



Graduating Undergraduate Student Survey Results Summer 2022, Fall 2022, and Spring 2023

Executive Summary

Overall, the survey had a **36.9% response rate**. The majority of respondents (73.1%) applied for a **Bachelor's degree**. **Nursing** was the most frequently reported primary major (45).

For post-graduation plans, 48.2% anticipated **full-time paid employment** and 21.5% anticipated **searching for employment**; 81.0% indicated that their employment would be **directly related** to their undergraduate major(s). Salaries were estimated to be **\$50,000-\$59,999** (23.4%) or **\$60,000-\$69,999** (21.4%). **Full-time graduate or professional school** was selected by 13.5%; the most frequently stated program and institution was **Master of Social Work at Washburn University** (9).

Type of programs available (27.9%) and **Location** (26.5%) were the primary reasons to attend Washburn; 64.2% would **definitely choose college again**, and 38.1% would **definitely choose Washburn again**. More than half also rated the quality of their Washburn education as **very good** (50.7%).

For the extent to which Washburn prepared them in relation to USLOs, graduates felt most prepared in the areas of **Critical Thinking** (90.7%) and **Information Literacy and Technology** (87.2%).

More than a third of respondents (35.3%) completed at least one **WTE**; 80.6% rated the quality of the **Scholarly or Creative** experience(s) as **Very Good** or **Good**.

Approximately two-thirds of respondents (68.0%) participated in **internships, clinicals or practicums**, with 85.7% indicating it was required. Many indicated a **health care related organization** as the location (169), and specifically, **Stormont Vail Health** was the most frequently reported location (49).

In regard to working for pay, most reported **not working any hours at an on campus job** (65.1%). For off campus work, 21.1% of respondents reported **working more than 30 hours per week**.

Responses of **Other** (83.3%) and **Internships (paid or unpaid)** (70.2%) were listed most frequently as the academic activity that contributed very much/quite a bit to students' overall professional development. Co-curricular activities such as **Other** (75.0%) and **Employment** (59.3%) were reported as contributing very much/quite a bit to overall professional development.

For factors limiting the ability to focus on education, **Employment** (20.6%) was most often selected as the single most limiting factor, followed by **Commitments beyond the classroom** (17.0%) and **Mental Health** (16.2%). For factors that increased or improved the ability to focus on education, 22.3% selected **Academic Advising** as the top factor followed by **Washburn Scholarship(s)** (16.6%)

When asked how they would have changed their habits to better focus on their studies if they could start their Washburn experience over again, of the 200 responses, 33 indicated they **would not have changed anything**; 20 indicated they would **work less or not at all while attending college**.

For advice to an incoming student wanting to know how best to take advantage of Washburn's educational opportunities, of the 208 respondents, 58 indicated that incoming students **should connect with faculty/staff**, and 50 suggested that they **should get involved/participate in campus offerings**.

Finally, when asked for additional comments about their Washburn experience, of the 55 respondents, many provided **generally positive comments about their Washburn/college experience** (29).

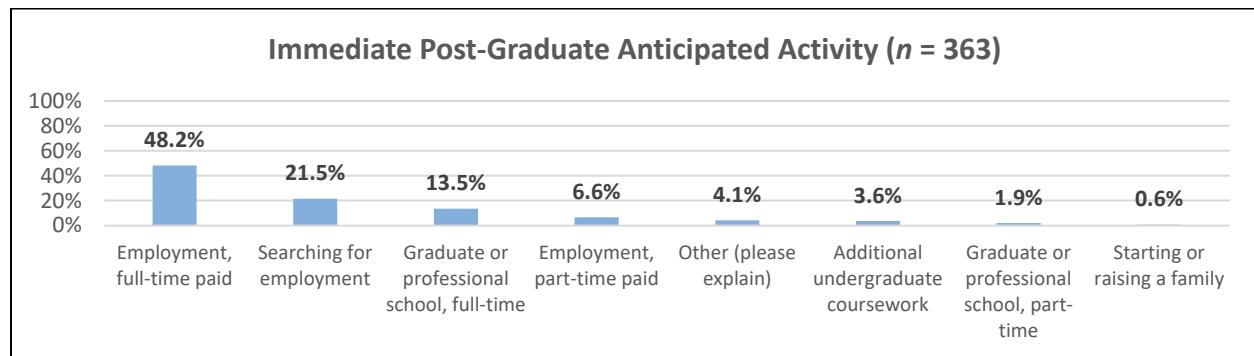
Introduction

This report provides results from the Graduating Undergraduate Student Survey, administered electronically to undergraduate students who applied for graduation in Summer 2022, Fall 2022, and Spring 2023. The survey instrumentation is located at the end of this report, pages 20-25.

Of the undergraduate students who graduated in Summer 2022 (144), Fall 2022 (315), and Spring 2023 (537), for a total of 996, 368 responded to the survey, for a response rate of 36.9%. Of these respondents, 73.1% applied for a Bachelor's degree as their highest degree, 15.8% applied for an Associate degree, and 11.1% applied for a Certificate. The most reported primary majors were Nursing (45), Radiation Therapy (22), Computer Information Science (19) and Social Work (14). These results do not include students who applied for graduation from Washburn Tech.

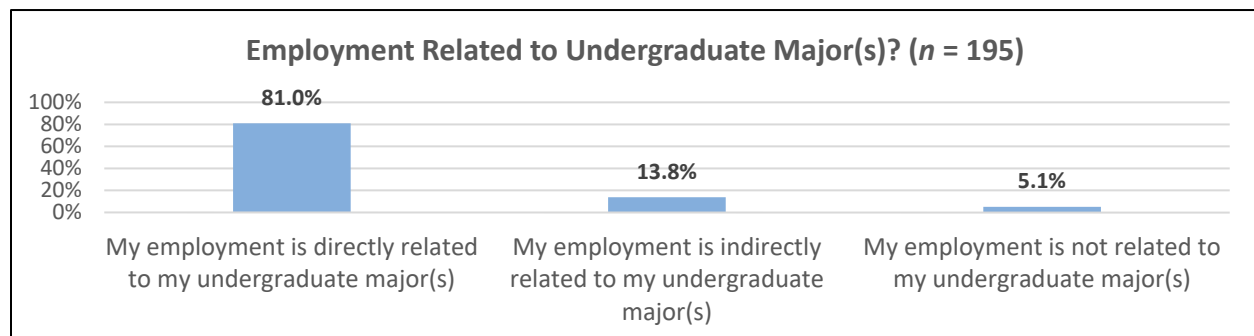
Post-Graduation Plans

Of the 368 students who responded to the survey, 363 students answered the following statement: "Please indicate ONE activity that you anticipate will be your PRIMARY activity in the period immediately following graduation." The following chart shows "Employment, full-time paid" was the most reported post-graduation activity among students (48.2%). "Searching for employment" was the second most reported post-graduation activity (21.5%), and "Graduate or professional school, full-time" was third (13.5%). See Appendix for responses to Other and Graduate or Professional School plans.

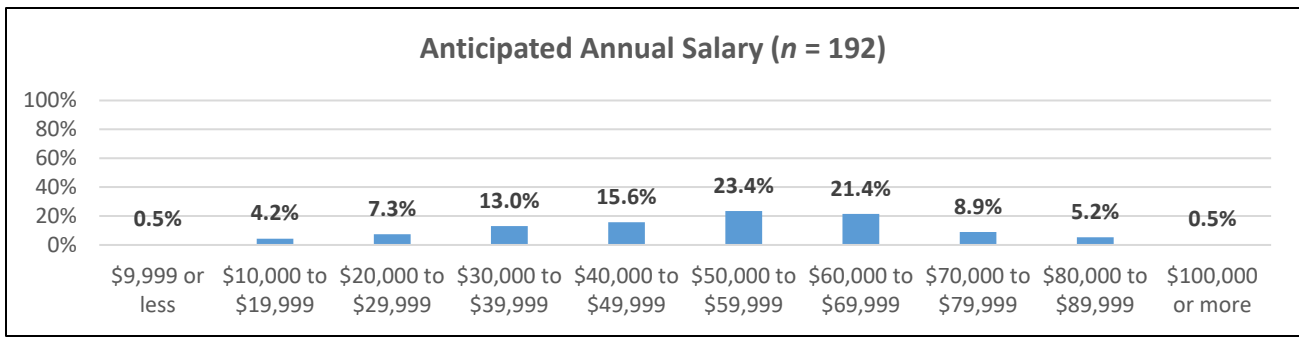


Students who Anticipate Post-Graduation Employment

Among students who anticipated full-time or part-time employment as their primary activity (n = 195), 81.0% reported that their employment would be directly related to their undergraduate major(s).

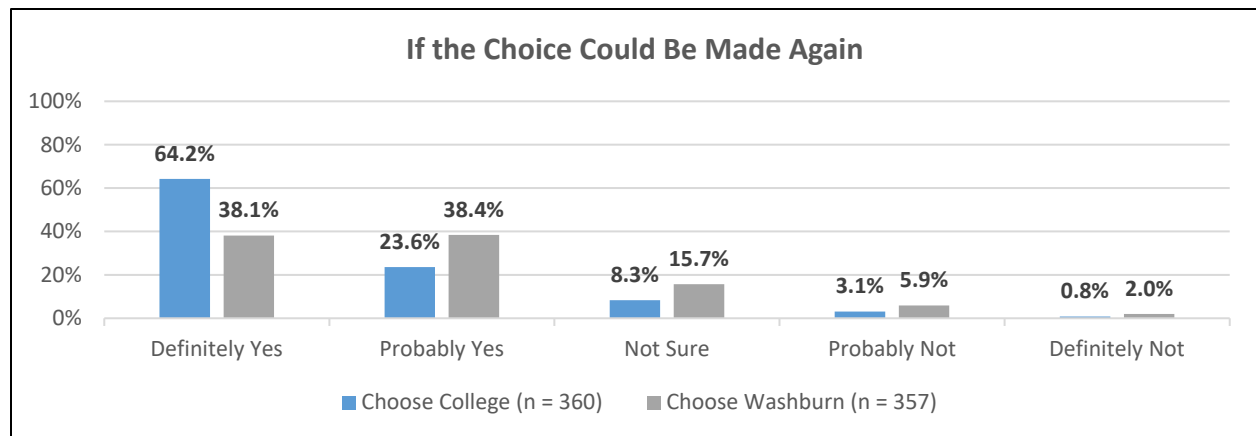
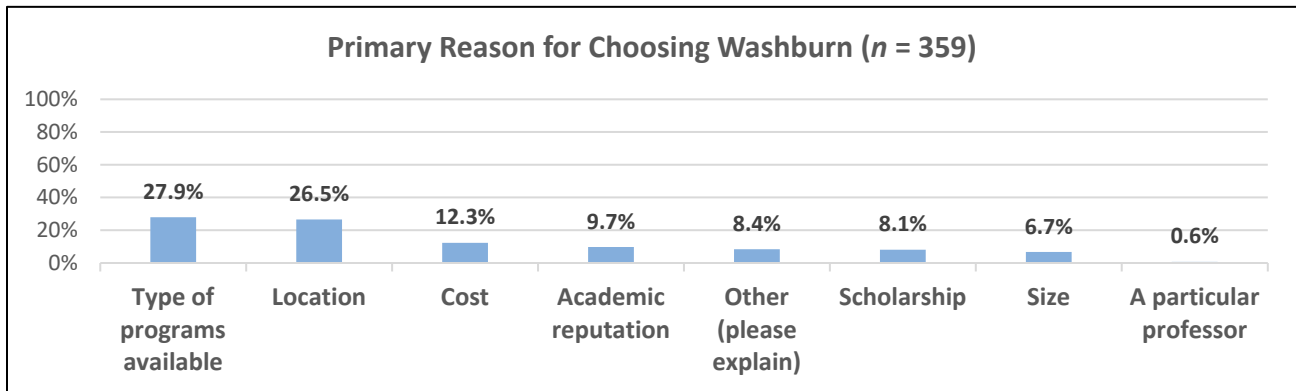


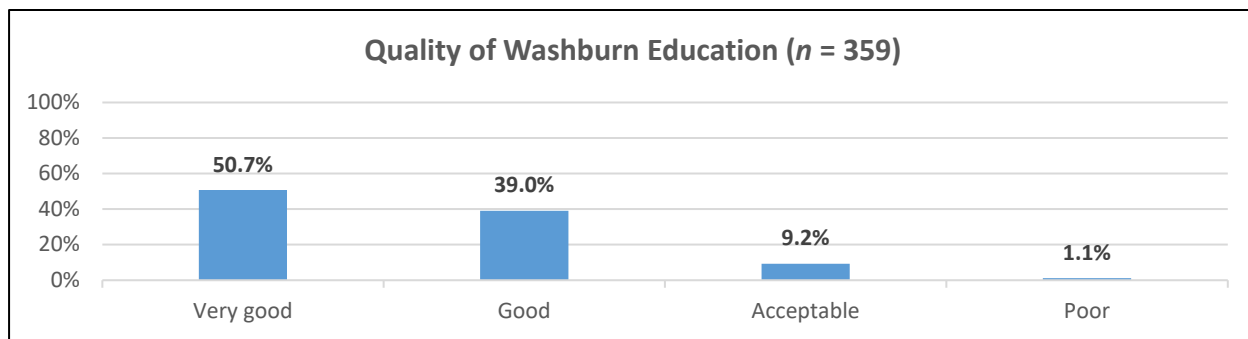
Of the 192 students who reported they anticipated full-time or part-time employment, most reported their salary in the \$50,000 to \$59,999 range (23.4%), followed by the \$60,000-\$69,999 range (21.4%).



Reasons to Attend Washburn

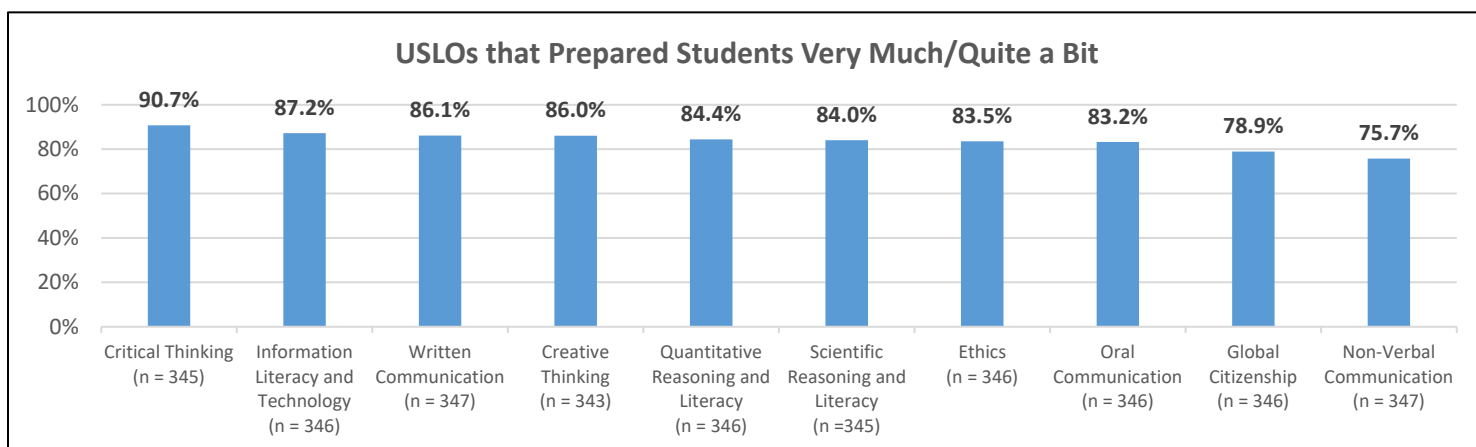
Respondents were asked to identify the primary reason for choosing to attend Washburn, and, if given the choice, whether they would enroll in college again, whether they would choose to attend Washburn again, and how they would rate the quality of education at Washburn. Of the 359 responses, most indicated the primary reason for choosing Washburn was Type of programs available (27.9%) and Location (26.5%). See appendix for Other (please explain) responses. If the choice could be made again, 64.2% would definitely choose college again, and 38.1% would definitely choose to attend Washburn again. 50.7% of survey respondents indicated that the quality of their Washburn education was very good.





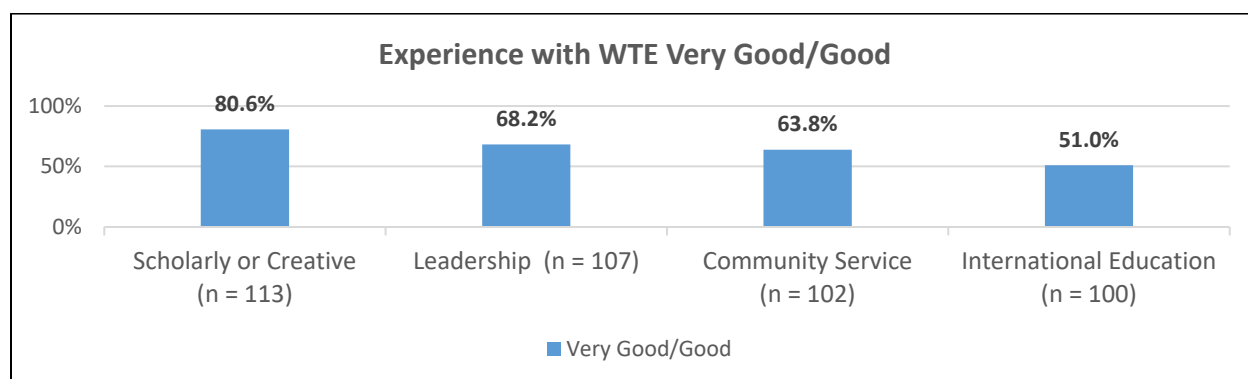
Student Learning Outcomes

Students were asked to rate the extent to which Washburn prepared them in relation to the university's student learning outcomes (USLOs), in the areas of written, oral, and non-verbal communication, quantitative and scientific reasoning and literacy, information literacy and technology, critical and creative thinking, global citizenship, and ethics. Students responded that Washburn prepared them very much/quite a bit to think critically (90.7%), with information literacy and technology (87.2%) and written communication (86.1%) as the second and third highest areas of preparation.



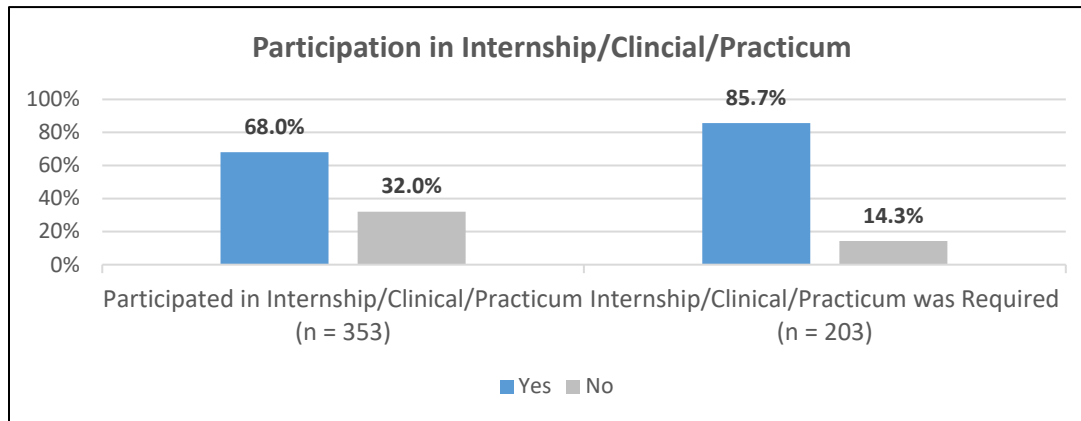
Washburn Transformational Experience

Of 351 respondents, 124 (35.3%) reported having completed at least one Washburn Transformational Experience (WTE). The table below shows that 80.6% of participants who completed a Scholarly or Creative WTE rated the quality of the experiences as Very Good or Good.



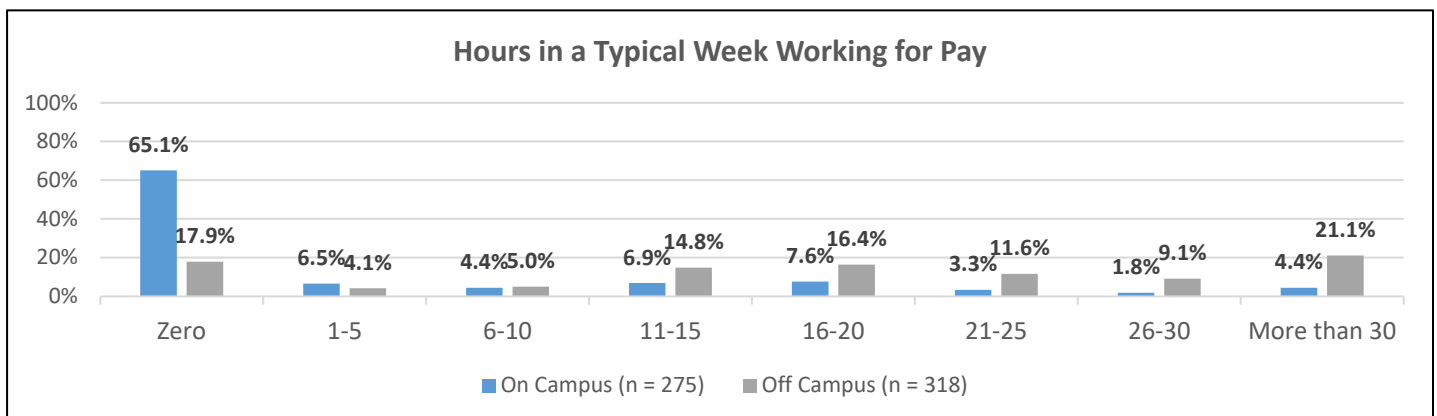
Participation in Internships, Clinicals, or Practicums

When asked if they had completed an internship, clinical, or practicum while enrolled at Washburn, 240 (68.0%) responded yes. For those who responded affirmatively, when asked if the internship/clinical/practicum was required, most (85.7%) responded that it was. See Pages 14-16 of the Appendix for the organizations where they completed the internship, clinical, or practicum.



Working for Pay

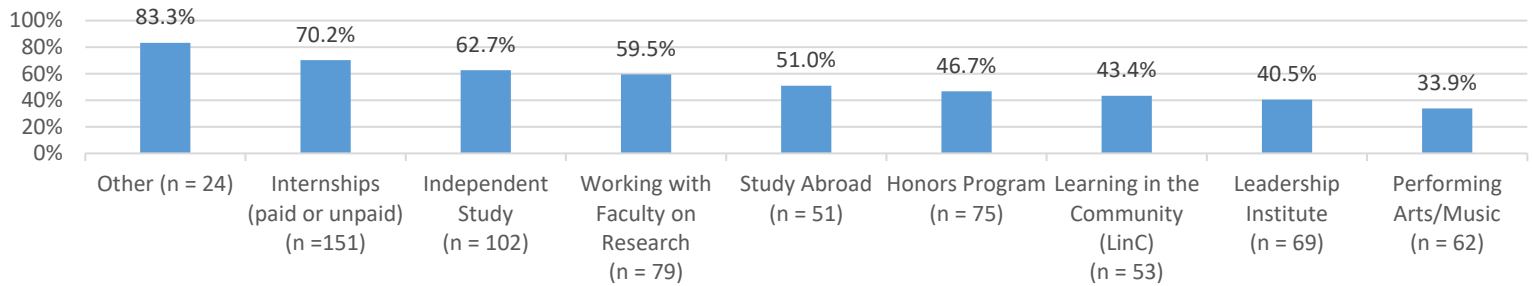
Students were asked how many hours they spent working for pay, both on and off campus, in a typical week while enrolled at Washburn. For on campus work, 275 responded, and for off campus work, 318 responded. More than half of the on campus responses reported working zero hours per week (65.1%). In other words, most did not work on campus, but 7.6% did report 16-20 hours of work on campus. For off campus work, 21.1% of respondents reported more than 30 hours per week.



Contribution to Personal Development

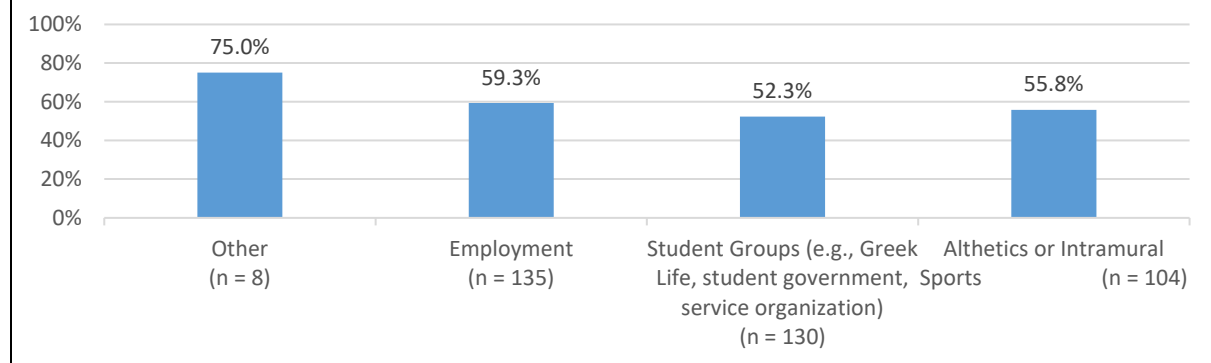
Students were asked to report the extent to which their participation in academic activities at Washburn contributed to their overall personal development. The activity category with the highest response rate for very much/quite a bit was Other activities with 83.3% (responses can be found in the Appendix, Page 17). Internships (paid or unpaid) was selected by 70.2% of respondents. Many students also selected Independent Study (62.7%) as contributing to their overall personal development. See the table on the following page.

Academic Activities that Contributed Very Much/Quite a Bit to Overall Professional Development



In the following survey item, students were asked to report the extent to which their participation in co-curricular activities at Washburn contributed to their overall professional development. Other activities received the highest percentage of responses (75.0%) for contributing very much/quite a bit to overall professional development (“Other” responses can be found on Page 17 of the Appendix.), Employment was second (59.3%), Athletics or Intramural Sports was third at 55.8%, and Student Groups was fourth at 52.3%.

Co-curricular Activities that Contributed Very Much/Quite a Bit to Overall Professional Development



Factors Limiting and Facilitating the Ability to Focus on Education

For the next two questions, students were asked to rank the top three factors that limited their ability to focus on their education and the top three factors that facilitated (increased or improved) their ability to focus on their education.

The following table shows that Employment (20.6%) was most often selected as the single most limiting factor, followed by Commitments beyond the classroom (17.0%) and Mental Health (16.2%). For the factor most frequently ranked in the top 3 limiting factors, Employment (17.2%) was first, followed by Mental Health (14.9%) and Commitments beyond the classroom (13.8%). See the table on the following page for rankings and see the Appendix, Page 18, for Other responses.

Factors Limiting Education Focus	Number Ranking Top Factor	Percent Ranking Top Factor	Number Ranking in Top 3	Percent Ranking in Top 3
<i>Employment</i>	51	20.6%	121	17.2%
<i>Commitments beyond the classroom</i>	42	17.0%	97	13.8%
<i>Mental Health</i>	40	16.2%	105	14.9%
<i>Finances</i>	34	13.8%	95	13.5%
<i>Course Schedule</i>	19	7.7%	48	6.8%
<i>Family/Relationships</i>	15	6.1%	70	10.0%
<i>Wellness (e.g., sleep, nutrition)</i>	14	5.7%	70	10.0%
<i>Other</i>	12	4.9%	18	2.6%
<i>Learning Disability</i>	5	2.0%	9	1.3%
<i>Living Arrangements</i>	4	1.6%	20	2.8%
<i>Medical</i>	4	1.6%	12	1.7%
<i>Access to Campus Resources</i>	3	1.2%	8	1.1%
<i>Transportation</i>	2	0.8%	14	2.0%
<i>Alcohol or Drugs</i>	1	0.4%	12	1.7%
<i>Discrimination</i>	1	0.4%	4	0.6%

For factors that facilitated students' ability to focus on their education, the following table shows that Academic Advising was most often selected as the single most helpful factor (22.3%), followed by Washburn Scholarship(s) (16.6%), and Faculty Mentoring/Support (16.2%). Washburn Scholarship(s) was the factor most frequently ranked in the top 3 (16.5%), followed by Academic Advising (16.2%) and Friend Mentoring/Support (15.8%). See Appendix, Page 18, for Other responses.

Factors Facilitating Education Focus	Number Ranking Top Factor	Percent Ranking Top Factor	Number Ranking in Top 3	Percent Ranking in Top 3
<i>Academic Advising</i>	59	22.3%	120	16.2%
<i>Washburn Scholarship(s)</i>	44	16.6%	122	16.5%
<i>Faculty Mentoring/Support</i>	43	16.2%	106	14.3%
<i>Friend Mentoring/Support</i>	42	15.8%	117	15.8%
<i>Financial aid (e.g., grants, subsidized loans, unsubsidized loans)</i>	40	15.1%	107	14.5%
<i>Other</i>	10	3.8%	24	3.2%
<i>Counseling</i>	8	3.0%	24	3.2%
<i>Tutoring</i>	6	2.3%	37	5.0%
<i>Non-Washburn Scholarship(s)</i>	6	2.3%	39	5.3%
<i>Career Services</i>	3	1.1%	16	2.2%
<i>Health Services</i>	3	1.1%	19	2.6%
<i>Office of Student Services (disabilities, veterans, non-traditional students)</i>	1	0.4%	9	1.2%

Open-Ended Question Responses

At the conclusion of the survey, students were asked to respond to four open-ended questions. Their responses are summarized as themes; multiple themes could be from a single response. First, students were asked how they would have changed their habits to better focus on their studies if they could start their Washburn experience over again. The following themes emerged from a review of the 200 respondents who commented:

- Would not change anything regarding habits to better focus on studies (33), study habits impacted by things out of my control (1), impacted by COVID-19 (1)
- Work less/not work at all (20), budget (1), save money (1), don't pay tuition out of pocket (1)
- Study more (15), better time management (8), have better study habits (4), focus more on studies (2), push yourself/try harder (2), be more serious/take it seriously (2), don't skip class (1)
- Don't procrastinate (12), prioritize (2), start assignments sooner (3), do homework (1), read more (1), read textbook prior to lecture (1)
- Go to the library/use study space (10), use study groups (3)
- Make a study plan (8), be more organized (3), use a planner (2)
- Address mental health (7), practice self-care (5), stress less (5), seek counseling (1)
- Apply for scholarships (6)
- Have a work/life balance (5), set personal boundaries (3), focus on personal development (1)
- Use campus resources (5), utilize tutoring services (4)
- Choose major earlier and stick with it (4), apply to program sooner (1), change major earlier (1)
- Be more involved in campus organizations (4)
- Make friends (3), find more supportive friends (3), connect with peers (2), socialize more (1), don't be in a relationship (1)
- Better sleep habits (3), exercise more (2)
- Connect with professors (3), talk to advisor (1), find a better advisor (1)
- Better course schedule (3), schedule all classes in the morning (1)
- Live on campus (3), better living arrangements (1), Live off-campus (1)
- Delay attending college (3), get a certificate first (1)
- Do not join Greek life (3), don't be in a sport/athletics (2)
- Take less hours (3)
- Work on campus (3)
- Choose in-person courses (2), take courses online (2)
- Start at Washburn (2), complete Gen Eds first (1)
- Socialize less (2)
- Report discrimination/LGBTQ+ related discrimination (2)
- Be more career focused (2)
- Not delayed college after high school (2)
- Socialize/party less (2)
- Don't do so many extracurriculars (1), don't overcommit (1)
- Change a lot of things
- Follow your dreams
- Not choose Washburn
- Travel more
- Work more

Second, students were asked what advice they would give to an incoming student who wanted to know how best to take advantage of Washburn's educational opportunities. The following themes emerged from a review of the 208 respondents who commented:

- Connect with faculty/staff (58)
- Get involved/Participate in campus offerings (50)
- Utilize available resources (49)
 - Includes Library, Advising, Career, and Counseling services, among others
- Study/Focus on education (42)
- Make friends/connections (34)
- Apply for/Ask for assistance (22)
- Try new things (11)
- Enjoy it (8), Take advantage of every day (1)
- Find balance between school and life (6), Find employment if necessary (1)
- Take care of your physical/mental health (6), Keep going (1), Practice self-reflection (1)
- Study abroad (3), Explore every opportunity (1), Travel and read (1)
- Be proactive (2), Investigate relevant minors early (1)
- Be yourself (2)
- Explore Washburn's website (2)
- Get and utilize a planner (2), Be organized (1), Practice time management (1), Utilize planning resources/techniques (1)
- Break up when you take general education courses (1), Start with broad classes and narrow in later (1)
- Buy books online (1), Do not buy books on campus (1)
- Do not rush the higher education process (1), Take your time (1), Trust the process (1)
- Earn college credits in high school (1), Go to community college first (1), Start with Washburn Tech (1)
- Make studying fun (1), Make sure learning isn't restricted to just the classroom (1)
- Pick the correct program the first time (1), Stick with a major (1)
- Challenge your views/Broaden your horizons
- Decide what you want while at school and adjust based on that
- Do not be afraid to start over
- Do not rely on others (trust in yourself)
- Live on campus your first year
- Pursue online education
- Research and plan before committing to anything
- Set and follow through on goals
- Try your best
- Understand financial aid
- Wait until you are 23 to attend college
- Watch videos about jobs in fields you are interested in

The third question asked if any Washburn faculty or staff member(s) made a positive difference in their lives and in what way. These responses are provided to the appropriate academic dean by the VPAA's Office to be shared with faculty and staff.

For the final survey question, students were asked if they wanted to make any additional comments about their Washburn experience. From the 55 responses to this question, themes were generated and

grouped into 3 categories: positive, negative, and recommendations for improvement. Most responses described a generally positive experience at Washburn and/or with their college experience (29).

Positive:

- Generally positive comments about Washburn (29)
- Positive experience with faculty/staff (7)
- Positive comment about being an adult learner at Washburn
- Positive comment about WTE
- Positive comment on affordability
- Positive comment on personal growth

Negative:

- Negative experience with faculty/staff (5)
- Scholarship issues (2)
- EN 300 course transfer issue (2)
- Courses from community college didn't transfer
- Impact of COVID-19 pandemic
- Tuition not affordable
- Basic needs (food) insecurity issue

Recommendations:

- DEI training needed for faculty/staff
- Career Fair needs improvement
- Better library hours needed
- Hire more advisors
- Major changes/processes need improvement
- More flexibility needed for adult learners
- Need study space with iCARD access/no visitors
- Wish they would have known about online program sooner
- Higher education should be less focused on accreditation

Appendix

Other Primary Activity in the Period Immediately Following Graduation

The 15 students who selected “Other” as the primary activity in the period immediately following graduation were asked to specify in an open-ended response. Seven respondents indicated working and pursuing an undergraduate degree, while an additional three respondent stated they were working while pursuing graduate school. Five stated other plans.

Pursing Undergraduate Degree and Employment

- Already employed, will continue to finish BHS degree.
- Still Attend Washburn University, Work on my Bachelors in Fine Arts in Graphic Design
- Employment Full time paid AND continued undergraduate work towards bachelors degree.
- Employment, full-time paid and Working towards Bachelor's Degree
- Part-time job and Full-time school for my bachelors.
- I already work full-time. Plan to continue coursework to graduate with BHS next spring.
- I'm currently working full time and I'm considering additional undergraduate coursework

Pursing Graduate Degree and Employment

- FTE and part time grad school
- Grad. School and work full-time
- Searching for full time employment while preparing for graduate school

Other Plans

- Resting, Celebrate
- I'm going to use my free time for non-school related activities.
- Move to California and begin searching for a nursing job
- Completing an internship for my degree requirement
- Starting classes for the PTA program at Washburn Fall of 2023

Graduate or Professional School Plans

Students who were anticipating “Graduate or professional school, part-time” or “Graduate or professional school, full-time” as the primary activity in the period immediately following graduation were then asked to indicate (a) the program that they will study and (b) the institution they anticipate attending. The 50 responses to this question are grouped by program, then by the institution they plan to attend. Master of Social Work (9), Law (7), and Master of Business (5) were the most frequent responses, with Washburn University as the top institution for these programs (*ns* = 20).

Social Work (9)

- Washburn University (9)

Law (7)

- Washburn University (5)
- Unknown (2)

Master of Business Administration (5)

- Washburn University (4)
- Unknown (1)

Physical Therapy (2)

- Wichita State (1)
- KU Med (1)
- WSU or KU Med (1)

Business (2)

- Washburn University (1)
- Unknown (1)

Communication (2)

- Unknown (2)

Doctor of Chiropractic (3)

- Cleveland University (2)

Education (2)

- Washburn University (2)

Library Science (2)

- Emporia State University (2)

Other responses (18):

Anthropology at KU, Athletic Training at KU, Biomedical Science at unknown, Clinical Laboratory Science at Washburn, Data Science/Analytics at NC State, IUPUI, Dual Masters Program in Art Therapy & Clinical Counseling at Emporia State University, Homeland Security at California University, Marketing at Washburn University, Master of Addiction Counseling at Washburn University, Masters at K-State, Medical Imaging at Washburn University, OTA/OTR Bridge Program at North Central College, Psychology at Washburn University, Radiation Therapy at Washburn University, Security Studies at K-State, Student Affairs at unknown, and Biochemistry PhD at unknown.

Other Primary Reason for Choosing Washburn University

Respondents who selected Other as their primary reason for choosing Washburn were asked to specify by typing in a response. Of 29 responses, Athletics was a theme listed by 10. Another six indicated the location/online was the reason to attend Washburn. See list below for additional responses.

Athletics (10)

- Washburns Baseball Program (1)
- Athletics (3)
- Baseball (1)
- Football (2)
- Specifically, the athletic scholarship I received. (1)
- Sports (1)
- Track & Field (1)

Location/Online (6)

- online so I didn't have to move (1)
- Community (1)
- Cost and online program (1)
- Location and Cost were very closely related (1)
- I live in Mississippi and an ONLINE Radiation Therapy program best fit my financial and location needs. (1)
- Location and employer support (1)

Multiple Reasons (5)

- Variety of these reasons, none in particular (1)
- All of the Above (1)
- Mix of programs available, location, class size, & cost (1)
- Cost, location, and scholarship (1)
- It was a mixture of both Cost, scholarship offered, and friends attending (1)

Legacy (3)

- Legacy and everything listed above (1)
- Phi Delta Theta (1)
- My Mom went there (1)

Program Offerings/Reputation (3)

- OTA program (1)
- PTA Program reputation and standards (1)
- CAPTE Certified program (1)

Discounts (2)

- Discount offered to Washburn Tech students (1)
- Employee at WU - the tuition assistance was much appreciated! (1)

Internship, Clinical, or Practicum Organizations

Students who responded affirmatively to the question “Was an internship, clinical, or practicum a requirement for your degree?” ($n = 353$) were also asked with what organization(s) they completed it. The 209 responses to this are categorized by the primary field of the organization. It should be noted that students may have been hired in a capacity other than the primary field of the organization (e.g., those who stated their internship, clinical, or practicum was at a K-12 school may have been hired in a health care capacity).

If a respondent reported more than one type of internship, clinical, or practicum, the responses are listed separately.

Most responses indicated that the internship, clinical, or practicum was in the health care field ($n = 169$), with Stormont Vail Health (49) and the University of Kansas Health System St. Francis Campus (32) as the top organizations.

Health Care ($n = 169$)

- Stormont Vail Health (49)
- University of Kansas Health Systems – St. Francis Campus (32)
- Lawrence Memorial Hospital (7)
- Amberwell Hiawatha (3)
- Ascension Via Christi Hospital (3)
- Kansas Rehabilitation Hospital (3)
- Mercy Hospital Joplin (3)
- Plaza West Healthcare & Rehab Center (3)
- Rebound Physical Therapy (3)
- Stormont Vail Behavioral Health (3)
- Topeka Veterans Affairs Medical Center (3)
- Amberwell Atchison (2)
- Blessing Hospital (Quincy, IL) (2)
- Geisinger Medical Center (Danville, PA) (2)
- Midland Care Connection (2)
- OrthoKansas (2)
- Presbyterian Manor (2)
- Valeo Behavioral Health Care (2)
- Alaska Heart & Vascular Institute (1)
- Banner North Colorado Medical Center (Greeley, CO) (1)
- Baton Rouge General (Baton Rouge, LA) (1)
- Baystate Medical Center (Springfield, MA) (1)
- Children’s Mercy (1)
- Coffey County Medical Center (CCMC)
- Forrest General Cancer Center (Hattiesburg, MS)
- Freeman Health Systems (Joplin, MO)
- Geary Community Hospital (Stormont Vail Health Flint Hills Campus) (1)
- Genesis Cancer Center (1)
- HCA Healthcare System (1)
- Heartland Regional Alcohol & Drug Assessment Center (HRADAC) (1)
- Hilton Community Hospital (1)
- Holton Community Hospital (1)
- Hospital (in Kansas) (1)
- HSHS St. Mary’s Hospital (Decatur, IL) (1)

Jackson County Medical Examiner's Office (1)
Kansas Neurological Institute (KNI) (1)
Kanza Outpatient (1)
Lake Charles Memorial Hospital (1)
Lehigh Valley Health Network (LVHN) (1)
Manhattan Surgical Hospital (1)
Marian Dental Clinic (1)
Mary Bird Perkins Cancer Center (1)
Merriam Gardens Rehabilitation (1)
Missouri Cancer Associates (1)
Nemaha Valley Community Hospital (1)
New Dawn Wellness & Recovery Center (1)
North Kansas City Hospital (1)
Northeast Radiation Oncology Center (Dunmore, PA) (1)
Olathe Medical Center (1)
Porter Heart Clinic (Fairbanks, AL)
Radiation Therapy (1)
Rocky Mountain Cancer Center (1)
St. Dominic's Cancer Center (1)
St. Mary's Cancer Center (1)
Stormont Vail Rehabilitation Services (1)
TherapyWorks (1)
Trident Cancer Center (1)
UnityPoint Cancer Center (Moline, IL) (1)
University of Missouri Hospital – Ellis Fischel Cancer Center (1)
Washburn University – Occupational Therapy Asst. Program (1)
WellSpan Health (York, PA) (1)

Education ($n=37$)

USD 501 Topeka (12)
USD 450 Shawnee Heights (7)
USD 437 Auburn-Washburn (6)
USD 345 Seaman (3)
USD 231 Gardner Edgerton (1)
USD 337 Royal Valley (1)
USD 340 Jefferson West (1)
USD 372 Silver Lake (1)
USD 434 Santa Fe Trail (1)
USD 491 Eudora (1)
USD 497 Lawrence (1)
Education (School Observation) (1)
Elementary Education (1)

Other ($n = 35$)

Topeka Public Library (4)
Koch Industries, Inc. (2)
Topeka Zoo & Conservation Center (2)
ACI Boland Architects (1)
Applichem, Inc. (1)
Fitrition (1)
Geotarget (1)

Hill's Pet Nutrition (1)
HME, Inc. (1)
Jayhawk Patient Supply (1)
Kansas Historical Society (1)
Lawrence Aquahawks (1)
MB Piland Marketing & Advertising (1)
Pilot Program for CJ Students (1)
Prairie Band Casino & Resort (1)
RAVENii Networks (1)
Sabatini Art Gallery (1)
Shamrock Trading Corporation (1)
Smart to Finish Office Solutions (1)
Spotlight Analyst Relations (1)
STV (1)
Sunflower State Games (1)
Theatre Practicum with Dr. Julie Noonan (1)
TLC Marketing Consultants (1)
Top Sports News (1)
Topeka First Methodist Church (1)
Washburn University – Mabee Library (1)
Washburn University – Memorial Union (1)
Washburn University – Student Media (1)
Watson Real Estate Galley (1)

Social and Community Services (*n* = 21)

Family Service & Guidance Center (5)
Project 2 Restore (2)
O'Connell Children's Center (2)
AmeriCorps (1)
Autism Services of Kansas (1)
Ballard Center (1)
Boys & Girls Club (1)
CASA of Shawnee County, Inc. (1)
Crosswinds Counseling & Wellness (1)
Kansas Youth Empowerment Academy (KWEA) (1)
Satori Counseling Services (1)
TARC, Inc. (1)
Topeka Rescue Mission (1)
Well Wilderness Kids (1)
Young Women's Christian Association (YWCA) (1)

Criminal Justice (*n* = 14)

Baker, Storey & Watson (2)
Shawnee County Sheriff's Office (2)
District Attorney's Office (1)
Kansas Highway Patrol (1)
Olathe Police Department (1)
Shawnee County Court Services (1)
Shawnee County Department of Corrections (1)
Shawnee County Jail (1)
Shawnee County Parks & Rec Police (1)

Thompson-Hall, P.A. (1)
Topeka Police Department (1)
Washburn University – Police Department (1)

Government/Public Service (*n* = 10)
Department of Children and Families (DCF) (4)
City of Topeka (City Manager’s Office) (2)
U.S. Marshals Service (2)
Kansas Department of Labor (1)
Topeka Treatment Center (1)

Financial Services (*n* = 9)
Advisors Excel (4)
CoreFirst Investments (1)
SE2 (1)
Security Benefit (1)
Silver Lake Bank (1)
Voya Financial (1)

Other Academic Activities that Contributed to Overall Professional Development

Respondents were asked to please explain in an open-ended response any other academic activities that contributed to their overall professional development. In total, 19 students provided valid responses. Five indicated Athletics/Sports, and three indicated that Fraternities/Sororities shaped their overall professional development. See the list below for additional responses.

Athletics/Sports (5)

- Athletics (3)
- Football
- Basketball

Fraternity/Sorority (3)

- Fraternity
- Phi Delta Theta
- Greek Life

Other responses (11)

- campus ministry
- I was heavily involved in clubs on campus in leadership roles.
- President of Washburn Art Club
- Researching and learning on my own
- Self Study
- Sports and Clubs
- Student Ambassadors
- Student jobs
- student media

- The study abroad is happening after I graduate I did not go out of the country for school and same with the WTE
- WU-FARU Program, I wish this program was advertised more

Other Co-Curricular Activities that Contributed to Overall Professional Development

Respondents were asked to please explain in an open-ended response the other co-curricular activities that contributed to their overall professional development. In total, four respondents provided valid responses:

- Byte Bods Club
- NAFME
- Queers and Allies
- Residential Living (RA)

Other Factors Limiting and Facilitating the Ability to Focus on Education

Respondents were asked to please explain in an open-ended response any other factors that limited or facilitated their ability to focus on their education. In total, 17 students provided valid responses regarding limiting factors, and 24 provided valid responses regarding facilitating factors. Three respondents stated that COVID limited their ability to focus on their education, while three respondents each indicated their study group facilitated their ability to focus on their education.

Limited:

- COVID-19 (3)
- None (3)
- A majority of classes being only offered online and not in person
- Athletics
- Lack of assistance from professors
- Military
- Preparedness for the education department to teach secondary educators
- Procrastination
- Staff's willingness to have positive communication/interaction with students
- Terrible attention span (possibly Attention Deficit Disorder)
- The unnecessary strain on resources that was WU101 and the other Gen Ed requirements
- Wheelchair Accessibility
- working full time

Facilitated:

- Learning with my study group (3)
- Online classes (3)
- Other scholarship (2)
- Vocational Rehabilitation (2)
- Fraternity/Sorority (2)
- Family Support
- Homework/Hands on learning. Though I dislike homework, I rarely stayed focused during class unless the professor was energetic.
- I did not utilize any of the above
- I put too much money in i cannot quit now
- Interning
- My ability to focus and motivate myself to complete my work and go to class
- My Job
- nothing at Washburn helped me because I wasn't eligible for scholarships and that made me have to work way more hours which hindered my education
- Student jobs
- Support from the student orgs I was involved in
- The teachers were a great support system, my advisor was not the greatest which is why I did not put that in my ranking.
- Washburn Tech alumni discount
- Washburn Women's Alliance

Survey Instrument



Graduating Undergraduate Student Survey

Thank you for participating in our Graduating Senior Survey. This survey will ask you to describe your anticipated plans following graduation and to evaluate the quality of education you received at Washburn.

The results of this survey provide valuable information that allows us to assess how well we are meeting our goal to provide the best possible undergraduate education to our students. In sharing your experiences and opinions, you will help us identify what we are doing well and where we need to make improvements.

Your participation is completely voluntary, and there are no penalties if you decide not to participate or if you choose to skip any questions. All of your responses are strictly confidential. All data will be reported in the aggregate unless otherwise stated, and at no time will your responses be publicly linked with your name or any other identifying information.

What is the highest level of degree you are applying for this semester?

- Bachelor
- Associate
- Certificate

For the degree(s) you're applying for, what is (are) your major(s)?

Major 1 _____

Major 2 _____

Major 3 _____

In what semester do you plan to complete the requirements for your degree?

- Summer 2022
- Fall 2022
- Spring 2023

Please indicate the ONE activity that you anticipate will be your PRIMARY activity in the period immediately following graduation

- Employment, full-time paid
- Employment, part-time paid
- Searching for employment
- Graduate or professional school, full-time
- Graduate or professional school, part-time
- Additional undergraduate coursework
- Military service
- Volunteer activity (e.g., Peace Corps, Teach for America)
- Starting or raising a family
- Other (please explain) _____

You selected employment as your anticipated principal activity. Is your employment related to your undergraduate major(s)?

- My employment is directly related to my undergraduate major(s)
- My employment is indirectly related to my undergraduate major(s)
- My employment is not related to my undergraduate major(s)

Which of the following most accurately describes the annual salary you anticipate to earn?

- \$9,999 or less
- \$10,000 to \$19,999
- \$20,000 to \$29,999
- \$30,000 to \$39,999
- \$40,000 to \$49,999
- \$50,000 to \$59,999
- \$60,000 to \$69,999
- \$70,000 to \$79,999
- \$80,000 to \$89,999
- \$90,000 to \$99,999
- \$100,000 or more

You selected graduate or professional school as your anticipated principal activity. Please indicate in the space below (a) the program (e.g., law, anthropology, engineering, etc.) that you will study and (b) the institution you anticipate to attend.

Program: _____

Institution: _____

What was your PRIMARY reason for choosing to attend Washburn?

- Academic reputation
- A particular professor
- Cost
- Location
- Scholarship
- Size
- Type of programs available
- Other (please explain) _____

If you could make the choice again, would you choose to go to college?

- Definitely Yes
- Probably yes
- Not Sure
- Probably Not
- Definitely Not

If you could start college over again, would you choose to attend Washburn?

- Definitely Yes
- Probably Yes
- Not Sure
- Probably Not
- Definitely Not

Overall, how would you rate the quality of your Washburn education?

- Very good
- Good
- Acceptable
- Poor
- Very Poor

To what extent did your education at Washburn...	Very Much	Quite a Bit	Some	Very Little	Not At All
prepare you to clearly express and understand ideas in written form (e.g., shaping a central thesis, organizing and fully supporting an argument in writing)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
prepare you to clearly express and understand ideas in oral forms (e.g., presenting a central thesis, organizing and fully supporting an argument verbally)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
prepare you to clearly express and understand ideas in non-verbal forms (e.g., body language, visual cues, visual and performing arts)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
enhance your quantitative reasoning and literacy skills (e.g., developing and evaluating arguments supported by numerical data)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
enhance your scientific reasoning and literacy skills (e.g., developing and evaluating scientific arguments using evidence-based reasoning, applying scientific methods to solve problems from a wide array of contexts and everyday situations)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
enhance your information literacy and technology skills (e.g., selecting credible sources of information, using technologies to communicate information in meaningful ways, recognizing emerging technological trends)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
prepare you to think critically (e.g., clarifying questions, reflecting upon meaning, evaluating evidence)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
prepare you to think creatively (e.g., producing original ideas, applying prior to new contexts)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
prepare you for life as a global citizen (e.g., understanding diverse peoples and cultures in the United States and around the world)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
prepare you ethically (e.g., a commitment to finding solutions to problems that affect the world, a respect for commonalities and differences in peoples)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Did you complete at least one Washburn Transformational Experience?

- Yes
- No

For each area in which you completed a Washburn Transformational Experience, how would you evaluate the quality of your experience?

	Very Good	Good	Acceptable	Poor	Very Poor	Did Not Participate
Community Service						
International Education						
Leadership						
Scholarly or Creative						

Did you complete an internship, clinical, or practicum while enrolled at Washburn?

- Yes
- No

Was an internship, clinical, or practicum a requirement for your degree?

- Yes
- No

With what employer/organization(s) did you complete an internship, clinical, or practicum?

About how many hours did you spend in a typical week working for pay while enrolled at Washburn?

	Zero	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
On Campus								
Off Campus								

To what extent has your participation at Washburn with the following academic activities contributed to your overall personal development?

	Very Much	Quite a Bit	Some	Very Little	Not At All	Did Not Participate
Honors Program						
Independent Study						
Internships (paid or unpaid)						
Leadership Institute						
Learning in the Community (LinC)						
Performing Arts/Music						
Study Abroad						
Working with Faculty on Research						
Other (please explain)						

To what extent has your participation at Washburn with the following co-curricular activities contributed to your overall personal development?

	Very Much	Quite a Bit	Some	Very Little	Not At All	Did Not Participate
Intercollegiate Athletics or Intramural Sports						
Employment						
Student Groups (e.g., Greek Life, student government, service organization)						
Other (please explain)						

From the list below, please assign a numerical value (1, 2, or 3) to rank the TOP THREE factors that LIMITED your ability to focus on your education. If nothing impeded your ability to focus on your education, do not rank any item. Move on to the next question.

- _____ Access to Campus Resources
- _____ Alcohol or Drugs
- _____ Commitments beyond the classroom
- _____ Course Schedule
- _____ Discrimination
- _____ Employment
- _____ Family/Relationships
- _____ Finances
- _____ Learning Disability
- _____ Living Arrangements
- _____ Medical
- _____ Mental Health
- _____ Transportation
- _____ Wellness (e.g., sleep, nutrition)
- _____ Other (please explain)

From the list below, please assign a numerical value (1, 2, or 3) to rank up to the TOP THREE factors that INCREASED or IMPROVED your ability to focus on your education. If nothing helped your ability to focus on your education, do not rank any item. Move on to the next question.

- _____ Academic Advising
- _____ Career Services
- _____ Counseling
- _____ Faculty Mentoring/Support
- _____ Financial Aid (e.g., grants, subsidized loans, unsubsidized loans)
- _____ Friend Mentoring/Support
- _____ Health Services
- _____ Office of Student Services (disabilities, veterans, non-traditional students)
- _____ Tutoring
- _____ Washburn Scholarship(s)
- _____ Non-Washburn Scholarship(s)
- _____ Other (please explain)

If you could start your Washburn experience over again, how would you change your habits to better focus on your studies?

What advice would you give to an incoming student who wanted to know how best to take advantage of Washburn's educational opportunities?

If applicable, please name any Washburn faculty or staff member(s) who made a positive difference in your life. In what way did this person(s) make a positive difference in your life? We may share your responses with those faculty and/or staff members you mention, but in doing so we will not reveal your identity.

If you wish to make any additional comments about your experience at Washburn, please provide them in the space below.
