



Graduating Undergraduate Student Survey Results Summer 2019, Fall 2019, and Spring 2020 Executive Summary

Overall, the survey resulted in a **42.7% response rate**. The majority of respondents (79.2%) applied for a **Bachelor's degree**. **Nursing** was the most frequently reported primary major (69).

For post-graduation plans, 54.0% anticipated **full-time paid employment** and 15.6% anticipated **searching for employment**; 77.1% indicated their employment is **directly related** to their undergraduate major(s). Salaries were estimated to be **\$50,000-\$59,999** (26.5%) or **\$40,000 to \$49,999** (21.7%). **Full-time graduate or professional school** post-graduation plans were selected by 11.9%; the most frequently stated program and institution was Social Work (13) and Washburn University (9).

Location (30.1%) and **Type of programs available** (25.2%) were the primary reasons to attend Washburn; 69.0% would definitely **choose college** and 38.1% would **probably choose Washburn again**. Graduates also rated the quality of their Washburn education as **very good** (45.1%).

For the extent to which Washburn prepared them in relation to USLOs, graduates felt most prepared in the areas of **thinking critically** (85.7%) and **written communication** (80.2%).

Almost half of respondents (42.9%) completed at least one **WTE**, and 76-47% rated the quality of the experience(s) as **very good or good**. **Scholarly or Creative** was the most positive area (75.9%).

Many students (71.4%) participated in **internships, clinicals or practicums**, of which, 81.9% were reported as a requirement for their degree. Many indicated a **health care related organization** was the location (270), and specifically, **Stormont Vail Health** was the most frequently reported location (54).

In regard to working for pay, most reported **not working any hours at an on campus job** (58.9%) with 15.2% reporting **16-20 hours per week** and 9.1% reported **11-15 hours**. For off campus, 25.0% of respondents reported working more than 30 hours per week.

Internships (paid or unpaid) were stated by 77.7% as the activity that contributed very much/quite a bit to overall professional development; 60.9% selected **Independent Study**. Co-curricular activities such as **Employment** (66.8%) and **Intercollegiate Athletics or Intramural Sports** (58.6%) were reported as contributing very much/quite a bit to overall professional development.

For factors limiting the ability to focus on education, **Commitments beyond the classroom** was the top ranked factor limiting students' ability to focus on their education (20.2%) with **Employment** as the secondary top factor (19.3%). For factors that increased or improved the ability to focus on education, 21.5% selected **financial aid (e.g., grants, subsidized loans, unsubsidized loans)** as the top factor.

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 269 responses most **would not have changed anything** (31); 26 indicated they would **schedule more time to study**.

For advice they would give to an incoming student who wanted to know how best to take advantage of Washburn's educational opportunities, the 287 respondents indicated incoming students should get involved in campus organizations (51), and talk to your professors (32) as the most frequent themes.

Finally, when asked for additional comments about their Washburn experience, of the 79 respondents many provided **generally positive comments about their Washburn/college experience** (29).

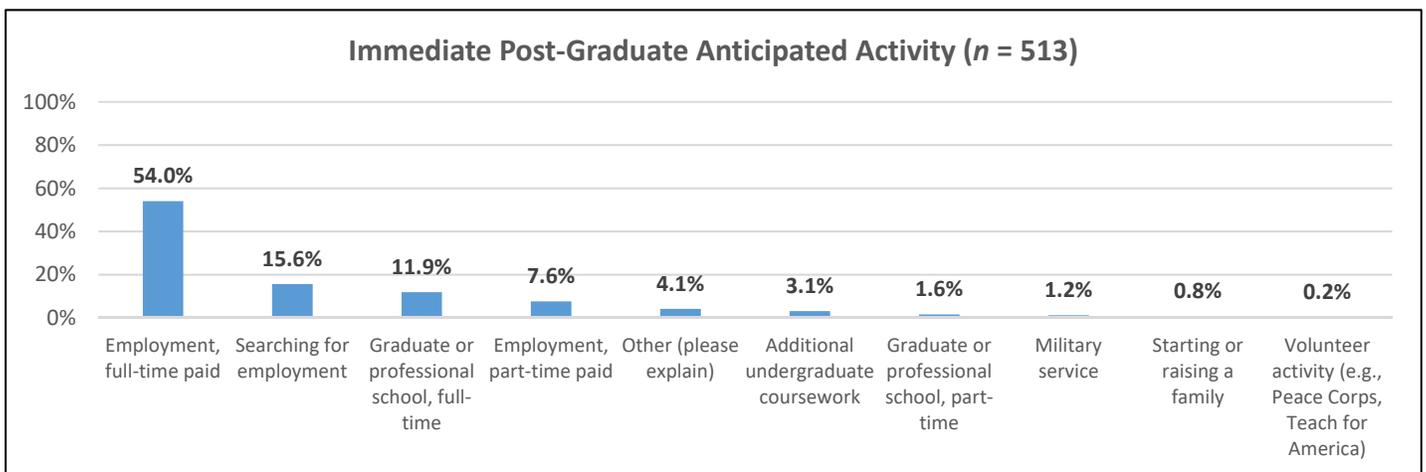
Introduction

This report provides results from the Graduating Undergraduate Student Survey, administered electronically to undergraduate 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 22-28.

Of the number of undergraduate students who applied for graduation for Summer 2019 (177), Fall 2019 (419) and Spring 2020 (623), for a total of 1,219, 520 responded to the survey, for a response rate of 42.7%. Of these respondents, 79.2% applied for Bachelor’s degrees as their highest degree, 13.8% applied for Associate degrees, and 6.9% applied for Certificates. The most reported primary majors were Nursing (69), Radiation Therapy (22), Health Services Administration (20), Kinesiology (19), Psychology (19), Social Work (19), 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).

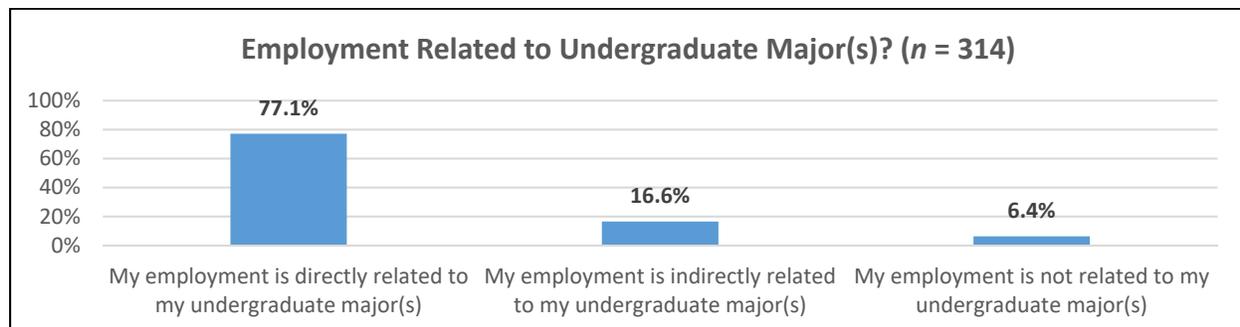
Post-Graduation Plans

Of the 520 students who completed the survey, 513 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 (54.0%). “Searching for employment” was the second most reported post-graduation activity (15.6%) and “Graduate or professional school, full-time” was third (11.9%). See Appendix for responses to Other, and Graduate or Professional School plans.

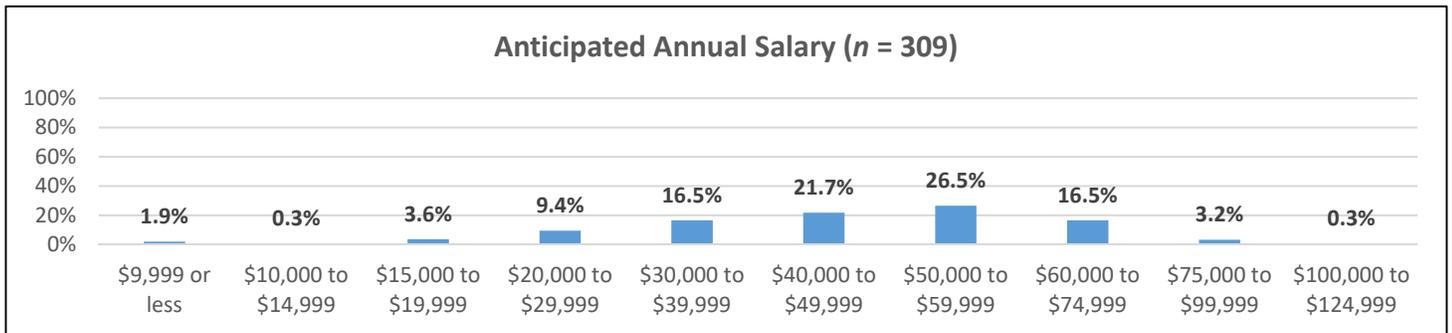


Students who Anticipate Post-Graduation Employment

Among students who anticipated full-time or part-time employment as their anticipated primary activity (n = 314), 77.1% reported their employment is directly related to their undergraduate major(s).

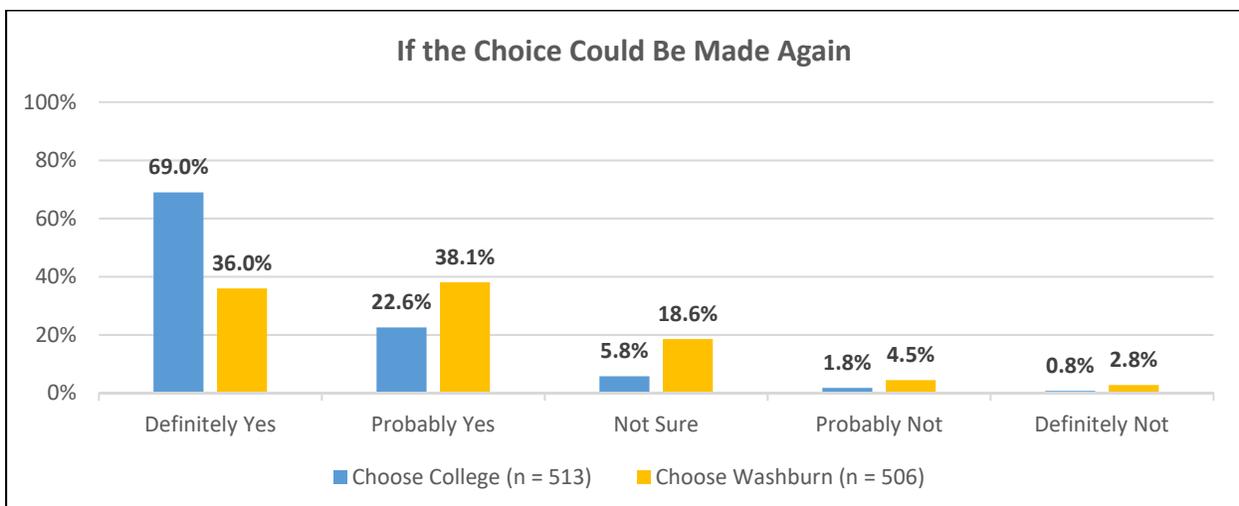
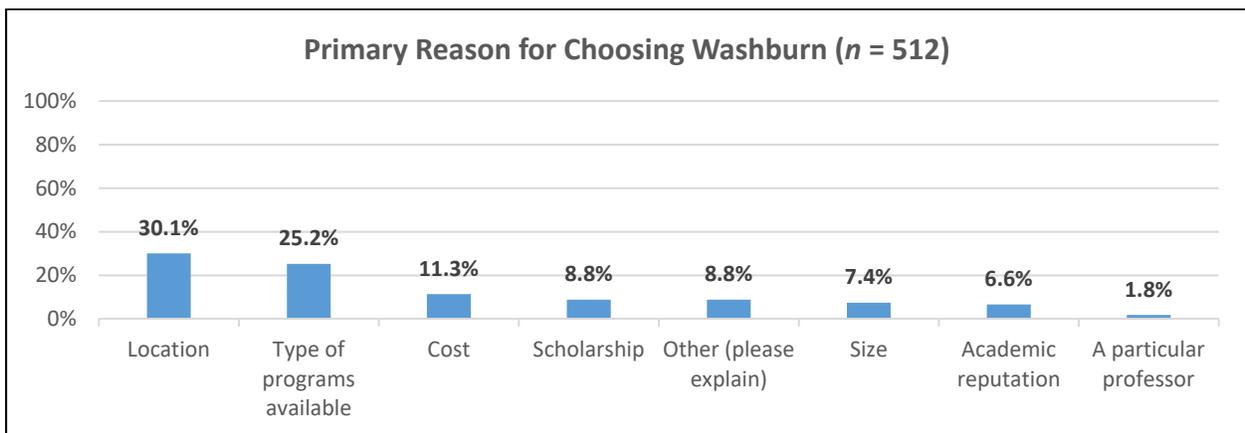


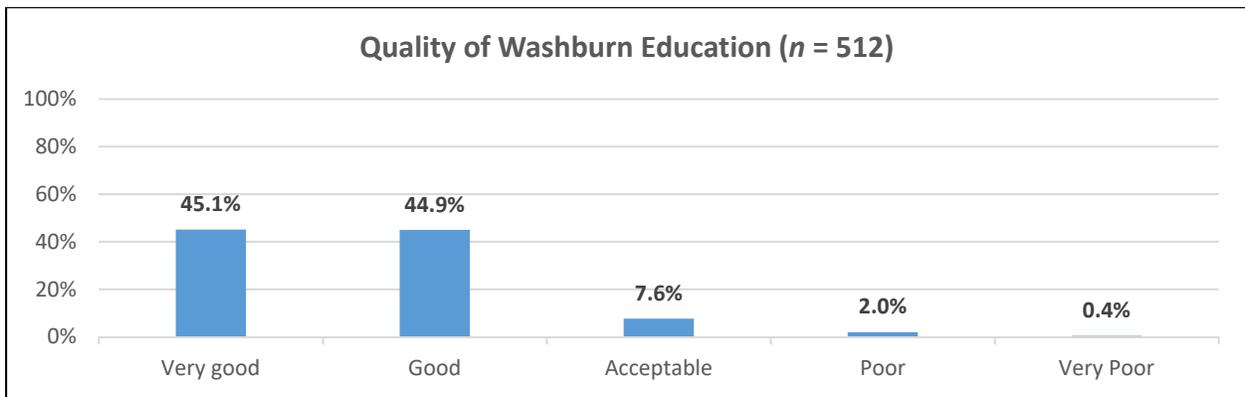
Of the 309 students who reported they anticipated full-time or part-time employment, most reported their salary in the \$50,000 to \$59,999 range (26.5%), followed by the \$40,000-\$49,999 range (21.7%).



Reasons to Attend Washburn

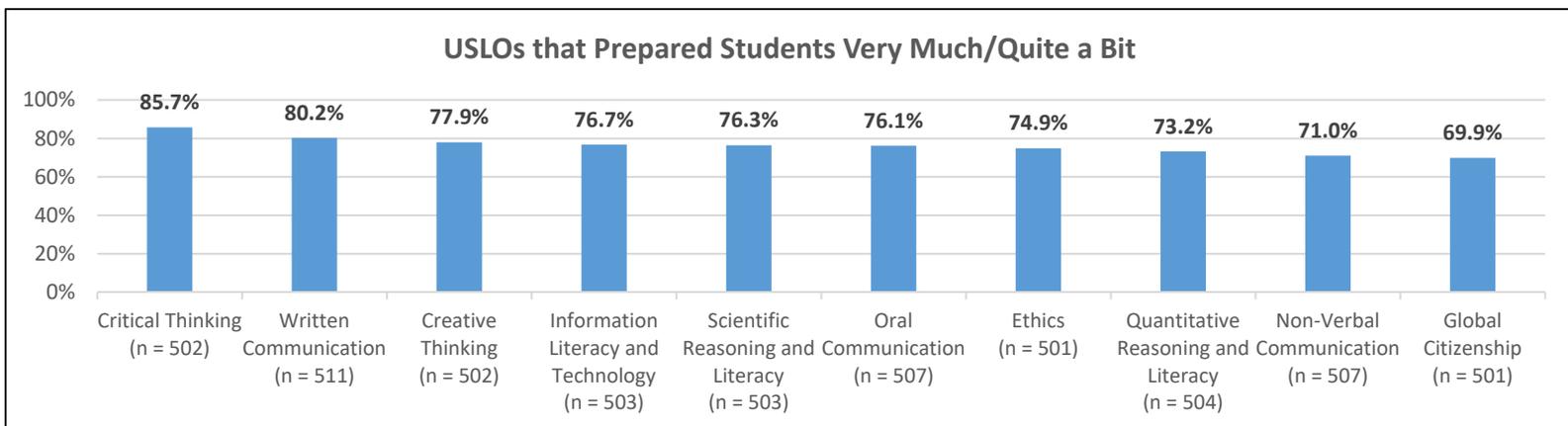
Respondents were asked to identify their primary reason for choosing to attend Washburn, whether they would enroll in college again if given the choice, whether they would choose to attend Washburn again, and how they rate the quality of education at Washburn. The most selected responses for the primary reason for choosing Washburn were Location (30.1%) and Type of programs available (25.2%). See the appendix for responses to Other. If the choice could be made again, 69.0% of students would definitely choose college and 38.1% would probably choose Washburn again. In addition, 45.1% of survey respondents indicated that the quality of their Washburn education was very good.





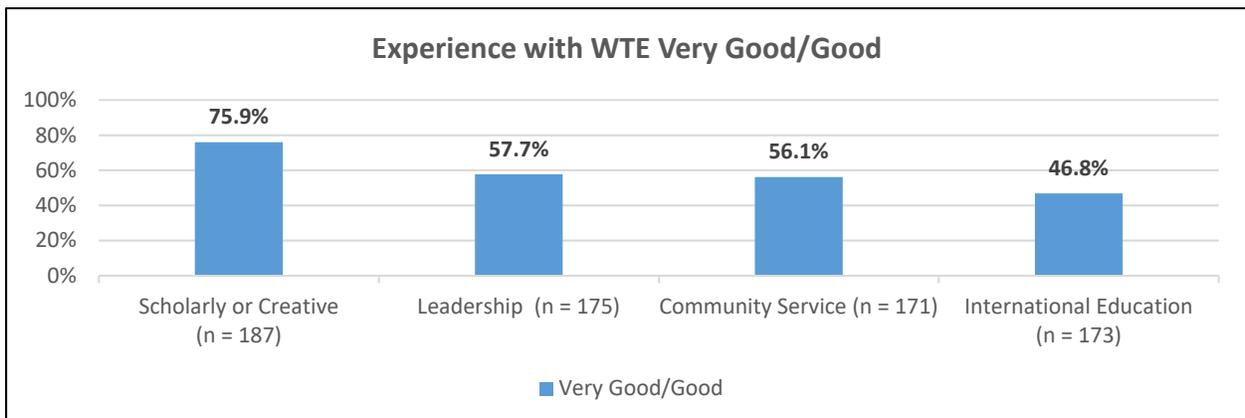
Student Learning Outcomes

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 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 (85.7%), with written communication (80.2%) and creative thinking (77.9%) as the second and third highest area of preparation.



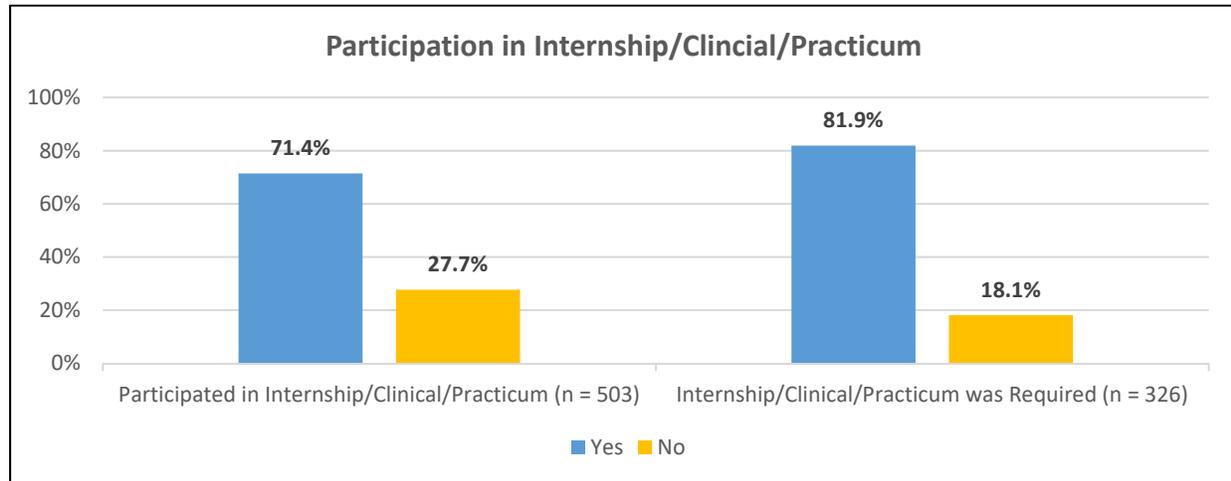
Washburn Transformational Experience

Of 499 respondents, 214 (42.9%) reported having completed at least one Washburn Transformational Experience (WTE). The following table shows that 75.9% - 46.8% of participants rated the quality of the experiences as Very Good or Good, with Scholarly or Creative as the most positive area (75.9%).



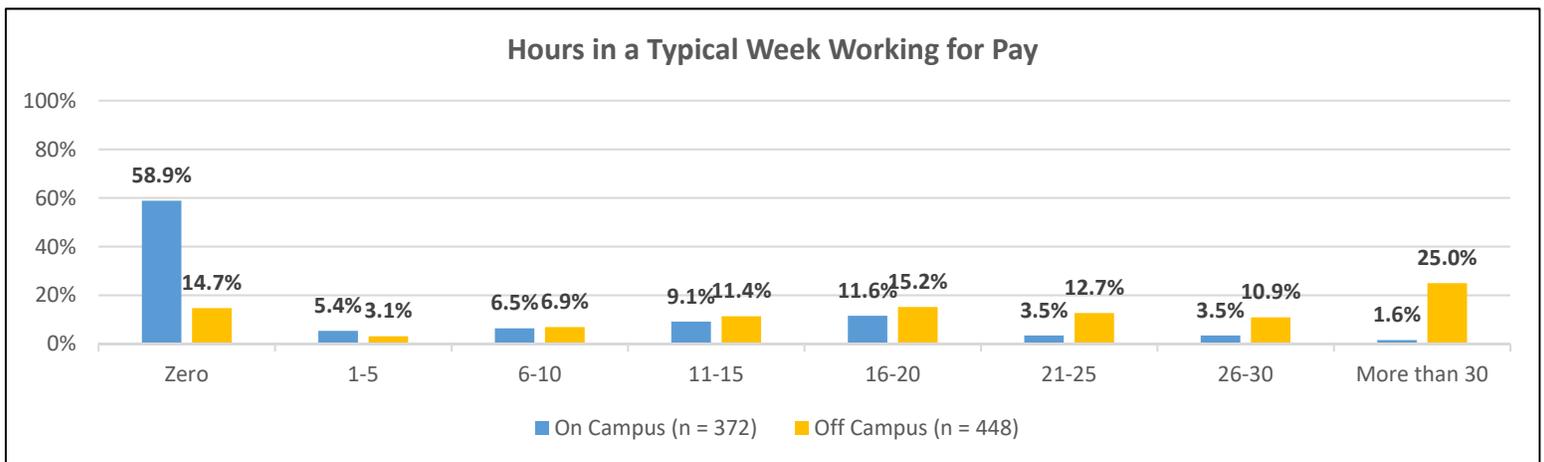
Participation in Internships, Clinicals or Practicums

When asked if they had completed an internship, clinical or practicum while enrolled at Washburn, 359 (71.4%) students responded yes. For those who responded with yes, when asked if the internship/clinical/practicum was required, most (81.9%) responded that it was. See Appendix for the organizations indicated by students as where they completed the internship, clinical or practicum.



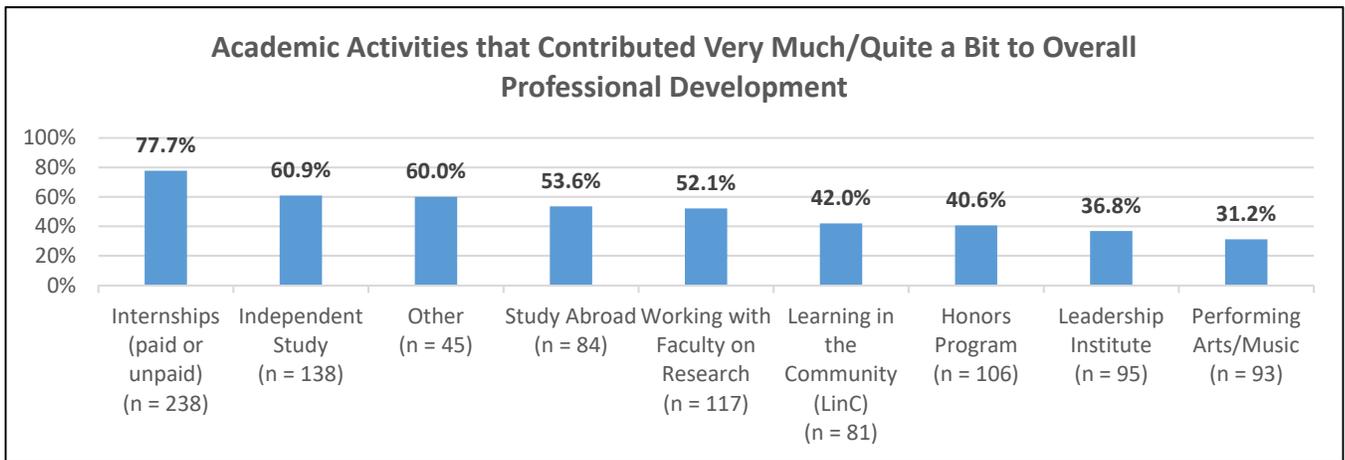
Working for Pay

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, 372 responded, and for off campus work, 448 responded. More than half of the on campus responses reported working zero hours per week (58.9%), in other words, the majority did not work on campus; 11.6% reported 16-20 hours and 9.1% reported 11-15 hours. For off campus, 25.0% of respondents reported working more than 30 hours per week.

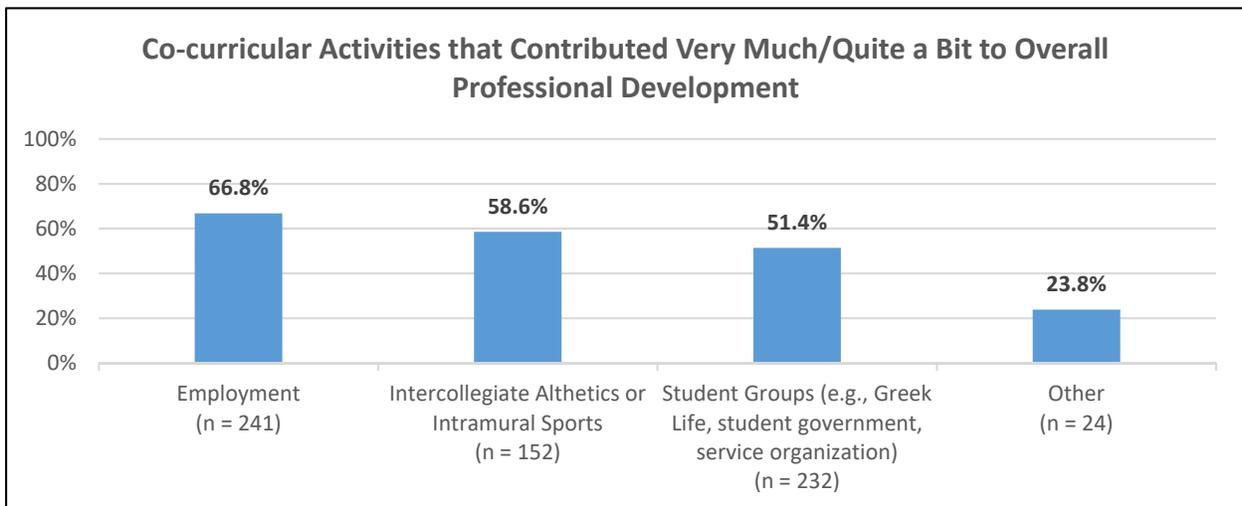


Contribution to Personal Development

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 77.7% of respondents as the activity that contributed very much/quite a bit to their overall professional development. Many students also selected Independent Study (60.9%) as contributing to their overall personal development. See the table on the following page. Responses to Other can be found in the Appendix.



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 (66.8%) and Intercollegiate Athletics or Intramural Sports was second most frequent (58.6%). Student Groups was the third most frequently reported at 51.4%, and Other responses were 23.8%. See the Appendix for Other responses.



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. For factors that limit, the following table shows Commitments beyond the classroom was the top ranked factor limiting students' ability to focus on their education (20.2%) with Employment as the secondary top factor (19.3%). However, Employment was the factor most often selected as limiting their education focus in the top 3 of responses to this question (18.2%) with Commitments beyond the classroom as the secondary top 3 factor for limiting students' ability to focus on their education (16.5%). Finances were also included in the primary top factors and the top 3 factors that limited students' focus on their education with 16.1% ranking Finances as the top factor and 14.5% ranking it in the top 3. See the table on the following page for rankings and the Appendix for Other responses.

	Number Ranking Top Factor	Percent Ranking Top Factor	Number Ranking in Top 3	Percent Ranking in Top 3
Commitments beyond the classroom	74	20.2%	170	16.5%
Employment	71	19.3%	187	18.2%
Finances	59	16.1%	149	14.5%
Mental Health	49	13.4%	106	10.3%
Family/Relationships	31	8.4%	110	10.7%
Course Schedule	23	6.3%	89	8.7%
Wellness (e.g., sleep, nutrition)	21	5.7%	81	7.9%
Other	10	2.7%	18	1.8%
Access to Campus Resources	7	1.9%	15	1.5%
Living Arrangements	7	1.9%	37	3.6%
Alcohol or Drugs	5	1.4%	20	1.9%
Discrimination	4	1.1%	7	0.7%
Medical	4	1.1%	20	1.9%
Learning Disability	2	0.5%	10	1.0%
Transportation	0	0.0%	9	0.9%
Total	367	100%	1028	100%

Next, students were asked to rank the top three factors that increased or improved their ability to focus on their education. Of the 413 top ranking responses, 21.5% selected Financial aid (e.g., grants, subsidized loans, unsubsidized loans) as the top factor and 16.7% selected it as the secondary top 3 factor that increased or improved their ability to focus on their education. Academic Advising and Faculty Mentoring/Support were also ranked highly by students as the top factor (18.3% and 17.3%, respectively). For top 3 factors increasing or improving their ability to focus on their education, Friend Mentoring/Support was the primary response (17.0%), with Financial aid (16.7%), Academic Advising (15.2%), and Washburn Scholarship(s) (15.9%) as the top responses. See Appendix for Other responses.

	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)	89	22.3%	178	16.7%
Academic Advising	73	18.3%	162	15.2%
Faculty Mentoring/Support	69	17.3%	155	14.6%
Friend Mentoring/Support	55	13.8%	181	17.0%
Washburn Scholarship(s)	51	12.8%	169	15.9%
Non-Washburn Scholarship(s)	15	3.8%	66	6.2%
Counseling	14	3.5%	37	3.5%
Other	9	2.3%	25	2.4%
Tutoring	8	2.0%	42	4.0%
Career Services	7	1.8%	7	0.7%
Health Services	6	1.5%	32	3.0%
Office of Student Services (disabilities, veterans, non-traditional students)	3	0.8%	9	0.8%
Total	399	100%	1063	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 269 respondents who commented:

- Not changed anything regarding habits to better focus on studies (31)
- Schedule more time to study (26), do not procrastinate (17), better study habits (15), time management (13), be organized (11), develop a routine (5), prepare for class (2), apply yourself in classes/be disciplined (2), use a planner (1), stay motivated (1)
- Work less/not at all while attending school (24), apply for more scholarships (6), save more money (4)
- Chose major more carefully/don't switch major (13)
- Adopt healthy lifestyle/choices (12), take care of yourself (3)
- Address mental health (11), seek out a counselor for help (1)
- Balance work/school better (11)
- Don't overcommit (11)
- Be more involved in campus organizations (9)
- Use the library or a quiet area (9), tutoring (3), study groups (3), and other campus resources (1)
- Make education a priority (8)
- Decrease the amount of distractions (8)
- Live on/closer to campus (6)
- Socialize more (6), have more fun (1), be more outgoing (1)
- Ask for more help/sooner (5), asked questions (1)
- Communicate more with professors (5), with advisor (2), utilize office hours (1)
- Better course schedule (4), take less credit hours first semester (1), take major courses first (1)
- Do not transfer from another institution/start at Washburn (4), or start at Washburn Tech (1)
- Take more courses first semester/year (4)
- Get better living arrangements (2), better friends (2)
- Enroll in more courses/finish on time (2)
- Finish college when younger (2)
- Get an off-campus job (2)
- Do not be in a relationship/start a family (2)
- Not taken time off (2)
- Take less courses (2)
- Not joined the Greek community (1), not played sports (1)
- Had a better internet connection
- Not lived on campus
- Order course materials earlier
- Practiced more
- Skip general education courses
- Socialize less
- Speak up for your needs
- Start internship sooner
- Switch advisors
- Take math sooner
- Taken general education courses more seriously

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 287 respondents who commented:

- Get involved in campus organizations (51)
- Talk to your professors (32), visit office hours (3)
- Ask for help (28), ask questions (11), get advice from everyone (1)
- Use campus resources (20), use online resources (2)
- Communicate/engage with your advisor(20)
- Use tutoring services (14), use the library (13), use the peer educators (1)
- Study (11), work hard (6), attend class (7), prioritize classes (5), check your email (3), take notes (1), read the textbooks (1), pay attention in class (1)
- Explore other majors (11), find your passion (4), take classes for fun (1), find what you like (1), focus on what interests you (1), take advantage of general education courses to explore (1)
- Be outgoing (8), find a group of friends with similar interests (6), join study groups (6), make friends (2), make connections (2), join mentoring groups (1)
- Be organized (6), good time management (5), stay on top of things (5), make a schedule (4), prioritize homework (3), don't procrastinate (2), use a planner (2), work ahead (1), take initiative (1), apply yourself (1)
- Enjoy yourself (5), have fun (5), be yourself (2), take pride (1)
- Apply for scholarships (5)
- Practice self-care (5), put your happiness first (1), sleep more (1)
- Don't overcommit (5), balance school and other commitments (4), know your limits (1), don't party during the week (1)
- Participate in internship programs (3), get a job in your field (1)
- Chose major early (4), commit to your major (2), follow your degree plan (1)
- Take advantage of opportunities (4), immerse yourself (2)
- Keep an open mind (3), try new things (3), get out there (2), seek out opportunities (1), be curious (1), be open (1), say yes (1)
- Live on-campus (3), find an on-campus job (2)
- Join Greek life (3), join LinC (1), don't get involved in Greek Life (1)
- Speak up for yourself (2), be confident (1), don't be afraid (1), stand your ground (1)
- Study abroad (2)
- Use Career Services (2), use Counseling Services (2)
- Plan ahead for finances (2), set a budget (1), take out loans (1), save money (1), don't go into debt (1)
- Take in-person courses for difficult subjects (2), take online courses (1)
- Go with the flow (2), adapt to changes (1), keep options open (1)
- Keep going (2), stay motivated (1), stay focused (1), don't give up (1)
- Make a plan (2), know what you want (1)
- Don't work full-time/work less (2), work around class schedule (1), work on-campus (1)
- Spend time on campus (1), eat on-campus (1), go to fairs (1), check information on posters (1)
- Go to Tech first (1), ensure credits transfer (1)
- Take math courses first (1), take 300 level courses as soon as possible (1), start off strong (1)
- Attend orientation
- Avoid 8am classes

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 79 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 (29)
- Proud to be an Ihabod/Washburn alumni (5)
- Departments/Programs/Schools were viewed positively (4)
- Positive experience with faculty (3)
- Positive comment about multicultural center, request to be thoughtful in designing it
- Positive experience with online courses
- Positive experience with staff
- Thankful for disability accommodations
- Thankful for Career Fairs
- Washburn was welcoming and inclusive for a non-traditional student
- Washburn was supportive during a difficult time

Negative:

- Negative comment about faculty member (2)
- Challenges with being a first generation/non-traditional college student (2)
- Negative comment about WU 101 (2)
- Program was unorganized (2)
- Area around campus feels unsafe
- Art Department is too small
- Complaint about bigotry at Washburn
- Complaint about Chartwells
- Complaint about meal plans associated with dorm rooms
- Disappointed with online course offerings
- Faculty are not responsive
- Faculty sharing personal views on religion and politics, bullying those with different beliefs
- Hybrid courses are twice the work
- Issues with financial aid
- Need to better incorporate Physical Education into the Education Department
- Negative comment about campus culture
- Negative comment about Greek Life
- Program was not accommodating for working adult
- Sexism in grading by faculty
- Too much negative talk among staff about students not being successful for various reasons
- Unhappy with grade appeal process
- Washburn experience would have been a disaster without classmate support
- Washburn Police need a greater presence

Recommendations:

- Be more involved in more campus organizations/opportunities (2)
- Events could be more organized
- Invest more in Criminal Justice programs
- Legal/Help center for students to find affordable housing around campus/in Topeka
- More aid for students
- More career service resources for online students

- More consistency in online courses
- More involvement from campus is needed
- More online courses
- Move the marching band to the home side of the football stadium
- Music Department needs more funding to prevent faculty turnover
- Need more diversity at Washburn
- Need more parking at Stoffer
- Re-evaluate requirements for forensic anthropology

Appendix

Other Primary Activity in the Period Immediately Following Graduation

The 18 students who selected “Other” as the primary activity in the period immediately following graduation were asked to please specify in an open-ended response. Four respondents indicated they will be working full-time while pursuing further education. Three respondents responded that they will be pursuing professional golf. Two respondents reported that they will be pursuing another Bachelor’s degree. Another two respondents are awaiting acceptance into a Masters program. An additional two respondents will be in internships. Two respondents indicated they will be working part-time while conducting other educational pursuits. One respondent indicated they will continue to work in their current position while pursuing other employment, another indicated they will be mothering, getting my master's in secondary ed, and working, and another one respondent indicated they were pursuing a tech certification. See the list below for responses.

- Employment Full time Paid and Graduate School Full Time
- Employment, Full-time paid as well as BA coursework
- Full Time Employment and Full time Commercial Pilot training
- Full-time para and returning to a para to teacher program.

- I plan on trying to play professional golf, if that does not work out, I would love to return to law school one day.
- Professional golf
- Pursuing professional Golf

- Continue my education at Kansas State for a bachelors in mechanical engineering.
- Going back to school for my Bachelor’s Degree to study Marketing & Entrepreneurship

- I will have several months before graduate school starts, provided I am accepted. If I am not accepted I will seek fulltime employment.
- Not sure yet of what yet waiting to see if I get into the master’s program

- Internship and work two other jobs part time
- paid internship

- Part time employment and auditing courses for personal enrichment
- Working part time while studying for boards

- I will be employed in the same job I am currently working and will continue there while I search for relevant employment

- Mothering, getting my master's in secondary ed, and working

- tech certification

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 66 responses to this question are grouped by program, then by the institution they plan to attend. Social Work (13) and Law (9) were the most frequent response to this with Washburn University as the top institution for these ($ns = 9$).

- Social Work (13)
 - Washburn University (9)
 - Boston University (1)
 - Institution not specified (2)
 - University at Buffalo (1)
- Law (9)
 - Washburn University (9)
- Masters of Business Administration (5)
 - Washburn University (4)
 - Yet to be decided (1)
- Clinical Psychology (5)
 - Washburn University (3)
 - University of Kansas (1)
 - Yet to be decided (1)
- Psychology (2)
 - Washburn University (2)
- Masters of Accountancy (2)
 - Washburn University (2)
- Doctorate of Nurse Practice (2)
 - Washburn University (2)
- Higher Education (2)
 - Kansas University or University of Nebraska Lincoln (1)
 - Yet to be decided (1)
- Physical Therapy (2)
 - Wichita State University (2)
 - Institution not specified (1)
- Anthropology (2)
 - Institution not specified (2)

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

- Art
- Chiropractic at Cleveland University of Kansas City
- Doctorate in Occupational Therapy at Drake University in Des Moines, IA
- Exercise Science
- Food Science, University of Nebraska
- Forensic Investigations, Missouri Western State University
- GA Strength and Conditioning
- Human Performance Recreation and Wellness
- Human Services at Washburn University
- I am still looking at and applying for several graduate programs.
- Library Science at Emporia State University

- Masters of Business Health Management / undecided
- Masters of science in nursing
- Medical School, Neurosurgery. Baylor School of Medicine
- Museum Studies, Kansas University
- Pharmacy at KU School of Pharmacy
- School Psychology, either Oklahoma State, University of Kansas, University of Northern Colorado, or University of Nebraska-Lincoln
- Software Engineering at UMKC
- speech pathology
- Sports Management in United Kingdom
- Technology Administration, Washburn University

Other Primary Reason for Choosing Washburn University

Respondents were asked to specify their other primary reason for choosing Washburn University. In total, 44 respondents provided responses. Thirteen respondents indicated Athletics and eleven indicated particular programs, facilities and employers. See list below for other responses.

Athletics (13)

- Baseball (1)
- Football (2)
- Golf (2)
- Softball (1)
- Tennis (1)
- Volleyball (1)

Programs, Facilities and Employer Partnerships (11)

- Leadership Institute (2)
- Only place that had my degree/program (2)
- Program through Washburn Tech (2)
- KBI Laboratory (1)
- Para to Teacher program (1)
- I previously attended for my Associates (1)
- Initially for the law school, but that changed. (1)
- Partnership with Stormont (1)

Other (7)

- All of the above (2)
- Being allowed to be a commuter (1)
- Location and the staff (1)
- Previous credits transferred directly (1)
- Voc Rehab would not let me go anywhere else (1)
- First program that accepted me (1)

Family, Legacy, Hometown (6)

- Family Recommendation (1)
- Family (1)
- Family and location (1)
- Legacy (1)
- Hometown university (1)
- Just moved to Topeka and fell in love with the campus and their degree options. (1)

Felt like home, friendly (3)

- Washburn reminded me of home, class size and cost (1)
- Great faculty and the campus felt like a home away from home. (1)
- Friendly atmosphere at Washburn (1)

Financial (3)

- Reduced tuition/cheaper (2)
- No other options because of income (1)

Course delivery options (2)

- Previous school did not allow spring enrollment for my major (1)
- Online (1)

Internship, Clinical or Practicum Organizations

Students who responded affirmatively to the question “Was an internship, clinical, or practicum a requirement for your degree?” ($n = 299$) 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. The number of responses are indicated in parentheses next to the internship, clinical or practicum response; where it was only stated once, there is no designation.

The majority of responses indicated their internship, clinical, or practicum was in the health care field ($n = 270$) with Stormont Vail Health (54) and the University of Kansas Health System St. Francis Campus (39) as the top organizations for where the internship, clinical, or practicum in health care was associated with.

Health Care ($n = 270$)

- Stormont Vail Health (54)
- University of Kansas Health System St. Francis Campus (39)
- Lawrence Memorial Hospital (19)
- VA Medical Center of Topeka (13)
- Physical Therapist Assistant Program (9)
- Clinicals (7)
- Plaza West Healthcare and Rehab Center (6)
- Radiation Therapy (6)
- School of Nursing (5)
- Ascension Via Christi (4)
- Midland Care (4)
- Presbyterian Manor (4)
- Brewster Place (3)
- Topeka Center for Rehabilitation and Healthcare (3)
- KU Medical Center (3)
- New Dawn Wellness & Recovery Center (3)
- Respiratory Therapy (3)
- Various hospitals and healthcare sites (3)
- KVC Health Systems (2)
- Lexington Park (2)
- Burlington Hospital (2)
- Coffey County Hospital (2)
- Cotton O' Neil (2)
- Health Information Technology (2)
- Practicum (2)
- Nemaha Valley Community Hospital (2)
- No Stone Unturned TLC (2)
- Occupational Therapy (2)
- Radiology Program (2)
- Valeo Behavioral Health Center (2)
- Washburn University School of Nursing (2)
- Wesley Medical Center (2)

Abbey Woods Rehab
Adena Health System Cancer Center
Aldersgate Village Senior Living
Asante Helen K. Spears Cancer Center
Brookdale Senior Living
Brookside Retirement Home
Cardiac Sonography
Catawba Valley Medical Center
Central Kansas Cancer Center
Children's Hospital of El Paso
Choctaw Nation Medical Clinic
Christus Health Cancer Treatment Center
Diagnostic Medical Sonography
Geary Community Hospital
Geisinger Holy Spirit Cancer Center
Hays Med
Healthsource Integrated Solutions
Heartland RADAC SAP and SARP programs
Holton Critical Access Hospital
Hutchinson Regional Medical Center
Kids TLC
Kinesiology
KNI
Konza Prairie Community Health Center
KRH
Long term care and rehab facilities
Manhattan Home Health Service
Mary Bird Perkins Cancer Clinics
Mayo Clinic
McCrite Plaza
MidAmerica Rehab Hospital
Midwest Health Management
Minds Matter
Missouri Cancer Associates
MRI Program
New Directions Florence Crittenton
Newman Regional Hospital
Northeast Radiation Oncology Center
Ohio Health Marion Oncology Center
Pinamonti Physical Therapy
Pinnacle Physical Therapy
Pioneer Ridge
Preferred Physical Therapy
Rebound
Republic County Hospital
Restore Physical Therapy
Rock Creek of Ottawa
Rolling Hills Retirement
San Juan Regional Medical Center
Sentara

Sonography
University of Kansas Strength and Conditioning
Visiting Nurses Association
Washburn University Psychological Services Clinic

Other (*n* = 64)

Leadership Institute (5)
Fitrition (3)
WU Moves (3)
Topeka Zoo (2)
College Works Painting (2)
Fire Me Up Ceramics (2)
Office of Student Life (2)
Sunflower State Games (2)
Washburn University (2)
Mass Media (2)
810varsity
Aditu Arkeologia
Anthropology Department
Athletic Department-Marketing
CKF
Colorado Genetics Laboratory
Composure Crates
CreateUpLift
Creative one Marketing
Cumulus Media
Dairy Farmers of America
English Department
Fellowship Bible Church
FYE
Hamm Inc.
Institute for field research
Jones Hyuett and Partners
Marketing Intern - ArtsConnect Topeka
Mirror
Mulvane Art Museum
P.E.
School of Business
School of Chemistry
School SW
Social work
Sonic
Start up company
Sterling Sport Mindset
StreetLit Sky, LLC
The Restoration Center, INC
The Ripken Experience
Topeka and Shawnee County Human Trafficking Coalition
UMC of El Paso
UMKC
University Child Development

University of Kansas
Washburn Student Media
Your My Star, Japanese company

Education (*n* =48)

Topeka Public Schools USD 501 (12)
Seaman School District USD 345 (5)
Auburn Washburn School District USD 437 (4)
Mission Valley School District USD 330 (4)
Shawnee Heights School District USD 450 (3)
Lawrence Free State High School (2)
Jardine Elementary School (2)
North Fairview Elementary School (2)
Tecumseh North Elementary School (2)
Various school districts in Topeka (2)
Ability KC- Therapeutic Preschool
Center for Young Children-Topeka Lutheran School
Chase Middle School
Education Department
Highland Park High School
Kansas Children's Discovery Center
Langston Hughes Elementary School
Logan Elementary School
Quail Run Elementary School
School

Social Services (*n* = 28)

Topeka Rescue Mission (5)
Starbase (3)
YWCA (3)
Family Service & Guidance Center (3)
Boys & Girls Club (3)
Topeka Shawnee County Public Library (2)
CASA
Foster the Cause
Junior Achievement of Kansas
KCSL
Let's Help
Mattie Rhodes Center
Raise Kansas
Ronald McDonald House Charities of Kansas City
S.A.V.E farm

Financial Services (*n* = 22)

BT & Co (3)
Advisors Excel (2)
Allen, Gibbs, and Houlik
American Family Insurance
Blue Cross and Blue Shield of Mississippi
Blue Cross Blue Shield of Kansas
CFG Inc.

Cummins, Coffman, and Schmidlein CPA's
Insurance
Joy & Company, CPA
Kyle L. Johnson & Advisors
Lewis, Hooper, & Dick, LLC - Certified Public Accountants
Mize Houser & Company P.A. and Pfizer
Pds
Peggy's Tax Service
PWC
SE2
Security Benefit
SS&C Solutions, Inc.

Criminal Justice (*n* = 16)

Shawnee County Sheriff's Office (3)
Kansas Bureau of Investigation (2)
Kansas City Kansas Police Department (2)
Kansas Department of Corrections (2)
Criminal Justice Department
Federal Probation
Kansas Highway Patrol
Leawood Police Department
Topeka Police Department
Washburn Police Department
Wichita Police Department

Government/Public Service (*n* = 13)

Kansas Department of Commerce (2)
Kansas Legislature (2)
Topeka Capital (2)
City of Topeka
Department of Children and Families
KLS
McPherson Chamber of Commerce
Pottawatomie County
U.S. Attorney's Office
USDA

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, 30 respondents provided valid responses. Eight respondents indicated Athletics, three responded with Greek Life and two respondents each indicated FYE and Clinical Experiences shaped their overall professional development. See the list below for additional responses. The number of responses are indicated in parentheses next to the response; where it was only stated once, there is no designation.

Athletics (*n* = 8)

- baseball
- Baseball
- Basketball
- Playing Football
- Soccer
- Sports
- Tennis team

Greek Life (*n* = 3)

FYE (*n* = 2)

Clinical Experience (*n* = 2)

Chem Club

Honor Societies

Mock Trial

online program

OTAC

PSI CHI

Rec

Research project with other classmates

SON Honors Project

Sorority

Student Media

Swim Class

Volunteer for men's basketball and football

Work related experience

working in residential living

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, six respondents provided valid responses:

- Athletic Training Program
- Chem Club
- Christian Challenge
- enrolled in online program
- Washburn Fishing team
- WUSON Mentorship program

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, 16 respondents provided valid responses that limited their ability to focus and 23 provided valid responses that facilitated their ability to focus. Four respondents stated academic advising limited their ability to focus on their education, while three respondents stated family support, three stated certain professors, two stated Greek life, and two stated their on-campus job as facilitating their ability to focus on their education.

Limited:

- Academic advising (4)
- Change in leadership of program multiple times throughout program.
- Classes that I did not need to take that would directly impact my future job.
- food
- Having to drive at least 6 hours every week for my clinical education
- instructors
- Lack of programs at Washburn
- Lack of resources, or having useless resources
- Mental health (e.g. stress being a main factor)
- Procrastination
- The focus that Washburn has taken on ensuring that everyone passes rather than in some cases actually educating.
- Time/lack of it
- Way too many papers assigned for a science based degree

Facilitated:

- Family support (3)
- Professor(s) (3)
- Greek Life (2)
- On Campus job (2)
- Bible study not related to Washburn
- Coaches
- Existential dread
- Friends
- Golf
- Grade-dependent scholarships from both Washburn and Non-Washburn sources
- Motivation to continue and complete the program to better provide for my family
- Online classes
- Self
- Tech to University 1/2 Tuition
- The International House
- Therapy outside of Washburn
- Voc Rehab

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 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.
