

STRATEGIC PLANNING & ENGAGEMENT

CONTINUING STUDENT SURVEY

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In Fall 2019, the Office of Institutional Research distributed the Continuing Student Survey 2019-20, an instrument that requests responses from JMU students to questions about their perceptions and degree of satisfaction with JMU, their self-perceptions, 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. 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 2019-20 was administered during class time and 3,424 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 2019 are representative of the JMU undergraduate population in the following areas: gender (Table 1), race/ethnicity (Table 2), college credits earned (Table 3), and permanent residence (Table 8).

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 11). Thirteen 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.

Nearly 60% of the students reported they plan to obtain a degree beyond the baccalaureate (Table 6). Eighty-six percent of the students stated that at least one parent or guardian had attended college (Tables 9).

PERCEPTIONS OF JMU REMAIN POSITIVE

Students were asked to indicate the areas where they felt JMU places significant emphasis (Table 20). Over half of this year's students said they feel JMU places a significant emphasis on the academic quality of classes and other related activities. This is an increase from the last time these questions were asked in 2017.

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

Ninety-three percent of students indicated that they were satisfied or very satisfied with JMU in general. Ninety-five percent of this year's students indicated that they are satisfied or very satisfied with the attractiveness of campus

landscaping. Ninety-three percent indicated satisfaction with the cleanliness of JMU campus buildings, general condition of buildings and grounds, and service quality from JMU postal services (Table 19). Ninety-one percent of respondents indicated satisfaction in personal security/safety at JMU. This is an increase from 86% in 2018.

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, 19% 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 12). Students were also asked about their perceptions of the JMU honor code, honor system and academic misconduct. Approximately 82% 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 13).

When asked the number of times they knowingly engaged in academic misconduct at JMU, twenty-one percent of the respondents said "1-3 times" (Table 14). More than half have never knowingly engaged in academic misconduct.

ACCOMPLISHMENTS PERCEIVED BY STUDENTS AS BEING ESSENTIAL

Forty-two percent of the respondents in this year's survey indicated they view helping others who are in difficulty and promoting racial understanding being an essential accomplishment (Table 15). Approximately one-fourth or more of the students stated the following accomplishment is essential: becoming involved in programs to clean up the environment.

JMU STUDENTS CONTINUE TO REFLECT TRADITIONAL VALUES

Over fifty percent of the respondents indicated that family, friendship, education, achieving their own identify, and love are important values. Over three-fourths of respondents indicated that doing things for others, ethical behavior, living a clean, moral life, and privacy are very important values (Table 16).

STUDENTS THOUGHTS ABOUT THE ENVIRONMENT

Fifty-five percent of the students indicated that they intentionally prevented waste through reduction and reuse. Fifty-two percent of students also indicated that they considered environmental impacts when making daily choices (Table 17). Almost 40% of the respondents indicated that they have learned about environmental sustainability in a course.

The following tables contain summaries of the 2019-20 data collected. Percentages in parentheses are from the 2018 2017, and 2016 Continuing Student Surveys. Some questions were revised or are only asked every other year. The tables show the responses for these questions as "---" for the relative year. Any questions or comments may be addressed to Tina Grace, Office of Institutional Research.

Table 1	Gender of the Respondents	
		<i>2019(2018/ 2017/ 2016)</i>
Female	55%	(58%/ 61%/60%)
Male	42%	(41%/ 39%/40%)
Non-binary/third gender	1%	(1%/ ---/ ---)
Prefer not to say	1%	(1%/ ---/ ---)

Table 2	Race of the Respondents	
		<i>2019(2018/ 2017/ 2016)</i>
Caucasian/White	79%	(78%/77%/81%)
Asian/Pacific Islander	6%	(8%/ 7%/ 6%)
Hispanic	5%	(5%/ 5%/ 4%)
African-American/Black	5%	(4%/ 6%/ 5%)
Multiracial	4%	(4%/ 3%/ 4%)
Other	1%	(2%/ 2%/ 2%)
Native American	0%	(0%/ 0%/ 0%)

Table 3	College Credits Earned	
		<i>2019(2018/ 2017/ 2016)</i>
Fewer than 28	21%	(20%/20%/19%)
28-59	25%	(21%/25%/22%)
60-89	23%	(25%/25%/28%)
More than 89	31%	(33%/30%/31%)

Table 4	Previous School Attended	
		<i>2019(2018/ 2017/ 2016)</i>
Entered here	88%	(88%/87%/88%)
Other College	12%	(12%/13%/12%)

Table 5	Cumulative Grade Point Average	
		<i>2019(2018/ 2017/ 2016)</i>
3.50-4.00	20%	(18%/16%/18%)
3.00-3.49	30%	(33%/33%/35%)
2.50-2.99	23%	(24%/24%/23%)
2.00-2.49	7%	(8%/ 9%/ 8%)
Less than 2.00	1%	(1%/ 1%/ 1%)
GPA not yet established	18%	(11%/17%/16%)

Table 6	Highest Academic Degree Student Intends to Obtain	
		<i>2019(2018/ 2017/ 2016)</i>
Bachelor's degree	40%	(44%/37%/41%)
Master's degree	40%	(40%/43%/41%)
Specialist degree	1%	(1%/ 1%/ 1%)
Doctoral degree	11%	(9%/11%/10%)
Professional degree	7%	(6%/ 8%/ 7%)
Not a degree seeking student	1%	(1%/ 1%/ 1%)

Table 7	Current JMU Residence	
		<i>2019(2018/ 2017/ 2016)</i>
Off-campus room/apartment	66%	(69%/66%/68%)
Residence Hall	28%	(26%/27%/25%)
Fraternity/Sorority House	3%	(2%/ 3%/ 2%)
Home of parents or relative	2%	(2%/ 2%/ 2%)
Own home	1%	(1%/ 2%/ 2%)
Other	0%	(0%/ 1%/ 0%)

Table 8	Area of Permanent Residence	
		<i>2019(2018/ 2017/ 2016)</i>
Outside Virginia (within U.S.)	21%	(23%/23%/24%)
Outside the U.S.	2%	(3%/ 3%/ 2%)
Virginia	77%	(74%/ ---/ ---)

Table 9	College Attendance of Parents/Guardians	
		<i>2019(2018/ 2017/ 2016)</i>
Neither parents/guardians attended college	13%	(---/ ---/ ---)
At least one parent/guardian attended college	86%	(---/ ---/ ---)
Unsure if any parent/guardian attended college	1%	(---/ ---/ ---)

*New question format for 2019

Table 10	Political Preference	
		<i>2019(2018/ 2017/ 2016)</i>
Democrat	42%	(43%/ ---/ ---)
Independent	18%	(17%/ ---/ ---)
Republican	29%	(31%/ ---/ ---)
Prefer not to answer	11%	(1%/ ---/ ---)

* New question format for 2018

Table 11	Philosophy of Higher Education	
		<i>2019(2018/ 2017/ 2016)</i>
Vocational Philosophy (education viewed as essentially preparation for an occupation)	47%	(44%/51%/50%)
Artistic Philosophy (ideas, art forms, individuality)	20%	(20%/17%/17%)
Intellectual Philosophy (scholarly pursuit of knowledge)	19%	(22%/19%/18%)
Social Philosophy (social life and loyalty to college emphasized)	13%	(14%/15%/14%)

Continuing Student Survey, 2019-20 Results

Table 12 Probable Reaction to a Student Cheating

	2019(2018/ 2017/ 2016)
Would be disturbed but do nothing	22%(26%/23%/ 23%)
Would be disturbed, but whether I took any action would depend on who the student was	19%(23%/22%/ 24%)
Would not be disturbed and would do nothing	19%(17%/19%/ 14%)
Would express my concern only to the student I discovered cheating	14%(11%/16%/ 17%)
Would speak to the appropriate teacher or other authority without naming names	14%(11%/10%/ 13%)
Would report the student to the appropriate teacher authority	12%(12%/10%/ 10%)

Table 13 Perceptions of the Honor Code, Honor System and Academic Misconduct (Respondents Agree or Strongly Agree)

	2019(2018/ 2017/ 2016)
Understand what actions are considered to be academic misconduct at JMU	82%(88%/ 89%/ 89%)
Honor code and honor system have been clearly explained to me	79%(89%/ 87%/ 87%)
Professors communicate what academic misconduct is as it applies to their particular course	76%(84%/ 83%/ 83%)
I believe students who are accused of academic misconduct are treated fairly by the Honor System	68%(74%/ 61%/ 61%)
I believe students who are convicted of academic misconduct are treated fairly in their punishment	67%(70%/ 63%/ 63%)

Table 14 Number of Times Respondents Indicate That They Knowingly Engaged in Academic Misconduct

	2019(2018/ 2017/ 2016)
Never	70%(63%/60%/ 58%)
1-3 times	21%(26%/28%/ 30%)
4-10 times	6%(8%/ 8%/ 8%)
11-20 times	2%(1%/ 2%/ 2%)
More than 20 times	2%(1%/ 2%/ 2%)

Table 15 Accomplishments Considered Essential

	2019(2018/ 2017/ 2016)
Helping others who are in difficulty	42%(53%/46%/ 58%)
Promoting racial understanding	42%(45%/45%/ 50%)
Becoming involved in programs to clean up the environment	24%(29%/24%/ 34%)
Keeping up to date with political affairs	21%(28%/23%/ 33%)
Influencing social values	19%(36%/29%/ 46%)
Participating in community action program	15%(22%/16%/ 27%)
Influencing the political structure	11%(19%/15%/ 26%)

Table 16 Personal Values Indicated as Very Important

	2019(2018/ 2017/ 2016)
Family	64%(---/ 81%/ ---)
Friendship	63%(---/ 79%/ ---)
Education	62%(---/ 79%/ ---)
Achieving my own identify	59%(---/ 76%/ ---)
Love	58%(---/ 71%/ ---)
Doing things for others	48%(---/ 51%/ 63%)
Ethical Behavior	44%(36%/ ---/ ---)
Living a clean, moral life	43%(---/ 52%/ ---)
Privacy	43%(---/ 48%/ ---)
Having children	39%(---/ 50%/ ---)
Contributing to societal change	32%(---/ 33%/ 45%)
Physical development	31%(---/ 34%/ ---)
Work	30%(---/ 35%/ ---)
Money	27%(---/ 35%/ ---)
Religion	22%(---/ 31%/ ---)
Patriotism	22%(35%/28%/ 26%)
Being close to nature	21%(---/ 21%/ ---)
Patriotism	18%(32%/22%/ 35%)
Athletics	14%(---/ 19%/ ---)
Politics	12%(---/ 18%/ 26%)

Table 17 Thoughts About the Environment indicated as Very Often or Often

	2019(2018/ 2017/ 2016)
Intentionally prevented waste through reduction and reuse	55%(56%/ ---/ ---)
Considered environmental impacts when making daily choices	52%(56%/ ---/ ---)
Learned about environmental sustainability in a course	41%(34%/ ---/ ---)
Participated in environmental activities outside of courses	19%(34%/ ---/ ---)

Continuing Student Survey, 2019-20 Results

Table 18 **Student Perceptions of JMU**
2019 (2018/2017)

	Neutral	Cold
Friendly	13%(13%/ ---)	4%(4%/ ---)
Intellectual	23%(22%/ ---)	5%(4%/ ---)
Supportive	22%(20%/ 14%)	8%(8%/ 7%)
Challenging	25%(26%/ 21%)	6%(8%/ 5%)
Progressive	26%(10%/ ---)	5%(10%/ ---)
Open and Accessible	25%(22%/ ---)	7%(8%/ ---)
Flexible	35%(39%/ ---)	10%(11%/ ---)
Innovative	32%(38%/ ---)	8%(12%/ ---)

Table 19 **Level of Satisfaction**
(Respondents are *Satisfied* or *Very Satisfied*)
2019 (2018/ 2017/ 2016)

Attractiveness/campus landscaping	95%(98%/98%/ 99%)
Cleanliness of JMU campus buildings	93%(97%/97%/ 98%)
Service quality from JMU postal services	93%(96%/94%/ 97%)
JMU in general	93%(94%/96%/ 97%)
General condition of buildings and grounds	93%(90%/95%/ 97%)
Personal security/ safety at JMU	91%(86%/96%/ 97%)
Academic quality of classes	90%(89%/96%/ 96%)
Study skills/support services	89%(96%/94%/ 94%)
How I am treated by athletic personnel at athletic events	88%(92%/93%/ 95%)
Adequacy of information received about schedule of home athletic events	87%(94%/93%/ 94%)
Tutoring resources	87%(93%/92%/ 93%)
Campus police	86%(90%/85%/ 91%)
JMU web is effective tool for doing what I need to do as a student	85%(92%/87%/ 91%)
Functionality of electronic mail system	85%(90%/89%/ 90%)
Computing Help Desk's ability to answer my question	83%(87%/84%/ 87%)
Quality of the city's bus transportation system	79%(86%/87%/ 91%)
Residence hall network connection program	78%(81%/74%/ 78%)
Wireless network service on campus	78%(80%/71%/ 74%)

Functionality of MyMadison	76%(78%/70%/ 81%)
Mental health/ psychological services	65%(84%/82%/ 85%)
Campus parking	23%(10%/ 8%/ 13%)

Table 20 **Respondents Believe JMU Places**
***Significant Emphasis* on the following**
2019 (2018/ 2017/ 2016)

Academic quality of classes and related activities	64%(---/ 48%/ 46%)
Being critical, evaluative and analytical	60%(---/ 46%/ ---)
Ethical Reasoning	59%(---/ 46%/ 48%)
Relationships with other students, student groups and activities	59%(---/ 43%/ ---)
Personal growth and self-awareness	55%(---/ 45%/ ---)
Personal relevance and practical values of your courses	53%(---/ 37%/ ---)
Internships	51%(---/ 34%/ 33%)
Study Abroad Program	50%(38%/35%/ 38%)
Development of vocational occupational competence	47%(---/ 30%/ ---)
Undergraduate research	45%(---/ 27%/ 29%)
Service learning	44%(---/ 30%/ 31%)
Global awareness	39%(---/ 30%/ 30%)
Development of aesthetic, expressive, and creative qualities	28%(---/ 28%/ 37%)

Table 21 **Student Perceptions of the General**
Education (GENED) Program
(Respondents *Agree* or *Strongly Agree*)
2019 (2018/ 2017/ 2016)

Library resources are adequate to meet the needs of the program's courses.	60%(71%/71%/ 75%)
Program prepares me in critical thinking skills, communication, and information literacy.	60%(66%/62%/ 68%)
Program develops my awareness of both physical and emotional wellness.	55%(60%/56%/ 57%)
Program prepares me to be an informed citizen who is able to participate in public life and public decision-making.	53%(59%/56%/ 58%)
Program develops my problem-solving skills in science and mathematics.	53%(59%/54%/ 56%)
Difficulty of course content.	53%(59%/54%/ 55%)
Satisfied with quality of teaching in the Program.	52%(64%/59%/ 62%)
Program prepares me to appreciate the Arts and Humanities.	50%(57%/51%/ 57%)

Continuing Student Survey, 2019-20 Results

Table 22 Perception of JMU Strengths indicated as Strongly Agree or Agree

	2019 (2018/ 2017/ 2016)
Learning takes place inside and outside of the classroom, advanced by such experiences as undergraduate research, study abroad, internships, student leadership roles, etc.	90%(96%/ ---/ ---)
We have a wide variety of nationally recognized academic programs	85%(95%/ ---/ ---)
Faculty are highly qualified and dedicated, outing a priority on teaching	88%(93%/ ---/ ---)

Table 23 Respondents Identified the Following Statements as Very Important

	2019 (2018/ 2017/ 2016)
Participation in a practicum or internship	61%(54%/56%/ 58%)
Working on “real-life” case studies or seminar projects	43%(43%/50%/ 49%)
Participate in at least one engaged learning activity prior to graduation	40%(51%/60%/ 56%)
Working on team projects with fellow students	33%(37%/42%/ 41%)
Participation in study abroad	23%(27%/24%/ 25%)
Participating in undergraduate research	18%(22%/33%/ 30%)
Participation in service learning course	14%(16%/20%/ 18%)
Presenting at an undergraduate conference	12%(11%/20%/ 16%)

Table 24 Student Perceptions indicated as Strongly Agree or Agree

	2019 (2018/ 2017/ 2016)
I am treated courteously by JMU’s buildings and grounds staff.	84%(---/89%/ 90%)
I receive prompt, courteous service in the dining facilities.	80%(---/84%/ 84%)
JMU is preparing me for a productive and meaningful life beyond college.	80%(---/86%/ 86%)
Methods of instruction and course content are related to course objectives.	78%(---/80%/ 82%)
The classrooms and laboratories I use generally have adequate heating, lighting and air conditioning.	77%(---/84%/ 85%)
I feel welcome in the Harrisonburg community.	76%(---/79%/ 78%)
In my courses, I have a clear understanding of course aims and requirements.	74%(---/78%/ 79%)
The reading, writing and math laboratories are adequate for those who need them.	74%(---/78%/ 81%)

I can find almost everything I need to know about my student account on-line and rarely have to contact the UBO for assistance.	73%(---/77%/ 80%)
JMU cares about the needs of its students.	72%(---/79%/ 81%)
The academic information given to me by my major faculty adviser has been accurate and helpful	72%(---/75%/ 78%)
UBO staff can provide assistance and accurate information about my student account.	70%(---/76%/ 79%)
UBO staff will assist me with accurate information and options about my charges and payments.	70%(---/75%/ 78%)
My JMU experience has been as good as I thought it would be.	70%(---/79%/ 76%)
My major faculty adviser seems interested in helping me.	70%(---/71%/ 74%)
I am aware that individuals and corporations have made financial contributions to the University in support of my education.	69%(---/76%/ 77%)
The Office of Admissions' recruiting activities and materials portray JMU accurately and honestly.	68%(---/75%/ 72%)
I am able to conduct my postal business within JMU’s postal service hours.	67%(---/69%/ 68%)
My orientation faculty adviser seemed interested in helping me.	67%(---/67%/ 70%)
JMU places high priority on the academic advising of students.	66%(---/70%/ 69%)
The academic information given to me by my orientation faculty adviser has been accurate and helpful.	65%(---/69%/ 69%)
The Office of Financial Aid and Scholarships provides service in a courteous manner.	63%(---/65%/ 64%)
It is important for me to stay connected to JMU after graduation.	61%(---/69%/ 65%)
The content and design of publications produced and distributed by JMU accurately reflect the institution	59%(---/68%/ 70%)
The administration maintains adequate communication with students about institutional policies.	56%(---/63%/ 64%)
JMU places a high priority on mental health counseling of students.	48%(---/62%/ 58%)
I plan to attend events sponsored by the Alumni Association after graduation.	45%(---/54%/ 52%)
I think it is important for me to show my support for JMU after graduation by donating money to the university.	28%(---/35%/ 32%)