



## Graduating Undergraduate Student Survey Results Summer 2020, Fall 2020, and Spring 2021

### Executive Summary

Overall, the survey had a **36.7% response rate**. The majority of respondents (76.5%) applied for a **Bachelor's degree**. **Nursing** was the most frequently reported primary major (51).

For post-graduation plans, 52.2% anticipated **full-time paid employment** and 20.6% anticipated **searching for employment**; 76.6% indicated that their employment would be **directly related** to their undergraduate major(s). Salaries were estimated to be **\$60,000-\$69,999** (22.4%) or **\$50,000-\$59,999** (21.5%). **Full-time graduate or professional school** was selected by 9.3%; the most frequently stated program and institution was **Social Work** (7) and **Washburn University** (6).

**Type of programs available** (26.2%) and **Location** (25.5%) were the primary reasons to attend Washburn; 70.4% would **definitely choose college again** and 46.4% would **definitely choose Washburn again**. Graduates also rated the quality of their Washburn education as **very good** (51.3%).

For the extent to which Washburn prepared them in relation to USLOs, graduates felt most prepared in the areas of **thinking critically** (89.8%) and **written communication** (89.3%).

More than a third of respondents (36.2%) completed at least one **WTE**; 79.6%-47.5% rated the quality of the experience(s) as **Very Good** or **Good**, with **Scholarly or Creative** as the most positive area (79.6%).

Approximately two-thirds of respondents (67.6%) participated in **internships, clinicals or practicums**, with 86.5% indicating it was required. Many indicated a **health care related organization** as the location (175), and specifically, **Stormont Vail Health** was the most frequently reported location (34).

In regard to working for pay, most reported **not working any hours at an on campus job** (60.6%) in addition to 8.3% who reported 16-20 hours and 7.7% who reported 6-10 hours. For off campus work, 25.5% of respondents reported **working more than 30 hours per week**.

Responses of **Other** (85.7%) and **Internships (paid or unpaid)** (79.3%) were listed most frequently as the activity that contributed very much/quite a bit to students' overall professional development. Co-curricular activities such as **Employment** (71.5%) and **Intercollegiate Athletics or Intramural Sports** (59.0%) were reported as contributing very much/quite a bit to overall professional development.

For factors limiting the ability to focus on education, **Employment** was the top ranked factor limiting students' ability to focus on their education (20.8%) with **Finances** as the secondary factor (18.1%). For factors that increased or improved the ability to focus on education, 19.7% selected **financial aid (e.g., grants, subsidized loans, unsubsidized loans)** as the top factor.

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 227 responses 29 **would not have changed anything**; 28 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, the 243 respondents indicated that incoming students **should connect with professors** (46) and **get involved in campus organizations** (45).

Finally, when asked for additional comments about their Washburn experience, of the 69 respondents, many provided **generally positive comments about their Washburn/college experience** (32).

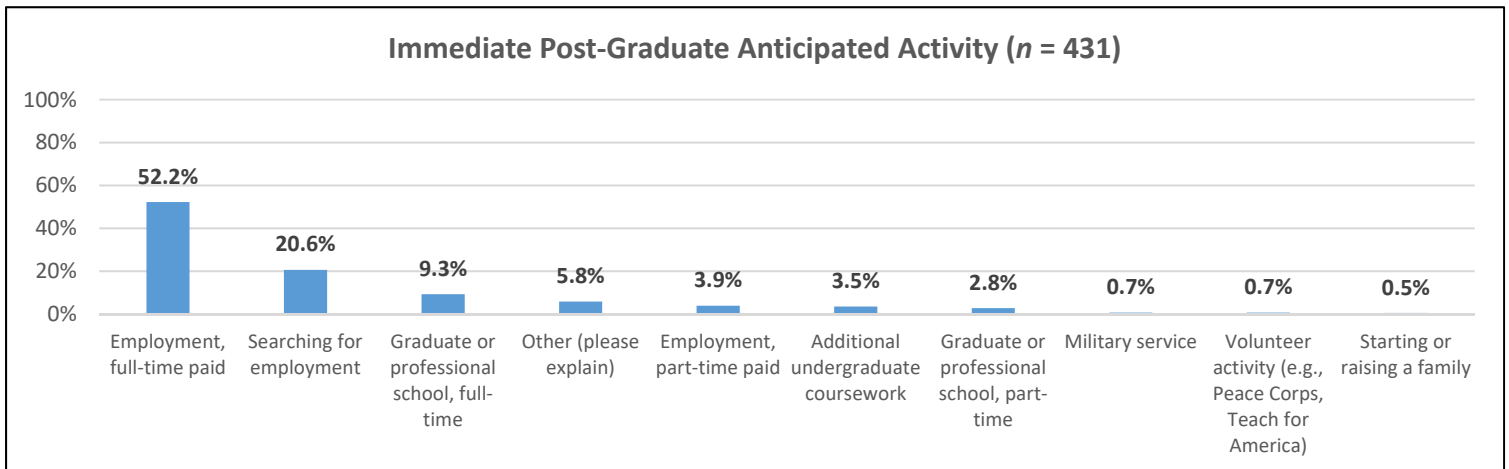
## Introduction

This report provides results from the Graduating Undergraduate Student Survey, administered electronically to undergraduate students who applied for graduation in Summer 2020, Fall 2020, and Spring 2021. The survey instrumentation is located at the end of this report, pages 20-25.

Of the undergraduate students who graduated in Summer 2020 (182), Fall 2020 (401) and Spring 2021 (601), for a total of 1,184, 434 responded to the survey, for a response rate of 36.7%. Of these respondents, 76.5% applied for Bachelor’s degrees as their highest degree, 13.6% applied for Associate degrees, and 9.9% applied for Certificates. The most reported primary majors were Nursing (51), Criminal Justice (20), Psychology (19), Radiation Therapy (17), Social Work (17), Finance (15), and Accounting (14). These results do not include students who applied for graduation from Washburn Tech.

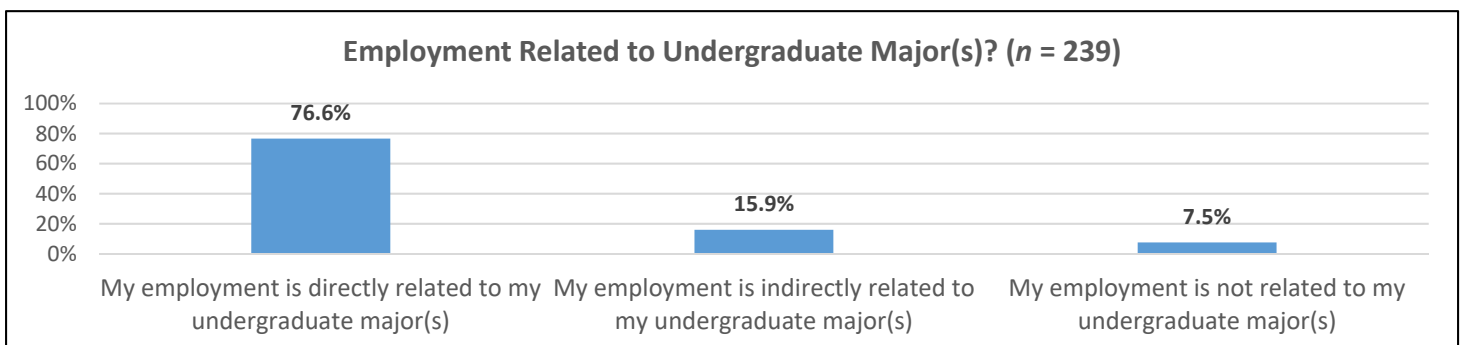
## Post-Graduation Plans

Of the 434 students who responded to the survey, 431 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 employment” was the most reported post-graduation activities among students (52.2%). “Searching for employment” was the second most reported post-graduation activity (20.6%), and “Graduate or professional school, full-time” was third (9.3%). See Appendix for responses to Other and Graduate or Professional School plans.

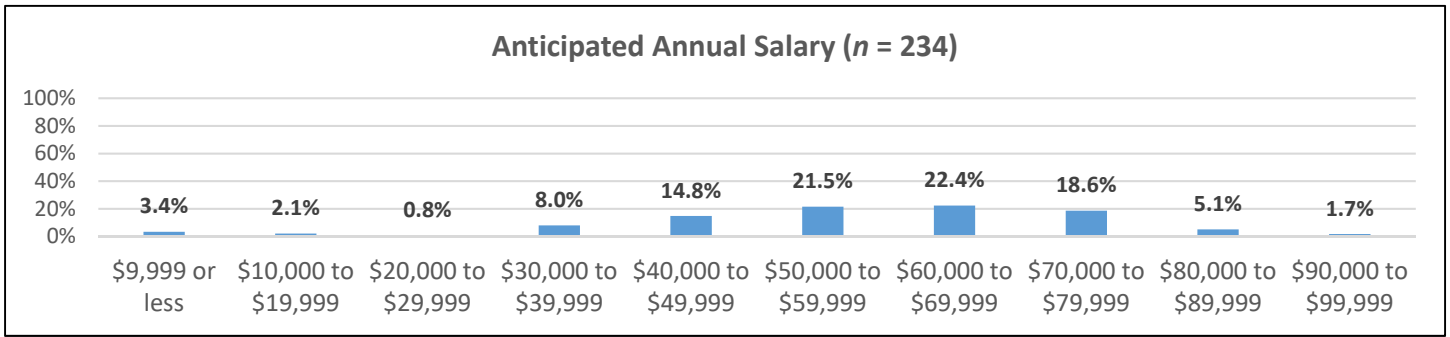


## Students who Anticipate Post-Graduation Employment

Among students who anticipated full-time or part-time employment as their primary activity (n = 239), 76.6% reported that their employment would be directly related to their undergraduate major(s).

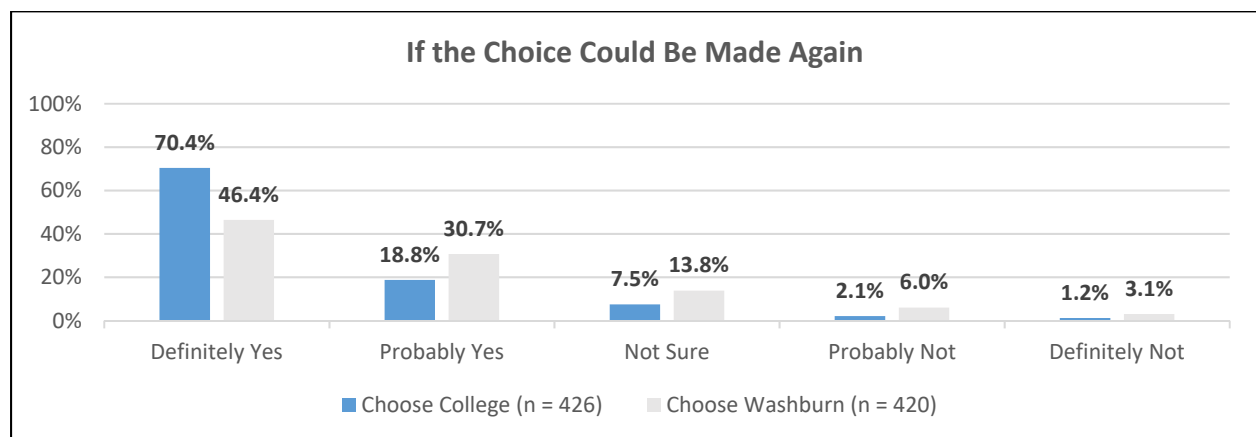
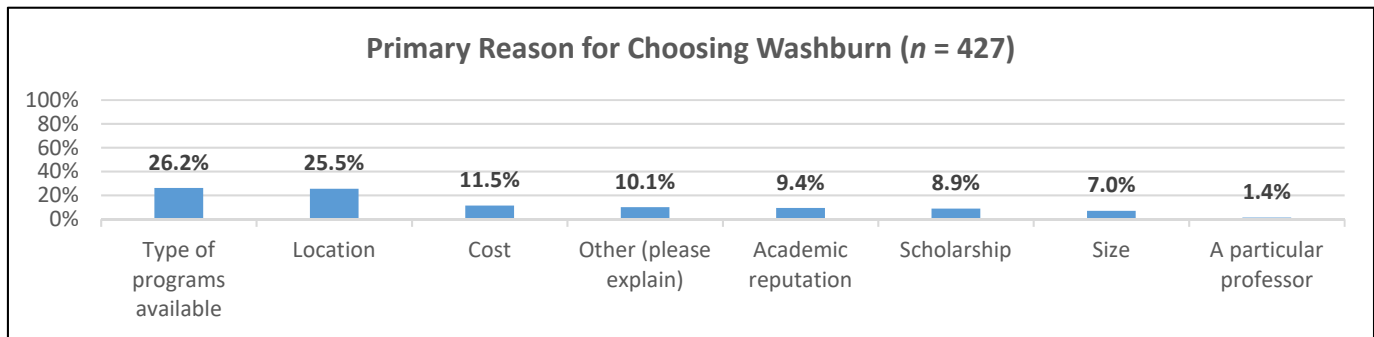


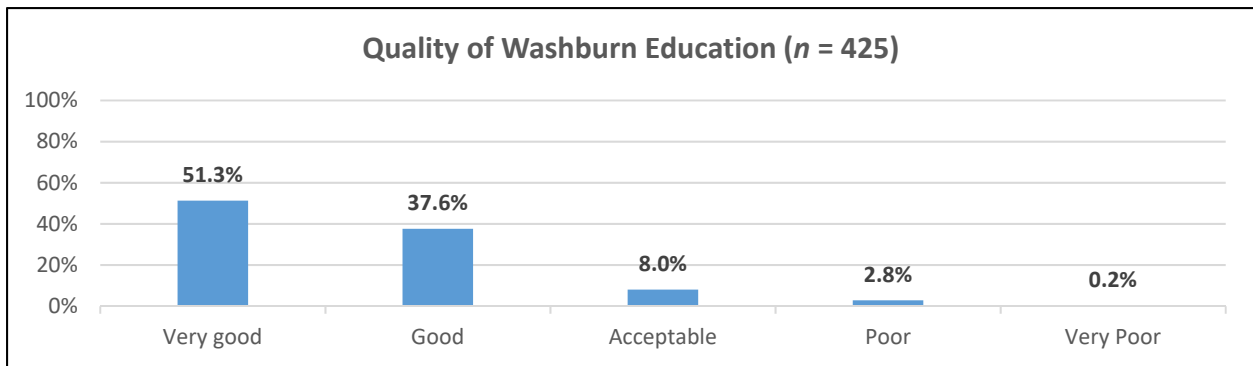
Of the 234 students who reported they anticipated full-time or part-time employment, most reported their salary in the \$60,000 to \$69,999 range (22.4%), followed by the \$50,000-\$59,999 range (21.5%).



### Reasons to Attend Washburn

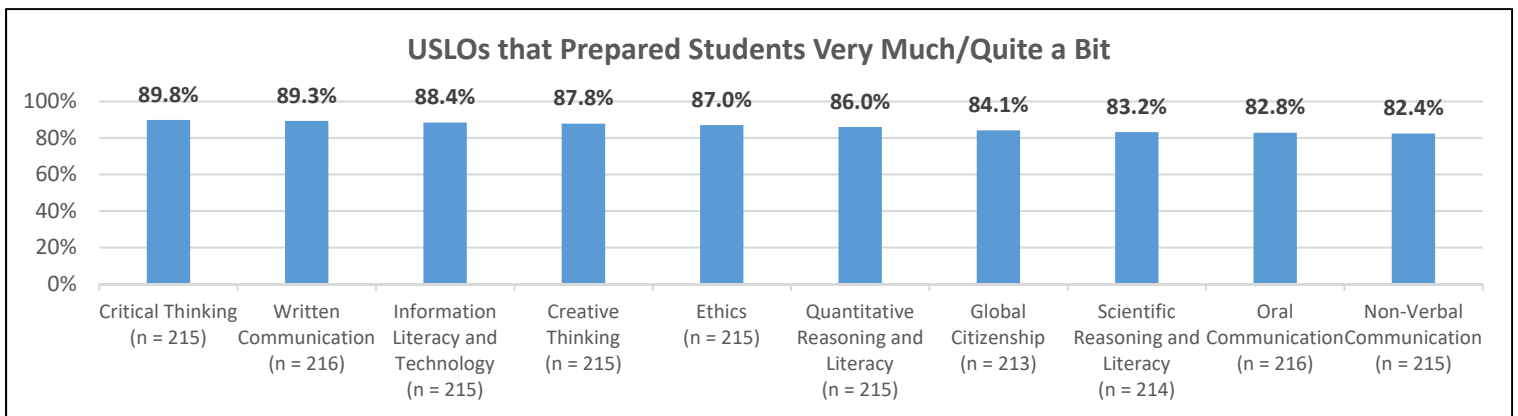
Respondents were asked to identify their primary reason for choosing to attend Washburn, and, if given the choice, whether they would enroll in college again, whether they would choose to attend Washburn again, and how they would rate the quality of their education at Washburn. Of the 427 who responded, most indicated their primary reason for choosing Washburn was Type of programs available (26.2%) or Location (25.5%). See the appendix for responses to Other. If the choice could be made again, 70.4% of students would definitely choose college again and 46.4% would definitely choose Washburn again. In addition, 51.3% of survey respondents indicated that the quality of their Washburn education was very good.





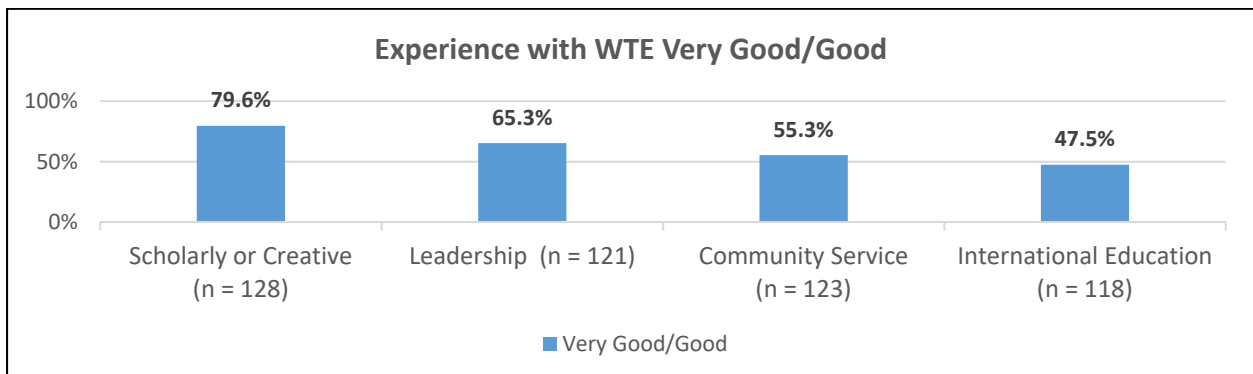
### Student Learning Outcomes

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 (89.8%), with written communication (89.3%) and information literacy and technology (88.4%) as the second and third highest areas of preparation.



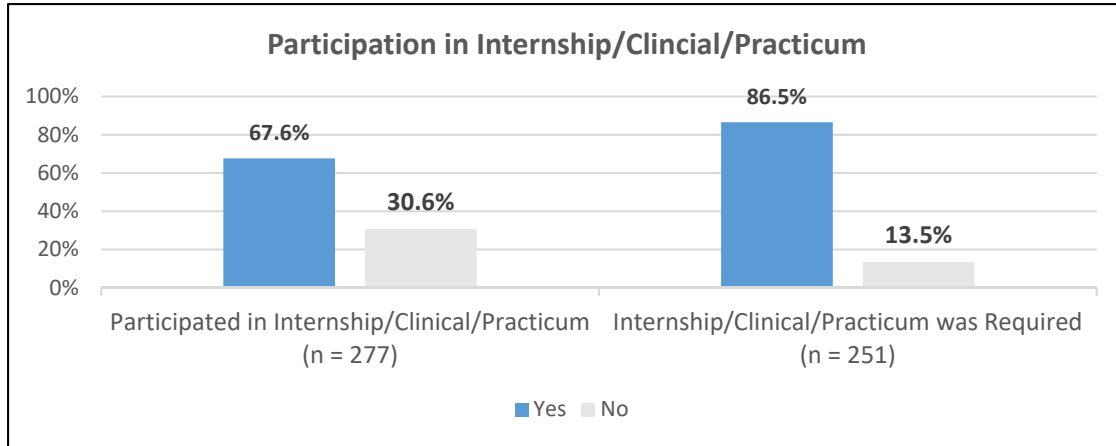
### Washburn Transformational Experience

Of 434 respondents, 147 (36.2%) reported having completed at least one Washburn Transformational Experience (WTE). The following table shows that 79.6% - 47.5% of participants rated the quality of the experiences as Very Good or Good, with Scholarly or Creative as the most positive area (79.6%).



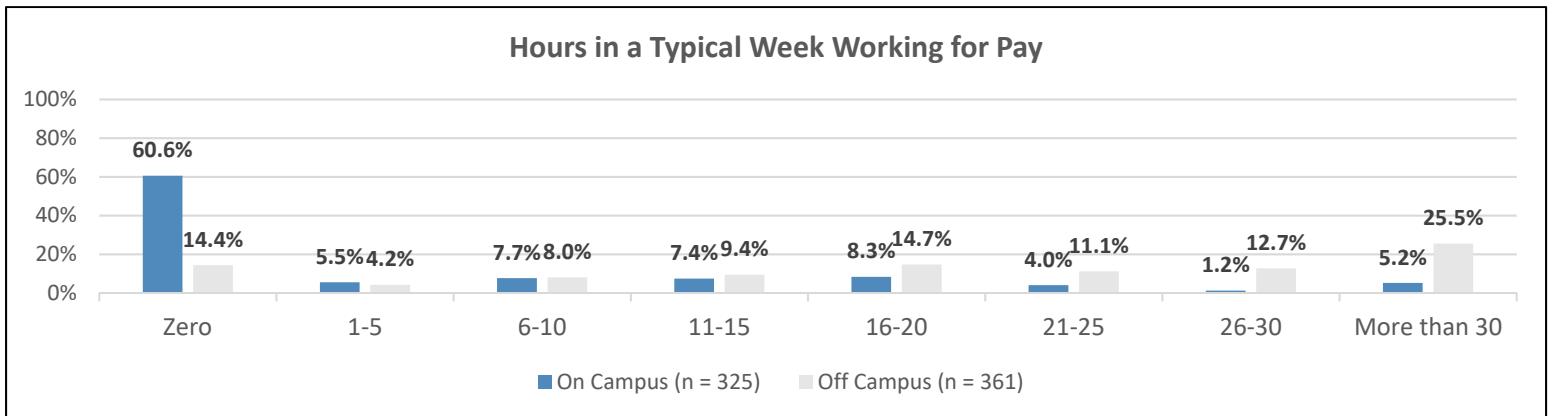
### Participation in Internships, Clinicals or Practicums

When asked if they had completed an internship, clinical, or practicum while enrolled at Washburn, 277 (67.6%) responded yes. For those who responded affirmatively, when asked if the internship/clinical/practicum was required, most (86.5%) responded that it was. See Appendix for the organizations where they completed the internship, clinical, or practicum.



### Working for Pay

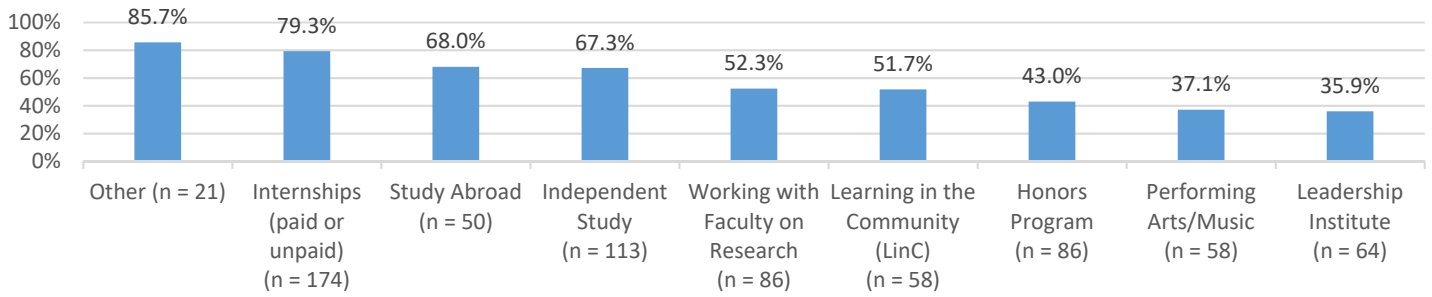
Students were asked how many hours they spent working for pay, both on and off campus, in a typical week while enrolled at Washburn. For on campus work, 325 responded, and for off campus work, 361 responded. More than half of the on campus responses reported working zero hours per week (60.6%). In other words, most did not work on campus, but 8.3% did report 16-20 hours and 7.7% reported 6-10 hours. For off campus work, 25.5% of respondents reported more than 30 hours per week.



### Contribution to Personal Development

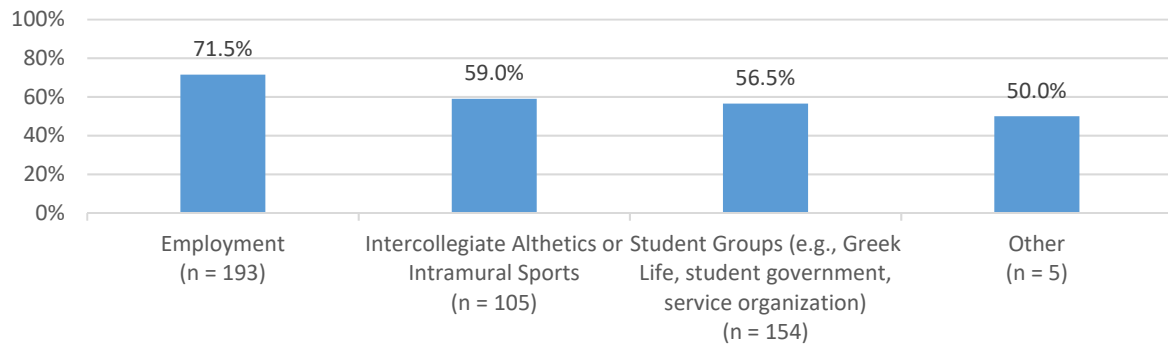
Students were asked to report the extent to which their participation in academic activities at Washburn contributed to their overall personal development. The activity category with the highest response rate for very much/quite a bit was Other with 85.7% (responses to Other can be found in the Appendix). Internships (paid or unpaid) were stated by 79.3% of respondents as an activity that contributed very much/quite a bit to their overall professional development. Many students also selected Study Abroad (68.0%) 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. Employment received the highest response rate for contributing very much/quite a bit to overall professional development (71.5%), and Intercollegiate Athletics or Intramural Sports was second (59.0%). Student Groups was third at 56.5%, and Other responses were 50.0%.

### 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 was most often selected as the single most limiting factor (20.8%), followed by Finances (18.1%), and Commitments beyond the classroom (16.7%). Employment was also the factor most frequently ranked in the top 3 limiting factors (16.9%), followed by Finances (16.0%), and Commitments beyond the classroom (14.7%). See the table on the following page for rankings and see the Appendix for Other responses.

<i>Factors Limiting Education Focus</i>	<b>Number Ranking Top Factor</b>	<b>Percent Ranking Top Factor</b>	<b>Number Ranking in Top 3</b>	<b>Percent Ranking in Top 3</b>
Employment	60	20.8%	138	16.9%
Finances	52	18.1%	131	16.0%
Commitments beyond the classroom	48	16.7%	120	14.7%
Mental Health	31	10.8%	86	10.5%
Family/Relationships	28	9.7%	108	13.2%
Course Schedule	14	4.9%	49	6.0%
Wellness (e.g., sleep, nutrition)	13	4.5%	74	9.1%
Access to Campus Resources	9	3.1%	17	2.1%
Other	9	3.1%	15	1.8%
Learning Disability	6	2.1%	11	1.3%
Living Arrangements	6	2.1%	24	2.9%
Alcohol or Drugs	4	1.4%	10	1.2%
Medical	4	1.4%	15	1.8%
Discrimination	3	1.0%	4	0.5%
Transportation	1	0.3%	15	1.8%
<b>Total</b>	<b>288</b>	<b>100%</b>	<b>817</b>	<b>100%</b>

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 (19.7%), followed by Academic Advising (18.5%), and Friend Mentoring/Support (17.9%). Financial Aid was also the factor most frequently ranked in the top 3 (17.5%), followed by Academic Advising (17.1%), and Friend Mentoring/Support (16.1%). See Appendix for Other responses.

<i>Factors Facilitating Education Focus</i>	<b>Number Ranking Top Factor</b>	<b>Percent Ranking Top Factor</b>	<b>Number Ranking in Top 3</b>	<b>Percent Ranking in Top 3</b>
Financial aid (e.g., grants, subsidized loans, unsubsidized loans)	63	19.7%	150	17.5%
Academic Advising	59	18.5%	146	17.1%
Friend Mentoring/Support	57	17.9%	138	16.1%
Faculty Mentoring/Support	50	15.7%	130	15.2%
Washburn Scholarship(s)	42	13.2%	113	13.2%
Tutoring	12	3.8%	40	4.7%
Other	11	3.4%	22	2.6%
Counseling	10	3.1%	38	4.4%
Non-Washburn Scholarship(s)	7	2.2%	36	4.2%
Health Services	4	1.3%	27	3.2%
Career Services	2	0.6%	8	0.9%
Office of Student Services (disabilities, veterans, non-traditional students)	2	0.6%	7	0.8%
<b>Total</b>	<b>319</b>	<b>100.0%</b>	<b>855</b>	<b>100.0%</b>

## Open-Ended Question Responses

Finally, 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 227 respondents who commented:

- Would not change anything regarding habits to better focus on studies (29)
- Work less/not at all while attending college (28), apply for more scholarships (4), apply for more loans (3), work more to save money (5), find a better job (1)
- Better study habits (14), focus on studies (8), do not procrastinate (8), be organized (6), better time management (5), use a planner (4), be more focused (4), be motivated (3), work ahead (2), develop a routine (2), read the textbook (2), prepare for class (1), apply yourself in classes/be disciplined (1), pay more attention (1), take better notes (1), schedule more time to study (1)
- Be more involved in campus organizations (11)
- Use the library or a quiet area (10), tutoring (3), study groups (5), or other campus resources (1)
- Chose major more carefully, don't switch major, stay on degree path (8), explore majors (1)
- Sleep more (7), adopt healthy lifestyle/choices (2), take care of yourself (1)
- Seek out counseling (6), address mental health (3), ask for help sooner (1)
- Socialize/party less (5)
- Do not be in a relationship/start a family first (5)
- Get better living arrangements (5)
- Live on campus (4), live in Topeka (1)
- Connect with professors (4), with advisor (1)
- Limit distractions (4)
- Do not transfer from another institution/start at Washburn (4)
- Have more fun (3), socialize more (2)
- Better course schedule (3), take more credit hours first two years (2), take math courses first (1), take summer classes to finish sooner (1)
- Take a gap year (3), do not take a gap year (1)
- Would not have gone to Washburn (3)
- Would not play a sport in college (3)
- Focus more on career development (2)
- Challenge myself/take honors courses (2)
- Take more online courses (2)
- Take required/ gen ed courses sooner (2)
- Have a plan for the future (2)
- Take it more seriously (1), value education/the opportunity (1)
- Participate in more hands-on experiences
- Better understand priorities
- Seek more advice from former students
- Go to a community college first
- Finish minor
- Would not live on campus
- Adapt better to online courses
- Be more flexible
- Use technology 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 243 respondents who commented:

- Connect with professors (46)
- Get involved in campus organizations (45), attend campus events (5)
- Use campus resources (23), use Career Services (2), use Counseling Services (1)
- Ask for help (20), ask questions (6), find support (1)
- Communicate with your advisor (19), find an advisor for your major (2)
- Use tutoring services (14), use the library (7), find a quiet study space (1)
- Find a group of friends with similar interests (12), join study groups (10), network (1)
- Apply for scholarships (11)
- Study hard/more (11), attend class (7), stay focused (3), participate in discussions (2), prepare for class/work ahead (2), do your homework (1), get a planner (1), listen (1), log in to D2L every day (1), read the syllabus (1), stay on track (1), rent textbooks (1)
- Good time management (8), be organized (6), focus on your studies (5), have a good course schedule (3), prioritize school (2), be motivated (1), dedicate time (1)
- Explore what Washburn has to offer (5), take advantage of the opportunity (4), try everything at least once (2), be open minded (1), be open to new opportunities (1), find your niche (2), take classes outside your major (1), try new things (1), don't be afraid (1), immerse yourself (1)
- Go for it (4), give it your all (2), believe in yourself (1), celebrate successes (1), do your best (1)
- Study abroad (4)
- Attend to your mental health (3), practice self-care (2), know your limitations (1), have a positive attitude (1), avoid negative people (1)
- Have fun (3), don't stress (3), be yourself (1), relax (1), enjoy yourself (1), stay positive (1), don't worry about the future (1), don't worry about finances (1)
- Follow your degree plan (3), chose major early (2), commit to your major (1), choose a minor carefully (1), don't be afraid to change major (1), find a major that interests you (1)
- Student doesn't recommend a program (3), don't go to Washburn (2), don't join Athletics (1)
- Go to a community college/Washburn Tech first (3), take prerequisites first (1)
- Participate in internship programs (3)
- Go to WU 101 (2), take the major and career exploration class (1), go to orientation (1)
- Don't be distracted by your family/career (2), don't work full-time/work less (2), start college when you're young (1)
- Take it one day at a time (2), give yourself grace (1), don't overcommit (1)
- Find an on-campus job (2)
- Join Greek life (2), join LinC (1)
- Live at home (1), live on-campus (1)
- Talk to former students about Washburn (1), research professors (1)
- Keep syllabuses/term papers for undergraduate portfolio (1)

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 fourth and final question, students were asked if they wanted to make any additional comments about their Washburn experience. From the 69 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 (32).

Positive:

- Generally positive comments about Washburn/college experience (32)
- Positive experience with faculty/staff (12)
- Proud to be an Ichabod/Washburn alumni (5)
- Departments/Programs/Schools were viewed positively (2)
- Positive comment about transfer credit experience

Negative:

- Negative experience with faculty/staff (7)
- Negative experiences with program (2)
- Impact of COVID-19 pandemic (2)
- Negative comment about faculty member
- Negative experience related to ideological beliefs
- Negative experience with campus involvement/student life
- Negative experience with computer-based testing
- Need requirements to be less difficult

Recommendations:

- Need more funding for program (2)
- More support for student mental health needed (2)
- Make WU 101 one credit hour
- More financial aid literacy/assistance
- Better food choices on campus
- Make career and exploration class mandatory for exploratory majors
- Washburn is moving in the right direction, but more work is needed
- More frequent course offerings needed
- Make Topeka more attractive for graduates
- More graduate level offerings needed
- Add more to campus to keep it unique and exciting
- Assume credibility

## Appendix

### Other Primary Activity in the Period Immediately Following Graduation

The 25 students who selected “Other” as the primary activity in the period immediately following graduation were asked to specify in an open-ended response. Six respondents indicated working full-time while attending graduate school, while an additional four respondents stated they were pursuing graduate school. Four responded that they will be taking board exams. Three responded that they will continue to work. Two respondents will be in internships. Six stated other plans.

#### Graduate School and Employment

- Graduate or professional school, full-time & Employment
- Graduate school and employment during the COVID19 pandemic
- Graduate school and part-time employment
- Graduate School full time and Work full time
- I will be participating in part-time employment, additional undergraduate coursework, and graduate school full-time.
- Full time teaching with online grad school during summer.

#### Pursing Graduate School

- Applying to go to Law School
- Working to apply for Graduate school
- Come back and try to begin a Master’s program in the fall and finish my last season of football.
- I plan to work and raise my family and I am hopeful to get into the Master’s program.

#### Board Exams

- Passing Board Exam and get Licensed
- Studying for and taking NBCOT (certification) exam.
- Studying for Boards/ becoming a COTA
- Taking board exams

#### Continue to Work

- Continue working full time with opportunity to advance
- I have a full-time job already.
- Keep current job.

#### Internship

- Full time Internship
- Hopeful internship at an international company that I have admired since working with the International House

#### Other plans

- I will be searching for employment immediately following graduation should I not have job already lined up while I study to take the GRE to apply to graduate school. Once finding if I am approved (test in fall of 2021) then I will be going to graduate school full time.
- Searching for full-time paid employment and starting up my own business on the side.
- Hopefully Employment, but at this point no idea
- Work full time and also take part time classes
- Unknown! Will finalize plans next semester.
- Adopt more cats and publish a couple of books

## 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 27 responses to this question are grouped by program, then by the institution they plan to attend. Social Work (7) and Master of Business Administration (4) were the most frequent responses, with Washburn University as the top institution for these programs (*ns* = 9).

### Social Work (7)

- Washburn University (6)
- Newman University or Wichita State University (1)

### Master of Business Administration (4)

- Washburn University (3)
- N/A (1)

### Law (3)

- Washburn University (1)
- N/A (1)
- Vanderbilt University (1)

### Master of Accountancy (2)

- Washburn University (1)
- Unknown (1)

### Physical Therapy (2)

- Wichita State University (1)
- Institution not specified (1)

### Communication and Leadership (1)

- Washburn University (1)

### Dental School (1)

- University of Missouri Kansas City

### LMAC or MBA (1)

- Unsure (1)

### Master of Montessori Education (1)

- Institution not specified (1)

### PMHNP (1)

- St. Louis University (1)

### Master of Exercise Science (1)

- University of Florida (1)

### Physics, PhD. (1)

- Institution not specified (1)

## Other Primary Reason for Choosing Washburn University

Respondents who selected Other as their primary reason for choosing Washburn University were asked to specify by typing in a response. Of 43 responses, Alumni/Family/Close to Home was a theme listed by seven. Another seven indicated that Athletics was their primary reason. See list below for additional responses.

### Alumni/Family/Close to Home (7)

- Family members are alumni (3)
- Alumni (1)
- Family (1)
- Closer to home (1)
- Significant other was accepted (1)

### Athletics (7)

- Athletics (1)
- Baseball (2)
- Track and Field (2)
- Golf (1)
- Sports (1)

### Course delivery options (6)

- Online (4)
- 1-year online program and choice of clinical location (1)
- Program schedule (1)

### Transfer (4)

- Washburn Tech transfer (2)
- Acceptance of transfer credit (1)
- Transfer (1)

### Felt like home, friendly (3)

- When I walk on campus I feel like this is my home (1)
- Instructor made me feel welcome when I toured campus (1)
- Campus Friendliness (1)

### Other (16)

- All of the above/everything (3)
- Many things (3)
- The Music Department! (1)
- The partnership with KBI and Professor O'Neill (1)
- Debate Team (1)
- Degree type (1)
- GOD told me to go back to school and finish what I started in 1983 (1)
- Hospital recommendation (1)
- I came here because I got a decent scholarship (1)
- My history with WU (1)
- Accepted to a program (1)
- Voc Rehab pushed this school for only choice to attend (1)

## Internship, Clinical, or Practicum Organizations

Students who responded affirmatively to the question “Was an internship, clinical, or practicum a requirement for your degree?” ( $n = 333$ ) were also asked with what organization(s) they completed it. Responses 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.

The majority of responses indicated that the internship, clinical, or practicum was in the health care field ( $n = 175$ ), with Stormont Vail Health (34) and the University of Kansas Health System St. Francis Campus (25) as the top organizations.

### Health Care ( $n = 175$ )

- Stormont Vail Health (34)
- University of Kansas Health System St. Francis Campus (25)
- Lawrence Memorial Hospital (12)
- School of Nursing (7)
- Holton Community Hospital (8)
- KU Medical Center (6)
- Various hospitals and healthcare sites (6)
- Ascension Via Christi (5)
- VA Medical Center of Topeka (4)
- Heartland RADAC (3)
- Radiation Therapy (3)
- Mercy Hospital (2)
- Valeo Behavioral Health Center (2)
- WU Moves (2)
- Aldersgate Village Senior Living (2)
- Advanced Physical Therapy
- Advanced Rehabilitation
- Anesthesia Associates of Central Kansas
- Bartlett Regional Hospital
- Brandon Woods at Alvamar
- Cardiac Sonography
- CHI St. Alexius Bismarck, ND
- Clay Center Medical Center
- Coffey County Hospital
- Community Care Ministries
- Community Health Care Systems
- Cornerstones of Care
- Covenant Hospital, Plainview, Texas
- Ellis Fischel Cancer Center
- Essentia Health Heart & Vascular Center (Duluth, MN)
- Fairbanks Memorial Hospital
- Forensic Medical
- Geary Community Hospital
- Geisinger Medical Center

## HEALTH SOURCE

Jayhawk Pharmacy  
Kansas Rehabilitation Hospital  
Lehigh Valley Hospital Cedar Crest  
Lexington Park  
Longmont United Hospital  
Mary Bird Perkins Cancer Center  
Medical Center of The Rockies  
Midland Hospice  
Missouri Cancer Associates  
NAMI KS  
Northeast Radiation Oncology Center  
Northern Physical Therapy  
Occupational Therapy  
Pennington Cancer Center  
Physical Therapist Assistant Program  
Pine Ridge Health Clinic  
Pioneer Ridge Rehab  
Plaza West  
Preferred Physical therapy  
Prevention and Resiliency Services (PARS)  
Rebound Physical Therapy  
Sabetha Community Hospital  
San Luis Valley Health  
Skilled Nursing: Topeka Centers Rehab  
St. Catherine's Hospital  
Swedish Medical Center  
Texas Oncology Brownsville  
The Cancer Center of Hawaii  
The University of Virginia Medical Center  
Topeka Presbyterian Manor  
Trinity Cancer Center Moline, Illinois  
UVA medical Center  
Vascular Sonography  
Wesley Medical Center Sprout Pediatric Occupational Therapy

## Education (*n* =65)

Topeka Public Schools USD 501 (10)  
Auburn Washburn School District USD 437 (9)  
Seaman School District USD 345 (8)  
Mission Valley School District USD 330 (4)  
Shawnee Heights School District USD 450 (7)  
Various schools (3)  
Washburn Education Department (3)  
Music Education Department (2)  
Ballard Center  
Basehor Community Library  
Community Action Head Start  
Feats after school program  
Kansas Association of School Social Workers  
Lawrence Free State High School

Nafme

No Stone Unturned (Manhattan)  
North Fairview Elementary School  
Olathe Medical Center  
OSF hospital in Peoria, IL  
Outpatient substance abuse center  
Sheldon Head Start  
USD 497 school district  
Valley Heights School District  
Wanamaker Elementary School  
Well Wilderness Kids  
Williams Magnet School  
Topeka Collegiate

Other ( $n = 33$ )

Washburn Psychology Department (3)  
Evergy (2)  
Washburn Athletics (2)  
Washburn University (2)  
Washburn Tech (2)  
BSA  
Cahokia Mounds Historic Site  
CHS  
CKF  
Fellowship Bible Church  
Holy Spirit  
Human Services/Family Studies  
Kansas Children's Discovery Center  
Keller Motors  
Kinesiology  
Kirk & Cobb, Inc.  
Lawrence's Art Center  
Leadership  
LinC - Bonner Scholar  
Mater Dei IrishFest 5k Fun Run  
Mulvane Art Museum  
NOTO  
Topeka Youth Project  
Topeka Zoo  
Washburn University President's Office  
Washburn University Residential Living Department

Financial Services ( $n = 19$ )

Kansas Small Business Development Center (4)  
Security Benefit (3)  
BT & Co (2)  
Advisors Excel (2)  
Cornerstone Advisors  
Federal Home Loan Bank of Topeka  
K.L. Johnson Advisors.  
Northwestern Mutual



PricewaterhouseCoopers LLP  
RAVENii  
SE2  
Statefarm

Social and Community Services (*n* = 16)

CASA (2)  
YWCA (2)  
Topeka Rescue Mission (2)  
Boys and Girls Club  
Christian Challenge  
Christian Counseling Services  
DCCCA  
DCF  
Family Service and Guidance Center  
Kansas Advocates for Better Care  
KCSL  
KVC  
The Villages Inc

Government/Public Service (*n* = 16)

Governor's Office (6)  
Kansas Department of Commerce (2)  
Little Government Relations, LLC (2)  
Topeka Capital  
The Lieutenant Governor's Office  
Legislative Internships  
Kansas Army National Guard  
City of Topeka: Water Pollution Center  
City of Lawrence Parks and Recreation Department

Criminal Justice (*n* = 9)

Kansas Bureau of Investigation (2)  
BIDS  
Bryan Smith Law Firm  
Junction City Police Department  
Overland Park Police Department  
TPD  
United States Marshal Service, Eastern District of Michigan  
Washburn Police

## **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, 16 students provided valid responses. Four indicated Athletics, and two indicated that Clubs shaped their overall professional development. See the list below for additional responses.

### Athletics (4)

- Baseball
- Football
- Softball
- Sports

### Clubs (2)

- Clubs
- Biology Club, Ecobods

Cadets, Greek Life

At least 24hrs/wk at clinical

Debate Team

For the internship, I had one lined up during covid and was forced to work around that issue. We ended up texting back and forth over email for the whole 2019 school year. I think this knowledge helped me learn how to adjust to problems better.

Greek life and mock trial

Joining and org.

Mass Media Dept. Events

Presidential Ambassador to International Students

RENEW grant

Working for Carnegie Library and Mabee Library

## **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, five respondents provided valid responses:

- Called to greatness and young life college
- Dungeons and Dragons Club and WNGE
- I went to specific club get together's such as bio club trivia night and more.
- IMA Washburn University Student Chapter-Treasurer (2019-2020)
- ROTC

## 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 22 provided valid responses regarding facilitating factors. Five respondents stated that COVID limited their ability to focus on their education, while two respondents indicated that Washburn staff relationships and remote learning/online classes facilitated their ability to focus on their education.

### Limited:

- COVID (5)
- As an older student it can be difficult to manage attending only daytime classes. That would be my one complaint about Washburn. Some of the required courses are not offered either online or in the evening.
- Athletics here was not a great experience. [*Name withheld*] was not invested in this program. Just look at the results.
- Attitude of the SW dept and not understanding life and changes. They are rude and unwilling to work with you as a student.
- Military obligations
- My husband is in Hospice at home and requires extra attention.
- Online learning/ Library hours during COVID
- Roommates
- Social media, overwhelming amount of homework, tired
- Tend to suffer from procrastination...
- The year 2020, too many extenuating circumstances to list, but a few; Colorado wildfires, COVID-19, lack of daycare options, being let go from job.

### Facilitated:

- Washburn staff relationships (2)
- Remote Learning/online classes (2)
- Acting as a leader for and with my tennis team at Washburn, we all push each other and ask to give our best in everything which has helped tremendously.
- Athletics and the coaches.
- Co-curricular Activities
- Desire to finish, to achieve my goals.
- Employment
- Encouragement/support from my husband and clinical/field mentors
- Evening classes were offered which were helpful for managing a work schedule, smaller classroom settings, directly taught by professors
- Family
- Greek Life, specifically SigEp. It made me a better student early.
- Library before COVID
- Military success center
- Professor O'Neill had a major impact on my time at Washburn. She encouraged all students and was very valuable when it came to applying for jobs and future careers.
- Registrar's Office
- Relationships with other students, Greek Life
- Very organized online program (syllabus, deadlines, structure), also support from my employer
- Vocational Rehabilitation
- Washburn Tech Transfer Discount

## 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 2020
- Fall 2020
- Spring 2021

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?

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What advice would you give to an incoming student 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? 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 experience at Washburn, please provide them in the space below.

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