

SENIOR INSIGHTS SURVEY

FINDINGS FROM 2024-2025 GRADUATES

Senior Insights Survey (SIS)

Seniors graduating in Fall 2024 and Spring 2025 completed this survey. As part of the new [Senior Compass](#) initiative, all students who apply to graduate are enrolled in the Senior Compass Canvas course. Senior Compass is a non-credit course all undergraduate students must complete the semester leading up to graduation. There are two assignments that students must complete to receive their diploma, one of which is the Senior Insights Survey. After degree conferral, students who completed the survey and did not graduate in Spring 2025 were removed from the data and not included in the analysis. There were 4,214 students who graduated in Fall 2024 or Spring 2025¹ and 4,195 of them completed the SIS (99.6% response rate).

JMU Experience & Perceptions

- Students' satisfaction with JMU remains high.

95.2%

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

89.4%

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

- Students demonstrated a positive sentiment regarding the value of their degree and preparation.²

77.9%

of Spring 2025 respondents felt JMU prepared them **pretty well or extremely well** to enter the workforce.

96.1%

of Spring 2025 respondents **agree or strongly agree** to the statement 'Obtaining my college degree was worth it.'

¹ This was as of July 7, 2025.

² These two questions were given to a random sample of Spring 2025 graduates (n = 1,685).

- Students believed JMU contributed to their growth and development in many ways and provided valuable opportunities.

Fig. 1 Percent indicating JMU provided them with

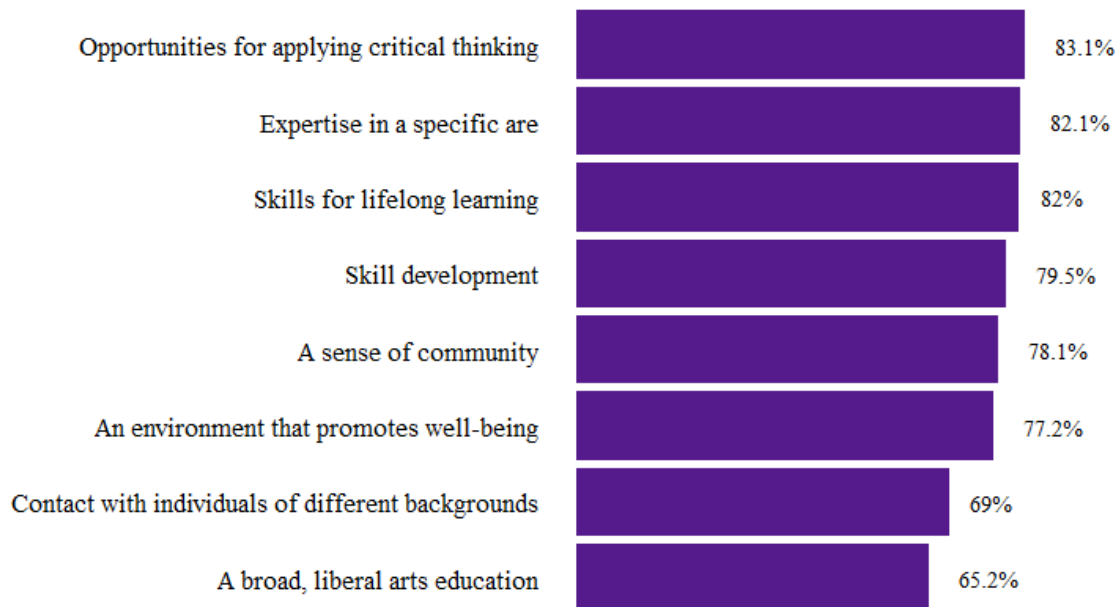


Fig. 2 Percent indicating JMU contributed to their growth in the following areas



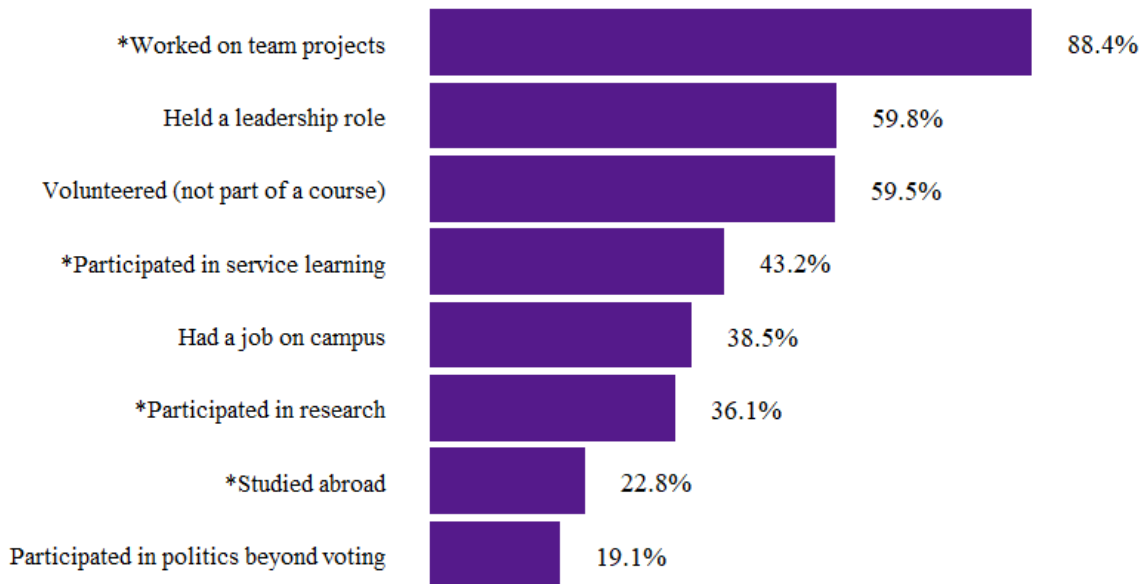
- Students feel prepared to take the necessary steps for their career.

Over 90% of students agreed or strongly with the following statements:

- I know how to identify career options
- I know how my major and career goals are related
- I know how to gain practical experience in my field of study
- I know how to gain experience to prepare me for my career

- Almost all students reported engaging in at least one high impact practice (95.3%). This is higher than the 82.6% of students in the 2025 continuing student survey who reported engaging in at least one. Work-based learning experiences are discussed later in the report.

Fig. 3 Percent of Students Who Have Done the Following



*Designated HIP by American Association of Colleges and Universities

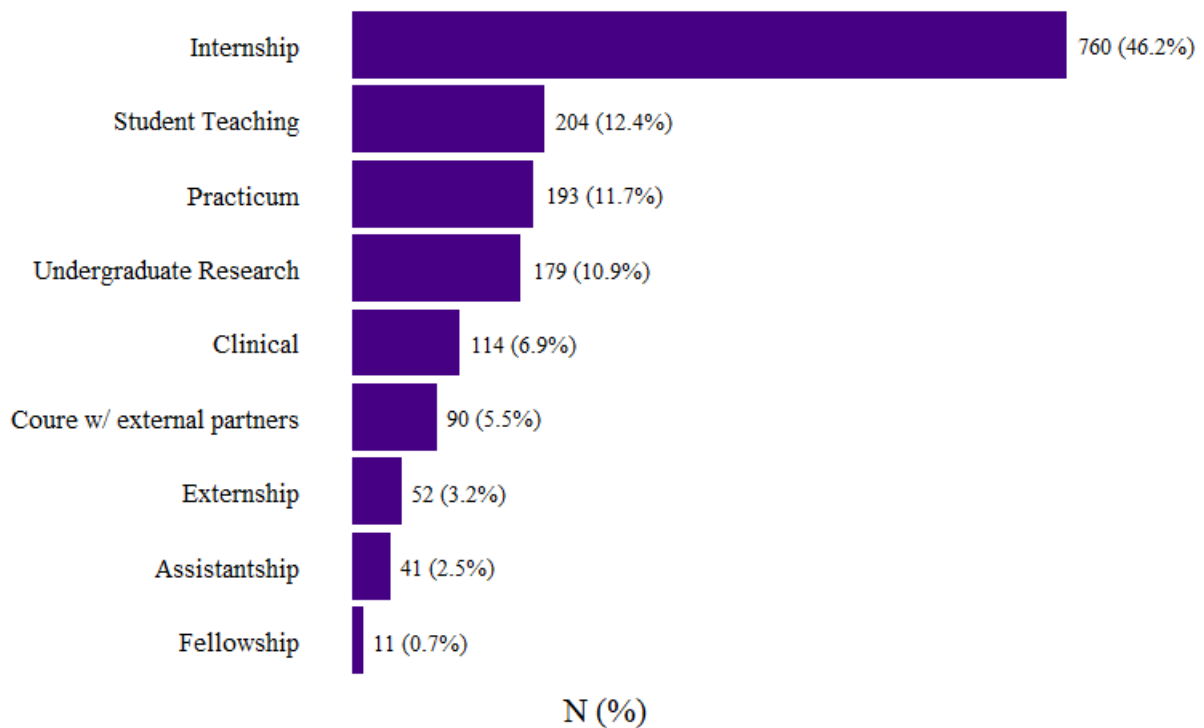
Work Based Learning Experiences (WBLEs)

Work based learning data are only presented for the Spring 2025 graduates (n = 3,391) due to adjustments in how the information was collected between fall and spring. The following section presents data on 1,632 reported WBLEs from 1,546 unique students. There were 2,767 (81.6%) students who reported that they had engaged in one or more work-based learning experiences. To confirm whether their experience met the criteria for a WBLE, four validation questions were asked regarding mentorship, self-assessments and progress tracing, opportunities to practice technical skills and whether the experience primarily occurred outside of the classroom. Only 55.9% (n = 1,546) of students who reported they had done a WBLE had all four elements present, representing 46.2% of spring graduates. The data presented below uses information collected from the 1,546 students who had the four elements described above incorporated in their experience.

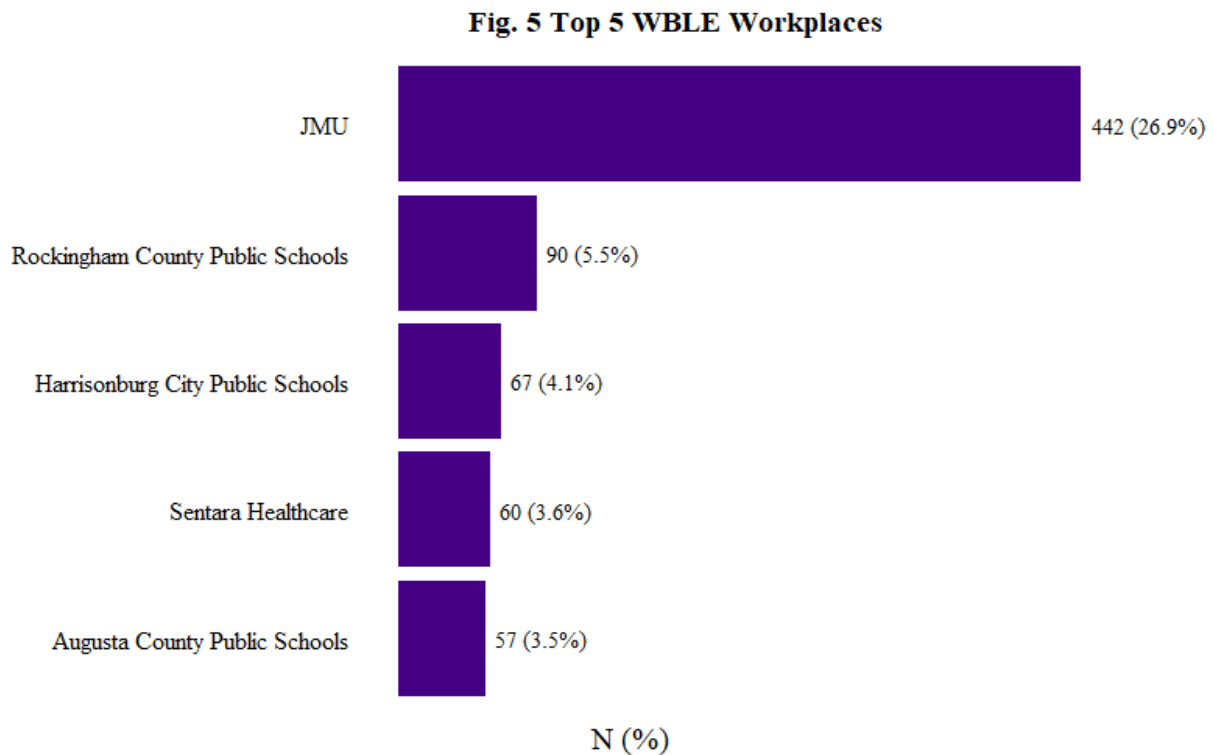
Students who completed more than one WBLE were given the option to report on another experience. Only 86 students chose to report on a second experience; however, of the 1,546 students with WBLEs, 993 (64.2%) reported engaging in more than one during their time at JMU.

- **Of the reported work-based learning experiences, the most common type of WBLE was an internship, followed by student teaching. Nearly all students (97.1%, n = 1584) reported being satisfied or very satisfied with their experience.**

Fig. 4 Types of WBLE Students Report Having



- Nearly all WBLEs that students reported on were based in Virginia (85%). Below are the top five workplaces that students reported completing their experience.



- Most students reported receiving credit for the WBLE (63.1%). Less than half of students reported being paid for the work (42.1%).

Top Paid Workplaces (n = 687)

1. JMU (123, 17.9%)
 2. ALKU (13, 1.9%)
 3. Amazon (9, 1.3%)
 4. Ernst & Young (8, 1.2%)
 5. Inova Health System, KPMG (7, 1.0%)
- for each)

Top Unpaid Workplaces (n = 945)

1. JMU (317, 33.5%)
2. Rockingham County Public Schools (90, 9.5%)
3. Harrisonburg City Public Schools (63, 6.7%)
4. August County Schools (55, 5.8%)
5. Sentara Healthcare (52, 5.6%)

Top Workplaces for Credit (n = 1,030)

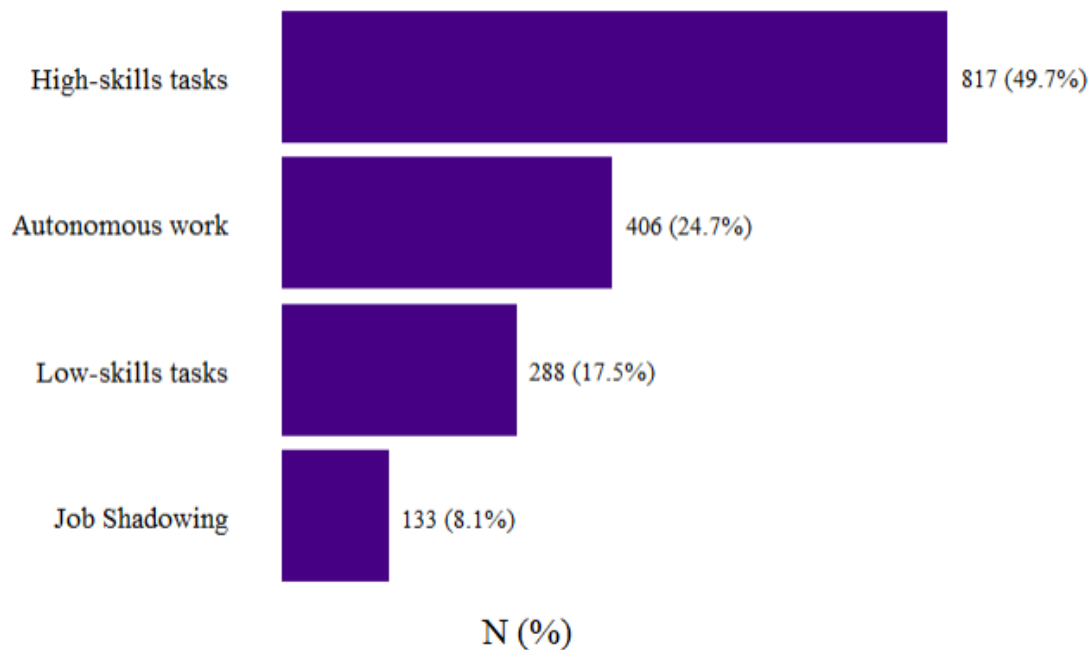
1. JMU (334, 32.4%)
2. Rockingham County Public Schools (88, 8.5%)
3. Harrisonburg City Public Schools (66, 6.4%)
4. August County Schools (55, 5.3%)
5. Sentara Healthcare (51, 5.0%)

Top Workplaces not for Credit (n = 602)

1. JMU (106, 17.6%)
2. Amazon, Ernst & Young (9, 1.5%, each)
3. AKLU, Inova Health System (8, 1.3%, each)

- Students were asked to describe how they engaged with workplace tasks during their experience. The most reported type of engagement was high-skills tasks with supervision, followed by low-skills tasks with supervision.

Fig. 6 How Students Engaged in Workplace Tasks



- The most common way in which students reported finding out about their WBLE opportunity was through a JMU course.

Fig. 7 How Students Report Hearing About their WBLE

