

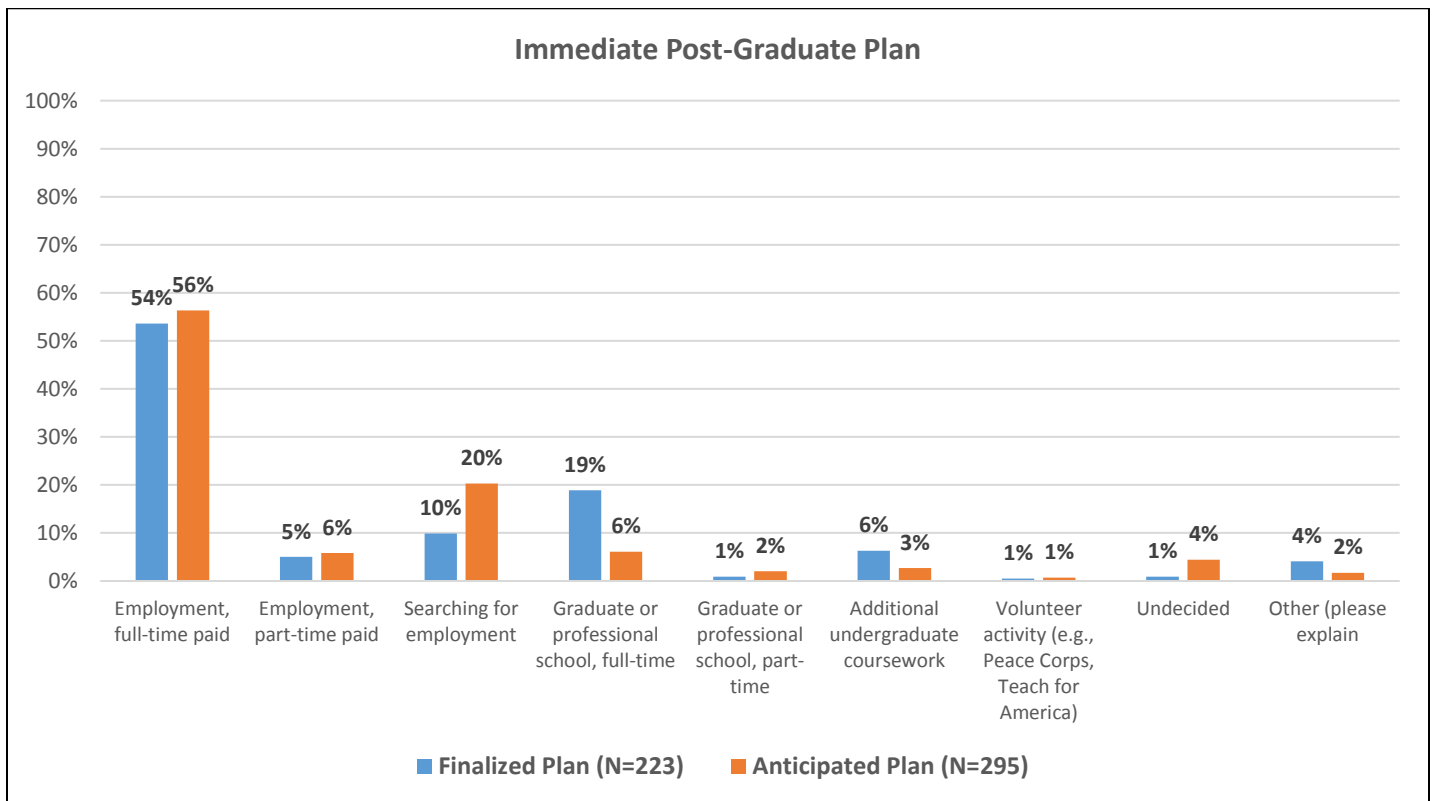
Graduating Undergraduate Student Survey Results

Summer 2016, Fall 2016 and Spring 2017

This report documents basic results from the Graduating Student Survey, given electronically to undergraduate students who applied for degrees in the summer or fall of 2016 or in the spring of 2017. Undergraduates who applied for fall and spring graduation were given the opportunity to complete the survey. Of the 183 undergraduate students who applied for graduation in summer 2016, 384 for fall 2016, and 571 for spring 2017 a total 518 students (73 for summer, 141 for fall, and 304 for spring) completed the survey by the time of analysis for an overall response rate of 45.5%. Of these, 76.1% applied for the baccalaureate degree as their highest degree, 15.3% applied for the associate, and 8.7% applied for the certificate. The survey results from 2016-2017 essentially mirror results obtained from past administrations of the Graduating Student Survey.

Post-Graduation Plans

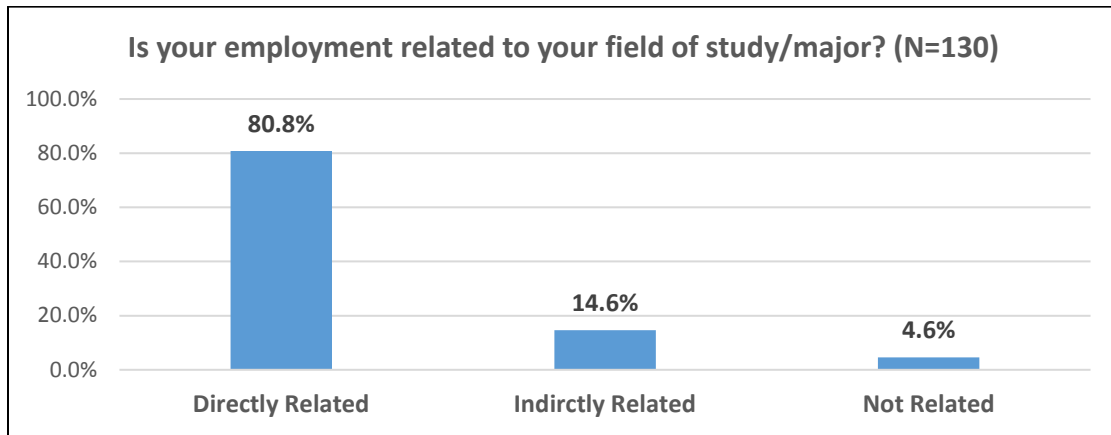
Of the 518 students who completed the survey, 518 students answered the following question: “Have you finalized your plans for the period immediately following graduation?” Approximately 43% of these students (N = 223) answered “Yes,” but about 57% of these students (N = 295) answered “No.” The following chart shows “full-time employment” was the most reported post-graduation plan among students who had and had not finalized their post-graduation plans.



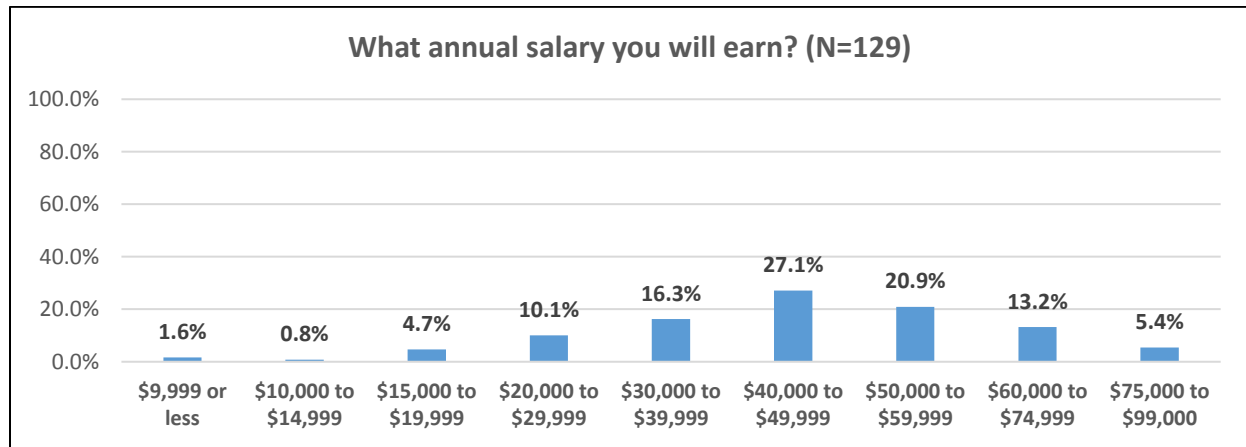
Students with Finalized Plans

Among students with finalized plans who chose full- or part-time employment as their primary activity (N=130), 80.8% reported their employment is directly related to their field of study.

Survey sample provides a 95% confidence level and a +/- 5 confidence interval.

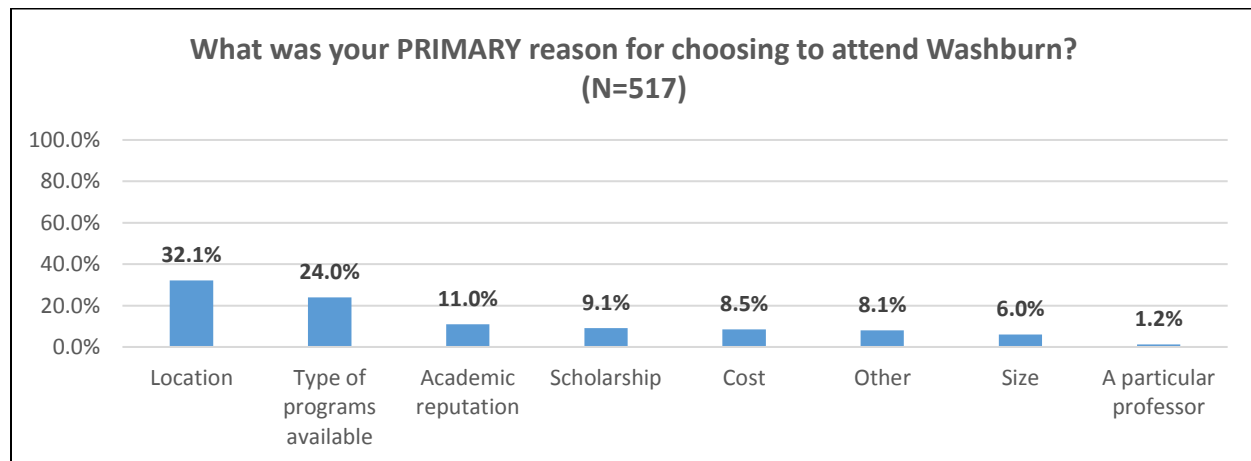


Respondents who reported their finalized plan as employment most often reported their salary in the \$40,000 to \$49,999 range, followed by the \$50,000-\$59,999 range.

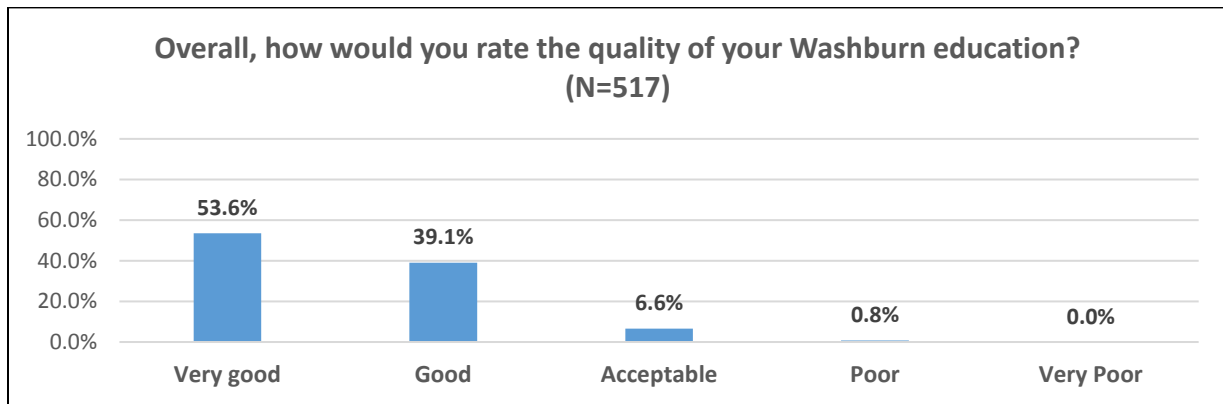
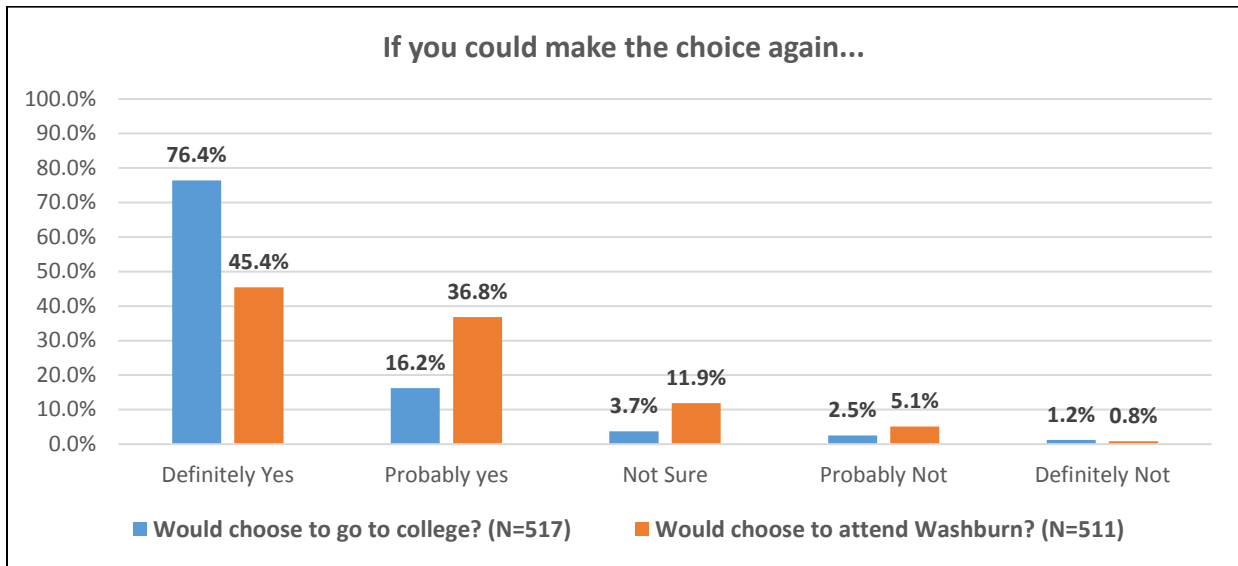


All Respondents

All respondents were asked to identify their primary reason for attending Washburn, whether they would enroll in college again if faced with the choice, whether they would choose to attend Washburn again, and how they rate the quality of education at Washburn.

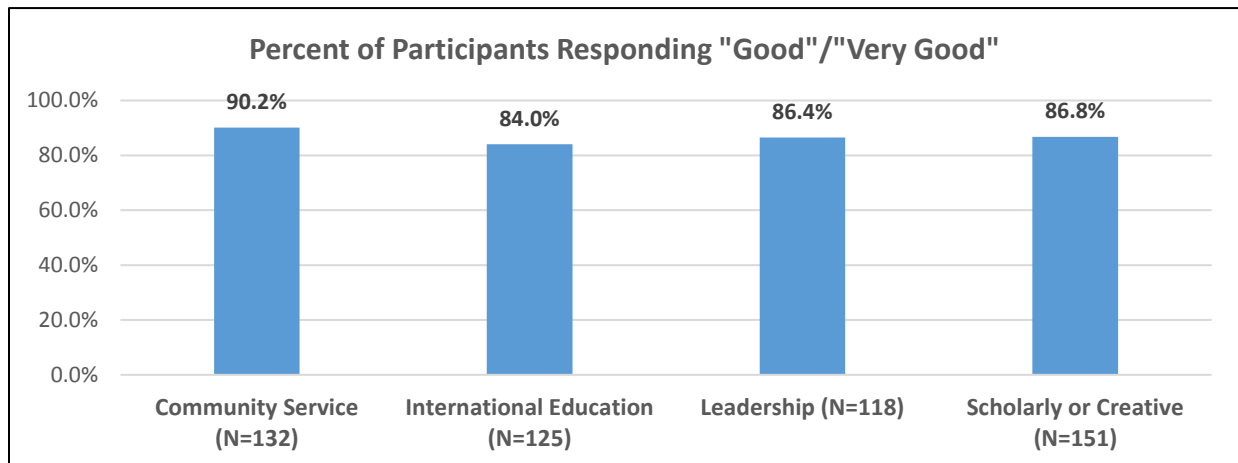


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Washburn Transformational Experience (WTE)

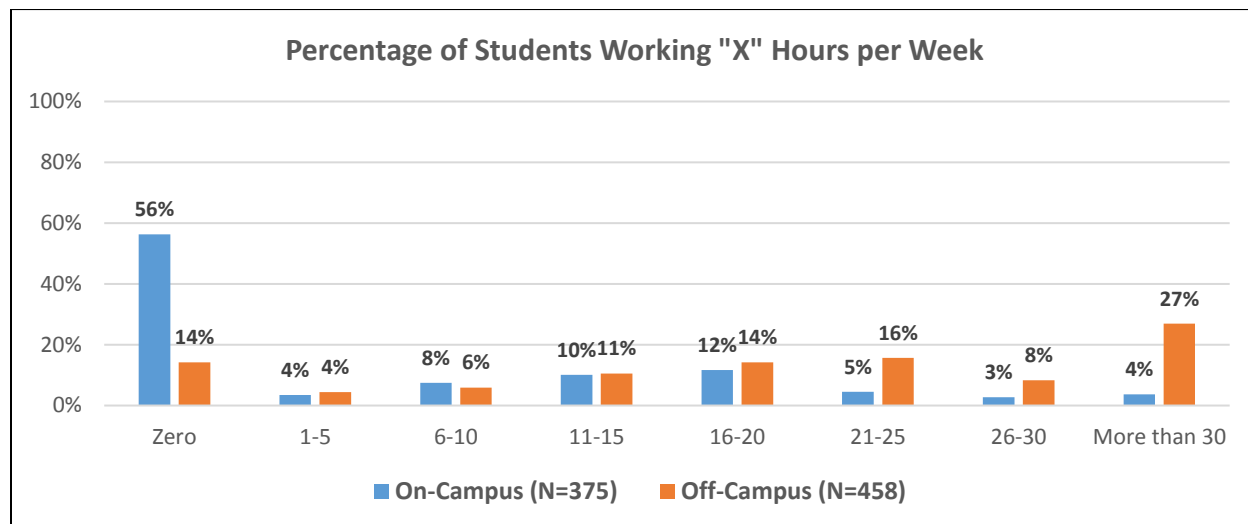
Of 517 respondents, 214 (41.4%) reported having completed at least one WTE. The following table show that approximately 84%-90% of participants rated the quality of the experience as “very good” or “good.” See the Appendix for additional detail.



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Working for Pay

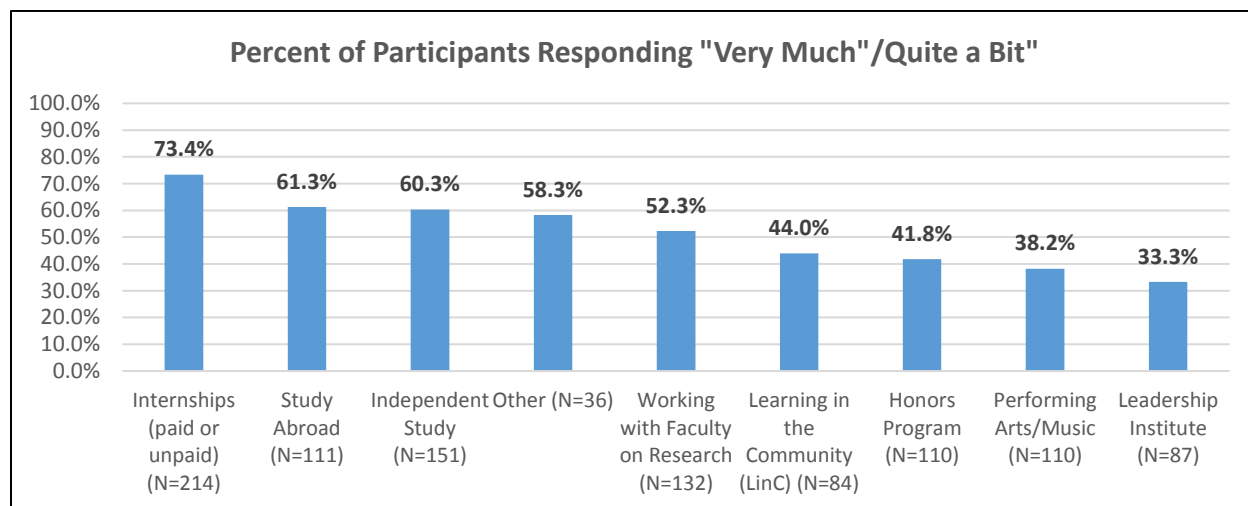
Students were asked how many hours per week they worked for pay, both on campus and off campus. Three hundred and seventy-five answered the question with respect to on campus work, and 458 answered the question with respect to off campus work. Approximately 56% of respondents reported working zero hours per week on campus, but almost 50% of respondents reported working at least 16-20 hours per week off campus.



Activities and Personal Development

Students were asked to rate the extent to which their participation in several activities contributed to their overall personal development. See the Appendix for additional details.

Students also listed "Other" activities, including Athletics, Greek Life, student organizations, academic program organizations/activities, as well as clinicals and student teaching that contributed to their personal development.



Survey sample provides a 95% confidence level and a +/- 5 confidence interval.

Factors Impeding Educational Focus

Students were asked to rank the top three factors that limited their ability to focus on their education. The following table shows employment was the factor most often mentioned as impeding educational focus. Of the 518 respondents, almost 43% counted employment as among the top three factors that limited their ability to focus on their education. For the “Other” category, students mentioned athletics; commuting or not living close to campus, as well as issues with internet access; getting burnt out or a feeling of general apathy; and concern the safety of the Topeka environment as impeding factors.

Issue	Number Ranking Top Issue	Percent Ranking Top Issue	Number Ranking in Top 3	Percent Ranking in Top 3
Employment	99	19.1%	220	42.5%
Commitments beyond the classroom	75	14.5%	168	32.4%
Finances	64	12.4%	164	31.7%
Family/Relationships	38	7.3%	143	27.6%
Course Schedule	30	5.8%	97	18.7%
Wellness (e.g., sleep, nutrition)	20	3.9%	89	17.2%
Living Arrangements	4	0.8%	40	7.7%
Mental Health	19	3.7%	39	7.5%
Medical	10	1.9%	27	5.2%
Access to Campus Resources	6	1.2%	27	5.2%
Other	9	1.7%	19	3.7%
Alcohol or Drugs	5	1.0%	18	3.5%
Transportation	1	0.2%	17	3.3%
Learning Disability	2	0.4%	7	1.4%
Discrimination	2	0.4%	4	0.8%

Factors Facilitating Educational Focus

Students were asked to rank the top three factors that improved their ability to focus on their education. Of the 518 respondents, almost 39% counted support of friends and almost 35% counted financial aid as among the top three factors that improved their ability to focus on their education.

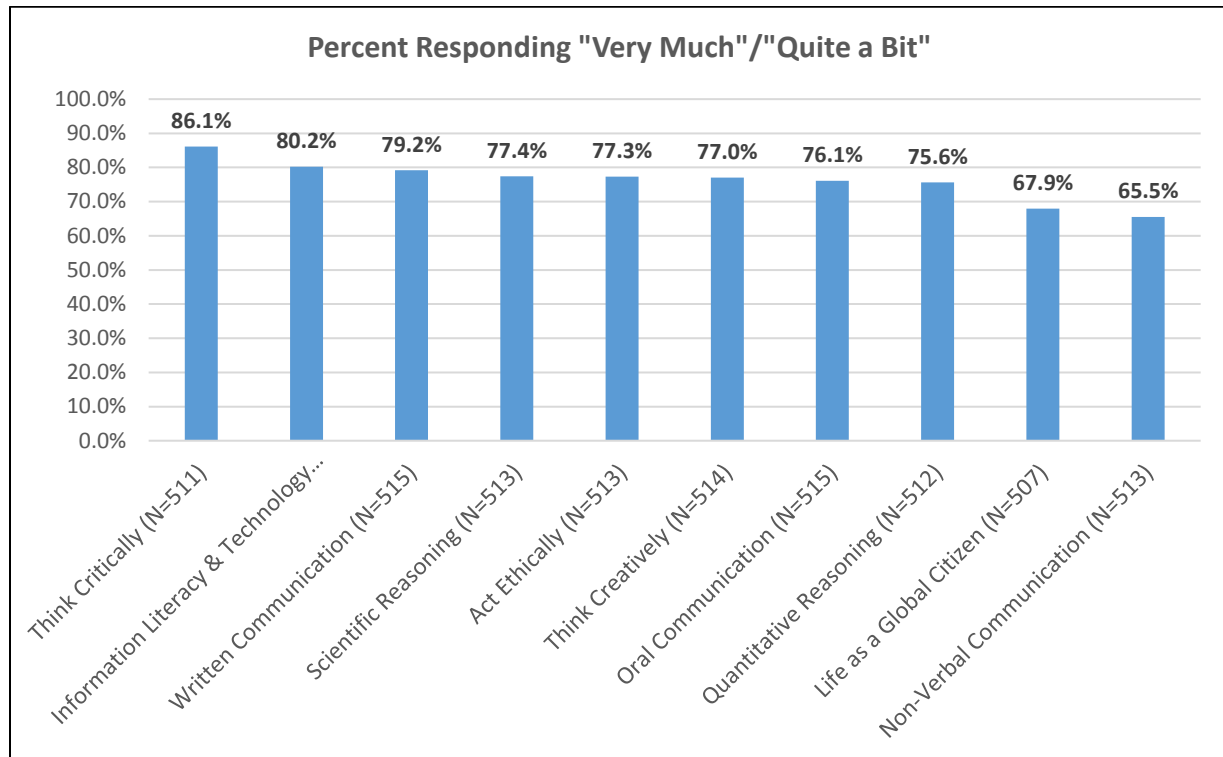
Issue	Number Ranking Top Issue	Percent Ranking Top Issue	Number Ranking in Top 3	Percent Ranking in Top 3
Friend Mentoring/Support	73	14.1%	201	38.8%
Financial Aid	85	16.4%	179	34.6%
Faculty Mentoring/Support	64	12.4%	161	31.1%
Washburn Scholarship(s)	66	12.7%	155	29.9%
Academic Advising	71	13.7%	64	12.4%
Non-Washburn Scholarship(s)	10	1.9%	49	9.5%
Tutoring	14	2.7%	45	8.7%
Counseling	11	2.1%	29	5.6%
Career Services	7	1.4%	22	4.2%
Other	7	1.4%	19	3.7%
Office of Student Services	3	0.6%	17	3.3%
Health Services	3	0.6%	14	2.7%

As part of the “Other” category, students mentioned family, faculty and coach support; Greek Life; campus resources (e.g., library, tutoring center); athletics; and a want to succeed as facilitating factors).

Survey sample provides a 95% confidence level and a +/- 5 confidence interval.

Student Learning Outcomes

Students were asked to rate the extent to which Washburn prepared them to think and behave in ways consistent with the university's desired student learning outcomes, including communication, quantitative and scientific reasoning and literacy, information literacy and technology, critical and creative thinking, and global citizenship, ethics, and diversity. See the Appendix for more information.



Open-Ended Questions

Finally, students were asked to write responses to three open-ended questions. First, students were asked how they would have changed their habits to better focus on their studies. The following themes emerged from a review of the 329 respondents who commented. Students would have:

- Not changed anything regarding their habits and academic focus (17%)
- Managed time more effectively (12%), not procrastinated (7%), and been more organized (4%)
- Used students resources more such as the library, tutoring, career services, and faculty (12%)
- Worked less while attending school (11%) or worked on campus (1%)
- Studied more (10%) and been more serious/focused on their education (7%)
- Been more involved on campus with groups and activities (9%)
- Taken better care of their health by getting more sleep, exercise, using counseling services (7%)
- Lived on campus instead of commuting or lived on campus longer (4%)
- Been more prepared for class sessions (2%) and attended all classes (1%)
- Socialized less (3%)
- Applied for more scholarships (2%)
- Used study groups more (2%)
- More carefully choose their major (4%) and taken more diverse courses (3%)
- Taken fewer online courses (2%)

Survey sample provides a 95% confidence level and a +/- 5 confidence interval.

Second, students were asked what advice they would give to an incoming student. The following themes emerged from a review of the 325 respondents who commented. Respondents advised incoming students to:

- Get involved as much as possible with campus activities, clubs, and organizations (23%)
- Take advantage of all the opportunities Washburn has to offer such as study abroad, Leadership Institute, WTE Experiences, and Greek Life (9%)
- Faculty and staff are great resources, and want to help so get to know your professors (15%)
- Learn the resources available on campus and take full advantage of all resources (8%) such as tutoring services (7%), the library (6%), the Writing Center (1%), and Career Services (2%)
- Other students are great resources so make friends, ask for advice, and form study groups (6%)
- Get a good advisor and communicate with them as much as possible to stay on track (10%)
- Spend time developing study skills and study (6%)
- Do your homework/reading and stay on top of assignments (5%)
- Don't be afraid to ask questions (8%) and don't hesitate to ask for help (5%)
- Take advantage of scholarships (apply for Washburn scholarships) and financial aid (4%)
- Stay focused, take things seriously, and work hard (3%)
- Attend class, pay attention, and participate (3%)
- Plan and manage your time (3%), don't procrastinate (2%), and be organized (2%)
- Try to achieve a balance between personal life and school (2%)
- Take care of yourself making sure you sleep well and exercise (2%)
- Try to work less outside of school or find employment on campus (2%)
- Be open-minded and open to all experiences (2%), and have fun (2%)

Third, students were asked if they wanted to make any additional comments about their Washburn experience. Ninety-seven individuals responded, and although 17% chose to answer "no comment" or "not applicable," many students took the opportunity to express both positive (91%) and negative (35%) statements about Washburn.

Positive themes include:

- Expression of gratitude to Washburn and love of the university and proud to be an Ichabod
- Faculty and staff very helpful, nice and professional- interested in seeing students succeed
- Appreciation for the wonderful opportunities and unique experiences
- Several programs/departments received student accolades: School of Business, Nursing, International Office, Mass Media, Psychology, and Science
- Washburn was the best decision students made, they felt they belonged here, and would recommend the institution to others
- Appreciation for many student resources and for scholarships/financial aid
- Small class size facilitated making friends and getting to know the professor
- Some individuals stated that their time at Washburn helped them grow as a person

Negative themes include:

- Some programs/faculty (Nursing, Leadership Institute, online courses) are not organized/responsive
- Some programs need to offer more upper level courses (Kinesiology)
- Institution should be more welcoming, supportive, and flexible with non-traditional students and student who live off-campus; encourage more on-campus involvement
- Provide better academic advising, not require courses like WU101, broaden course offerings
- Institution should better respond to and address incidents of discrimination/sexual harassment
- Provide wider range of activities (non-sports, non-Greek)

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- Lack of parking on campus
- Tuition and living on campus are expensive; need more scholarships and financial aid
- More resources are needed- young mothers, institutional plan for health issues, printing bucks

Appendix

“How would you evaluate the quality of your experience?”

WTE	Respondents	Very Good	Good	Acceptable	Poor	Very Poor
Community Service	132	51.5%	38.6%	8.3%	0.8%	0.8%
International Education	125	64.8%	19.2%	12.0%	3.2%	0.8%
Leadership	118	50.0%	36.4%	11.9%	0.0%	1.7%
Scholarly or Creative	151	53.0%	33.8%	11.9%	0.7%	0.7%

“To what extent has your participation in the following activities contributed to your overall personal development?”

Activity	Respondents	Very Much	Quite a Bit	Some	Very Little	Not At All
Independent Study	151	28.5%	31.8%	25.8%	6.6%	7.3%
Internships (paid or unpaid)	214	45.8%	27.6%	16.4%	6.1%	4.2%
Performing Arts/Music	110	18.2%	20.0%	31.8%	17.3%	12.7%
Study Abroad	111	43.2%	18.0%	13.5%	81.1%	17.1%
Working with Faculty on Research	132	25.8%	26.5%	22.7%	10.6%	14.4%
Learning in the Community (LinC)	84	20.2%	23.8%	28.6%	9.5%	17.9%
Leadership Institute	87	17.2%	16.1%	27.6%	17.2%	21.8%
Honors Program	110	19.1%	22.7%	31.8%	11.8%	14.5%
Other	36	47.2%	11.1%	16.7%	2.8%	22.2%

“To what extent did Washburn prepare you for...”

Student Learning Outcomes	Respondents	Very Much	Quite a Bit	Some	Very Little	Not At All
Written Communication	515	38.1%	41.2%	18.6%	1.6%	0.6%
Oral Communication	515	33.8%	42.3%	21.4%	2.3%	0.2%
Non-Verbal Communication	513	32.4%	33.1%	27.9%	5.5%	1.2%
Quantitative Reasoning	512	34.6%	41.0%	21.3%	2.5%	0.6%
Scientific Reasoning	513	37.4%	40.0%	19.5%	2.7%	0.4%
Information Literacy & Technology	514	43.0%	37.2%	18.3%	1.2%	0.4%
Think Critically	511	45.8%	40.3%	13.3%	0.4%	0.2%
Think Creatively	514	38.5%	38.5%	21.0%	1.4%	0.6%
Life as a Global Citizen	507	37.5%	30.4%	26.4%	4.9%	0.8%
Act Ethically	513	39.6%	33.7%	21.1%	4.1%	1.6%

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