

## STUDENT AFFAIRS & UNIVERSITY PLANNING

### STUDENT DEVELOPMENT NEWS

#### CONTINUING STUDENT SURVEY

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

In late October and early November, 2004, staff in the Division of Student Affairs & University Planning distributed to students the Continuing Student Survey 2004, an instrument that requests responses from JMU students to questions about their perceptions and degree of satisfaction with JMU, their self-perceptions, and their attitudes, values, and beliefs. Demographic data were also collected.

With the support of the Provost and the academic deans, a representative sample of approximately 20 percent of the JMU undergraduate student body was selected. Six separate forms of the survey were developed with each student in the sample receiving one of the six forms. Through the cooperation of 43 faculty, Survey 2004 was administered during class time to 2806 students in a total of 109 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 2004 are representative of the JMU undergraduate population in the following areas: race (Table 3), JMU residence (Table 12), and permanent residence (Table 13). Women are overrepresented in the sample by five percent (Table 1).

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

More than two-fifths of the respondents report their annual family income is \$100,000 or greater (Table 14). More than two-thirds of the students stated that their fathers earned at least one college degree (Table 15) and 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, challenging, progressive, open and accessible, and the right size (Table 19). More than one-half of the respondents described JMU as supportive, intellectual, sensitive, flexible and emotionally healthy.

Students were also asked to indicate the areas where they felt JMU places significant emphasis (Table 20). Two-thirds of this year's students said they feel JMU places a significant emphasis on the development of academic, scholarly, and intellectual qualities. Female respondents were more likely than men to describe JMU as placing an emphasis on intellectual qualities and developing a global awareness. 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 WITH 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; academic quality of classes; opportunity for involvement in University activities; campus bookstore; and functionality of e-campus (Table 23). At least eight out of ten students said they are satisfied or very satisfied with class size relative to type of course; functionality of electronic mail system; personal security/safety at JMU; 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; 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; methods of instruction are challenging and understandable; I know what to do to get an A, B, C, D or F in class; I receive prompt and courteous service in dining facilities; classrooms generally have adequate space; library provides adequate access to information sources; and I am generally satisfied with the library.

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 nearly all items each of the four years the questions have been asked. This year, as was true in past years, students reporting that they have earned 28 hours or less at JMU were significantly more satisfied about most aspects of General Education than other students.

More than three-fourths of the respondents are satisfied or very satisfied with the friendships they have made; the quality of their effort in class; their usage of the library; their informal discussions with faculty; 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 two-thirds 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; being well off financially; promoting racial understanding; and influencing social values. Women were more likely to report that the following were essential; raising a family; helping others in difficulty; creating artistic works; becoming involved in programs to clean the environment; being admitted to a prestigious graduate school; receiving a high quality liberal arts education; and participating in a community action program. Men were more likely to report becoming an authority in my field; being successful in a business of my own; keeping up to date with political affairs and being accomplished in a varsity sport as essential. Students of color were more likely than white respondents to indicate the following as essential accomplishment: influencing the political structure; contributing to scientific theory; creating artistic works; and being admitted to a prestigious graduate school. 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, family, and achieving my own identify are very important values (Table 29). Women were significantly more likely to value family, love, living a clean moral life and having children. Men were more likely to value money and athletics.

Students were also asked to characterize their political views (Table 17). Approximately the same percentage of respondents indicated they were middle of the road, conservative and liberal. Men were more likely to indicate they were conservative.

## **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. More than 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 half the respondents answered that their use of alcohol has resulted in their not remembering a period of time. Men were significantly more likely than women to state the use of alcohol had resulted in more negative consequences. Students of color were less likely than other respondents to have suffered negative consequences and to have consumed alcohol.

Questions were also asked of respondents about how they would define high risk drinking for themselves (Table 37) and the degree to which they believed that alcohol consumption is a problem at JMU (Table 36). More than 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. More than 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 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 2003, 2002, and 2001 Continuing Student Surveys, when available).

<b>Table 1 Gender of the Respondents</b>	
Female	66% (61%/60%/58%)
Male	34% (39%/40%/42%)

<b>Table 2 Age of the Respondents</b>	
17 or younger	1% ( 1%/ 1%/ 1%)
18	21% (23%/25%/20%)
19	19% (21%/18%/21%)
20	21% (22%/22%/24%)
21	25% (22%/22%/21%)
22 or older	13% (11%/11%/12%)

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

<b>Table 4 Marital Status</b>	
Single	98% (98%/98%/98%)
Married	2% ( 2%/ 2%/ 2%)

<b>Table 5 Religious Preference</b>	
Protestant	34% (30%/33%/29%)
Catholic	29% (32%/27%/27%)
No religious preference	18% (19%/20%/21%)
Other religion	16% (16%/16%/-----)
Jewish	2% ( 2%/ 2%/ 2%)
Hindu	1% ( 1%/ 1%/-----)
Islam	1% ( 1%/ 1%/-----)

<b>Table 6 College Credits Earned</b>	
Fewer than 28	26% (28%/28%/25%)
28-59	21% (23%/21%/23%)
60-89	23% (24%/25%/26%)
More than 89	30% (25%/25%/25%)

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

**Table 8 Previous School Attended**

High School	86% (88%/85%/85%)
Other College	14% (13%/15%/15%)

**Table 9 Academic College or School**

Arts and Letters	25% (24%/24%/24%)
Business	23% (27%/24%/22%)
ISAT	20% (18%/19%/22%)
Science and Mathematics	14% (12%/12%/12%)
Education	9% ( 8%/ 8%/ 7%)
Undeclared	8% (10%/12%/12%)
Graduate School	1% ( 1%/ 1%/ 1%)

**Table 10 Cumulative Grade Point Average**

3.50-4.00	12% (13%/14%/11%)
3.00-3.49	33% (31%/29%/29%)
2.50-2.99	26% (24%/25%/27%)
2.00-2.49	10% ( 9%/ 7%/10%)
Less than 2.00	1% ( 1%/ 1%/ 1%)
GPA not yet established	19% (22%/24%/22%)

**Table 11 Highest Academic Degree Student Intends to Obtain**

Master's degree	48% (48%/47%/44%)
Bachelor's degree	29% (30%/27%/32%)
Doctoral degree	11% (12%/14%/13%)
Professional degree	10% ( 8%/10%/ 9%)
Specialist degree	2% ( 1%/ 1%/ 1%)
Not a degree seeking student	1% ( 1%/ 1%/ 1%)

**Table 12 Current JMU Residence**

Off-campus room/apartment	57% (53%/53%/55%)
Residence Hall	37% (41%/42%/39%)
Fraternity/Sorority House	2% ( 2%/ 2%/ 2%)
Home of parents or relative	1% ( 2%/ 2%/ 2%)
Own home	1% ( 1%/ 2%/ 2%)
Other	0% ( 0%/ 1%/ 1%)

**Table 13 Area of Permanent Residence**

Northern Virginia	29% (30%/32%/30%)
Outside Virginia	29% (30%/30%/29%)
Tidewater Area	14% (14%/13%/13%)
Piedmont Area	12% (11%/11%/11%)
Shenandoah Valley	8% ( 8%/ 8%/10%)
Southwest Virginia	7% ( 6%/ 5%/ 6%)
Outside the United States	1% ( 2%/ 1%/ 2%)

**Table 14 Estimated Annual Family Income**

Less than \$50,000	8% (10%/11%/10%)
\$50,000 to \$74,999	15% (16%/16%/18%)
\$75,000 to \$99,999	18% (19%/19%/20%)

\$100,000 to \$124,999	19% (20%/20%/21%)
\$125,000 to \$149,999	13% (13%/11%/11%)
\$150,000 to \$174,999	9% ( 7%/ 8%/ 7%)
\$175,000 to \$199,999	6% ( 5%/ 5%/ 4%)
\$200,000 or more	12% ( 11%/11%/9%)

**Table 15 Father's Highest Level of Education**

Some high school or less	3% ( 2%/ 1%/ 2%)
High school graduate	11% (11%/12%/11%)
Postsecondary school other than college	4% ( 4%/ 3%/ 3%)
Some college	12% (11%/13%/14%)
College degree	34% (34%/34%/34%)
Some graduate school	3% ( 4%/ 3%/ 3%)
Graduate degree	26% (27%/25%/27%)
Doctoral degree	6% ( 8%/ 8%/ 7%)

**Table 16 Mother's Highest Level of Education**

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

**Table 17 Political Preference**

Middle-of-the-Road	35% (44%/44%/48%)
Conservative	33% (28%/20%/21%)
Liberal	32% (27%/36%/31%)

**Table 18 Philosophy of Higher Education**

Vocational Philosophy (education viewed as essentially preparation for an occupation)	45% (49%/50%/44%)
Social Philosophy (social life and loyalty to college emphasized)	28% (28%/23%/32%)
Artistic Philosophy (ideas, art forms, individuality)	15% (13%/13%/13%)
Intellectual Philosophy (scholarly pursuit of knowledge)	12% (11%/14%/11%)

**Table 19 Student Perceptions of JMU**

Good	Neutral	Bad
87% (86%/80%)	9% (12%/16%)	4% (2%/4%)
Friendly	Neutral	Cold
83% (87%/81%)	14% (11%/14%)	3% (2%/5%)
Challenging	Neutral	Not Challenging

77% (74%/71%)	18% (23%/23%)	5% (3%/6%)
Right Size 76% (77%/71%)	Neutral 15% (17%/18%)	Too Large 9% (7%/10%)
Progressive 76% (76%/72%)	Neutral 19% (22%/24%)	Regressive 4% (2%/4%)
Open and Accessible 75% (74%/69%)	Neutral 20% (23%/25%)	Closed and Inaccessible 5% (4%/ 6%)
Intellectual 72% (70%/64%)	Neutral 22% (25%/30%)	Nonintellectual 5% (4%/6%)
Supportive 72% (74%/61%)	Neutral 22% (21%/31%)	Non-Supportive 6% ( 4%/8%)
Flexible 56% (56%/52%)	Neutral 36% (38%/38%)	Rigid 8% ( 6%/11%)
Emotionally Healthy 56% (52%/51%)	Neutral 28% (34%/35%)	Causing Anxiety & Frustration 16% (14%/14%)
Sensitive 56% (57%/52%)	Neutral 36% (36%/41%)	Indifferent 8% ( 7%/ 8%)
Integrated 44% (49%/47%)	Neutral 38% (30%/35%)	Fragmented 18% (21%/18%)
Traditional 35% (36%/37%)	Neutral 51% (53%/47%)	Experimental 13% (11%/16%)

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

Development of academic, scholarly/intellectual qualities	67% (64%/67%/64%)
Relationships with other students, student groups and activities	50% (45%/46%/40%)
Being critical, evaluative and analytical	45% (44%/42%/44%)
Academic quality of classes and related activities	44% (-----)
Development of vocational occupational competence	37% (36%/32%/30%)
Development of aesthetic, expressive, and creative qualities	35% (31%/27%/26%)
Personal growth and self-awareness	35% (34%/32%/27%)
Personal relevance and practical values of your courses	32% (32%/29%/26%)
Global awareness	25% (21%/19%/22%)
Undergraduate research	24% (25%/23%/21%)
Service learning	23% (22%/19%/17%)

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

Friendships I have made at JMU	89% (89%/93%/94%)
Quality of effort in classes	85% (83%/87%/84%)
Informal discussions with faculty	78% (74%/79%/75%)
Involvement with campus activities outside of class	78% (76%/80%/77%)
Usage of the library	75% 78%/75%/80%)
Attendance at athletic events	71% (70%/71%/69%)
Involvement with students of another race/ethnic group	71% (68%/75%/77%)
Attendance at cultural events	55% (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.	67% (65%)	3% (5%)
Program prepares me in critical thinking skills, communication, and information literacy.	59% (56%)	2% (3%)
Satisfied with quality of teaching in the Program.	56% (55%)	1% (2%)
Overall, satisfied with the quality of the program.	54% (53%)	1% (2%)
Satisfied with level of difficulty of the content presented in the program's courses.	53% (52%)	1% (3%)
Program develops my awareness of both physical and emotional wellness.	51% (47%)	4% (4%)
Program prepares me to be an informed citizen who is able to participate in public life and public decision-making.	50% (45%)	2% (2%)
Program prepares me to understand the development of western civilization and its interactions with other traditions within the global community.	45% (41%)	4% (6%)
Program develops my problem-solving skills in science and mathematics.	44% (46%)	5% (4%)
Satisfied with quality of advising in the program.	43% (49%)	4% (4%)

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

		No basis to judge
General condition of buildings and grounds	97% (93%/92%)	1% ( 3%/ 4%)
Attractiveness/campus landscaping	96% (95%/96%)	2% ( 2%/ 3%)
JMU in general	96% (94%/93%)	1% ( 1%/ 4%)
Cleanliness of JMU campus buildings	95% (95%/93%)	4% ( 4%/ 4%)
Functionality of e-campus	95% (87%/82%)	3% ( 4%/ 5%)
Recreation Center	94% (93%/92%)	4% ( 5%/ 6%)
Attitude of the faculty toward students	91% (91%/91%)	6% ( 4%/ 5%)

Academic quality of classes	90% (89%/-----)	5% ( 4%/-----)
Campus bookstore	90% (87%/77%)	4% ( 4%/ 7%)
Opportunities for involvement in university activities	90% (88%/86%)	8% ( 9%/ 9%)
Class size relative to the type of course	89% (90%/88%)	4% ( 5%/ 4%)
Personal security/safety at JMU	89% (89%/90%)	5% ( 8%/ 5%)
Campus media (student newspaper, campus radio, etc.)	88% (82%/87%)	7% (11%/8%)
Classroom/laboratory facilities	87% (86%/87%)	6% ( 6%/ 5%)
Dining facilities and quality of food	87% (86%/84%)	7% ( 5%/ 7%)
Quality of the city's bus transportation system	87% (85%/85%)	9% (10%/8%)
Testing/grading system	87% (87%/85%)	5% ( 3%/ 5%)
Functionality of electronic mail system	86% (81%/-----)	4% ( 4%/-----)
Study areas	86% (80%/79%)	6% ( 9%/ 8%)
Out-of-class availability of your instructors	84% (84%/82%)	9%(10%/11%)
Computer facilities	83% (81%/84%)	12% (15%/10%)
University Center	82% (80%/76%)	15% (17%/22%)
Variety of courses offered	82% (83%/83%)	5% ( 4%/ 4%)
Service quality from JMU postal services	81% (80%/74%)	15% (15%/15%)
Attitude of non-teaching staff towards students	79% (79%/72%)	16% (15%/19%)
Concern for you as an individual	78% (78%/76%)	12% (13%/15%)
Course content in your major field	77% (73%/79%)	14% (16%/12%)
Rules governing student conduct	76% (76%/79%)	15% (13%/12%)
Instruction in major field	75% (72%/76%)	18% (19%/15%)
Availability of student housing	74% (75%/76%)	16% (16%/14%)
Preparation you are receiving for your future occupation	70% (64%/71%)	20% (23%/19%)
Availability of your advisor	68% (65%/62%)	15% (17%/17%)
Adequacy of information received about schedule of home athletic events	67% (59%/-----)	18% (28%/-----)
General registration procedures	66% (70%/71%)	7% ( 6%/ 5%)
Residence hall rules and regulations	66% (65%/65%)	21% (21%/21%)
Racial harmony	65% (66%/70%)	18% (17%/16%)
Value of information provided by advisor	65% (63%/62%)	15% (13%/17%)
Assistance with research from Carrier Library reference librarians	64% (66%/62%)	30% (29%/29%)
Campus police	64% (64%/62%)	30% (26%/25%)
Student involvement in University policies	64% (60%/56%)	31% (32%/35%)

Intercollegiate Athletics facilities	61% (56%/56%)	36% (38%/38%)
Opportunities for student employment	60% (62%/65%)	27% (28%/25%)
Student government	60% (56%/54%)	35% (39%/42%)
How I am treated by athletic personnel at athletic events	59% (54%/-----)	38% (43%/-----)
Religious programs and activities	59% (53%/50%)	37% (44%/44%)
Residence hall network connection program	59% (57%/51%)	36% (38%/39%)
Student assessment testing	56% (57%/52%)	18% (16%/19%)
Academic probation and suspension policies	55% (59%/54%)	39% (33%/35%)
Computing Help Desk's ability to answer my question	55% (55%/59%)	33% (36%/31%)
Wireless network service on campus	50% (-----)	43% (-----)
Apartment complex network connection program	49% (49%/49%)	40% (43%/44%)
Availability of courses you want when you can take them	44% (49%/46%)	10% ( 6% / 8%)
Study skills/support services	43% (42%/42%)	54% (56%/56%)
Tutoring resources	40% (43%/44%)	56% (53%/53%)
Mental health/psychological services	38% (31%/34%)	58% (64%/61%)
Campus parking	16% (16%/14%)	14% (13%/12%)

**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	90% (88%/88%)	1% (0%/1%)
Methods of instruction/course content are related to course objectives	85% (84%/85%)	1% (0%/0%)
I am treated courteously by building and grounds	84% (84%/81%)	2% (4%/3%)
Classrooms I use generally have adequate equipment	84% (81%/81%)	1% (1%/0%)
Have a clear understanding of course aims and requirements	81% (80%/82%)	1% (0%/0%)
I know what to do to get an A,B,C,D or F in class	77% (72%/72%)	1% (0%/0%)
I receive prompt, courteous service in dining facilities	77% (71%/75%)	2% (3%/1%)
I am generally satisfied with the JMU library	76% (69%/67%)	6% (6%/7%)
Library provides adequate access to information resources that support my needs	76% (70%/-----)	9% ( 9%/---
Methods of instruction are challenging and		

understandable	76% (78%/75%)	1% (0%/0%)
My information needs are met using computers outside the library	76% (76%/78%)	2% (3%/3%)
Classrooms generally have adequate space	75% (71%/73%)	1% (1%/0%)
Admissions recruiting activities /materials portray JMU accurately/honestly	73% (73%/76%)	6% (6%/7%)
Laboratories generally have adequate equipment	73%(74%/64%)	15%(12%/16%)
Library maintains adequate hours for my purposes	73% (68%/63%)	9% (8%/9%)
Classrooms/laboratories generally have adequate heating, lighting and a/c	71% (74%/71%)	2% (2%/1%)
Laboratories generally have adequate space	66% (64%/62%)	15%(14%/16%)
An effective wellness education is provided	65% (59%/59%)	8% ( 9%/12%)
I am able to conduct postal business during JMU's postal hours	65% (59%/62%)	7% (10%/10%)
Library web is an accurate gateway to information resources	64% (60%/55%)	12% (15%/17%)
Library's online catalog (LEO) is easy to use	64% (62%/68%)	10% (10%/9%)
Library staff gives me courteous service	62% (60%/62%)	13%(14%/14%)
The library provides competent assistance	61% (60%/58%)	13% (15%/14%)
Library staff provides adequate instruction on how to use information sources	59% (54%/-----)	15% (15%/----)
An effective program of health services is provided	58% (52%/53%)	10%(11%/13%)
Library provides adequate seating for individual and group study	58% (56%/56%)	6% ( 7%/ 8%)
Information on student account due dates and payment options is easy to understand	57% (51%/52%)	11% (18%/16%)
My major faculty advisor gives accurate and helpful academic information	57% (54%/56%)	9%(10%/11%)
My orientation faculty advisor seemed interested in helping me	57% (56%/59%)	3% ( 5%/ 4%)
Administration maintains adequate communication with students about institutional policies	56% (51%/47%)	6% ( 8%/ 7%)
Orientation faculty advisor gave accurate and helpful academic information	56% (56%/55%)	3% ( 4%/ 5%)
My major faculty advisor seems interested in helping me	55% (50%/52%)	9% (10%/10%)
A high priority is		

placed on student academic advising	54% (47%/44%)	2% ( 4%/ 3%)
Office of Financial Aid and Scholarships provides service in a courteous manner	53% (44%/41%)	22%(29%/30%)
Student Financial Services Office staff has a good general knowledge of administrative policies and is very helpful	53% (44%/38%)	23%(33%/33%)
Student Financial Services Office staff provides assistance, when I have questions or problems	53% (42%/43%)	23%(31%/31%)
Student Financial Services provides courteous and prompt service	50% (42%/39%)	26% (32%/33%)
Reading, writing, and math labs are adequate	48% (43%/43%)	29%(31%/29%)
Library provides adequate computers for access to electronic reference sources	45% (50%/58%)	8% ( 8%/ 9%)
Library provides timely access to Inter-library Loan	43% (45%/43%)	33%(33%/32%)
Students participate in making policies for, and controlling, the activities of intercollegiate athletics	42% (40%/37%)	24%(25%/32%)
I use the library regularly to complete assignments	40% (32%/37%)	3% (4%/ 4%)
A high priority is place on mental health counseling	34% (34%/33%)	25% (28%/29%)

**Table 25 Probable Reaction to a Student Cheating**

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

**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	86% (85%/86%)	0% (0%/0%)
Honor code and honor system have been clearly explained to me.	81% (88%/85%)	0% (0%/0%)
Professors communicate what academic misconduct is as it applies to their particular course	78% (77%/79%)	1% (1%/0%)
I believe students who are accused of academic misconduct are treated fairly by the Honor System	47%(40%/37%)	25%(28%/33%)
I believe students who are convicted of academic misconduct are treated fairly in their punishment	43%(41%/37%)	28%(30%/34%)

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

Never	65% (71%/73%/66%)
1-3 times	28% (24%/20%/25%)
4-10 times	5% ( 4%/ 6%/ 6%)
11-20 times	1% ( 1%/ 0%/ 2%)
More than 20 times	0% ( 0%/ 0%/ 1%)

**Table 28**            **Accomplishments Considered *Essential***

Raising a family	58% (52%/49%/50%)
Helping others who are in difficulty	43% (35%/39%/27%)
Receiving a liberal arts education that is of high quality and very diversified	40% (31%/33%/30%)
Being very well off financially	35% (35%/31%/30%)
Becoming an authority in my field	31% (31%/31%/30%)
Promoting racial understanding	30% (23%/26%/25%)
Developing a meaningful philosophy of life	28% (26%/26%/25%)
Obtaining recognition from my colleagues for contributions to my special field	28% (27%/25%/23%)
Influencing social values	26% (22%/22%/17%)
Being admitted as a graduate student at a prestigious university	24% (23%/20%/17%)
Being successful in a business of my own	23% (23%/20%/20%)
Having administrative responsibility for the work of others	23% (18%/17%/14%)
Keeping up to date with political affairs	23% (16%/17%/16%)
Participating in community action program	18% (15%/17%/18%)
Influencing the political structure	17% (14%/14%/10%)
Becoming involved in programs to clean up the environment	14% (14%/14%/10%)

Becoming accomplished in a performing art (acting, dancing)	13% (12%/15%/ 9%)
Creating artistic work (painting, sculpture, decorating, etc.)	13% (13%/12%/ 9%)
Writing original works (poems, novels, short stories, etc.)	12% (11%/12%/10%)
Becoming accomplished in a varsity sport	11% (11%/12%/11%)
Making theoretical contributions to science	10% (11%/10%/ 8%)

**Table 29**            **Personal Values Indicated as *Very Important***

Friendship	86% (81%/83%/80%)
Family	83% (81%/80%/82%)
Achieving my own identify	82% (76%/72%/74%)
Education	81% (80%/83%/78%)
Love	72% (65%/57%/64%)
Doing things for others	60% (46%/48%/38%)
Having children	57% (50%/44%/47%)
Living a clean, moral life	55% (50%/49%/44%)
Privacy	53% (40%/36%/33%)
Religion	42% (37%/37%/29%)
Physical development	41% (41%/35%/36%)
Work	40% (29%/21%/20%)
Patriotism	37% (30%/31%/37%)
Contributing to societal change	36% (31%/34%/25%)
Athletics	34% (31%/23%/27%)
Money	34% (35%/31%/32%)
Being close to nature	25% (19%/21%/20%)
Politics	25% (18%/-----)

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

Creating a winning atmosphere at JMU athletic events	54% (48%/49%/54%)
Image of athletes, coaches and athletic administration	50% (41%/46%/47%)
Success of JMU athletics	49% (38%/39%/45%)
Attending athletic events	43% (31%/27%/38%)
Being involved with athletic events	30% (23%/22%/27%)
Assisting in financial support of JMU athletics	29% (30%/28%/33%)

**Table 31**            **Best Way to Stay Connected After Graduation**

Return to campus for Homecoming, etc.	44%
Join a network of other alumni who share a common interest with me	22%
Return to campus for athletic events	18%
Attend regional alumni chapter meetings	8%
Participate in Web-based activities	8%

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

Cable modem	35%
Dial Up	27%
DSL/ADSL	18%
I do not utilize high speed internet access	15%
ISDN	3%
Satellite	2%

**Table 33 University Advancement (Respondents Agree or Strongly Agree)**

		No basis to judge
I can find the information and services I need on the JMU web site.	84%	0%
JMU is preparing me for a productive and meaningful life beyond college.	78% (77%)	2% (1%)
JMU cares about the needs of its students.	75% (73%)	1% (1%)
My JMU experience has been as good as I thought it would be.	74% (73%)	0% (1%)
The content and design of publications produced and distributed by JMU accurately reflect the institution.	67% (50%)	3% (7%)
I am aware that individuals and corporations have made financial contributions to JMU in support of my education.	65% (70%)	3% (5%)
I feel welcome in the Harrisonburg community.	56%	0%
It is important to stay connected to JMU after graduation.	53% (51%)	0% (1%)
I plan to attend events sponsored by the Alumni Assoc after graduation.	43% (41%)	2% (3%)
I think it is important for me to show my support after graduation by donating money to JMU.	30% (26%)	2% (2%)
I am aware of the purpose of the Senior Class Challenge.	22% (15%)	14% (19%)

**Table 34 Frequency of Smoking Cigarettes**

Not at all	79% (68%/73%/74%)
Less than one cigarette per day	13% (16%/13%/ 9%)
One to five cigarettes per day	5% ( 9%/ 8%/ 9%)
About one-half pack per day	2% ( 4%/ 3%/ 4%)
About one pack per day	1% ( 1%/ 2%/ 1%)
About one/one-half packs per day	0% ( 1%/ 1%/ 0%)
Two packs or more per day	0% ( 1%/ 1%/ 2%)

**Table 35 Consequences of Using Alcohol**

Resulted in your not remembering a period of time?	51% (46%/43%/42%)
Caused you to behave in ways you later regretted?	46% (45%/47%/41%)
Caused you to feel guilty?	31% (24%/36%/30%)
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% (29%/27%/31%)
Caused you to drive unsafely?	18% (18%/21%/22%)
Damaged your relationship with someone?	18% (17%/19%/16%)
Adversely affected your performance in school or job?	20% (15%/19%/15%)
Caused you to be charged criminally with an alcohol offense?	13% (12%/ 9%/10%)
Caused you to engage in sexual activity without safe-sex practices you ordinarily would use?	13% (14%/11%/11%)
Involved you with people you think are a bad influence on you?	12% (15%/18%/13%)
Got you into physical fights?	10% (11%/ 9%/12%)
Caused you to neglect your obligation, family, or work for more than two days in a row?	7% ( 7%/ 4%/ 4%)
Caused you to go to anyone for help?	4% ( 5%/ 5%/ 2%)
Caused you to be admitted into a hospital	3% ( 3%/ 3%/ 3%)
Caused your spouse, relative, boyfriend or girlfriend to go to anyone for help?	2% ( 4%/ 6%/ 2%)
Caused you to lose your job?	1% ( 2%/ 1%/ 1%)

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

A minor problem	38% (39%/41%/38%)
Only with certain groups	30% (32%/26%/33%)
A major problem	21% (18%/24%/15%)
Not at all	12% (11%/10%/14%)

**Table 37 Definition of High Risk Drinking**

6 to 8 drinks	28% (25%/28%/28%)
9 to 11 drinks	26% (25%/24%/20%)
12 or more drinks	17% (18%/18%/21%)
4 to 5 drinks	15% (16%/19%/13%)
1 to 3 drinks	15% (16%/12%/17%)

**Table 38 Alcohol Usage in Previous Two Weeks**

	<b>0</b>	<b>1-2</b>	<b>3-5</b>	<b>6-9</b>	<b>+10</b>
Five or more in a row	49% (42%/51%)	24%(30%/21%)	21%(20%/20%)	5%(5%/7%)	2%(2%/1%)
Four in a row	49% (44%/52%)	27%(31%/23%)	18%(18%/17%)	6%(6%/6%)	1%(1%/2%)
Three in a row	43% (41%/47%)	30%(32%/27%)	20%(17%/16%)	6%(8%/7%)	2%(2%/3%)
Two in a row	39% (37%/43%)	31%(32%/30%)	19%(16%/17%)	8%(11%/7%)	3%(4%/4%)
One	32% (34%/39%)	36%(33%/29%)	17%(17%/20%)	10%(9%/8%)	6%(7%/5%)

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

	<b>0</b>	<b>1-2</b>	<b>3-5</b>	<b>6-9</b>	<b>10-19</b>	<b>20-39</b>	<b>40+</b>
Heroin	98%(98%/100%)	1%(1%/0%)	1%(0%/0%)	0%(0%/0%)	0%(0%/0%)	0%(0%/0%)	0%(0%/0%)
Methaqualone, Quaaludes	97%(97%/99%)	1%(2%/1%)	1%(0%/0%)	1%(0%/0%)	0%(0%/0%)	0%(0%/0%)	0%(0%/0%)
Barbiturates	96%(96%/97%)	1%(2%/2%)	1%(1%/0%)	1%(0%/1%)	1%(0%/1%)	0%(0%/0%)	0%(0%/0%)
Crystal methamphetamine	96%(96%/99%)	3%(3%/1%)	0%(1%/1%)	0%(0%/0%)	0%(0%/0%)	0%(0%/0%)	0%(1%/0%)
LSD	94%(93%/92%)	3%(4%/4%)	1%(2%/2%)	1%(0%/1%)	0%(1%/1%)	0%(0%/0%)	1%(1%/1%)
MDMA (Ecstasy, XTC)	93%(93%/89%)	4%(4%/5%)	2%(1%/4%)	1%(1%/2%)	0%(1%/1%)	1%(0%/0%)	1%(1%/0%)
Tranquilizers	93%(92%/94%)	2%(5%/3%)	2%(3%/2%)	1%(0%/0%)	2%(0%/0%)	0%(0%/1%)	1%(0%/0%)
Cocaine	92%(91%/92%)	2%(3%/3%)	2%(2%/2%)	1%(1%/1%)	1%(1%/1%)	1%(1%/1%)	0%(1%/1%)
Other amphetamines	90%(91%/91%)	3%(5%/4%)	3%(2%/2%)	2%(2%/0%)	2%(0%/1%)	0%(0%/1%)	1%(1%/1%)
Other narcotics	90%(88%/85%)	3%(5%/9%)	2%(3%/1%)	2%(2%/2%)	1%(1%/2%)	1%(1%/1%)	1%(1%/0%)
Other hallucinogens	89%(87%/88%)	5%(6%/6%)	4%(4%/6%)	1%(2%/1%)	0%(0%/0%)	0%(0%/0%)	1%(1%/0%)
Marijuana	49%(50%/50%)	12%(11%/9%)	8%(7%/7%)	8%(4%/5%)	8%(8%/5%)	5%(5%/8%)	12%(15%/17%)
Alcoholic beverages	10% (9%/7%)	6%(7%/5%)	4%(4%/5%)	3%(3%/5%)	8%(8%/8%)	16%(15%/13%)	53%(54%/55%)

**Table 40 Weekly Time Commitment (Hours) to Following Activities**

	<b>0 hours</b>	<b>1-5 hours</b>	<b>6-10 hours</b>	<b>11-20 hours</b>	<b>21-30 hours</b>	<b>+30 hours</b>
Extracurricular activities	21% (20%/24%)	48% (53%/52%)	18% (15%/16%)	9% (8%/5%)	3% (2%/2%)	2% (2%/1%)
Partying	15% (12%/18%)	39% (42%/38%)	29% (29%/25%)	13% (15%/15%)	2% (2%/3%)	2% (1%/1%)
Exercising/Conditioning	10% (6%/9%)	54% (64%/63%)	28% (22%/20%)	6% (6%/6%)	2% (1%/1%)	2% (1%/1%)
Studying/assignments	1% (1%/0%)	15% (11%/11%)	29% (29%/25%)	36% (33%/39%)	15% (19%/17%)	4% (8%/8%)
Sleeping	0% (0%/0%)	1% (0%/2%)	4% (5%/4%)	5% (7%/4%)	19% (17%/23%)	70%(70%/68%)

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.