



Graduating Graduate Student Survey Results Summer 2020, Fall 2020, and Spring 2021

Executive Summary

Overall, the survey had a **45.4% response rate**. 73.8% applied for a **Master's degree**, and the **Master of Social Work** was the most frequently reported graduate program of study (23).

For post-graduation plans, 77.4% anticipated **full-time paid employment** and 13.1% anticipated **searching for employment**; 87.9% anticipated that their employment would be **directly related to their graduate degree(s)**. 3.6% anticipated **further graduate or professional school**. For those who anticipated employment for their primary post-graduation plans, salaries were estimated to be **\$50,000-\$59,999** (22.7%) and **\$40,000 to \$49,999** (18.2%).

Type of program available (29.8%) was the primary reason to attend Washburn; 67.9% would **definitely choose college again** and 60.2% would **definitely choose Washburn again**. Graduates also rated the quality of their Washburn education as **very good** (54.8%).

For the extent to which Washburn prepared them in relation to USLOs, graduates felt most prepared in the areas of **Critical Thinking** (93.2%) and **Ethics** (91.4%).

When asked if they had completed an **internship, clinical or practicum** while enrolled at Washburn, 73.5% **had participated**, of which, 89.4% stated it was a **requirement for their degree**. **Stormont Vail Health Systems** was the most frequently reported location (4).

In regard to working for pay, most reported **not working any hours** at an on campus job (76.3%); 47.4% 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 (23.4%) and as one of the top 3 factors (23.2%). For factors that increased or improved the ability to focus on education, 26.3% selected **Faculty Mentoring/Support** as the top factor and 24.2% ranked it as one of the top 3 factors.

When asked how they would have changed their habits to better focus on their studies if they could start their Washburn experience over again, the most frequent responses out of 42 total were that they would have **worked less or not at all** (10) and that they would **not have changed any habits** (10).

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** (7) was the most frequently stated theme from the 45 responses to the question.

Finally, when asked for additional comments about their Washburn experience, 5 of the 11 respondents expressed **generally positive comments about Washburn/graduate experience**.

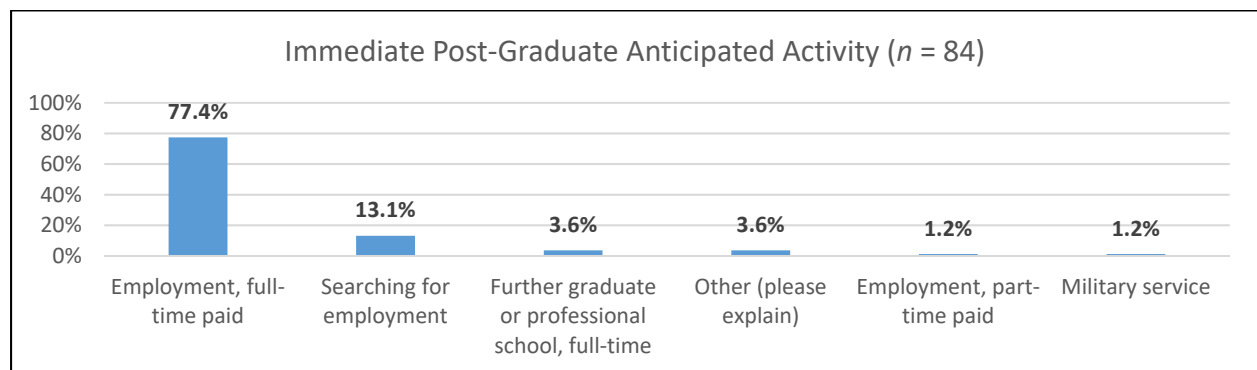
Introduction

This report provides results from the Graduating Graduate Student Survey, administered electronically to graduate students who applied for graduation in Summer 2020, Fall 2020, and Spring 2021. The survey instrument is located at the end of this report, pages 10-13.

Of the graduate students who graduated in Summer 2020 (17), Fall 2020 (29) and Spring 2021 (141), for a total of 187, 85 responded to the survey, for a response rate of 45.4%. Of these 85 respondents, 73.8% applied for a Master’s Degree, 17.9% applied for a Post-Graduate Certificate, and 8.3% applied for a Doctorate Degree. The most reported graduate degrees were Master of Social Work (23) and MBA-Business (12). These results do not include students who applied for graduation from the School of Law.

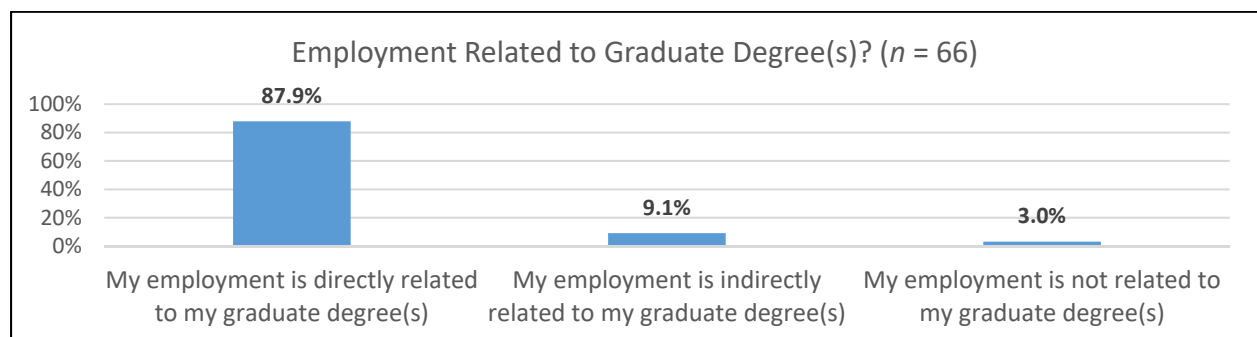
Post-Graduation Plans

Of the 84 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 (77.4%) and “Searching for employment” as the second most frequent response (13.1%). For responses to “Other (please explain)” (3.6%), one stated they weren’t sure, one indicated their plan was to pursue their doctorate, and another indicated they were studying for board certification. For the 3.6% who indicated their plans were further graduate or professional school, full-time, one respondent indicated they were pursuing Clinical Psychology and another stated PhD.

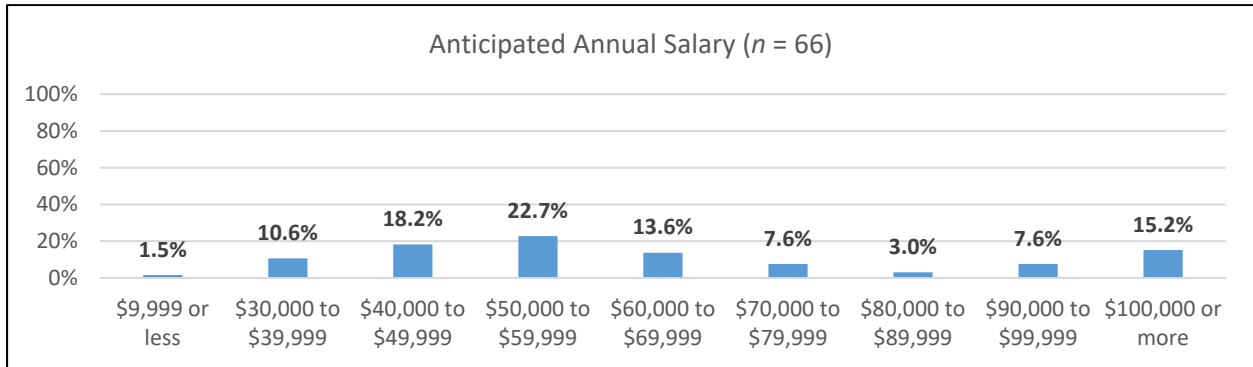


Students who Anticipate Post-Graduation Employment

Among students who anticipated full-time or part-time employment as their primary post-graduation activity, 87.9% reported that their employment would be directly related to their graduate degree(s).

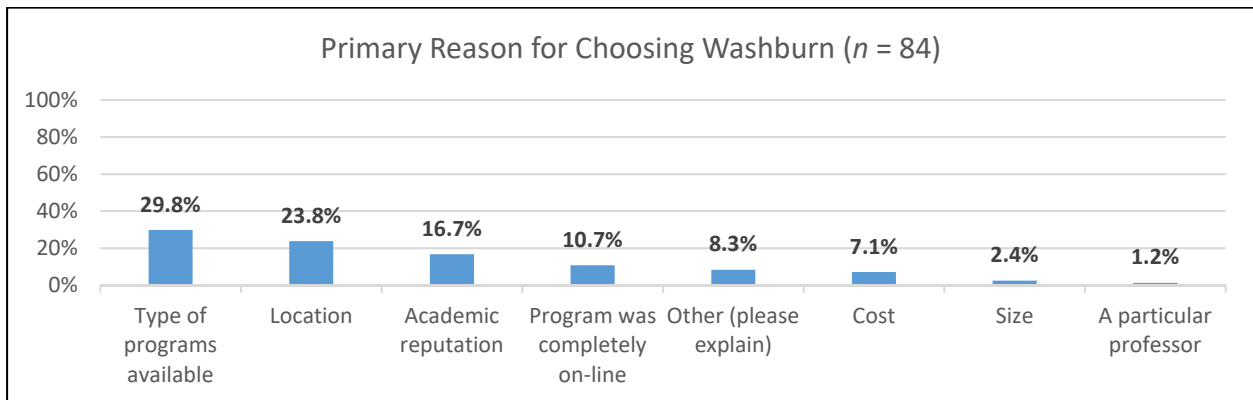


Students who reported their anticipated full-time or part-time employment ($n = 66$) most often reported their salary in the \$50,000-\$59,999 range (22.7%) or the \$40,000-\$49,999 range (18.2%).

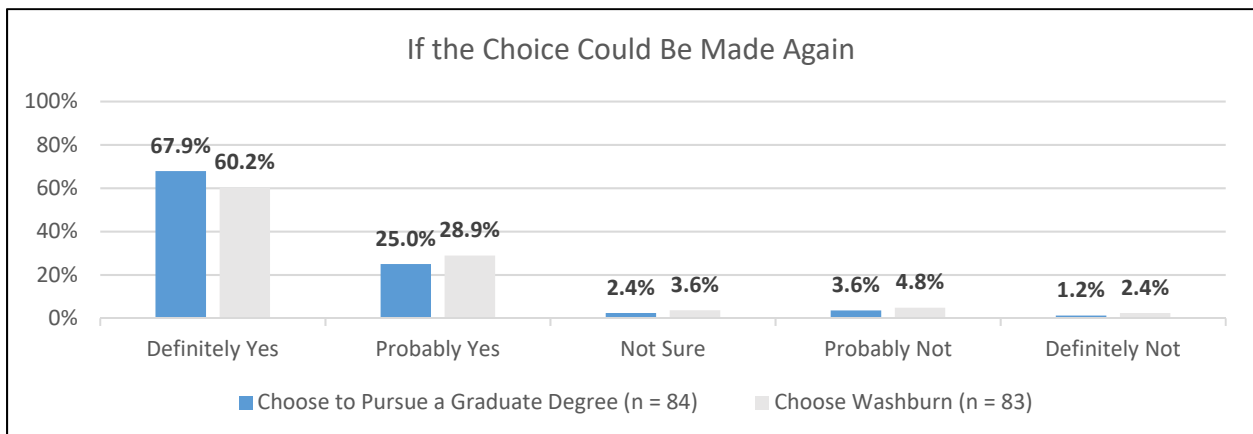


Reasons to Attend Washburn

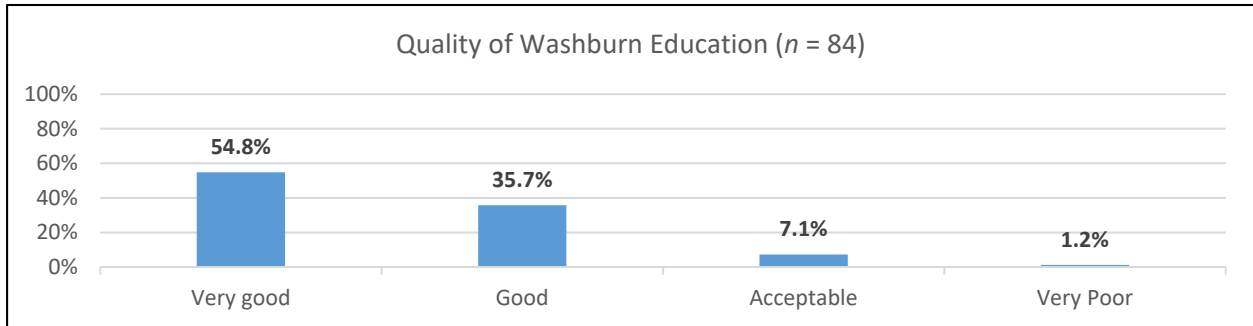
Respondents were asked to identify the primary reason why they chose to attend Washburn for their graduate studies, and, if given the choice, whether they would pursue a graduate degree again, whether they would choose to attend Washburn again, and how they would rate the quality of their graduate education at Washburn. The most frequent responses given for why they chose Washburn were “Type of programs available” (29.8%) and “Location” (23.8%). The Other reasons for attending Washburn (8.3%) can be found in the Appendix.



If the choice could be made again, 67.9% would definitely choose to pursue a graduate degree and 60.2% would definitely choose Washburn.

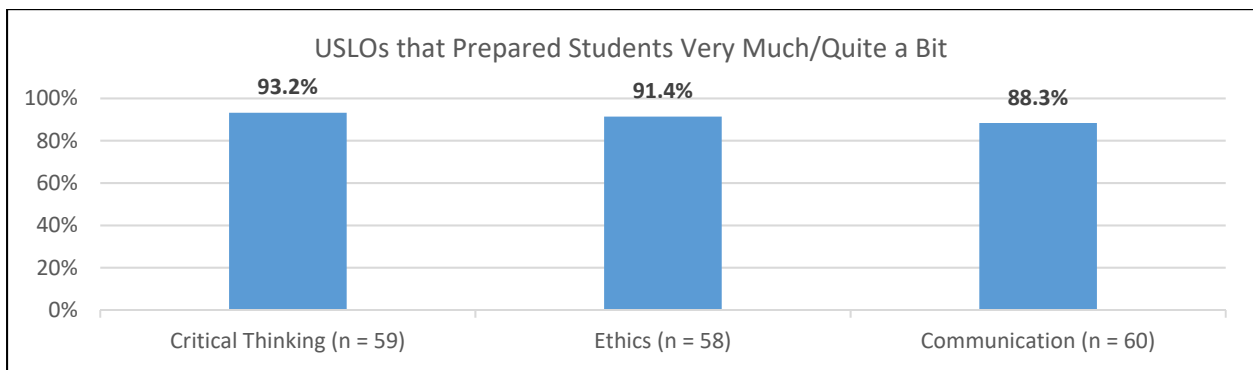


Regarding the quality of their graduate education at Washburn, 54.8% of survey respondents indicated that the quality of their Washburn education was very good.



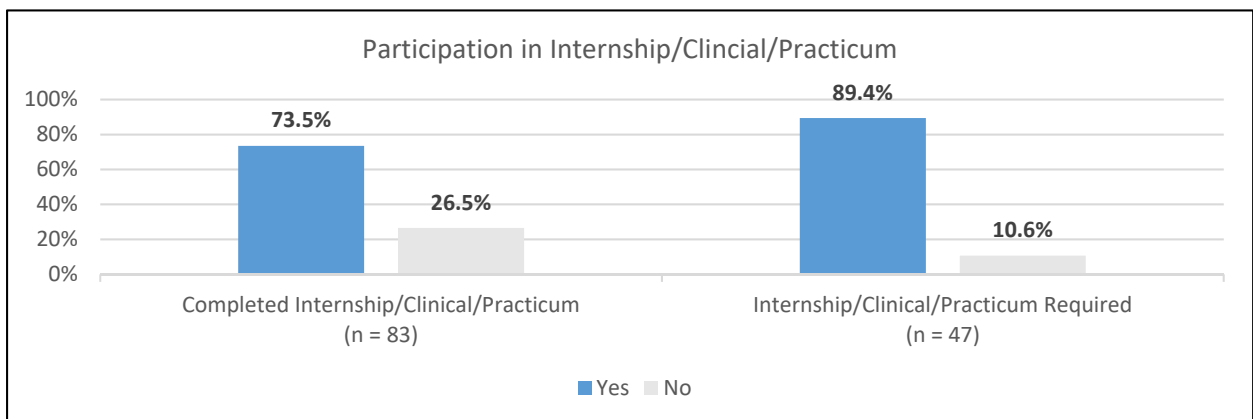
Student Learning Outcomes

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 (93.2%), with ethics (91.4%) and communication (88.3%) as the second and third highest areas of preparation.



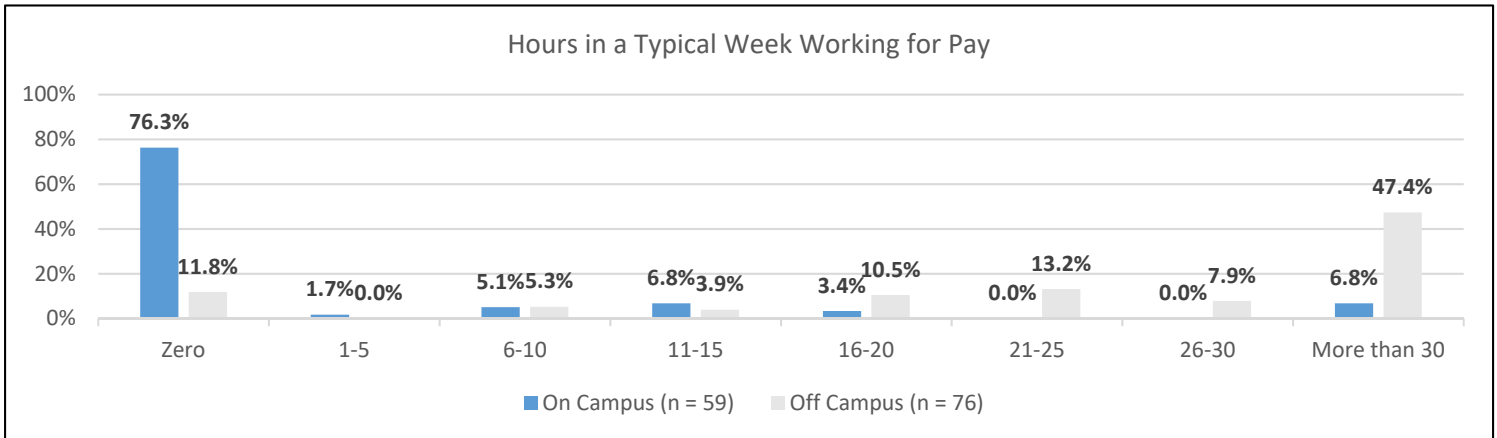
Participation in Internships, Clinicals or Practicums

When asked if they had completed an internship, clinical, or practicum while enrolled at Washburn, 73.5% responded affirmatively. Further, when asked if participation was required, 89.4% indicated yes. When asked at what organization they completed their internship, clinical, or practicum, four listed Stormont Vail Health Systems. See Appendix for other responses.



Working for Pay

Students were asked how many hours they spent working for pay, both on and off campus, in a typical week while enrolled at Washburn. For on campus work, 59 responded, and for off campus work, 76 responded. Most of the on campus responses (76.3%) reported working zero hours per week. In other words, the majority did not work on campus, but 6.8% did report working more than 30 hours per week on campus. For off campus work, about half (47.4%) 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 (23.4%) and was also most frequently ranked in the top 3 limiting factors (23.2%). Commitments beyond the classroom and Family/Relationships were also frequently selected as the single most limiting factors (20.3% and 18.8%) and frequently ranked in the top 3 limiting factors (18.5%).

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>	15	23.4%	39	23.2%
<i>Commitments beyond the classroom</i>	13	20.3%	31	18.5%
<i>Family/Relationships</i>	12	18.8%	31	18.5%
<i>Mental Health</i>	6	9.4%	17	10.1%
<i>Other</i>	5	7.8%	7	4.2%
<i>Finances</i>	3	4.7%	15	8.9%
<i>Living Arrangements</i>	2	3.1%	2	1.2%
<i>Medical</i>	2	3.1%	2	1.2%
<i>Wellness (e.g., sleep, nutrition)</i>	2	3.1%	11	6.5%
<i>Access to Campus Resources</i>	1	1.6%	2	1.2%
<i>Course Schedule</i>	1	1.6%	8	4.8%
<i>Learning Disability</i>	1	1.6%	1	0.6%
<i>Transportation</i>	1	1.6%	1	0.6%
<i>Alcohol or Drugs</i>	0	0.0%	0	0.0%
<i>Discrimination</i>	0	0.0%	1	0.6%

For factors that facilitated students' ability to focus on their education, the following table shows that Faculty Mentoring/Support was most often selected as the single most helpful factor (26.3%), followed by Friend Mentoring/Support (24.6%), and Academic Advising (21.1%). Faculty Mentoring/Support was also the factor most frequently ranked in the top 3 (24.2%), followed by Friend Mentoring/Support (23.4%), and Financial Aid (21.0%).

Factors Facilitating Education Focus	Number Ranking Top Factor	Percent Ranking Top Factor	Number Ranking in Top 3	Percent Ranking in Top 3
<i>Faculty Mentoring/Support</i>	15	26.3%	30	24.2%
<i>Friend Mentoring/Support</i>	14	24.6%	29	23.4%
<i>Academic Advising</i>	12	21.1%	22	17.7%
<i>Financial aid (e.g., grants, subsidized loans, unsubsidized loans)</i>	10	17.5%	26	21.0%
<i>Washburn Scholarship(s)</i>	3	5.3%	6	4.8%
<i>Other</i>	2	3.5%	2	1.6%
<i>Counseling</i>	1	1.8%	2	1.6%
<i>Career Services</i>	0	0.0%	0	0.0%
<i>Health Services</i>	0	0.0%	3	2.4%
<i>Office of Student Services (disabilities, veterans, non-traditional students)</i>	0	0.0%	1	0.8%
<i>Tutoring</i>	0	0.0%	0	0.0%
<i>Non-Washburn Scholarship(s)</i>	0	0.0%	3	2.4%

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 42 respondents who commented:

- Work less/not at all (10), balance school/work/personal life better (3)
- Would not change any of my habits (10)
- Better organization skills (4), don't procrastinate /get assignments done early (3), better study habits (1), better place to study (1), focus (1), study in advance (1)
- Experiences impacted by COVID-19 pandemic (2)
- More time spent on application instead of theory (1)
- Build relationships with classmates (1)
- Better course schedule (1), take professor's advice on course timing (1)
- Adopt better self-care habits (2)
- Prep for GMAT sooner (1)
- Would not start a family (1)
- Apply for loans (1)

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 45 respondents who commented:

- Connect with professors (7)
- Don't procrastinate (3), set a schedule (3), use time management skills (3), stay focused (2), stay ahead (1), follow the syllabus (1), get organized (1), read the textbooks (1), use a planner (1)
- Use campus resources (3), use the library (2)
- Don't work/focus only on school (3)
- Ask questions (3)
- Communicate/network with peers (2), ask others about their experiences (1)
- Practice self-care (1)
- Balance priorities (1), limit distractions (1)
- Consider the reason you are pursuing your degree (1)
- Do the work (1), keep going (1)
- Do your research (1)
- Meet with your advisor (2)
- Don't take too many credit hours (1)
- Explore options/seek advice (1), be open-minded (1), take advantage of opportunities
- Take professor's advice (1)
- Prepare for mid-week to be busy (1)
- Take at least one course with Dr. Smith (1)
- Understand the technology (1)
- Work less or not at all (1)

The third open-ended 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 VPAA'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 11 responses:

- Generally positive comments about Washburn/graduate experience (5)
- Negative comment about faculty (3), program (2)
- Complaint about technology/online courses (3)
- Program should be more demanding (1)

Appendix

Other Primary Reasons for Choosing Washburn

Students who responded with “Other” to the question “What was your PRIMARY reason for choosing to attend Washburn for your graduate studies?” were asked to specify by typing in a response. The seven responses are listed below. The reason listed most often (3) was that they had completed an undergraduate program at Washburn.

- Completed undergraduate and stayed to complete graduate
- Got my undergraduate here
- Previous experience. Completed my undergrad education.

- Graduate Assistant position for Washburn Volleyball

- I am WU faculty

- My father's preference and he's paying for it

- Recommendation of another student

Internship, Clinical or Practicum Organizations

Students who responded “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 organizations are in a bulleted list, below. Where more than one student gave the same response, the number of times it was listed is noted in parentheses. Stormont Vail was the most frequent response (4), followed by Pathway Family Services (2).

- Stormont Vail (4)
- Pathway Family Services (2)
- Advisors Excel
- Bert Nash Community Mental Health Center
- Brandon Woods
- Brewster Place
- BT & Co
- Carehaven Shelter in South Africa
- CHCS, MSTH, ALAY
- CHI Health Mercy Council Bluffs, Iowa
- Coffee Health System
- Courser Lapo individual and family therapy
- DC VA Hospital Galaxy LLC
- Evergy
- Family Psychological Services, LLC
- Finance office grant assistant
- Fresh Start Recovery Options
- Greater Greenville Mental Health
- Harriet Cortez PMHNP-BC
- Hawkeye Community College, Waterloo, IA

- Health Express of Maryland Inc
- HealthSource Integrated Solutions
- Holton Community Hospital
- Holton USD 336
- Jefferson County Hospice
- KANZA Mental Health Agency
- Konza
- KVC Hospitals
- Labette Center for Mental Health Services, Inc.
- Lehigh Carbon Community College
- Lewis, Hooper & Dick
- LifeHouse Child Advocacy Center
- LMH Health- Education and Learning Services
- Midland Care Connection
- Myers & Stauffer LC
- New Dawn Recovery and Wellness
- Prairie Band Potawatomi Nations Behavioral Health Program
- Private practice and outpatient clinics in three states
- Rasmussen University
- Responsive Centers for Psychology and Learning
- Saint Francis Community Services
- Southwest Medical Center
- State of Kansas
- State of Kansas DCF
- The Children's Shelter
- The Guidance Center and Keystone Learning
- The Hope and Healing Academy, INC.
- Trinity Health, Billings Clinic
- UKHS
- USD 345
- USD 475 Geary County Schools
- USD 501
- VA
- Washburn Counseling Services
- Washburn Rural Middle School
- Washburn Student Health Center
- Washburn University
- Washburn University Psychological Services Clinic
- Wendling, Noe, Nelson & Johnson LLC
- YWCA Center for Safety and Empowerment

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 2020
- Fall 2020
- Spring 2021

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

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.
