



## Graduating Graduate Student Survey Results Summer 2019, Fall 2019, and Spring 2020

### Executive Summary

Overall, the survey resulted in a **54.7% response rate**. 74.1% applied for a **Master's degree**, and the **Master of Social Work** was the most frequently reported graduate program of study (35).

For post-graduation plans, 65.5% anticipated **full-time paid employment** and 17.2% anticipated **searching for employment**; 82.4% anticipated it will be **directly related to their graduate degree(s)**. 5.2% anticipated **further graduate or professional school**; the most frequent response was **applying for PhD programs** (2). For those who anticipated employment for their primary post-graduation plans, salaries were estimated to be **\$40,000 to \$49,999** (23.5%) or **\$50,000-\$59,999** (20.0%).

**Location** (27.0%) was the primary reason to attend Washburn; 74.1% would **definitely choose college** and 54.3% would **definitely choose Washburn again**. Graduates also rated the quality of their Washburn education as **very good** (49.1%).

For the extent to which Washburn prepared them in relation to USLOs, graduates felt most prepared in the areas of **Critical Thinking** (90.5%) and **Ethics** (87.1%).

When asked if they had completed an **internship, clinical or practicum** while enrolled at Washburn, 82.6% **had participated**, and of which, 86.4% stated it was a **requirement for their degree**. **Stormont Vail Health Systems** was the most frequently reported location (4).

In regard to working for pay, most reported **not working any hours** at an on campus job (71.9%); 52.4% reported working **more than 30 hours per week** off campus.

For factors limiting the ability to focus on education, **Employment** was most often selected both as the top ranked issue (44.0%) and Family/Relationships was most often selected in the top 3 (30.3%). For factors that increased or improved the ability to focus on education, 25.0% selected **Faculty Mentoring/Support** as the top factor and 23.5% **Friend Mentoring/Support** in the top 3 factors.

When asked how they would have changed their habits to better focus on their studies if they could start their Washburn experience over again, of the 63 respondents the most frequent response was that they would have **worked less or not at all** (15). The second most frequent response was **not changed any of my habits** (14).

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/use office hours** (15) and **communicate/network with peers** (9) were the most frequently stated themes from the 67 responses to the question.

Finally, when asked for additional comments about their Washburn experience, of the 26 respondents, most expressed **generally positive comments about Washburn/graduate experience** (10).

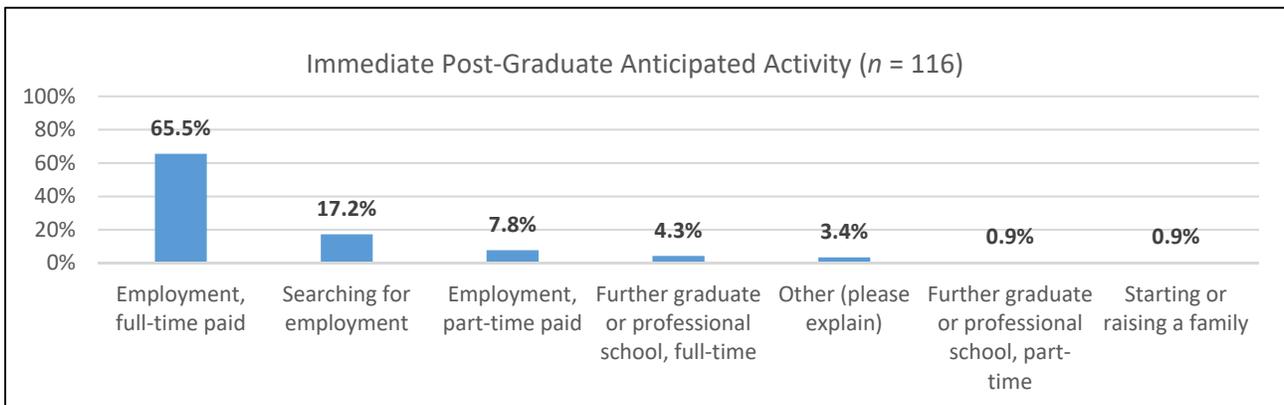
## Introduction

This report provides results from the Graduating Graduate Student Survey, administered electronically to graduate students who applied for graduation in Summer 2019, Fall 2019, and Spring 2020. The survey instrumentation is located at the end of this report, pages 11-15.

Of the number of graduate students who applied for graduation for Summer 2019 (22), Fall 2019 (35) and Spring 2020 (155), for a total of 212, 116 responded to the survey, for a response rate of 54.7%. Of these 116 respondents, 74.1% applied for a Master's Degree, 19.0% applied for a Post-Graduate Certificate, and 6.9% applied for a Doctorate Degree. The most reported graduate degrees were Master of Social Work (35), Post-Graduate Certificate in Psychiatric Mental Health Care Nurse Practitioner (22), and MBA-Business (15). It should be noted that these results do not include students who applied for graduation from the School of Law.

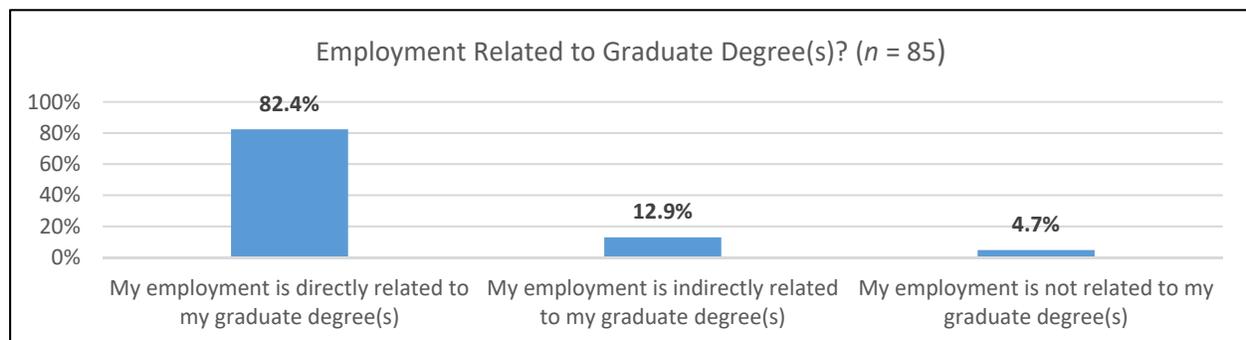
## Post-Graduation Plans

Of the 116 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 (65.5%) and "Searching for employment" was the second most frequent response (17.2%). For responses to "Other (please explain)" (3.4%), two stated they weren't sure, one indicated their plan was to apply for a promotion, and another indicated they are a private practitioner. For the 5.2% who indicated their plans were to further graduate or professional school, full or part-time, two respondents indicated that they were applying and interviewing for doctoral programs, while the remaining three were in the DNP program, the Law School, and a PhD in Education program.

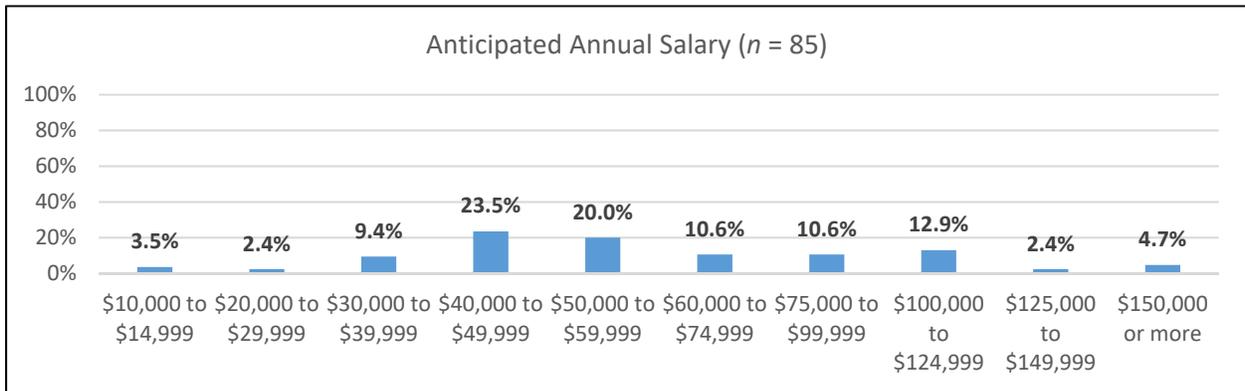


## Students who Anticipate Post-Graduation Employment

Among students who anticipated full-time or part-time employment as their anticipated primary activity, 82.4% reported their employment is directly related to their graduate degree(s).

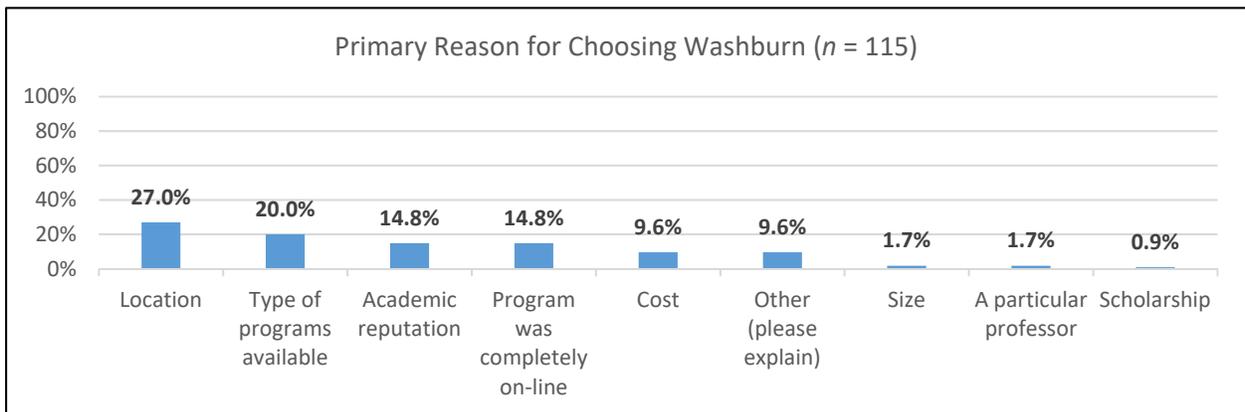


Students who reported their anticipated full-time or part-time employment ( $n = 85$ ) most often reported their salary in the \$40,000 to \$49,999 range (23.5%), followed by the \$50,000-\$59,999 range (20.0%).

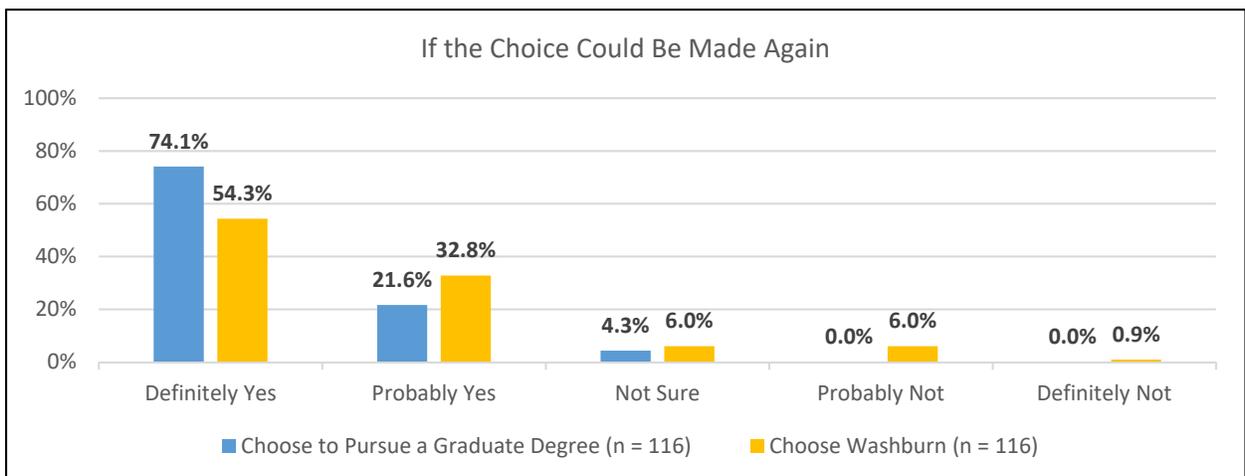


### Reasons to Attend Washburn

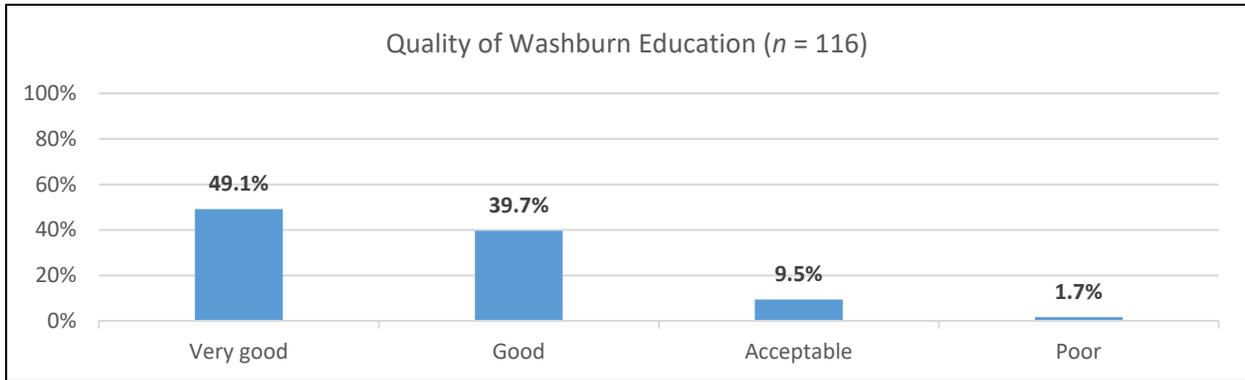
Respondents were asked to identify their primary reason for choosing to attend Washburn for their graduate studies, whether they would pursue a graduate degree again if given the choice, whether they would choose to attend Washburn again, and how they rate the quality of their graduate education at Washburn. The most selected response for the primary reason for choosing Washburn was “Location” (27.0%) and the “Type of programs available” (20.0%). Other reasons for attending Washburn for graduate studies (9.6%) can be found in the Appendix.



If the choice could be made again, 74.1% would definitely choose to pursue a graduate degree and 54.3% would definitely choose Washburn.

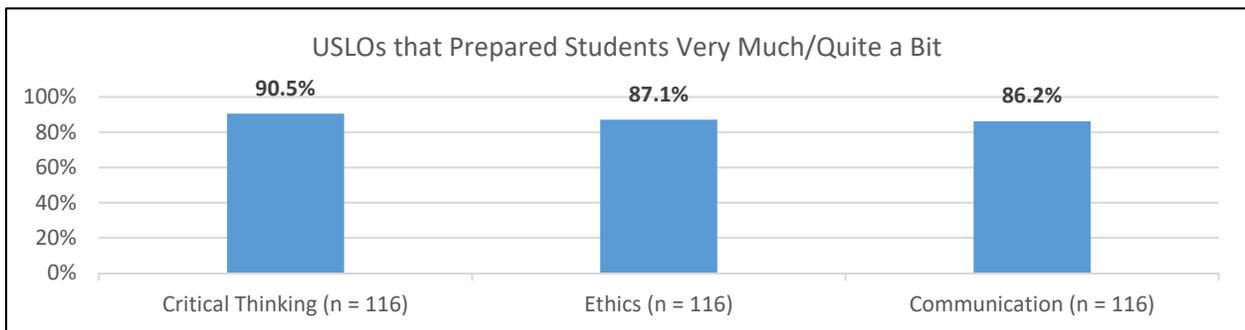


In addition, respondents were asked to report on the quality of their graduate education at Washburn; 49.1% of survey respondents indicated that the quality of their Washburn education was very good.



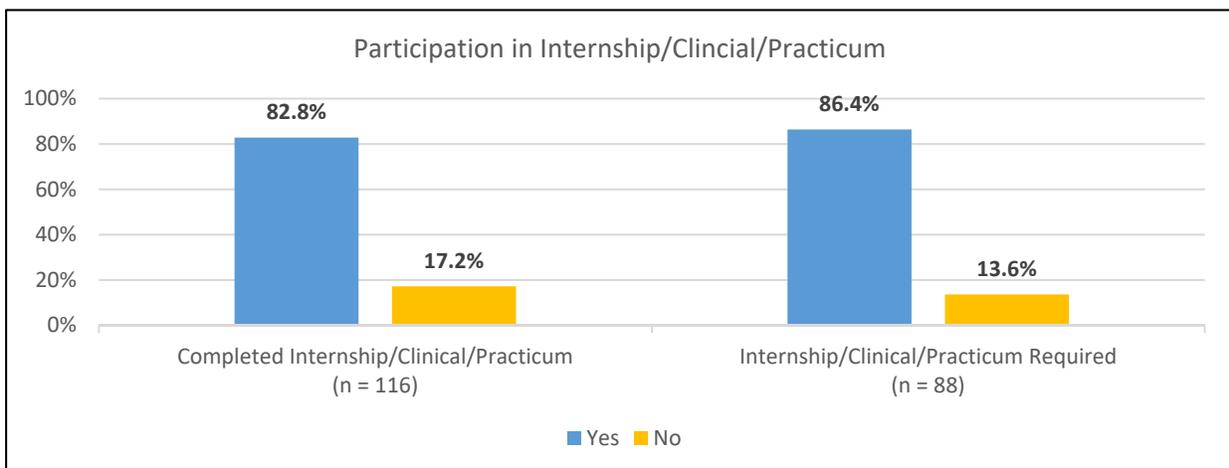
### Student Learning Outcomes

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 Critical Thinking (90.5%), with Ethics (87.7%) and communication (86.2%) as the second and third highest area of preparation.



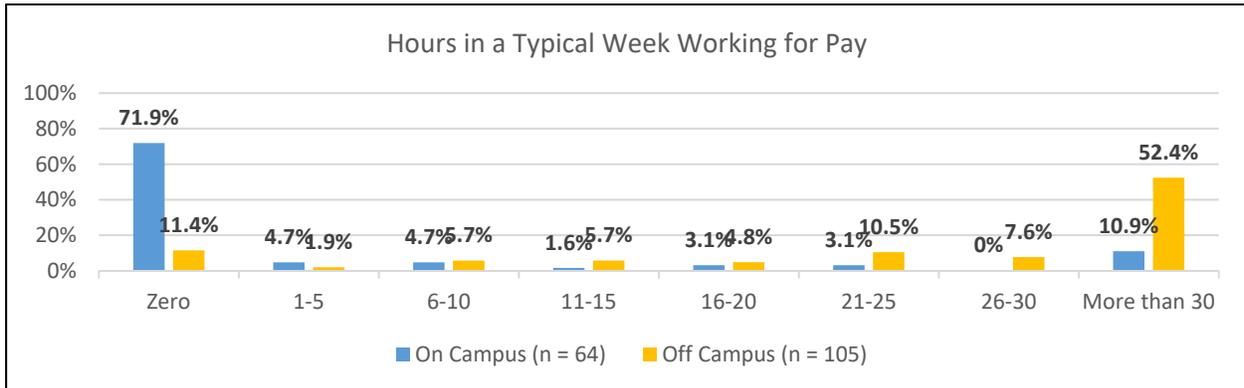
### Participation in Internships, Clinicals or Practicums

When asked if they had completed an internship, clinical or practicum while enrolled at Washburn, 82.6% responded affirmatively. Further, when asked if participation was required, 86.4% responded that it was. For the organizations indicated by students as where they completed the internship, clinical or practicum, four stated Stormont Vail Health Systems (4). See Appendix for other responses.



## 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, 64 responded, and for off campus work, 105 responded. Around 70% of the on campus responses reported working zero hours per week (71.9%), in other words, the majority did not work on campus; more than 30 hours was reported by 10.9%. For off campus work, more than half (52.4%) 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 as the top ranked issue (44.0%) and Family/Relationships as the primary factor in the top 3 (30.3%). Commitments beyond the classroom and Finances were also frequently selected as limiting the ability to focus on their education (19.0% and 11.9% ranked as the top factor). Also notable factors that limited their ability to focus on graduate education included 18 respondents who indicated that Course Schedule and 15 respondents that indicated Wellness (e.g., sleep, nutrition) were in the top 3 of limiting factors.

Factors Limiting Education Focus	Number Ranking Top Factor	Percent Ranking Top Factor	Number Ranking in Top 3	Percent Ranking in Top 3
Employment	37	44.0%	55	13.2%
Commitments beyond the classroom	16	19.0%	38	9.1%
Family/Relationships	10	11.9%	126	30.3%
Finances	10	11.9%	32	7.7%
Medical	2	2.4%	4	1.0%
Wellness (e.g., sleep, nutrition)	2	2.4%	15	3.6%
Other	2	2.4%	4	1.0%
Course Schedule	1	1.2%	18	5.8%
Access to Campus Resources	1	1.2%	2	0.5%
Learning Disability	1	1.2%	4	1.0%
Living Arrangements	1	1.2%	4	1.0%
Mental Health	1	1.2%	5	1.2%
Transportation	0	0.0%	3	0.7%
Alcohol or Drugs	0	0.0%	0	0.0%
Discrimination	0	0.0%	0	0.0%

Next, students were asked to rank the top three factors that increased or improved their ability to focus on their education. For top ranking factors, 25.0% selected Faculty Mentoring/Support, 21.6% selected Friend Mentoring/Support, and 20.5% selected Financial aid (e.g., grants, subsidized loans, unsubsidized loans) as the top factor. The most frequently selected top 3 factor was Friend Mentoring/Support (23.5%) with Faculty Mentoring/Support as the second most frequently selected top 3 factor (22.2%).

Factors Facilitating Education Focus	Number Ranking Top Factor	Percent Ranking Top Factor	Number Ranking in Top 3	Percent Ranking in Top 3
Faculty Mentoring/Support	22	25.0%	49	22.2%
Friend Mentoring/Support	19	21.6%	52	23.5%
Financial aid (e.g., grants, subsidized loans, unsubsidized loans)	18	20.5%	37	16.7%
Academic Advising	17	19.3%	33	14.9%
Other	6	6.8%	10	4.5%
Washburn Scholarship(s)	3	3.4%	14	6.3%
Tutoring	2	2.3%	3	1.4%
Non-Washburn Scholarship(s)	1	1.1%	3	1.4%
Health Services	0	0.0%	8	3.6%
Counseling	0	0.0%	7	3.2%
Career Services	0	0.0%	4	1.8%
Office of Student Services (disabilities, veterans, non-traditional students)	0	0.0%	1	0.5%

### 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 63 respondents who commented:

- Work less/not at all (15), more flexible work schedule (1), balanced school/work/personal life (1)
- Not changed any of my habits (14)
- Better time management (4), don't procrastinate (2), get assignments done early (2), study in advance (1), better study habits (1), consistent place to study (1), more time for studying (1)
- Read the assigned readings (4)
- Change course schedule (3), take less courses (1), take more courses (1)
- Adopt healthy habits (3)
- Not been in a relationship/family obligations (2), start when younger/not as many obligations (1)
- Save money (2), apply for scholarships (1)
- Better field education practicum placement (2)
- Explore employment associated with internship (1), get a paid internship (1)
- Address mental health (1)
- Be more involved (1)
- Not attend Washburn (1)
- Purchased better technology (1)
- Talk with professors (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 67 respondents who commented:

- Communicate with professors/use office hours (15)
- Communicate/network with peers (9), ask others about their experiences (1)
- Ask questions (8), ask for help (4), advocate for yourself (1)
- Meet with your advisor (4)
- Apply for scholarships (3)
- Use the library (3), tutoring services (2), campus resources (1), campus organizations (1)
- Don't procrastinate (3), time management skills (1), apply yourself (1), don't lose motivation (1), make time for it (1)
- Enjoy (3), love what you learn (1)
- Relax (1)
- Practice self-care (3)
- Do the readings (2), attend class (1), use discussion boards (1)
- Stay on top of assignments (2), plan ahead (2), plan for studying (1), prioritize studying (1)
- Be disciplined/ready to work (2), devote time to/focus on courses (2), be determined/focused (1), intentionally engage in coursework (1), keep pace with your class (1), pace yourself (1)
- Start the program sooner (2)
- Have a consistent schedule (1), consistent study area (1), keep a planner (1), read the syllabus (1)
- Make sure you get what you want (1), make the most of it (1), invest your time wisely (1)
- Take fewer classes (1), plan out courses (1)
- Explore options (1), take advantage of opportunities (1)
- Subscribe to Taskstream toward the end of the semester (1)
- Warning that the process to get a preceptor set up is not done quickly (1)
- Washburn is a good school (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 26 who responded to the question, their themes are below:

- Generally positive comments about Washburn/graduate experience (10)
- Complaint about practicum (2), field experience (1), clinical (1)
- Positive comment about faculty (1), guest speakers (1)
- Wishing luck to new graduate students (1), would recommend Washburn to others (1)
- Scholarship creates unhealthy competition (1), give scholarships to all honor roll students (1)
- Continued from undergraduate program (1)
- Complaint about the cost of tuition (1)
- Disappointed with Financial Aid office (1)
- Negative comment about faculty (1)
- Positive comment on organization of program (1)
- Program needs to be more organized (1)
- Program was not challenging (1)
- Recommendation to meet with professors instead of course evaluation surveys (1)
- Would like to stay in touch with classmates post-graduation (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 please specify by typing in a response.

- A lot of things in relation to cost, location school reputation and my experiences from my undergraduate degree
- A mixture of cost, and availability to get into Washburn earlier than K.U.
- Athletics
- Exchange program offered by my University in Belgium
- I received my BSW at WU
- Loved Washburn's SON as a BSN student
- I was already familiar with the department and missed school
- Current full-time employee at WU
- I work for Washburn and my employer paid for the degree
- Only place that offers the program
- Recommendation from previous students of the program

## 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.

- Stormont Vail Health (4)
- BT & Co., P.A. (3)
- Indian Hills Elementary School (3)
- Many (3)
- Veterans Administration (3)
- Community Mental Health Clinic (2)
- Cotton O'Neil Endocrinology Center (2)
- CKF Addiction Treatment and Miracles (2)
- Katie's Way (2)
- Mirror, Inc. (2)
- Outpatient Clinic (2)
- Pathway Family Services (2)
- SS&C Solutions (2)
- Topeka Public Schools 501 School District (2)
- Valeo (2)
- Advisors Excel
- Alabama and PA
- Ascension Via Christi
- Bert Nash
- BKD
- CASA
- Cerner Corporation
- Children's Mercy Hospital
- Community Health Center of Southeast Kansas
- Community Service Boards and Private Clinic
- Cotton O'Neil Cardiology Clinic
- Cotton O'Neil Diabetes
- Cotton-O'Neil Cancer Center
- DBT Center of Lawrence
- Eleanor Slater Hospital
- F.W. Huston Medical Clinic and Hospital
- Flint Hills Community Health Center
- Groover Clinic
- Healthsource Integrated Solutions
- Heartland Community Health Center
- Herrington Medical Clinic and Hospital
- Highland Rivers Health
- Holland Pathways
- Holton Clinic and Hospital
- Horizon Community Mental Health
- International Academy
- Islamic Center of Lawrence

- Junction City Elementary Schools
- Kansas City Kansas Community College
- Kansas Historical Society
- KVC Behavioral Healthcare
- Kwenyan and Associates Mental Health Services
- Lawrence Memorial Hospital
- Lawrence Obstetrics and Gynecology
- LifeHouse Child Advocacy Center
- Lincoln Elementary School
- Maryland Department of Corrections
- Meadowlark Hills
- Mental Health Counseling Services
- Midland PACE Program
- Midwest
- Mize CPA's Inc
- MRC
- New Dawn Wellness and Recovery Center
- Nystrom and Associates
- Open Door Health Center
- Orr Memory Clinic
- Osage City Primary Care Clinic
- Overland Park Regional Medical Center
- Ozark Center
- Partners in Pediatrics
- Pathways
- Pauline Central Elementary School
- Pawnee Mental Health Services
- PEP People encouraging people
- Private Practice therapist
- Psychiatric outpatient Clinicals
- Psychiatric Solutions
- PwC
- Resolve Counseling
- Saint Francis Ministries
- SE2
- Seaman Public Schools District (USD 345)
- Substance Abuse Center of Kansas
- The Guidance Center
- Topeka Police Department
- Topeka Rescue Mission
- Ware Elementary
- Washburn Rural Middle School
- Washburn University
- Washburn University Student Health
- Waverly Medical Clinic.
- Whitson Elementary
- WTE
- YWCA Center for Safety and Empowerment

## Survey Instrument



### Graduating Graduate Student Survey

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

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

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?

- 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.

---

---