



Graduating Undergraduate Student Survey Results Summer 2023, Fall 2023, and Spring 2024

Executive Summary

Overall, the survey had a **35.8% response rate**. The majority of respondents (79.2%) applied for a **Bachelor's degree**. **Nursing** was the most frequently reported primary major (43).

For post-graduation plans, 52.4% anticipated **full-time paid employment** and 19.2% anticipated **searching for employment**; 77.3% indicated that their employment would be **directly related** to their undergraduate major(s). Salaries were estimated to be **\$60,000-\$69,999** (26.8%) or **\$50,000-\$59,999** (24.7%). **Full-time graduate or professional school** was selected by 13.0%; the most frequently stated program and institution was **Law at Washburn University** (7).

Location (32.2%) and **Type of programs available** (28.1%) and were the primary reasons to attend Washburn; 66.9% would **Definitely choose college again**, and 41.5% would **Definitely choose Washburn again**. More than half also rated the quality of their Washburn education as **Very Good** (50.9%).

For the extent to which Washburn prepared them in relation to USLOs, graduates felt most prepared in the areas of **Critical Thinking** (91.9%) and **Information Literacy and Technology** (90.0%).

More than a third of respondents (40.5%) completed at least one **WTE**; 73.9% rated the quality of the **Scholarly or Creative** experience(s) as **Very Good** or **Good**.

Approximately two-thirds of respondents (68.3%) participated in **internships, clinicals or practicums**, with 87.6% indicating it was required. Many indicated a location for their internship, clinical or practicum (187), and specifically, **Stormont Vail Health** was the most frequently reported location (44).

In regard to working for pay, most reported **not working any hours at an on campus job** (64.8%). For off campus work, 20.8% of respondents reported **working 16-20 hours per week**.

Responses of **Internships (paid or unpaid)** (77.3%) and **Other** (76.5%) were listed most frequently as the academic activity that contributed Very Much/Quite a Bit to students' overall professional development. Co-curricular activities of **Athletics or Intramural Sports** (67.4%) were reported as most frequently contributing Very Much/Quite a Bit to overall professional development.

For factors limiting the ability to focus on education, **Employment** (21.7%) was most often selected as the single most limiting factor, followed by **Commitments beyond the classroom** (17.3%) and **Finances** (13.3%). For factors that increased or improved the ability to focus on education, 21.0% selected **Financial Aid** as the top factor, followed by **Friend/Mentor Support** (18.4%).

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 171 responses, 22 indicated they **would not have changed anything**; 11 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 177 respondents, 34 indicated that incoming students **should connect with faculty/staff**, and 32 suggested that they **should get involved**.

Finally, when asked for additional comments about their Washburn experience, of the 46 respondents, many provided **generally positive comments about their Washburn/college experience** (25).

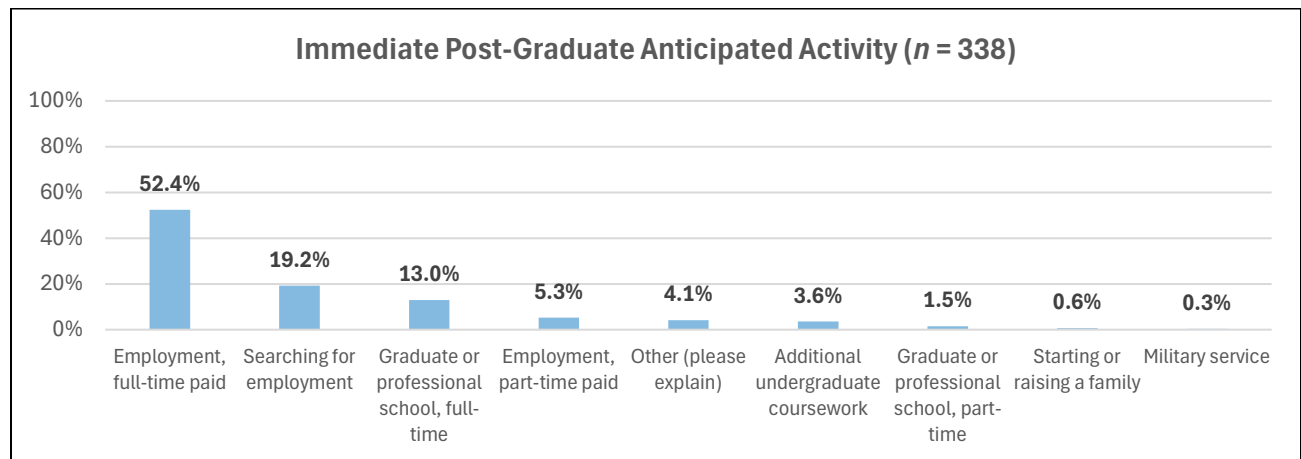
Introduction

This report provides results from the Graduating Undergraduate Student Survey, administered electronically to undergraduate students who applied for graduation in Summer 2023, Fall 2023, and Spring 2024. The survey instrumentation is located at the end of this report, pages 20-25.

Of the undergraduate students who graduated in Summer 2023 (149), Fall 2023 (316), and Spring 2024 (491) – for a total of 956 – 342 responded to the survey, for a response rate of 35.8%. Of these respondents, 79.2% applied for a Bachelor’s degree as their highest degree, 11.4% applied for an Associate degree, and 9.4% applied for a Certificate. The most reported primary majors were Nursing (43), Radiation Therapy (15), Psychology (15) and Social Work (12). These results do not include graduate students nor students who applied for graduation from Washburn Tech.

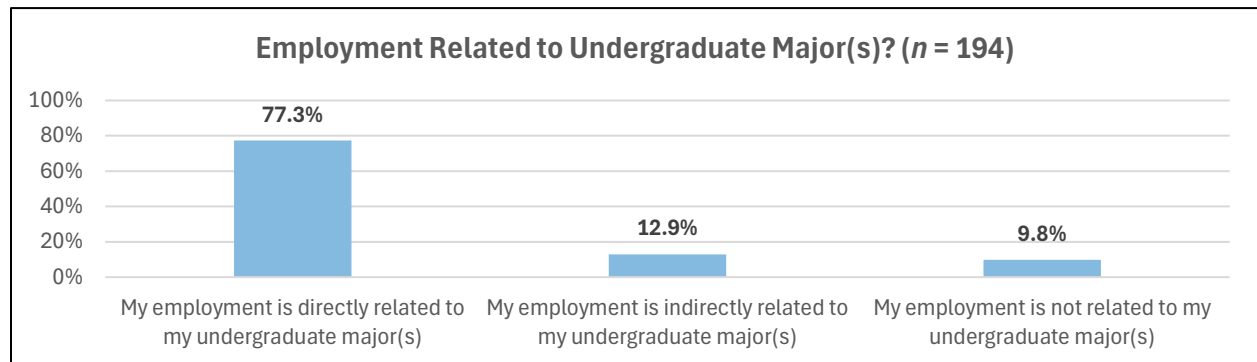
Post-Graduation Plans

Of the 342 students who responded to the survey, 338 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 (52.4%). “Searching for employment” was the second most reported post-graduation activity (19.2%), and “Graduate or professional school, full-time” was third (13.0%). See Appendix for responses to Other and Graduate or Professional School plans.

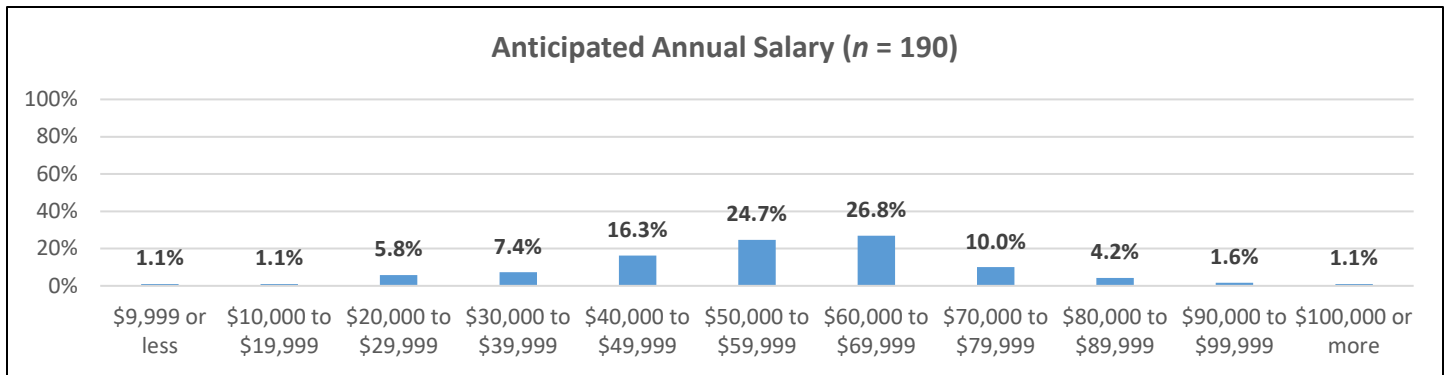


Students who Anticipate Post-Graduation Employment

Among students who anticipated full-time or part-time employment as their primary activity (n = 194), 77.3% reported that their employment would be directly related to their undergraduate major(s).

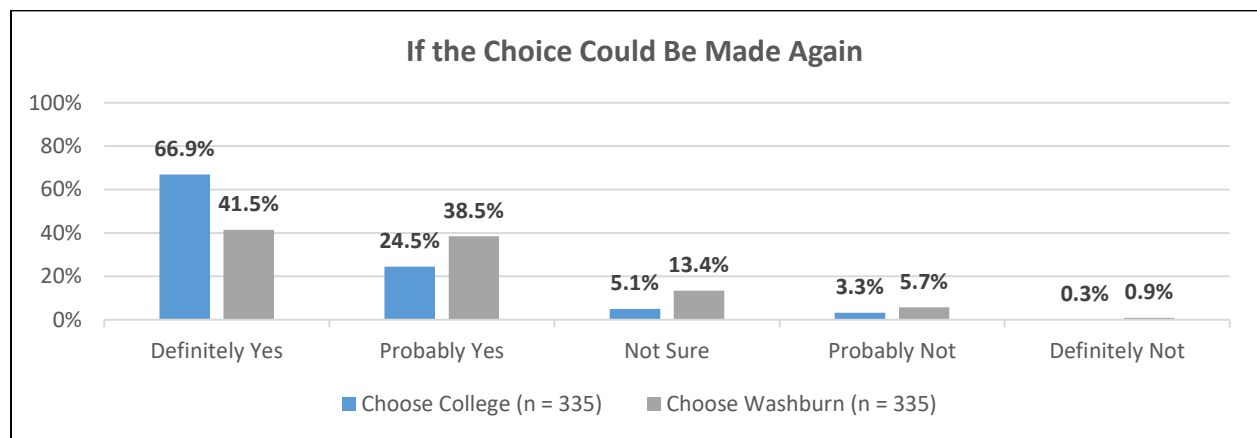
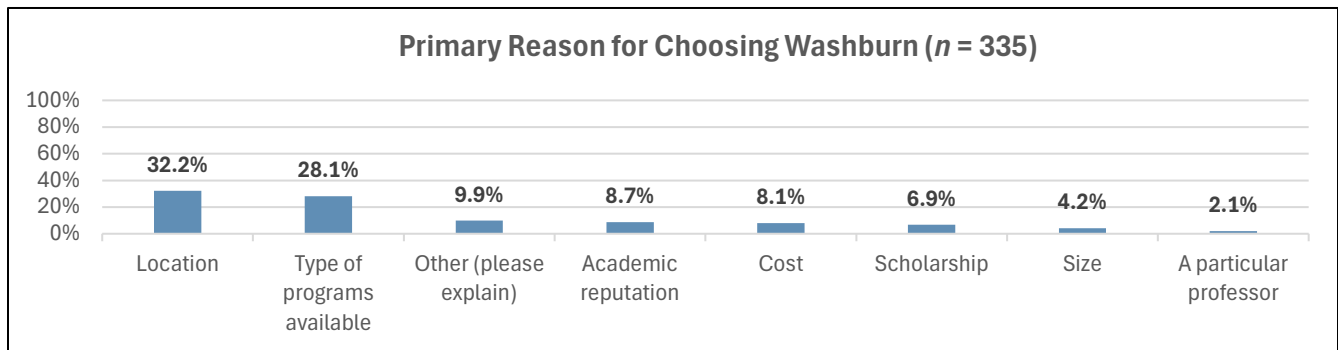


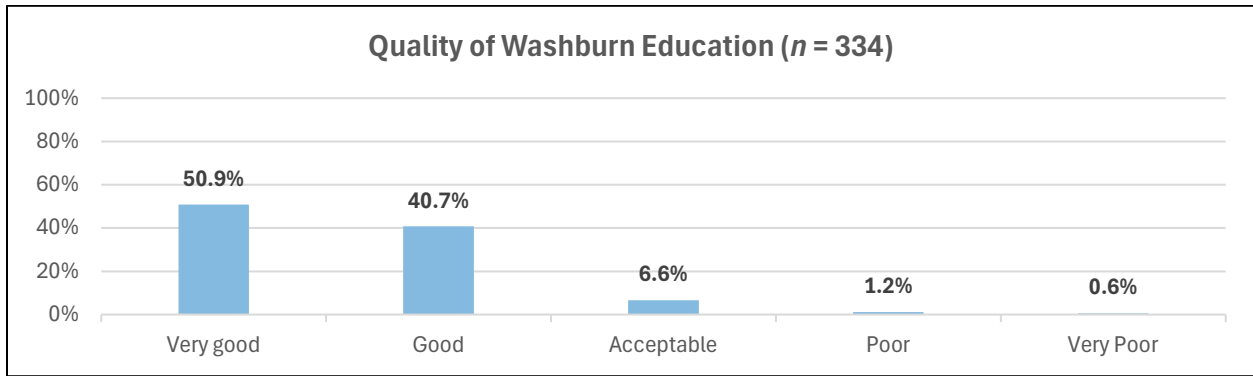
Of the 190 students who reported they anticipated full-time or part-time employment, most reported their salary in the \$60,000 to \$69,999 range (26.8%), followed by the \$50,000-\$59,999 range (24.7%).



Reasons to Attend Washburn

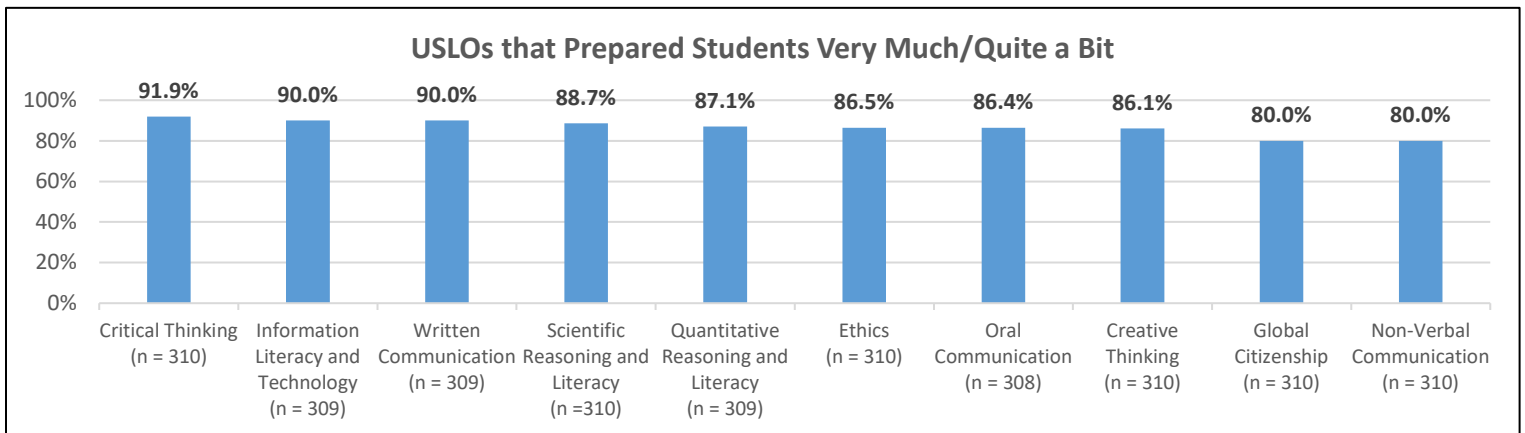
Respondents were asked to identify the primary reason for choosing to attend Washburn, and, if given the choice, whether they would enroll in college again, whether they would choose to attend Washburn again, and how they would rate the quality of education at Washburn. Of the 335 responses, most indicated the primary reason for choosing Washburn was Location (32.2%) and Type of programs available (28.1%). See appendix for Other (please explain) responses. If the choice could be made again, 66.9% would Definitely Choose college again, and 45.1% would Definitely Choose to attend Washburn again. 50.7% of survey respondents indicated the quality of their Washburn education was Very Good.





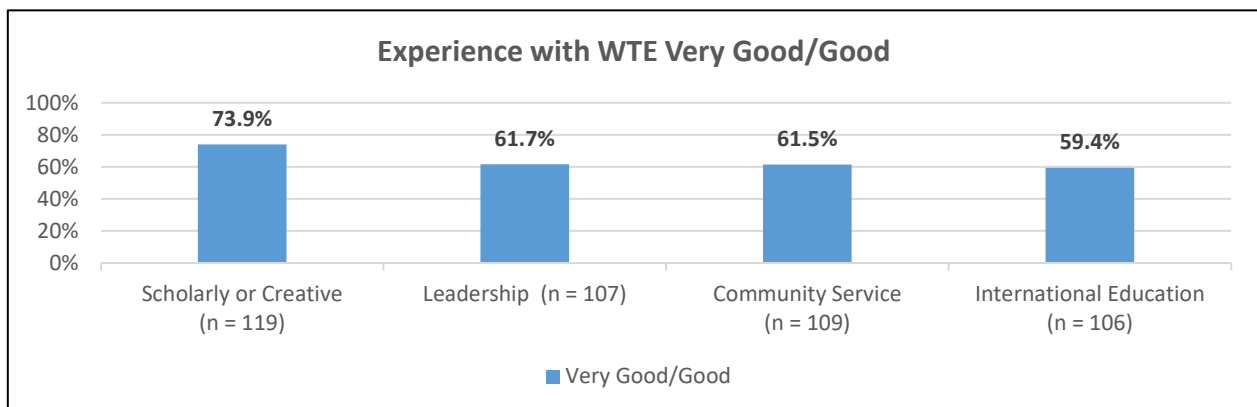
Student Learning Outcomes

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 (91.9%); Information Literacy and Technology (90.0%) and Written Communication (90.0%) were the second and third highest areas of preparation.



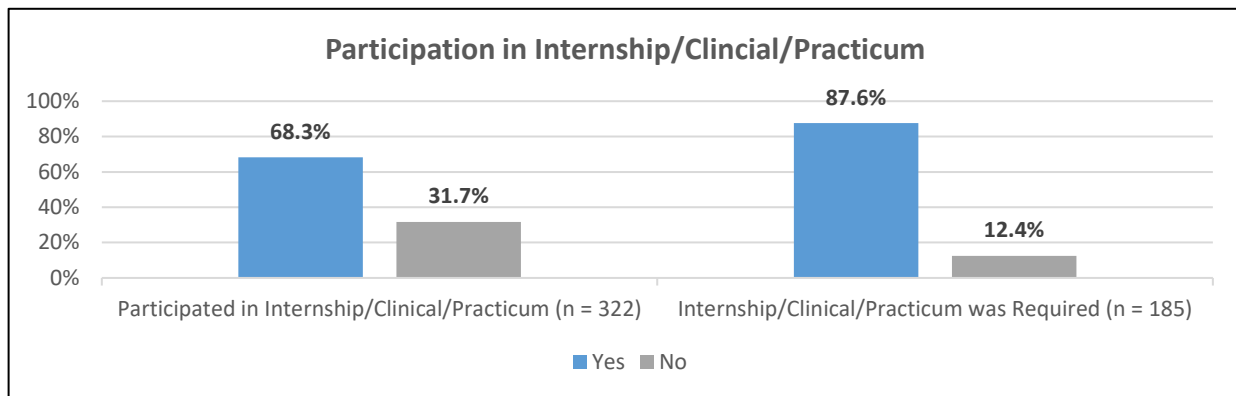
Washburn Transformational Experience

Of 321 respondents, 130 (40.5%) reported having completed at least one Washburn Transformational Experience (WTE). The table below shows that 73.9% of participants who completed a Scholarly or Creative WTE rated the quality of the experiences as Very Good or Good.



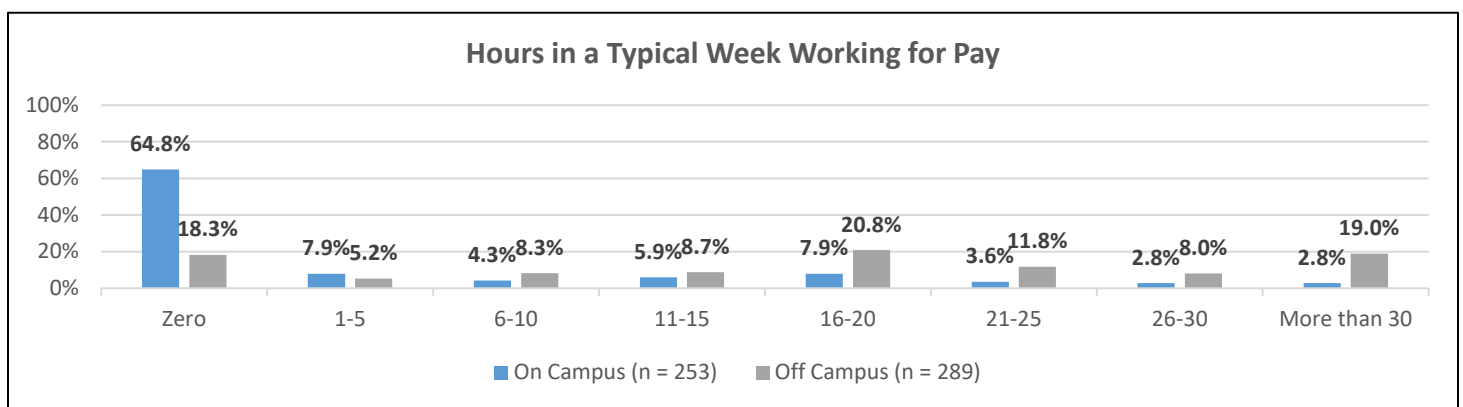
Participation in Internships, Clinicals, or Practicums

When asked if they had completed an internship, clinical, or practicum while enrolled at Washburn, 240 (68.3%) responded Yes. For those who responded affirmatively, when asked if the internship/clinical/practicum was required, most (87.6%) responded Yes, with most indicating their internship was through Stormont Vail (44). See Appendix for the organizations where they completed the internship, clinical, or practicum.



Working for Pay

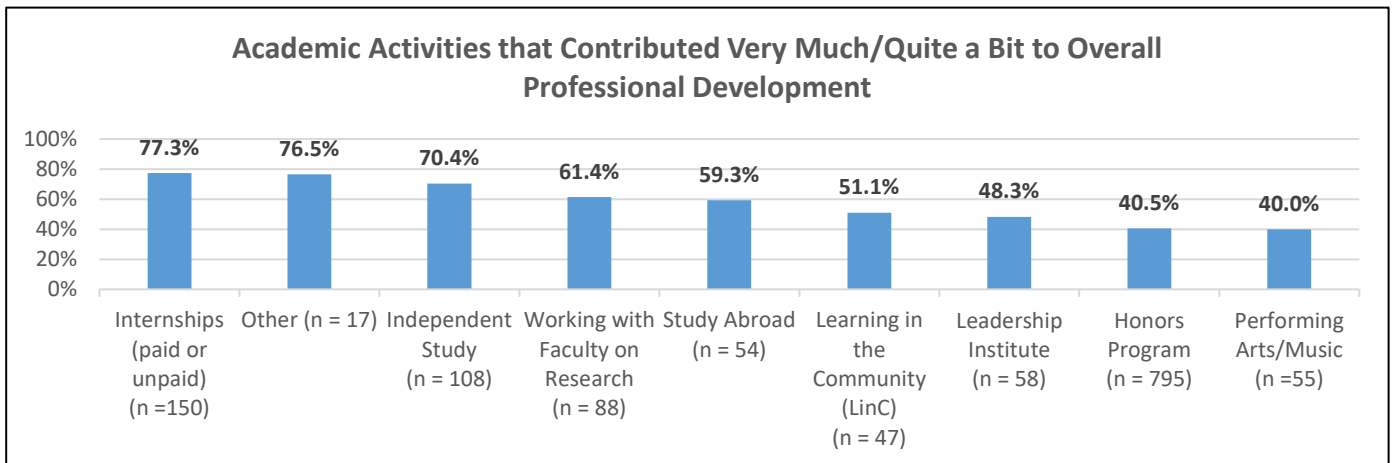
Students were asked how many hours they spent working for pay – both on and off campus – in a typical week while enrolled at Washburn. For on campus work, 253 responded; for off campus work, 289 responded. More than half of the on campus responses reported working zero hours per week (64.8%). That is, most did not work on campus, but 7.9% each reported 1-5 and 16-20 hours of work on campus, respectively. For off campus work, 20.8% of respondents reported 16-20 hours and 19.0% reported working more than 30 hours per week.



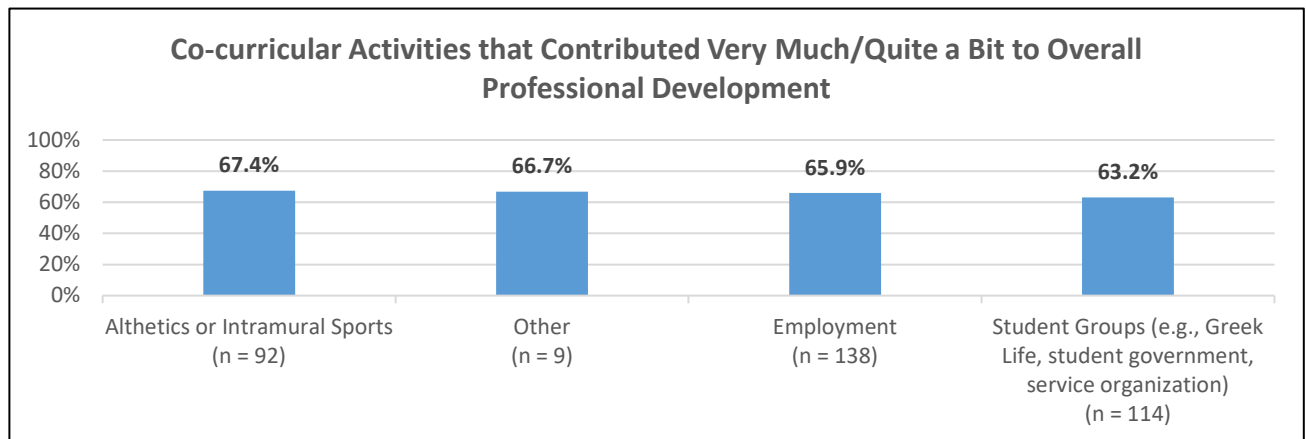
Contribution to Personal Development

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 Internships (paid or unpaid) with 77.3%; Other was selected by 17 respondents as contributing Very Much/Quite a Bit (76.5%). See Appendix for responses. Many students

also selected Independent Study (62.7%) as contributing Very Much/Quite a Bit to their overall personal 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. Athletics or Intramural Sports received the highest percentage of responses (67.4%) for contributing Very Much/Quite a Bit to overall professional development. Other had the second highest percentage of responses (66.7%) for contributing to their overall professional development Very Much/Quite a Bit (Other responses can be found in the Appendix).



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 (21.7%) was most often selected as the single most limiting factor, followed by Commitments beyond the classroom (17.3%) and Finances (13.3%). For the factor most frequently ranked in the top 3 limiting factors, Employment (15.8%) was first, tied with Commitments beyond the classroom (15.8%), and finally followed by Mental Health (13.2%). See the table on the following page for rankings and see the Appendix 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>	49	21.7%	100	15.8%
<i>Commitments beyond the classroom</i>	39	17.3%	100	15.8%
<i>Finances</i>	30	13.3%	82	12.9%
<i>Mental Health</i>	27	11.9%	84	13.2%
<i>Family/Relationships</i>	20	8.8%	77	12.1%
<i>Course Schedule</i>	14	6.2%	43	6.8%
<i>Wellness (e.g., sleep, nutrition)</i>	10	4.4%	61	9.6%
<i>Medical</i>	8	3.5%	17	2.7%
<i>Other</i>	8	3.5%	15	2.4%
<i>Learning Disability</i>	6	2.7%	9	1.4%
<i>Living Arrangements</i>	6	2.7%	17	2.7%
<i>Access to Campus Resources</i>	3	1.3%	11	1.7%
<i>Transportation</i>	3	1.3%	11	1.7%
<i>Discrimination</i>	2	0.9%	4	0.6%
<i>Alcohol or Drugs</i>	1	0.4%	3	0.5%

For factors that facilitated students' ability to focus on their education, the following table shows that Financial Aid was most often selected as the single most helpful factor (21.0%), followed by Friend/Mentoring Support (18.4%), and Faculty Mentoring/Support (16.9%). Friend Mentoring/Support and Washburn Scholarship(s) were the factors most frequently ranked in the top 3 (16.8%), followed by Academic Advising (16.2%). See Appendix, Page 20, 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>Financial aid (e.g., grants, subsidized loans, unsubsidized loans)</i>	56	21.0%	120	16.4%
<i>Friend Mentoring/Support</i>	49	18.4%	123	16.8%
<i>Faculty Mentoring/Support</i>	45	16.9%	102	13.9%
<i>Academic Advising</i>	42	15.7%	119	16.2%
<i>Washburn Scholarship(s)</i>	37	13.9%	123	16.8%
<i>Counseling</i>	12	4.5%	26	3.5%
<i>Non-Washburn Scholarship(s)</i>	7	2.6%	35	4.8%
<i>Other</i>	7	2.6%	15	2.0%
<i>Tutoring</i>	5	1.9%	25	3.4%
<i>Office of Student Services (disabilities, veterans, non-traditional students)</i>	3	1.1%	13	1.8%
<i>Career Services</i>	2	0.7%	13	1.8%
<i>Health Services</i>	2	0.7%	19	2.6%

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 derived 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 top 10 themes emerged from a review of the 171 respondents who provided responses.

- Would not change anything regarding habits to better focus on studies (20)
- Better study habits (12)
- Don't procrastinate (12)
- Work less/not work at all (11)
- Address mental health (11)
- Make better life choices (10)
- Study more (9)
- Better time management (8)
- Go to the library/use study space (8)
- Get involved on campus (6)
- Live on campus (4)

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 top 10 themes emerged from a review of the 177 respondents who commented:

- Connect with faculty/staff (34)
- Get involved (32)
- Ask for help (16)
- Make friends/connections (15)
- Utilize available resources (14)
- Meet with an advisor (12)
- Ask questions (12)
- Apply for scholarships (10)
- Use tutoring (9)
- Study/Focus on education (7)

The third question asked respondents to name any Washburn faculty or staff member(s) who made a positive difference in their lives and in what way. These responses are provided to the Provost and not included in this report.

For the final survey question, students were asked if they wanted to make any additional comments about their Washburn experience. From the 46 responses to this question, themes were generated and grouped into three categories: positive, negative, and recommendations for improvement. Most responses described a generally positive experience at Washburn and/or with their college experience (25).

Positive:

- Generally positive comments about Washburn (25)
- Positive experience with faculty/staff (2)
- Positive experience with department

Negative:

- Negative experience with faculty/staff (5)
- Negative experience with department (2)
- Negative comment regarding treatment during and after illness
- Online courses were difficult to manage
- Classes cancelled at the last-minute impacting students' progress to graduation
- Courses are too condensed in Biology

Recommendations:

- Improvements to academic advising is needed (2)
- Improve user experience for finding student organizations
- Need more mental health resources
- Need more options for language requirement
- Nursing students need more time to study
- Issues with cumulative GPA calculation that penalizes low GPA scores
- More online classes needed
- Need for practice DEI efforts, not just show
- Parking structure needed
- Campus needs to be more ADA accessible with working elevators

Appendix

Other Primary Activity in the Period Immediately Following Graduation

The 14 students who selected “Other” as the primary activity in the period immediately following graduation were asked to specify in an open-ended response. Three respondents indicated working and pursuing graduate degree, while an additional three respondent stated they were working full time. Eight stated other plans.

Employment full-time and graduate school

- Employment full-time and graduate school full-time
- Full-time employment (paid) and part-time graduate school
- Graduate school and working

Full-time positions

- Continuing current full-time employment
- Currently permanent Caregiver
- Employment, full-time paid, starting summer 2024

Other plans

- Employment, full-time while obtaining a bachelor's degree in health science
- seeking bachelors degree and working
- Bachelors in Health Service Administration
- I have a residency position with a ministry. Part of the year I will be full time employed by the ministry but other parts of the year I will be receiving a stipend and will be working part time.
- searching for employment and continuing with schooling
- SIP internship
- Traveling and looking for the truth
- Will work full time in my own business.

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 46 responses to this question are grouped by program, then by the institution they plan to attend. Law (7), Social Work (6), Master of Business (4), Higher Education Administration (2) and Psychology (2) were the most frequent responses, with Washburn University as the top institution for these programs ($ns = 17$).

Law (7)

- Washburn School of Law (5)
- Not indicated (1)
- University of Kansas (1)

Social Work (6)

- Washburn University (6)

MBA (4)

- Washburn (4)

Higher Education Administration (3)

- University of Kansas (2)
- Colorado State University (1)

Psychology (2)

- Washburn University (2)

Other responses (24):

- Academic Advising at K-State,
- Allied Health at Washburn,
- Business (Not indicated),
- Business Admin at Washburn,
- Dental Hygiene School (Not indicated),
- Film at USC,
- Fish and Wildlife Biology at CSU,
- Law/Psychology at Washburn,
- Library Sciences at Emporia State University,
- MAcc at Emporia State University,
- Master of Athletic Training at Oklahoma State University,
- Master of Medical Dosimetry at Southern Illinois University,
- Masters at Washburn University,
- Medical Degree at Kansas University School of Medicine,
- Medical Laboratory Science at Saint Luke's Hospital,
- Museum Studies (Not indicated),
- Occupational Therapy at KU Med,
- Ph.D. Chemistry at Colorado School of Mines,
- Pharmacy at University of Kansas,
- Physical Therapy (DPT) (Not indicated),
- Physician Assistant Studies at K-State,
- Sonography (Not indicated),
- Sport Management at Washburn,
- Sport Science Analytics (Not indicated)

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 33 responses, eight indicated Athletics in some capacity. Another five provided more than one reason to attend Washburn. See list below for additional responses.

Athletics (8)

- Athletics (4)
- Athletic scholarship to run cross country and track
- Football
- Track and Field
- Women's Soccer

Multiple Reasons (5)

- Combination. Cost, different state but still in state tuition, size, I got to participate in XC and Track
- Football, and Academic reputation
- It was an equal amount of location, size, and cost
- literally all of these except for size and particular professor. I don't really care about the size & I don't really know any professor's
- All of the above

Past Grad (3)

- Attended Washburn Tech
- Past Student
- Received my radiation therapy degree here, so decided to continue to pursue BHS in Medical Imaging

Family (3)

- Family Connection
- Family
- This is where my brother is going.

People (3)

- campus feel and meeting students
- the people. everyone was welcoming and genuinely interested in learning about me and helping me grow. great culture

Financial (2)

- Financial Aid Opportunities
- Cost and Athletic Scholarship to play baseball

Other (10)

- Recommendations from Mentors
- Did not require a TEAS test for BSN program. Instructors were very nice and accomodating. A lot of nurses I know graduated from there, and cost was doable.

- Fall and Spring Nursing School acceptances
- Washburn Business School is AACSB accredited.
- because I wanted to
- The KBI building being attached to campus.
- relocated to Kansas due to hurricane Katrina in 2006 and you guys helped me out with instate tuition but due to life haven't finished any degree at Washburn but always go back to when you helped me originally in my 20s when u helped me out and appreciated that
- I was to become a mom and help support our child
- I received more mail from them.
- ability to do entire degree program online

Internship, Clinical, or Practicum Organizations

Students who responded affirmatively to the question “Was an internship, clinical, or practicum a requirement for your degree?” were also asked with what organization(s) they completed it. The 187 responses to this are sorted in alphabetical order. It should be noted that students may have been hired in more than one capacity. Responses are verbatim and not listed separately. Most responses indicated that the internship, clinical, or practicum was with Stormont Vail Health (44).

Stormont Vail (10)

Stormont Vail, St. Francis (4)

Family Service and Guidance Center of Topeka (3)

Mize CPAs (2)

AdventHealth

Advisor Excel, SSC +

Advisors Excel

AIC, LLC

LINK, INC.

AMR

Anderson Regional Cancer Center

ARC Branding

As a secondary English Education major I did a practicum at Seaman Middle School and I am student teaching there as well.

Athletic Department at Washburn

Bajillion

Bartlett Regional Hospital, Juneau, Alaska

BCBSKS

Bloomfield Homes

Boys and Girls club

Breakthrough House Clubhouse (Topeka, KS)

Bert Nash Community Mental Health Center (Lawrence, KS)

BT&Co, PAs; Everygy; Mize CPAs

Capital Punishment Course at Washburn

City of Topeka

Clinical with Geisinger Medical Center

Clinical: Holton Rural Hospital, Lexington Park Nursing Facility (Topeka), Lawrence Memorial Hospital, St. Francis Hospital, Stormont Vail Health, Truman Medical Center (KC,MO)

Completed my internship with the Shawnee County Coroner's office

Diamonds by Design

Essentia Health

Federal Home Loan Bank Topeka

Forensic Medical of Kansas and LabCorp

Fred Wiler USD 501 Social Worker and Community Cupboard

Garden City Police department

Grand Mental Health, Bartlesville, OK

Greenville Memorial Cancer Institute

Have had 3. Washburn University Foundation, Peggy's Tax and Accounting, and SSC Advisors. Professor Jim Martin got me all 3 jobs he's the greatest.

HealthSource Integrated Solutions

Heartland RADAC

Holton Hospital, Tallgrass, KRH

Hospital

I completed one with Midland Care Center and The United Way of Kaw Valley
I did clinicals for Physical Therapist Assistant program
I did my BSW practicum at Scott Dual Language Elementary School part of Topeka Public School 501.
I have done multiple practicums through the education department. I have been at Jay Shideler, Tecumseh South, and Whitson.
I was a TA for Dr. Gibson in the Psychology department.
Indian Hills, Shawnee Heights, and Washburn Rural
Internship
Jackson County Medical Examiner's Office
Jackson Heights Middle and High School, Student Teaching
Jardine middle school
Jay Shideler Elementary School and McClure Elementary School
Jefferson County Sheriff's Office and the Jackson County Medical Examiners Office
Jetz Services.
Kansas Bureau of Investigation
Kansas Department for Children and Families
Kansas Department of Health and Environment
Kansas Department of Health and Environment
Kansas Juvenile Correctional Complex
Kansas Secretary of State's Office
KBI
KBS Constructors Inc. and Zinnia life insurance (formerly Se2)
KDHEL
Koch Industries, FORVIS
KU
KU Med St. Francis
KUMC, Dr. Chad Slawson
Lawrence Memorial Hospital and Coffey County Medical Center
Lawrence Memorial Hospital
Serc Physical Therapy
Lawrence Memorial Hospital, Stormont Vail Hospital
Leadership Institute, Psychology Department
Lexington Park, Stormont Vail West, Stormont Vail Hospital, Saint Francis Hospital
Lincoln Physical Therapy & Rehab, St. Francis, Stormont Vail
LMH hospital
Mercy Hospital
Midland Care
Mid-Plains League
Mirror Inc
Mize CPA's
Multiple Law Enforcement Agencies
Mulvane Art Museum
Museum of Kansas History in Topeka
Not yet done
Olathe PD
Onaga Hospital
Orientation Intern
Practicum with a middle local school.
Presbyterian Hospital
Providence Medical Center

Radiation Therapy
Ralston, Pope, & Diehl, LLC
sabetha community hospital and other health places around the area
School psychologist for Pauline Central Elementary school and Farley Elementary School
School, 501, and Stormont vail
Seby B. Jones Cancer Center - Boone, NC
SENT Topeka
Shawnee County Coroner's Office
Shawnee County Sheriffs Office
Shawnee Heights High School
Shawnee Heights
Basehor Linwood
501
Auburn Washburn
Shawnee Hights School District
Sheldon Head Start
Silver Lake School District, Jefferson West USD 340
Sims-Kemper Clinical Counseling
Southeast Health Medical Center in Dothan, AL
Southern Ohio Medical Center
Southwest Publishing and Mailing
St marys hospital
St. Francis Hospital, St Luke's Hospital - Lufkin, Performance Rehab
St. Francis, Stormont Vail
St. Francis, Stormont Vail, etc.
St. Joseph's Hospital/Intermountain Health, Denver Colorado
State capital, Community Action
State Legislature
Sterneck Capital Management
Stormont Vail - Cotton Oneil Cancer Center
Stormont Vail and clinics - Radiology clinicals
Stormont Vail and Lawrence Memorial hospitals
Stormont Vail and rebound
Stormont Vail Event Center
Stormont Vail Flint Hills
Stormont Vail Health and Aldersgate Nursing Home
Stormont Vail Health and Children's Mercy in Kansas City, MO
Stormont Vail Health, Community Healthcare System, VA in Topeka, and Plaza West
Stormont Vail Health, University of Nebraska Medical Center
Stormont Vail Hospital and Clinics
stormont vail hospital, St. Fransis Hospital, Plaza West
Stormont Vail, Lawrence Memorial, St. Francis
Stormont Vail, LMH, and St.Francis, Holton
Stormont Vail, plaza-west, Onaga critical access hospital, St Francis Hospital
Stormont Vail, Saint Francis, Holton Community Hospital
Stormont Vail, Saint Francis, Lexington Park Nursing Facility, and Onaga Critical Access Hospital.
Stormont Vail, St. Francis, Jayhawk Pharmacy, etc, Hays Medical Center
Stormont Vail, St. Francis, Lexington Park Health & Rehab
Stormont Vail, St. Francis, Valeo, Lexington Park, Onega Community Hospital, Home Health Agencies, LMH
Stormont Vail, St.Francis, VA, Lawerence Memorial Hospital

stormont, onaga
Stormont-Vail Hospital
Student Life under Eric Grospitch
Student teaching at Auburn Washburn University USD 437
SVH, SVBH, KU Med, Brewster Place
Tammy Walker Cancer Center
TEXAS ONCOLOGY DENISON
The internship was through Washburn
The University of Kansas Health System
The University of Kansas Health System St. Francis Campus- clinical
Stormont Vail Health- internship
The University of Kansas Health System, Stormont Veil Hospital, The University of Kansas St. Francis Hospital
The University of Kansas Health Systems - St. Francis Campus
To be decided...
To complete in the summer.
Topeka Public Schools
Topeka Public Schools, Shawnee Heights Public Schools, Blue Valley Public Schools, and Seaman Public Schools
Topeka Public Schools, Stormont Vail Orthodics and Neuro Rehab Center, Stillwater Public Schools, and Triumph Rehab Center
Topeka Symphony Orchestra
Trinity Health Saint Joseph Mercy Ann Arbor/Brighton
United Way of Kaw Valley
Unity Point Health- Peoria
University of Kansas Health Systems
University of Kansas Health Systems (Radiation Therapy)
UPMC Hillman Cancer Center
USD 379
USD 501
USD 501
USD 341
VA and KU St. Francis
Valeo and Grace Hospice
Various Clinical at Stormont, St. Francis, Olathe Medical Center, and Washburn Tech, among other places
Via Christi Hospital
Via Christi, Manhattan
Washburn Athletics Department
Washburn Rural School District, Tecumseh South School District, and Topeka Public School District
Washburn University
Washburn University & Advisors Excel
YMCA

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, 15 students provided valid responses. Seven indicated Athletics/Sports clubs. See the list below for additional responses.

Athletics/Sports clubs (7)

- Athletics
- Athletics
- Played Football
- student athlete
- Women's Soccer
- cheer
- Baseball

Others (8):

- Being a SOC (Student Orientation Counselor) has helped me develop leadership skills and taught me how to communicate with people in a way I never thought possible.
- Capital Punishment
- Greek Life
- Kinesiology Club
- On-campus Tutor
- Online Program
- Resident Assistant
The sociology courses were outstanding in helping me understand other cultures and why people do the things they do.

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, eight respondents provided valid responses:

- Athletics
- Called to Greatness Ministries
- Debate
- Kinesiology Club
- Online Program
- President of NAMI WASHBURN 2008-2012
- Specifically Dancing Blues
- Washburn University Forensic Anthropology Recovery Unit (WU-FARU)

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, 15 students provided valid responses regarding limiting factors, and 15 provided valid responses regarding facilitating factors. Three respondents stated that Athletics limited their ability to focus on their education, while three respondents each indicated Success Coaches facilitated their ability to focus on their education.

Limited:

- Athletics (3)
- a low GPA that's over 20 years old despite holding a current 4.0.
- Alcohol. I've been sober for about 3 years now, but I simply couldn't stay sober my first few semesters. I had to take time off to get my life back together before I could return. Washburn was very supportive of that, especially my first advisor, Justin Spiehs - I know he's had his issues too, but he was very good to me before whatever happened to him. All of Washburn faculty that I've dealt with have gone above and beyond to help me succeed.
- Building a new Home
- Covid
- Interpersonal relationships at the Clinical Site
- Not having very many evening classes available because I worked 8-5 M-F
- Online school because of covid 19 lockdowns
- Poor weather calls risking the safety of myself and other students.
- Taking care of my dad who is a disabled veteran and between 2012-18 my love who passed away from muscular dystrophy
- The semester where everything went online (due to COVID)
- Track and Field
- Tutors were not very reliable and didn't really understand the content enough to teach it. Adhd there are not many resources for adhd students in the BSN program- wasn't very ADHD friendly. long class days were not ideal when alot of that time could be used studying, reading, or taking notes.

Facilitated:

- Success Coach (3)
- clinical experience
- Family Support
- Fraternity
- Having Military benefits help pay for the cost of my education.
- Just faculty mentoring but just want to shout out individually April Dohrman and Dr Sunita Rao I would have quit school years ago without those two making me feel welcomed at the University when I thought it was not a place I should be.
- Kinesiology Club
- My friends
- scholarships to help fill in the gaps where pell grants and federal loans couldn't or wouldn't. Amazing instructors, Jane Carpenter, Debbie Isaacson, Amy White, Erinn Howard were awesome and genuine and very helpful. Provided great advice very empathetic and would do anything to help you succeed. If it wasn't for them I would not have made it this far.
- Sigma Phi Epsilon Fraternity
- sports are what kept me in college. I would have dropped out.
- surrounding myself with people of my major, seeing them work as hard as me was motivating.
- yoga

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 2023
- Fall 2023
- Spring 2024

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.
