



## Reports of Institutional Effectiveness System-Wide Measures James Madison University

1. Average time-to-degree for undergraduate degree.

Entering Class	Average Years
1990-91	4.18
1991-92	4.23
1992-93	4.20
1993-94	4.19
1994-95	4.16

2. Classroom and laboratory space utilization

Measure	Fall 1998	Fall 2000
Percent occupancy-classroom	72%	Fall 2000 available Spring 2001
Weekly room use-classroom (hours)	40	Fall 2000 available Spring 2001
Weekly station use-classroom (hours)	29	Fall 2000 available Spring 2001
Percent occupancy-laboratory	80%	Fall 2000 available Spring 2001
Weekly room use-lab (hours)	29	Fall 2000 available Spring 2001
Weekly station use-lab (hours)	23	Fall 2000 available Spring 2001

3. Dollars spent on instruction and academic support as a percentage of total E&G expenditures. FY2000 data collection to be completed by NCES in late Spring or early Summer 2001.

Fiscal Year	Institution	Instruction and Academic Support	Total	Percent
1998-99	James Madison University (VA)	\$78,133,816	\$109,267,702	71.51%
1998-99	Western Washington University (WA)	\$63,825,929	\$92,978,004	68.65%
1998-99	California State University-Chico (CA)	\$82,744,281	\$123,346,990	67.08%
1998-99	California State University-Fresno (CA)	\$96,531,564	\$145,288,371	66.44%
1998-99	Appalachian State University (NC)	\$73,692,080	\$113,035,217	65.19%
1998-99	University of Oregon (OR)	\$120,144,961	\$186,759,963	64.33%
1998-99	University of Delaware (DE)	\$202,725,694	\$318,988,896	63.55%
1998-99	University of North Dakota (ND)	\$92,094,399	\$145,769,805	63.18%
1998-99	Ohio University (OH)	\$154,938,734	\$247,801,820	62.53%
1998-99	Middle Tennessee State University (TN)	\$77,821,147	\$124,469,029	62.52%
1998-99	Indiana University of Pennsylvania (PA)	\$89,104,615	\$145,724,703	61.15%
1998-99	University of Rhode Island (RI)	\$92,332,670	\$158,622,915	58.21%
1998-99	College of Charleston (SC)	\$43,114,519	\$75,815,392	56.87%

<b>Fiscal Year</b>	<b>Institution</b>	<b>Instruction and Academic Support</b>	<b>Total</b>	<b>Percent</b>
1998-99	Salisbury State University (MD)	\$25,310,785	\$44,777,014	56.53%
1998-99	University of Tennessee-Chattanooga (TN)	\$37,863,803	\$67,454,577	56.13%
1998-99	Towson University (MD)	\$64,323,591	\$115,657,885	55.62%
1998-99	SUNY Binghamton (NY)	\$82,581,779	\$152,547,204	54.14%
1998-99	University of Northern Iowa (IA)	\$75,419,768	\$140,006,827	53.87%
1998-99	SUNY College-Brockport (NY)	\$40,940,113	\$78,643,518	52.06%
1998-99	SUNY Oswego (NY)	\$31,070,196	\$64,352,552	48.28%

4. First-year retention rate of JMU and its peers. These data are from U.S. News and reflect the retention of first-time freshmen in Fall 1998 who returned in Fall 1999. Updated data should be available from NCES in late Spring or early Summer 2001.

<b>Institution</b>	<b>Percentage</b>
University of Notre Dame (IN)	98%
Providence College (RI)	92%
SUNY Binghamton (NY)	91%
James Madison University (VA)	90%
University of Delaware (DE)	86%
Ohio University (OH)	84%
Appalachian State University (NC)	83%
Baylor University (TX)	83%
Bradley University (IL)	83%
Salisbury State University (MD)	83%
California State University-Chico (CA)	82%
California State University-Fresno (CA)	82%
Towson University (MD)	82%
University of Northern Iowa (IA)	82%
Texas Christian University (TX)	81%
Western Washington University (WA)	81%
College of Charleston (SC)	80%
SUNY Oswego (NY)	80%
University of Oregon (OR)	80%
University of Rhode Island (RI)	77%
University of North Dakota (ND)	76%
Indiana University of Pennsylvania (PA)	74%
Middle Tennessee State University (TN)	72%
SUNY College-Brockport (NY)	72%
University of Tennessee-Chattanooga (TN)	72%

5. Number of transfer students from two-year colleges

Fall Term	Number Transfers
2000-01	257
1999-00	210
1998-99	253
1997-98	231
1996-97	237
1995-96	226

6. Percent of undergraduate courses with less than 20 students; Percentage of undergraduate courses with 50 or more students. As reported in Fall 2000 U.S. News.

Institution	Percentage Less Than 20
Bradley University (IL)	59%
Providence College (RI)	57%
University of Notre Dame (IN)	54%
Western Washington University (WA)	53%
Texas Christian University (TX)	47%
Appalachian State University (NC)	46%
California State University-Chico (CA)	45%
SUNY Binghamton (NY)	44%
Ohio University (OH)	43%
University of Oregon (OR)	43%
California State University-Fresno (CA)	41%
University of Delaware (DE)	40%
Middle Tennessee State University (TN)	38%
Salisbury State University (MD)	38%
SUNY College-Brockport (NY)	38%
SUNY Oswego (NY)	38%
University of North Dakota (ND)	38%
Baylor University (TX)	37%
Indiana University of Pennsylvania (PA)	36%
University of Northern Iowa (IA)	36%
James Madison University (VA)	35%
University of Tennessee-Chattanooga (TN)	34%
Towson University (MD)	33%
College of Charleston (SC)	30%
University of Rhode Island (RI)	30%

<b>Institution</b>	<b>Percentage 50 Or More</b>
University of Oregon (OR)	16%
University of Delaware (DE)	15%
SUNY Binghamton (NY)	13%
James Madison University (VA)	12%
Baylor University (TX)	11%
University of Notre Dame (IN)	11%
Western Washington University (WA)	10%
SUNY Oswego (NY)	09%
University of North Dakota (ND)	09%
University of Rhode Island (RI)	09%
Ohio University (OH)	08%
University of Northern Iowa (IA)	08%
California State University-Fresno (CA)	07%
Indiana University of Pennsylvania (PA)	07%
SUNY College-Brockport (NY)	06%
Texas Christian University (TX)	06%
Appalachian State University (NC)	04%
California State University-Chico (CA)	04%
Bradley University (IL)	03%
College of Charleston (SC)	03%
Middle Tennessee State University (TN)	03%
Towson University (MD)	03%
University of Tennessee-Chattanooga (TN)	03%
Providence College (RI)	02%
Salisbury State University (MD)	01%

7. Percentage living alumni that contribute to institution in a given year. As reported in Fall 2000 U.S. News.

<b>Institution</b>	<b>Percentage Contributing</b>
University of Notre Dame (IN)	48%
College of Charleston (SC)	35%
Providence College (RI)	32%
Bradley University (IL)	31%
Texas Christian University (TX)	26%
University of Delaware (DE)	24%
University of Northern Iowa (IA)	21%
James Madison University (VA)	20%
SUNY Oswego (NY)	17%
Baylor University (TX)	16%
University of North Dakota (ND)	16%
University of Rhode Island (RI)	16%
Appalachian State University (NC)	15%
Indiana University of Pennsylvania (PA)	14%
SUNY Binghamton (NY)	14%
Ohio University (OH)	13%
University of Oregon (OR)	13%
Salisbury State University (MD)	11%
Middle Tennessee State University (TN)	10%
SUNY College-Brockport (NY)	10%
Western Washington University (WA)	10%
University of Tennessee-Chattanooga (TN)	09%
Towson University (MD)	07%
California State University-Chico (CA)	03%

8. Percentage of lower-division courses enrollments taught by full-time faculty.

	<b>1996-97</b>	<b>1997-98</b>	<b>1998-99</b>	<b>1999-00</b>	<b>2000-01</b>
Sections	75.9%	74.3%	76.4%	75.7%	73.7%
Subsections	82.9%	77.5%	75.3%	75.2%	75.2%

9. Percentage of management standards met.

Year	Percentage
1999-00	100
1998-99	100
1997-98	100
1996-97	100
1995-96	100

10. Percentage of programs eligible for specialized/professional accreditation that hold such accreditation.

Programs Eligible	Accredited	Could Be Accredited
Accrediting Bureau of Health Education Schools Allied Health Education	Yes	
Accrediting Council on Education in Journalism and Mass Communications Journalism and Mass Communications	No	Yes, but not sought due to lack of perceived value
American Dietetic Association Dietetics	Yes	
American Occupational Therapy Association	Yes	
American Psychological Association Professions/Scientific Psychology	Yes	
American Speech-Language-Hearing Association Audiology Speech-Language Pathology	Yes Yes	
National Association of Schools of Art and Design Art and Design	Yes	
National Association of School of Dance Dance	Yes	
National Association of Schools of Music Music	Yes	
National Association of Schools of Theatre Theatre	Yes	
National Council for Accreditation of Teacher Education Teacher Education	Yes	
National League for Nursing Accrediting Commission Nursing—Baccalaureate and higher degree programs	Yes	
Number offered with specialized accreditation available		13
Number of above programs with specialized accreditation		12
Percentage accredited		92%
Number of programs where specialized accreditation is available, but not sought due to lack of perceived value.		1

11. Debt service-to-revenue ratio.

Year	Percentage
1999-00	4.2
1998-99	4.4
1997-98	4.8
1996-97	4.3
1995-96	5.0

11a. Revised measure: Debt service-to expenditure ratio

Year	Percentage
1999-00	4.4
1998-99	4.6
1997-98	5.0
1996-97	4.2
1995-96	5.2

11. Six-year graduation rate for first-time full-time freshmen at four-year institutions. These are for four freshmen classes beginning 1990-91. Data for 2000-01 collection available from NCES in late Spring or early Summer 2001.

Institution	Year Submitted	Performance
University of Notre Dame (IN)	1999-00	94%
Providence College (RI)	1999-00	85%
Appalachian State University (NC)	1999-00	80%
James Madison University (VA)	1999-00	80%
SUNY Binghamton (NY)	1999-00	80%
University of Delaware (DE)	1999-00	71%
Ohio University (OH)	1999-00	69%
Baylor University (TX)	1999-00	68%
Bradley University (IL)	1999-00	66%
Western Washington University (WA)	1999-00	63%
Texas Christian University (TX)	1999-00	62%
Salisbury State University (MD)	1999-00	61%
University of Northern Iowa (IA)	1999-00	61%
SUNY Oswego (NY)	1999-00	58%
University of Oregon (OR)	1999-00	58%
Towson University (MD)	1999-00	57%
University of Rhode Island (RI)	1999-00	57%
College of Charleston (SC)	1999-00	53%
Indiana University of Pennsylvania (PA)	1999-00	52%
California State University-Chico (CA)	1999-00	51%
SUNY College-Brockport (NY)	1999-00	50%

Institution	Year Submitted	Performance
University of North Dakota (ND)	1999-00	47%
California State University-Fresno (CA)	1999-00	44%
University of Tennessee-Chattanooga (TN)	1999-00	41%
Middle Tennessee State University (TN)	1999-00	34%

12. Total research and public service expenditures per full-time faculty, FY1999. FY2000 data available from NCES in late Spring or early Summer 2001.

Institution	Fiscal Year	Research	Public Service	Total Dollars	Total Faculty	Per Faculty
University of Oregon (OR)	1998-99	\$35,901,096	\$16,200,941	\$52,102,037	636	\$81,921.44
University of Rhode Island (RI)	1998-99	\$41,392,806	\$4,147,981	\$45,540,787	615	\$74,050.06
University of Delaware (DE)	1998-99	\$53,377,421	\$15,089,212	\$68,466,633	930	\$73,620.04
University of North Dakota (ND)	1998-99	\$16,980,864	\$8,898,459	\$25,879,323	440	\$58,816.64
Ohio University (OH)	1998-99	\$19,375,583	\$8,861,986	\$28,237,569	695	\$40,629.60
SUNY Binghamton (NY)	1998-99	\$10,687,711	\$3,473,029	\$14,160,740	445	\$31,821.89
University of Northern Iowa (IA)	1998-99	\$2,149,601	\$16,571,190	\$18,720,791	641	\$29,205.60
Towson University (MD)	1998-99	\$6,514,873	\$5,506,250	\$12,021,123	458	\$26,246.99
University of Tennessee-Chattanooga (TN)	1998-99	\$2,475,851	\$3,950,873	\$6,426,724	285	\$22,549.91
SUNY Oswego (NY)	1998-99	\$1,322,297	\$2,564,284	\$3,886,581	306	\$12,701.25
Middle Tennessee State University (TN)	1998-99	\$2,293,004	\$4,914,594	\$7,207,598	658	\$10,953.80
College of Charleston (SC)	1998-99	\$2,704,854	\$1,212,387	\$3,917,241	394	\$9,942.24
Appalachian State University (NC)	1998-99	\$889,999	\$4,627,727	\$5,517,726	581	\$9,496.95
Indiana University of Pennsylvania (PA)	1998-99	\$603,918	\$5,636,650	\$6,240,568	688	\$9,070.59
SUNY College-Brockport (NY)	1998-99	\$731,184	\$1,822,531	\$2,553,715	285	\$8,960.40
James Madison University (VA)	1998-99	\$2,051,440	\$3,382,042	\$5,433,482	617	\$8,806.29
Salisbury State University (MD)	1998-99	\$1,774,513	\$0	\$1,774,513	263	\$6,747.20
Western Washington University (WA)	1998-99	\$2,792,271	\$100,666	\$2,892,937	433	\$6,681.15
California State University-Fresno (CA)	1998-99	\$0	\$502,077	\$502,077	625	\$803.32
California State University-Chico (CA)	1998-99	\$0	\$93,563	\$93,563	552	\$169.50

13. Total student credit hours per full-time equivalent faculty.

<b>Year</b>	<b>Annual Credit Hours (As Calculated By JMU)</b>	<b>Annual FTEF</b>	<b>Credit Hours Per FTEF</b>
1995-96	354,083	653.8	541.6
1996-97	386,832	697.0	555.0
1997-98	413,152	724.2	570.5
1998-99	436,275	756.1	577.0
1999-00	440,582	794.1	554.8

13a. Total student credit hours per full-time equivalent faculty—fall semester.

<b>Fall</b>	<b>Fall Credit Hours (As Calculated By JMU)</b>	<b>Annual FTEF</b>	<b>Credit Hours Per FTEF</b>
1996	187,814	628	299.1
1997	199,382	651	306.4
1998	211,232	697	303.1
1999	213,376	713	299.1
2000	213,679	761	280.7



## Reports of Institutional Effectiveness Institution-Specific Learning Measures

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Every student who attends James Madison University (JMU) must complete two years in our General Education ([www.jmu.edu/gened/](http://www.jmu.edu/gened/)) program, regardless of their major. So, all eleven of our learning measures take place in the General Education program since this experience is common to all JMU students. We use these student learning data in three ways:

- 1) **Competency** - all JMU students must pass these measures before advancing to their sophomore year.
- 2) **Value Added or “change over time”** - these measure differences reported over two occasions: as entering first year students and after course completion.
- 3) **Course versus No Course Comparison** - sophomore level students who have completed the required courses are compared to sophomores who have not yet completed the required General Education courses.

Of our eleven measures, three are competency based: Information Seeking Skills, Basic Technology, and Writing. For the other eight, student scores are reported on a common scale similar to the Scholastic Aptitude Test (SAT). These measures are: American History and Government, Critical Thinking, Oral Communication, Wellness and Human Development, Arts and Humanities, Quantitative Reasoning, Natural World/Science, and Global Experience. We use scores in all these areas to fine-tune sequences within the curriculum. Following are each measure in more detail.

### Information-Seeking Skills Test - Competency

The Information Seeking Skills Test (ISST) assesses students' knowledge of, and skills in information retrieval, electronic databases, and the use of the Internet. To demonstrate their knowledge and skills in these areas, students must correctly answer 42 out of 53 questions—a standard that has been identified by JMU faculty as indicating proficient performance. All JMU students must pass the ISST before being able to register for their sophomore year classes.

### Basic Technological Skills Tests - Competency

The Basic Technology assessment consists of three tests: word processing, presentation software, and technology knowledge. These tests represent a baseline competency of computing skills that is expected of all JMU students. For each test, JMU faculty have identified passing scores that indicate proficient performance. To demonstrate competency, students must pass all three tests prior to being allowed to register for their sophomore year classes.

### Writing - Competency

Writing is assessed using a four-point holistic rating scale, in which a score of four represents excellent writing; two represents minimal competency, and one represents less than competent writing. Students submit a portfolio from their second semester writing course that includes their best two completed written works. Spring 2000 first year students scored an average of 2.4 points.

### American History and Government – Value Added

The American History and Government Test evaluates students' understanding of the major themes and concepts that structure American life from history and government. Students who have completed JMU's American Experience requirement (US history or political science) score, on average, 53 points higher than they did as incoming students.

### Critical Thinking Test – Valued Added

The Critical Thinking assessment is used to evaluate JMU students' skills in the areas of interpretation, analysis, evaluation, and inference and in their dispositional attitudes. Sophomores scored, on average, 81 points higher than first year students.

### Oral Communication Test – Value Added

The Oral Communication assessment instrument is used to evaluate JMU students' knowledge in four areas: communication fundamentals, public speaking, interpersonal communication, and small-group communication. Students who have completed their required communication course score, on average, 208 points higher than they did as incoming first year students.

### Wellness and Human Development - Value Added

The Wellness and Human Development Test assesses student learning in health, wellness, and human development. Students who have completed some or all of their health and social sciences coursework score, on average, 91 points higher than they did as incoming students.

### Arts and Humanities – Course versus No Course Comparison

The Arts and Humanities Test is administered via computer and includes a number of multimedia and text-based stimuli. Students view specific artistic experiences, including watching a dramatic video, listening to recorded music, viewing artwork, and reading passages of literary and philosophical works. Sophomore students scored, on average, 27 points higher than incoming first year students.

### Quantitative Reasoning Test – Course versus No Course Comparison

The Quantitative Reasoning Test measures students' mathematical, graphical, tabular, and statistical reasoning skills. Students who completed two courses scored, on average, 36 points higher than incoming first year students.

### Natural World/Science Test – Course versus No Course Comparison

The Natural World/Science Test measures concepts in the natural and physical sciences and in scientific reasoning. Sophomores completing three JMU Natural World/Science courses scored, on average, 41 points higher than sophomores who had not yet taken any Natural World/Science courses.

### Global Experience Test – Course versus No Course Comparison

The Global Experience assessment instrument evaluates students' understanding of global issues of importance to the human community. Students who have completed the Global Experience requirement scored an average of 44 points higher than incoming first year students.