



## Graduating Graduate Student Survey Results Summer 2021, Fall 2021, and Spring 2022

### Executive Summary

Overall, the survey had a **31.9% response rate**. 65.0% applied for a **Master's degree**, and the **Master of Social Work** was the most frequently reported graduate program of study (20).

For post-graduation plans, 71.7% anticipated **full-time paid employment** and 18.3% anticipated **searching for employment**; 3.4% anticipated **further graduate or professional school**. Among those who anticipated full-time or part-time employment, 82.6% 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** (30.4%) and **\$40,000 to \$49,999** (21.7%).

**Type of program available** (36.7%) was the primary reason to attend Washburn; 73.3% would **definitely choose college again**, and 55.9% would **definitely choose Washburn again**. Graduates also rated the quality of their Washburn education as **very good** (61.7%).

For the extent to which Washburn prepared them in relation to USLOs, graduates felt most prepared in the area of **Critical Thinking** (89.8%).

When asked if they had completed an **internship, clinical, or practicum** while enrolled at Washburn, 83.3% **had participated**, of which, 95.3% stated it was a **requirement for their degree**. **USD 501 Topeka Public Schools** was the most frequently reported location (3).

In regard to working for pay, most reported **not working any hours** at an on campus job (83.8%); 44.1% 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 (23.9%) and as one of the top 3 factors (21.4%). For factors that increased or improved the ability to focus on education, 34.8% selected **Friend Mentoring/Support** as the top factor and 23.4% ranked it as one of the top 3 factors.

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 responses out of 36 total were that they would have **worked less or not at all** (9) and that they would **not have changed any habits** (7).

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** (11) was the most frequently stated theme from the 34 responses to the question.

Finally, when asked for additional comments about their Washburn experience, 9 of the 13 respondents expressed **generally positive comments about Washburn/graduate experience**.

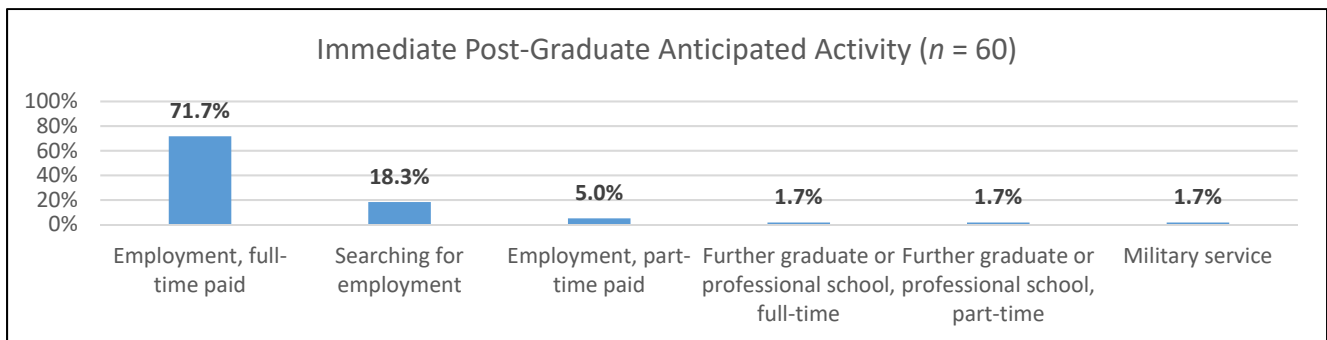
## Introduction

This report provides results from the Graduating Graduate Student Survey, administered electronically to graduate students who applied for graduation in Summer 2021, Fall 2021, and Spring 2022. The survey instrument is located at the end of this report, pages 10-13.

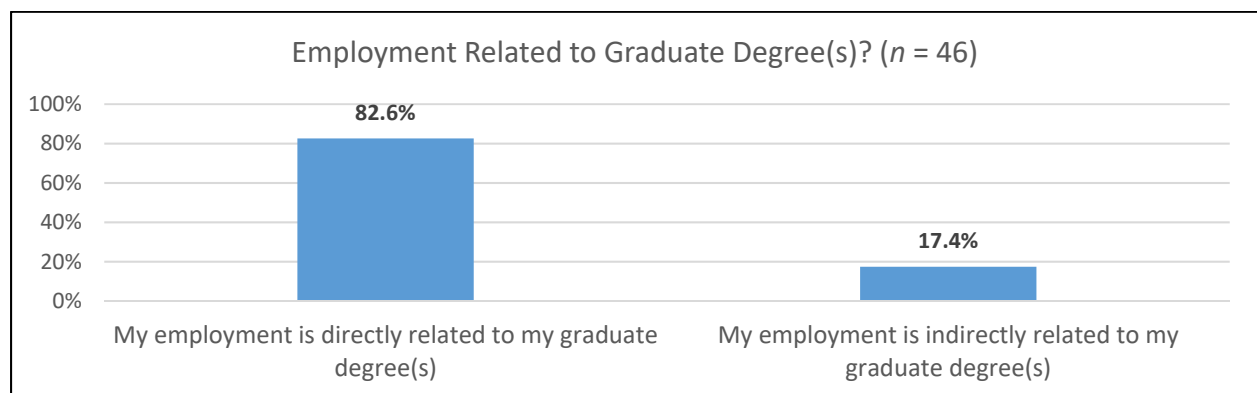
Of the graduate students who graduated in Summer 2021 (21), Fall 2020 (23) and Spring 2022 (144), for a total of 188, 60 responded to the survey, for a response rate of 31.9%. Of these 60 respondents, 65.0% applied for a Master's Degree, 21.7% applied for a Post-Graduate Certificate, and 13.3% applied for a Doctorate Degree. Of the 59 who responded, the most reported graduate degrees were Master of Social Work (20) and Post Grad Certificate- Psychiatric Mental Health Care Nurse Practitioner (9). These results do not include students who applied for graduation from the School of Law.

## Post-Graduation Plans

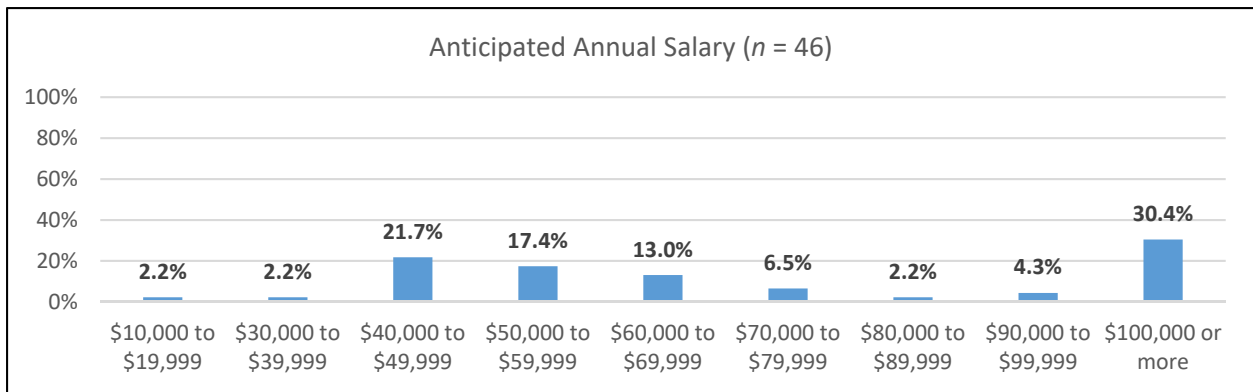
Of the 60 students who answered the following statement: "Please indicate ONE activity that you anticipate will be your PRIMARY activity in the period immediately following graduation," the following chart shows "Employment, full-time paid employment" as the most frequent response (71.7%) and "Searching for employment" as the second most frequent response (18.3%). For the 3.4% who indicated their plans were further graduate or professional school, full-time or part-time, one respondent indicated they were pursuing Accounting and another stated DNP at Washburn.



## Students who Anticipate Post-Graduation Employment



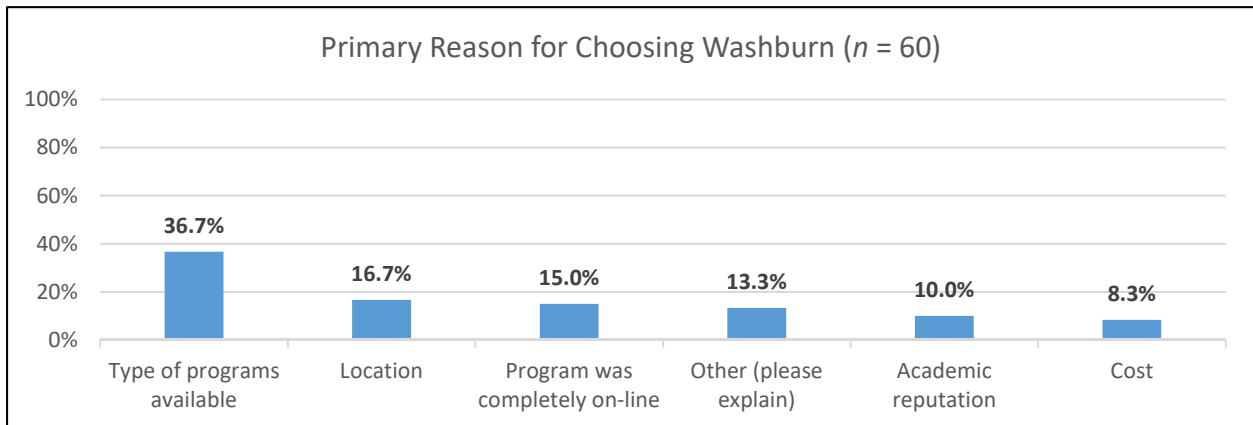
Among students who anticipated full-time or part-time employment as their primary post-graduation activity, 82.6% reported that their employment would be directly related to their graduate degree(s).



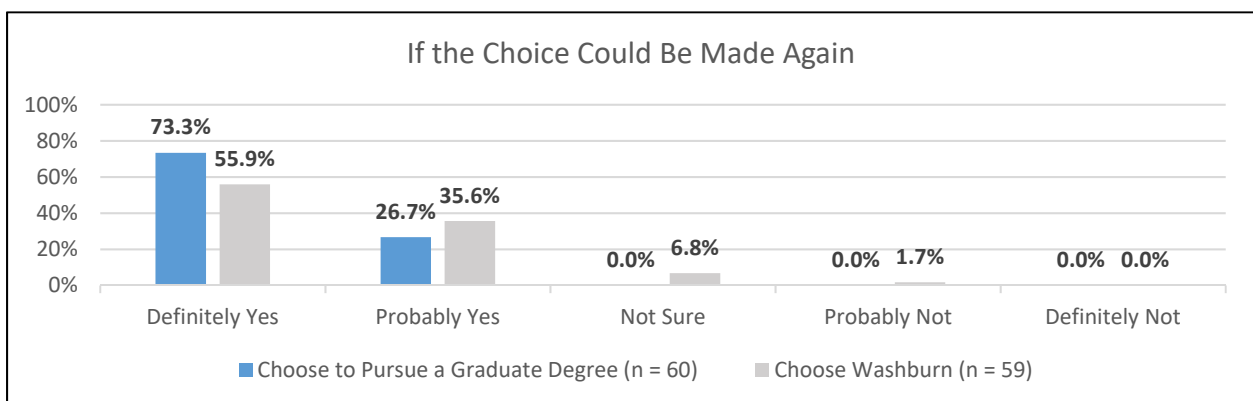
Students who reported their anticipated full-time or part-time employment ( $n = 46$ ) most often reported their salary in the \$100,000 or more range (30.4%) or the \$40,000-\$49,999 range (21.7%).

### Reasons to Attend Washburn

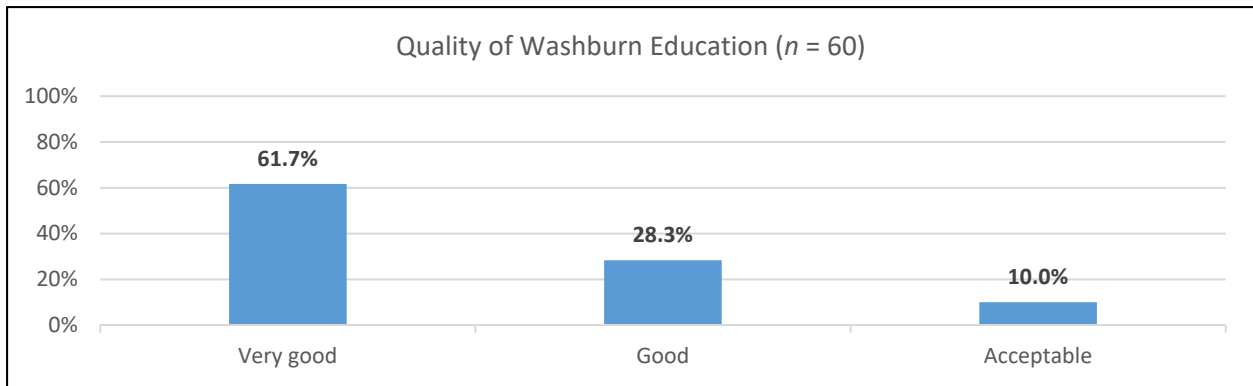
Respondents were asked to identify the primary reason why they chose to attend Washburn for their graduate studies, and, if given the choice, whether they would pursue a graduate degree again, whether they would choose to attend Washburn again, and how they would rate the quality of their graduate education at Washburn. The most frequent responses given for why they chose Washburn were “Type of programs available” (36.7%), “Location” (16.7%), and “Program was completely on-line” (15.0%). The Other reasons for attending Washburn (13.3%) can be found in the Appendix.



If the choice could be made again, 73.3% would definitely choose to pursue a graduate degree again and 55.9% would definitely choose Washburn again.

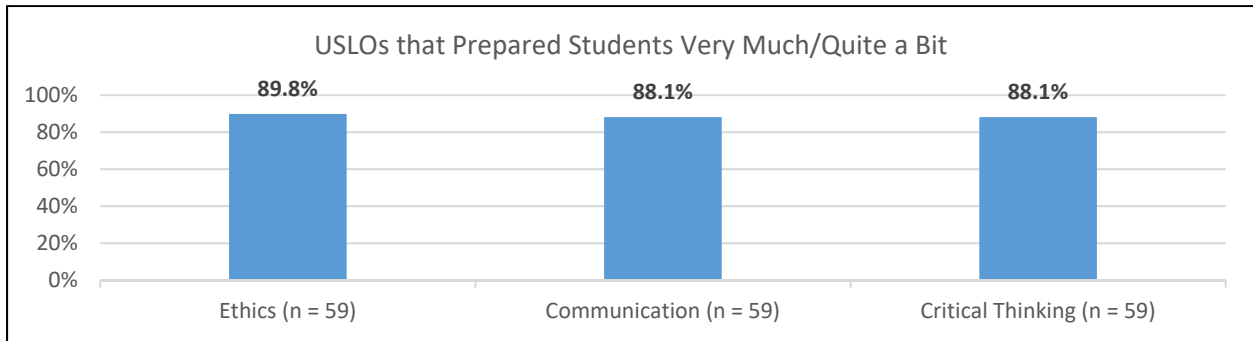


Regarding the quality of their graduate education at Washburn, 61.7% of survey respondents indicated that the quality of their Washburn education was very good.



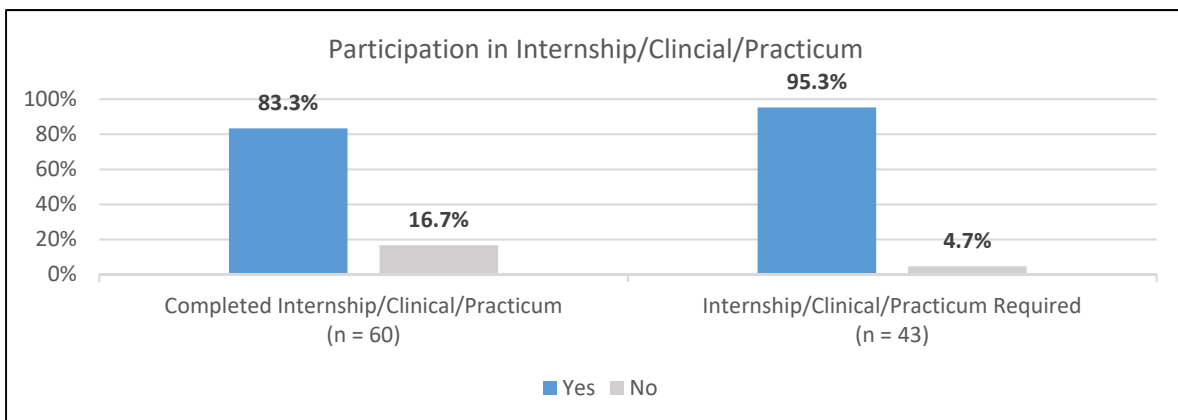
### Student Learning Outcomes

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 Ethics (89.8%), and Communication and Critical Thinking (88.1%) were the second and third highest areas of preparation.



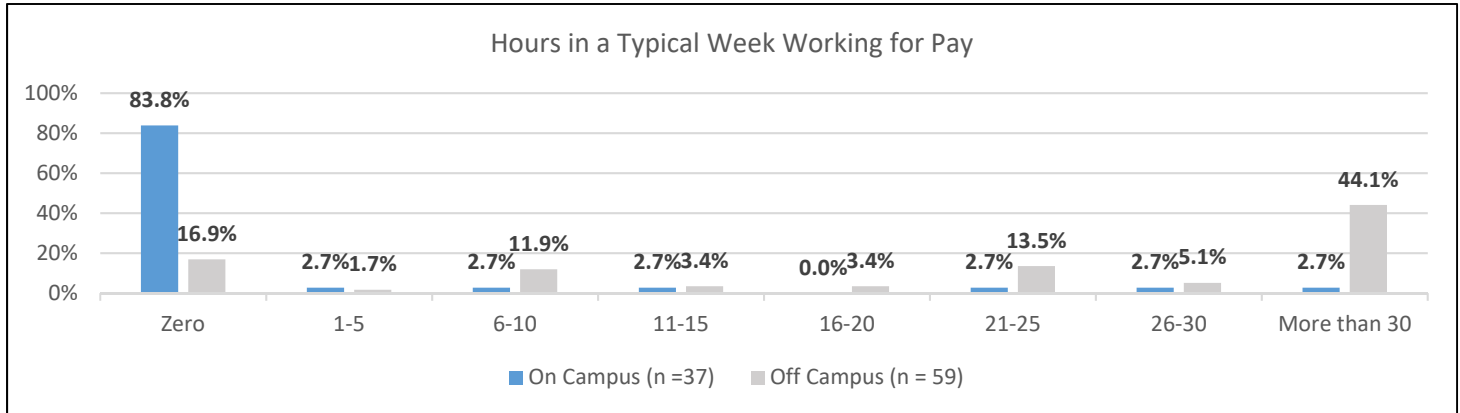
### Participation in Internships, Clinicals or Practicums

When asked if they had completed an internship, clinical, or practicum while enrolled at Washburn, 83.3% responded affirmatively. Further, when asked if participation was required, 95.3% indicated yes. When asked at what organization they completed their internship, clinical, or practicum, three listed USD 501 Topeka Public Schools. 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, 37 responded, and for off campus work, 59 responded. Most of the on campus responses (83.8%) reported working zero hours per week. In other words, the majority did not work on campus. For off campus work, about half (44.1%) 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 (23.9%) and was also most frequently ranked in the top 3 limiting factors (21.4%). Family/Relationships and Commitments beyond the classroom were also frequently selected as the single most limiting factor (17.4%) and frequently ranked in the top 3 limiting factors (18.3% and 17.6%).

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>	11	23.9%	28	21.4%
<i>Family/Relationships</i>	8	17.4%	24	18.3%
<i>Commitments beyond the classroom</i>	8	17.4%	23	17.6%
<i>Finances</i>	7	15.2%	19	14.5%
<i>Wellness (e.g., sleep, nutrition)</i>	4	8.7%	14	10.7%
<i>Mental Health</i>	2	4.3%	8	6.1%
<i>Other</i>	3	6.5%	5	3.8%
<i>Course Schedule</i>	2	4.3%	4	3.1%
<i>Alcohol or Drugs</i>	0	0.0%	2	1.5%
<i>Medical</i>	1	2.2%	1	0.8%
<i>Access to Campus Resources</i>	0	0.0%	1	0.8%
<i>Living Arrangements</i>	0	0.0%	1	0.8%
<i>Transportation</i>	0	0.0%	1	0.8%
<i>Discrimination</i>	0	0.0%	0	0.0%
<i>Learning Disability</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 (34.8%), followed by Financial aid (30.4%). Friend Mentoring/Support was also the factor most frequently ranked in the top 3 (23.4%), followed by Financial Aid (20.7%).

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>	16	34.8%	26	23.4%
<i>Financial aid (e.g., grants, subsidized loans, unsubsidized loans)</i>	14	30.4%	23	20.7%
<i>Faculty Mentoring/Support</i>	4	8.7%	19	17.1%
<i>Other</i>	4	8.7%	6	5.4%
<i>Washburn Scholarship(s)</i>	3	6.5%	8	7.2%
<i>Academic Advising</i>	2	4.3%	12	10.8%
<i>Counseling</i>	2	4.3%	9	8.1%
<i>Office of Student Services (disabilities, veterans, non-traditional students)</i>	1	2.2%	2	1.8%
<i>Career Services</i>	0	0.0%	0	0.0%
<i>Health Services</i>	0	0.0%	1	0.9%
<i>Tutoring</i>	0	0.0%	0	0.0%
<i>Non-Washburn Scholarship(s)</i>	0	0.0%	5	4.5%

### 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 36 respondents who commented:

- Work less/not at all (9)
- Would not change any of my habits (7)
- Better time management (6), do not procrastinate (3), better study habits (3), focus on studies (1), take better notes (1), use a planner (1)
- Adopt better self-care habits (3)
- Apply for scholarships (2)
- Negative comment about a professor (2)
- Better course schedule (1)
- Get involved more (1)
- Take classes in person (1)
- Work more (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 34 respondents who commented:

- Connect with professors (11)
- Use time management skills (5), plan ahead (5), work hard (2), stay focused (2), don't procrastinate (1), keep to a schedule (1)
- Find social support (6)
- Use campus resources (4)
- Ask questions (3), ask for help (3)
- Practice self-care (2), therapy (1), manage stress (1)
- Be proactive (1), be motivated (1), believe in yourself (1)
- Take advantage of opportunities (2), explore options (1)
- Negative comment about a professor (1)
- Balance priorities (1)
- Apply for scholarships (1)
- Choose your program carefully (1)
- Communicate with your advisor (1)
- Strive for mastery (1)
- Study groups (1)
- Take fewer classes per semester (1)
- You get what you put in (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 13 responses:

- Generally positive comments about Washburn/graduate experience (9)
- Negative comment about financial aid office (1)
- On campus therapy was not available due to waitlist (1)
- Program should be offered fully online (1)
- Self-care should be taught as part of program (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 eight responses are listed below. The reason listed most often (3) was that Washburn is located in Topeka.

- I live in Topeka
- local university
- Program was primarily online, also location
- Athletic Eligibility Extension and the ability to complete it in one year.
- Athletics
- I had already completed my undergrad here.
- I went to WU for my BSN
- All above

### Internship, Clinical or Practicum Organizations

The 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 44 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. USD 501 Topeka Public Schools most frequent response (3).

- USD 501 Topeka Public Schools (3)
- Abilene Memorial Health System
- AdventHealth Shawnee Mission
- Atchison Hospital
- BT&Co and KCo Isom
- Centennial Mental Health Center - Burlington Colorado
- CKF Addiction Treatment and Mirror Inc
- Courser Lapo
- Department of Defense/Naval Hospital Twentynine Palms
- family clinic office
- Family Service and Guidance Center
- Genesis Family Health
- Grace Medical Consult
- HCMC
- HealthSource
- Hope House; Mirrors Inc.
- Ibn sina clinic
- Jennifer reed llc
- K A Comprehensive Medical and Psychiatric Services, LLC
- KPCHC, HCC, Coffey Co. Health
- KVC, Olathe School District
- La Fronterra, empact AZ, Anthem Healthcare
- New Dawn Wellness and Recovery Center
- Northlakes, Aspirus



- Northwest Treatment Center
- numerous clinics
- Pawnee Mental Health, Via Christi Village
- SE2
- Several in Arizona
- Stormont Vail Health Care
- Student health I did clinical
- Synergy Homecare
- TARC and Christ First Counseling Center
- TFI - Ottawa and Satori Counseling Services in Lawrence, KS
- The Villages, Inc
- Three Rivers Inc and Washburn University
- City of Topeka
- USD 383
- Valeo Behavioral Health Care
- Veterans Health administration
- Wamego Middle School
- Wyandot Behavioral Health
- YWCA CSE

#### **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, five students provided valid responses regarding limiting factors, and six provided valid responses regarding facilitating factors. Five respondents stated that COVID and a variety of other challenging factors limited their ability to focus on their education, while three respondents indicated that family support facilitated their ability to focus on their education.

##### Limited:

- COVID
- Death of a loved one
- Difficulty completing clinical hours d/t difficulty finding willing/available preceptors.
- stress
- work as FNP

##### Facilitated:

- family support (3)
- Online (2)
- seminar course groups
- Therapy (not affiliated with Washburn)

## 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 2021
- Fall 2021
- Spring 2022

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?

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

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

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

- \_\_\_\_\_ Access to Campus Resources
- \_\_\_\_\_ Alcohol or Drugs
- \_\_\_\_\_ Commitments beyond the classroom
- \_\_\_\_\_ Course Schedule

- \_\_\_\_\_ Discrimination
- \_\_\_\_\_ Employment
- \_\_\_\_\_ Family/Relationships
- \_\_\_\_\_ Finances
- \_\_\_\_\_ Learning Disability
- \_\_\_\_\_ Living Arrangements
- \_\_\_\_\_ Medical
- \_\_\_\_\_ Mental Health
- \_\_\_\_\_ Transportation
- \_\_\_\_\_ Wellness (e.g., sleep, nutrition)
- \_\_\_\_\_ Other (please explain)

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

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

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

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

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If applicable, please name any Washburn faculty or staff member(s) who made a positive difference in your life. In what way did this person(s) make a positive difference in your life? Please include their name(s) and department(s). We may share your responses with those faculty and/or staff members you mention, but in doing so we will not reveal your identity.

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

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