

2026 CONTINUING STUDENT SURVEY

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. Between February 10th and 11th, 3,921 students 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 data¹ 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 2026.

Preliminary Summary of Findings

Responses from 3,921 students are represented in this section.

- **Students' satisfaction with JMU remains high, though slightly lower than previous years.**

93%

of 2026 respondents indicated they were **satisfied or very satisfied** with JMU. This is slightly lower from 94% in 2025.

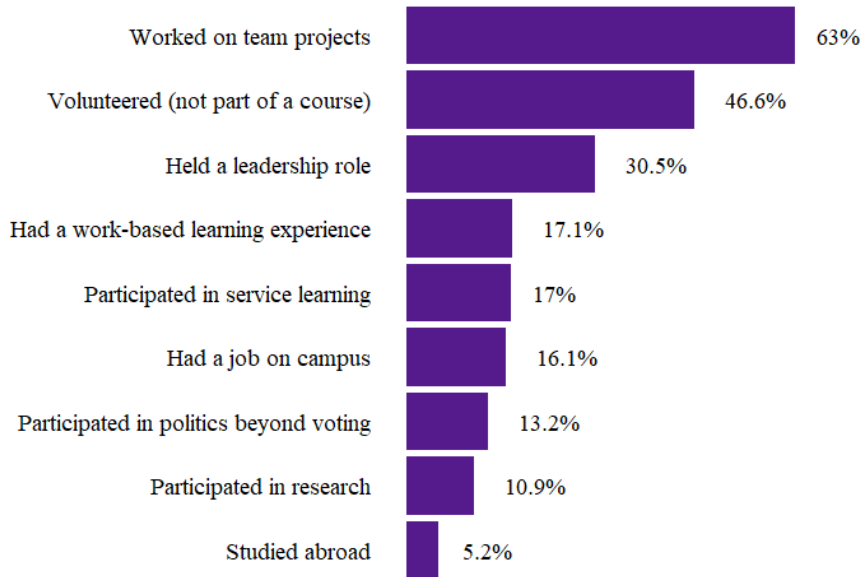
86.8%

of 2025 respondents said, if they had to start over, **they would choose JMU again**. This is slightly lower from 89% in 2025.

¹ 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.

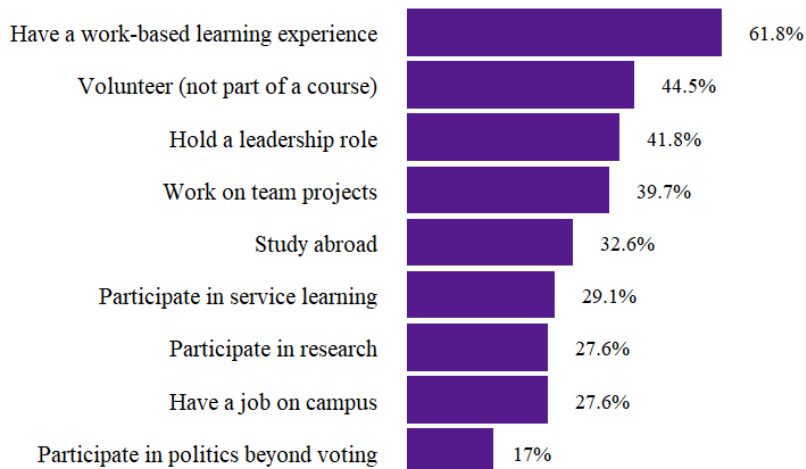
- The majority of respondents (80.3%) reported engaging in at least one high impact practice (HIP) during their time at JMU. Working on team projects was the most frequently reported HIP.

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 graduation². Students were most interested in work-based learning experiences.

Fig. 2 Percent of Continuing Students who have plans to...



This is excluding students who reported already completing each respective activity

² 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.³

JMU has contributed to my development in:

1. Functioning effectively as a team member (75.6%)
2. Understanding strengths, abilities and limitations (75.4%)
3. Thinking critically (74.4%)

JMU has provided me with:

1. Skills for lifelong learning (75.8%)
2. Opportunities for applying critical thinking (75.6%)
3. A sense of community (74.4%)

- 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 = 983)



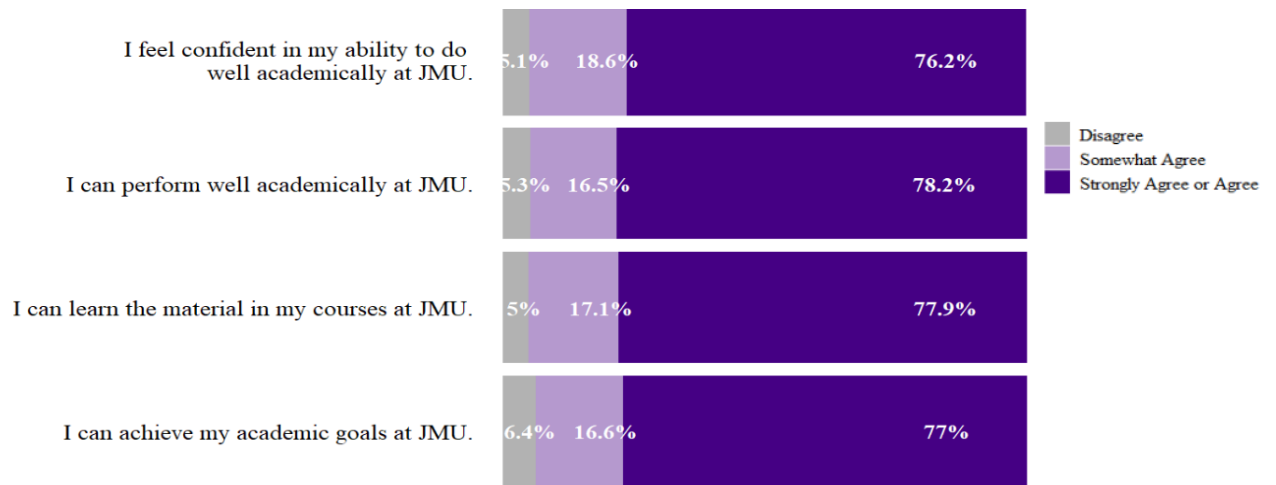
³ 981 students responded to questions about growth and opportunities.

Special Topics Research: Health & Well-Being

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 976 students responded to these questions.

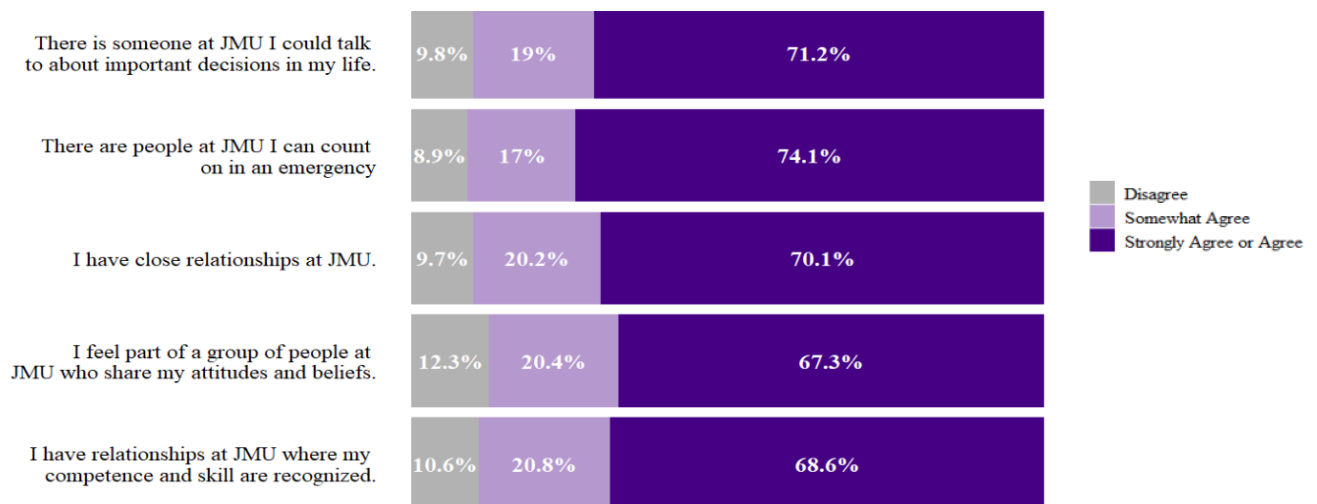
- Overall, students demonstrate a high perceived competency for learning.⁴

Fig. 4 Student agreement with the following statements



- Most students indicate having close and meaningful relationships at JMU.⁵

Fig. 5 Student agreement with the following statements



⁴ Strongly disagree, disagree and somewhat disagree were grouped into the category 'Disagree' due to small N's; *Perceived Competence for Learning Scale*; Williams, G. C., & Deci, E. L. (1996). Internalization of biopsychosocial values by medical students: A test of self-determination theory. *Journal of Personality and Social Psychology*, 70, 767-779.

⁵ Strongly disagree, disagree and somewhat disagree were grouped into the category 'Disagree' due to small N's; Orpana, H. M., Lang, J. J., & Yurkowski, K. (2019). Original quantitative research-validation of a brief version of the social provisions scale using Canadian national survey data. *Health promotion and chronic disease prevention in Canada: research, policy and practice*, 39(12), 323.

- Over half of students (n = 576, 59%) met the threshold for Flourishing or high well-being (scores of 48 to 56). Mean score on the Deiner Flourishing Scale was 46.8 (SD = 7.7). The figure below shows the percentage of students who agreed or strongly agreed to each item on the Deiner Flourishing Scale.⁶

Fig. 6 Percent of students who agree or strongly agree (n = 976)



⁶ Diener, E., Wirtz, D., Tov, W., Kim-Prieto, C., Choi, D., Oishi, S., & Biswas-Diener, R. (2009). New measures of well-being: Flourishing and positive and negative feelings. *Social Indicators Research*, 39, 247-266.