

## 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, 2005, staff in the Division of Student Affairs & University Planning distributed to students the Continuing Student Survey 2005, 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 58 faculty, Survey 2005 was administered during class time to 3248 students in a total of 120 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 2005 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 six percent (Table 1).

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

Three-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). Nearly three-fourths 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

More than one-half of the students in this year's survey stated their philosophy of higher education is based on a vocational philosophy where education is viewed essentially as preparation for an occupation (Table 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 supportive (Table 19). More than one-half of the respondents described JMU as the right size, 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 relationships with other students, student groups and activities.

## **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 general condition of the buildings and grounds; JMU in general and the attitude of faculty towards students (Table 23). At least eight out of ten respondents said they were satisfied or very satisfied with the following: functionality of e-campus; the recreation center; academic quality of classes; campus bookstore; opportunities for involvement in university activities; class size relative to the type of course; personal security/safety at JMU; campus media (student newspaper, campus radio, etc.); classroom/laboratory facilities; dining facilities and quality of food; testing and grading systems; functionality of electronic mail system; study areas; out-of-class availability of instructors; variety of courses offered; ability to get information from the JMU web; course content in major field; and adequacy of information received about schedule of home athletic events.

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 are knowledgeable in their field; methods of instruction and course content are related to course objectives; that the respondent is treated courteously by building and grounds; classrooms generally have adequate equipment; there is a clear understanding of course aims and requirements; that the respondent knows what to do to get an A, B, C, D or F in class; that methods of instruction are challenging and understandable; information needs are met using computers outside the library; admission and recruiting activities portray JMU accurately; and classrooms/laboratories generally have adequate heating and air conditioning.

For the past five 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 five 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, particularly the quality of advising.

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; their outside of class activities and their attendance at athletic events. Men were more likely to be satisfied or very satisfied with their attendance at athletic events (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-fourth 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 would be disturbed and do nothing. Men 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 nearly three-fourths of the respondents said "never" (Table 27).

## **ACCOMPLISHMENTS PERCEIVED BY STUDENTS AS BEING ESSENTIAL**

More than three-fifths of the respondents in this year's survey indicated they view raising a family as being an essential accomplishment (Table 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 work, love, leading a clean moral life, having children, and doing things for others..

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; women liberal.

## **ALCOHOL USAGE REPORTED BY STUDENTS**

Students were asked to consider different ways in which their use of alcohol has affected their behavior (Table 36). More than one-third of the respondents answered that their use of alcohol has resulted in their behaving in ways they regretted; caused them to feel guilty and 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 38) and the degree to which they believed that alcohol consumption is a problem at JMU (Table 37). 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 41). Students of color and women were significantly less likely to indicate "frequent" alcohol consumption.

The following tables contain summaries of data collected (percentages in parentheses are from the 2004, 2003, and 2002 Continuing Student Surveys, when available).

**Table 1 Gender of the Respondents**

|        |                   |
|--------|-------------------|
| Female | 67% (66%/61%/60%) |
| Male   | 34% (34%/39%/40%) |

**Table 2 Age of the Respondents**

|               |                   |
|---------------|-------------------|
| 17 or younger | 1% (1%/1%/1%)     |
| 18            | 23% (21%/23%/25%) |
| 19            | 23% (19%/21%/18%) |
| 20            | 23% (21%/22%/22%) |
| 21            | 19% (25%/22%/22%) |
| 22 or older   | 11% (13%/11%/11%) |

**Table 3 Race of the Respondents**

|                        |                   |
|------------------------|-------------------|
| Caucasian/White        | 86% (88%/86%/85%) |
| Asian/Pacific Islander | 5% (4%/5%/5%)     |
| African-American/Black | 4% (3%/4%/4%)     |
| Latino                 | 2% (2%/1%/2%)     |
| Multiracial            | 2% (2%/2%/2%)     |
| Other                  | 2% (2%/2%/2%)     |
| Native American        | 0% (0%/0%/0%)     |

**Table 4 Marital Status**

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

**Table 5 Religious Preference**

|                         |                   |
|-------------------------|-------------------|
| Protestant              | 33% (34%/30%/33%) |
| Catholic                | 27% (29%/32%/27%) |
| No religious preference | 19% (18%/19%/20%) |
| Other religion          | 16% (16%/16%/16%) |
| Jewish                  | 3% (2%/2%/2%)     |
| Hindu                   | 1% (1%/1%/1%)     |
| Islam                   | 1% (1%/1%/1%)     |

**Table 6 College Credits Earned**

|               |                   |
|---------------|-------------------|
| Fewer than 28 | 26% (26%/28%/28%) |
| 28-59         | 27% (21%/23%/21%) |
| 60-89         | 22% (23%/24%/25%) |
| More than 89  | 25% (30%/25%/25%) |

**Table 7 Enrollment Status**

|                   |                   |
|-------------------|-------------------|
| Full-time student | 99% (99%/99%/98%) |
| Part-time student | 21% (1%/1%/2%)    |

**Table 8 Previous School Attended**

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

**Table 9 Academic College or School**

|                         |                   |
|-------------------------|-------------------|
| Arts and Letters        | 20% (25%/24%/24%) |
| Business                | 28% (23%/27%/24%) |
| Science and Mathematics | 19% (14%/12%/12%) |
| ISAT                    | 16% (20%/18%/19%) |
| Education               | 10% (9%/8%/8%)    |
| Undeclared              | 7% (8%/10%/12%)   |
| Graduate School         | 2% (1%/1%/1%)     |

**Table 10 Cumulative Grade Point Average**

|                |                   |
|----------------|-------------------|
| 3.50-4.00      | 14% (12%/13%/14%) |
| 3.00-3.49      | 31% (33%/31%/29%) |
| 2.50-2.99      | 24% (26%/24%/25%) |
| 2.00-2.49      | 6% (10%/9%/7%)    |
| Less than 2.00 | 1% (1%/1%/1%)     |

GPA not yet established 24% (19%/22%/24%)

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

Master's degree 50% (48%/48%/47%)  
 Bachelor's degree 26% (29%/30%/27%)  
 Doctoral degree 13% (11%/12%/14%)  
 Professional degree 10% (10%/ 8%/10%)  
 Specialist degree 2% ( 2%/ 1%/ 1%)  
 Not a degree seeking student 1% ( 1%/ 1%/ 1%)

**Table 12 Current JMU Residence**

Off-campus room/apartment 55% (57%/53%/53%)  
 Residence Hall 39% (37%/41%/42%)  
 Fraternity/Sorority House 3% (2% / 2%/ 2%)  
 Own home 2% (1% / 1%/ 2%)  
 Home of parents or relative 1% (1% / 2%/ 2%)  
 Other 0% (0% / 0%/ 1%)

**Table 13 Area of Permanent Residence**

Outside Virginia 30% (29%/30%/30%)  
 Northern Virginia 28% (29%/30%/32%)  
 Tidewater Area 13% (14%/14%/13%)  
 Piedmont Area 12% (12%/11%/11%)  
 Shenandoah Valley 10% ( 8%/ 8%/ 8%)  
 Southwest Virginia 7% ( 7%/ 6%/ 5%)  
 Outside the United States 1% ( 1%/ 2%/ 1%)

**Table 14 Estimated Annual Family Income**

Less than \$50,000 9% ( 8%/10%/11%)  
 \$50,000 to \$74,999 15% (15%/16%/16%)  
 \$75,000 to \$99,999 18% (18%/19%/19%)  
 \$100,000 to \$124,999 20% (19%/20%/20%)  
 \$125,000 to \$149,999 13% (13%/13%/11%)  
 \$150,000 to \$174,999 8% ( 9% /7%/ 8%)  
 \$175,000 to \$199,999 6% ( 6% / 5%/ 5%)  
 \$200,000 or more 13% (12%/11%/11%)

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

Some high school or less 2% ( 3%/ 2%/ 1%)  
 High school graduate 13% (11%/11%/12%)  
 Postsecondary school other than college 3% ( 4%/ 4%/ 3%)  
 Some college 12% (12%/11%/13%)  
 College degree 35% (34%/34%/34%)  
 Some graduate school 3% ( 3%/ 4%/ 3%)  
 Graduate degree 24% (26%/27%/25%)  
 Doctoral degree 7% ( 6%/ 8%/ 8%)

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

Some high school or less 2% ( 3%/ 3%/ 1%)  
 High school graduate 15% (14%/15%/16%)

Postsecondary school other than college 4% ( 6%/ 5%/ 6%)  
 Some college 15% (16%/15%/15%)  
 College degree 39% (36%/35%/37%)  
 Some graduate school 4% ( 4%/ 5%/ 4%)  
 Graduate degree 19% (19%/19%/20%)  
 Doctoral degree 2% ( 2%/ 2%/ 2%)

**Table 17 Political Preference**

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

**Table 18 Philosophy of Higher Education**

Vocational Philosophy (education viewed as essentially preparation for an occupation) 53% (45%/49%/50%)  
 Social Philosophy (social life and loyalty to college emphasized) 26% (28%/28%/23%)  
 Intellectual Philosophy (scholarly pursuit of knowledge) 14% (12%/11%/14%)  
 Artistic Philosophy (ideas, art forms, individuality) 8% (15%/13%/13%)

**Table 19 Student Perceptions of JMU**

|                                      |                          |  |
|--------------------------------------|--------------------------|--|
| Good<br>88% (87%/86%)                | Neutral<br>9% (9%/12%)   | Bad<br>3% ( 4%/2%)                             |
| Friendly<br>86% (83%/87%)            | Neutral<br>9% (14%/11%)  | Cold<br>3% ( 3%/2%)                            |
| Challenging<br>79% (77%/74%)         | Neutral<br>16% (18%/23%) | Not Challenging<br>5% (5%/3%)                  |
| Progressive<br>76% (76%/76%)         | Neutral<br>22% (19%/22%) | Regressive<br>2% (4%/2%)                       |
| Open and Accessible<br>75% (75%/74%) | Neutral<br>21% (20%/2%)  | Closed and Inaccessible<br>4% (5%/4%)          |
| Right Size<br>74% (76%/77%)          | Neutral<br>17% (15%/17%) | Too Large<br>9% ( 9%/7%)                       |
| Supportive<br>75% (72%/74%)          | Neutral<br>20% (22%/21%) | Non-Supportive<br>4% (6%/4%)                   |
| Intellectual<br>74% (72%/70%)        | Neutral<br>21% (22%/25%) | Nonintellectual<br>6% (5%/4%)                  |
| Flexible<br>60% (56%/56%)            | Neutral<br>33% (36%/38%) | Rigid<br>6% ( 8%/6%)                           |
| Emotionally Healthy<br>51% (56%/52%) | Neutral<br>35% (28%/34%) | Causing Anxiety & Frustration<br>13% (16%/14%) |
| Sensitive                            | Neutral                  | Indifferent                                    |

|                              |                          |                               |
|------------------------------|--------------------------|-------------------------------|
| 54% (56%/57%)                | 37% (36%/36%)            | 7% (8%/7%)                    |
| Integrated<br>47% (44%/49%)  | Neutral<br>38% (38%/30%) | Fragmented<br>16% (18%/21%)   |
| Traditional<br>36% (35%/36%) | Neutral<br>52% (51%/53%) | Experimental<br>10% (13%/11%) |

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

|  |                   |
|--|-------------------|
| Development of academic, scholarly/intellectual qualities        | 67% (67%/64%/67%) |
| Relationships with other students, student groups and activities | 54% (50%/45%/46%) |
| Academic quality of classes and related activities               | 50% (44%/-----)   |
| Being critical, evaluative and analytical                        | 46% (45%/44%/42%) |
| Development of vocational occupational competence                | 41% (37%/36%/32%) |
| Personal growth and self-awareness                               | 38% (35%/34%/32%) |
| Personal relevance and practical values of your courses          | 34% (32%/32%/29%) |
| Development of aesthetic, expressive, and creative qualities     | 32% (35%/31%/27%) |
| Global awareness   | 28% (25%/21%/19%) |
| Undergraduate research   | 27% (24%/25%/23%) |
| Service learning   | 25% (23%/22%/19%) |

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

|  |                   |
|--|-------------------|
| Friendships I have made at JMU                         | 93% (89%/89%/93%) |
| Quality of effort in classes                           | 88% (85%/83%/87%) |
| Attendance at athletic events                          | 78% (71%/70%/71%) |
| Involvement with campus activities outside of class    | 78% (78%/76%/80%) |
| Usage of the library                                   | 76% (75%/78%/75%) |
| Informal discussions with faculty                      | 75% (78%/74%/79%) |
| Involvement with students of another race/ethnic group | 73% (71%/68%/75%) |
| Attendance at cultural events                          | 58% (55%/55%/64%) |

**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.  | 66% (67%) | 6% (3%) |
| Program prepares me in critical thinking skills, communication, and information literacy.   | 60% (59%) | 2% (2%) |
| Satisfied with quality of teaching in the Program.  | 57% (56%) | 2% (1%) |
| Program develops my awareness of both physical and emotional wellness.  | 56% (51%) | 4% (4%) |
| Overall, satisfied with the quality of the program.   | 55% (54%) | 2% (1%) |
| Program develops my problem-solving skills in science and mathematics.  | 53% (44%) | 4% (5%) |
| Program prepares me to be an informed citizen who is able to participate in public life and public decision-making.                               | 52% (50%) | 2% (2%) |
| Satisfied with quality of advising in the program.  | 45% (43%) | 4% (4%) |
| Program prepares me to understand the development of western civilization and its interactions with other traditions within the global community. | 44% (45%) | 5% (4%) |

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

|  |               |                          |
|--|---------------|--------------------------|
|  |               | <b>No basis to judge</b> |
| JMU in general   | 94% (96%/94%) | 3% (1%/ 1%)              |
| General condition of buildings and grounds             | 93% (97%/93%) | 2% (1%/ 3%)              |
| Attractiveness/campus landscaping                      | 92% (96%/95%) | 2% (2%/ 2%)              |
| Attitude of the faculty toward students                | 90% (91%/91%) | 6% (6%/ 4%)              |
| Cleanliness of JMU campus buildings                    | 90% (95%/95%) | 3% (4%/ 4%)              |
| Functionality of electronic mail system                | 88% (86%/81%) | 3% (4%/ 4%)              |
| Class size relative to the type of course              | 87% (89%/90%) | 4% ( 4%/ 5%)             |
| Recreation Center                                      | 87% (94%/93%) | 8% (4%/ 5%)              |
| Academic quality of classes                            | 86% (90%/89%) | 6% (5%/ 4%)              |
| Classroom/laboratory facilities                        | 86% (87%/86%) | 7% ( 6%/ 6%)             |
| Dining facilities and quality of food                  | 86% (87%/86%) | 6% ( 7%/ 5%)             |
| Functionality of e-campus                              | 86% (95%/87%) | 4% ( 3%/ 4%)             |
| Out-of-class availability of your instructors          | 85% (84%/84%) | 9% ( 9%/10%)             |
| Personal security/safety at JMU                        | 85% (89%/89%) | 7% ( 5%/ 8%)             |
| Testing/grading system                                 | 85% (87%/87%) | 5% ( 5%/ 3%)             |
| Campus media (student newspaper, campus radio, etc.)   | 83% (88%/82%) | 8% (7%/11%)              |
| Opportunities for involvement in university activities | 83% (90%/88%) | 11% (8%/9%)              |
| Variety of courses offered                             | 83% (82%/83%) | 5% (5%/4%)               |
| Ability to get information from the JMU web            | 82% (-----)   | 8% (-----)               |
| Campus bookstore                                       | 81% (90%/87%) | 4% ( 4%/ 4%)             |

|   |                 |                 |
|---|-----------------|-----------------|
| Adequacy of information received about schedule of home athletic events | 80% (67%/59%)   | 10% (18%/28%)   |
| Course content in your major field                                      | 80% (77%/73%)   | 11% (14%/16%)   |
| Instruction in major field  | 80% (75%/72%)   | 16% (18%/19%)   |
| Study areas   | 80% (86%/80%)   | 6% ( 6%/ 9%)    |
| Quality of the city's bus transportation system                         | 78% (87%/85%)   | 12% ( 9%/10%)   |
| Computer facilities   | 77% (82%/80%)   | 11% (12%/15%)   |
| Attitude of non-teaching staff towards students                         | 76% (79%/79%)   | 15% (16%/15%)   |
| Rules governing student conduct   | 76% (76%/76%)   | 17% (15%/13%)   |
| JMU web is effective tool for doing what I need to do as a student      | 75% (-----)     | 13% (-----)     |
| Service quality from JMU postal services                                | 74% (81%/80%)   | 18% (15%/15%)   |
| Concern for you as an individual  | 73% (78%/78%)   | 15% (12%/13%)   |
| University Center   | 71% (82%/80%)   | 4% (15%/17%)    |
| Preparation you are receiving for your future occupation                | 70% (70%/64%)   | 22% (20%/23%)   |
| General registration procedures   | 68% (66%/70%)   | 6% ( 7%/ 6%)    |
| Availability of your advisor  | 64% (68%/65%)   | 14% (15%/17%)   |
| Value of information provided by advisor                                | 63% (65%/63%)   | 15% (15%/13%)   |
| Racial harmony  | 62% (65%/66%)   | 19% (18%/17%)   |
| How I am treated by athletic personnel at athletic events               | 60% (59%/54%)   | 37% (38%/43%)   |
| Opportunities for student employment                                    | 60% (60%/62%)   | 26% (27%/28%)   |
| Campus police   | 59% (64%/64%)   | 30% (30%/26%)   |
| Assistance with research from Carrier Library reference librarians      | 57% (64%/66%)   | 32% (30%/29%)   |
| Student involvement in University policies                              | 57% (64%/60%)   | 34% (31%/32%)   |
| Student assessment testing  | 55% (56%/57%)   | 14% (18%/16%)   |
| Tutoring resources  | 54% (40%/43%)   | 34% (56%/53%)   |
| Intercollegiate Athletics facilities                                    | 53% (61%/56%)   | 39% (36%/38%)   |
| Study skills/support services   | 51% (43%/42%)   | 38% (54%/56%)   |
| Academic probation and suspension policies                              | 49% (55%/59%)   | 41% (39%/33%)   |
| Computing Help Desk's ability to answer my question                     | 49% (55%/55%)   | 40% (33%/36%)   |
| Religious programs and activities                                       | 49% (59%/53%)   | 42% (37%/44%)   |
| Student government  | 49% (60%/56%)   | 43% (35%/39%)   |
| Availability of courses you want when you can take them                 | 47% (44%/49%)   | 9% (10%/6%)     |
| Residence hall network connection program                               | 47% (59%/57%)   | 44% (36%/38%)   |
| Wireless network service on campus                                      | 46% (50%/-----) | 37% (43%/-----) |

|  |               |               |
|--|---------------|---------------|
| Apartment complex network connection program | 42% (49%/49%) | 43% (40%/43%) |
| Mental health/psychological services         | 38% (38%/31%) | 51% (58%/64%) |
| Campus parking                               | 15% (16%/16%) | 15% (14%/13%) |

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

|   | No basis to judge |              |
|---|-------------------|--------------|
| Classrooms I use generally have adequate equipment                              | 89% (84%/81%)     | 1% (1%/1%)   |
| Methods of instruction/course content are related to course objectives          | 84% (85%/84%)     | 0% (1%/0%)   |
| Faculty are knowledgeable in their field  | 82% (90%/88%)     | 0% (1%/0%)   |
| I am treated courteously by building and grounds                                | 82% (84%/84%)     | 3% (2%/4%)   |
| Have a clear understanding of course aims and requirements                      | 79% (81%/80%)     | 0% (1%/0%)   |
| My information needs are met using computers outside the library                | 79% (76%/76%)     | 3% (2%/3%)   |
| Classrooms/laboratories generally have adequate heating, lighting and a/c       | 78% (71%/74%)     | 2% (2%/2%)   |
| Admissions recruiting activities /materials portray JMU accurately/honestly     | 77% (73%/73%)     | 6% (6%/6%)   |
| I know what to do to get an A,B,C,D or F in class                               | 75% (77%/72%)     | 0% (1%/0%)   |
| Methods of instruction are challenging and understandable                       | 75% (76%/78%)     | 0% (1%/0%)   |
| Classrooms generally have adequate space  | 74% (75%/71%)     | 1% (1%/1%)   |
| Laboratories generally have adequate equipment                                  | 73% (73%/74%)     | 14%(15%/12%) |
| I am generally satisfied with the JMU library                                   | 72% (76%/69%)     | 8% (6%/6%)   |
| I receive prompt, courteous service in dining facilities                        | 72% (77%/71%)     | 3% (2%/3%)   |
| Library provides adequate access to information resources that support my needs | 72% (76%/70%)     | 11% (9%/9%)  |
| Library maintains adequate hours for my purposes                                | 70% (73%/68%)     | 11% (9%/8%)  |
| Laboratories generally have adequate space                                      | 65% (66%/64%)     | 16%(15%/14%) |
| Library staff gives me courteous service  | 64% (62%/60%)     | 17%(13%/14%) |
| Orientation faculty advisor gave accurate and helpful academic information      | 63% (56%/56%)     | 4% (3%/4%)   |
| My orientation faculty advisor seemed interested in helping me                  | 61% (57%/56%)     | 4% (3%/5%)   |
| My major faculty advisor gives accurate and helpful academic information        | 60% (57%/54%)     | 8% (9%/10%)  |
| The library provides  |                   |              |

|  |     |           |     |           |
|--|-----|-----------|-----|-----------|
| competent assistance   | 59% | (61%/60%) | 17% | (13%/15%) |
| A high priority is placed on student academic advising   | 58% | (54%/47%) | 3%  | (2%/4%)   |
| An effective wellness education is provided  | 58% | (65%/59%) | 13% | (8%/9%)   |
| I am able to conduct postal business during JMU's postal hours   | 58% | (65%/59%) | 11% | (7%/10%)  |
| My major faculty advisor seems interested in helping me  | 58% | (55%/50%) | 9%  | (9%/10%)  |
| Administration maintains adequate communication with students about institutional policies                   | 56% | (56%/51%) | 7%  | (6%/8%)   |
| Library's online catalog (LEO) is easy to use  | 56% | (64%/62%) | 13% | (10%/10%) |
| Library staff provides adequate instruction on how to use information sources                                | 55% | (59%/54%) | 19% | (15%/15%) |
| Library web is an accurate gateway to information resources  | 55% | (64%/60%) | 15% | (12%/15%) |
| Information on student account due dates and payment options is easy to understand                           | 54% | (57%/51%) | 8%  | (11%/18%) |
| An effective program of health services is provided  | 50% | (58%/52%) | 14% | (10%/11%) |
| Office of Financial Aid and Scholarships provides service in a courteous manner                              | 49% | (53%/44%) | 27% | (22%/29%) |
| University Business Office staff has a good general knowledge of administrative policies and is very helpful | 48% | (53%/44%) | 33% | (23%/33%) |
| University Business Office staff provides assistance, when I have questions or problems                      | 48% | (53%/42%) | 32% | (23%/31%) |
| University Business Office provides courteous and prompt service   | 48% | (50%/42%) | 31% | (26%/32%) |
| Library provides adequate seating for individual and group study   | 47% | (58%/56%) | 9%  | (6%/7%)   |
| Reading, writing, and math labs are adequate   | 41% | (48%/43%) | 33% | (29%/31%) |
| Library provides adequate computers for access to electronic reference sources                               | 39% | (45%/50%) | 8%  | (8%/8%)   |
| Students participate in making policies for, and controlling, the activities of intercollegiate athletics    | 38% | (42%/40%) | 28% | (24%/25%) |
| Library provides timely access to Inter-library Loan   | 37% | (43%/45%) | 37% | (33%/33%) |
| A high priority is place on mental health counseling   | 34% | (34%/34%) | 30% | (25%/28%) |
| I use the library regularly to complete assignments  | 33% | (40%/32%) | 8%  | (3%/4%)   |

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

|   |     |               |
|---|-----|---------------|
| Would be disturbed but do nothing   | 29% | (35%/35%/31%) |
| Would be disturbed, but whether I took any action would depend on who the student was | 21% | (22%/22%/19%) |
| Would speak to the appropriate teacher or other authority without naming names        | 16% | (13%/12%/15%) |
| Would express my concern only to the student I discovered cheating                    | 15% | (13%/8%/13%)  |
| Would not be disturbed and would do nothing   | 11% | (9%/9%/11%)   |
| Would report the student to the appropriate teacher authority                         | 8%  | (9%/15%/11%)  |

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

|  |                          |           |     |           |
|--|--------------------------|-----------|-----|-----------|
|  | <b>No basis to judge</b> |           |     |           |
| Understand what actions are considered to be academic misconduct at JMU                            | 86%                      | (86%/85%) | 1%  | (0%/0%)   |
| Honor code and honor system have been clearly explained to me.                                     | 86%                      | (81%/88%) | 0%  | (0%/0%)   |
| Professors communicate what academic misconduct is as it applies to their particular course        | 82%                      | (78%/77%) | 0%  | (1%/1%)   |
| I believe students who are accused of academic misconduct are treated fairly by the Honor System   | 41%                      | (47%/40%) | 28% | (25%/28%) |
| I believe students who are convicted of academic misconduct are treated fairly in their punishment | 38%                      | (43%/41%) | 31% | (28%/30%) |

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

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

**Table 28 Accomplishments Considered Essential**

|                                      |     |               |
|--------------------------------------|-----|---------------|
| Raising a family                     | 61% | (58%/52%/49%) |
| Helping others who are in difficulty | 44% | (43%/35%/39%) |

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

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

|                                 |                     |
|---------------------------------|---------------------|
| Family                          | 86% (83%/81%/80%)   |
| Education                       | 84% (81%/80%/83%)   |
| Friendship                      | 84% (86%/81%/83%)   |
| Achieving my own identify       | 82% (82%/76%/72%)   |
| Love                            | 77% (72%/65%/57%)   |
| Doing things for others         | 58% (60%/46%/48%)   |
| Having children                 | 56% (57%/50%/44%)   |
| Living a clean, moral life      | 54% (55%/50%/49%)   |
| Privacy                         | 52% (53%/40%/36%)   |
| Physical development            | 43% (41%/41%/35%)   |
| Religion                        | 41% (42%/37%/37%)   |
| Contributing to societal change | 35% (36%/31%/34%)   |
| Money                           | 33% (34%/35%/31%)   |
| Work                            | 31% (40%/29%/21%)   |
| Athletics                       | 30% (34%/31%/23%)   |
| Patriotism                      | 29% (37%/30%/31%)   |
| Being close to nature           | 24% (25%/19%/21%)   |
| Politics                        | 18% (25%/18%/-----) |

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

|  |                   |
|--|-------------------|
| Creating a winning atmosphere at JMU athletic events | 55% (54%/48%/49%) |
|--|-------------------|

|  |                   |
|--|-------------------|
| Success of JMU athletics                               | 52% (49%/38%/39%) |
| Attending athletic events                              | 49% (43%/31%/27%) |
| Image of athletes, coaches and athletic administration | 48% (50%/41%/46%) |
| Being involved with athletic events                    | 28% (30%/23%/22%) |
| Assisting in financial support of JMU athletics        | 27% (29%/30%/28%) |

**Table 31 Frequency of Access to JMU Email When Not Enrolled**

|         |     |
|---------|-----|
| Weekly  | 50% |
| Daily   | 39% |
| Monthly | 9%  |
| Never   | 2%  |

**Table 32 Best Way to Stay Connected After Graduation**

|  |           |
|--|-----------|
| Return to campus for Homecoming, etc.                              | 40% (44%) |
| Return to campus for athletic events                               | 25% (18%) |
| Join a network of other alumni who share a common interest with me | 24% (22%) |
| Participate in Web-based activities                                | 7% ( 8%)  |
| Attend regional alumni chapter meetings                            | 6% ( 8%)  |

**Table 33 High Speed Internet Utilized and Accessed from Parent's Home**

|   |           |
|---|-----------|
| Cable modem                                 | 43% (35%) |
| DSL/ADSL                                    | 25% (18%) |
| Dial Up                                     | 17% (27%) |
| I do not utilize high speed internet access | 9% (15%)  |
| ISDN  | 4% ( 3%)  |
| Satellite                                   | 2% ( 2%)  |

**Table 34 University Advancement (Respondents *Agree or Strongly Agree*) No basis to judge**

|   |                 |              |
|---|-----------------|--------------|
| JMU is preparing me for a productive and meaningful life beyond college.  | 80% (78%/77%)   | 1% (2%/1%)   |
| JMU cares about the needs of its students.  | 77% (75%/73%)   | 2% (1%/1%)   |
| My JMU experience has been as good as I thought it would be.  | 77% (74%/73%)   | 1% (0%/1%)   |
| I am aware that individuals and corporations have made financial contributions to JMU in support of my education. | 67% (65%/70%)   | 3% (3%/5%)   |
| The content and design of publications produced and distributed by JMU accurately reflect JMU.                    | 67% (67%/50%)   | 2% (3%/7%)   |
| I feel welcome in the Harrisonburg community.   | 62% (56%/-----) | 1% (0%/----) |

|  |     |           |     |           |
|--|-----|-----------|-----|-----------|
| It is important to stay connected to JMU after graduation.                                   | 58% | (53%/51%) | 2%  | (0%/1%)   |
| I plan to attend events sponsored by the Alumni Assoc. after graduation.                     | 43% | (43%/41%) | 2%  | (2%/3%)   |
| I think it is important for me to show my support after graduation by donating money to JMU. | 29% | (30%/26%) | 2%  | (2%/2%)   |
| I am aware of the Purpose of the Senior Class Challenge.                                     | 19% | (22%/15%) | 15% | (14%/19%) |

**Table 35 Frequency of Smoking Cigarettes**

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

**Table 36 Consequences of Using Alcohol**

|   |     |               |
|---|-----|---------------|
| Caused you to behave in ways you later regretted?   | 48% | (46%/45%/47%) |
| Resulted in your not remembering a period of time?  | 46% | (51%/46%/43%) |
| Caused you to feel guilty?  | 33% | (31%/24%/36%) |
| 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? | 27% | (30%/29%/27%) |
| Damaged your relationship with someone?   | 19% | (18%/17%/19%) |
| Adversely affected your performance in school or job?   | 15% | (20%/15%/19%) |
| Caused you to drive unsafely?   | 14% | (18%/18%/21%) |
| Involved you with people you think are a bad influence on you?  | 14% | (12%/15%/18%) |
| Caused you to be charged criminally   |     |               |

|  |     |               |
|--|-----|---------------|
| with an alcohol offense?   | 13% | (13%/12%/ 9%) |
| Caused you to engage in sexual activity without safe-sex practices you ordinarily would use? | 13% | (13%/14%/11%) |
| Gotten you into physical fights?   | 7%  | (10%/11%/ 9%) |
| Caused you to neglect your obligation, family, or work for more than two days in a row?      | 6%  | ( 7%/ 7%/ 4%) |
| Caused you to go to anyone for help?   | 4%  | ( 4%/ 5%/ 5%) |
| Caused you to be admitted into a hospital  | 3%  | ( 3%/ 3%/ 3%) |
| Caused you to lose your job?   | 2%  | ( 1%/ 2%/ 1%) |
| Caused your spouse, relative, boyfriend or girlfriend to go to anyone for help?              | 2%  | ( 2%/ 4%/ 6%) |

**Table 37 Degree That Alcohol Consumption is a Problem at James Madison University**

|                          |     |               |
|--------------------------|-----|---------------|
| A minor problem          | 39% | (38%/39%/41%) |
| Only with certain groups | 31% | (30%/32%/26%) |
| A major problem          | 20% | (21%/18%/24%) |
| Not at all               | 10% | (12%/11%/10%) |

**Table 38 Definition of High Risk Drinking**

|                   |     |               |
|-------------------|-----|---------------|
| 6 to 8 drinks     | 30% | (28%/25%/28%) |
| 9 to 11 drinks    | 23% | (26%/25%/24%) |
| 4 to 5 drinks     | 18% | (15%/16%/19%) |
| 12 or more drinks | 16% | (17%/18%/18%) |
| 1 to 3 drinks     | 12% | (15%/16%/12%) |

**Table 39 Hours in Typical Evening Spent Drinking**

|           |    |
|-----------|----|
| 0 Hours   | 47 |
| 1-2 Hours | 19 |
| 3-5 Hours | 26 |
| 6-9 Hours | 6  |
| 10+ Hours | 2  |

**Table 40** Number of Times Experiencing Vomiting, Alcohol Poisoning and Blacking Out Due to Alcohol Consumption

|           | Vomiting | Alcohol Poisoning | Black Out |
|-----------|----------|-------------------|-----------|
| 0 Times   | 52       | 81                | 70        |
| 1-2 Times | 24       | 10                | 16        |
| 3-5 Times | 11       | 3                 | 7         |
| 6-9 Times | 6        | 3                 | 2         |
| 10+ Times | 8        | 3                 | 5         |

**Table 41** Alcohol Usage in Previous Two Weeks

|                       | 0             | 1-2           | 3-5           | 6-9         | +10        |
|-----------------------|---------------|---------------|---------------|-------------|------------|
| Four in a row         | 48% (49%/44%) | 29% (27%/31%) | 16% (18%/18%) | 7% (6%/6%)  | 1% (1%/1%) |
| Five or more in a row | 47% (49%/42%) | 27% (24%/30%) | 18% (21%/20%) | 6% (5%/5%)  | 1% (2%/2%) |
| Three in a row        | 42% (43%/41%) | 32% (30%/32%) | 17% (20%/17%) | 8% (6%/8%)  | 1% (2%/2%) |
| Two in a row          | 41% (39%/37%) | 32% (31%/32%) | 17% (19%/16%) | 8% (8%/11%) | 2% (3%/4%) |
| One                   | 35% (32%/34%) | 36% (36%/33%) | 17% (17%/17%) | 8% (10%/9%) | 5% (6%/7%) |

**Table 42** 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%/98%) | -- (1%/1%)   | -- (1%/0%) | -- (0%/0%) | -- (0%/0%) | -- (0%/0%)  | -- (0%/0%)  |
| Methaqualone, Quaaludes | -- (97%/97%) | -- (1%/ 2%)  | -- (1%/0%) | -- (1%/0%) | -- (0%/0%) | -- (0%/0%)  | -- (0%/0%)  |
| Barbiturates            | -- (96%/96%) | -- (1%/2%)   | -- (1%/1%) | -- (1%/0%) | -- (1%/0%) | -- (0%/0%)  | -- (0%/0%)  |
| Crystal methamphetamine | -- (96%/96%) | -- (3%/3%)   | -- (0%/1%) | -- (0%/0%) | -- (0%/0%) | -- (0%/0%)  | -- (0%/1%)  |
| LSD                     | -- (94%/93%) | -- (3%/4%)   | -- (1%/2%) | -- (1%/0%) | -- (0%/1%) | -- (0%/0%)  | -- (1%/1%)  |
| MDMA (Ecstasy, XTC)     | -- (93%/93%) | -- (4%/4%)   | -- (2%/1%) | -- (1%/1%) | -- (0%/1%) | -- (1%/0%)  | -- (1%/1%)  |
| Tranquilizers           | -- (93%/92%) | -- (2%/5%)   | -- (2%/3%) | -- (1%/0%) | -- (2%/0%) | -- (0%/0%)  | -- (1%/0%)  |
| Cocaine                 | -- (92%/91%) | -- (2%/3%)   | -- (2%/2%) | -- (1%/1%) | -- (1%/1%) | -- (1%/1%)  | -- (0%/1%)  |
| Other amphetamines      | -- (90%/91%) | -- (3%/5%)   | -- (3%/2%) | -- (2%/2%) | -- (2%/0%) | -- (0%/0%)  | -- (1%/1%)  |
| Other narcotics         | -- (90%/88%) | -- (3%/5%)   | -- (2%/3%) | -- (2%/2%) | -- (1%/1%) | -- (1%/1%)  | -- (1%/1%)  |
| Other hallucinogens     | -- (89%/87%) | -- (5%/6%)   | -- (4%/4%) | -- (1%/2%) | -- (0%/0%) | -- (0%/0%)  | -- (1%/1%)  |
| Marijuana               | -- (49%/50%) | -- (12%/11%) | -- (8%/7%) | -- (8%/4%) | -- (8%/8%) | -- (5%/5%)  | --(12%/15%) |
| Alcoholic beverages     | -- (10%/ 9%) | -- (6%/ 7%)  | -- (4%/4%) | -- (3%/3%) | -- (8%/8%) | --(16%/15%) | --(53%/54%) |

**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     |
|----------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Partying                   | 19% (15%/12%) | 35% (39%/42%) | 29% (29%/29%) | 13% (13%/15%) | 2% ( 2%/ 2%)  | 1% ( 2%/ 1%)  |
| Extracurricular activities | 18% (21%/20%) | 52% (48%/53%) | 17% (18%/15%) | 9% ( 9%/ 8%)  | 3% ( 3%/ 2%)  | 1% ( 2%/ 2%)  |
| Exercising/Conditioning    | 8% (10%/ 6%)  | 61% (54%/64%) | 19% (28%/22%) | 10% ( 6%/ 6%) | 1% ( 2%/ 1%)  | 1% ( 2%/ 1%)  |
| Studying/assignments       | 1% (1%/ 1%)   | 10% (15%/11%) | 32% (29%/29%) | 35% (36%/33%) | 16% (15%/19%) | 7% ( 4%/ 8%)  |
| Sleeping                   | 0% (0%/ 0%)   | 1% ( 1%/ 0%)  | 5% ( 4%/ 5%)  | 5% ( 5%/ 7%)  | 19% (19%/17%) | 68% (70%/70%) |

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.