



Graduating Undergraduate Student Survey Results Summer 2018, Fall 2018, and Spring 2019 Executive Summary

Overall, the survey resulted in a **50.0% response rate**. The majority of respondents (81.0%) applied for a **Bachelor's degree**. **Nursing** was the most frequently reported primary major (72).

For post-graduation plans, 53.1% anticipated **full-time paid employment** and 17.8% anticipated **searching for employment**; 73.0% indicated their employment is **directly related** to their undergraduate major(s). Salaries were estimated to be **\$40,000 to \$49,999** (24.5%) or **\$50,000-\$59,999** (20.3%). **Graduate or professional school** were anticipated by 14.4% to be **full-time** and 1.5% **part-time**. The most frequently stated program and institution was **Social Work** and **Washburn University**, respectively.

Location (33.3%) and **types of programs available** (24.2%) were the primary reasons to attend Washburn; 75.1% would definitely **choose college** and 42.9% would definitely **choose Washburn again**. Graduates also rated the quality of their Washburn education as **very good (49.3%)**.

For the extent to which Washburn prepared them in relation to USLOs, graduates felt most prepared in the areas of **thinking critically** (87.9%) and **written communication** (83.1%).

Almost half of respondents (45.1%) completed at least one **WTE**, and 83-90% rated the quality of the experience(s) as **very good or good**. **Scholarly or Creative** was the most positive area (89.9%).

Many students (71.9%) participated in **internships, clinicals or practicums**, of which, 82.0% were reported as a requirement for their degree. Many indicated a **health care related organization** was the location (267), and specifically, **Stormont Vail Health** was the most frequently reported location (61).

In regard to working for pay, most reported **not working any hours at an on campus job** (58.4%) with 11.0% reporting **16-20 hours per week** and another 10.0% reporting **11-15 hours per week**; 27.7% reported working **more than 30 hours per week off campus**.

Internships (paid or unpaid) were stated by 74.7% as the activity that contributed very much/quite a bit to overall professional development; 70.4% also listed **study abroad**. **Co-curricular activities** such as **employment** and **student groups** were reported as contributing very much/quite a bit to overall professional development (65.4% and 62.5%).

For factors limiting the ability to focus on education, **employment** was most often selected both as the **top ranked issue** (26.4%) and **in the top 3** (19.2%). For factors that increased or improved the ability to focus on education, 20.2% selected **financial aid (e.g., grants, subsidized loans, unsubsidized loans)** as the top factor and 16.6% in the top 3.

When asked how they would have changed their habits to better focus on their studies if they could, **better study habits** (78) and **time management** (51) were the most frequently stated themes.

For advice they would give to an incoming student who wanted to know how best to take advantage of Washburn's educational opportunities, **get involved with campus activities, clubs, and organizations** (124), and **get to know/talk to professors** (89) were the most frequent themes.

Finally, when asked for additional comments about their Washburn experience, many provided **generally positive comments about their Washburn/college experience** (78).

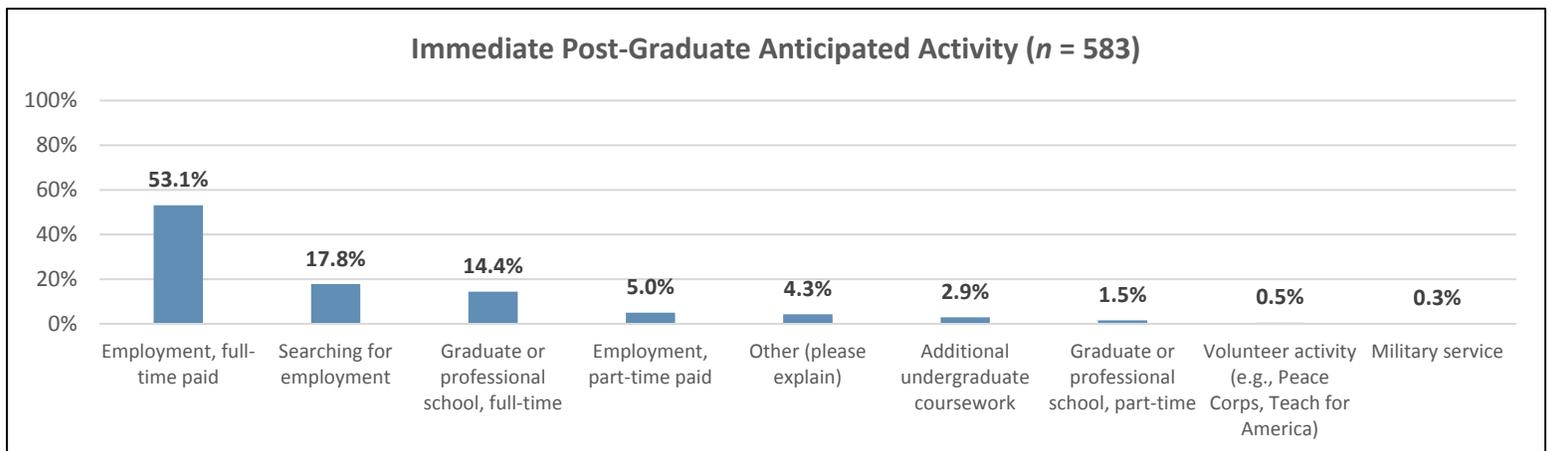
Introduction

This report provides results from the Graduating Undergraduate 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 22-28.

Of the number of undergraduate students who applied for graduation for Summer 2018 (170), Fall 2018 (410) and Spring 2019 (588), for a total of 1,168, 584 responded to the survey, for a response rate of 50.0%. Of these respondents, 81.0% applied for Bachelor's degrees as their highest degree, 12.7% applied for Associate degrees, and 6.3% applied for Certificates. The most reported primary majors were Nursing (72), Criminal Justice (39), Psychology (32), Radiation Therapy (24), Social Work (22), and Accounting (17). It should be noted that these results do not include students who applied for graduation from Washburn University Institute of Technology (Washburn Tech).

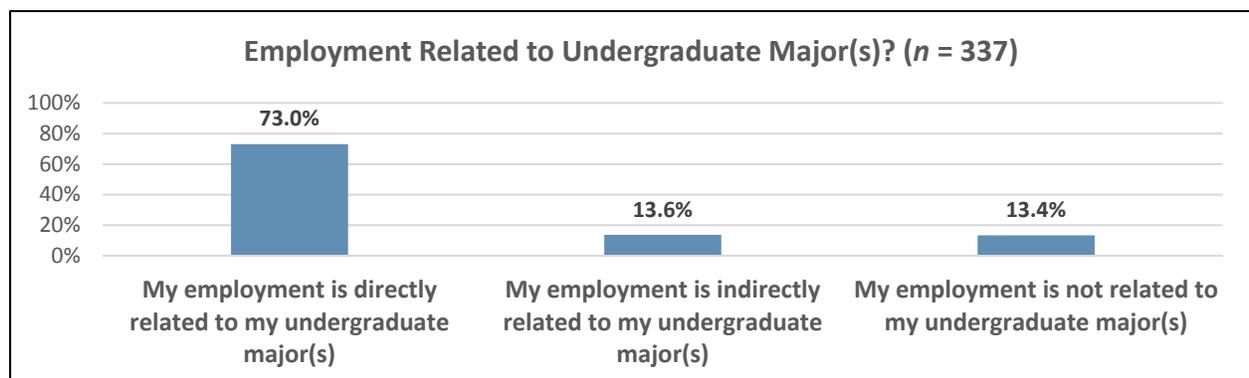
Post-Graduation Plans

Of the 584 students who completed the survey, 583 students answered the following statement: "Please indicate ONE activity that you anticipate will be your PRIMARY activity in the period immediately following graduation." The following chart shows "Employment, full-time paid employment" was the most reported post-graduation activities among students (53.1%). "Searching for employment" was the second most reported post-graduation activity (17.8%) and "Graduate or professional school, part-time" was third (14.4%). See Appendix for responses to Other, and Graduate or Professional School plans.

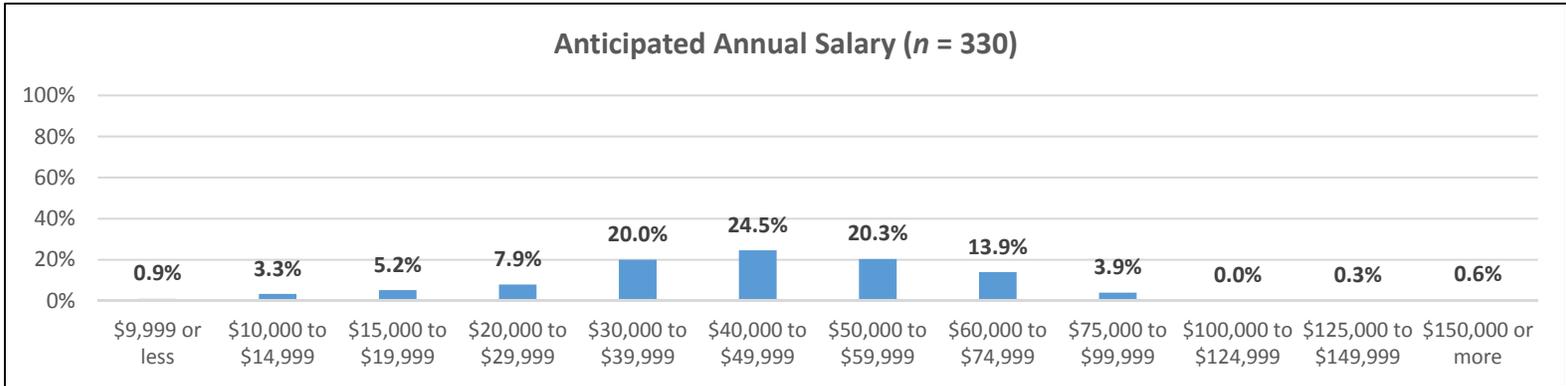


Students who Anticipate Post-Graduation Employment

Among students who anticipated full-time or part-time employment as their anticipated primary activity (n = 310), 73.0% reported their employment is directly related to their undergraduate major(s).

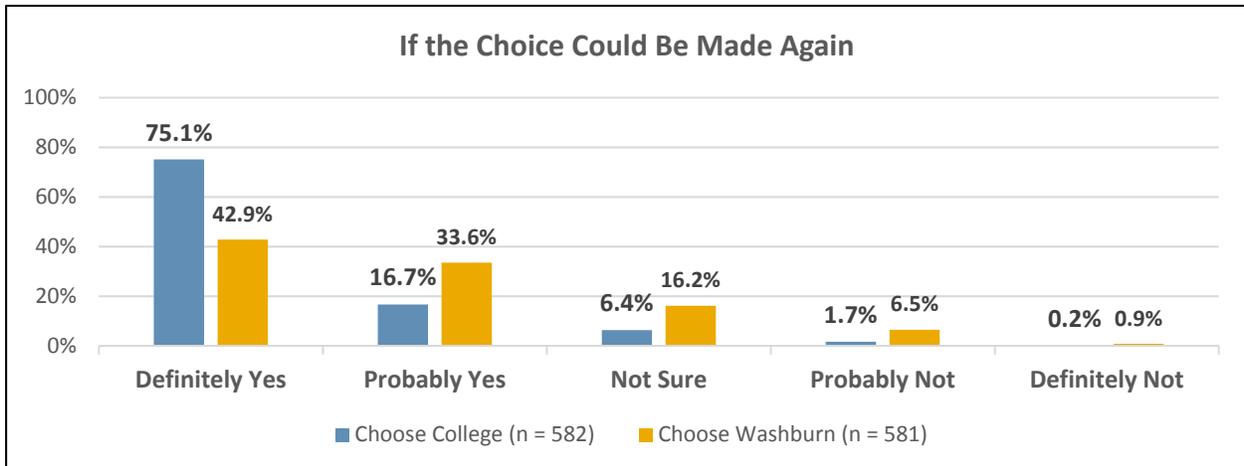
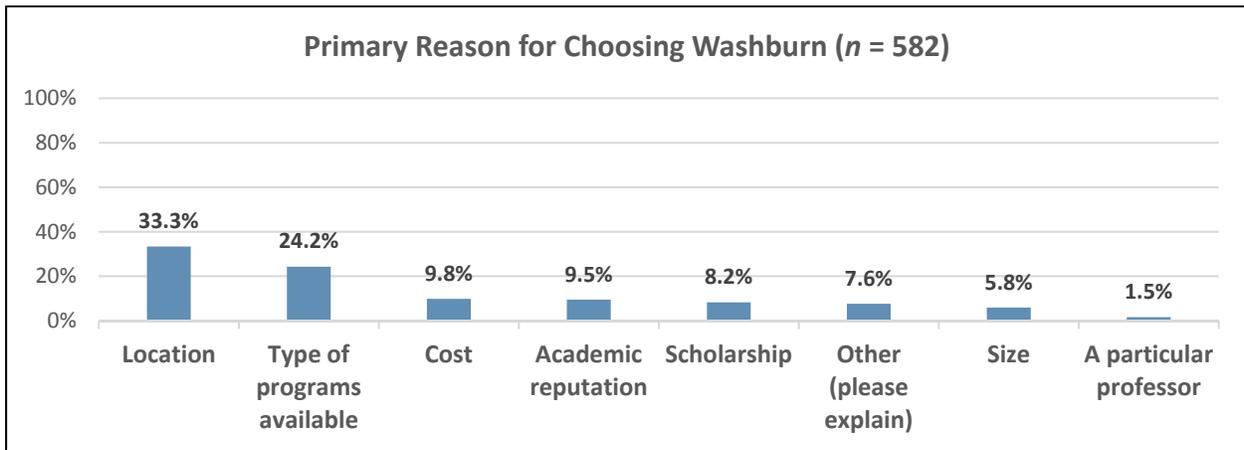


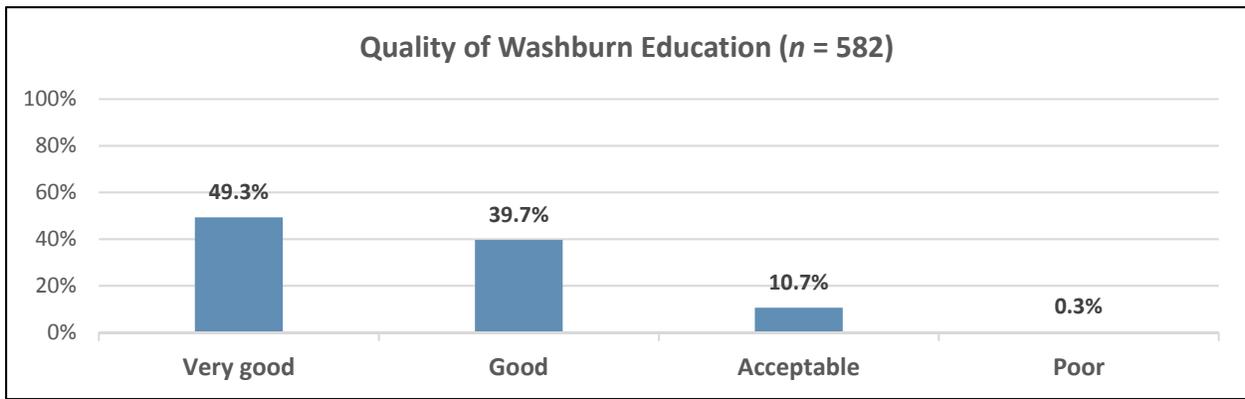
Students who reported their anticipated full-time or part-time employment most often reported their salary in the \$40,000 to \$49,999 range (24.5%), followed by the \$50,000-\$59,999 range (20.3%).



Reasons to Attend Washburn

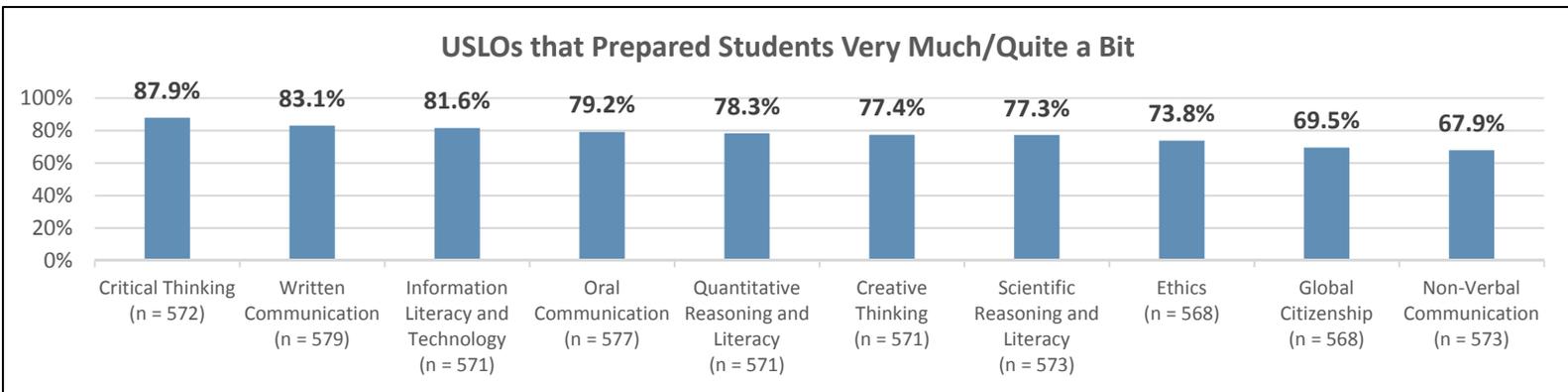
Respondents were asked to identify their primary reason for choosing to attend Washburn, whether they would enroll in college again if given the choice, whether they would choose to attend Washburn again, and how they rate the quality of education at Washburn. The most selected responses for the primary reason for choosing Washburn were Location (33.3%) and Type of programs available (24.2%). See appendix for responses to Other. If the choice could be made again, 75.1% of students would definitely choose college and 42.9% would definitely choose Washburn again. In addition, 49.3% of survey respondents indicated that the quality of their Washburn education was very good.





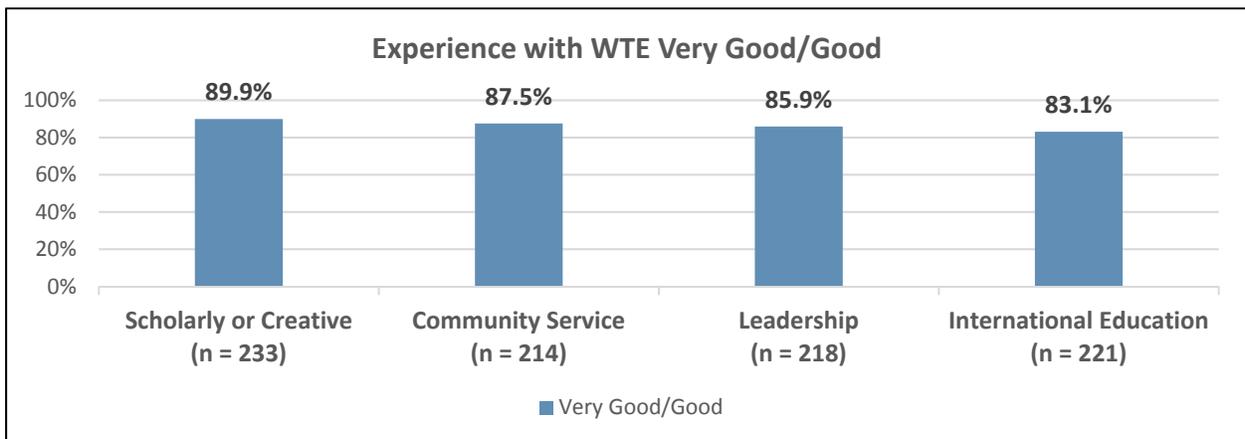
Student Learning Outcomes

Students were asked to rate the extent to which Washburn prepared them in relation to the university's student learning outcomes (USLOs), in the areas of written, oral, and non-verbal communication, quantitative and scientific reasoning and literacy, information literacy and technology, critical and creative thinking, global citizenship and ethics. Students responded that Washburn prepared them very much/quite a bit to think critically (87.9%), with written communication (83.1%) and information literacy and technology (81.6%) as the second and third highest area of preparation.



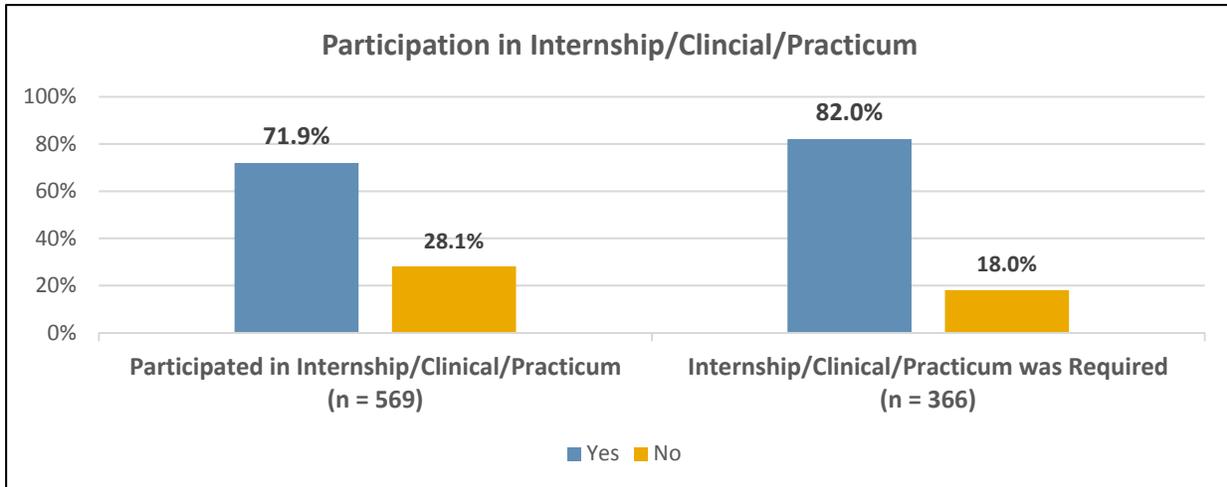
Washburn Transformational Experience

Of 570 respondents, 257 (45.1%) reported having completed at least one Washburn Transformational Experience (WTE). The following table shows that 83-90% of participants rated the quality of the experiences as Very Good or Good, with Scholarly or Creative as the most positive area (89.9%).



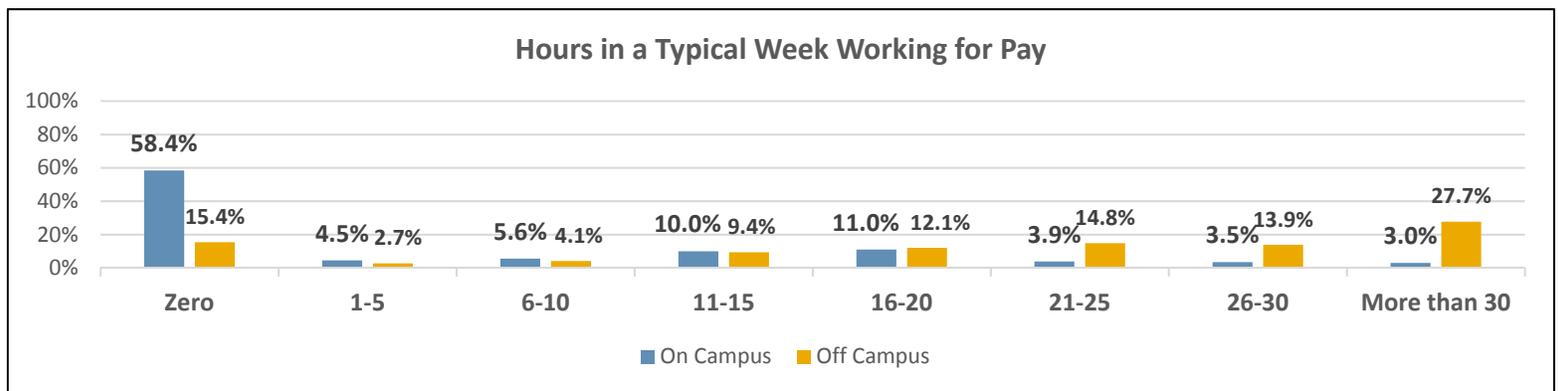
Participation in Internships, Clinicals or Practicums

When asked if they had completed an internship, clinical or practicum while enrolled at Washburn, 409 (71.9%) students responded affirmatively. For those who responded with yes, when asked if the internship/clinical/practicum was required, most (82.0%) responded that it was. See Appendix for the organizations indicated by students as where they completed the internship, clinical or practicum.



Working for Pay

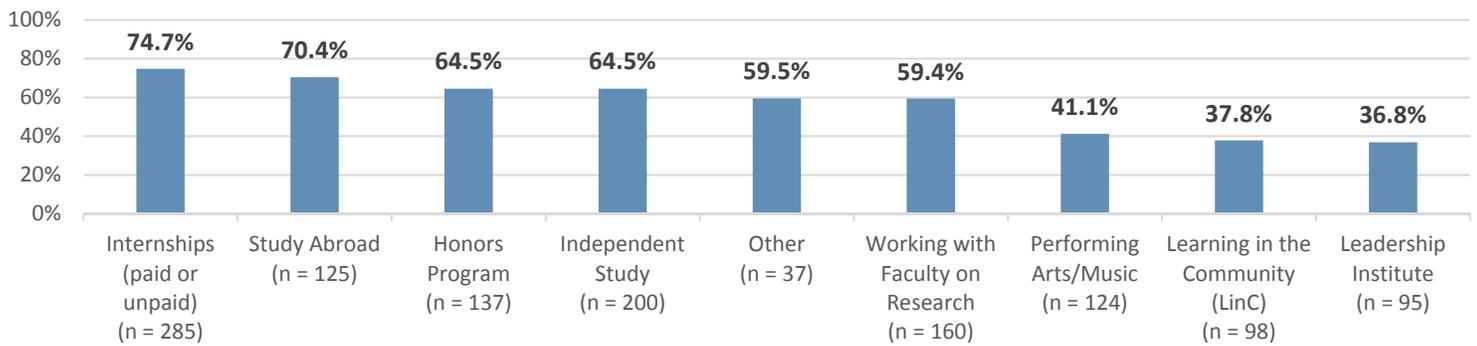
Students were asked how many hours they spent in a typical week working for pay while enrolled at Washburn, both on and off campus. For on campus work, 462 responded, and for off campus work, 488 responded. More than half of the on campus responses reported working zero hours per week (58.4%), in other words, the majority did not work on campus; 11.0% reported 16-20 hours and 10.0% reported 11-15 hours. For off campus, 27.7% of respondents reported working more than 30 hours per week.



Contribution to Personal Development

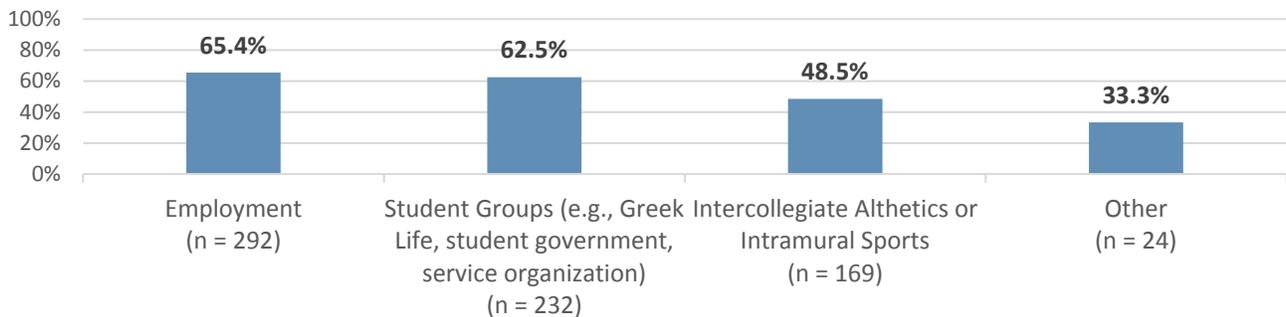
Students were asked to report the extent to which their participation at Washburn with academic activities contributed to their overall personal development. Internships (paid or unpaid) were stated by 74.7% of respondents as the activity that contributed very much/quite a bit to their overall professional development. Many students also selected Study Abroad (70.4%), Honors Program (64.5%), and Independent Study (64.5%) as contributing to their overall personal development. Responses to Other can be found in the Appendix.

Academic Activities that Contributed Very Much/Quite a Bit to Overall Professional Development



In the following survey item, students were asked to respond to the extent to which their participation at Washburn with co-curricular activities contributed to their overall professional development. Employment received the most responses for being the co-curricular activity that contributed very much/quite a bit to overall professional development (65.4%) and Student Groups (e.g., Greek Life, student government, service organization) was second most frequent (62.5%). Intercollegiate Athletics or Intramural Sports was the third most frequently reported at 48.5%, and Other responses were 33.3%. See the Appendix for Other responses.

Co-curricular Activities that Contributed Very Much/Quite a Bit to Overall Professional Development



Factors Limiting and Facilitating the Ability to Focus on Education

For the 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 (26.4%) and in the top 3 (19.2%) out of the 417 top ranking responses. Finances and Commitments beyond the classroom were also frequently selected as limiting the ability to focus on their education (18.2% and 16.5% ranked as the top factor). Family/Relationships and Mental Health were also in the top 3 factors that limited students' focus on their education (13.6% and 6.7%). Course schedule was also selected in the top 3 limiting factors by 7.9%. It is interesting to note that although Wellness (e.g., sleep, nutrition) was not ranked as a top limiting factor frequently (3.4%), it was rated more prominently as a top 3 limiting factor (8.5%). See Appendix for Other responses.

Factor	Number Ranking Top Factor	Percent Ranking Top Factor	Number Ranking in Top 3	Percent Ranking in Top 3
Employment	110	26.4%	225	19.2%
Finances	76	18.2%	183	15.6%
Commitments beyond the classroom	69	16.5%	164	14.0%
Family/Relationships	43	10.3%	159	13.6%
Mental Health	29	7.0%	79	6.7%
Course Schedule	26	6.2%	93	7.9%
Other	15	3.6%	27	2.3%
Wellness (e.g., sleep, nutrition)	14	3.4%	100	8.5%
Living Arrangements	10	2.4%	39	3.3%
Discrimination	6	1.4%	14	1.2%
Access to Campus Resources	5	1.2%	20	1.7%
Transportation	5	1.2%	23	2.0%
Alcohol or Drugs	3	0.7%	19	1.6%
Learning Disability	3	0.7%	8	0.7%
Medical	3	0.7%	19	1.6%
Total	417	100%	1,172	100%

Next, students were asked to rank the top three factors that increased or improved their ability to focus on their education. Of the 461 top ranking responses, 20.2% selected Financial Aid (e.g., grants, subsidized loans, unsubsidized loans) as the top factor and top 3 factor that increased or improved their ability to focus on their education. Academic Advising, Faculty Mentoring/Support, and Washburn Scholarship(s) were also ranked highly by students as the top and top three factors increasing or improving their ability to focus on their education (19.7% and 16.1%, 17.8% and 14.6%, and 13.9% and 13.8%, respectively). See Appendix for Other responses.

Factor	Number Ranking Top Factor	Percent Ranking Top Factor	Number Ranking in Top 3	Percent Ranking in Top 3
Financial aid (e.g., grants, subsidized loans, unsubsidized loans)	93	20.2%	207	16.6%
Academic Advising	91	19.7%	200	16.1%
Faculty Mentoring/Support	82	17.8%	182	14.6%
Washburn Scholarship(s)	64	13.9%	172	13.8%
Friend Mentoring/Support	55	11.9%	189	15.2%
Other	19	4.1%	29	2.3%
Non-Washburn Scholarship(s)	17	3.7%	72	5.8%
Tutoring	13	2.8%	46	3.7%
Counseling	10	2.2%	55	4.4%
Health Services	8	1.7%	36	2.9%
Career Services	5	1.1%	38	3.1%
Office of Student Services (disabilities, veterans, non-traditional students)	4	0.9%	19	1.5%
Total	461	100%	1,245	100%

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 571 respondents who commented:

- Had better study habits (78), time management (51), not procrastinated (29), more organized (19), kept a planner (9), attended class more often (3), taken courses that promoted better study habits (3), developed a better routine (2), kept notes (1), bought a laptop (1), set goals (1)
- Not changed anything regarding habits to better focus on studies (67)
- Worked less while attending school (50), worked on campus (5), got a job early in college (1)
- More involved in campus organizations (33)
- Been more healthy (e.g., exercised, got more/better sleep, better diet) (27)
- Used the library or a quiet area for studying more (27)
- Chose major more carefully/earlier (24), explored other majors (2)
- Made education a priority/been more aggressive with studies (21), challenged myself (2)
- Better course schedule (20), taken a full load (2), gotten general education courses done first (2), taken general education courses more seriously (1), not taken general education courses first (1), not taken WU 101 (1)
- Used campus resources (19)
- Balanced work, school and/or family (18), not started a family/been in a relationship during college (14), had a plan to address childcare (1)
- Lived on campus/closer to campus/lived more years on campus (17), not commuted (2), planned better for parking/walking (1)
- Applied for more scholarships/financial aid/loans (15), made better financial decisions (8), saved more money (7), worked more (2), took out less student loans (1)
- Been more assertive with making friends/interacting with peers (15), joined study groups (5), socialized more (2)
- Started at Washburn/don't transfer in (13), made certain that credits transfer (2)
- Better living arrangements (11)
- Lessened the amount of distractions (e.g., social media, friends) (10), socialized less (6)
- Addressed mental health issues sooner (7)
- Communicated expectations better with advisor (5)
- Not worked at all (5)
- Communicated better with instructors (5), got to know professors better (3), worked with professors who cared about my success (1)
- Eliminated/reduced stress (4), took more breaks (1)
- Taken more summer courses (4), taken courses during high school (1)
- Not joined Greek life (4), less involved in campus organizations (3), not joined athletics (1)
- Known career path and/or stay on path (4), made better decisions early in college (4), achieved a degree faster (1), planned for future (1), more prior knowledge of what to expect in college (1)
- Would not have attended college/Washburn (3), not started college so young (3)
- Prepared better for online courses (3), taken more/less online courses (3)
- Stayed on campus more often (3), made the most of time in college (1)
- Went to college directly out of high school/younger (2)
- Withdrawn from courses instead of failed (2)
- Found a mentor (2)
- Taken advantage of travel/study abroad opportunities (2)
- Researched instructors prior to class (1), spoke up about problematic instructors (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 582 respondents who commented:

- Get involved with campus activities, clubs, and organizations (124)
- Get to know/talk to professors (89), and classmates (15)
- Use the resources available on campus (55)
- Don't hesitate to ask for help when needed (49), don't be afraid to ask questions (39) don't learn the hard way (1), help yourself (1)
- Use tutoring services (40), use the library (32), or study groups (9)
- Communicate with your advisor regularly (37)
- Attend class (19), don't skip class (1) sit in the front (1), get work done (1), turn something in (1)
- Seek out/apply for scholarships and financial aid (18)
- Explore options (18), explore other majors (12), get out of your comfort zone (10), try new/different things than you are used to (7), be open to opportunities (5), be open-minded (1)
- Study hard (13), stay focused (6), focus on studies (10), take classes seriously (6) pay attention in class (3), work hard (5), make school a priority (4), try your best/hardest (3), put in effort (2), apply yourself (2), care about your education (1), treat it with respect (1), work ahead (1)
- Make friends (15), meet new people (4), build connections (2), develop a network of friends (1)
- Take advantage of the opportunities Washburn has to offer (10), specifically, study abroad (11), Career Services (8), Counseling Services (3), WTE Experiences (3), internships (3), Student One Stop (2), community service (1), International House (1), experience weekends (1), travel (1), First Year Experience (1), WU 101 (1), tour campus (1)
- Develop good study habits (9), time management skills (8), use a planner (7), be organized (6), take notes (4), make time to study (3), check email (3), do homework (2), be ready to learn (2), be prepared (1), expect a lot of work (1), keep track of due dates (1), read the syllabus (1)
- Live on campus/close to campus (8), don't live on campus (1)
- Don't procrastinate (8), be proactive (3), get ahead and stay ahead (2)
- Have fun (7), enjoy your time (4), relax (3), don't skip fun activities (1)
- Take your time/give yourself extra time (7)
- Work less (7), get on-campus employment (4), find a flexible job (1)
- Get general education courses done first (6), take the hard classes first (2), learn in intro classes, take gen eds last (1), only take 12 credit hours first semester (1)
- Plan ahead/plan out your course schedule (6) make a routine (3), stick to plan (1)
- Network (4), find a mentor (4), talk to a family member (1), listen to advice (1)
- Balance school and fun (4), don't party too much (3), know your limits (1) find healthy ways to decompress (1)
- Sleep better/prioritize sleep (3), take care of yourself (2), be healthy (1), focus on yourself (1)
- Don't overextend (3), don't overwhelm yourself (2), take advantage of free time (1)
- Take online courses (3), set aside more time for online classes (1), take courses in-person (1)
- Go for it (3), don't waste it (2), it's worth it (1), keep going (1), don't stop (2), never give up (1)
- Figure out what you want to do early (3), dive deep into your major (1), focus on your major (1) take classes for your career (1)
- Seek advice from previous students/upperclassmen (3)
- Get a support system (3), choose friends wisely (1), find friends to help hold you accountable (1)
- Take courses you enjoy (2), find what you love/your passion (2)
- Say yes (2), immerse yourself (1), put yourself out there (1), venture out (1), you don't have to have all the answers (1), find out who you are (1)
- Assess your living situation (2), better your living arrangements (2), don't be in a relationship (1)

- Keep up your GPA (2), get good grades (1)
- Not attend Washburn/go somewhere else (2), don't select music as major (1)
- Be confident in yourself (2), be yourself (1), develop yourself as a person (1) trust yourself (1)
- Stay on campus (2), eat at the Union or Lincoln (1), go to sporting events (1)
- Washburn is a friendly place (2), be a part of the Washburn community (1), find out more about WU (1), get familiar with campus your freshman year (1)
- Save money (1), be aware of the money you're spending (1), manage finances (1), work through school/try to graduate debt free (1)
- You get out what you put in (1), make it count (1), give it your all (1), go above and beyond (1), self-motivate (1)
- Be careful with transferring credits (1), get math requirements done in high school (1), start at Washburn Tech (1)
- Avoid bad professors (1)
- Don't buy required books (1)
- Don't have special needs (1)
- Find good parking (1)
- Learn outside the classroom (1)

The third question asked if any Washburn faculty or staff member(s) made a positive difference in their lives and in what way. These responses are provided to the appropriate academic dean by the VPAA's Office to be shared with faculty and staff.

For the final question, students were asked if they wanted to make any additional comments about their Washburn experience. Of the 185 responses to this question, themes were generated and grouped by content; comments were positive, negative or contained recommendations for improvements.

Positive:

- Generally positive comments about Washburn/college experience (78)
- Proud to be an Ichabod/Washburn alumni (23)
- Positive experience with faculty (18)
- Appreciative of Washburn in general (8)
- Departments/Programs/Schools were viewed positively (3)
- Small, intimate campus environment (3)
- Appreciative of new parking lots, grounds, and building improvements on campus (3)
- Transfer student transition was easy/transfer credits process has improved (2)
- Experience with Greek life was positive (2)
- Appreciative of Student Health Services (1) and Counseling Services (1)
- Grateful for scholarships (1)
- Thankful for WTE experience (1)
- Positive comment about impact of study abroad (1)
- Enjoyed D2L/online courses (1)
- Recommending WU to family member (1)

Negative:

- Department/Program/School needs to address issues/problems (12)
- Upper level English course, ENG 300, WU 101, Chemistry, gen eds are a waste of time/money (8)
- Faculty are not supportive/responsive (5)

- Issues/barriers with transferring credits (3), Admissions (1) and Financial Aid (1)
- Negative comment about Topeka (3)
- Tuition and activity fee increases (2), unpaid internships should not have to pay tuition (1)
- Needed more guidance/advising (2)
- Would have preferred to take online class in-person (1), online students don't get as much attention as on campus students (1)
- Books are too expensive/buy back was not much money (1), Ichabod shop is too expensive (1)
- Had to work during school to pay for tuition (1), financial barriers (1)
- Greek life is prioritized over other social activities (1), re-evaluate Greek Life (1)
- Does not feel WU adequately prepared them for graduate school (1), was not challenged at WU (1)
- Student voices not heard (1), WU needs to listen to students more (1)
- General comment about not having a good experience at Washburn (1)
- Staff member was disorganized (1)
- Problems with scholarship (1)
- Microsoft programs are terrible (1)
- WU is not welcoming to transfer students (1)

Recommendations:

- Create or expand Dance, Forensic Accounting, Security Administration and Forensic Investigations degrees (4)
- More diversity needed among students and staff (3)
- Reduce distractions in Mabee Library (2), put Mac computers on second floor (1), and put a printer on the top floor (1)
- Financial advisors are needed/more guidance for students in financial aid is needed (2)
- Parking garage (1), lot for Art Department is needed (1)
- Bods Feeding Bods needs to continue (1), need more affordable food options (1)
- Mandatory D2L training for instructors (1), more consistency in online classes (1)
- More inclusive extracurriculars are needed (1)
- More help for students toward end of degree (1)
- More communication needed about what is offered at WU (1)
- Need to address problems with ADA/elevators (1)
- Expand campus/keep students on campus (1)
- More events needed for students to interact with peers (1)
- Online courses should not cost more than face to face courses (1)
- Departments need to do a better job of disseminating important deadlines/dates (1)
- Coffee shops need to be more consistent (1)
- Culturally responsive training needed (1)
- Culture in Lincoln Hall needs improvement (1)

Appendix

Other Primary Activity in the Period Immediately Following Graduation

The 25 students who selected “Other” as the primary activity in the period immediately following graduation were asked to please specify in an open-ended response. Two respondents each indicated they were retired, would be participating in internships, and two were undecided, while others reported their own personal plans ($n = 1$), see list below.

- Retired (2)
- Internship/Paid summer internship (2)
- Undecided/Unsure (2)
- Sit for my certification board
- Additional Coursework for Business Major
- Complete Bachelor's degree
- Pursue a Bachelor's degree in Forensic Chemical Science
- Continue education at KU
- Working towards a Nursing degree
- Applying to Graduate Schools and Working
- Employment, part time paid and continuing education part time
- Semester break, then grad school/prof school
- Time off working off my BA until I enroll in Doctorate School
- Taking a year off, working for next scuba diving certification and strengthening a second language while applying to attend law school in 2020.
- Pursue my degree by getting a full time job. May be in May 2019 or later. Not sure yet.
- Teaching Abroad
- Volunteer work at Washburn Tech
- Writing a book and relaunching a business
- Writing in 6 different genres and soliciting them to various publishers and buyers.
- Travel
- Wander the roads of America
- Starting my life

Graduate or Professional School Plans

Students who selected that they were planning for “Graduate or professional school, part-time” or “Graduate or professional school, full-time” as the primary activity in the period immediately following graduation were then asked to indicate (a) the program that they will study and (b) the institution they anticipate attending. The 92 responses to this question are grouped by program, then by the institution they plan to attend. Social Work and Law were the most frequent response to this question ($ns = 12$ and 9 , respectively) with Washburn University as the top institution for these ($ns = 6$ and 4 , respectively).

- Social Work (12)
 - Washburn University (6)
 - Washburn University or University of Kansas (4)
 - Washburn University, University of Kansas or University of Missouri - Kansas City (1)
 - Institution not specified (1)
- Law (9)
 - Washburn University (4)
 - Institution not specified (3)

- Washburn University or University of Missouri – Kansas City (2)
- Master of Business Administration (4)
 - Washburn University (4)
- Music (4)
 - Institution not specified (2)
 - Texas Tech University (1)
 - Yale School of Music (1)
- Clinical Psychology (3)
 - Washburn University (2)
 - Washburn University, University of Kansas or University of Missouri - Kansas City (1)
- Communication (2)
 - Institution not specified (2)
- Psychology (2)
 - Somewhere in Kansas or Missouri (1)
 - Institution not specified (1)
- Accounting (2)
 - Washburn University (2)
- Masters of Accountancy (2)
 - Washburn University (1)
 - Institution not specified (1)
- Philosophy (2)
 - Institution not specified (2)
- Physician Assistant (2)
 - Colorado University, University of Missouri - Kansas City, University of Tulsa, or Creighton Univeristy (1)
 - Institution not specified (1)
- Library Science (3)
 - Emporia State University (3)
- Undecided/Don't Know (2)
 - Institution not specified (2)

Unique responses ($n = 1$) to the question included:

- (a) JD/Masters CJ Dual Program (b) Washburn Law
- Athletic training
- BHA or BHS and possibly at Washburn University
- Biomechanics or related field Undecided
- Business Administration, TBD
- Business Marketing and Management
- Business or Human Resources or Organizational Psychology
- Cardiac Ultrasound at Washburn University
- Chemistry, School Is Undetermined
- Diagnostic Medical Sonography: General; Washburn University
- Ed.S. in School Psychology
- Forensic Investigation and Missouri Western State University
- Genealogy Certification from Boston University, and Library Science from an undecided institution.
- Georgetown University MSN in Midwifery/Women's Health Nurse Practitioner
- Global Communications at the American University of Paris
- Higher Education

- Human Services
- I intend to pursue a Master's degree in Museum Studies. I anticipate to study at either Colorado University or San Francisco University.
- I plan to pursue a J.D./MBA at the University of Oklahoma.
- I will be taking the Administrator-In-Training Program through Kansas Adult Care Executives
- I would like to study more trauma-informed care in the Human Services field
- Industrial/Organizational Psychology. Florida Institute of Technology
- Kansas University
- Leadership Education at University of Nebraska-Lincoln
- MA Political Science (b) American University
- Management Information System
- Master of Divinity Wesley Theological
- Master of Finance
- Master of Fine Arts in Creative Writing, Johns Hopkins University
- Math
- Medical School
- MFA in Film and Television Production at the University of Southern California in their School of Cinematic Arts
- Nursing, Washburn
- Occupational Therapy Assistant-2 Years Associates Then on to a Bachelors in Health Science
- Occupational Therapy Doctorate
- Optometry school (b) Southern College of Optometry
- Organizational Leadership; Gonzaga University OR University of Denver
- Photography or Graphic Design
- Physical Therapy, KU Med
- Speech Language Pathology University of Central Missouri or University of Kansas
- Sports Management, and undecided on school
- Student Administration in Higher Education; I do not know what Institute I will be attending yet.
- Ultrasound - KU Med or Saint Luke's

Other Primary Reason for Choosing Washburn University

Respondents were asked to please specify in an open-ended response their other primary reason for choosing Washburn University. In total, 44 respondents provided responses. Eleven respondents indicated athletics, four stated family history/tradition, and two each indicated Washburn was recommended by someone, the environment, all or a good majority of the above options. For unique responses ($n = 1$), see list below.

- Athletics (11)
 - No sport indicated (5)
 - Volleyball (2)
 - Golf (1)
 - Track and field (1)
 - Baseball (1)
 - Basketball (1)
- Family history/tradition (4)
- Recommended by someone (2)
- Environment (2)
- All of the above/A good majority of the above (2)

Unique responses ($n = 1$) to the question included:

- Accepted this position first
- After moving from Topeka, virtual class offerings
- BA to MA program
- Credits and Location
- Forensic Accounting was my original goal
- From Topeka
- Had to go to another college because of Academic probation at KU. So, came to Washburn. But I have appreciated the smaller classes and the professor I had encountered
- Ichabod Success Institute
- In person classes and not strictly online.
- KBI Lab being built on campus
- LincBonner
- Online Sonography program
- The convenience and relatively short timeline of the online program.
- To further my career
- Washburn Tech discount

Internship, Clinical or Practicum Organizations

Students who responded affirmatively to the question “Was an internship, clinical, or practicum a requirement for your degree?” ($n = 362$) were asked to respond with the organization(s) they completed it with. Responses are categorized by the primary field of the organization. It should be noted that students may have been in a different capacity than the primary field of the organization (e.g., those who stated their internship, clinical or practicum was at a K-12 school may have been hired in a health care capacity).

If a respondent reported more than one type of internship, clinical or practicum, the responses are listed separately. Multiple responses are indicated in parentheses next to the internship, clinical or practicum response; where it was only stated once, there is no designation.

Health Care ($n = 267$)

Stormont Vail Health (61)
University of Kansas Health System St. Francis Campus (39)
Lawrence Memorial Hospital (13)
Kansas Rehabilitation Hospital (9)
Valeo Behavioral Health Center (8)
University of Kansas Medical School (7)
Veterans Affairs Medical Center (7)
Occupational Therapy Assistant Program (6)
Radiologic Technology Program (6)
Lexington Park (5)
Via Christi (5)
Holton Community Hospital (4)
School of Nursing (4)
Physical Therapist Assistant Program (4)
Clinical, location not specified (4)
KVC Health Systems (4)
Atchison Hospital (3)

Brandon Woods at Alvamar (3)
Brewster Place (3)
Adena Hospital in Chillicothe, Ohio (2)
Athletic Training (2)
Baptist Health Louisville, KY (2)
Douglas County Visiting Nurses Association (2)
Fitrition (2)
Geisinger Medical Center (2)
Hiawatha Community Hospital (2)
New Dawn Wellness & Recovery (2)
Onaga Community Hospital (2)
Rebound Physical Therapy (2)
Sabetha Hospital (2)
21st Century Oncology
Advanced Physical Therapy
Aldersgate
Arc Physical Therapy
Bert Nash Community Mental Health Center
Breakthrough House, Inc.
Brookdale Topeka
Centerpoint Medical Center
Cleveland Clinic Cancer Center Mansfield, Ohio
Coffey County Hospital
Colleton Medical Center
Cotton O'Neil Heart Center
Counseling and Wellness Center
Ellis Fischel Cancer Center in Columbia, MO
Exercise Physiology, no location specified
F.F. Thompson Hospital Canandaigua, NY
Family Service and Guidance Center of Topeka
Family Therapy Institute Midwest
Freedom Hospice
Freeman Health Systems
Goldschmidt Cancer Center
Hembree Cancer Center (Mercy Hospital) Fort Smith Radiation Oncology
Home Health and Hospice in Manhattan
Hutchinson Hospital
Jayhawk Patient Supply
Lankenau Hospital, Wynnewood PA
Local cancer center, no location specified
Local health center, no location specified
Manor Care Topeka Center for Rehab & Healthcare
Marion Regional Cancer Center
McCrite Plaza
Mercy St. Louis Cancer Center
Midland Care
Mosaic
Nationwide Children's Hospital
Nemaha Valley Community Hospital
OrthoKansas

OSF Saint Francis Medical Center Peoria, IL
Parkview Medical Center
Plaza West
Presbyterian Manor
Radiation Therapy Program
Reading Hospital in Reading, PA
Reed's Cove
Surgical Tech program at facilities in Topeka and KC
Texas Health Resources, Arlington, TX
Texas oncology center
Trident Cancer Center in Charleston, SC
University of Kansas Cancer Center
University of Maryland Charles Regional Medical Center
Wellington Health and Rehab
Wesley Medical Center

Other (*n* = 77)

Undergraduate Learning Assistant Program at Washburn University (4)
Washburn University Leadership Institute (4)
Washburn School of Nursing (4)
Psychology (3)
Sunflower State Games (3)
Ken Doll Photography (2)
StreetLit Sky, LLC (2)
Topeka and Shawnee County Public Library (2)
Washburn Tech (2)
712 innovations
96.5 The Buzz/98.9 The Rock
Borusan Mannesmann
Brown v Board of Education
Central Kansas Foundation
Century Business Technologies
City of Topeka
Cumulus radio
Directed research, no location specified
English department, no location specified
Independent study, no location specified
Internship, no location specified
John Dewey Learning Academy
Kansas Chamber of Commerce
Kansas Department of Education
Kansas Expocentre
Kansas Historical Society, Archives
Kansas Long-Term Care Ombudsman Office
KANZA
Lawrence Arts Center
Leaping Llamas Artisan Shop
LinC Bonner Scholars
Loud Light
McElroy's, Inc.

Metamorphosis Literary Agency
Mulvane Art Museum
Norsemen Brewing Company
Office of Student Involvement and Development at Washburn University
Payless Corporation
PES
Petland
Prairie Band Potawatomi Nation
Pure Storage
Rockwell Collins
Sabatini Art Gallery
Saints
Sellozo
Specialty Appliances
Spirit Aerosystems
Sporting Kansas City- Management
The Islamic Center of Lawrence
Topeka Zoo
TPAC
University of Kansas Athletics
Walgreens
Washburn Athletics
Washburn Public Relations Office
Washburn Residential Living
Washburn Sports Marketing
Washburn University Alumni Association and Foundation
WU Moves Wellness Community

Criminal Justice ($n = 39$)

Topeka Police Department (7)
Shawnee County Sheriff's Office (4)
Kansas Bureau of Investigation (2)
Kansas Highway Patrol (2)
United States Federal Probation Office
Washburn Police Department
United States Probation and Pretrial Services
Riley County Police Department
4th Judicial District Community Corrections
Local police department, no location specified
Butler and Associates
Gary Hinck's, P.A. Law Firm
Hines and Jones Law Office
Jail, no location specified
Johnson County Sheriff's Office
Junction City police department
Kansas Attorney General
Kansas City, Missouri Police Department Crime Lab
Overland Park Police Department
Reno County District Attorney's Office
Shawnee County Courthouse

Shawnee County Department of Corrections
Topeka Juvenile Correctional Facility
Topeka Public Schools Police
District Attorney's Office

Education (*n* = 59)

Topeka USD 501 School District (17)
Education department, no location specified (6)
Seaman School District (6)
Shawnee Heights School District (8)
The International Academy (4)
Washburn Rural School District (4)
Auburn-Washburn School District (4)
Mission Valley School District (2)
Numerous public schools, no location specified (2)
Hutchinson Public Schools
McLouth Public Schools
Student Teaching
Student Teaching at Overbrook Attendance Center USD 434
USD 359
West Middle School in Lawrence

Social Services (*n* = 36)

Topeka Rescue Mission (6)
Boys and Girls Club (4)
TFI Family Services (3)
Department of Children and Families (2)
LifeHouse Child Advocacy Center (2)
TARC (2)
YWCA (2)
Catholic Charities
Child Care Aware of Eastern Kansas
Department of Education
Haiti Lifeline
Kansas Children's Service League
NASW Kansas Chapter
NEKAAA
No Stone Unturned Therapeutic Learning Center
Pathway Family Services
Sheldon Child Development Center
Sims Kemper Clinical Counseling
The Willow
University child development
Wichita Family Crisis Center
Young Williams

Financial Services (*n* = 25)

Advisors Excel (6)
SE2 (4)

Security Benefit (3)
Capitol Federal (3)
Berberich Trahan & Co. P.A.
BKD
Capital Financial Group
Edward Jones
Federal Reserve Bank of Kansas City
Jamie Hornbaker State Farm
Secure Investors Group
SS&C
Zimmerman & Zimmerman, P.A.

Government/Public Service ($n = 9$)

Kansas Legislative internship (3)
Kansas Democratic Party
Kansas Senate
Laura Kelly for Kansas campaign
Little Government Relations, LLC
Office of Rep. Roger Marshall, Washington D.C.
Senate Minority Leader Anthony Hensley

Other Academic Activities that Contributed to Overall Professional Development

Respondents were asked to please explain in an open-ended response their other academic activities that contributed to their overall professional development. In total, 21 respondents provided valid responses. Five respondents each indicated Greek Life and Work Study, three stated Sports and two indicated Peer Educator. For unique responses ($n = 1$), see the remainder of the list below.

Greek Life (5)
Work Study (5)
Sports (3)
Peer Educator (2)
Casework
Catholic Campus Center
Clinical
Creating the Messenger, and putting on the Keynote Speaker Event
Debate
Personal Exploration of Academic Endeavors

Other Co-Curricular Activities that Contributed to Overall Professional Development

Respondents were asked to please explain in an open-ended response their other co-curricular activities that contributed to their overall professional development. In total, 11 respondents provided valid responses. Four respondents stated Work Study, two stated God's Bods. The remaining unique responses ($n = 1$) were:

Christian Challenge
Debate
Marching band freshman year
Phi Theta Kappa Honors
Washburn Symphony Orchestra and the music department

Other Factors Limiting and Facilitating the Ability to Focus on Education

Respondents were asked to please explain in an open-ended response other factors that limited and facilitated their ability to focus on their education. In total, 19 respondents provided valid responses that limited their ability to focus and 26 provided valid responses that facilitated their ability to focus. Three respondents stated a lack of self-discipline, two stated distractions, and two stated faculty as limiting their ability to focus on their education, while six stated family support, five stated self-motivation/personal goals, four stated Greek life, and two stated Mabee Library as facilitating their ability to focus on their education. The remaining unique responses ($n = 1$) were:

Limited:

- Athletics
- Death of my father
- Discrimination
- Family/Relationships coupled with Finances
- I was busy a lot
- Kids and pregnant
- Lack of communication from departments to students or from department to department
- Live over an hour away from campus
- Parking
- Surgery
- Technology
- Time management
- University politics among university administration

Facilitated:

- Campus Life
- Clinicals
- Faculty
- Helping the students
- Honor Society
- My current Job and the people I work with
- My faith
- Parental financial support
- Tuition reimbursement by my employer

Survey Instrument



Graduating Senior Survey

Thank you for participating in our Graduating Senior Survey. This survey will ask you to describe your anticipated plans following graduation and to evaluate the quality of education you received at Washburn. The results of this survey provide valuable information that allows us to assess how well we are meeting our goal to provide the best possible undergraduate education to our students. In sharing your experiences and opinions, you will help us identify what we are doing well and where we need to make improvements

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

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?

- Bachelor
- Associate
- Certificate

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

Major 1 _____

Major 2 _____

Major 3 _____

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

- Summer 2018
- Fall 2018
- Spring 2019
- Summer 2019
- Fall 2019
- Spring 2020
- Summer 2020
- Fall 2020
- Spring 2021
- Summer 2021

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

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

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

- My employment is directly related to my undergraduate major(s)
- My employment is indirectly related to my undergraduate major(s)
- My employment is not related to my undergraduate major(s)

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

- \$9,999 or less
- \$10,000 to \$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 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?

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

If you could make the choice again, would you choose to go to college?

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

If you could start college over again, would you choose to attend Washburn?

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

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

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

To what extent did your education at Washburn prepare you to clearly express and understand ideas in written form (e.g., shaping a central thesis, organizing and fully supporting an argument in writing)?

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

To what extent did your education at Washburn prepare you to clearly express and understand ideas in oral forms (e.g., presenting a central thesis, organizing and fully supporting an argument verbally)?

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

To what extent did your education at Washburn prepare you to clearly express and understand ideas in non-verbal forms (e.g., body language, visual cues, visual and performing arts)?

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

To what extent did your Washburn education enhance your quantitative reasoning and literacy skills (e.g., developing and evaluating arguments supported by numerical data)?

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

To what extent did your Washburn education enhance your scientific reasoning and literacy skills (e.g., developing and evaluating scientific arguments using evidence-based reasoning, applying scientific methods to solve problems from a wide array of contexts and everyday situations)?

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

To what extent did your Washburn education enhance your information literacy and technology skills (e.g., selecting credible sources of information, using technologies to communicate information in meaningful ways, recognizing emerging technological trends)?

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

To what extent did your education at Washburn prepare you to think critically (e.g., clarifying questions, reflecting upon meaning, evaluating evidence)?

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

To what extent did your education at Washburn prepare you to think creatively (e.g., producing original ideas, applying prior to new contexts)?

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

To what extent did your Washburn education prepare you for life as a global citizen (e.g., understanding diverse peoples and cultures in the United States and around the world)?

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

To what extent did your Washburn education prepare you ethically (e.g., a commitment to finding solutions to problems that affect the world, a respect for commonalities and differences in peoples)?

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

Did you complete at least one Washburn Transformational Experience?

- Yes
- No

For each area in which you completed a Washburn Transformational Experience, how would you evaluate the quality of your experience?

	Very Good	Good	Acceptable	Poor	Very Poor	Did Not Participate
Community Service						
International Education						
Leadership						
Scholarly or Creative						

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

- Yes
- No

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

- Yes
- No

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

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

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

To what extent has your participation at Washburn with the following academic activities contributed to your overall personal development?

	Very Much	Quite a Bit	Some	Very Little	Not At All	Did Not Participate
Honors Program						
Independent Study						
Internships (paid or unpaid)						
Leadership Institute						
Learning in the Community (LinC)						
Performing Arts/Music						
Study Abroad						
Working with Faculty on Research						
Other (please explain)						

To what extent has your participation at Washburn with the following co-curricular activities contributed to your overall personal development?

	Very Much	Quite a Bit	Some	Very Little	Not At All	Did Not Participate
Intercollegiate Athletics or Intramural Sports						
Employment						
Student Groups (e.g., Greek Life, student government, service organization)						
Other (please explain)						

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

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

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

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

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

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