



Graduating Graduate Student Survey Results Summer 2018, Fall 2018, and Spring 2019

Executive Summary

Overall, the survey resulted in a **49.7% response rate**. 73.5% applied for a **Master's degree**, and the **Master's in Social Work** was the most frequently reported graduate program of study (31).

For post-graduation plans, 75.5% anticipated **full-time paid employment** and 15.3% anticipated **searching for employment**; 86.7% anticipated it will be **directly related to their graduate degree(s)**. 4.1% anticipated **further graduate or professional school**; the most frequent program was a **PhD in Psychology** (2). Salaries were estimated to be **\$40,000 to \$49,999** (30.7%) or **\$50,000-\$59,999** (16.0%).

Types of programs available (22.2%) was the primary reason to attend Washburn; 70.7% would **definitely choose college** and 59.2% would **definitely choose Washburn again**. Graduates also rated the quality of their Washburn education as **very good** (60.6%).

For the extent to which Washburn prepared them in relation to USLOs, graduates felt most prepared in the areas of **ethics** (93.9%) and **critical thinking** (91.9%).

76.5% participated in **internships, clinicals or practicums**, of which, 100% were a **requirement for their degree**. **Stormont Vail Health Systems** was the most frequently reported location (6).

In regard to working for pay, most reported **not working any hours** at an on campus job (69.2%); 53.5% 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 (32.4%) and in the top 3 (24.2%). For factors that increased or improved the ability to focus on education, **28.2%** selected **Faculty Mentoring/Support** as the top factor and 27.5% selected it as the top 3 factor.

When asked how they would have changed their habits to better focus on their studies if they could, the most frequent response was that respondents **would not have changed anything** (11). However, the second most frequent response to the question was **managed time more effectively** (7), **not procrastinated** (4), etc.

For advice they would give to an incoming graduate student who wanted to know how best to take advantage of Washburn's educational opportunities, **communicate with professors** (10), and **ask questions** (9) were the most frequently stated themes.

Finally, when asked for additional comments about their Washburn experience, most expressed **generally positive comments about Washburn/graduate experience** (10). Additionally, the second most frequent response was that the **program was challenging/overwhelming** (4).

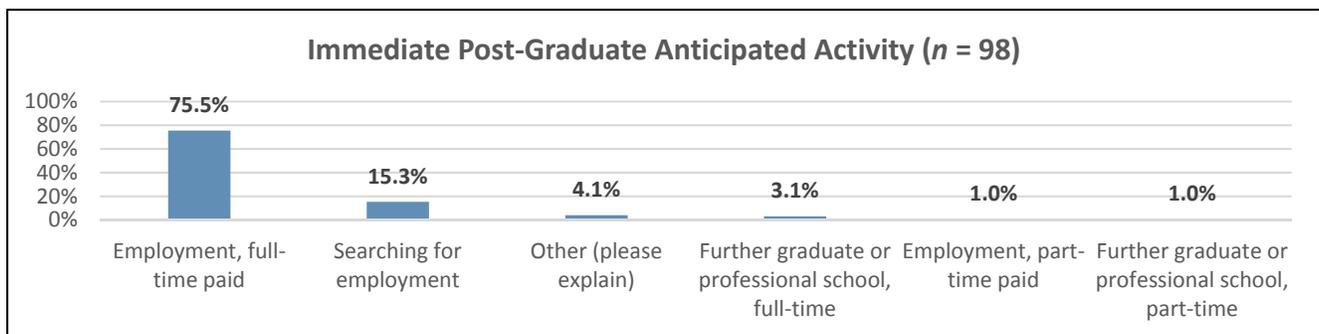
Introduction

This report provides results from the Graduating Graduate Student Survey, administered electronically to graduate students who applied for graduation in Summer 2018, Fall 2018, and Spring 2019. The survey instrumentation is located at the end of this report, pages 10-14.

Of the number of graduate students who applied for graduation for Summer 2018 (11), Fall 2018 (38) and Spring 2019 (146), for a total of 195, 97 responded to the survey, for a response rate of 49.7%. Given this was the first report of a graduating graduate student survey, an additional two respondents who applied for graduation in Spring 2018 were included in the reporting of the results, for a total of 99 respondents. Of these 99 respondents, 73.5% applied for a Master's Degree, 17.3% applied for a Post-Graduate Certificate, and 9.2% applied for a Doctorate Degree. The most reported graduate degrees were Masters in Social Work (31), Post-Graduate Certificate in Psychiatric Mental Health Care Nurse Practitioner (14), and MBA-Business (11). It should be noted that these results do not include students who applied for graduation from the School of Law.

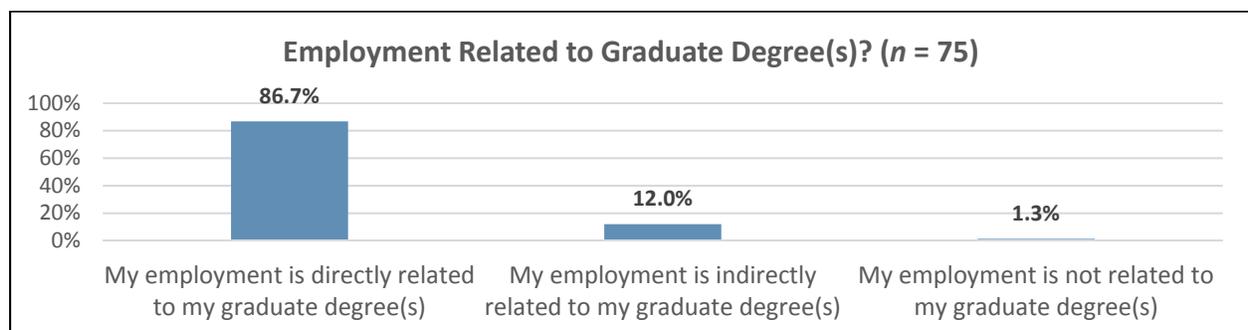
Post-Graduation Plans

Of the 98 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" was the most reported post-graduation activity among students (75.5%) and "Searching for employment" was the second most frequent response (15.3%). For responses to "Other (please explain)" (4.1%), two stated their plans were to continue employment, one indicated their plans were to further develop their existing organization, and one planned to visit their family overseas. For the 4.1% who indicated their plans were to further graduate or professional school, full or part-time, two respondents indicated that they were planning to pursue a PhD in Psychology, and one responded they planned to pursue a PhD in Social Welfare.

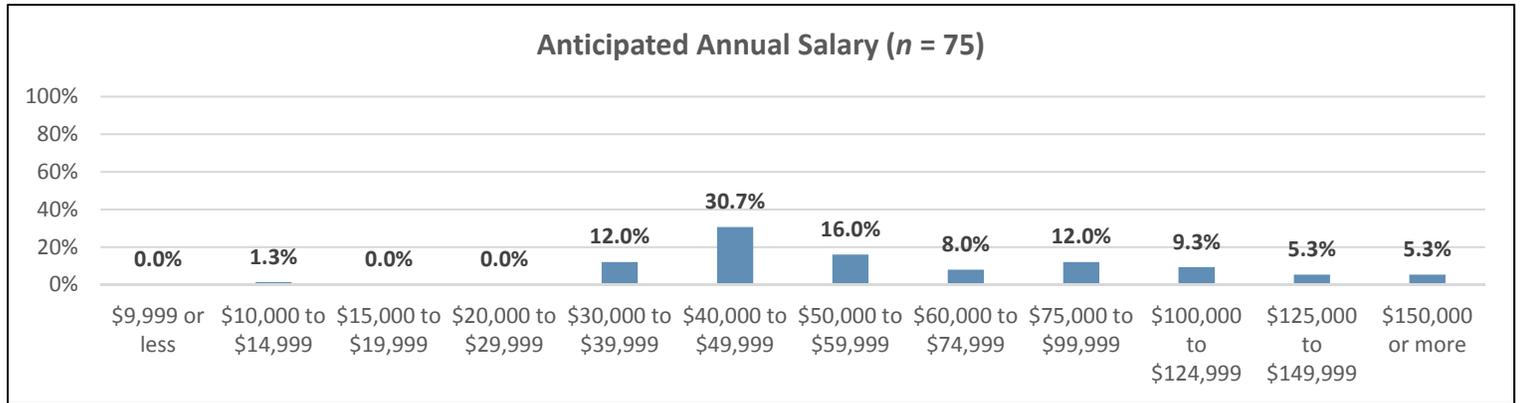


Students who Anticipate Post-Graduation Employment

Among students who anticipated full-time or part-time employment as their anticipated primary activity (n = 75), 86.7% reported their employment is directly related to their graduate degree(s).

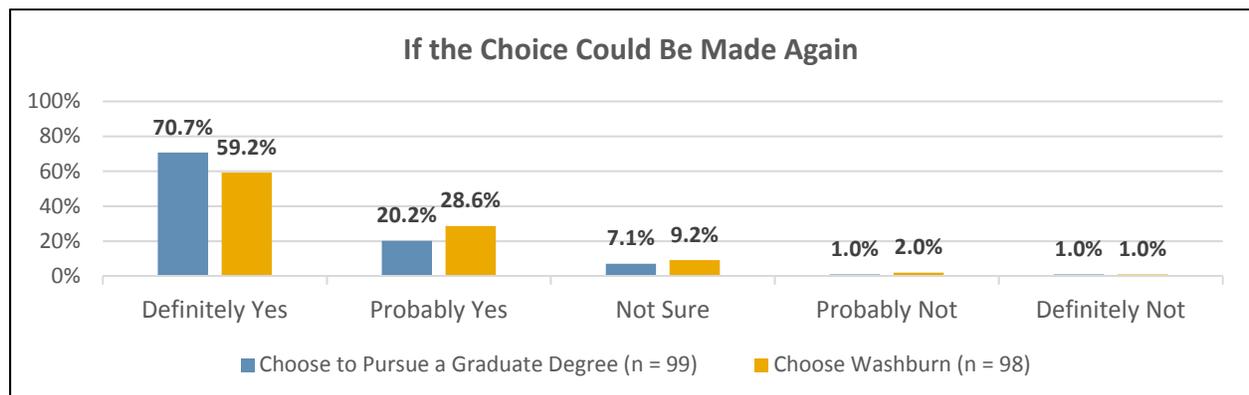
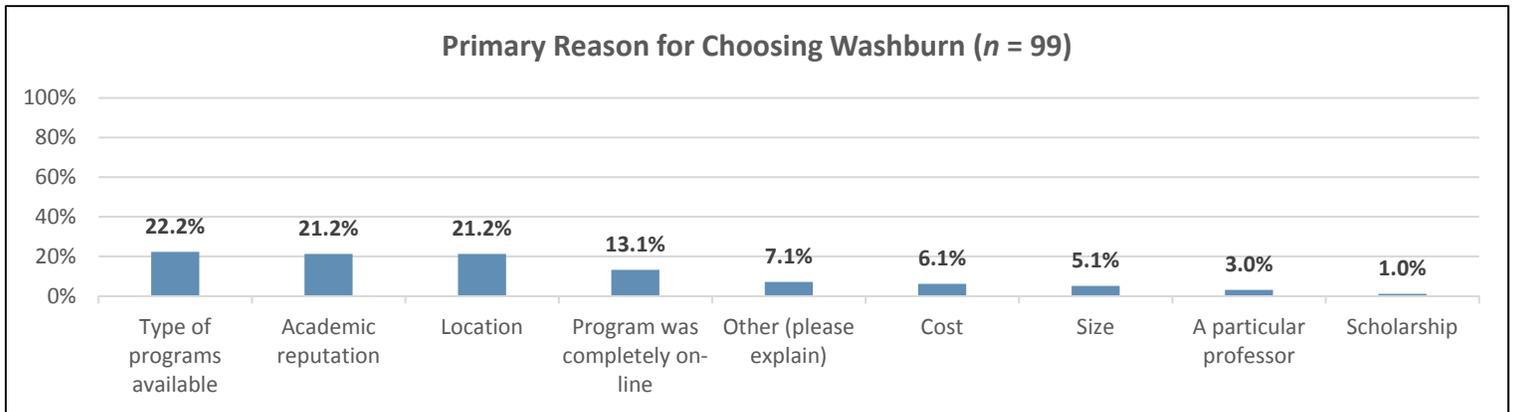


Students who reported their anticipated full-time or part-time employment ($n = 75$) most often reported their salary in the \$40,000 to \$49,999 range (30.7%), followed by the \$50,000-\$59,999 range (16.0%).

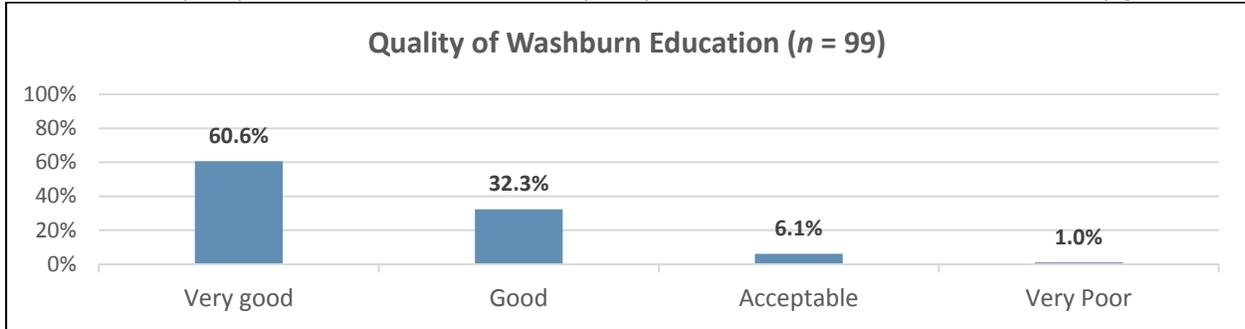


Reasons to Attend Washburn

Respondents were asked to identify their primary reason for choosing to attend Washburn for their graduate studies, whether they would pursue a graduate degree again if given the choice, whether they would choose to attend Washburn again, and how they rate the quality of their graduate education at Washburn. The most selected response for the primary reason for choosing Washburn was the type of programs available (22.2%). Other reasons for attending Washburn for graduate studies were: received undergraduate degree from Washburn (2), advanced standing option, a colleague, recommendation from former student, and mandatory for current position. If the choice could be made again, 70.7% would definitely choose to pursue a graduate degree and 59.2% would definitely choose Washburn.

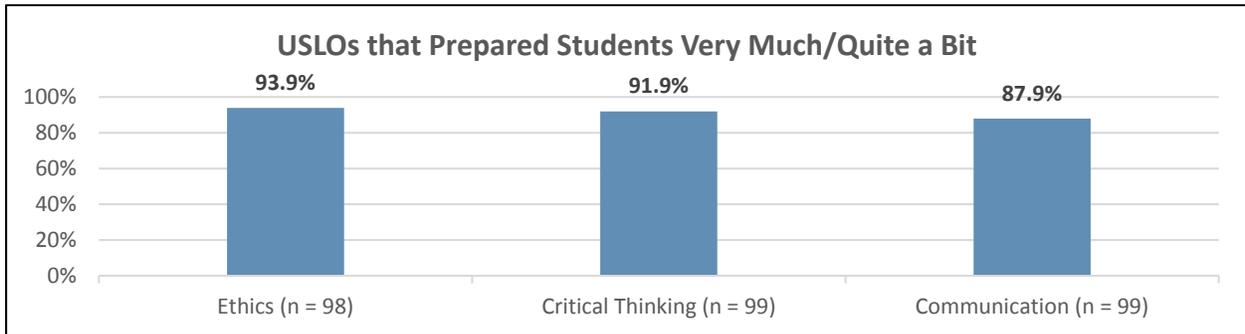


In addition, respondents were asked to report on the quality of their graduate education at Washburn; 60.6% of survey respondents indicated that the quality of their Washburn education was very good.



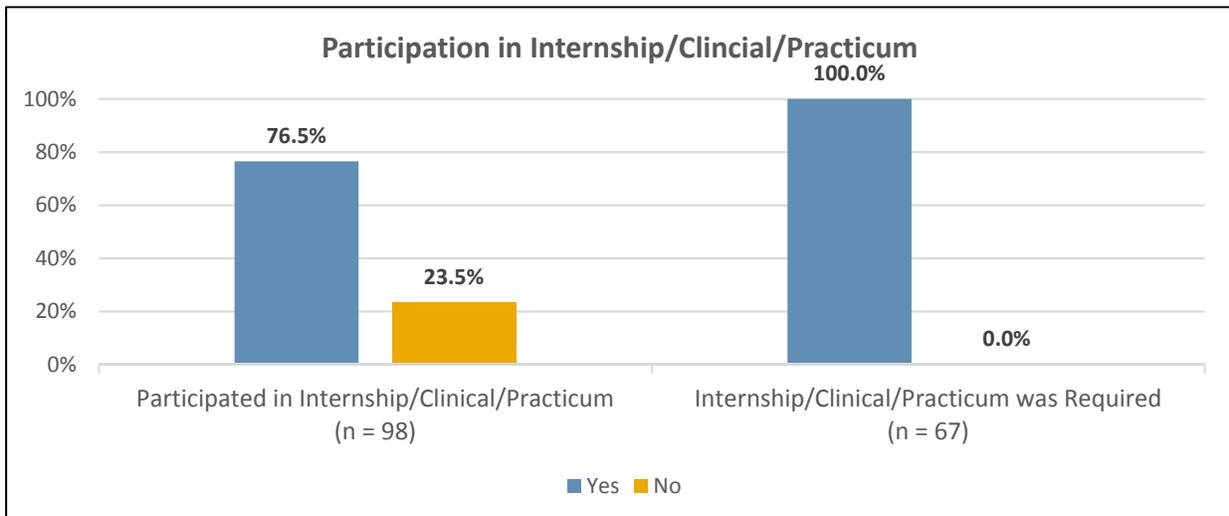
Student Learning Outcomes

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 communication, critical thinking, and ethics. Students responded that Washburn prepared them the most on ethics (93.9%), with critical thinking (91.9%) and communication (87.9%) as the second and third highest area of preparation.



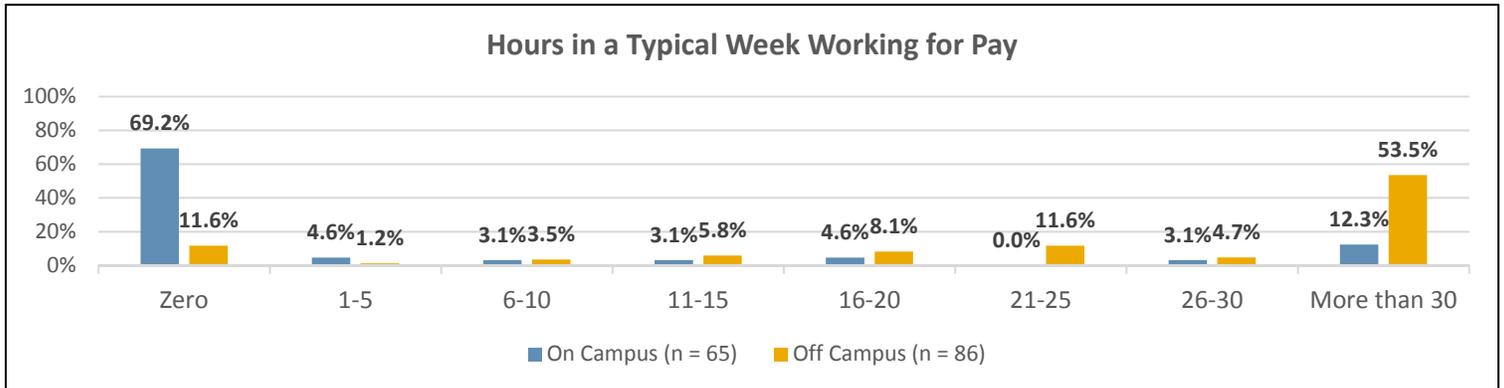
Participation in Internships, Clinicals or Practicums

When asked if they had completed an internship, clinical or practicum while enrolled at Washburn, 76.5% responded affirmatively. Further, when asked if participation was required, all (100%) responded that it was. See Appendix for the organizations indicated by students as where they completed the internship, clinical or practicum.



Working for Pay

Students were asked how many hours they spent in a typical week working for pay while enrolled at Washburn, both on and off campus. For on campus work, 65 responded, and for off campus work, 86 responded. About 70% of the on campus responses reported working zero hours per week (69.2%), in other words, the majority did not work on campus; more than 30 hours was reported by 12.3%. For off campus work, more than half (53.5%) of respondents reported working more than 30 hours per week.



Factors Limiting and Facilitating the Ability to Focus on Education

For the following two questions, students were asked to rank the top three factors that limited, and increased or improved, their ability to focus on their education. The following table shows Employment was the factor most often selected as limiting their education focus, both as the top ranked issue (32.4%) and in the top 3 (24.2%) out of the 99 respondents. Commitments beyond the classroom and Finances were also frequently selected as limiting the ability to focus on their education (27.0% and 10.8% ranked as the top factor). Family/Relationships was in the top 3 factors that limited students' focus on their education (15.8%), ranking higher than Finances (9.8%) among top 3 limiting factors. In regard to other factors that limited their ability to focus on graduate education, three respondents indicated that available resources in my area, difficulty with faculty, and surgeries were limiting.

Factor	Number Ranking Top Factor	Percent Ranking Top Factor	Number Ranking in Top 3	Percent Ranking in Top 3
Employment	24	32.4%	52	24.2%
Commitments beyond the classroom	20	27.0%	44	20.5%
Finances	8	10.8%	21	9.8%
Family/Relationships	6	8.1%	34	15.8%
Medical	4	5.4%	9	4.2%
Course Schedule	3	4.1%	11	5.1%
Wellness (e.g., sleep, nutrition)	3	4.1%	18	8.4%
Access to Campus Resources	2	2.7%	4	1.9%
Living Arrangements	1	1.4%	5	2.3%
Mental Health	1	1.4%	8	3.7%
Transportation	1	1.4%	4	1.9%
Other	1	1.4%	3	1.4%
Alcohol or Drugs	0	0.0%	1	0.5%
Discrimination	0	0.0%	0	0.0%
Learning Disability	0	0.0%	1	0.5%

Next, students were asked to rank the top three factors that increased or improved their ability to focus on their education. Of the 99 respondents, 26.9% selected Financial Aid (e.g., grants, subsidized loans, unsubsidized loans) as the top 3 factors, although the most frequently selected top factor was Faculty Mentoring/Support (28.2%). Academic Advising and Friend Mentoring/Support were also ranked highly by students as the top three factors increasing or improving their ability to focus on their education (15.7% and 19.7%, respectively). For other responses, respondents reported: Family/Family support (5), Accumulated annual leave provided dedicated time to study, Availability to take classes online, Instructor guidance, International Programs Scholarship.

Factor	Number Ranking Top Factor	Percent Ranking Top Factor	Number Ranking in Top 3	Percent Ranking in Top 3
Faculty Mentoring/Support	22	28.2%	49	27.5%
Financial aid (e.g., grants, subsidized loans, unsubsidized loans)	21	26.9%	34	19.1%
Academic Advising	14	17.9%	28	15.7%
Friend Mentoring/Support	10	12.8%	35	19.7%
Other	7	9.0%	11	6.2%
Washburn Scholarship(s)	2	2.6%	6	3.4%
Counseling	1	1.3%	6	3.4%
Office of Student Services (disabilities, veterans, non-traditional students)	1	1.3%	1	0.6%
Career Services	0	0.0%	1	0.6%
Health Services	0	0.0%	2	1.1%
Tutoring	0	0.0%	0	0.0%
Non-Washburn Scholarship(s)	0	0.0%	5	2.8%

Open-Ended Question Responses

Students were asked respond to four open-ended questions. 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 52 respondents who commented:

- Not changed anything regarding habits to better focus on studies (11)
- Managed time more effectively (7), not procrastinated (4), paid attention to deadlines (1), focused more on coursework (1), designated study space/time (1), set realistic goals (1)
- Better self-care (6), got more/better sleep (1), addressed mental health issues (1)
- Worked less while attending school (6), focused less on job (1)
- Enrolled in less credit hours/spread out course schedule more (6)
- Budgeted better/saved money/spread out financial aid (4)
- Scheduled time to study (3), developed a routine (1), prepared better for classes (1), dedicate more time outside of class for studying (1), studied more during breaks (1)
- Paid closer attention to instructions (2), reviewed the syllabus (1)
- Asked more questions/engaged more in class discussions (2), joined study groups (1)
- Spent more time focusing on the quality of assignments/researched topics that were of interest (2)
- Not started a family/been in a relationship during college (1), started grad school sooner (1)
- Avoided online courses (1), sought more help for D2L (1)
- Better prepared for foreseen difficulties (2)
- Devoted more time to friends/support system (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 58 respondents who commented:

- Communicate with professors (10), use office hours (1)
- Ask questions (9), engage in classroom discussion (1)
- Utilize instructor's expertise and advice (6)
- Use the resources available on campus (4), use counseling and health services (1)
- Ask for help (4)
- Get involved (3), take advantage of extracurricular activities (2)
- Be organized (2), good time management (2), stay ahead (2)
- Talk to classmates (2), work with peers on assignments (1), choose a good team for group projects (1), use cohort as support system (1)
- Stay focused (2) and motivated (1), don't procrastinate (1)
- Don't give up (2), keep a positive attitude (1)
- Take your time (2) and take it one day at a time (1)
- Focus on classes (2), arrange your schedule to meet deadlines and expectations (1), prioritize (1)
- Advocate for yourself (2)
- Get a good advisor and utilize them (2)
- Focus on readings/get the most out of assignments (1), learn as much as you can (1), give 100% effort (1), make time and space to participate fully (1)
- Get enough sleep (1), self-care (1), use the recreation center for physical and mental health (1)
- Save money (1), plan ahead for finances (1)
- Be open-minded (1), expect to be uncomfortable (1)
- Plan for double the time for studying/assignments (1), work hard (1)
- Ask about clinical internships for online students (1)
- Balance classes, work and family (1)
- Be serious about practicum placement (1)
- Become familiar with D2L (1)
- Correlate school work with real work experience (1)
- Don't take it for granted (1)
- Don't worry if you don't have time to read the textbook (1)
- Spend time in the library (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. Of the 22 who responded to the question, their themes are below:

- Generally positive comments about Washburn/graduate experience (10), would recommend (1)
- Program was challenging/overwhelming (4), Professor was too demanding/strict (1)
- Proud to be an Ichabod/Washburn alumni (2)
- Program needs better organization (1), needs updated (1), should be more application based (1)
- Funds needed for student financial support (1), more funds needed for practicum placement (1)
- Need a class to prepare for licensing exam (1), seminar dedicated to social work students (1)
- Positive experience with faculty (1)
- Semester of online courses should be optional (1)

Appendix

Internship, Clinical or Practicum Organizations

Students who responded with “Yes” to the question “Did you complete an internship, clinical, or practicum while enrolled at Washburn?” were asked with what organization(s) did you complete it with. The organizations are in a bulleted list, below. Where more than one response was identical, the number of times it was stated is noted in parentheses.

- Advanced Behavioral Health
- Auburn-Washburn School District
- Batter's Intervention Program
- Benchmark Psychiatric Services
- Bert Nash Community Mental Health Center (2)
- CASA
- Center for Safety and Empowerment
- Children's Mercy Hospital Adelle Campus
- City on a Hill, Inc.
- Clear View Behavioral Health hospital in Johnstown, CO
- Clinicals, multiple places (2)
- Compass Health Systems, Johnstown, Co.
- Cotton-O'Neil Clinics (2)
- Counseling Services at Washburn University
- Department for Children and Families (DCF)
- Department of Veteran's Affairs
- Douglas County Jail
- Eastern Kansas Health Care System (Topeka VA Hospital)
- Elementary school
- Fatherhood Initiative Program
- French Middle School USD 501
- Front Range Clinic in Ft. Collins, CO
- Hope and Healing Academy
- Irwin Army Community Hospital, Fort Riley, Kansas
- Jackson County Sheriff's Department Victims Assistance Program
- Jardine Elementary/Jaguar Academy
- Kansas Children's Service League (2)
- Kansas Juvenile Correctional Complex
- Kansas Legal Services
- Kansas public school district
- Kansas Youth Empowerment Academy
- KC Center for Health and Wellness
- Kickapoo Nation Health Center – Horton
- KVC (2)
- Manhattan Urgent Care
- Meadowlark
- Memorial health system
- Midland PACE
- Mirror Inc. (2)
- Monta Vista Hospital Las Vegas Nevada

- Northpointe Behavioral Services, Kingsford Michigan
- Paces Inc.
- Pathway Family services
- Pawnee Mental health
- PEPC
- Prairie View, Inc.
- Primary Practice and long term care facility
- Private practice
- PRTF
- Rakesh Ranjan & Associates
- Saint Francis Ministries
- SAQH behavioral health
- Several health care professions (2)
- Sims and Kemper
- Southeast Kansas Mental Health Center
- St. Elizabeth's Hospital in Washington, DC
- The University of Kansas St. Francis Campus (2)
- State Mental Health Hospital in NC, Acute Behavioral Health Unit, Outpatient Psychiatric Office
- Stormont Vail Health Systems (6)
- TFI Family services
- there were several throughout the program
- Topeka Treatment Center (2)
- Trail Program
- University of Kansas Health System CCHD clinic
- USD 320 Wamego School District
- USD 501 Topeka Public Schools (3)
- Valeo Behavioral Healthcare (2)
- Veterans Administration Hospital, Leavenworth
- Veterans Health Administration
- Wamego Community Health Ministry
- Washburn Counseling Center
- Washburn Psychological Services Clinic (2)
- Washburn Family Service and Guidance Center (2)
- Washburn Student Health
- Washburn University
- Washta'ge Peacemakers Men's Project Batterers' Intervention
- Work for Success
- Wyandot Behavioral Health Center
- YMCA

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.

In the space below, please provide your contact information. Your contact information will be used to assist in analyzing aggregate responses to survey questions. All of your responses are strictly confidential, and all data will be reported only in the aggregate. At no time will your responses be linked with your name or any other identifying information. Required items are indicated with an asterisk (*).

First Name _____

Last Name _____

Date of Birth (01/01/1901) _____

WIN (W12345678) _____

Address _____

Address 2 _____

City _____

State _____

Postal Code _____

Country _____

Phone Number (555-555-5555) _____

Washburn Email Address _____

Personal Email Address _____

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?

- Spring 2018
- Summer 2018
- Fall 2018
- Spring 2019
- Summer 2019
- Fall 2019
- Spring 2020
- Summer 2020
- Fall 2020
- Spring 2021
- Summer 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 \$14,999
- \$15,000 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 \$74,999
- \$75,000 to \$99,999
- \$100,000 to \$124,999
- \$125,000 to \$149,999
- \$150,000 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.

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 to communicate (e.g., express yourself clearly, accurately, and professionally)?

- Very Much
- Quite a Bit
- Some
- Very Little
- Not At All

To what extent did your graduate education at Washburn prepare you to think critically (e.g., evaluate information, make decisions, and solve problems)?

- Very Much
- Quite a Bit
- Some

- Very Little
- Not At All

To what extent did your graduate education at Washburn prepare you ethically (e.g., deal with ethical situations in your profession)?

- Very Much
- Quite a Bit
- Some
- Very Little
- Not At All

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 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.
