



## *JMU Performance Measures, Reports of Institutional Effectiveness and Selected Measures Reported 2000-01*

<i>Measure</i>	<i>Definition Description</i>	<i>Category</i>	<i>How Does Measure Demonstrate Institutional Effectiveness?</i>	<i>Target Year or Term</i>	<i>Desired Performance or Competency</i>	<i>Results</i>	<i>New Desired Performance or Competency</i>	<i>JMU Defining Characteristic</i>
<i>Measure Type: 2. ROIE/SHEV</i>								
Number of transfer students from two-year colleges	Number of students enrolled at two-year institutions in the fall of one year who are subsequently enrolled at JMU the subsequent fall.	Demographics	This measure assesses how well JMU serves the needs of transfer students from two-year institutions who plan to earn baccalaureate degrees.	Fall 2000	230	257	240	07 The university will serve our state and the region, but through its people, programs and accomplishments, will be recognized on a national basis.
Debt Service to Expenditure	(Maximum Annual Debt Service, including lease payments)/(Unrestricted Current Fund Expenditures + mandatory transfers)	Effectiveness	This measure assesses the fiscal health of an institution by comparing the expenditures made to service on debt incurred. (Currently, the standard used is debt service should be less than 7% of revenue.)	1999-2000	<7.0%	4.4%		20 The university will continue to be recognized as an efficient, overachiever in its use of resources in the total educational program it offers.
Average time to degree for undergraduate degrees	Average number of years needed to earn bachelor's degrees for students who begin and end their baccalaureate program at JMU.	Effectiveness	This measure indicates the amount of time a student can reasonably expect to invest in order to graduate from JMU.	1994-95 1st-Time Freshmen		4.16	4.35	08 Admission to the university will remain selective with the ratio between applications and enrolled students reaching 6:1.

<i>Measure</i>	<i>Definition Description</i>	<i>Category</i>	<i>How Does Measure Demonstrate Institutional Effectiveness?</i>	<i>Target Year or Term</i>	<i>Desired Performance or Competency</i>	<i>Results</i>	<i>New Desired Performance or Competency</i>	<i>JMU Defining Characteristic</i>
<i>Measure Type: 2. ROIE/SCHEV</i>								
Percent of management standards met	Percentage of the six state management standards met by JMU.	Efficiency	This measure assesses how well JMU manages its fiscal affairs by assessing five specific management practices relative to commonly agreed upon standards. The five practices are: 1) institution receives unqualified opinion from the State Auditor of Public Accounts; 2) institution has no significant management comments in the audit report; 3) institution meets the financial reporting requirements established by the Virginia Department of Accounts directive; 4) institution's percentage of accounts receivables outstanding more than 120 days are less than 10%; and 5) institutions' prompt pay percentage is 95% or greater.	FY1999	100%	100%	100%	12 The university will follow a planning process that emphasizes accountability and ties resource allocation and initiatives to the concepts of institutional effectiveness.
Percent occupancy-classroom	Percentage of available classroom and laboratory facilities (seats-hours available) shown to be put to use by JMU.	Efficiency	This measure assesses the extent to which JMU makes maximum use of its classrooms and laboratories. It also provides a context by which requests for additional and/or upgraded facilities can be evaluated.	Fall 2000	60%	Biannual Study 72%, Fall 1998 Fall 2000 available Spring 2001	60%	20 The university will continue to be recognized as an efficient, overachiever in its use of resources in the total educational program it offers.

<i>Measure</i>	<i>Definition Description</i>	<i>Category</i>	<i>How Does Measure Demonstrate Institutional Effectiveness?</i>	<i>Target Year or Term</i>	<i>Desired Performance or Competency</i>	<i>Results</i>	<i>New Desired Performance or Competency</i>	<i>JMU Defining Characteristic</i>
<i>Measure Type: 2. ROIE/SCHEV</i>								
Weekly room use-classroom (hours)	Average number of hours per week that each JMU classroom is used for formal instruction.	Efficiency	This measure assesses the extent to which JMU makes maximum use of its classrooms and laboratories. It also provides a context by which requests for additional and/or upgraded facilities can be evaluated.	Fall 2000	40	Biannual Study 40, Fall 1998 Fall 2000 available Spring 2001	40	20 The university will continue to be recognized as an efficient, overachiever in its use of resources in the total educational program it offers.
Weekly station use-classroom (hours)	Average number of hours per week that each seat (station) in a classroom is occupied.	Efficiency	This measure assesses the extent to which JMU makes maximum use of classrooms and laboratories. It also provides a context by which requests for additional and/or upgraded facilities can be evaluated.	Fall 2000	24	Biannual Study 29, Fall 1998 Fall 2000 available Spring 2001	24	20 The university will continue to be recognized as an efficient, overachiever in its use of resources in the total educational program it offers.
Percent occupancy-laboratory	Percentage of available laboratory facilities (seats-hours available) shown to be put to use by JMU. This specific measure is the percent of occupancy for all labs per week.	Efficiency	This measure assesses the extent to which JMU makes maximum use of its classrooms and laboratories. It also provides a context by which requests for maximum use of classrooms additional and/or upgraded facilities can be evaluated.	Fall 2000	75%	Biannual Study 80, Fall 1998 Fall 2000 available Spring 2001	75%	20 The university will continue to be recognized as an efficient, overachiever in its use of resources in the total educational program it offers.

<i>Measure</i>	<i>Definition Description</i>	<i>Category</i>	<i>How Does Measure Demonstrate Institutional Effectiveness?</i>	<i>Target Year or Term</i>	<i>Desired Performance or Competency</i>	<i>Results</i>	<i>New Desired Performance or Competency</i>	<i>JMU Defining Characteristic</i>
<i>Measure Type: 2. ROIE/SCHEV</i>								
Weekly room use-lab (hours)	Average number of hours per week that each JMU lab is used for formal instruction.	Efficiency	This measure assesses the extent to which JMU makes maximum use of classrooms and laboratories. It also provides a context by which requests for maximum use of classrooms additional and/or upgraded facilities can be evaluated.	Fall 2000	24	Biannual Study 29, Fall 1998 Fall 2000 available Spring 2001	24	20 The university will continue to be recognized as an efficient, overachiever in its use of resources in the total educational program it offers.
Weekly station use-lab (hours)	Average number of hours per week that each seat (station) in a lab is occupied.	Efficiency	This measure assesses the extent to which JMU makes maximum use of classrooms and laboratories. It also provides a context by which requests for maximum use of classrooms additional and/or upgraded facilities can be evaluated.	Fall 2000	18	Biannual Study 23, Fall 1998 Fall 2000 available Spring 2001	18	20 The university will continue to be recognized as an efficient, overachiever in its use of resources in the total educational program it offers.
Total student credit hours per full-time equivalent faculty	Total student credit hours reported for fall semester divided by the number of full-time equivalent state-paid teaching and research faculty for fall semester.	Productivity	This measure assesses the average teaching productivity of faculty.	Fall 1999		299.1	263	20 The university will continue to be recognized as an efficient, overachiever in its use of resources in the total educational program it offers.

<i>Measure</i>	<i>Definition Description</i>	<i>Category</i>	<i>How Does Measure Demonstrate Institutional Effectiveness?</i>	<i>Target Year or Term</i>	<i>Desired Performance or Competency</i>	<i>Results</i>	<i>New Desired Performance or Competency</i>	<i>JMU Defining Characteristic</i>
<i>Measure Type: 2. ROIE/SCHEV</i>								
Percentage of programs eligible for specialized/professional accreditation that hold such accreditation	Percentage of academic and professional programs that are eligible for nationally-recognized accreditation that, in fact, hold such accreditation.	Quality	This measure informs the constituent of the percentage of programs eligible for nationally recognized accreditation that hold such accreditation. In cases where such accreditation is necessary for graduates to pursue related occupations, this measure should be 100%. In cases where such accreditation is not required, but is generally assumed to be a hallmark of academic quality, a higher percentage is a positive indicator of overall academic quality.	2000-01	Eligible = 41 Accredited = 34 Percent = 83%	Eligible = 41 Accredited = 34 Percent = 83%	Eligible = 41 Accredited = 34 Percent = 83%	16 The university will offer a wide variety of quality liberal arts and professional programs.

<i>Measure</i>	<i>Definition Description</i>	<i>Category</i>	<i>How Does Measure Demonstrate Institutional Effectiveness?</i>	<i>Target Year or Term</i>	<i>Desired Performance or Competency</i>	<i>Results</i>	<i>New Desired Performance or Competency</i>	<i>JMU Defining Characteristic</i>
<i>Measure Type: 2. ROIE/SCHEV</i>								
Percentage of lower-division student enrollments taught by full-time faculty	Percentage of course sections that are taught by full-time faculty.	Quality	This measure indicates the number of full-time faculty versus adjunct faculty teaching lower division courses. A higher percentage of courses taught by full-time faculty is assumed to be a positive indicator of academic quality, whereas a lower percentage of courses taught by full-time faculty may be a positive indicator of fiscal efficiency, since part-time faculty are generally less expensive than full-time faculty.	Fall 2000		Sections 73.7% Subsections 75.2%		16 The university will offer a wide variety of quality liberal arts and professional programs.
Percentage of courses by course level with more than 50 students	Percentage of undergraduate course sections taught in a given academic year that have more than 50 students enrolled.	Quality	This measure demonstrates the percentage of courses (by course level) taught at a given threshold class size. Smaller class sizes are seen as indicative of higher academic quality, whereas larger class sizes are seen as indicative of increased institutional efficiency.	1999-00	Lower = 13% Upper = 4% Graduate Masters = 1% Graduate Advanced = 0%	Lower = 13% Upper = 4% Graduate Masters = 1% Graduate Advanced = 0%	Lower = 12% Upper = 3% Graduate Masters = 0% Graduate Advanced = 0%	20 The university will continue to be recognized as an efficient, overachiever in its use of resources in the total educational program it offers.

<i>Measure</i>	<i>Definition Description</i>	<i>Category</i>	<i>How Does Measure Demonstrate Institutional Effectiveness?</i>	<i>Target Year or Term</i>	<i>Desired Performance or Competency</i>	<i>Results</i>	<i>New Desired Performance or Competency</i>	<i>JMU Defining Characteristic</i>
<i>Measure Type: 2. ROIE/SCHEV</i>								
Percentage of courses by course level with less than 20 students	Percentage of undergraduate course sections taught in a given academic year that have fewer than 20 students enrolled.	Quality	This measure demonstrates the percentage of courses (by course level) taught at a given threshold class size. Smaller class sizes are seen as indicative of higher academic quality, whereas larger class sizes are seen as indicative of increased institutional efficiency.	1999-00	Lower = 27% Upper = 65% Graduate Masters = 91% Graduate Advanced = 100%	Lower = 29% Upper = 69% Undergraduate total = 35% Graduate Masters = 92% Graduate Advanced = 100%	Lower = 30% Upper = 70% Undergraduate total = 36% Graduate Masters = 95% Graduate Advanced = 100%	20 The university will continue to be recognized as an efficient, overachiever in its use of resources in the total educational program it offers.
Instructional and Academic Support as a percent of total E&G expenditures	The sum of IPEDS F1 variables B01-3 (Instruction) and B04-3 (Academic Support) divided by IPEDS F1 variable B12 (Total E&G) minus Total Scholarships and Fellowships and Research	Resources	This measure assesses the focus an institution places on instruction as opposed to other "education and general" activities such as administration, departmental research, and public service.	FY 2000		70.09		20 The university will continue to be recognized as an efficient, overachiever in its use of resources in the total educational program it offers.
Total research and public service expenditures per full-time faculty	Research and public service expenditures divided by the number of full-time equivalent state-paid teaching and research faculty for the corresponding academic year.	Resources	This measure assesses the average research and public service productivity (in terms of dollars expended) per full-time faculty.	Fall 1999	\$8,000	\$12,016	\$12,000	12 The university will follow a planning process that emphasizes accountability and ties resource allocation and initiatives to the concepts of institutional effectiveness.

<i>Measure</i>	<i>Definition Description</i>	<i>Category</i>	<i>How Does Measure Demonstrate Institutional Effectiveness?</i>	<i>Target Year or Term</i>	<i>Desired Performance or Competency</i>	<i>Results</i>	<i>New Desired Performance or Competency</i>	<i>JMU Defining Characteristic</i>
<i>Measure Type: 2. ROIE/SCHEV</i>								
Percentage of living alumni that contribute to institution in a given year	Percentage of all living alumni who have at one time or another contributed to the institution.	Satisfaction	This measure assesses the commitment alumni have to JMU, presumably based on positive experiences while students and favorable outcomes due to their education. It also assesses the institution's ability to realize a potential financial resource in the form of alumni stewardship.	1999-00	20.0%	18.9%	21.0%	10 The university will develop broad-based financial support and involvement among alumni, parents and friends.
First-year retention rate	Percentage of first-time freshmen starting in the fall of one year who return to JMU in the subsequent fall.	Student Persistence	This measure indicates how well JMU retains students from the fall of their first year to the fall of their second year, thus allowing them to progress toward their goal of earning a baccalaureate degree.	Fall 1999 to Fall 2000	92.0%	90.5%	92.0%	08 Admission to the university will remain selective with the ratio between applications and enrolled students reaching 6:1.

<i>Measure</i>	<i>Definition Description</i>	<i>Category</i>	<i>How Does Measure Demonstrate Institutional Effectiveness?</i>	<i>Target Year or Term</i>	<i>Desired Performance or Competency</i>	<i>Results</i>	<i>New Desired Performance or Competency</i>	<i>JMU Defining Characteristic</i>
<b>Measure Type: 3. Administrative</b>								
Out-of-state students	Number and percent of students whose domicile is outside of the Commonwealth.	Demographics	An indicator of the diversity of the JMU student body.	Fall 2000	4,375 29.3%	4,378 29.3%	4,390 29.3%	07 The university will serve our state and the region, but through its people, programs and accomplishments, will be recognized on a national basis.
First-Time Applications	Number of completed applications for undergraduate admissions from first-time freshmen.	Demographics	An indicator of the popularity of JMU among high school students.	Fall 2000	13,500	13,573	15,172	08 Admission to the university will remain selective with the ratio between applications and enrolled students reaching 6:1.
In-state students	Number and percent of in-state students enrolled during Fall term.	Demographics	Commitment to Virginia residents.	Fall 2000	10,550 70.7%	10,583 70.7%	10,550 70.7%	07 The university will serve our state and the region, but through its people, programs and accomplishments, will be recognized on a national basis.
Associate in Arts and Sciences Transfers	Number of transfers from Virginia's community colleges who have the Associate in Arts and Sciences degree.	Demographics	Commitment to enroll Virginia transfer students who have completed the associates degree.	Fall 2000	14%	14%	16%	07 The university will serve our state and the region, but through its people, programs and accomplishments, will be recognized on a national basis.
Students Employed in Program-Related Work	Percentage of recent graduates who stated that they are employed in a position that is related to their JMU preparation.	Effectiveness	Success in preparing graduates for employment related to their education and training.	1996 graduates	85%	88%	85%	16 The university will offer a wide variety of quality liberal arts and professional programs.

<i>Measure</i>	<i>Definition Description</i>	<i>Category</i>	<i>How Does Measure Demonstrate Institutional Effectiveness?</i>	<i>Target Year or Term</i>	<i>Desired Performance or Competency</i>	<i>Results</i>	<i>New Desired Performance or Competency</i>	<i>JMU Defining Characteristic</i>
<b>Measure Type: 3. Administrative</b>								
Students Pursuing Further Study	Percentage of recent graduates who are pursuing further study.	Effectiveness	JMU's ability to develop commitment from graduates for graduate study.	1996 graduates	23%	35%	30%	16 The university will offer a wide variety of quality liberal arts and professional programs.
Graduates who indicate undergraduate major related to current occupation	JMU conducts an annual survey of undergraduate majors. This is a measure of how the graduates feel that their current position is related to their JMU major.	Effectiveness	This indicates how well JMU's students are prepared to obtain positions related to their JMU education.	2000-01	First year of survey	89%	85%	16 The university will offer a wide variety of quality liberal arts and professional programs.
Educational & General Expenditures per FTE Student	This is the total Educational & General funds expended per FTE student on an annual basis.	Efficiency	This is a measurement of how much Educational and General dollars are spent per student. When compared with peer institutions, this shows how well JMU uses its funds to support the educational mission.	FY 2000		\$8,558 Audited information available in March 2001	\$9,000	20 The university will continue to be recognized as an efficient, overachiever in its use of resources in the total educational program it offers.
Institutional Support as a Percentage of Total E&G Expenditures	Percentage of funds expended in non-academic administrative functions.	Efficiency	Administrative efficiency.	FY 1999	11.0%	11.2%	11.0%	20 The university will continue to be recognized as an efficient, overachiever in its use of resources in the total educational program it offers.

<i>Measure</i>	<i>Definition Description</i>	<i>Category</i>	<i>How Does Measure Demonstrate Institutional Effectiveness?</i>	<i>Target Year or Term</i>	<i>Desired Performance or Competency</i>	<i>Results</i>	<i>New Desired Performance or Competency</i>	<i>JMU Defining Characteristic</i>
<b>Measure Type: 3. Administrative</b>								
Percent of Fall Undergraduates Eligible for Need-Based Aid Who Received Aid	This is a measure of the percent of fall undergraduates who were eligible for need-based financial aid who received some form of aid.	Financial Aid	This is a measure of JMU and the Commonwealth to provide sufficient funds to assist students with demonstrated need.	FY 2000	29.0%	27.3%	28.0%	09 The university will develop diverse funding sources to achieve initiatives campus-wide.
Student Default Rate: Federal Stafford Loans	This is a measure of the student default rates for JMU's students on federal Stafford Loans.	Financial Aid	This is a measure of how well students take care of their financial responsibilities after leaving JMU. It is a federally required performance measure.	FY 1998		1.5%		09 The university will develop diverse funding sources to achieve initiatives campus-wide.
Mean SAT score for new first-time freshmen	Combined SAT scores of all first-time freshmen.	Quality	An indicator of the quality of first year students.	Fall 2000	1,170	1,171	1,170	08 Admission to the university will remain selective with the ratio between applications and enrolled students reaching 6:1.
Percent of Full-Time Faculty Who Are Tenured	This is a measure of the percent of full-time faculty who are tenured.	Quality	This is a measure of the quality of JMU faculty.	FY 2001		50.7%	51.0%	05 The university's strength is in its people and thus, we will invest in both professional development and instructional innovation and excellence.
Percent of Applications for First-Time Freshman Class Accepted (Acceptance Rate)	This is a measure of the percent of applications for first-time enrollment that were accepted (acceptance rate).	Quality	An indicator of the selectivity of JMU.	Fall 2000	64.0%	64.2%	60%	08 Admission to the university will remain selective with the ratio between applications and enrolled students reaching 6:1.

<i>Measure</i>	<i>Definition Description</i>	<i>Category</i>	<i>How Does Measure Demonstrate Institutional Effectiveness?</i>	<i>Target Year or Term</i>	<i>Desired Performance or Competency</i>	<i>Results</i>	<i>New Desired Performance or Competency</i>	<i>JMU Defining Characteristic</i>
<b>Measure Type: 3. Administrative</b>								
Accepted Freshmen Who Enrolled	Percentage of accepted students who enrolled as first-time freshmen (yield rate).	Quality	An indicator of the popularity of JMU among accepted students.	Fall 2000		37.0%		08 Admission to the university will remain selective with the ratio between applications and enrolled students reaching 6:1.
Full-Time Faculty Holding Terminal Degree in Their Field	Percentage of full-time faculty who have earned the terminal degree in their discipline.	Quality	An indicator of faculty quality.	FY 2000	80.0%	81.2%	80.0%	04 The university will provide a challenging and supportive environment with a heightened sense of intellectual stimulation.
E&G Appropriations per FTE Student (General Fund and Non-General Fund)	E&G This is a measure of the appropriations per FTE Student (General Fund and Non-General Fund)	Resources	This demonstrates how well JMU is funded.	FY 2001		\$7,586	\$8,540 (state comprehensive average)	20 The university will continue to be recognized as an efficient, overachiever in its use of resources in the total educational program it offers.
Endowment-Market Value	Dollar market value of endowment.	Resources	Support for programs from outside constituents.	1999-00		\$21,519,070	\$25,000,000	09 The university will develop diverse funding sources to achieve initiatives campus-wide.
Endowment Book Value	Dollar book value of endowment.	Resources	Support for programs from outside constituents.	1998-99		\$15,078,908	\$16,000,000	09 The university will develop diverse funding sources to achieve initiatives campus-wide.
General Fund Appropriations Per In-State FTE Student	Total General Fund (E&G appropriations plus funds JMU is allowed to raise from students) divided by the total FTE students from Virginia	Resources	A measure of the State's willingness to fund JMU's programs	2000-01		6,076		09 The university will develop diverse funding sources to achieve initiatives campus-wide.

<i>Measure</i>	<i>Definition Description</i>	<i>Category</i>	<i>How Does Measure Demonstrate Institutional Effectiveness?</i>	<i>Target Year or Term</i>	<i>Desired Performance or Competency</i>	<i>Results</i>	<i>New Desired Performance or Competency</i>	<i>JMU Defining Characteristic</i>
<b>Measure Type: 3. Administrative</b>								
Employer Satisfaction with graduates' ability to speak effectively.	Percentage of employers satisfied/very satisfied with the graduates' ability to speak effectively.	Satisfaction	An indicator of employer satisfaction.	2000-01	First year data collected	95%	85%	17 The university's core curriculum will provide a strong foundation in the liberal arts and will establish optimum competencies in written and oral communications, critical thinking, and information technologies as basic graduation requirements.
Employer Satisfaction with graduates' interpersonal skills.	Percentage of employers satisfied/very satisfied with the graduates' interpersonal skills.	Satisfaction	An indicator of employer satisfaction.	2000-01	First year data collected	99%	85%	17 The university's core curriculum will provide a strong foundation in the liberal arts and will establish optimum competencies in written and oral communications, critical thinking, and information technologies as basic graduation requirements.
Employer Satisfaction with ability of graduates to listen effectively.	Percentage of employers satisfied/very satisfied with the ability of the graduates to listen effectively.	Satisfaction	An indicator of employer satisfaction.	2000-01	First year data collected	97%	85%	17 The university's core curriculum will provide a strong foundation in the liberal arts and will establish optimum competencies in written and oral communications, critical thinking, and information technologies as basic graduation requirements.

<i>Measure</i>	<i>Definition Description</i>	<i>Category</i>	<i>How Does Measure Demonstrate Institutional Effectiveness?</i>	<i>Target Year or Term</i>	<i>Desired Performance or Competency</i>	<i>Results</i>	<i>New Desired Performance or Competency</i>	<i>JMU Defining Characteristic</i>
<b>Measure Type: 3. Administrative</b>								
Employer Satisfaction with ability of graduates to define and solve problems.	Percentage of employers satisfied/very satisfied with the ability of the graduates to define and solve problems.	Satisfaction	An indicator of employer satisfaction.	2000-01	First year data collected	98%	85%	17 The university's core curriculum will provide a strong foundation in the liberal arts and will establish optimum competencies in written and oral communications, critical thinking, and information technologies as basic graduation requirements.
Alumni Satisfaction with JMU experience	Percentage of alumni satisfied/very satisfied with various aspects of their student experience.	Satisfaction	An indicator of alumni satisfaction.	1999-00	90%	97%	90%	04 The university will provide a challenging and supportive environment with a heightened sense of intellectual stimulation.
Total Contributions	This is a measure of total gifts to the university.	Satisfaction	Support of programs from outside constituents.	1999-00		\$ 4,013,800	\$3,750,000	10 The university will develop broad-based financial support and involvement among alumni, parents and friends.
Student satisfaction with JMU in general	Percentage of students satisfied/very satisfied with various aspects of their experience.	Satisfaction	An indicator of student satisfaction.	Fall 2000	92%	92%	92%	04 The university will provide a challenging and supportive environment with a heightened sense of intellectual stimulation.

<i>Measure</i>	<i>Definition Description</i>	<i>Category</i>	<i>How Does Measure Demonstrate Institutional Effectiveness?</i>	<i>Target Year or Term</i>	<i>Desired Performance or Competency</i>	<i>Results</i>	<i>New Desired Performance or Competency</i>	<i>JMU Defining Characteristic</i>
<i>Measure Type: 3. Administrative</i>								
Employer Satisfaction with graduates' ability to communicate with others.	Percentage of employers satisfied/very satisfied with the graduates' ability to communicate with others.	Satisfaction	An indicator of employer satisfaction.	2000-01	First year data collected	97%	85%	17 The university's core curriculum will provide a strong foundation in the liberal arts and will establish optimum competencies in written and oral communications, critical thinking, and information technologies as basic graduation requirements.
Number of alumni donors/Number of undergraduate alumni of record	These are the number of alumni donors and the number of living undergraduate alumni of record.	Satisfaction	This is a measure of how well the university is able to solicit support from its alumni.	1999-00		10,700/56,604	12,000/58,061; 15,000/62,404	10 The university will develop broad-based financial support and involvement among alumni, parents and friends.
Graduation Rate (five years)	Percentage of first-time freshmen who graduated from JMU within five years.	Student Persistence	Efficiency of JMU in graduating students.	Fall 1995	78%	78%	78%	08 Admission to the university will remain selective with the ratio between applications and enrolled students reaching 6:1.
Graduation Rate (four years)	Percentage of first-time freshmen who graduated from JMU within four years.	Student Persistence	Efficiency of JMU in graduating students.	Fall 1996	60%	59%	60%	08 Admission to the university will remain selective with the ratio between applications and enrolled students reaching 6:1.