

## STRATEGIC PLANNING & ENGAGEMENT

### STUDENT DEVELOPMENT NEWS CONTINUING STUDENT SURVEY Volume 40, Number 2 Spring 2019

**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 Fall 2018, the staff in the Office of Institutional Research distributed the Continuing Student Survey 2018-19, 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. There were few changes in responses from the prior years and tables have been updated to reflect the questions used for this revised survey.

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. Five separate forms of the survey were developed with each student in the sample receiving one of the five forms. Through the cooperation of faculty, Survey 2018-19 was administered during class time and 2,811 usable surveys were returned. 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 2018 are representative of the JMU undergraduate population in the following areas: gender (Table 1), college credits earned (Table 3), and permanent residence (Table 8). This year a third gender option was available as a choice for students.

#### **STUDENTS REPORT ON THEIR BACKGROUNDS**

More than two-thirds of the respondents report their annual family income is \$100,000 or greater (Table 9). Nearly three-fourths of the students stated that both their parents earned at least one college degree (Tables 10 and 11). More than 56% of the students reported they plan to obtain a degree beyond the baccalaureate (Table 6).

#### **PHILOSOPHY OF HIGHER EDUCATION SHOWS INCREASED FOCUS ON VOCATIONAL ISSUES**

Almost 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 13). Fourteen percent of this year's respondents indicated their philosophy of higher education emphasizes social life and loyalty to college as opposed to an educational emphasis.

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

Ninety-five percent of students indicated that they were satisfied or very satisfied with JMU in general (Table 15). Ninety-eight percent of this year's students indicated that they are satisfied or very satisfied with the attractiveness of campus landscaping. More than 94% indicated satisfaction with the cleanliness of JMU campus buildings, service quality from JMU postal services, study skills/support services, and adequacy of information received about schedule of home athletic events (Table 15). Eighty-eight percent of respondents indicated satisfaction in personal security/safety at JMU. This is a decrease from 96% in 2017.

## **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, 23% of the respondents to this year's survey said they would be disturbed, but whether they took action would depend on who the student was (Table 16). This percentage is consistent with previous years. Students were also asked about their perceptions of the JMU honor code, honor system and academic misconduct. About 89% of the 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 17). This percentage is also consistent with previous years.

When asked the number of times they knowingly engaged in academic misconduct at JMU, just under thirty percent of the respondents said "1-3 times" (Table 18). More than half have never knowingly engaged in academic misconduct.

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

Almost half of the respondents in this year's survey indicated they view helping others who are in difficulty, promoting racial understanding, and influencing social values an essential accomplishment (Table 20). One-fourth or more of the students stated the following accomplishments are essential: becoming involved in programs to clean up the environment, keeping up to date with political affairs, and participating in community action program (Table 20). Participating in community action program showed an increase from 15% in 2015 to 22% in 2018.

## **STUDENTS THOUGHTS ABOUT THE ENVIRONMENT AND JMU COMMITMENT**

Over half of students indicated that they considered environmental impacts when making daily choices, and intentionally prevented waste through reduction and reuse (Table 23). Over half of respondents indicated JMU operates in an environmentally sustainable way, and that JMU builds sustainable community through partnerships, service, and outreach (Table 24).

## **STUDENT PERCEPTIONS OF COMMUNITY CIVIC ENGAGEMENT ARE POSITIVE**

This year, we asked respondents to report how important the following engaged learning activities would be toward the impact on their learning (Table 25). Over half of the respondents reported that participation in a practicum or internship, participation in at least one engaged learning activity prior to graduation and working on "real life" case studies or seminar projects were very important. One-third or more of the respondents stated that, working on team projects with fellow students and participating in undergraduate research, learning activities and working on "real life" case studies or seminar projects were very important (Table 25).

The following tables contain summaries of the 2018-19 data collected (percentages in parentheses are from the 2017, 2016, and 2015 Continuing Student Surveys, when available). The Continuing Student Survey was not distributed during the 2014-15 academic year. Any questions or comments may be addressed to Tina Grace, Office of Institutional Research.

<b>Table 1</b>	<b>Gender of the Respondents</b>	2018 (2017/ 2016/ 2015)
Female		58%(61%/ 60%/62%)
Male		41%(39%/ 40%/38%)
Non-binary/third gender		1% ( ---/ ---/ ---)
Prefer not to say		1% ( ---/ ---/ ---)

<b>Table 2</b>	<b>Race of the Respondents</b>	2018 (2017/ 2016/ 2015)
Caucasian/White		78%(77%/81%/80%)
Asian/Pacific Islander		8%( 7%/ 6%/ 6%)
Hispanic		5%( 5%/ 4%/ 4%)
African-American/Black		4%( 6%/ 5%/ 4%)
Multiracial		4%( 3%/ 4%/ 4%)
Other		2%( 2%/ 2%/ 2%)
Native American/Alaskan Native		0%( 0%/ 0%/ 0%)

<b>Table 3</b>	<b>College Credits Earned</b>	2018 (2017/ 2016/ 2015)
Fewer than 28		21%(20%/19%/24%)
28-59		21%(25%/22%/24%)
60-89		25%(25%/28%/27%)
More than 89		33%(30%/31%/25%)

<b>Table 4</b>	<b>Previous School Attended</b>	2018 (2017/ 2016/ 2015)
Entered here		88%(87%/88%/87%)
Other College		12%(13%/12%/13%)

<b>Table 5</b>	<b>Cumulative Grade Point Average</b>	2018 (2017/ 2016/ 2015)
3.50-4.00		18%(16%/18%/17%)
3.00-3.49		33%(33%/35%/35%)
2.50-2.99		24%(24%/23%/22%)
2.00-2.49		8%( 9%/ 8%/ 7%)
Less than 2.00		1%( 1%/ 1%/ 1%)
GPA not yet established		11%(17%/16%/19%)

<b>Table 6</b>	<b>Highest Academic Degree Student Intends to Obtain</b>	2018 (2017/ 2016/ 2015)
Bachelor's degree		44%(37%/41%/35%)
Master's degree		40%(43%/41%/43%)
Specialist degree		1%( 1%/ 1%/ 1%)
Doctoral degree		9%(11%/10%/ 9%)
Professional degree		6%( 8%/ 7%/11%)
Not a degree seeking student		1%( 1%/ 1%/ 0%)

<b>Table 7</b>	<b>Current JMU Residence</b>	2018 (2017/ 2016/ 2015)
Off-campus room/apartment		69%(66%/68%/62%)
Residence Hall		26%(27%/25%/31%)
Fraternity/Sorority House		2%( 3%/ 2%/ 4%)
Home of parents or relative		2%( 2%/ 2%/ 2%)
Own home		1%( 2%/ 2%/ 2%)
Other		0%( 1%/ 0%/ 1%)

<b>Table 8</b>	<b>Area of Permanent Residence</b>	2018 (2017/ 2016/ 2015)
Outside Virginia (within U.S.)		23%(23%/24%/25%)
Outside the U.S.		3%( 3%/ 2%/ 2%)
Virginia		74%( ---/ ---/ ---)

<b>Table 9</b>	<b>Estimated Annual Family Income</b>	2018 (2017/ 2016/ 2015)
Less than \$50,000		7%( 8%/ 8%/ 8%)
\$50,000 to \$74,999		10%(10%/11%/11%)
\$75,000 to \$99,999		12%(13%/13%/14%)
\$100,000 to \$124,999		18%(18%/18%/17%)
\$125,000 to \$149,999		13%(14%/15%/14%)
\$150,000 to \$174,999		11%(11%/11%/12%)
\$175,000 to \$199,999		8%( 8%/ 7%/ 7%)
\$200,000 or more		19%(19%/18%/17%)

<b>Table 10</b>	<b>Parent's Highest Level of Education</b>	2018 (2017/ 2016/ 2015)
Some high school or less		3%( 4%/ 4%/ 4%)
High school graduate		8%(14%/12%/14%)
Postsecondary school other than college		2%( 3%/ 3%/ 3%)
Some college		9%(11%/12%/12%)
College degree		39%(38%/38%/36%)
Some graduate school		2%( 2%/ 2%/ 2%)
Graduate degree		32%(22%/24%/24%)
Doctoral degree		6%( 6%/ 6%/ 5%)

<b>Table 11</b>	<b>Another Parent's Highest Level of Education</b>	2018 (2017/ 2016/ 2015)
Some high school or less		4%( 3%/ 2%/ 3%)
High school graduate		15%(10%/10%/10%)
Postsecondary school other than college		4%( 3%/ 3%/ 3%)
Some college		16%(13%/14%/14%)
College degree		42%(43%/45%/42%)
Some graduate school		2%( 2%/ 2%/ 3%)
Graduate degree		15%(23%/21%/22%)
Doctoral degree		1%( 3%/ 3%/ 3%)

	2018 (2017/ 2016/ 2015)
Democrat	43%( ---/ ---/ ---)
Independent	17%( ---/ ---/ ---)
Republican	31%( ---/ ---/ ---)
Prefer not to answer	1%( ---/ ---/ ---)

\*Question changed in 2018

	2018 (2017/ 2016/ 2015)
Vocational Philosophy (education viewed as essentially preparation for an occupation )	44%(51%/50%/52%)
Intellectual Philosophy (scholarly pursuit of knowledge )	22%(19%/18%/13%)
Artistic Philosophy (ideas, art forms, individuality )	20%(14%/17%/17%)
Social Philosophy (social life and loyalty to college emphasized )	14%(15%/14%/18%)

	2018 (2017/ 2016/ 2015)
Library resources are adequate to meet the needs of the program's courses.	71%(71%/75%/ 74%)
Program prepares me in critical thinking skills, communication, and information literacy.	66%(62%/68%/ 65%)
Satisfied with quality of teaching in the Program.	64%(59%/62%/ 61%)
Program develops my awareness of both physical and emotional wellness.	60%(56%/57%/ 57%)
Program prepares me to be an informed citizen who is able to participate in public life and public decision-making.	59%(56%/58%/ 58%)
Program develops my problem-solving skills in science and mathematics.	59%(54%/56%/ 55%)
Difficulty of course content.	59%(54%/55%/ 56%)
Program prepares me to appreciate the Arts and Humanities.	57%(51%/57%/ 50%)

	2018 (2017/ 2016/ 2015)
Attractiveness/campus landscaping	98%(98%/99%/ 98%)
Cleanliness of JMU campus buildings	97%(97%/98%/ 98%)
Service quality from JMU postal services	96%(94%/97%/ 95%)
Study skills/support services	96%(94%/94%/ 94%)

JMU in general	95%(96%/97%/ 97%)
Adequacy of information received about schedule of home athletic events	94%(93%/94%/ 94%)
Tutoring resources	93%(92%/93%/ 91%)
How I am treated by athletic personnel at athletic events	92%(93%/95%/ 94%)
JMU web is effective tool for doing what I need to do as a student	92%(87%/91%/ 90%)
General condition of buildings and grounds	91%(95%/97%/ 97%)
Functionality of electronic mail system	90%(89%/90%/ 92%)
Campus police	90%(85%/91%/ 89%)
Academic quality of classes	89%(96%/96%/ 94%)
Computing Help Desk's ability to answer my question	87%(84%/87%/ 89%)
Personal security/ safety at JMU	88%(96%/97%/ 97%)
Quality of the city's bus transportation system	86%(87%/91%/ 91%)
Mental health/ psychological services	84%(82%/85%/ 85%)
Residence hall network connection program	81%(74%/78%/ 74%)
Wireless network service on campus	80%(71%/74%/ 69%)
Functionality of e-campus	78%(70%/81%/ 74%)
Campus parking	10%( 8%/13%/ 7%)

	2018 (2017/ 2016/ 2015)
Would be disturbed but do nothing	26%(23%/29%/ 29%)
Would be disturbed, but whether I took any action would depend on who the student was	23%(22%/24%/ 24%)
Would not be disturbed and would do nothing	17%(19%/14%/ 15%)
Would express my concern only to the student I discovered cheating	11%(16%/17%/ 14%)
Would speak to the appropriate teacher or other authority without naming names	11%(10%/13%/ 9%)
Would report the student to the appropriate teacher authority	12%(10%/10%/ 10%)

	2018 (2017/ 2016/ 2015)
Understand what actions are considered to be academic misconduct at JMU	88%( 89%/ 89%/ 91%)
Honor code and honor system have been clearly explained to me	89%( 87%/ 87%/ 87%)

Professors communicate what academic misconduct is as it applies to their particular course	84%( 83%/ 83%/ 84%)
I believe students who are convicted of academic misconduct are treated fairly in their punishment	74%( 61%/ 61%/ 67%)
I believe students who are accused of academic misconduct are treated fairly by the Honor System	70%( 63%/ 63%/ 65%)

**Table 18** Number of Times Respondents Indicate That They Knowingly Engaged in Academic Misconduct

	2018 ( 2017/ 2016/ 2015)
Never	63%(60%/58%/ 60%)
1-3 times	26%(28%/30%/ 27%)
4-10 times	8%( 8%/ 8%/ 9%)
11-20 times	1%( 2%/ 2%/ 2%)
More than 20 times	1%( 2%/ 2%/ 2%)

**Table 19** Student Perceptions of JMU  
2018 (2017/2016)

Friendly	Neutral	Cold
83%( ---/86%)	13%( ---/12%)	4%( ---/ 3%)
Intellectual	Neutral	Nonintellectual
74%( ---/79%)	22%( ---/18%)	4%( ---/ 4%)
Supportive	Neutral	Non-Supportive
72%(79%/77%)	20%(14%/17%)	8%( 7%/ 3%)
Accessible	Neutral	Inaccessible
69%( ---/76%)	22%( ---/ 4%)	8%( ---/ 4%)
Challenging	Neutral	Not Challenging
67%(74%/78%)	26%(21%/16%)	7%( 5%/ 5%)
Progressive	Neutral	Regressive
61%( ---/79%)	29%( ---/18%)	10%( ---/ 3%)
Flexible	Neutral	Rigid
50%( ---/64%)	39%( ---/31%)	11%( ---/85%)
Innovative	Neutral	Innovative
50%( ---/ ---)	38%( ---/ ---)	12%( ---/ ---)

**Table 20** Accomplishments Considered *Essential*

	2018 (2017/ 2016/ 2015)
Helping others who are in difficulty	53%(46%/58%/ 53%)
Promoting racial understanding	45%(45%/50%/ 38%)
Influencing social values	36%(29%/46%/ 35%)
Influencing the political structure	36%(29%/46%/ 35%)
Becoming involved in programs to clean up the environment	29%(24%/34%/ 21%)
Keeping up to date with political affairs	28%(23%/33%/ 23%)
Participating in community action program	22%(16%/27%/ 15%)

**Table 21** Personal Values Indicated as *Very Important*

	2018(2017/ 2016/ 2015)
Patriotism	32%(22%/35%/ 28%)
Ethical Behavior	36%( ---/ ---/ ---)

**Table 22** Participation in JMU Activities Have Participated

	2018 ( 2017/ 2016/ 2015)
Community Service - Club	59%(57%/60%/ 57%)
Community Service - Personal Interest	49%(55%/55%/ 56%)
Community Service - Class/Academic Requirement	43%(42%/39%/ 38%)
Internship	32%(27%/30%/ 27%)
Research	23%(23%/24%/ 23%)
Study Abroad	16%(13%/11%/ 10%)
Practicum	13%( 9%/16%/ 12%)
Capstone Project	8%( 7%/ 8%/ 8%)
Alternative Spring Break Program	8%( 7%/ 6%/ 5%)

**Table 23** Thoughts About the Environment indicated as *Very Often or Often*

	2018 (2017/ 2016/ 2015)
Considered environmental impacts when making daily choices	56%( ---/ ---/ ---)
Intentionally prevented waste through reduction and reuse	56%( ---/ ---/ ---)
Learned about environmental sustainability in a course	34%( ---/ ---/ ---)
Participated in environmental activities outside of courses	24%( ---/ ---/ ---)

**Table 24** Perception of JMU's Commitment to Environmental Issues indicated as *Strongly Agree or Agree*

	2018 (2017/ 2016/ 2015)
JMU operates in an environmentally sustainable way	63%( ---/ ---/ ---)
JMU builds sustainable community through partnerships, service, and outreach	65%( ---/ ---/ ---)
JMU offers many opportunities for students to develop awareness, knowledge, and understanding of environmental concepts	59%( ---/ ---/ ---)
I believe my experience at JMU prepares me with the knowledge and skills needed to make informed decisions about environmental sustainability challenges	51%( ---/ ---/ ---)

**Table 25 Respondents Identified the Following Statements as Very Important**

	2018 (2017/ 2016/ 2015)
JMU operates in an environmentally sustainable way	76%( ---/ ---/ ---)
JMU students make daily choices to reduce environmental impacts	71%( ---/ ---/ ---)
Environmental literacy is a component of every JMU students educational experience	62%( ---/ ---/ ---)
JMU students are engaged with environmental programs and activities in the community	58%( ---/ ---/ ---)
Attending and engaging in athletic events at JMU	57%(50%/ ---/ 67%)
Participation in a practicum or internship	54%(56%/58%/ ---)
Participate in at least one engaged learning activity prior to graduation	51%(60%/56%/ ---)
Working on “real-life” case studies or seminar projects	43%(50%/49%/ ---)
Working on team projects with fellow students	37%(42%/41%/ ---)
Participation in study abroad	27%(24%/25%/ ---)
Participating in undergraduate research	22%(33%/30%/ ---)
Participation in service learning course	16%(20%/18%/ ---)
Presenting at an undergraduate conference	11%(20%/16%/ ---)
The success and atmosphere of JMU athletics	63%(55%/ ---/ 74%)
The national profile of our athletes, coaches, and varsity sports programs	57%( ---/ ---/ ---)
Assisting in the financial support of JMU athletics	35%(26%/ ---/ 38%)

**Table 26 Respondents Agree or Strongly Agree with the Following Statements**

	2018 (2017/ 2016/ 2015)
The JMU Libraries maintain adequate hours for my purposes	90%( ---/85%/ ---)
The computers in JMU Libraries include software that help me meet my academic needs	71%( ---/76%/ ---)
The JMU Libraries website is an easy-to-use gateway to information resources	61%( ---/ ---/ ---)
I regularly use JMU Libraries to complete course assignments	52%( ---/64%/ ---)
The JMU Libraries do a good job of informing be about collections and services	45%( ---/48%/ ---)
I know what I have to do to get an A, B, C, D, or F in my courses	81%( ---/85%/ ---)
I can find the information and services I need on the JMU website	71%( ---/ ---/ ---)
My professors encourage or require me to use JMU Libraries	44%( ---/54%/ ---)