%/88%)	6% (5%/4%)
Dining facilities and quality of food	86% (84%/79%)	5% (7%/7%)
Quality of the city's bus transportation system	85% (85%/81%)	10% (8%/11%)
Out-of-class availability of your instructors	84% (82%/87%)	10% (11%/6%)
Variety of courses offered	83% (83%/82%)	4% (4%/3%)
Campus media (student newspaper, campus radio, etc.)	82% (87%/87%)	11% (8%/8%)
Computer facilities	81% (84%/80%)	15% (10%/13%)
Functionality of electronic mail system	81% (-----)	4% (-----)
Service quality from JMU postal services	80% (74%/70%)	15% (15%/17%)
Study areas	80% (79%/82%)	9% (8%/9%)
University Center	80% (76%/75%)	17% (22%/22%)
Attitude of non-teaching staff towards students	79% (72%/74%)	15% (19%/20%)
Concern for you as an individual	78% (76%/73%)	13% (15%/14%)
Rules governing student conduct	76% (79%/75%)	13% (12%/17%)
Availability of student housing	75% (76%/71%)	16% (14%/18%)
Course content in your major field	73% (79%/75%)	16% (12%/14%)
Instruction in major field	72% (76%/73%)	19% (15%/16%)
General registration procedures	70% (71%/69%)	6% (5%/6%)
Assistance with research from Carrier Library reference librarians	66% (62%/66%)	29% (29%/26%)
Racial harmony	66% (70%/68%)	17% (16%/17%)
Availability of your advisor	65% (62%/65%)	17% (17%/14%)
Residence hall rules and regulations	65% (65%/61%)	21% (21%/23%)
Campus police	64% (62%/63%)	26% (25%/27%)
Preparation you are receiving for your future occupation	64% (71%/62%)	23% (19%/25%)
Value of information provided by advisor	63% (62%/60%)	13% (17%/17%)
Opportunities for student employment	62% (65%/60%)	28% (25%/31%)
Student involvement in University policies	60% (56%/59%)	32% (35%/34%)
Academic probation and suspension policies	59% (54%/50%)	33% (35%/42%)
Adequacy of information received about schedule of home athletic events	59% (-----)	28% (-----)
Residence hall network		

connection program	57% (51%/-----)	38% (39%/-----)
Student assessment testing	57% (52%/46%)	16% (19%/18%)
Intercollegiate Athletics facilities	56% (56%/53%)	38% (38%/39%)
Student government	56% (54%/52%)	39% (42%/45%)
Computing Help Desk's ability to answer my question	55% (59%/-----)	36% (31%/-----)
How I am treated by athletic personnel at athletic events	54% (-----)	43% (-----)
Religious programs and activities	53% (50%/58%)	44% (44%/39%)
Apartment complex network connection program	49% (49%/-----)	43% (44%/-----)
Availability of courses you want when you can take them	49% (46%/39%)	6% (8%/8%)
Tutoring resources	43% (44%/43%)	53% (53%/54%)
Study skills/support services	42% (42%/41%)	56% (56%/56%)
Mental health/psychological services	31% (34%/34%)	64% (61%/59%)
Campus parking	16% (14%/13%)	13% (12%/15%)

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

		No basis to judge
Faculty are knowledgeable in their field	88% (88%/85%)	0% (1%/0%)
I am treated courteously by building and grounds	84% (81%/84%)	4% (3%/2%)
Methods of instruction/course content are related to course objectives	84% (85%/81%)	0% (0%/0%)
Classrooms I use generally have adequate equipment	81% (81%/78%)	1% (0%/0%)
Have a clear understanding of course aims and requirements	80% (82%/76%)	0% (0%/0%)
Methods of instruction are challenging and understandable	78% (75%/75%)	0% (0%/0%)
My information needs are met using computers outside the library	76% (78%/79%)	3% (3%/2%)
Classrooms/laboratories generally have adequate heating, lighting and a/c	74% (71%/66%)	2% (1%/1%)
Laboratories generally have adequate equipment	74% (64%/67%)	12% (16%/12%)
Admissions recruiting activities /materials portray JMU accurately/honestly	73% (76%/68%)	6% (7%/4%)
I know what to do to get an A,B,C,D or F in class	72% (72%/69%)	0% (0%/1%)
I receive prompt, courteous service in dining facilities	71% (75%/72%)	3% (1%/3%)

Classrooms generally have adequate space	71% (73%/72%)	1% (0%/1%)
Library provides adequate access to information resources that support my needs	70% (-----)	9% (-----)
I am generally satisfied with the JMU library	69% (67%/72%)	6% (7%/5%)
Library maintains adequate hours for my purposes	68% (63%/75%)	8% (9%/7%)
Laboratories generally have adequate space	64% (62%/61%)	14%(16%/13%)
Library's online catalog (LEO) is easy to use	62% (68%/63%)	10% (9%/8%)
Library staff gives me courteous service	60% (62%/67%)	14%(14%/10%)
Library web is an accurate gateway to information resources	60% (55%/61%)	15% (17%/12%)
The library provides competent assistance	60% (58%/60%)	15% (14%/12%)
An effective wellness education is provided	59% (59%/48%)	9% (12%/12%)
I am able to conduct postal business during JMU's postal hours	59% (62%/55%)	10% (10%/ 7%)
Library provides adequate seating for individual and group study	56% (56%/57%)	7% (8%/7%)
My orientation faculty advisor seemed interested in helping me	56% (59%/54%)	5% (4%/3%)
Orientation faculty advisor gave accurate and helpful academic information	56% (55%/49%)	4% (5%/4%)
Library staff provides adequate instruction on how to use information sources	54% (-----)	15% (-----)
My major faculty advisor gives accurate and helpful academic information	54% (56%/50%)	10%(11%/10%)
An effective program of health services is provided	52% (53%/47%)	11%(13%/10%)
Administration maintains adequate communication with students about institutional policies	51% (47%/40%)	8% (7%/6%)
Information on student account due dates and payment options is easy to understand	51% (52%/42%)	18% (16%/16%)
My major faculty advisor seems interested in helping me	50% (52%/51%)	10% (10%/ 9%)
Library provides adequate computers for access to electronic reference sources	50% (58%59%)	8% (9%/ 9%)
A high priority is placed on student academic advising	47% (44%/43%)	4% (3%/2%)
Library provides timely access		

to Inter-library Loan	45% (43%/38%)	33%(32%/33%)
Office of Financial Aid and Scholarships provides service in a courteous manner	44% (41%/39%)	29% 30%/28%)
Student Financial Services Office staff has a good general knowledge of administrative policies and is very helpful	44% (38%/-----)	33% (33%/-----)
Reading, writing, and math labs are adequate	43% (43%/41%)	31% (29%34%)
Student Financial Services Office staff provides assistance, when I have questions or problems	42% (43%/-----)	31% (31%/-----)
Student Financial Services provides courteous and prompt service	42% (39%/-----)	32% (33%/-----)
Students participate in making policies for, and controlling, the activities of intercollegiate athletics	40% (37%/32%)	25%(32%/25%)
A high priority is place on mental health counseling	34% (33%/30%)	28% (29%/23%)
I use the library regularly to complete assignments	32% (37%/34%)	4% (4%/ 3%)

Table 25 Probable Reaction to a Student Cheating

Would be disturbed but do nothing	35% (31%/33%/38%)
Would be disturbed, but whether I took any action would depend on who the student was	22% (19%/18%/16%)
Would report the student to the appropriate teacher authority	15% (11%/10%/9%)
Would speak to the appropriate teacher or other authority without naming names	12% (15%/14%/14%)
Would not be disturbed and would do nothing	9% (11%/13%/12%)
Would express my concern only to the student I discovered cheating	8% (13%/12%/11%)

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

No basis to judge		
Honor code and honor system have been clearly explained to me.	88% (85%/81%)	0% (0%/0%)
Understand what actions are considered to be academic misconduct at JMU	85% (86%/82%)	0% (0%/1%)
Professors communicate		

what academic misconduct is as it applies to their particular course	77% (79%/72%)	1% (0%/1%)
I believe students who are convicted of academic misconduct are treated fairly in their punishment	41% (37%/33%)	30% (34%/37%)
I believe students who are accused of academic misconduct are treated fairly by the Honor System	40% (37%/35%)	28% (33%/35%)

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

Never	71% (73%/66%/67%)
1-3 times	24% (20%/25%/27%)
4-10 times	4% (6%/6%/4%)
11-20 times	1% (0%/2%/1%)
More than 20 times	0% (0%/1%/0%)

Table 28 Accomplishments Considered *Essential*

Raising a family	52% (49%/50%/61%)
Being very well off financially	35% (31%/30%/38%)
Helping others who are in difficulty	35% (39%/27%/40%)
Becoming an authority in my field	31% (31%/30%/32%)
Receiving a liberal arts education that is of high quality and very diversified	31% (33%/30%/28%)
Obtaining recognition from my colleagues for contributions to my special field	27% (25%/23%/28%)
Developing a meaningful philosophy of life	26% (26%/25%/35%)
Being admitted as a graduate student at a prestigious university	23% (20%/17%/22%)
Being successful in a business of my own	23% (20%/20%/20%)
Promoting racial understanding	23% (26%/25%/26%)
Influencing social values	22% (22%/17%/24%)
Having administrative responsibility for the work of others	18% (17%/14%/18%)
Keeping up to date with political affairs	16% (17%/16%/19%)
Participating in community action program	15% (17%/8%/17%)
Becoming involved in programs to clean up the environment	14% (14%/10%/10%)
Influencing the political structure	14% (14%/10%/12%)
Creating artistic work (painting, sculpture, decorating, etc.)	13% (12%/9%/8%)
Becoming accomplished in a performing art (acting, dancing)	12% (15%/9%/6%)
Becoming accomplished in a varsity sport	11% (12%/11%/9%)
Making theoretical	

contributions to science	11% (10%/8%/8%)
Writing original works (poems, novels, short stories, etc.)	11% (12%/10%/7%)

Table 29 Personal Values Indicated as *Very Important*

Family	81% (80%/82%/84%)
Friendship	81% (83%/80%/85%)
Education	80% (83%/78%/79%)
Achieving my own identify	76% (72%/74%/----)
Love	65% (57%/64%/76%)
Having children	50% (44%/47%/59%)
Living a clean, moral life	50% (49%/44%/52%)
Doing things for others	46% (48%/38%/50%)
Physical development	41% (35%/36%/36%)
Privacy	40% (36%/33%/39%)
Religion	37% (37%/29%/38%)
Money	35% (31%/32%/31%)
Athletics	31% (23%/27%/20%)
Contributing to societal change	31% (34%/25%/24%)
Patriotism	30% (31%/37%/23%)
Work	29% (21%/20%/29%)
Being close to nature	19% (21%/20%/19%)
Politics	18% (-----)

Table 30 Adjustments Considered to Have Been *Very Difficult*

Studying efficiently	14% (13%/12%/20%)
Earning satisfactory grades	12% (9%/10%/17%)
Having less privacy	12% (10%/12%/15%)
Adjusting to sharing a room and living with roommates	11% (8%/8%/8%)
Living under JMU regulations	9% (7%/10%/6%)
Living with different types of people	6% (4%/4%/3%)
Getting to know other students	5% (2%/5%/8%)
Having more freedom and being responsible for my own life	2% (4%/3%/3%)

Table 31 Athletic Areas That Students Indicated *Very Important* or *Somewhat Important*

Creating a winning atmosphere at JMU athletic events	48% (49%/54%/58%)
Image of athletes, coaches and athletic administration	41% (46%/47%/54%)
Success of JMU athletics	38% (39%/45%/51%)
Attending athletic events	31% (27%/38%/42%)
Assisting in financial support of JMU athletics	30% (28%/33%/32%)
Being involved with athletic events	23% (22%/27%/32%)

Table 32 Computer Needs

Met by own computer	93% (94%/89%/84%)
University computers	5% (4%/7%/11%)

Friend's computers	1% (2%/ 3%/ 4%)
No need for a computer	1% (1%/ 1%/ 1%)

**Table 33 University Advancement
(Respondents Agree or Strongly Agree)
No basis
to judge**

JMU is preparing me for a productive and meaningful life beyond college.	77%	1%
JMU cares about the needs of its students.	73%	1%
My JMU experience has been as good as I thought it would be.	73%	1%
I am aware that individuals and corporations have made financial contributions to JMU in support of my education.	70%	5%
It is important to stay connected to JMU after graduation.	51%	1%
The content and design of JMU publications accurately reflect the institution.	50%	7%
I plan to attend events sponsored by the Alumni Assoc after graduation.	41%	3%
Alumni should support JMU financially.	37%	4%
The JMU fund-raising programs have the support of the student body.	36%	8%
I think it is important for me to show my support after graduation by donating money to JMU.	26%	2%
I am aware of the purpose of the Senior Class Challenge.	15%	19%

Table 34 Frequency of Smoking Cigarettes

Not at all	68% (73%/74%/72%)
Less than one cigarette per day	16% (13%/ 9%/10%)
One to five cigarettes per day	9% (8%/ 9%/10%)
About one-half pack per day	4% (3%/ 4%/ 4%)
About one pack per day	1% (2%/ 1%/ 3%)
About one/one-half packs per day	1% (1%/ 0%/ 1%)
Two packs or more per day	1% (1%/ 2%/ 0%)

Table 35 Consequences of Using Alcohol

Resulted in your not remembering a period of time?	46% (43%/42%/43%)
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Caused you to behave in ways you later regretted?	45% (47%/41%/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?	29% (27%/31%/30%)
Caused you to feel guilty?	24% (36%/30%/34%)
Caused you to drive unsafely?	18% (21%/22%/20%)
Damaged your relationship with someone?	17% (19%/16%/19%)
Adversely affected your performance in school or job?	15% (19%/15%/17%)
Involved you with people you think are a bad influence on you?	15% (18%/13%/16%)
Caused you to engage in sexual activity without safe-sex practices you ordinarily would use?	14% (11%/11%/14%)
Caused you to be charged criminally with an alcohol offense?	12% (9%/10%/10%)
Gotten you into physical fights?	11% (9%/12%/ 8%)
Caused you to neglect your obligation, family, or work for more than two days in a row?	7% (4%/ 4%/ 6%)
Caused you to go to anyone for help?	5% (5%/ 2%/ 4%)
Caused your spouse, relative, boyfriend or girlfriend to go to anyone for help?	4% (6%/ 2%/ 4%)
Caused you to be admitted into a hospital	3% (3%/ 3%/ 3%)
Caused you to lose your job?	2% (1%/ 1%/ 2%)

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

A minor problem	39% (41%/38%/45%)
Only with certain groups	32% (26%/33%/32%)
A major problem	18% (24%/15%/16%)
Not at all	11% (10%/14%/ 7%)

Table 37 Definition of High Risk Drinking

6 to 8 drinks	25% (28%/28%/28%)
9 to 11 drinks	25% (24%/20%/25%)
12 or more drinks	18% (18%/21%/18%)
4 to 5 drinks	16% (19%/13%/15%)
1 to 3 drinks	16% (12%/17%/13%)

Table 38 Alcohol Usage in Previous Two Weeks

	0	1-2	3-5	6-9	+10
Four in a row	44% (52%/51%)	31%(23%/27%)	18%(17%/14%)	6%(6%/5%)	1%(2%/3%)
Five or more in a row	42% (51%/50%)	30%(21%/25%)	20%(20%/16%)	5%(7%/6%)	2%(1%/2%)

Three in a row	41% (47%/51%)	32%(27%/25%)	17%(16%/15%)	8%(7%/6%)	2%(3%/3%)
Two in a row	37% (43%/48%)	32%(30%/25%)	16%(17%/17%)	11%(7%/5%)	4%(4%/5%)
One	34% (39%/38%)	33%(29%/32%)	17%(20%/16%)	9%(8%/7%)	7%(5%/6%)

Table 39 Number of Occasions That Drugs Have Been Used by the Respondents

	0	1-2	3-5	6-9	10-19	20-39	40+
Heroin	98%(100%/97%)	1%(0%/2%)	0%(0%/0%)	0%(0%/0%)	0%(0%/0%)	0%(0%/0%)	0%(0%/1%)
Methaqualone, Quaaludes	97%(99%/97%)	2%(1%/2%)	0%(0%/0%)	0%(0%/0%)	0%(0%/0%)	0%(0%/0%)	0%(0%/1%)
Barbiturates	96%(97%/96%)	2%(2%/1%)	1%(0%/0%)	0%(1%/1%)	0%(1%/0%)	0%(0%/0%)	0%(0%/1%)
Crystal methamphetamine	96%(99%/98%)	3%(1%/1%)	1%(1%/0%)	0%(0%/0%)	0%(0%/0%)	0%(0%/0%)	1%(0%/1%)
LSD	93%(92%/88%)	4%(4%/5%)	2%(2%/3%)	0%(1%/1%)	1%(1%/1%)	0%(0%/1%)	1%(1%/1%)
MDMA (Ecstasy, XTC)	93%(89%/84%)	4%(5%/7%)	1%(4%/4%)	1%(2%/2%)	1%(1%/1%)	0%(0%/1%)	1%(0%/1%)
Tranquilizers	92%(94%/93%)	5%(3%/2%)	3%(2%/1%)	0%(0%/1%)	0%(0%/1%)	0%(1%/0%)	0%(0%/1%)
Cocaine	91%(92%/91%)	3%(3%/3%)	2%(2%/1%)	1%(1%/1%)	1%(1%/2%)	1%(1%/1%)	1%(1%/1%)
Other amphetamines	91%(91%/92%)	5%(4%/3%)	2%(2%/2%)	2%(0%/1%)	0%(1%/1%)	0%(1%/1%)	1%(1%/1%)
Other narcotics	88%(85%/83%)	5%(9%/5%)	3%(1%/6%)	2%(2%/3%)	1%(2%/2%)	1%(1%/0%)	1%(0%/2%)
Other hallucinogens	87%(88%/84%)	6%(6%/7%)	4%(6%/3%)	2%(1%/3%)	0%(0%/1%)	0%(0%/1%)	1%(0%/1%)
Marijuana	50%(50%/50%)	11%(9%/7%)	7%(7%/10%)	4%(5%/7%)	8%(5%/6%)	5%(8%/5%)	15%(17%/15%)
Alcoholic beverages	9%(7%/10%)	7%(5%/6%)	4%(5%/5%)	3%(5%/3%)	8%(8%/7%)	15%(13%/13%)	54%(55%/57%)

Table 40 Weekly Time Commitment (Hours) to Following Activities

	0 hours	1-5 hours	6-10 hours	11-20 hours	21-30 hours	+30 hours
Extracurricular activities	20% (24%/24%)	53% (52%/45%)	15% (16%/15%)	8% (5%/10%)	2% (2%/4%)	2% (1%/2%)
Partying	12% (18%/17%)	42% (38%/37%)	29% (25%/27%)	15% (15%/15%)	2% (3%/2%)	1% (1%/3%)
Exercising/Conditioning	6% (9%/7%)	64% (63%/59%)	22% (20%/20%)	6% (6%/10%)	1% (1%/2%)	1% (1%/2%)
Studying/assignments	1% (0%/1%)	11% (11%/11%)	29% (25%/27%)	33% (39%/35%)	19% (17%/17%)	8% (8%/9%)
Sleeping	0% (0%/1%)	0% (2%/2%)	5% (4%/3%)	7% (4%/7%)	17% (23%/14%)	70%(68%/75%)

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