



Graduating Undergraduate Student Survey Results Summer 2021, Fall 2021, and Spring 2022

Executive Summary

Overall, the survey had a **27.7% response rate**. The majority of respondents (84.8%) applied for a **Bachelor's degree**. **Nursing** was the most frequently reported primary major (47).

For post-graduation plans, 54.9% anticipated **full-time paid employment** and 16.0% anticipated **searching for employment**; 70.7% indicated that their employment would be **directly related** to their undergraduate major(s). Salaries were estimated to be **\$40,000-\$49,999** (25.4%) or **\$50,000-\$59,999** (20.4%). **Full-time graduate or professional school** was selected by 11.8%; the most frequently stated program and institution was **Master of Business Administration** (6) and **Washburn University** (4).

Location (33.3%) and **Type of programs available** (22.9%) were the primary reasons to attend Washburn; 61.6% would **definitely choose college again** and 43.1% would **definitely choose Washburn again**. Graduates also rated the quality of their Washburn education as **very good** (44.6%).

For the extent to which Washburn prepared them in relation to USLOs, graduates felt most prepared in the areas of **Critical Thinking** (87.1%) and **Written Communication** (84.2%).

More than a third of respondents (35.9%) completed at least one **WTE**; 75.5%-46.0% rated the quality of the experience(s) as **Very Good** or **Good**, with **Scholarly or Creative** as the most positive area (75.5%).

Approximately two-thirds of respondents (65.0%) participated in **internships, clinicals or practicums**, with 87.2% indicating it was required. Many indicated a **health care related organization** as the location (142), and specifically, **Stormont Vail Health** was the most frequently reported location (40).

In regard to working for pay, most reported **not working any hours at an on campus job** (61.6%) in addition to 11.3% who reported 11-15 hours and 7.9% who reported 16-20 hours. For off campus work, 21.7% of respondents reported **working more than 30 hours per week**.

Responses of **Internships (paid or unpaid)** (84.5%) and **Other** (76.2%) were listed most frequently as the activity that contributed very much/quite a bit to students' overall professional development. Co-curricular activities such as **Other** (81.8%) and **Employment** (65.0%) 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** (20.2%) was most often selected as the single most limiting factor, followed by **Employment** (19.2%) and **Mental Health** (16.7%). For factors that increased or improved the ability to focus on education, 23.8% 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 165 responses 18 themes indicated they **would not have changed anything**; 13 indicated they would **work less or not at all while attending college**.

For advice to an incoming student wanting to know how best to take advantage of Washburn's educational opportunities, of the 163 respondents, 30 indicated that incoming students **Participate/Get involved in campus organizations** and 25 suggested that they **should connect with professors**.

Finally, when asked for additional comments about their Washburn experience, of the 36 respondents, many provided **generally positive comments about their Washburn/college experience** (20).

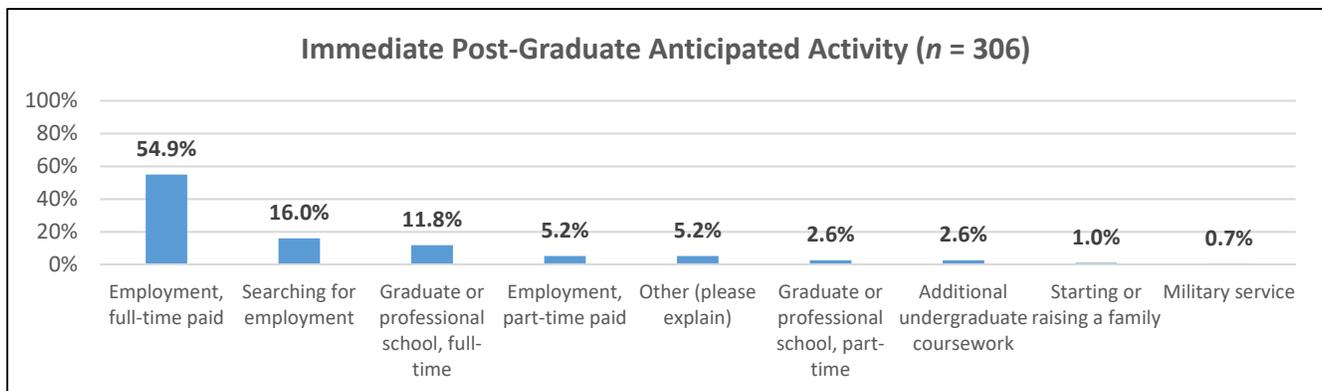
Introduction

This report provides results from the Graduating Undergraduate Student Survey, administered electronically to undergraduate students who applied for graduation in Summer 2021, Fall 2021, and Spring 2022. The survey instrumentation is located at the end of this report, pages 19-24.

Of the undergraduate students who graduated in Summer 2021 (151), Fall 2021 (393), and Spring 2022 (570), for a total of 1,114, 309 responded to the survey, for a response rate of 27.7%. Of these respondents, 84.8% applied for Bachelor's degrees as their highest degree, 12.6% applied for Associate degrees, and 2.6% applied for Certificates. The most reported primary majors were Nursing (47), Criminal Justice (18), Elementary Education (17), Biology (16), Family and Human Services (12), and Mass Media (10). These results do not include students who applied for graduation from Washburn Tech.

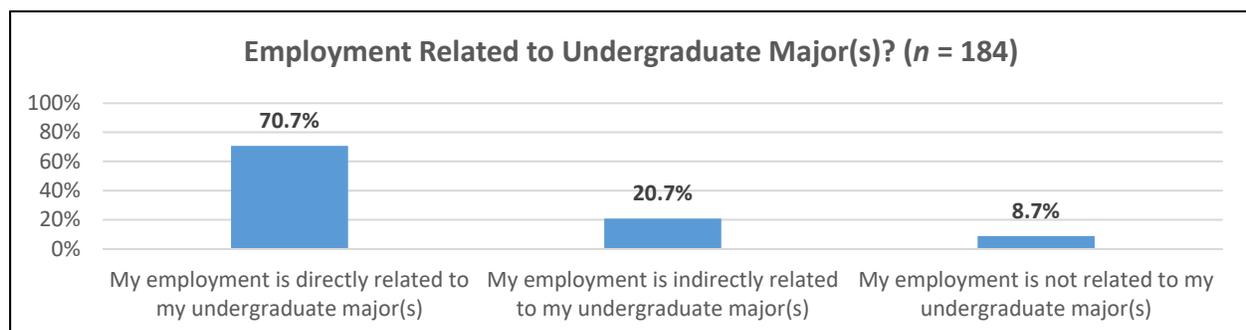
Post-Graduation Plans

Of the 309 students who responded to the survey, 306 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 activity among students (54.9%). "Searching for employment" was the second most reported post-graduation activity (16.0%), and "Graduate or professional school, full-time" was third (11.8%). See Appendix for responses to Other and Graduate or Professional School plans.

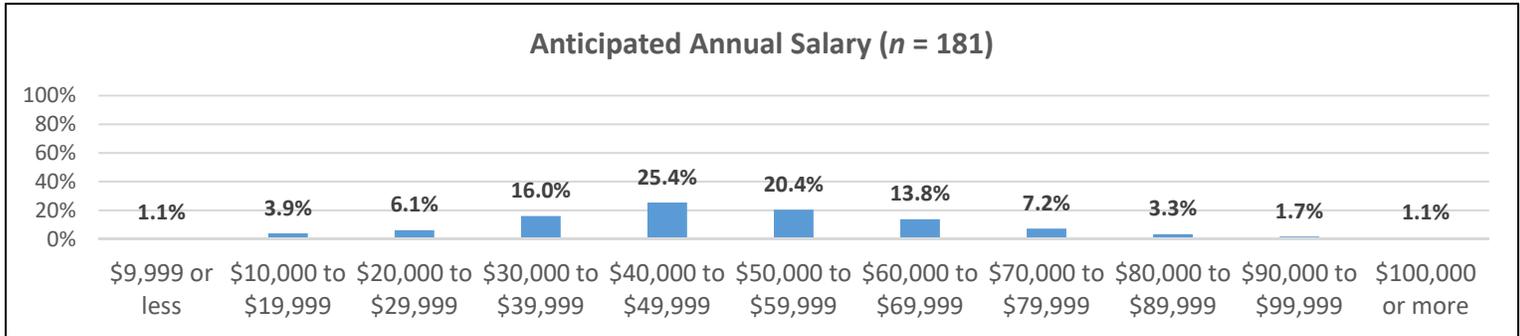


Students who Anticipate Post-Graduation Employment

Among students who anticipated full-time or part-time employment as their primary activity (n = 184), 70.7% reported that their employment would be directly related to their undergraduate major(s).

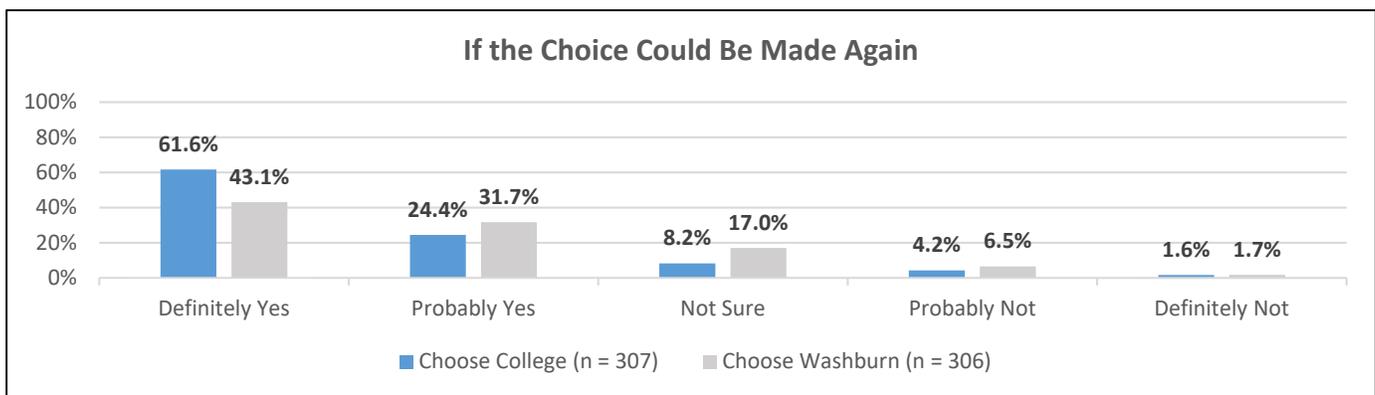
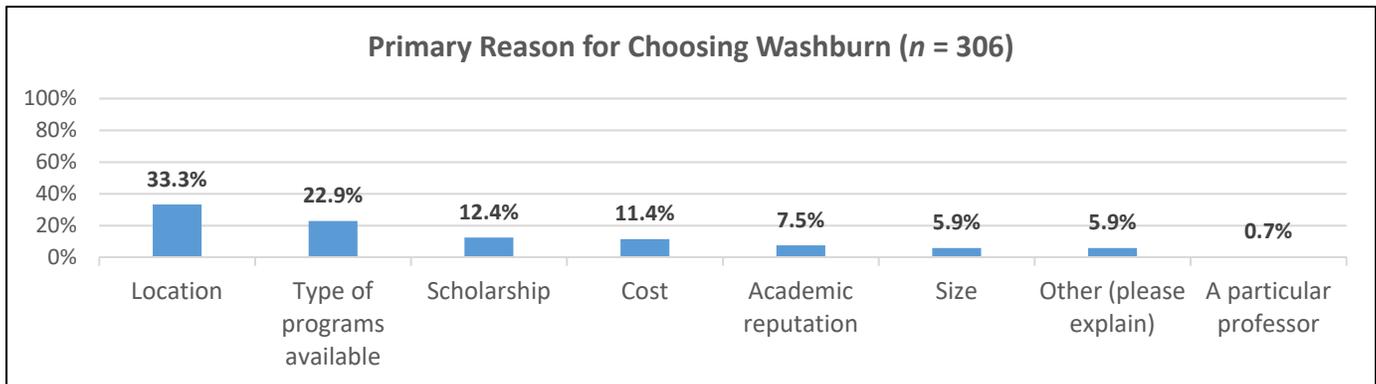


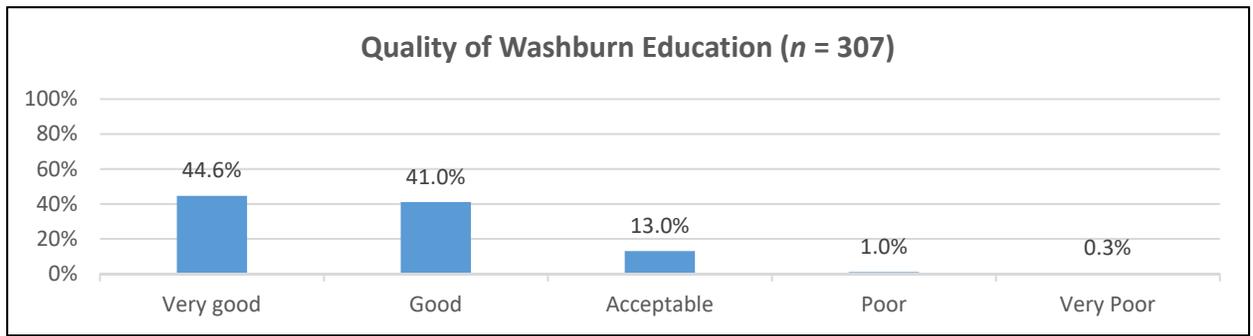
Of the 181 students who reported they anticipated full-time or part-time employment, most reported their salary in the \$40,000 to \$49,999 range (25.4%), followed by the \$50,000-\$59,999 range (20.4%).



Reasons to Attend Washburn

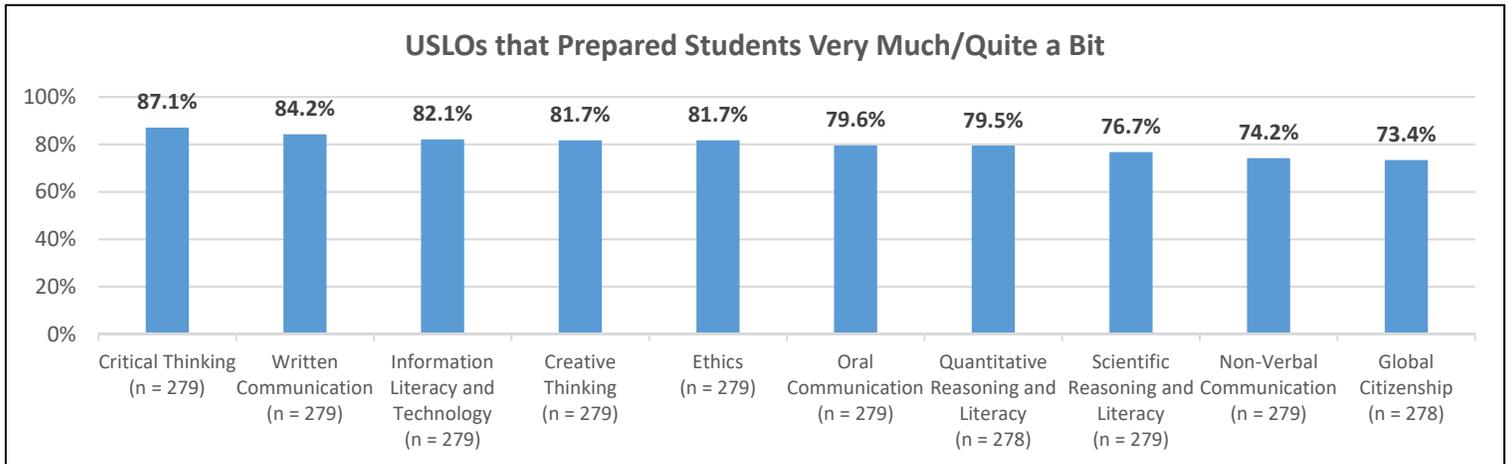
Respondents were asked to identify the primary reason for choosing to attend Washburn, and, if given the choice, whether they would enroll in college again, whether they would choose to attend Washburn again, and how they would rate the quality of education at Washburn. Of the 306 responses, most indicated the primary reason for choosing Washburn was Location (33.3%) and Type of programs available (22.9%). See appendix for Other responses. If the choice could be made again, 61.6% would definitely choose college again, and 43.1% would definitely choose to attend Washburn again. 44.6% of survey respondents indicated that the quality of their Washburn education was very good.





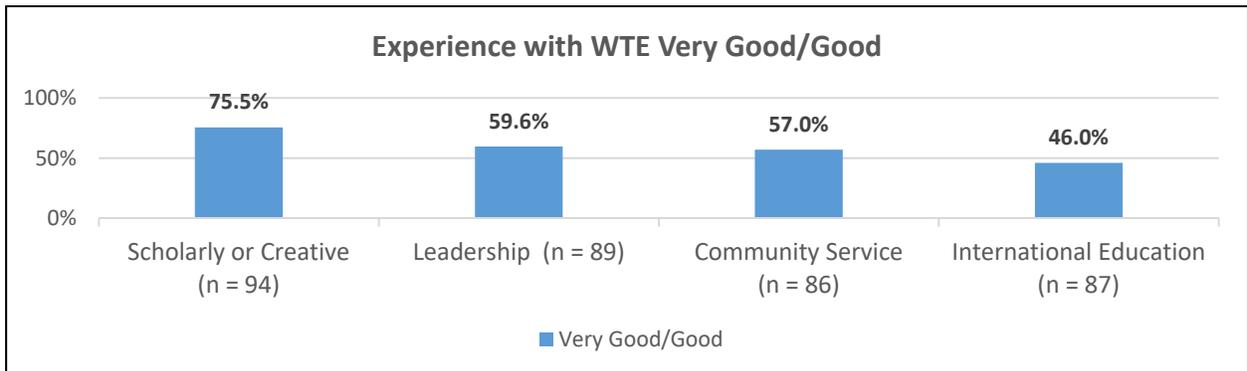
Student Learning Outcomes

Students were asked to rate the extent to which Washburn prepared them in relation to the university’s student learning outcomes (USLOs), in the areas of 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 (87.1%), with written communication (84.2%) and information literacy and technology (82.1%) as the second and third highest areas of preparation.



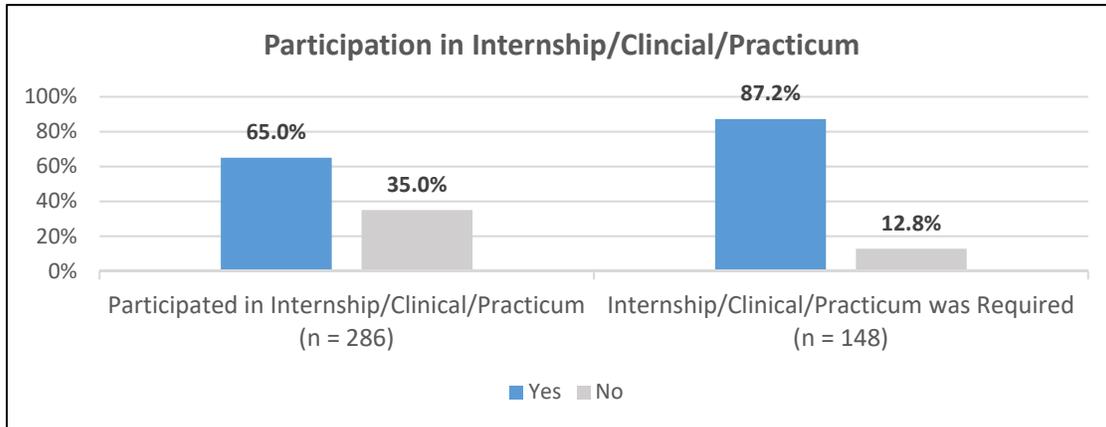
Washburn Transformational Experience

Of 284 respondents, 102 (35.9%) reported having completed at least one Washburn Transformational Experience (WTE). The following table shows that 75.5% - 46.0% of participants rated the quality of the experiences as Very Good or Good, with Scholarly or Creative as the most positive area (75.5%).



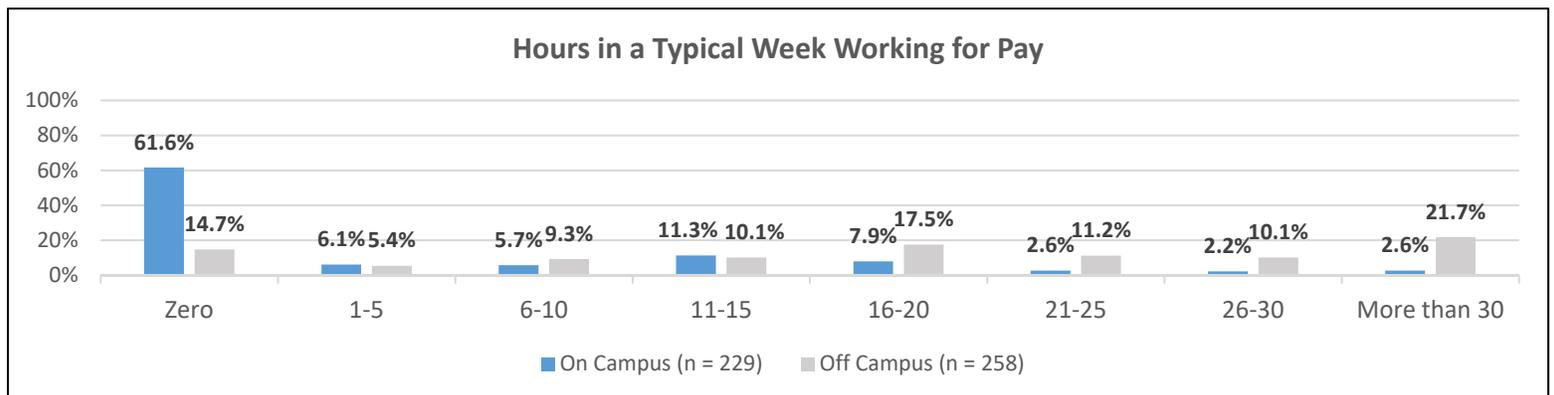
Participation in Internships, Clinicals, or Practicums

When asked if they had completed an internship, clinical, or practicum while enrolled at Washburn, 286 (65.0%) responded yes. For those who responded affirmatively, when asked if the internship/clinical/practicum was required, most (87.2%) responded that it was. See Appendix for the organizations where they completed the internship, clinical, or practicum.



Working for Pay

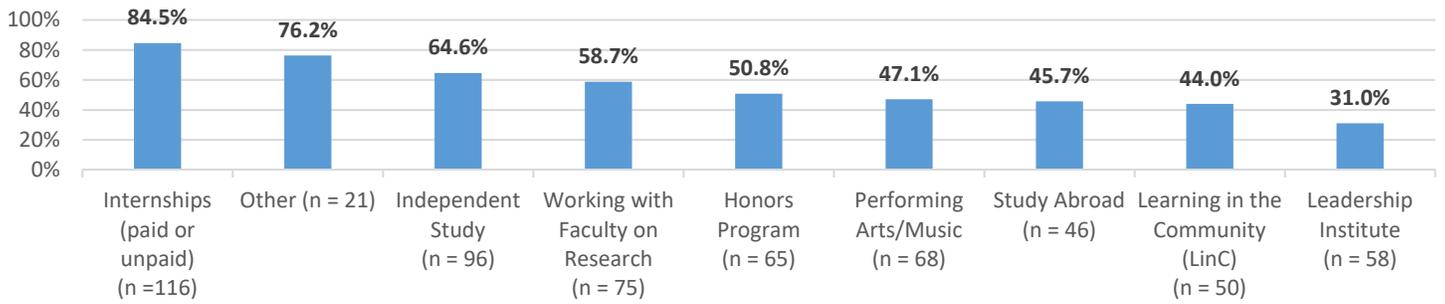
Students were asked how many hours they spent working for pay, both on and off campus, in a typical week while enrolled at Washburn. For on campus work, 229 responded, and for off campus work, 258 responded. More than half of the on campus responses reported working zero hours per week (61.6%). In other words, most did not work on campus, but 11.3% did report 11-15 hours, and 7.9% reported 16-20 hours. For off campus work, 21.7% of respondents reported more than 30 hours per week.



Contribution to Personal Development

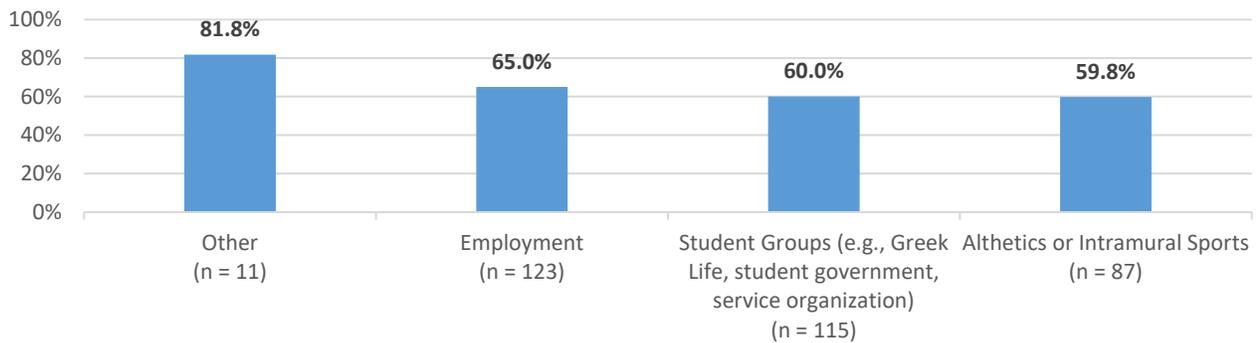
Students were asked to report the extent to which their participation in academic activities at Washburn contributed to their overall personal development. The activity category with the highest response rate for very much/quite a bit was Internships (paid or unpaid) with 84.5%. Other activities were selected by 76.2% of respondents (responses can be found in the Appendix). Many students also selected Independent Study (64.6%) as contributing to their overall personal development. See the table on the following page.

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



In the following survey item, students were asked to report the extent to which their participation in co-curricular activities at Washburn contributed to their overall professional development. Other activities received the highest percentage of responses (81.8%) for contributing very much/quite a bit to overall professional development (responses can be found in the Appendix), and Employment was second (65.0%). Student Groups was third at 60.0%, and Athletics or Intramural Sports was fourth at 59.8%.

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 next two questions, students were asked to rank the top three factors that limited their ability to focus on their education and the top three factors that facilitated (increased or improved) their ability to focus on their education.

The following table shows that Commitments beyond the classroom (20.2%) was most often selected as the single most limiting factor, followed by Employment (19.2%) and Mental Health (16.7%). For the factor most frequently ranked in the top 3 limiting factors, Mental Health (16.3%) was first, followed by Employment (15.6%), and Finances (15.1%). See the table on the following page for rankings and see the Appendix for Other responses.

Factors Limiting Education Focus	Number Ranking Top Factor	Percent Ranking Top Factor	Number Ranking in Top 3	Percent Ranking in Top 3
<i>Commitments beyond the classroom</i>	40	20.2%	83	14.9%
<i>Employment</i>	38	19.2%	87	15.6%
<i>Mental Health</i>	33	16.7%	91	16.3%
<i>Finances</i>	27	13.6%	84	15.1%
<i>Family/Relationships</i>	16	8.1%	54	9.7%
<i>Course Schedule</i>	12	6.1%	32	5.7%
<i>Wellness (e.g., sleep, nutrition)</i>	10	5.1%	51	9.2%
<i>Other</i>	9	4.5%	14	2.5%
<i>Living Arrangements</i>	4	2.0%	21	3.8%
<i>Learning Disability</i>	3	1.5%	9	1.6%
<i>Transportation</i>	3	1.5%	9	1.6%
<i>Access to Campus Resources</i>	2	1.0%	8	1.4%
<i>Medical</i>	1	0.5%	7	1.3%
<i>Alcohol or Drugs</i>	0	0.0%	3	0.5%
<i>Discrimination</i>	0	0.0%	4	0.7%
Total	198	100%	557	100%

For factors that facilitated students' ability to focus on their education, the following table shows that Financial Aid was most often selected as the single most helpful factor (23.8%), followed by Academic Advising (20.3%), and Friend Mentoring/Support (18.5%). Academic Advising was the factor most frequently ranked in the top 3 (17.7%), followed by Financial Aid (17.0%), and Washburn Scholarship(s) (16.9%). See Appendix for Other responses.

Factors Facilitating Education Focus	Number Ranking Top Factor	Percent Ranking Top Factor	Number Ranking in Top 3	Percent Ranking in Top 3
<i>Financial aid (e.g., grants, subsidized loans, unsubsidized loans)</i>	54	23.8%	105	17.0%
<i>Academic Advising</i>	46	20.3%	109	17.7%
<i>Friend Mentoring/Support</i>	42	18.5%	95	15.4%
<i>Faculty Mentoring/Support</i>	28	12.3%	81	13.1%
<i>Washburn Scholarship(s)</i>	28	12.3%	104	16.9%
<i>Counseling</i>	6	2.6%	29	4.7%
<i>Health Services</i>	6	2.6%	25	4.1%
<i>Non-Washburn Scholarship(s)</i>	5	2.2%	23	3.7%
<i>Other</i>	4	1.8%	11	1.8%
<i>Career Services</i>	3	1.3%	14	2.3%
<i>Office of Student Services (disabilities, veterans, non-traditional students)</i>	3	1.3%	6	1.0%
<i>Tutoring</i>	2	0.9%	15	2.4%
Total	227	100%	617	100%

Open-Ended Question Responses

At the conclusion of the survey, students were asked to respond to four open-ended questions. Their responses are summarized as themes; multiple themes could be from a single response. 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 165 respondents who commented:

- Would not change anything regarding habits to better focus on studies (18)
- Work less/not at all while attending college (13), apply for more scholarships (6), work more to save money (1), do not take out student loans (1), find a better job (1)
- Better study habits (22), better time management (22), do not procrastinate (18), focus on studies (13), be organized (6), use a planner (4), be more disciplined (3), do not study at home (3), make plans/to-do lists (3), attend class/apply yourself in class (2), be motivated (1), be a better student (1), study in the morning (1), study less (1)
- Be more involved in campus organizations (9)
- Use campus resources (8), study groups (7), use the library or a quiet area (4), tutoring (4)
- Choose major(s) earlier (1), focus on major (1), research potential majors (1)
- Take care of yourself (6), better sleep habits (2), relax more (2), focus on fitness (1)
- Address mental health (6), ask for help (6), counseling/therapy (1)
- Take fewer credit hours (4), better course schedule (2), take classes on campus (2)
- Live on campus (2), live off campus (1), live in Topeka (1), do not live alone (1)
- Complete education earlier in life (5), complete education before having kids (2)
- Build relationships with peers (3), choose the right social group (1)
- Connect with professors (4)
- Limit distractions (4)
- Do not transfer from another institution/start at Washburn (3)
- Would not have gone to Washburn (2)
- Would not have enrolled during Covid (2)
- Socialize/party less (2)
- Do not be in a relationship (2)
- Start education later in life (2)
- Improve communication (2)
- Do not play a sport in college
- Do not eat Chartwells
- Do not complete any research papers
- Take education more seriously
- Keep a journal

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 163 respondents who commented:

- Participate/Get involved in campus organizations (30)
- Connect with professors (25)
- Ask for help (30), ask questions (9)
- Use campus resources (13), use Career Services (1), use Counseling Services (1)
- Communicate with your advisor (12)
- Use tutoring services (11), use the library (8)

- Connect with friends and classmates (6), join study groups (3), network (2)
- Focus on your studies (11), do not procrastinate (5), good time management (4), limit distractions (2), find a study spot (2), be on time (1), be prepared (1), make lists (1), use a planner (1), use study guides (1), compartmentalize (1), take responsibility (1)
- Attend class (4), study hard/more (3), pay attention (2), read your textbooks (1)
- Try new things (6), get out of your comfort zone (3), explore your options (2), look for opportunities (2), explore different programs (1), go to events (1)
- Be yourself (3), be curious (1), do your best (1), unlock your full potential (1), know you are capable of achievement (1), just do it (1)
- Balance school and social life (2), make time for yourself (2), take care of your health (1), speak to a counselor (1), have a support system (1), avoid negative people (1), create a positive atmosphere (1), focus on the positive from the start (1)
- Have fun/enjoy it (3), find ways to laugh (1), don't stress (1), don't get overwhelmed (1), don't worry if you don't know what you want to study (1)
- Meet new people/get to know people (4), join a club or activity (3), join Greek life (1), join the honor's program (1)
- Follow a plan (2), take the right classes for your degree (2), choose a major based on what job you want (1)
- Take WU 101 (2)
- Apply for learning accommodations
- Family planning education
- Look for financial services
- Apply for scholarships
- Make sure you are ready for college
- Find something to anchor you
- Do not go to Washburn
- Study abroad
- Live in the dorms
- Play a sport
- Take a tour of campus
- Work on campus
- Talk to older students

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 survey question, students were asked if they wanted to make any additional comments about their Washburn experience. From the 36 responses to this question, themes were generated and grouped into 3 categories: positive, negative, and recommendations for improvement. Most responses described a generally positive experience at Washburn and/or with their college experience (20).

Positive:

- Generally positive comments about Washburn/college experience (20)
- Positive experience with faculty/staff (4)
- Departments/Programs/Schools were viewed positively (2)

Negative:

- Negative experience with faculty/staff (5)
- Negative experiences with department/program (2)

- Impact of COVID-19 pandemic (2)
- Negative experience with transfer credit
- Dangerous environment surrounding campus

Recommendations:

- Advisors need to be more effective at helping students toward degree (2)
- Campus needs to be more accessible (2)
- Better food choices on campus
- WU 101 should not be required
- Program needs to be restructured
- Be more helpful to Military students
- More parking

Appendix

Other Primary Activity in the Period Immediately Following Graduation

The 16 students who selected “Other” as the primary activity in the period immediately following graduation were asked to specify in an open-ended response. Two respondents indicated working full-time while attending graduate school, while an additional respondent stated they were pursuing graduate school. Two responded that they will be taking the NCLEX. One respondent will continue to work. Two respondents will be pursuing professional sports careers, while another two will be starting their own businesses. Six stated other plans.

Graduate School and Employment

- employment part time while waiting to hear if I get into graduate school for Physical Therapy which would start in the Summer 2022
- Searching for employment for a gap year, then pursuing professional school full-time

Pursuing Graduate School

- Preparing for law school or grad school

Studying for/Taking the NCLEX

- Studying for the NCLEX
- Taking the NCLEX by Feb, then working full time paid

Continue to Work

- I am currently employed part time but I will be searching for a full time position around the time of graduation.

Professional Sports

- playing volleyball overseas
- professional athlete

Starting a Business

- Entrepreneurship
- Starting my own business

Other Plans

- ~\ (ツ) _/ ~
- Also doing research
- employment, full-time paid and start a family
- Finishing my Other Degree
- I'm retired. I am in school for fun, just a lifelong learning kind of thing.
- Student Teaching

Graduate or Professional School Plans

Students who were anticipating “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 40 responses to this question are grouped by program, then by the institution they plan to attend. Master of Business Administration (6), Law (5), and Social Work (4) were the most frequent responses, with Washburn University as the top institution for these programs (*ns* = 11).

Master of Business Administration (6)

- Washburn University (4)
- University of Missouri-Columbia (1)
- Louisiana State University (1)

Law (5)

- Washburn University (3)
- Unknown (2)

Social Work (4)

- Washburn University (4)

Doctorate of Nurse Practitioner (2)

- Washburn University (1)
- University of Kansas Medical Center (1)

Physical Therapy (2)

- University of Nebraska Medical Center (1)
- Undecided (1)

Psychology (2)

- Washburn University (1)
- Palm Beach Atlantic University (1)

Veterinary Medicine (2)

- Kansas State University (2)

Medical School (2)

- University of Kansas
- Unknown (1)

Other responses (15):

Architecture at University of Kansas, Speech Pathology at unknown, Chiropractic at Cleveland University, Art Therapy at Emporia State University, Library Science at Emporia State University, PA School at K-State, Health Administration at KU Med, Athletic Training at Missouri State, Sport Management at University of Kansas, Occupational Therapy at University of Kansas Medical Center, Medical Dosimetry at Unsure, English Literature at Villanova University, MAcc at Washburn, Computer Science at Washburn University, and Family and Human Services at Washburn University

Other Primary Reason for Choosing Washburn University

Respondents who selected Other as their primary reason for choosing Washburn University were asked to specify by typing in a response. Of 18 responses, Athletics was a theme listed by five. Another five indicated multiple reasons for choosing Washburn. See list below for additional responses.

Athletics (5)

- Athletics
- Basketball
- Sports
- Play college football
- I also play baseball here.

Multiple reasons (5):

- Close to home, cost low, family member was employed, scholarship for tennis
- Sports and low cost
- Felt like God was calling me to come to Washburn
- Location, cost, and reputation from siblings who graduated here at Washburn.
- Reputation, the fact that my family attended and graduated from Washburn, the location of campus being in my hometown, and costs were reasonable.

Alumni/Family (4)

- Family moved here
- Spouse graduated from Washburn
- I went here before.
- Degree completion after graduating from the Radiation Therapy program in 2010.

Positive experience (2)

- Overall Experience was positive. Course content, instructors, and Washburn's reputation and commitment to students made cost not near as important.
- Came to visit and feel in love with the place!

Transferred courses (2)

- Acceptance of class from previous school towards my BHS
- Classes transferred for program

Internship, Clinical, or Practicum Organizations

Students who responded affirmatively to the question “Was an internship, clinical, or practicum a requirement for your degree?” ($n = 333$) were also asked with what organization(s) they completed it. Responses are categorized by the primary field of the organization. It should be noted that students may have been hired in a capacity other 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 majority of responses indicated that the internship, clinical, or practicum was in the health care field ($n = 142$), with Stormont Vail Health (40) and the University of Kansas Health System St. Francis Campus (28) as the top organizations.

Health Care ($n = 142$)

Stormont Vail Health (40)
University of Kansas Health System St. Francis Campus (28)
Lawrence Memorial Hospital (8)
KU Medical Center (7)
School of Nursing clinicals (6)
Veteran's Affairs Hospital (5)
Ascension Via Christi (5)
Via Christi (5)
Stormont Vail Behavioral Health Center (3)
Midland Health (3)
Holton Community Hospital (2)
Amberwell Hospital (2)
Advanced Rehab Centers (1)
Brandon Woods Retirement Home (1)
Brookside Retirement (1)
Cancer Center of Hawaii (1)
Carnegie Village (1)
Clay County Medical Hospital (1)
Coffey County Rehabilitation and Wellness (1)
Cotton O'Neil Infusion Center (1)
Florence Crittenton Services (1)
Geary Community Hospital (1)
Geary Rehabilitation and Physical Therapy Center (1)
Heartland RADAC (1)
Holton Family Clinic (1)
Johnson County Medical Examiner (1)
KVC Behavioral Health Inc. (1)
Mirror, Inc. (1)
Nemaha Valley Community Hospital (1)
New Dawn Recovery Center (1)
NKCH (1)
Onaga Community Hospital (1)
Orthokansas (LMH) (1)
Orthopedics and Sports Medicine Center (1)

Plaza West (1)
Presbyterian Manor (2)
PT Associates of Emporia (1)
Salina Regional Health Center (1)
Substance Abuse Center of Kansas (1)
Topeka Center (1)
University of Kansas Health Systems in KC (1)
VA Medical Center of Topeka (1)
Well Wilderness Kids (1)

Education (*n* =49)

Topeka Public Schools USD 501 (12)
Shawnee Heights School District (10)
Seaman School District (8)
Topeka High School (2)
Jardine Elementary (2)
West Middle School (2)
Auburn Washburn School District USD 437 (1)
Elementary Schools (1)
Jardine Middle School (1)
Jefferson West High School (1)
Lawrence High School (1)
Lawrence Public Schools USD 497 (1)
Meadows Elementary (1)
North Fairview Elementary School (1)
Perry Lecompton Middle School (1)
Shawnee Heights High School (1)
Silver Lake (1)
Student teaching (1)
Topeka West High School (1)

Other (*n* = 29)

Mulvane Art Museum (2)
Topeka Zoo and Conservation Center (2)
Washburn Athletic Department (2)
Washburn Student Media (2)
Central Topeka Grocery Oasis (CTGO) (1)
Fire Me Up Ceramics (1)
First Presbyterian (1)
Fitrition (1)
Kanza Park (1)
Mission Church Topeka (1)
NROC (1)
Peterson Media Group (1)
Ronald McDonald House of Charities of Kansas City (1)
SENT (1)
Shawnee County Parks and Recreation (1)
Topeka and Shawnee County Public Library (1)
Topeka Capital-Journal (1)
Washburn SBDC (1)
Washburn School of Nursing (1)

Washburn Sports Marketing (1)
Washburn Student Government Association (1)
Washburn University (1)
Washburn University Alumni Association and Foundation (1)
Washburn University Theatre (1)
Worlds of Fun (1)

Financial Services (*n* = 10)

Advisors Excel (2)
SE2 (2)
ALTAR (1)
BT & Co (1)
CreativeOne Annuity (1)
Equity Bank (1)
Federal Home Loan Bank of Topeka (1)
Myers & Stauffer (1)

Social and Community Services (*n* = 9)

The Children's Shelter (2)
Family Service & Guidance Center (1)
Kansas advocates for better care (1)
The Villages Inc (1)
The whole person (1)
YMCA of Topeka (1)
Young Life (1)
YWCA Center for Safety and Empowerment (1)

Government/Public Service (*n* = 13)

Kansas Department of Health and Environment (2)
Burlingame Fire Department (1)
Department for Children and Families (1)
Department of Veterans' Affairs (1)
Governor Laura Kelly's Office (1)
Kansas Association of School Boards (1)
Kansas Bureau of Investigation (1)
Kansas Department of Wildlife, Parks, and Tourism (1)
Kansas Law Enforcement Training Center (1)
Kansas Lawyers Assistance Program (1)
Kansas Legislative Division of Post Audit (1)
Kansas Secretary of State (1)

Criminal Justice (*n* = 9)

Topeka Police Department (2)
Altenhofen Law Firm (1)
Family law practice with Jessica Leffler (1)
Olathe Police Department (1)
Overland Park Police Department (1)
Shawnee County Court Services (1)
Shawnee County Department of Corrections (1)
The Lion Group and HR Partners (1)

Other Academic Activities that Contributed to Overall Professional Development

Respondents were asked to please explain in an open-ended response any other academic activities that contributed to their overall professional development. In total, 14 students provided valid responses. Three indicated Athletics/Sports, and two indicated that student worker positions shaped their overall professional development. See the list below for additional responses.

Athletics/Sports (3)

- Athletics (2)
- Tennis (1)

Student worker (2)

- Working in student health (1)
- Student Worker (1)

Other responses (9)

- Clinical
- Mock Trial
- Peer Education
- Sigma Phi Epsilon
- some of the most foundational years of my adulthood and future taking place in the middle of a global pandemic
- Worked full time so did studies online.
- Working with faculty on building organization
- Working and interacting with staff that were outside of the education department. Such as janitors and staff that ran the general upkeep of Washburn itself.
- WU-FARU Assistant

Other Co-Curricular Activities that Contributed to Overall Professional Development

Respondents were asked to please explain in an open-ended response the other co-curricular activities that contributed to their overall professional development. In total, six respondents provided valid responses:

- Mock Trial (3)
- Called to Greatness Campus Ministry
- Marching Band
- SIGMA PHI EPSILON

Other Factors Limiting and Facilitating the Ability to Focus on Education

Respondents were asked to please explain in an open-ended response any other factors that limited or facilitated their ability to focus on their education. In total, 14 students provided valid responses regarding limiting factors, and 10 provided valid responses regarding facilitating factors. Six respondents stated that COVID limited their ability to focus on their education, while two respondents each indicated that family and professors facilitated their ability to focus on their education.

Limited:

- COVID-19 (6)
- Online courses due to COVID-19 (5)
- Sports (1)
- the discourse on whether ADHD is a learning disability is a little dicey but my learning certainly felt disabled so really 1 is a tie between mental health and learning disability (1)
- Working Healthcare during the Pandemic, I received lots of extra last minute hours and many crazy shifts (nights/weekends on top of normal shifts) (1)

Facilitated:

- Family (2)
- Amazing/Great professors (2)
- COVID Emergency Relief Fund (1)
- Staff (1)
- Military services at my own base (1)
- The DCF Vocational Rehabilitation program (1)
- The relationships I formed with others (1)
- Therapy (1)

Survey Instrument



Graduating Undergraduate Student 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.

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 2021
- Fall 2021
- Spring 2022

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 \$19,999
- \$20,000 to \$29,999
- \$30,000 to \$39,999
- \$40,000 to \$49,999
- \$50,000 to \$59,999
- \$60,000 to \$69,999
- \$70,000 to \$79,999
- \$80,000 to \$89,999
- \$90,000 to \$99,999
- \$100,000 or more

You selected graduate or professional school as your anticipated principal activity. Please indicate in the space below (a) the program (e.g., law, anthropology, engineering, etc.) that you will study and (b) the institution you anticipate to attend.

Program: _____

Institution: _____

What was your PRIMARY reason for choosing to attend Washburn?

- 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...	Very Much	Quite a Bit	Some	Very Little	Not At All
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)?	<input type="radio"/>				
prepare you to clearly express and understand ideas in oral forms (e.g., presenting a central thesis, organizing and fully supporting an argument verbally)?	<input type="radio"/>				
prepare you to clearly express and understand ideas in non-verbal forms (e.g., body language, visual cues, visual and performing arts)?	<input type="radio"/>				
enhance your quantitative reasoning and literacy skills (e.g., developing and evaluating arguments supported by numerical data)?	<input type="radio"/>				
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)?	<input type="radio"/>				
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)?	<input type="radio"/>				
prepare you to think critically (e.g., clarifying questions, reflecting upon meaning, evaluating evidence)?	<input type="radio"/>				
prepare you to think creatively (e.g., producing original ideas, applying prior to new contexts)?	<input type="radio"/>				
prepare you for life as a global citizen (e.g., understanding diverse peoples and cultures in the United States and around the world)?	<input type="radio"/>				
prepare you ethically (e.g., a commitment to finding solutions to problems that affect the world, a respect for commonalities and differences in peoples)?	<input type="radio"/>				

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 employer/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.
