

# 2025 CONTINUING STUDENT SURVEY

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PRELIMINARY DATA BRIEF

## Continuing Student Survey (CSS)

The Continuing Student Survey (CSS) is used to gain a better understanding of the student experience and is administered to all sophomores and juniors with 45-70 credit hours. The survey tool allows current JMU students to share their degree of satisfaction with JMU as well as their self-perceptions, attitudes, values, and beliefs. Students completed the survey online during the spring semester. As of March 7, 2025, 3,564 students have completed the survey.

Students were randomly assigned to complete one of four versions of the survey. While certain questions are consistent across versions, each version has specific questions only that sub-sample of students receive. For these questions, the total sample size reported will be less than the total number of responses to the survey overall.

This brief provides preliminary data<sup>1</sup> from a selection of questions from the CSS focusing on satisfaction, engagement and interest in high impact practices, sense of belonging, and learning opportunities at JMU and perceived growth. Final data will be available in June 2025.

## Preliminary Summary of Findings

Responses from 3,564 students are represented in this section.

- **Students' satisfaction with JMU remains high, consistent with previous years.**

# 94%

of 2025 respondents indicated they were **satisfied or very satisfied** with JMU.

# 89%

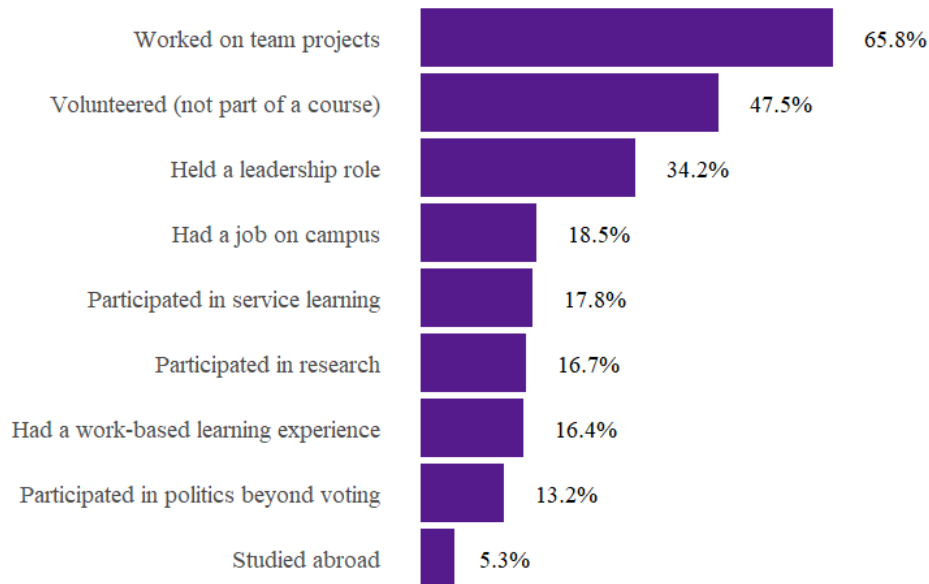
of 2025 respondents said, if they had to start over, **they would choose JMU again.**

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<sup>1</sup> Additional students may complete the survey through the end of April. Final numbers may be slightly different from those presented in this report as more students complete the survey.

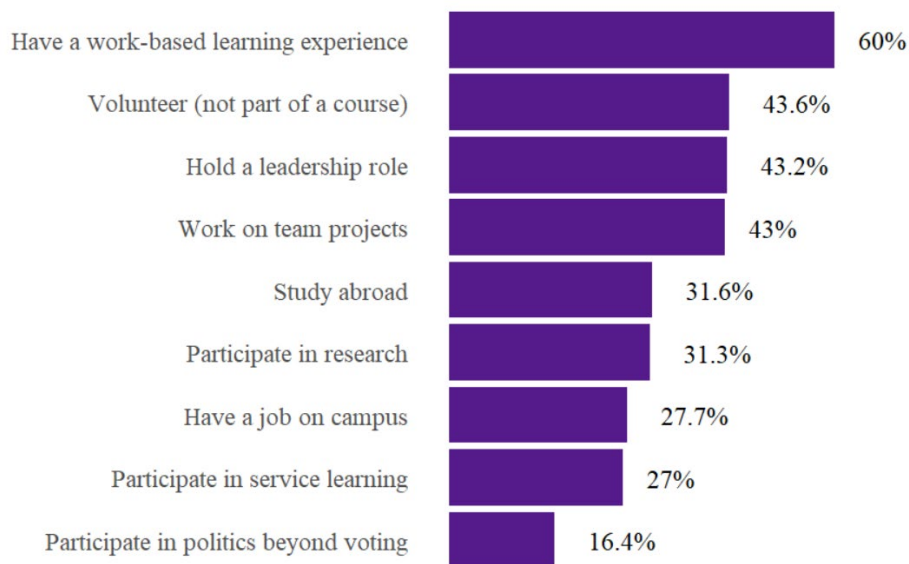
- The majority of respondents (82.6%) reported engaging in at least one high impact practice (HIP) during their time at JMU. Working on team projects was the most frequently reported HIP.

**Fig. 1 Percent of Continuing Students who have...**



- Among students who had not yet engaged in the following high impact practices, many students expressed they had plans to do so prior to graduation<sup>2</sup>.

**Fig. 2 Percent of Continuing Students who have plan to...**



<sup>2</sup> This is excluding students who reported already completing each respective activity.

- Students perceive JMU is contributing to their growth and development and providing valuable opportunities.<sup>3</sup>

**JMU has contributed to my development in:**

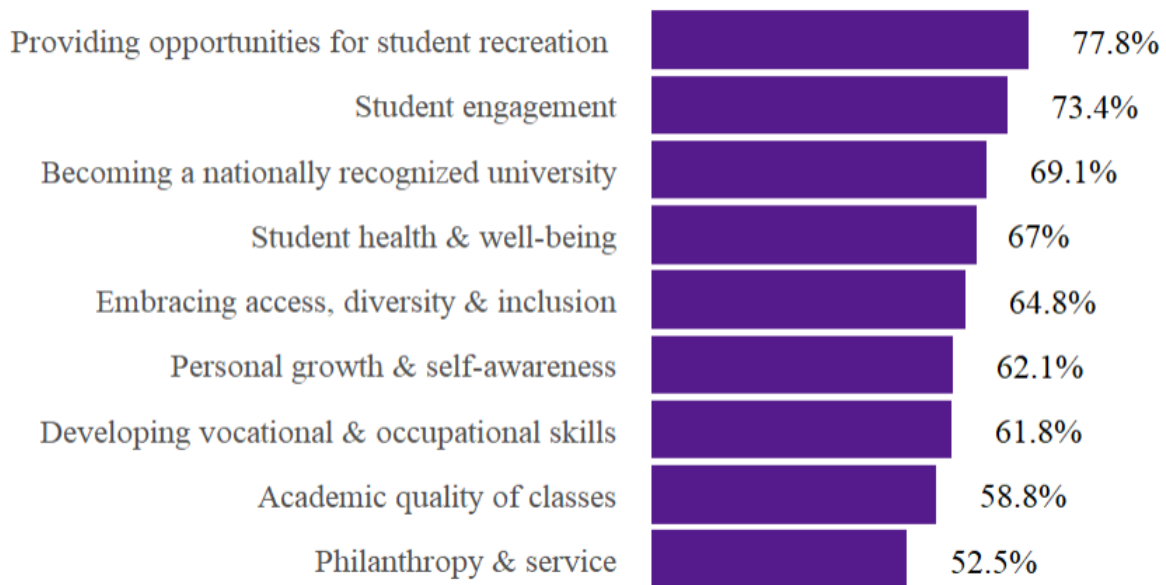
1. Thinking critically (78.4%)
2. Functioning effectively as a team member (78.4%)
3. Understanding strengths, abilities and limitations (78.3%)

**JMU has provided me with:**

1. Skills for lifelong learning (79.4%)
2. A sense of community (77.9%)
3. An environment that promotes well-being (77.9%)

- Students perceive JMU prioritizes key areas related to student success and experience.

**Fig. 3 Percent of Continuing Students who feel JMU prioritizes the following (n = 891)**



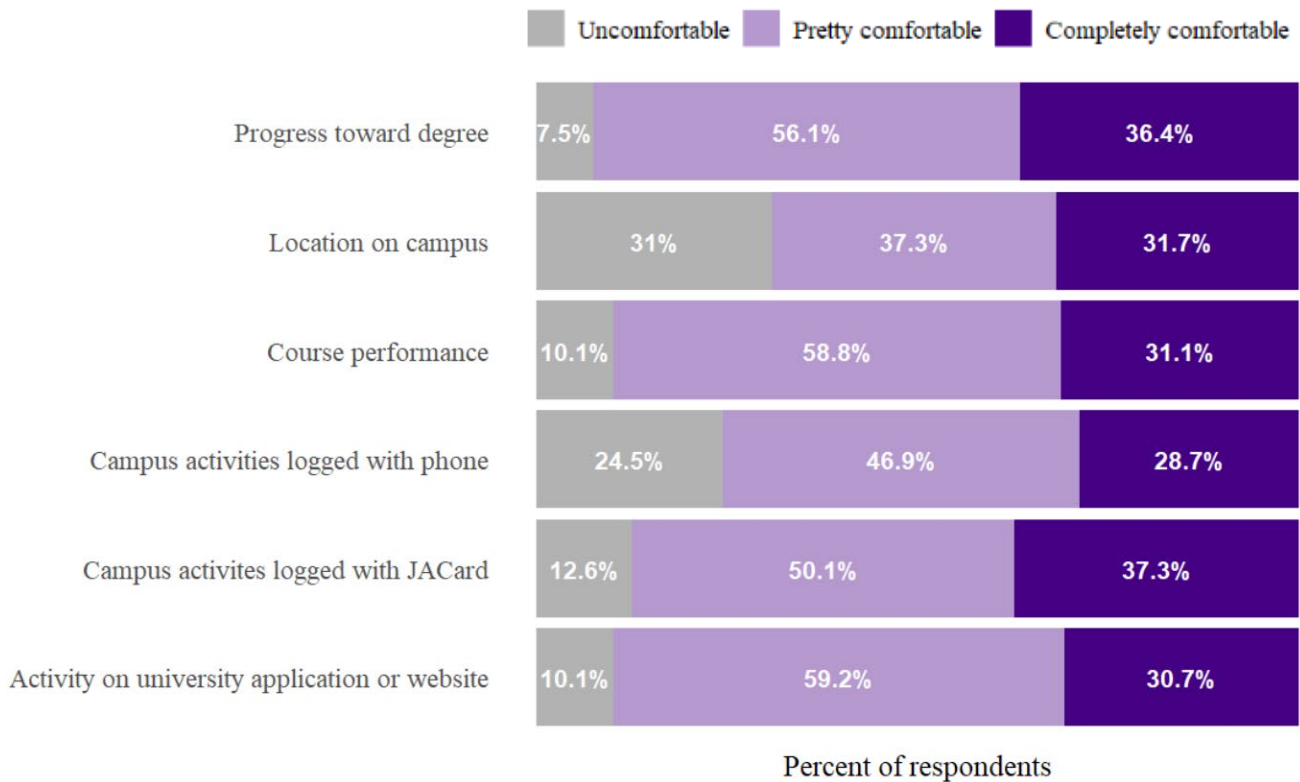
<sup>3</sup> 892 students responded to questions about growth and opportunities.

## Special Topics Research: Data Use and Privacy

One of the versions of the CSS contained several questions pertaining to perceptions and preferences related to student data collection and use. A total of 890 students responded to these questions.

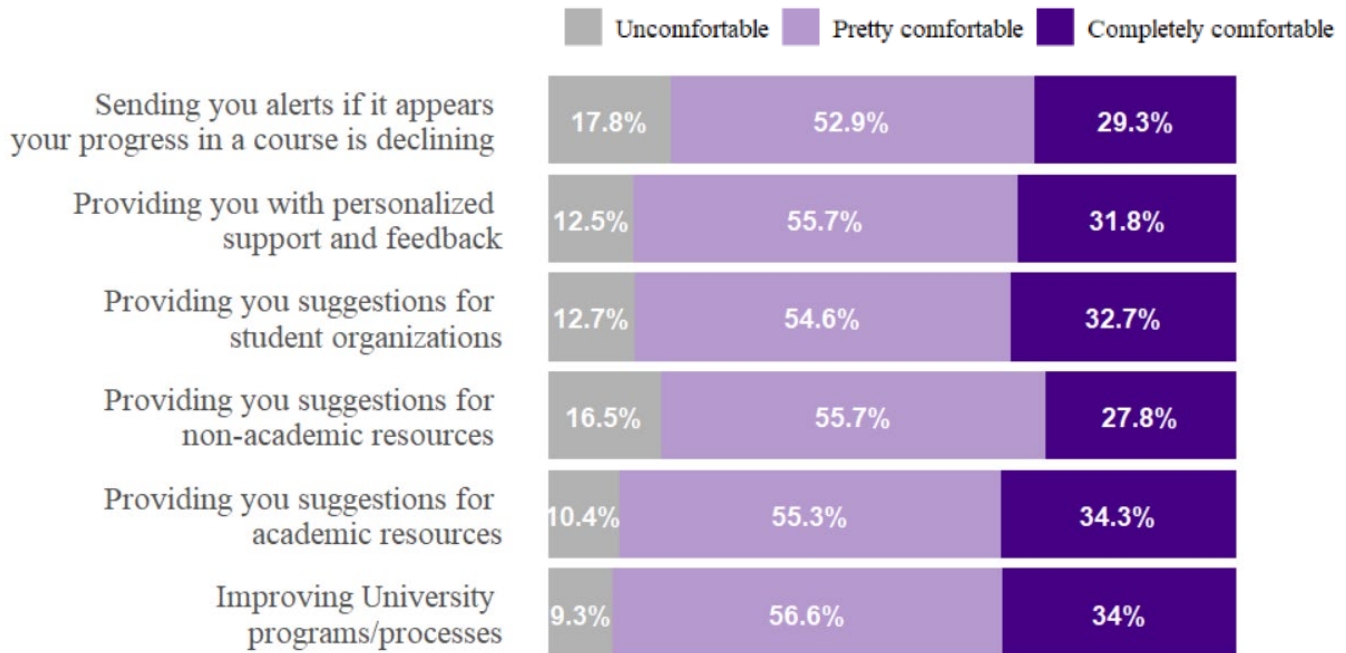
- Overall, a majority of students indicate comfort with the university monitoring various types of data.

**Fig. 4 Student comfort with JMU tracking the following data**



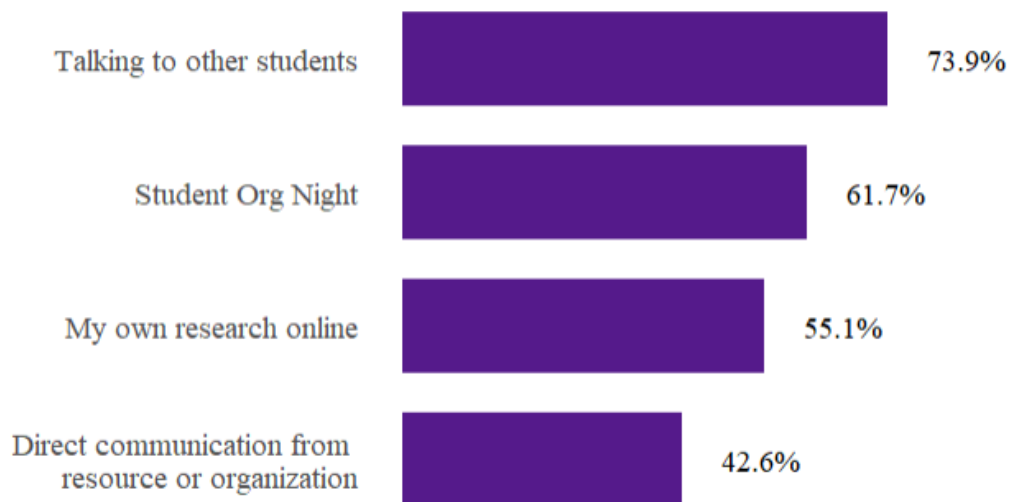
- Most students indicate comfort with the university using their data for the following purposes.

**Fig. 5 Student comfort with their data being used for the following**



- Most students prefer to learn about campus resources and organizations through other students. Being contacted directly was the least preferred method of learning about resources or organizations.

**Fig. 6 Student preferences for learning about campus resources/organizations**



- Respondents indicated, if they were to be directed contacted, email was the preferred method.

**Fig. 7 Student preferences for direct communication from campus resources**

