



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

Executive Summary

Overall, the survey had a **32.6% response rate**. 71.2% applied for a **Master's degree**, and the **Master of Social Work** was the most frequently reported graduate program of study (18).

For post-graduation plans, 64.4% anticipated **full-time paid employment** and 22.0% anticipated **searching for employment**; 6.8% anticipated **further graduate or professional school**. Among those who anticipated full-time or part-time employment, 77.5% anticipated that their employment would be **directly related to their graduate degree(s)**. For those who anticipated employment for their primary post-graduation plans, salaries were most often estimated to be **\$100,000 or more** (30.0%) and **\$50,000 to \$59,999** (22.5%).

Type of program available (23.7%) was the primary reason to attend Washburn; 55.9% would **definitely choose to pursue a graduate degree again**, and 54.2% would **definitely choose Washburn again**. Graduates also rated the quality of their Washburn education as **very good** (71.2%).

For the extent to which Washburn prepared them in relation to USLOs, graduates felt most prepared in the area of **Critical Thinking** (76.3% responded with Very Much).

When asked if they had completed an **internship, clinical, or practicum** while enrolled at Washburn, 79.7% **had completed**, of which, 90.5% stated it was a **requirement for their degree**. **USD 501 Topeka Public Schools** was the most frequently reported location (4).

Regarding working for pay, most reported **not working any hours** at an on-campus job (75.0%); 57.7% reported working **more than 30 hours per week** off campus.

For factors limiting the ability to focus on education, **Employment** was most often selected both as the top ranked issue (21.0%) and as one of the top 3 factors (27.3%). For factors that increased or improved the ability to focus on education, 30.6% selected **Friend Mentoring/Support** as the top factor and 17.2% ranked it as one of the top 3 factors. **Faculty Mentoring/Support** was the factor most frequently ranked in the top 3 (21.1%).

When asked how they would change their habits to better focus on their studies if they could start their Washburn experience over again, the most frequent response out of 29 total was that they would have **worked less** (7), although four indicated they would **not have changed any habits**.

For advice they would give to an incoming graduate student wanting to know how best to take advantage of Washburn's educational opportunities, **connect with professors** (9) was the most frequently stated theme from the 34 responses.

Finally, when asked for additional comments about their Washburn experience, 8 of the 13 respondents expressed generally positive comments about Washburn/graduate program/professor.

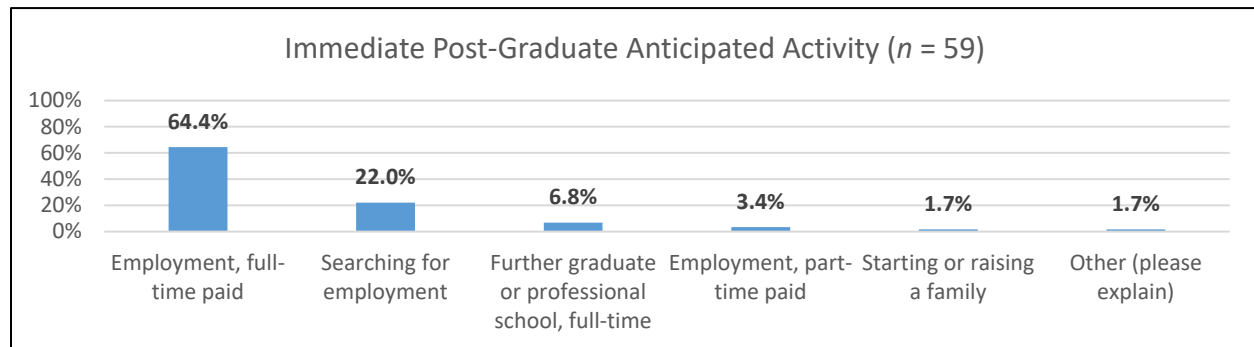
Introduction

This report provides results from the Graduating Graduate Student Survey, administered electronically to graduate students who applied for graduation in Summer 2022, Fall 2022, and Spring 2023. The survey instrument is located at the end of this report, pages 10-13.

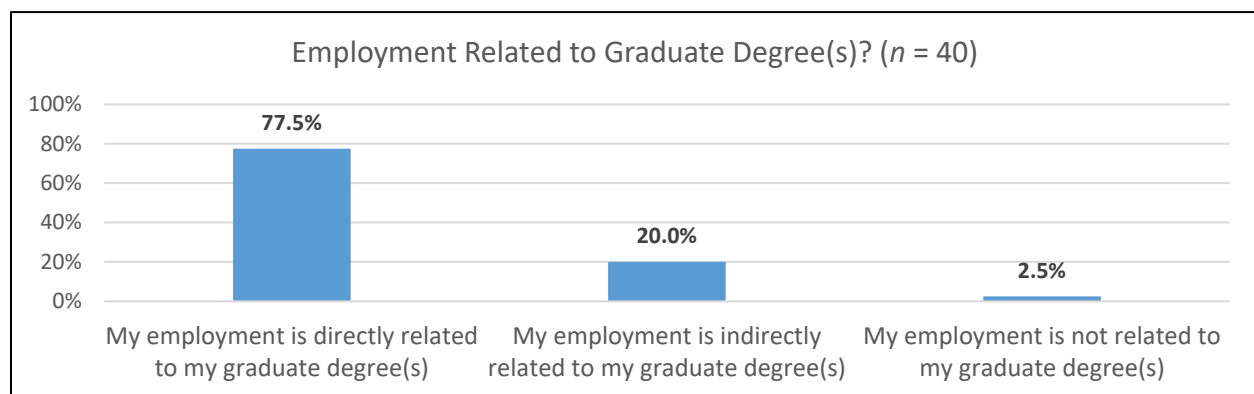
Of the graduate students who graduated in Summer 2022 (25), Fall 2022 (28) and Spring 2023 (128), for a total of 181, 59 responded to the survey, for a response rate of 32.6%. Of these 59 respondents, 71.2% applied for a Master's degree, 16.9% applied for a Post-Graduate Certificate, and 11.9% applied for a Doctorate degree. Of the 59 who responded, the most reported graduate degrees were Master of Social Work (18) and Post Grad Certificate- Psychiatric Mental Health Care Nurse Practitioner (11). These results do not include students who applied for graduation from the School of Law.

Post-Graduation Plans

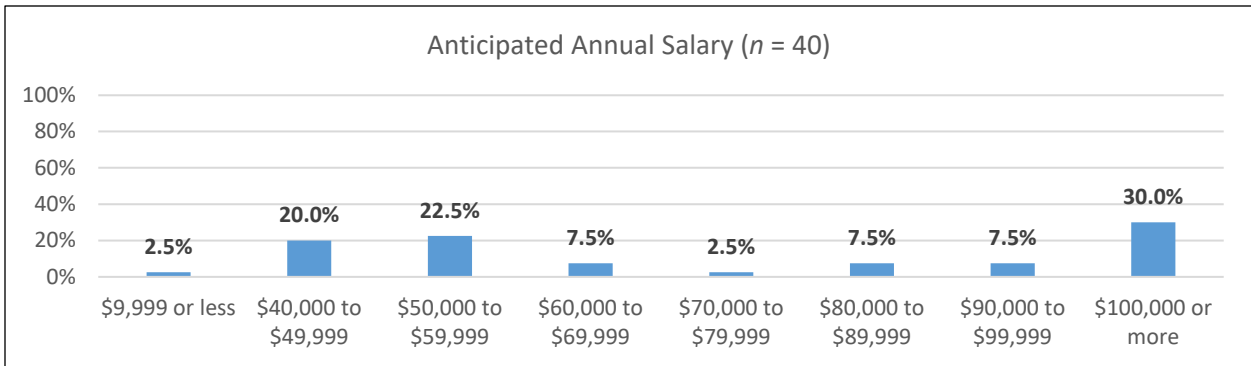
Of the 59 students who answered the following statement: "Please indicate ONE activity that you anticipate will be your PRIMARY activity in the period immediately following graduation," the following chart shows "Employment, full-time paid employment" as the most frequent response (64.4%) and "Searching for employment" as the second most frequent response (22.0%). The one "Other" response indicated they were taking the boards for the DNP Practice. The four respondents who indicated their plans were further graduate or professional school, full-time, they indicated they were enrolling in Clinical/Counseling Psychology, Law School, Neonatal Nurse Practitioner Post-Certificate, and Psychology Doctorate. The three who responded with part-time graduate or professional school indicated KU, Vanderbilt University, and not yet known.



Students who Anticipate Post-Graduation Employment



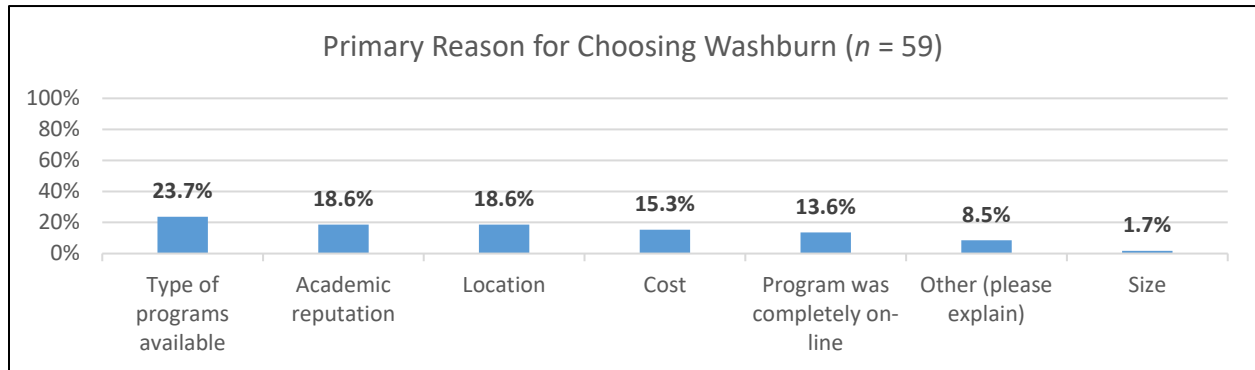
Among students who anticipated full-time or part-time employment as their primary post-graduation activity, 77.5% reported that their employment would be directly related to their graduate degree(s).



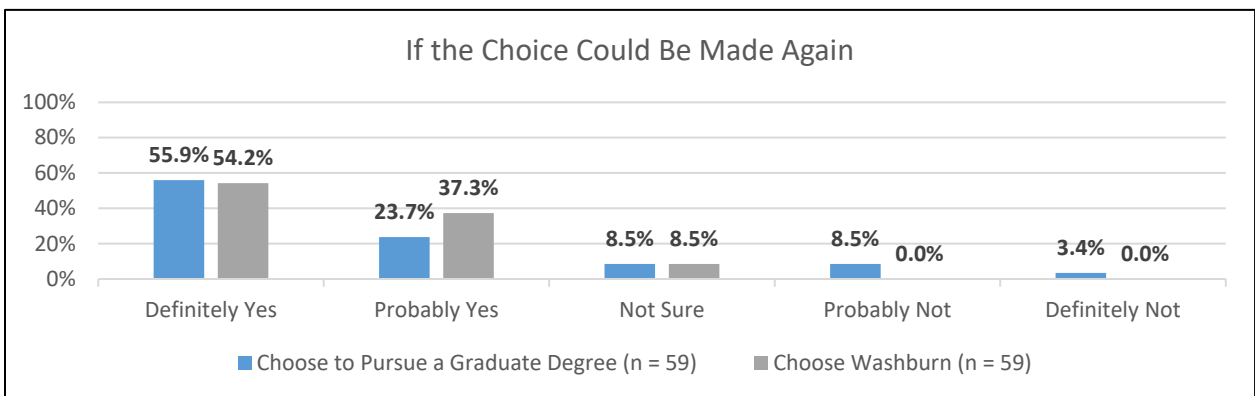
Students who reported their anticipated full-time or part-time employment ($n = 40$) most often reported their salary in the \$100,000 or more range (30.0%) or the \$50,000-\$59,999 range (22.5%).

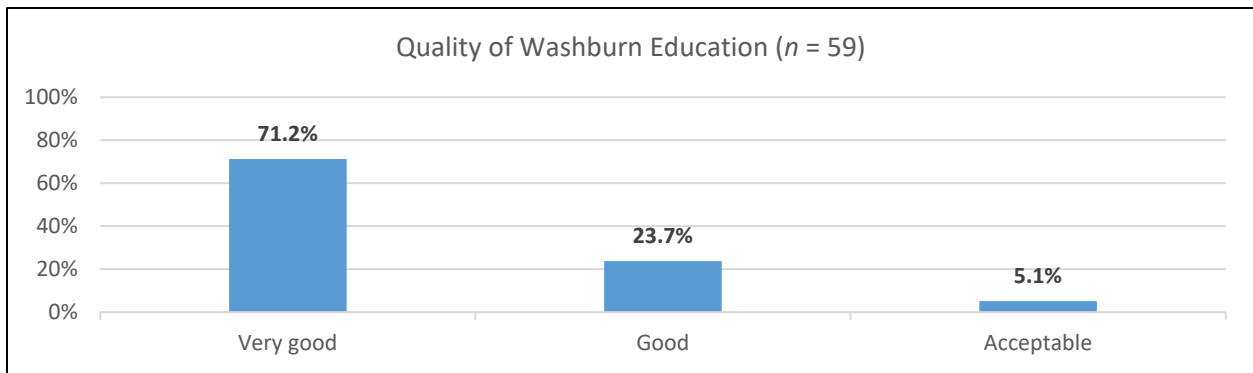
Reasons to Attend Washburn

Respondents were asked to identify the primary reason why they chose to attend Washburn for their graduate studies, and, if given the choice, whether they would pursue a graduate degree again, whether they would choose to attend Washburn again, and how they would rate the quality of their graduate education at Washburn. The most frequent responses given for why they chose Washburn were “Type of programs available” (23.7%), “Academic reputation” (18.6%) and “Location” (18.6%). The Other reasons for attending Washburn (8.5%) were “Baseball Graduate-Assistant Coach,” “Both reputation and location,” “Covid-19 added an athletic eligibility year,” “Faculty benefit,” and “Previous education and athletics at Washburn.”



If the choice could be made again, 55.9% would definitely choose to pursue a graduate degree again and 54.2% would definitely choose Washburn again.

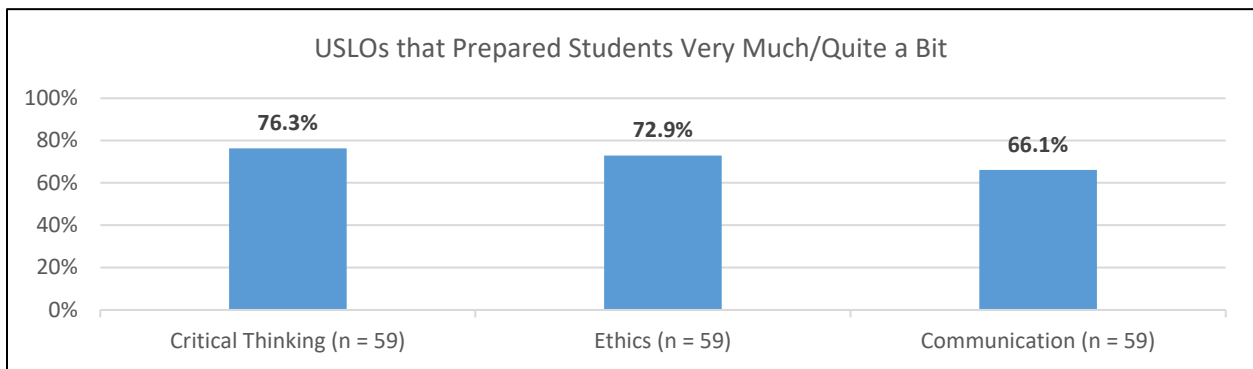




Regarding the quality of their graduate education at Washburn, 71.2% of survey respondents indicated that the quality of their Washburn education was very good.

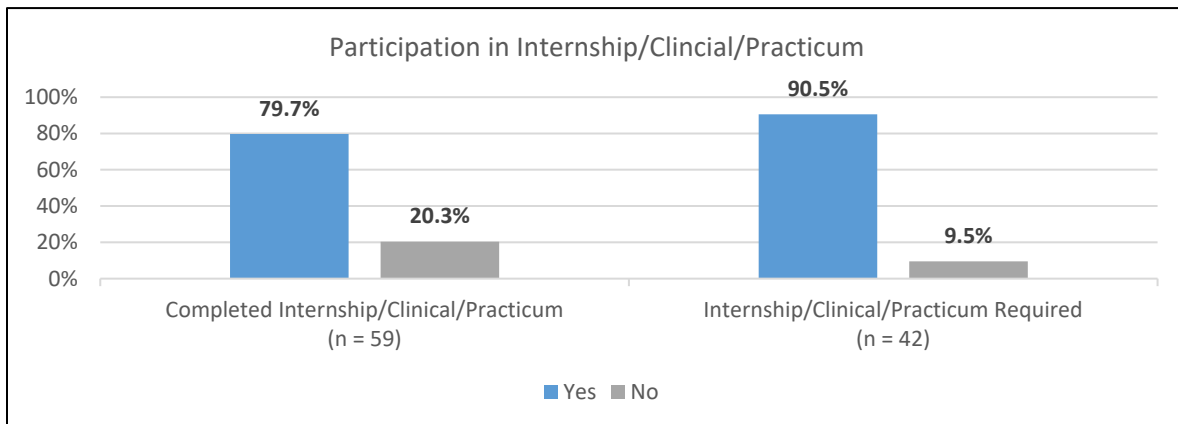
Student Learning Outcomes

Students were asked to rate the extent to which Washburn prepared them in terms of the university's student learning outcomes (USLOs), including the areas of communication, critical thinking, and ethics. Students responded that Washburn prepared them the most in the area of Critical Thinking (76.3%). Ethics (72.9%) and Communication (66.1%) were the second and third highest areas of preparation.



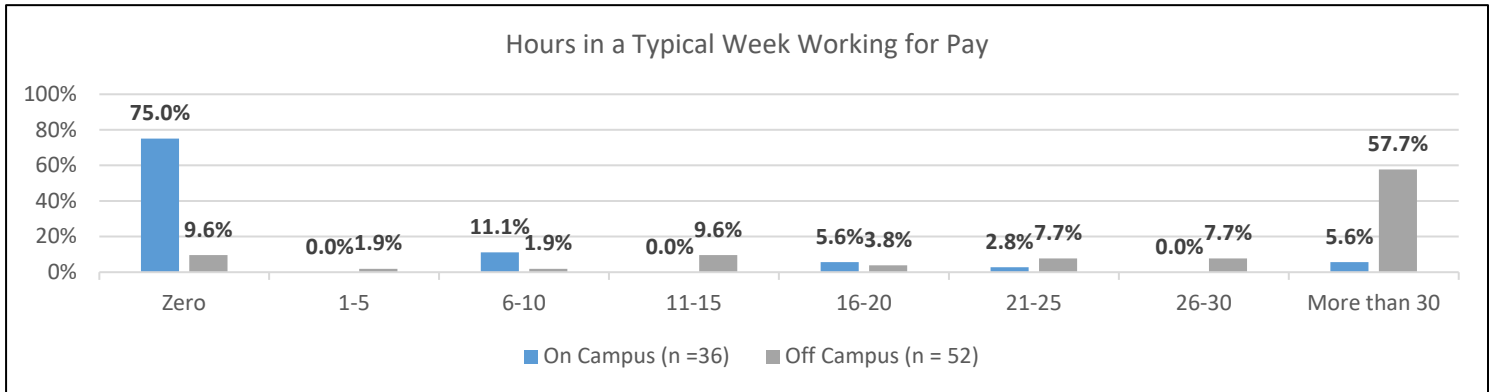
Participation in Internships, Clinicals or Practicums

When asked if they had completed an internship, clinical, or practicum while enrolled at Washburn, 79.7% responded affirmatively. Further, when asked if participation was required, 90.5% indicated yes. When asked at what organization they completed their internship, clinical, or practicum, four respondents listed USD 501 Topeka Public Schools. See Appendix, Page 8, for other responses.



Working for Pay

Students were asked how many hours they spent working for pay, both on and off campus, in a typical week while enrolled at Washburn. For on campus work, 36 responded, and for off campus work, 52 responded. Most of the on campus responses (75.0%) reported working zero hours per week. In other words, the majority did not work on campus. For off campus work, more than half (57.7%) reported working more than 30 hours per week.



Factors Limiting and Facilitating the Ability to Focus on Education

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

The following table shows that Employment was most often selected as the single most limiting factor (21.0%) and was also most frequently ranked in the top 3 limiting factors (27.3%). Commitments beyond the classroom and Family/Relationships and were also frequently selected as the single most limiting factor (17.7% and 14.5%) and frequently ranked in the top 3 limiting factors (20.5% and 18.2%).

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>	26	21.0%	12	27.3%
<i>Commitments beyond the classroom</i>	22	17.7%	9	20.5%
<i>Family/Relationships</i>	18	14.5%	8	18.2%
<i>Finances</i>	16	12.9%	6	13.6%
<i>Mental Health</i>	13	10.5%	2	4.5%
<i>Wellness (e.g., sleep, nutrition)</i>	10	8.1%	3	6.8%
<i>Course Schedule</i>	9	7.3%	2	4.5%
<i>Living Arrangements</i>	2	1.6%	0	0.0%
<i>Medical</i>	2	1.6%	0	0.0%
<i>Transportation</i>	2	1.6%	0	0.0%
<i>Access to Campus Resources</i>	1	0.8%	0	0.0%
<i>Discrimination</i>	1	0.8%	1	2.3%
<i>Learning Disability</i>	1	0.8%	0	0.0%
<i>Other</i>	1	0.8%	1	2.3%
<i>Alcohol or Drugs</i>	0	0.0%	0	0.0%

For factors that facilitated students' ability to focus on their education, the following table shows that Friend Mentoring/Support was most often selected as the single most helpful factor (30.6%), followed by Financial aid (16.3%). Faculty Mentoring/Support was the factor most frequently ranked in the top 3 (21.1%), followed by Friend Mentoring/Support (17.2%).

Factors Facilitating Education Focus	Number Ranking Top Factor	Percent Ranking Top Factor	Number Ranking in Top 3	Percent Ranking in Top 3
<i>Friend Mentoring/Support</i>	15	30.6%	22	17.2%
<i>Financial aid (e.g., grants, subsidized loans, unsubsidized loans)</i>	8	16.3%	21	16.4%
<i>Academic Advising</i>	7	14.3%	20	15.6%
<i>Faculty Mentoring/Support</i>	6	12.2%	27	21.1%
<i>Washburn Scholarship(s)</i>	4	8.2%	10	7.8%
<i>Other</i>	3	6.1%	7	5.5%
<i>Career Services</i>	2	4.1%	4	3.1%
<i>Counseling</i>	2	4.1%	8	6.3%
<i>Office of Student Services (disabilities, veterans, non-traditional students)</i>	1	2.0%	2	1.6%
<i>Tutoring</i>	1	2.0%	0	0.0%
<i>Health Services</i>	0	0.0%	4	3.1%
<i>Non-Washburn Scholarship(s)</i>	0	0.0%	3	2.3%

Open-Ended Question Responses

Students were asked to respond to four open-ended questions. First, students were asked how they would change their habits to better focus on their studies if they could start their Washburn experience over again. Where more than one student gave the same response, the number of times it was listed is noted in parentheses. The following themes emerged from a review of the 29 respondents:

- Work less (7)
- Would not change any of my habits (4)
- Better time management (4), Study more (2), Be more organized (2) Do not procrastinate (1), Take better notes (1)
- Attend in-person
- Adopt better self-care habits
- Ask for accommodations
- Do it when you are younger
- Do school work over summer/Christmas break
- Don't stress as much
- Find a clinical site earlier in the program
- Find more resources
- Focus on mental health
- Get a full-time job in field of study
- Get a roommate to cut back on living costs
- Negative practicum experience
- Do not overcommit

Second, students were asked what advice they would give to an incoming student who wanted to know how best to take advantage of Washburn's educational opportunities. The following themes emerged from a review of the 34 respondents who commented:

- Connect with professors (9)
- Take your time (3)
- Talk to advisors (3)
- Use campus resources (2), Learn about resources (2)
- Work less (2)
- Ask questions (2), Ask for help (1)
- Be organized (2), Manage your time (1)
- Build relationships (2), Make connections (1)
- Consider all graduate programs/opportunities (2)
- Don't overload or rush (2)
- Get to know classmates (2)
- Learn and grow (2)
- Focus on mental health (2)
- Stress management (2)
- Study more (2)
- Attend in-person (2)
- Budget well
- Find a clinical site earlier
- Find a place to study
- Get a feel for the style of papers that you will have to write
- Learn and grow
- Look for scholarships
- Pay tuition in cash
- Plan degree path
- Select course schedules wisely
- Stay focused
- Stay on campus

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 academic dean by the Provost's Office to be shared with faculty and staff.

For the final question, students were asked if they wanted to make any additional comments about their Washburn experience. The following themes emerged from the 13 responses:

- Generally positive comments about Washburn/graduate program/professor (8)
- Appreciative
- Issues with Financial Aid office
- Need to secure clinical sites/preceptors
- Negative comment about course schedules
- Negative comment regarding inflexibility for life circumstances
- Positive experience being an older student
- Will continue studies at WU
- Would recommend WU to friends/family

Appendix

Internship, Clinical or Practicum Organizations

Respondents who indicated “Yes” to the question “Did you complete an internship, clinical, or practicum while enrolled at Washburn?” were asked with what organization(s) they completed it. The 40 organizations are in a bulleted list, below. Where more than one student gave the same response, the number of times it was listed is in parentheses. USD 501 Topeka Public Schools was the most frequent response (4).

- USD 501 Topeka Public Schools (4)
- Mirror, inc. (2)
- Stormont Vail Behavioral Health Center (2)
- 1. The University of Kansas Health System 2. Washburn Student Health Center 3. Excelsior Spring Hospital Clinic 4. Encompass Medical Group 5. Kansas City Pediatric 6. Argentine Family Health
- AdventHealth Shawnee Mission, Lawrence Memorial Hospital (West Campus), Sunflower Medical Group Urgent Care, Health Partnership Clinic (Shawnee Mission)
- Alliance Family Counseling Group
- Ascension Via Christi Hospital
- Avant Psychiatry
- Bert Nash Community Mental Health Center
- Bluemont Elementary School and Valley Heights School District
- Capitol Federal Savings Bank
- Center for Change
- Christ First Counseling Center
- Colmery O'Neil Medical Center and Midland Care Connection
- Crosswinds Counseling & Wellness
- Crosswinds Counseling & Wellness and USD 253: Emporia Public Schools
- Family Service and Guidance Center and Topeka Public Schools
- Health Source Integrated Solutions and YWCA Center for Safety and Empowerment
- Jacqueline Orender Family Practice
- JMW & Associates
- Johnson County Community College
- LIFECORE and Magnolia counseling
- Lyon County Sheriff's Office/Crosswinds Counseling and Wellness
- OU Health, Psychiatry
- Pawnee Mental Health and Bergman Elementary School
- Pawnee Mental Health Services; Central Kansas Foundation
- Pine Ridge Family Health Center, Topeka PACE, Health Partnership Clinic Shawnee Mission, and AdventHealth Primary Care Medical Group- Paola
- Positive Changes and Integris Health
- Prairie View - Newton, Pathways - Topeka, Prairie Winds - Wamego, Pawnee Mental Health - Manhattan, Via Christi Psychiatry - Manhattan
- Prairie View, Clinical Associates, and High Plains Mental Health
- Shawnee Heights USD 450
- State of Kansas
- Valeo Behavioral Health Care and the Veterans Administration
- Washburn Baseball

- Washburn University, Midland Care, Pine Ridge Family Health Center, Coffey Health Systems, Cotton O'Neil

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, one respondent provided valid responses regarding limiting factors, and seven provided valid responses regarding facilitating factors. One respondent stated that COVID limited their ability to focus on their education, while two respondents indicated that family support facilitated their ability to focus on their education, and another two indicated the ability to take courses online or hybrid facilitated their ability to focus.

Limited:

- COVID

Facilitated:

- Family Support (2)
- Ability to take all online/hybrid courses (2)
- IN PERSON CLASSES
- My therapist
- Tuition reimbursement

Survey Instrument



Graduating Graduate Student Survey

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

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

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

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

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

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

- Graduate Program 1 _____
- Graduate Program 2 _____
- Graduate Program 3 _____

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

- Summer 2022
- Fall 2022
- Spring 2023

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

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

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

- My employment is directly related to my graduate degree(s)
- My employment is indirectly related to my graduate degree(s)
- My employment is not related to my graduate degree(s)

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

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

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

Program: _____

Institution: _____

What was your PRIMARY reason for choosing to attend Washburn for your graduate studies?

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

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

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

If you could start your graduate program over again, would you choose to attend Washburn?

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

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

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

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

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

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

- Yes
- No

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

- Yes
- No

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

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

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

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

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

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

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

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

What advice would you give to an incoming graduate students 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? Please include their name(s) and department(s). We may share your responses with those faculty and/or staff members you mention, but in doing so we will not reveal your identity.

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