



Graduating Undergraduate Student Survey Results
Summer 2017, Fall 2017, and Spring 2018

Executive Summary

Overall, the survey resulted in a **51.1% response rate**. **81.3%** applied for a **Bachelor's degree**. **Nursing** was the most frequently reported major.

For **post-graduation plans**, **54.7%** anticipated **full-time paid employment** and **4.8%** anticipated **part-time paid employment**; **80.5%** anticipated it will be directly related to their undergraduate major(s). Salaries were estimated to be **\$40,000 to \$49,999** (26.7%) or **\$50,000-\$59,999** (26.0%). In addition, **17.9%** anticipated **part-time** and **11.6%** **full-time graduate or professional school**. The most frequent program was **Law** and **Washburn University** was the most frequently stated institution.

Location (30.3%) and **types of programs** (25.5%) were the primary reasons to attend Washburn; **74.6%** would definitely choose college and **44.1%** would definitely choose Washburn again. Graduates also rated the **quality of their Washburn education as Very Good (49.6%)**.

For the extent to which Washburn prepared them in relation to USLOs, graduates felt most prepared in the areas of **thinking critically** (86.2%) and **written communication** (80.5%).

42.2% completed at least one **WTE**, and **77%-82%** rated the quality of the experience(s) as Very Good or Good. **Scholarly or Creative** was the most positive area (81.7%).

72.2% participated in **Internships, Clinicals or Practicums**, of which, **87.0%** were reported as a requirement for their degree. **230** indicated a health care related organization was the location, and specifically, Stormont Vail as the most frequently reported location (**43**).

In regard to **working for pay**, most reported **not working any hours** at an on campus job (**58.9%**) with **8.8%** reporting 11-15 hours per week and another **8.8%** reporting 16-20 hours per week; **25.9%** **reported working more than 30 hours per week off campus**.

Internships (paid or unpaid) were stated by **75.8%** as the activity that contributed very much/quite a bit to overall professional development; **69.2%** also listed Other activities. **Co-curricular activities** such as **Student Groups** contributed very much/quite a bit to overall professional development (**65.3%**).

For factors **limiting** the ability to focus on education, **employment** was most often selected both as the top ranked issue (**18.6%**) and in the top 3 (**42.0%**). For factors that **increased or improved** the ability to focus on education, **35.7%** selected **Financial Aid (e.g., grants, subsidized loans, unsubsidized loans)** as the top factor and the most frequently selected top factor was **Faculty Mentoring/Support (44.4%)**.

When asked how they would have changed their habits to better focus on their studies if they could, **better study habits** was the most frequently stated theme (**60**).

For advice they would give to an incoming student who wanted to know how best to take advantage of Washburn's educational opportunities, **get involved as much as possible with campus activities, clubs, and organizations (79)** was the most frequently stated theme.

Finally, when asked for additional comments about their Washburn experience, most expressed **pride in being an Ichabod/Washburn alumni (28)**.

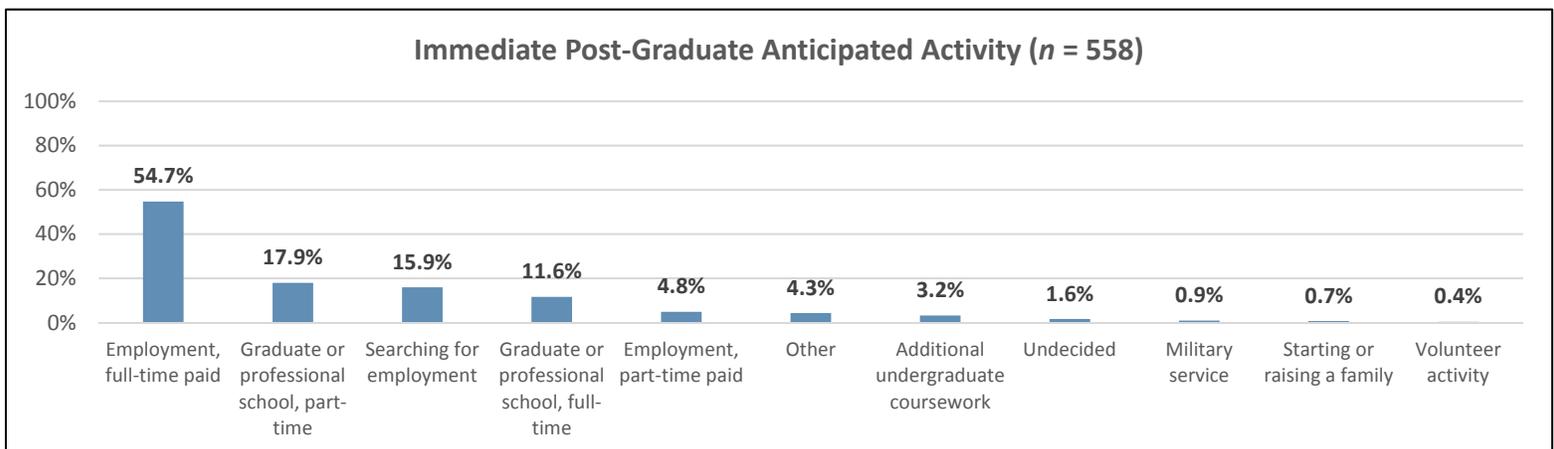
Introduction

This report provides results from the Graduating Undergraduate Student Survey, administered electronically to undergraduate students who applied for graduation in Summer 2017, Fall 2017, and Spring 2018. The survey instrumentation is located at the end of this report, pages 17-23.

Of the number of undergraduate students who applied for graduation in Summer 2017 (179), Fall 2017 (383) and Spring 2018 (533), for a total of 1,095, 560 responded to the survey, for a response rate of 51.1%. Of these respondents, 81.3% applied for Bachelor's degrees as their highest degree, 11.8% applied for Associate degrees, and 7.0% applied for Certificates. The most reported primary majors were Nursing (95), Radiation Therapy (25), Social Work (22), Criminal Justice (22) and Biology (20). It should be noted that these results do not include students who applied for graduation from the School of Law.

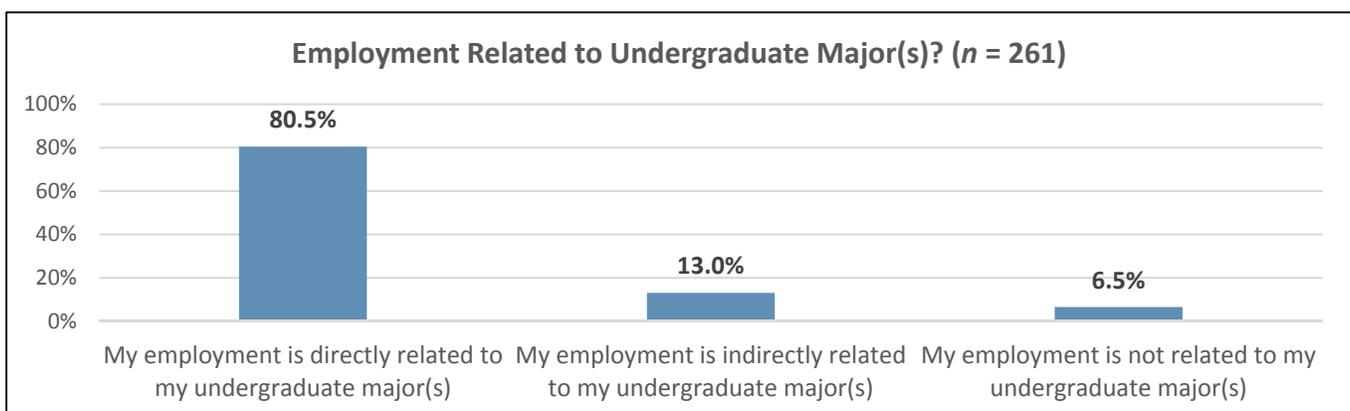
Post-Graduation Plans

Of the 560 students who completed the survey, 558 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 (54.7%). "Graduate or professional school, part-time" was the second most reported post-graduation activity (17.9%) and "Searching for employment" was third (15.9%). See Appendix for responses to graduate or professional school plans.

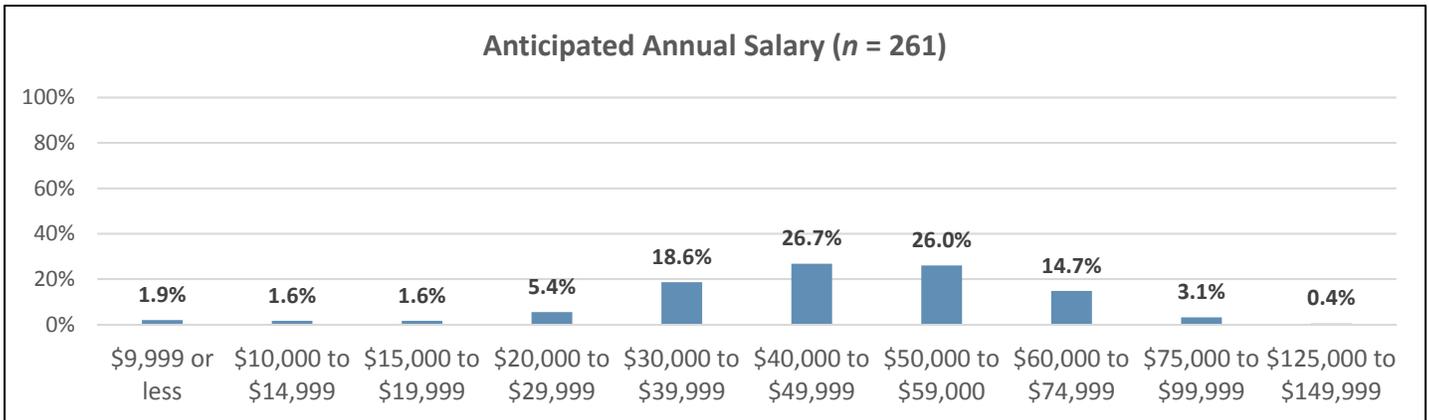


Students who Anticipate Post-Graduation Employment

Among students who anticipated full-time or part-time employment as their anticipated primary activity (n = 261), 80.5% reported their employment is directly related to their undergraduate major(s).

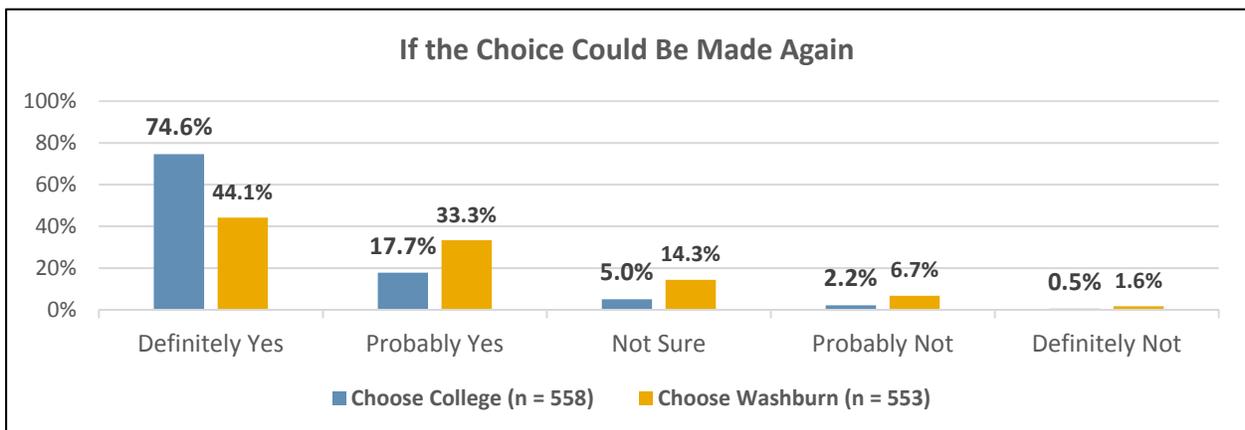
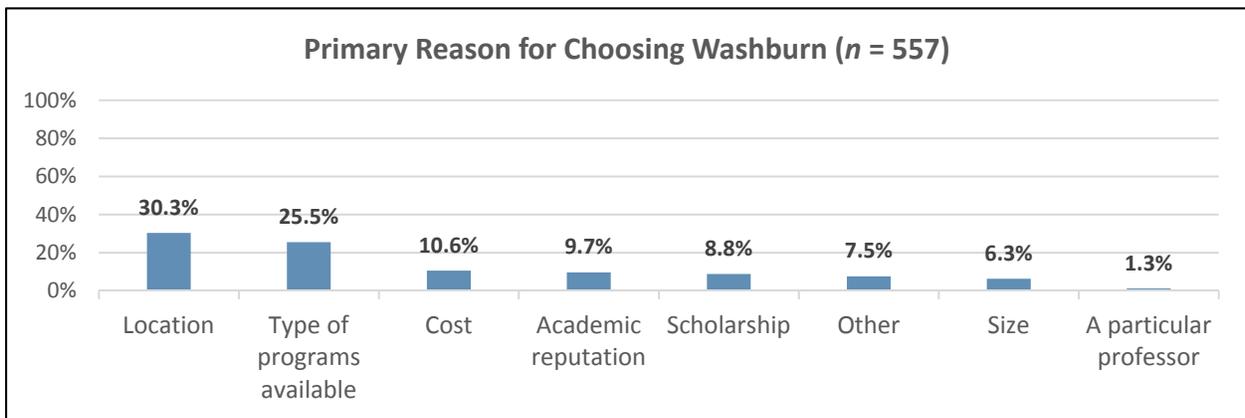


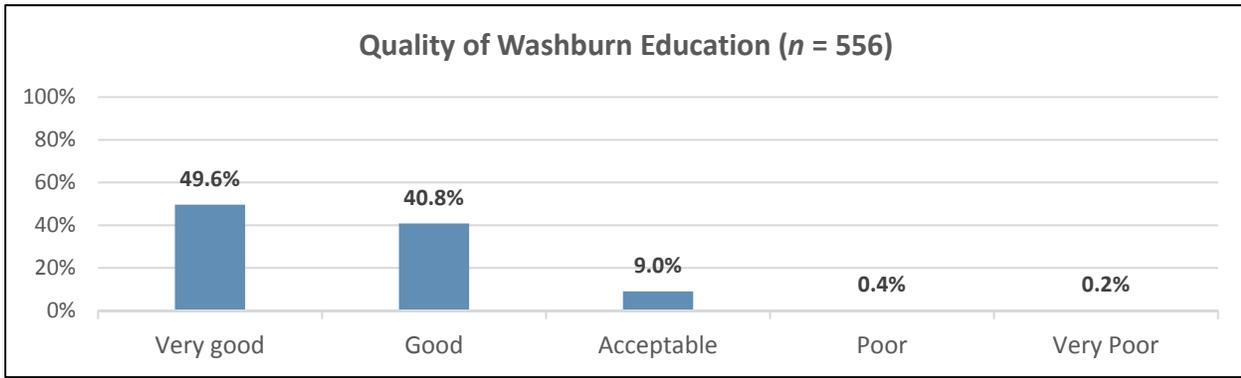
Students who reported their anticipated full-time or part-time employment most often reported their salary in the \$40,000 to \$49,999 range (26.7%), followed by the \$50,000-\$59,999 range (26.0%).



Reasons to Attend Washburn

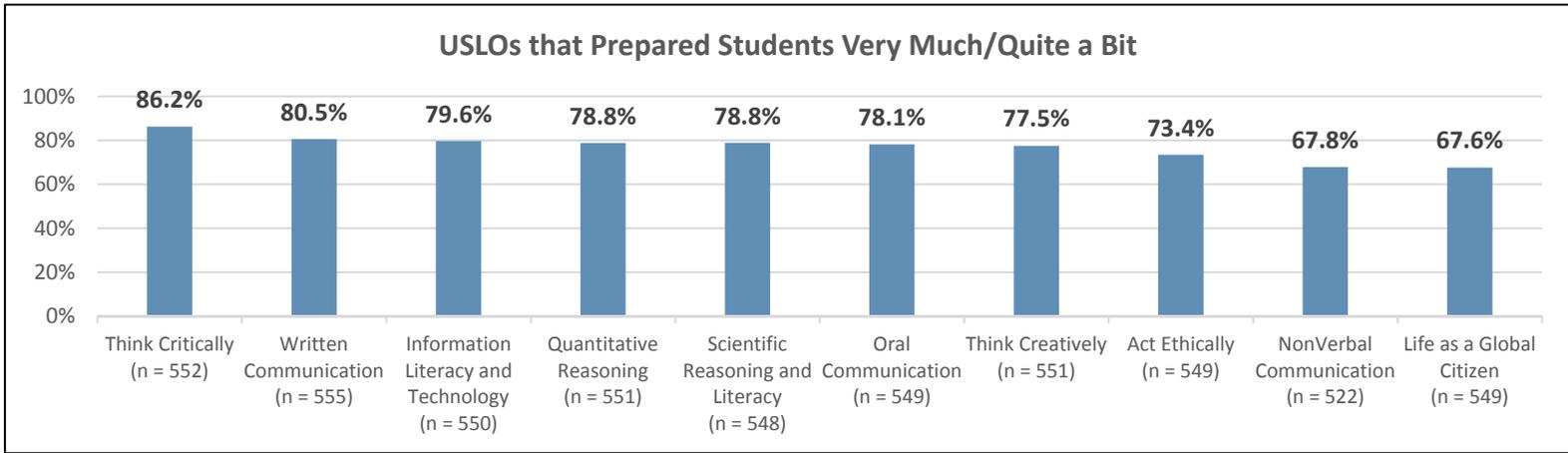
Respondents were asked to identify their primary reason for choosing to attend Washburn, whether they would enroll in college again if given the choice, whether they would choose to attend Washburn again, and how they rate the quality of education at Washburn. The most selected responses for the primary reason for choosing Washburn were location (30.3%) and type of programs available (25.5%). If the choice could be made again, 74.6% of students would definitely choose college and 44.1% would definitely choose Washburn again. In addition, 49.6% of survey respondents indicated that the quality of their Washburn education was very good.





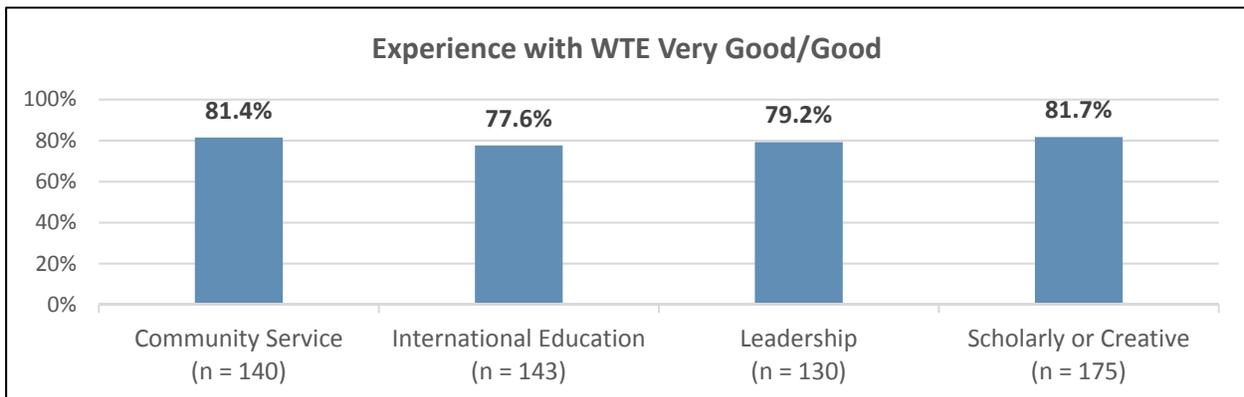
Student Learning Outcomes

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 communication, quantitative and scientific reasoning and literacy, information literacy and technology, critical and creative thinking, and global citizenship, ethics, and diversity. Students responded that Washburn prepared them the most to think critically (86.2%), with written communication (80.5%) as the second most area of preparation.



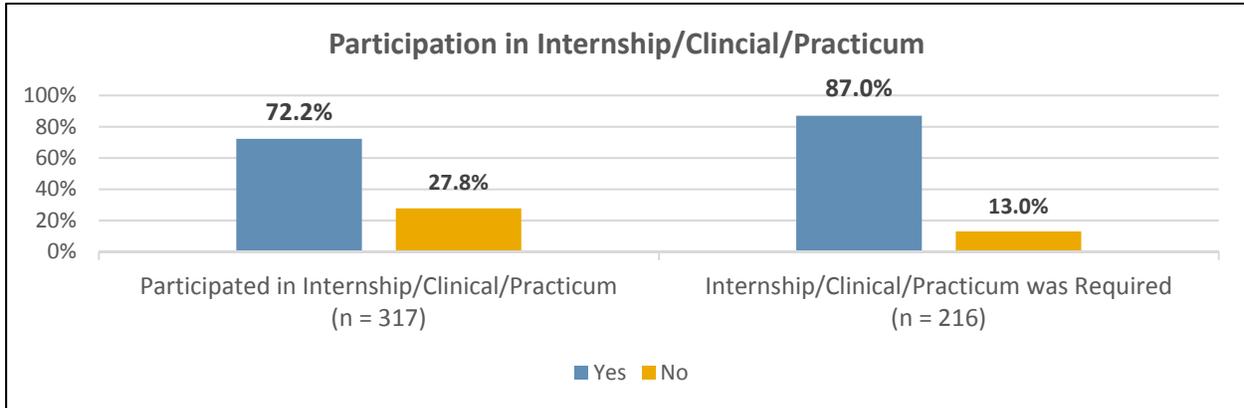
Washburn Transformational Experience

Of 547 respondents, 231 (42.2%) reported having completed at least one Washburn Transformational Experience (WTE). The following table shows that 77%-82% of participants rated the quality of the experiences as Very Good or Good, with Scholarly or Creative as the most positive area (81.7%).



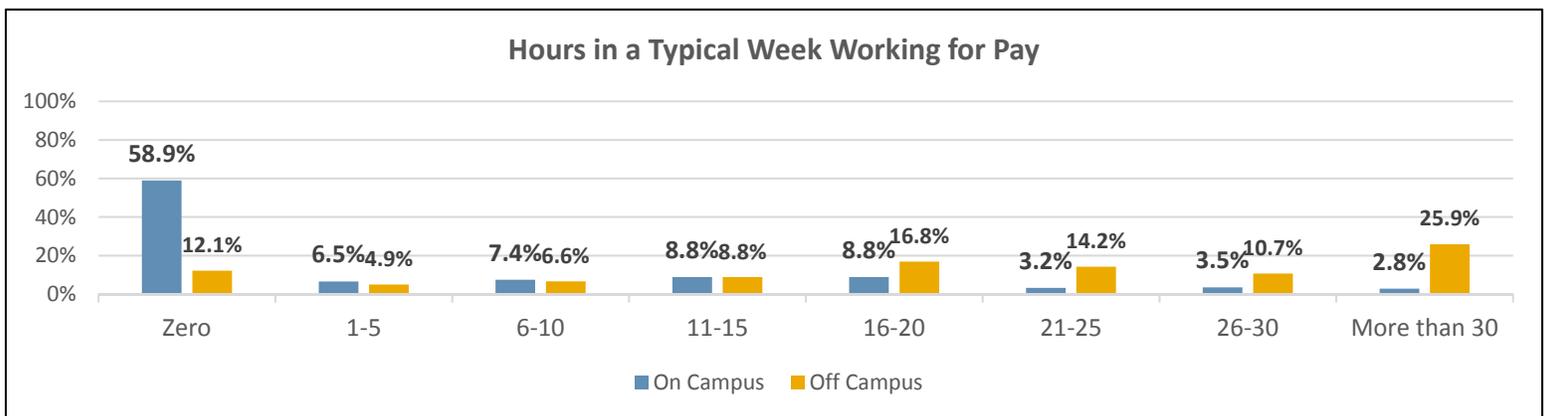
Participation in Internships, Clinicals or Practicums

When asked if they had completed an internship, clinical or practicum while enrolled at Washburn, 229 (72.2%) students responded affirmatively. Further, when asked if participation was required, most students (87.0%) responded that it was. See Appendix for the organizations indicated by students as where they completed the internship, clinical or practicum.



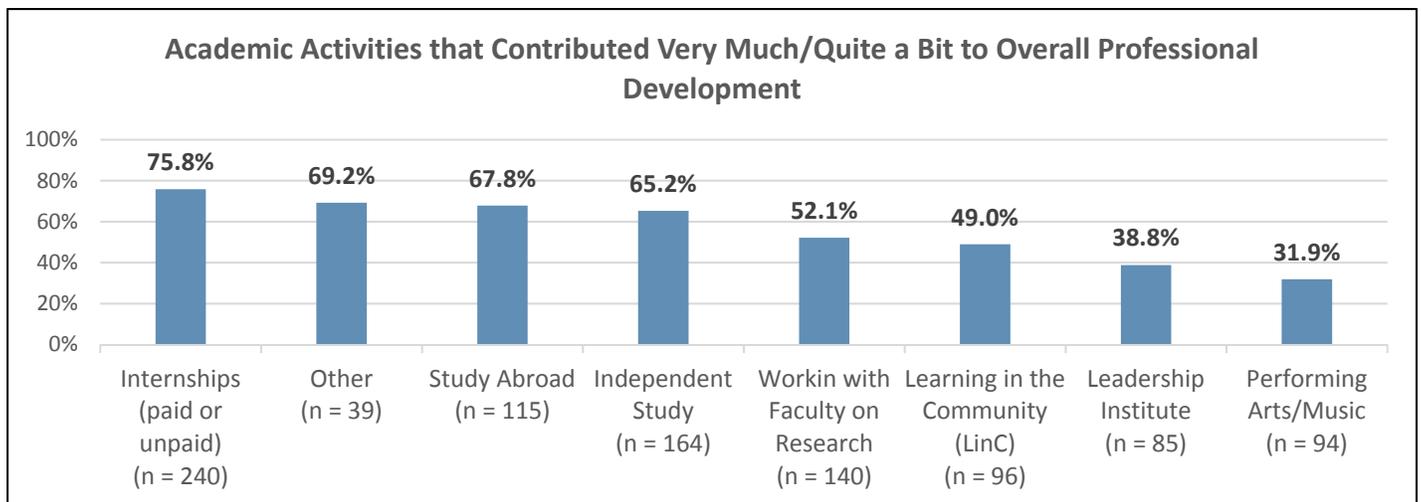
Working for Pay

Students were asked how many hours they spent in a typical week working for pay while enrolled at Washburn, both on and off campus. For on campus work, 431 responded, and for off campus work, 487 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; 11-15 hours and 16-20 hours were reported by 8.8% each. For off campus, 25.9% of respondents reported working more than 30 hours per week.

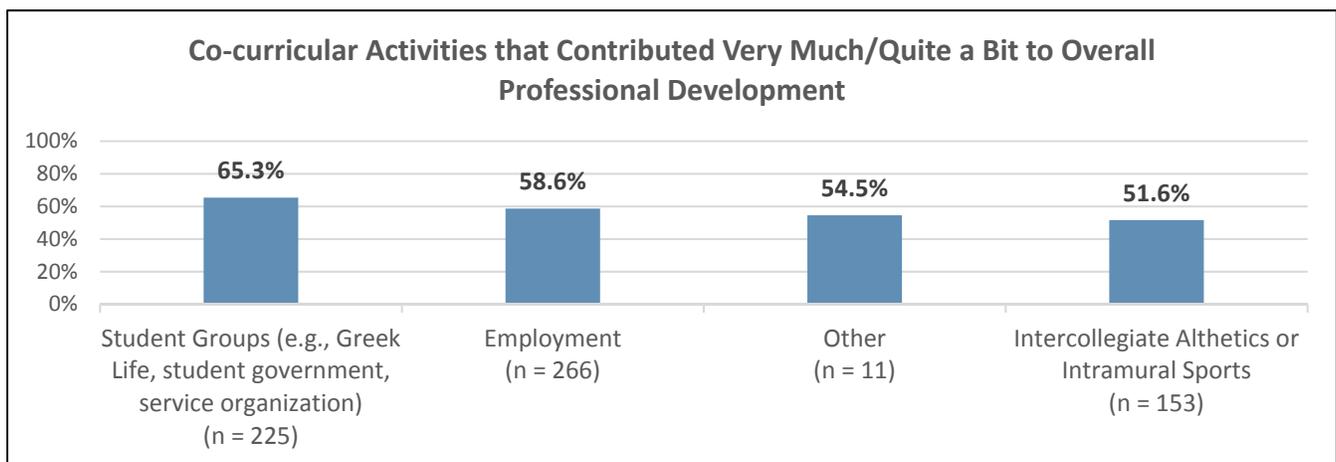


Contribution to Personal Development

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 75.8% of respondents as the activity that contributed very much/quite a bit to their overall professional development. Many students (69.2%) also listed Other activities, including Athletics, Greek Life, WTE, student organizations/clubs, academic program organizations/activities, as well as student teaching and tutoring that contributed to their overall personal development.



In the following survey item, students were asked to respond to the extent to which their participation at Washburn with co-curricular activities contributed to their overall professional development. Student Groups (e.g., Greek Life, student government, service organization) received the most responses for contributing very much/quite a bit to overall professional development (65.3%) and Employment was second most frequent (58.6%). Other responses were varied and included Dancing Blues, Ichabod Mascot, online program, etc.



Factors Limiting and Facilitating the Ability to Focus on Education

For the following two questions, students were asked to rank the top three factors that limited, and increased or improved, their ability to focus on their education. The following table shows Employment was the factor most often selected as limiting their education focus, both as the top ranked issue (18.6%) and in the top 3 (42.0%) out of the 560 respondents. Commitments beyond the classroom and Finances were also frequently selected as limiting the ability to focus on their education (13.6% and 13.2% ranked as the top factor). Family/Relationships and Course Schedule were also in the top 3 factors that limited students' focus on their education (25.0% and 18.9%). Mental Health was also selected in the top 3 limiting factors by 11.4%. It is interesting to note that although Wellness (e.g., sleep, nutrition) was not ranked as a top limiting factor frequently (2.1%), it was rated more prominently as a top 3 limiting factor (18.2%).

Factor	Number Ranking Top Factor	Percent Ranking Top Factor	Number Ranking in Top 3	Percent Ranking in Top 3
Employment	104	18.6%	235	42.0%
Commitments beyond the classroom	76	13.6%	182	32.5%
Finances	74	13.2%	180	32.1%
Family/Relationships	52	9.3%	140	25.0%
Course Schedule	28	5.0%	106	18.9%
Mental Health	27	4.8%	64	11.4%
Wellness (e.g., sleep, nutrition)	12	2.1%	102	18.2%
Access to Campus Resources	8	1.4%	18	3.2%
Other	8	1.4%	15	2.7%
Medical	7	1.3%	13	2.3%
Transportation	7	1.3%	24	4.3%
Alcohol or Drugs	6	1.1%	24	4.3%
Learning Disability	3	0.5%	6	1.1%
Living Arrangements	2	0.4%	44	7.9%
Discrimination	0	0.0%	4	0.7%

Next, students were asked to rank the top three factors that increased or improved their ability to focus on their education. Of the 560 respondents, 35.7% selected Financial Aid (e.g., grants, subsidized loans, unsubsidized loans) as the top 3 factors, although the most frequently selected top factor was Faculty Mentoring/Support (44.4%). Academic Advising, Washburn Scholarship(s) and Friend Mentoring/Support were also ranked highly by students as the top three factors increasing or improving their ability to focus on their education (35.0%, 33.2% and 33.2%, respectively).

Factor	Number Ranking Top Factor	Percent Ranking Top Factor	Number Ranking in Top 3	Percent Ranking in Top 3
Financial Aid (e.g., grants, subsidized loans, unsubsidized loans)	87	43.5%	200	35.7%
Academic Advising	79	40.3%	196	35.0%
Faculty Mentoring/Support	76	44.4%	171	30.5%
Washburn Scholarship(s)	69	37.1%	186	33.2%
Friend Mentoring/Support	56	30.1%	186	33.2%
Tutoring	14	28.6%	49	8.8%
Non-Washburn Scholarship(s)	13	19.4%	67	12.0%
Other (please explain)	12	48.0%	25	4.5%
Health Services	11	26.2%	42	7.5%
Career Services	10	31.3%	32	5.7%
Counseling	10	22.2%	45	8.0%
Office of Student Services (disabilities, veterans, non-traditional students)	7	50.0%	14	2.5%

Open-Ended Question Responses

Students were asked respond to four open-ended questions. First, students were asked how they would have changed their habits to better focus on their studies if they could start their Washburn experience over again. The following themes emerged from a review of the 325 respondents who commented:

- Better study habits (e.g., studied more, better notetaking, focused/paid more attention) (60)
- Not changed anything regarding their habits to better focus on studies (41)
- Worked less while attending school (24), not worked at all (5), or worked on campus (1)
- Not procrastinated (19), managed time more effectively (13), be more organized (10), balanced work, school and recreation better (15), and attended class more often/skip less (2)
- Choose major more carefully/select it early (17), know career path sooner (4), and stay on path (1)
- More involvement with campus organizations (14)
- Eat better, be more healthy, exercise, get more/better sleep (11)
- Better course schedule (11)
- Lived on campus/closer to campus/for more years on campus (10)
- Better use of campus resources (e.g., ask for help, tutor assistance, utilize research classes) (10)
- Use of the library or a quiet area for studying more (9)
- More assertive with making friends/interacting with peers (9)
- Better living arrangements (7)
- Pushed for better education/better communicate expectations with advisor (7)
- Not started a family/been in a relationship during college (7)
- Socialized less (7)
- Started at Washburn/don't transfer (6) and make certain that credits transfer (1)
- Made better financial decisions (6)
- Made better decisions early in college career (6)
- Addressed mental health issues sooner (6)
- Made education a priority/more aggressive with studies (6)
- Developed a better routine (5)
- Applied for more scholarships/financial aid/loans (4)
- Joined study groups (4)
- Eliminated/reduced stress (4)
- Don't start college so young (4)
- Went to college directly out of high school/younger (3)
- Get to know professors better (3)
- Stayed on campus more often (3)
- Make the most of your time (3)
- Taken general education courses first (3)
- Less involvement in campus organizations (3)
- Take out less student loans (2)
- Worked more (2)
- Found a mentor (2)
- Went to a community college first to get prerequisites/general education courses done first (2)
- Taken advantage of travel/study abroad opportunities (2)
- Taken difficult courses first (1)
- Improved weaknesses instead of relying on strengths (1)
- Got a job related to their major (1)
- Withdrawn courses instead of failed (1)
- Taken fewer online courses (1)

Second, students were asked what advice they would give to an incoming student who wanted to know how best to take advantage of Washburn's educational opportunities. The following themes emerged from a review of the 325 respondents who commented:

- Get involved as much as possible with campus activities, clubs, and organizations (79)
- Get to know professors (46), shadow (1), ask them for help with getting into graduate school (1)
- Use the resources available on campus (31)
- Use the library (19), tutors (16) and study groups (4)
- Don't be afraid to ask questions (17) and don't hesitate to ask for help when needed (13)
- Communicate with your advisor regularly (17) and get a good advisor in your discipline (1)
- Take advantage of the opportunities Washburn has to offer (14), specifically, study abroad (10), Career Services (7), Leadership Institute (1), WTE Experiences (1), WU 101 (1), community service (1), International House (1), activities and majors fair (1), work study (1), and volunteering (1)
- Stay focused (12), take classes seriously (4) and try hard (1)
- Seek out/apply for scholarships and financial aid (11)
- Attend class (8), don't be late (1) and sit in the front row (1)
- Try new/different things than you are used to (7), get out of comfort zone (1), don't limit yourself (1)
- Talk to your classmates (7), as well as upperclassmen (1)
- Develop study skills (7) and time management skills (4), make time to study (5) take notes (1), check email regularly (1), keep track of due dates (1), and be prepared (1)
- Take your time/give yourself extra time (6)
- Meet new people (5), make friends (2)
- Have fun, enjoy, don't stress, relax (5) and be positive (1)
- Get general education courses done first (4), or take them toward the end after selecting a major (1)
- Take care of yourself/make sure you sleep well (4), focus on wellness (1)
- Be organized (7), don't procrastinate (7), do your homework/stay on top of assignments (3), be proactive (4), and prioritize (1)
- Be open-minded (3), explore all options (1) have a willingness to learn (1) and immerse yourself (1)
- Live on campus/close to campus (3)
- Plan ahead/plan out your course schedule (3) and write it down (1)
- Travel (2)
- Find yourself (2), take courses you are interested in (2), find what you love (1), explore options (1)
- Don't take on too much (2), don't overload (1), know your limits (1)
- Go for it (2), its hard but worth it (1), keep going (1)
- Balance your time (2), don't waste it (1)
- Network (2), get a mentor (1)
- Pay attention (1), be an active learner (1) work hard, (1) do your best (1), and finish it (1)
- Save money (1) and work through school/try to graduate debt free (1)
- Change your schedule if it doesn't work (2), make a plan B (1)
- Choose friends wisely (1), find friends who are involved (1) or have similar goals (1)
- Figure out what you want to do early on (1), pick your major wisely (1), don't switch majors (1) and don't double major (1)
- Put in the effort (1), party less (1), make education your full-time priority (1)
- Find a flexible job (1) or get on-campus employment (1)
- Develop yourself as a person (1), work on your personal goals (1)
- Set aside more time for online classes (1) or don't take online courses (1)
- Take as many courses at a junior college that will transfer as possible (1)
- Washburn is a friendly place (1)
- Assess your living situation (1)

The third question asked if any Washburn faculty or staff member(s) made a positive difference in their lives and in what way; 347 provided a response to this question. These responses are kept confidential.

For the final question, students were asked if they wanted to make any additional comments about their Washburn experience. Of the 99 responses to this question, themes were generated and grouped by content; comments were positive, negative or contained recommendations for improvements.

Positive:

- Proud to be an Ichabod/Washburn alumni (28)
- Generally positive comments about Washburn/college experience (25)
- Appreciative of Washburn in general (5)
- Positive experience with faculty (3)
- Grateful for scholarships (2)
- Positive aspects of a small campus/student to teacher ratio (2)
- Departments/Programs/Schools were viewed positively (2)
- Appreciative of Mabee Library Tutoring and Writing Center (1) and WU 101 (1)
- Enjoyed working on campus (1)
- Appreciative of Student Health Services (1)
- Fraternity was viewed positively (1)
- Appreciative of additional parking lots (1)
- Transfer credit process was accommodating (1)
- Complimentary of diversity at Washburn (1)

Negative:

- Faculty are not supportive or only interested in failing students (7)
- Washburn Department/Program/School needs to address issues/problems (5)
- Issues/barriers with Financial Aid (4), Admissions (1), transferring credits (1), enrolling (1) and on campus employment (1)
- Tuition and activity fee increases (3)
- Problems with a scholarship (2)
- Accessibility issues with on campus living arrangements and elevators (2)
- General education courses not relevant (1), course was a waste of time (1)
- Upper level English course is excessive (1)
- Student Health Services is unwelcoming (1)
- Negative comment regarding unpaid internship/paying for credit hours (1)
- Enrollment was primarily in online classes due to fear associated with concealed carry gun laws (1)
- Lack of offerings of courses in the Summer (1)
- Difficulty of balancing work and schoolwork (1)
- Lack of school spirit (1)
- Commuting student did not get a traditional college experience (1)

Recommendations:

- Remove WU 101: The Washburn Experience, or do not charge tuition (3)
- Provide better academic advising (2)
- Parking garage/more parking needed (2)
- Too many distractions at Mabee Library, need quiet study areas (2)

- More scholarships (1) and events (1) for transfer students
- Allow all student voices to be heard (1)
- Continue to provide opportunities to enhance progressive ideology and integrity (1)
- Expanded Forensic Investigations to be a bachelor's degree program (1)
- Reintroduce Dance as a major/program at Washburn (1)
- Additional support from faculty needed for nontraditional students (1)
- Schedule on-campus night activities for commuting students (1)
- Expand campus activities to keep students on campus and involved (1)
- More representation of people of color in the faculty and police force (1)
- Encourage more international students to participate in international student organizations (1)
- Keep Henderson Learning Resources Center open later on Friday nights (1)
- More responsive University Relations social media staff (1)
- Install a printer upstairs at Mabee Library (1)
- More consistency in quality among campus coffee shops (1)
- Daycare facilities needed (1)
- Microsoft Outlook should not be used as the campus email program (1)

Appendix

Graduate or Professional School Plans

Students who selected that they were planning “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 to attend. Responses are grouped by program, then by the institution they planned to attend. Social Work and Law were the most frequent response to this question ($n_s = 19$ and 9 , respectively) with Washburn University as the top institution for these ($n_s = 6$ and 10 , respectively).

- Law (9)
 - Washburn University (4)
 - Washburn University or the University of Wisconsin-Madison (1)
 - Washburn University, the University of Kansas or Washington University (1)
 - Missing response (2)
 - Undecided (1)
- Social Work (9)
 - Washburn University (6)
 - Washburn University or the University of Kansas (2)
 - Undecided (1)
- Business Administration (3)
 - Washburn University (3)
- Occupational Therapy (3)
 - Rockhurst University (1)
 - Rockhurst University or the University of Kansas Medical Center (1)
 - University of Kansas (1)
- Higher Education/Student Affairs (2)
 - Undecided (1)
 - Missing response (1)
- Music Performance (2)
 - University of North Texas or the University of Northern Colorado (1)
 - Missing response (1)

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

- Anthropology at Liverpool John Moores University or Texas Tech University
- Art Therapy at Emporia State University
- Athletic Training, undecided institution
- Biology at Fort Hays State University
- Clinical Psychology at Washburn University
- Coaching Education at Xavier University
- Criminal Justice
- Dental School
- Educational Leadership at Grand Valley State University
- Entomology at Michigan State University
- Health Science
- Law or Business Administration at Washburn University
- Library Science at Emporia State University
- Linguistics at the University of Bonn

- Masters of Accountancy at Washburn University
- Medical School at unknown institution
- Micro or Molecular Biology at University of Kansas, Kansas State University, Iowa State University, University of Iowa, University of Missouri, University of Missouri-Kansas City, Montana State University, University of Colorado or Colorado State University
- Physician Assistant at University of Oklahoma
- Psychology or Communication at Washburn University
- School Psychology at unknown institution
- Social Psychology
- Speech and Language Pathology at University of Nebraska, Lincoln
- Still waiting on application processing

Internship, Clinical or Practicum Organizations

Students who responded affirmatively to the question “Did you complete an internship, clinical, or practicum while enrolled at Washburn?” were asked with what organization(s) did you complete it with. 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 in a health care capacity).

Health Care ($n = 230$)

- Stormont Vail (43)
- The University of Kansas St. Francis Campus (29)
- Lawrence Memorial Hospital (20)
- nursing clinicals, no location given (15)
- Holton Hospital (8)
- Topeka Veteran's Administration Hospital (8)
- Brandon Woods at Alvamar (7)
- Midland Care (7)
- Plaza West (5)
- Respiratory Therapy clinicals, no location given (5)
- Lexington Park (4)
- Occupational Therapy Assistant program at Washburn, no location given (4)
- Onaga Community Hospital (4)
- Radiologic Technology clinicals, no location given (4)
- Kansas Rehabilitation Hospital (3)
- Physical Therapist Assistant program at Washburn, no location given (3)
- YWCA (3)
- Via Christi (3)
- Atchison Hospital (2)
- Fitrition (2)
- Grace Hospice (2)
- Newman Hospital (2)
- Rebound Physical Therapy (2)
- Salina Regional Health Center (2)
- School of Nursing, no location given (2)
- Topeka Presbyterian Manor (2)
- University of Kansas Medical Center (2)

- Wamego Health Center (2)
- Advance Rehabilitation
- Advanced Behavioral Healthcare
- Advanced Physical Therapy Center
- Aldersgate
- Breathe Medical Supplies
- Brewster Place
- Children's Mercy Hospital
- Florence Crittenton Services of Topeka
- Health Information Technology program at Washburn, no location given
- Jayhawk Medical Supplies
- Jayhawk Pharmacy
- Kansas Division of Emergency Management
- KVC Behavioral Healthcare
- Lake Regional Health System
- Mirror, Inc
- Morris County Hospital
- Nemaha Valley Community Hospital
- Neu Physical Therapy
- New Dawn Wellness and Recovery Center
- North Point Skilled Nursing Center
- Orthopedic and Sports Medicine
- PeaceHealth
- Physical Therapy Solutions
- Ransom Memorial Hospital
- RehabCare
- Restore Physical Therapy
- Sabetha Community Hospital
- Shawnee County Health Department
- Shawnee Mission Health
- Sport's Rehab of Kansas City
- St. Joseph Hospital Cancer Center Sunflower Prompt Care
- Tallgrass Hearing and Balance Center
- The Center for Manual Medicine
- The University of Kansas Cancer Centers
- Therapeutic Counseling Services
- TherapyWorks
- Valeo Behavioral Health

Education (*n* = 37)

- Education Department at Washburn, no location given (5)
- Topeka Public Schools (4)
- Seaman School District (3)
- Topeka High School (3)
- Eisenhower Middle School (2)
- Lawrence Public Schools (2)
- Shawnee Heights School District (2)
- Student-teaching, no location given (2)

- Auburn Washburn school district
- Avondale West Elementary School
- Central Methodist Preschool
- Highland Park High School
- KSDE
- McCarter Elementary
- multiple school districts, no locations given
- Pauline South Intermediate School
- Scott Dual Language Magnet School
- Silver Lake Elementary School
- Washburn Rural
- Washburn Tech
- Whitson Elementary
- Williams Magnet School

Social Services (*n* = 24)

- Topeka Rescue Mission (7)
- Let's Help (4)
- Department for Children and Families (3)
- TARC Inc. (2)
- United Way (2)
- Adult Protective Services
- CASA of the High Plains, Inc.
- Community Action
- Jayhawk Area Agency on Aging
- Kansas Children's Service League
- No Stone Unturned

Financial Services (*n* = 14)

- CBW Bank (2)
- SE2 (2)
- Advisors Excel
- AIM Strategies LLC
- Azura Credit Union
- BKD
- Capitol Federal Savings
- CreativeOne Financial Services
- K.L. Johnson & Associates
- Mize Houser CPA Firm
- SCORE
- State Farm

Criminal Justice (*n* = 11)

- Shawnee County Sheriff's Office (4)
- Topeka Police Department (2)
- Central Kansas Community Corrections

- Kansas Judicial Branch
- SA Legal Advisors
- Sneed Law Firm
- State Attorney General

Other (*n* = 44)

- Leadership Institute (4)
- Washburn University, no details given (3)
- Washburn Student Wellness and Recreation Center (3)
- Koch Industries (2)
- KTWU (2)
- Mulvane Art Museum (2)
- Westar Energy (2)
- Social Work Department at Washburn (2)
- Kansas Historical Society (2)
- Camp Weequahic
- Central Packaging
- City of Topeka
- History and Art Departments at Washburn
- Kansas Capitol
- Kansas Electric Cooperatives, Inc
- Kansas House Democrats
- LinC
- Location was given as Falls City, NE, no other details given
- Location was given as Sabetha, KS, no details provided
- Location was given as Abilene, no other details given
- Marketing Department at Washburn, no location given
- Music related courses, no location given
- Norsemen Brewing
- Poverty Studies at Washburn, no location given
- R&S Maintenance Services
- Seaboard Foods
- Sports Information Department at Washburn
- Student Services at Washburn
- TFI-TRAIL Program
- Topeka Metro Bikes
- Worth a 1000 Words Photography Studio

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?

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

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

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

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

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

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

- \$9,999 or less
- \$10,000 to \$14,999
- \$15,000 to \$19,999
- \$20,000 to \$29,999
- \$30,000 to \$39,999
- \$40,000 to \$49,999
- \$50,000 to \$59,999

- \$60,000 to \$74,999
- \$75,000 to \$99,999
- \$100,000 to \$124,999
- \$125,000 to \$149,999
- \$150,000 or more

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

What was your PRIMARY reason for choosing to attend Washburn?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Did you complete at least one Washburn Transformational Experience?

- Yes
- No

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

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

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

- Yes
- No

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

- Yes
- No

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

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

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

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

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

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

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

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

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

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

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

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

What advice would you give to an incoming student who wanted to know how best to take advantage of Washburn's educational opportunities?

If applicable, please name any Washburn faculty or staff member(s) who made a positive difference in your life. In what way did this person(s) make a positive difference in your life? We may share your responses with those faculty and/or staff members you mention, but in doing so we will not reveal your identity.

If you wish to make any additional comments about your experience at Washburn, please provide them in the space below.
