



## Graduating Graduate Student Survey Results Summer 2023, Fall 2023, and Spring 2024

### Executive Summary

Overall, the survey had a **39.7% response rate**. 73.2% applied for a **Master's Degree**, and the **MBA** was the most frequently reported graduate program of study (14).

For post-graduation plans, 71.4% of respondents anticipated **full-time paid employment** and 18.6% anticipated **searching for employment**. Among those who anticipated full-time or part-time employment, 67.9% anticipated that their employment would be **directly related to their graduate degree(s)**. For those who anticipated employment for their primary post-graduation plans, salaries were most often estimated to be **\$100,000 or more** (30.2%) and **\$60,000 to \$69,999** (26.4%).

**Type of programs available** (26.8%) was the primary reason to attend Washburn; 59.2% would **definitely choose to pursue a graduate degree again**, and 52.2% would **definitely choose Washburn again**. Graduates also rated the quality of their Washburn education as **very good** (62.0%).

Regarding the extent to which respondents felt Washburn prepared them in relation to USLOs, graduates felt most prepared in **Critical Thinking** (92.9% responded with Very Much).

When asked if respondents had completed an **internship, clinical, or practicum** while enrolled at Washburn, 71.8% **had completed**, of which, 87.8% stated it was a **requirement for their degree**. **USD 321** and **Valeo Behavioral Health** were the most frequently reported locations (2 each).

Regarding working for pay, most respondents reported **not working any hours** at an on-campus job (63.5%); 49.2% reported working **more than 30 hours per week** off campus.

For factors limiting the ability to focus on education, **Employment** was most often selected both as the top ranked issue (32.7%) and as one of the top 3 factors (22.1%). For factors that increased or improved the ability to focus on education, 27.3% selected **Faculty Mentoring/Support** as the top factor, and 24.3% ranked it as one of the top 3 factors.

When asked how respondents would change their habits to better focus on their studies if they could start their Washburn experience over again, the most frequent responses (out of 35 total) were that they would **not have changed any habits** (9).

For advice they would give to an incoming graduate student wanting to know how best to take advantage of Washburn's educational opportunities, **connect with faculty and fellow students** (17) was the most frequently stated theme from the 34 responses to the question.

Finally, when asked for additional comments about their Washburn experience, five of the 11 respondents expressed generally positive comments about Washburn.

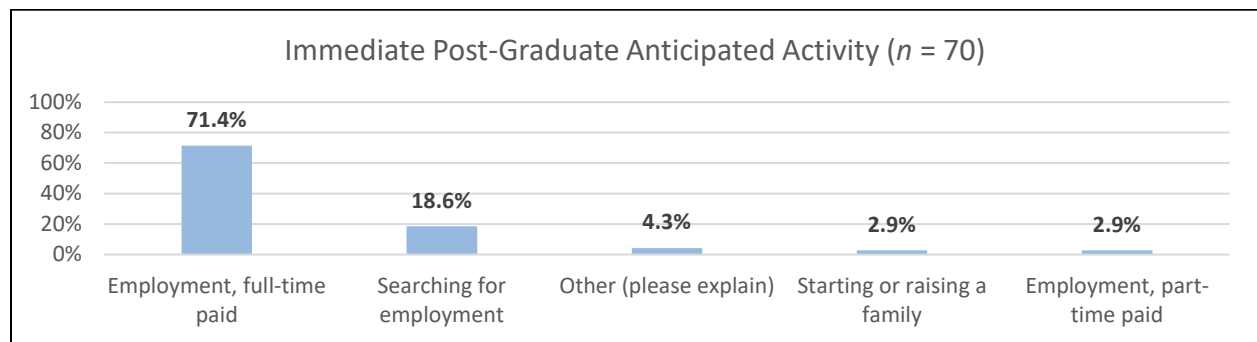
## Introduction

This report provides results from the Graduating Graduate Student Survey, administered electronically to graduate students who applied for graduation in Summer 2023, Fall 2023, and Spring 2024. The survey instrument is in the Appendix at the end of this report.

Of the total of 179 graduate students who graduated in Summer 2023 (21), Fall 2023 (28) and Spring 2023 (130), 71 responded to the survey, for a response rate of 39.7%. Of these 71 respondents, 73.2% applied for a Master's Degree, 16.9% applied for a Post-Graduate Certificate, and 9.9% applied for a Doctorate Degree. The most reported graduate degrees were Masters of Business Administration (MBA) (14), Master of Social Work (MSW) (11), and Post Grad Certificate- Psychiatric Mental Health Care Nurse Practitioner (10). These results exclude students who applied for graduation from the School of Law.

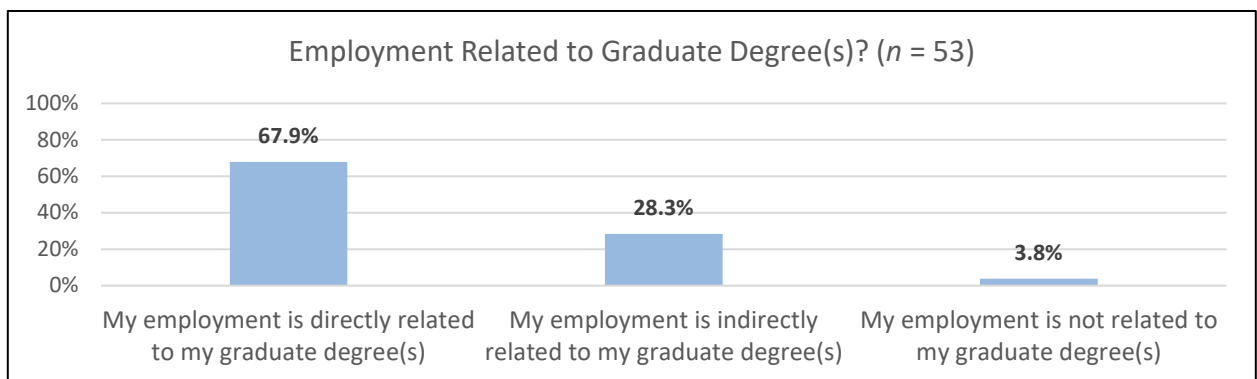
## Post-Graduation Plans

Of the 70 students who 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 employment as the most frequent response (71.4%) and Searching for employment as the second most frequent response (18.6%). One of the Other responses indicated they were preparing for the exam and working as a nurse full time.

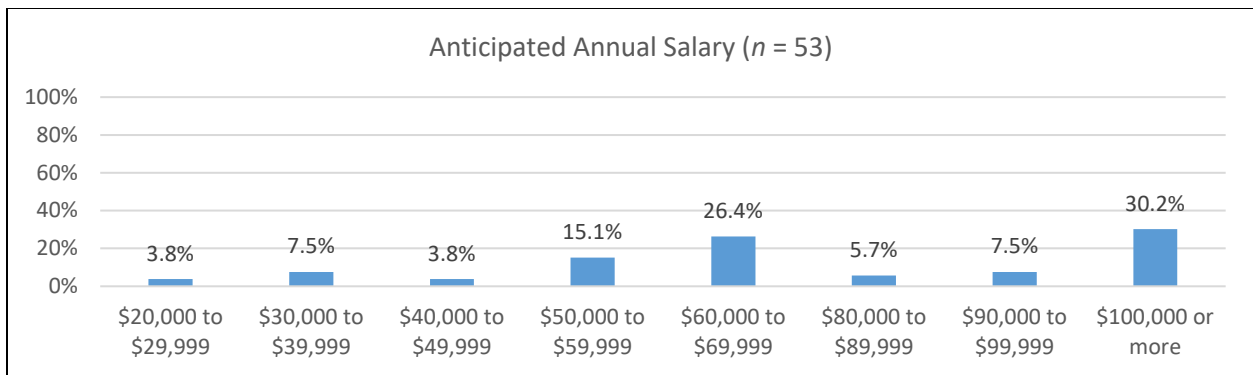


## Students who Anticipate Post-Graduation Employment

Among students who anticipated full-time or part-time employment as their primary post-graduation activity, 67.9% reported that their employment would be directly related to their graduate degree(s).

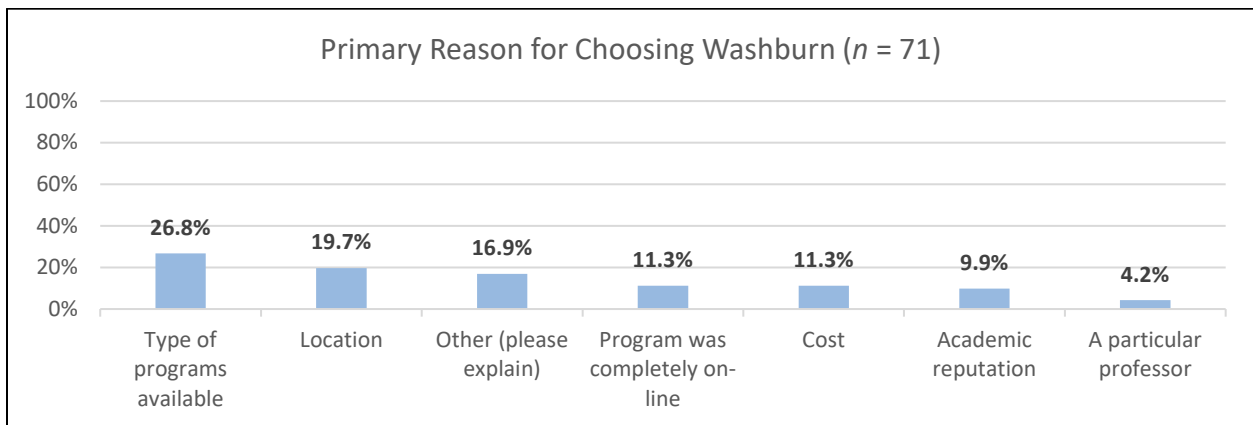


Students who reported their anticipated full-time or part-time employment (n = 53) most often reported their salary in the \$100,000 or more range (30.2%) or the \$60,000-\$69,999 range (26.4%).

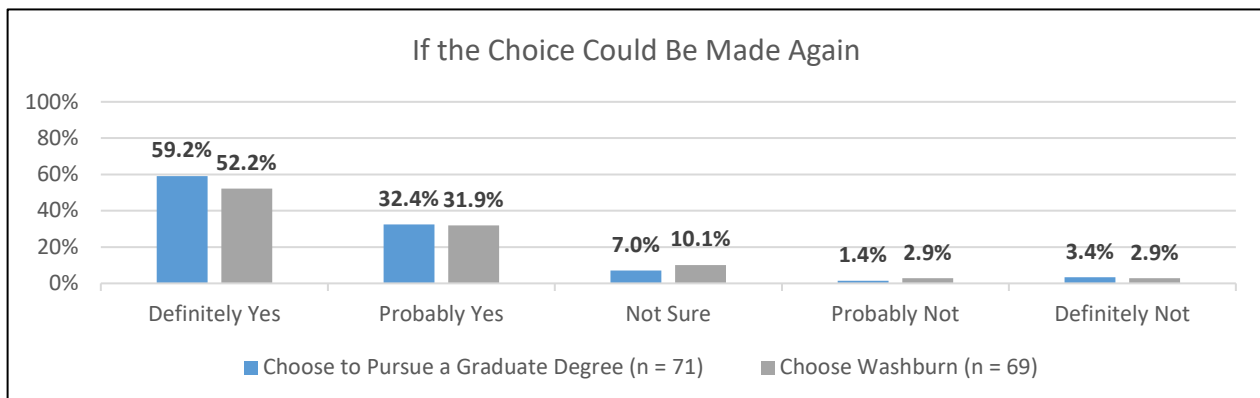


### Reasons to Attend Washburn

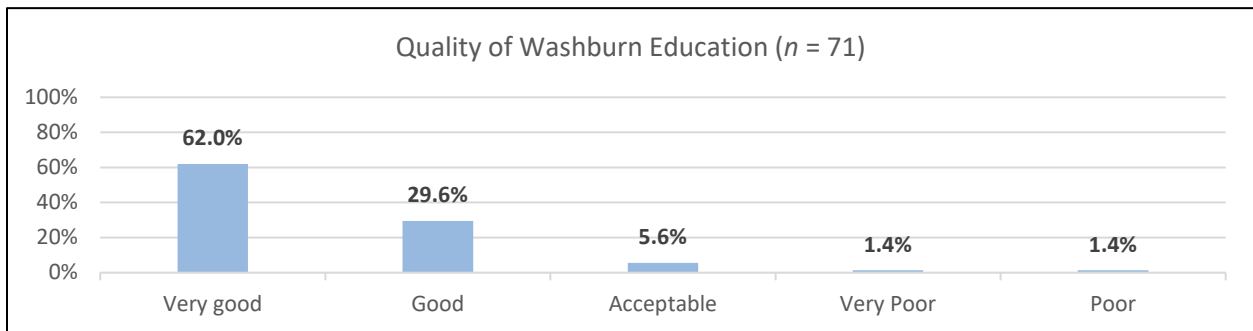
Respondents were asked to identify the primary reason why they chose to attend Washburn for their graduate studies, and, if given the choice, whether they would pursue a graduate degree again, whether they would choose to attend Washburn again, and how they would rate the quality of their graduate education at Washburn. The most frequent responses given for why they chose Washburn were Type of programs available (26.8%) and Location (19.7%). The Other reasons for attending Washburn (16.9%) were Athletics (3), Attained first degree from Washburn (3), Employee Educational Assistance (2), Convenience, Cost and flexibility of the program, I was attending the law school and wanted to complete both a JD and MBA, and Mix of athletics, academic reputation, and programs offered.



If the choice could be made again, 59.2% would Definitely choose to pursue a graduate degree again, and 52.2% would Definitely choose Washburn again.

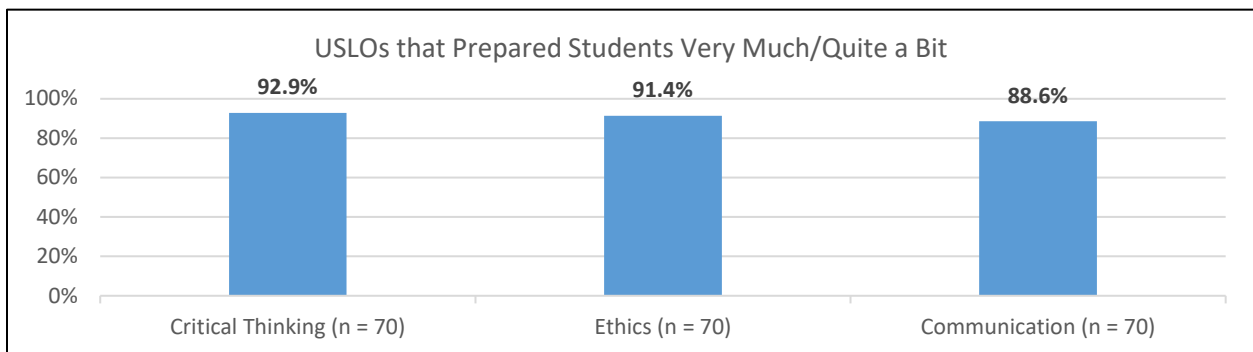


Regarding the quality of their graduate education at Washburn, 62.0% of survey respondents indicated that the quality of their Washburn education was Very Good.



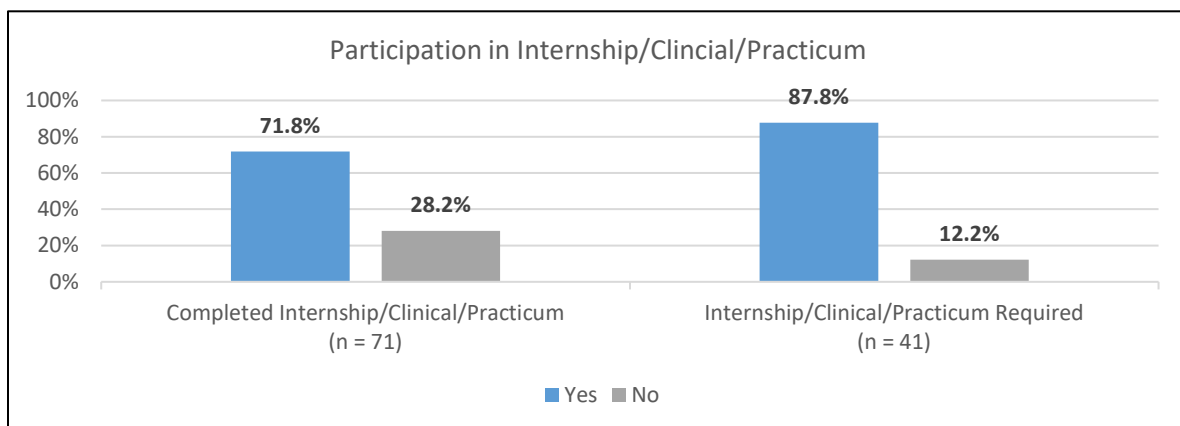
### Student Learning Outcomes

Students were asked to rate the extent to which Washburn prepared them in terms of the university's student learning outcomes (USLOs), including the areas of communication, critical thinking, and ethics. Students responded that Washburn prepared them the most in Critical Thinking (92.9%) and Ethics (91.4%). Communication (88.6%) was third highest area of preparation.



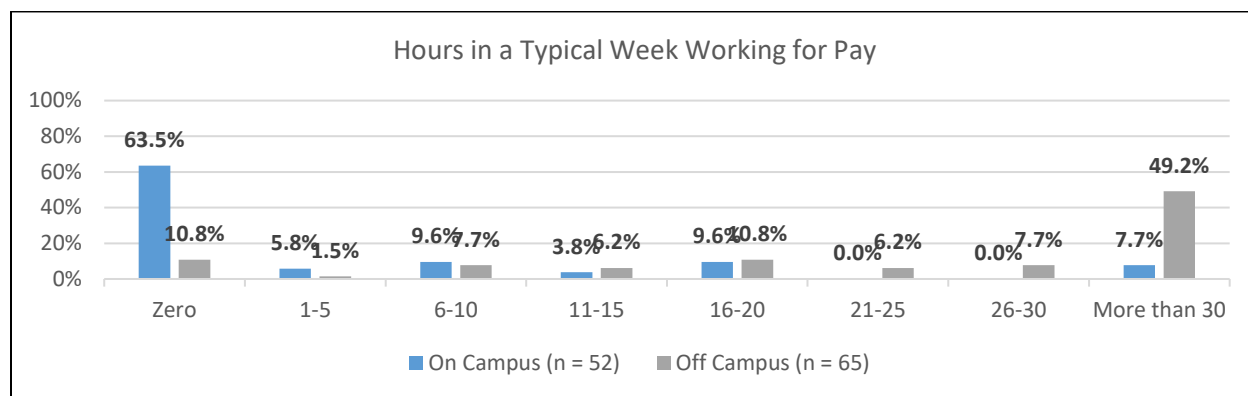
### Participation in Internships, Clinicals or Practicums

When asked if they had completed an internship, clinical, or practicum, 71.8% responded affirmatively. Further, when asked if participation was required, 87.8% indicated yes. When asked at what organization they completed their internship, clinical, or practicum, the most frequent responses were USD 321 and Valeo Behavioral Health (2 each). See Appendix for other responses.



## 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, 52 responded, and for off campus work, 65 responded. Most of the on campus responses (63.5%) reported working zero hours per week. In other words, the majority did not work on campus. For off campus work, more than half (49.2%) reported working more than 30 hours per week.



## 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.

Employment was most often selected as the single most limiting factor (32.7%) and was also most frequently ranked in the top 3 limiting factors (22.1%). Finances and Commitments beyond the classroom were also frequently selected as the single most limiting factor (16.4% and 14.5%) and frequently ranked in the top 3 limiting factors (16.6% and 15.2%). The three Other responses were: ADHD (not a learning disability), my own time management, and Not being completely asynchronous.

| 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>                        | 18                        | 32.7%                      | 32                      | 22.1%                    |
| <i>Finances</i>                          | 9                         | 16.4%                      | 24                      | 16.6%                    |
| <i>Commitments beyond the classroom</i>  | 8                         | 14.5%                      | 22                      | 15.2%                    |
| <i>Family/Relationships</i>              | 5                         | 9.1%                       | 19                      | 13.1%                    |
| <i>Mental Health</i>                     | 5                         | 9.1%                       | 13                      | 9.0%                     |
| <i>Medical</i>                           | 3                         | 5.5%                       | 5                       | 3.4%                     |
| <i>Course Schedule</i>                   | 2                         | 3.6%                       | 10                      | 6.9%                     |
| <i>Other</i>                             | 2                         | 3.6%                       | 3                       | 2.1%                     |
| <i>Access to Campus Resources</i>        | 1                         | 1.8%                       | 3                       | 2.1%                     |
| <i>Living Arrangements</i>               | 1                         | 1.8%                       | 3                       | 2.1%                     |
| <i>Wellness (e.g., sleep, nutrition)</i> | 1                         | 1.8%                       | 8                       | 5.5%                     |
| <i>Alcohol or Drugs</i>                  | 0                         | 0.0%                       | 1                       | 0.7%                     |
| <i>Discrimination</i>                    | 0                         | 0.0%                       | 0                       | 0.0%                     |
| <i>Learning Disability</i>               | 0                         | 0.0%                       | 1                       | 0.7%                     |
| <i>Transportation</i>                    | 0                         | 0.0%                       | 1                       | 0.7%                     |

For factors that facilitated students' ability to focus on their education, Faculty Mentoring/Support was selected as the single most helpful factor (27.3%) followed by Financial Aid (25.5%). Faculty Mentoring/Support was the factor most frequently ranked in the top 3 (17.2%), followed by Friend Mentoring/Support (21.4%). The eight Other responses consisted of Available leave through work, BWELL grant, Classmates, Employee Educational Assistance, Financial support from workplace, Football, I didn't have additional help at this time, and Nothing found helpful.

| Factors Facilitating Education Focus   | Number Ranking Top Factor | Percent Ranking Top Factor | Number Ranking in Top 3 | Percent Ranking in Top 3 |
|--|---------------------------|----------------------------|-------------------------|--------------------------|
| <i>Faculty Mentoring/Support</i>   | 15                        | 27.3%                      | 35                      | 24.1%                    |
| <i>Financial Aid (e.g., grants, subsidized loans, unsubsidized loans)</i>            | 14                        | 25.5%                      | 28                      | 19.3%                    |
| <i>Academic Advising</i>   | 6                         | 10.9%                      | 21                      | 14.5%                    |
| <i>Friend Mentoring/Support</i>  | 6                         | 10.9%                      | 31                      | 21.4%                    |
| <i>Other</i>   | 4                         | 7.3%                       | 8                       | 5.5%                     |
| <i>Counseling</i>  | 3                         | 5.5%                       | 4                       | 2.8%                     |
| <i>Washburn Scholarship(s)</i>   | 3                         | 5.5%                       | 11                      | 7.6%                     |
| <i>Non-Washburn Scholarship(s)</i>   | 3                         | 5.5%                       | 2                       | 1.4%                     |
| <i>Career Services</i>   | 1                         | 1.8%                       | 2                       | 1.4%                     |
| <i>Health Services</i>   | 0                         | 0.0%                       | 2                       | 1.4%                     |
| <i>Office of Student Services (disabilities, veterans, non-traditional students)</i> | 0                         | 0.0%                       | 1                       | 0.7%                     |
| <i>Tutoring</i>  | 0                         | 0.0%                       | 0                       | 0.0%                     |

### Open-Ended Question Responses

Students were asked to respond to four open-ended questions. First, students were asked how they would change their habits to better focus on their studies if they could start their Washburn experience over again. Where more than one student gave the same response, the number of times it was listed is noted in parentheses. The following themes emerged from a review of the 35 respondents:

- Would not change any of my habits (9)
- Work less (6)
- Better study schedule (4)
- Make different life choices (3)
- Not procrastinate (2)
- Connect with professors (2)
- Prioritize mental health (2)
- Better planning
- Choose an asynchronous program
- Don't start two programs at the same time
- Find employment in field
- Graduate prep session needed
- Have financial backing
- Not go to Washburn
- Plan better financially
- Read texts more

- Take a course first before starting in the program
- Use the library

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 34 respondents who commented:

- Connect with faculty and fellow students (17)
- Apply for clinical sites well in advance (2)
- Be disciplined (2)
- Time management (2)
- Apply for scholarships
- Ask for help
- Ask questions
- Be organized
- Be prepared to lose free time
- Desire learning
- Enjoy it
- Find an employer in the field
- Focus
- Go all in
- Lower expectations
- Make a schedule
- Not choose Washburn
- Participate in orientation
- Prioritize mental health
- Stand up for yourself
- Start off strong
- Take time to learn
- Use campus resources
- Use the library
- Work on things piecemeal

Washburn faculty or staff member(s) made a positive difference in their lives and in what way. These responses are provided to the Provost and are not included in this report.

For the final question, students were asked if they wanted to make any additional comments about their Washburn experience. The following themes emerged from the 11 responses:

- Generally positive comment regarding Washburn (5)
- Generally positive comments about Washburn/graduate program/professor (4)
- General statement of gratitude
- Negative comment about simulations
- Negative comment about expense of online systems like Pearson

## Appendix

### Internship, Clinical or Practicum Organizations

Respondents who indicated “Yes” to the question “Did you complete an internship, clinical, or practicum while enrolled at Washburn?” were asked with what organization(s) they completed it. The 40 organizations are in a bulleted list, below. Where more than one gave the same response, the number of times it was listed is in parentheses. USD 321 (2) and Valeo Behavioral Health (2) were the most frequent responses.

- USD 321 (2)
- Advisors Excel
- Prairie Band Potawatomi Behavioral Health Center
- O’Connells Children’s Shelter and the VA
- Beyond the Individual LLC
- Auburn Washburn USD 437
- Sumner Mental Health Center
- Boys and Girls Club, 501 school district
- New Dawn Wellness & Recovery
- BT&Co., P.A.
- Pawnee Mental Health
- CFCC
- SSM and Marshall Browning Hospital
- Clinical Associates
- The DBT Center of Lawrence
- COMPASS HEALTH, FITZGIBBON HOSPITAL
- Valeo Behavioral Health Care
- cotton oneil, sunflower prompt care, pathways, holton family medicine
- Meadowlark Psychology and Development Center
- Evergy, Amazon, Procter&Gamble
- Non-profit organization
- FSGC, VA Medical Center, Valeo Behavioral Health
- O’Connell Youth Ranch and Stormont Vail
- Healthsource
- Phoenix VA Hospital
- HIS & ACP
- Rockdale Psychiatric Associates, Conyers, GA
- Holland Pathways
- Stormont Vail Health
- Holland Pathways in Wichita, KS
- TFI, Salina Regional Health Care (SRHC)
- Indian Health Services, Coteau des Prairie
- The Habiger Team at Keller Williams LLC
- Katie’s Way, LLC and Memorial health systems
- VA Palo Alto Health Care System -and- Gardner Health & Family Services
- KU CAPS
- Washburn University
- KVC Family Substance Abuse Recovery Services
- Linden oaks medical group



## Survey Instrument



### Graduating Graduate Student Survey

Thank you for participating in our Graduating Graduate Student Survey. This survey will ask you to describe your anticipated plans following graduation and to evaluate the quality of graduate 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 graduate 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?

- Master's Degree
- Doctorate Degree
- Post-Graduate Certificate

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

- Graduate Program 1 \_\_\_\_\_
- Graduate Program 2 \_\_\_\_\_
- Graduate Program 3 \_\_\_\_\_

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

- Summer 2023
- Fall 2023
- Spring 2024

Primary 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
- Further graduate or professional school, full-time
- Further graduate or professional school, part-time
- 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 graduate degree(s)?

- My employment is directly related to my graduate degree(s)
- My employment is indirectly related to my graduate degree(s)
- My employment is not related to my graduate degree(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 further 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 for your graduate studies?

- Academic reputation
- A particular professor
- Cost
- Location
- Scholarship
- Size
- Type of programs available
- Program was completely on-line
- Other (please explain) \_\_\_\_\_

If you could make the choice again, would you choose to pursue a graduate degree?

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

If you could start your graduate program 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 graduate education at Washburn University?

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

To what extent did your graduate education at Washburn prepare you...

|   | Very Much             | Quite a Bit           | Some                  | Very Little           | Not At All            |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| to communicate (e.g., express yourself clearly, accurately, and professionally)?      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| to think critically (e.g., evaluate information, make decisions, and solve problems)? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ethically (e.g., deal with ethical situations in your profession)?                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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

- Yes
- No

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

- Yes
- No

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

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

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

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 graduate education. If nothing impeded your ability to focus on your graduate 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 graduate education. If nothing helped your ability to focus on your graduate 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 graduate program experience at Washburn over again, how would you change your habits to better focus on your studies?

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

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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? Please include their name(s) and department(s). We may share your responses with those faculty and/or staff members you mention, but in doing so we will not reveal your identity.

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

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