The Senior Survey is designed as an exit survey for graduating seniors. It focuses on a broad range of college outcomes and post-college goals and plans and it provides the college with a framework to make positive changes in the services and educational opportunities provided to our students.

All students that were scheduled to participate in the May graduation ceremony (December, May and August graduates) were sent the survey in an electronic format to their Barton College email address on March 17, 2015 (n=242) using Class Climate survey software. The solicitation email was sent by the Office of Institutional Research. Four follow-up emails were sent to students from the Office of Institutional Research if they had not filled out the survey (March 21, March 31, April 7, and April 14). A total of 113 students responded to the survey resulting in a response rate of forty-seven percent (47%). This was a 17% increase from the response rate of Spring 2014.

The survey instrument was developed by the Office of Institutional Research with careful consideration and input from the Office of Student Success, the Office of Student Affairs, the Registrar’s Office, the Financial Aid Office, the Business Office, Hackney Library and the Office of Institutional Advancement.

**DEMOGRAPHICS OF THE RESPONDENTS**

- 86% of the respondents were female and 14% of the respondents were male. There was a higher than average female participation rate since the overall population consists of 69% female and 31% male students.
- 76% of the respondents were full-time traditional students. 16% of the survey respondents were students in the Accelerated Professional Program.
• 71% of the respondents were Caucasian and 22% were African Americans.
• 93% of the respondents indicated that they were residents of North Carolina.

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Percent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>2%</td>
</tr>
<tr>
<td>Asian</td>
<td>3%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>22%</td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander</td>
<td>2%</td>
</tr>
<tr>
<td>White</td>
<td>71%</td>
</tr>
</tbody>
</table>

• 45% of the respondents entered Barton College in 2011, 23% entered in 2012 and 12% entered in 2013. 17% of the respondents that graduated this year were super-seniors who came to Barton in 2010 or earlier.
• 92% of the respondents graduated in May, 7% graduated in December, and 1% will be graduating in August.
• 37% of the respondents were first-generation college students where neither of their parents earned a college degree (2-year, 4-year or graduate degree). In 2014, approximately 42% of the graduating seniors were first-generation college students, whereas in 2013 only 39% of the senior survey respondents were first-generation college students. The three year average is 39%.

• Respondents were from a cross-section of school/departments with the largest number of respondents being from the School of Nursing, School of Social Work and School of Sciences.
How often in your senior year did you:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask questions in class</td>
<td>60%</td>
<td>38%</td>
<td>3%</td>
</tr>
<tr>
<td>Support your opinions with a logical argument</td>
<td>59%</td>
<td>38%</td>
<td>4%</td>
</tr>
<tr>
<td>Seek solutions to problems and explain them to others</td>
<td>55%</td>
<td>42%</td>
<td>3%</td>
</tr>
<tr>
<td>Revise your papers to improve your writing</td>
<td>58%</td>
<td>40%</td>
<td>2%</td>
</tr>
<tr>
<td>Evaluate the quality and reliability of information you received</td>
<td>56%</td>
<td>41%</td>
<td>4%</td>
</tr>
<tr>
<td>Take a risk because you felt you had more to gain</td>
<td>29%</td>
<td>55%</td>
<td>15%</td>
</tr>
<tr>
<td>Seek alternative solutions to a problem</td>
<td>43%</td>
<td>55%</td>
<td>2%</td>
</tr>
<tr>
<td>Look up scientific research articles and resources</td>
<td>52%</td>
<td>42%</td>
<td>6%</td>
</tr>
<tr>
<td>Explore topics on your own, even though it was not required for a class</td>
<td>38%</td>
<td>44%</td>
<td>18%</td>
</tr>
<tr>
<td>Accept mistakes as part of the learning process</td>
<td>73%</td>
<td>27%</td>
<td>0%</td>
</tr>
<tr>
<td>Seek feedback on your academic work</td>
<td>59%</td>
<td>39%</td>
<td>2%</td>
</tr>
</tbody>
</table>

- Most students understood that mistakes are part of the learning process (73%), and 58% of the students polled frequently revised their papers and sought feedback on their academic work. Students, however, were not willing to take a risk even if they felt they had more to gain (29%).

- Problem solving skills among the student body was high. Almost 55% of the students polled found solutions to problems and explained them to others. These students were also capable of supporting their opinions with logical arguments.
Since entering college how often have you...

<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worked on independent study projects</td>
<td>40%</td>
<td>42%</td>
<td>19%</td>
</tr>
<tr>
<td>Discussed course content with students outside of class</td>
<td>63%</td>
<td>36%</td>
<td>1%</td>
</tr>
<tr>
<td>Failed to complete homework on time</td>
<td>1%</td>
<td>33%</td>
<td>66%</td>
</tr>
<tr>
<td>Have been bored in class</td>
<td>25%</td>
<td>58%</td>
<td>17%</td>
</tr>
<tr>
<td>Came late to class</td>
<td>3%</td>
<td>46%</td>
<td>51%</td>
</tr>
<tr>
<td>Studied with other students</td>
<td>42%</td>
<td>48%</td>
<td>10%</td>
</tr>
<tr>
<td>Performed community service as part of a class</td>
<td>24%</td>
<td>55%</td>
<td>21%</td>
</tr>
<tr>
<td>Posted on course-related online discussion boards</td>
<td>41%</td>
<td>49%</td>
<td>11%</td>
</tr>
<tr>
<td>Used the library for research or homework</td>
<td>44%</td>
<td>46%</td>
<td>10%</td>
</tr>
<tr>
<td>Accessed the library's resources electronically</td>
<td>48%</td>
<td>44%</td>
<td>8%</td>
</tr>
<tr>
<td>Missed class due to employment</td>
<td>0%</td>
<td>14%</td>
<td>86%</td>
</tr>
<tr>
<td>Missed class for other reasons</td>
<td>5%</td>
<td>66%</td>
<td>28%</td>
</tr>
<tr>
<td>Tutored another college student</td>
<td>6%</td>
<td>27%</td>
<td>66%</td>
</tr>
<tr>
<td>Met with an advisor about your career plans</td>
<td>23%</td>
<td>60%</td>
<td>17%</td>
</tr>
<tr>
<td>Fell asleep in class</td>
<td>1%</td>
<td>17%</td>
<td>82%</td>
</tr>
<tr>
<td>Had difficulty getting the courses you needed</td>
<td>4%</td>
<td>32%</td>
<td>65%</td>
</tr>
<tr>
<td>Asked a professor for advice after class</td>
<td>35%</td>
<td>56%</td>
<td>9%</td>
</tr>
<tr>
<td>Challenged a professor's ideas in class</td>
<td>3%</td>
<td>53%</td>
<td>44%</td>
</tr>
<tr>
<td>Worked on a professor's research project</td>
<td>13%</td>
<td>35%</td>
<td>52%</td>
</tr>
<tr>
<td>Communicated regularly with your professors</td>
<td>58%</td>
<td>39%</td>
<td>4%</td>
</tr>
<tr>
<td>Worked with classmates on group projects outside of class</td>
<td>48%</td>
<td>50%</td>
<td>2%</td>
</tr>
<tr>
<td>Took a class that required one or more 10+ page papers</td>
<td>34%</td>
<td>53%</td>
<td>13%</td>
</tr>
<tr>
<td>Took a class that required multiple short papers</td>
<td>73%</td>
<td>26%</td>
<td>1%</td>
</tr>
<tr>
<td>Made a presentation in class</td>
<td>81%</td>
<td>19%</td>
<td>1%</td>
</tr>
</tbody>
</table>

- Both the percentage of students accessing the library’s electronic resources and the percentage of students using the library for research on homework increased compared to the 2014 data.

- 83% of the respondents met with their advisor to discuss career plans although only 49% were very satisfied with their advisor’s involvement in their career planning (see page 10). These rates have not changed significantly since 2014.

- Oral communication is a general education learning outcome at Barton College. 81% of students frequently made class presentations.

- Students frequently discussed course content outside of class and nearly 50% worked on group projects outside of class.

- Students rarely exhibited negative academic behaviors such as not completing homework on time, tardiness to class, falling asleep in class, or missing class on a regular basis.
Interactions with Faculty

<table>
<thead>
<tr>
<th>To what degree did faculty members in your Major Department:</th>
<th>To a great degree</th>
<th>To some degree</th>
<th>To no degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set high academic expectations for you</td>
<td>79%</td>
<td>20%</td>
<td>1%</td>
</tr>
<tr>
<td>Clarify the program objectives</td>
<td>64%</td>
<td>35%</td>
<td>2%</td>
</tr>
<tr>
<td>Encourage you to actively participate in your learning</td>
<td>77%</td>
<td>23%</td>
<td>1%</td>
</tr>
<tr>
<td>Encourage you to devote sufficient time and energy to your coursework</td>
<td>80%</td>
<td>18%</td>
<td>2%</td>
</tr>
<tr>
<td>Assist you in seeking post-graduate employment</td>
<td>35%</td>
<td>39%</td>
<td>26%</td>
</tr>
<tr>
<td>Assist you with post-graduate educational opportunities</td>
<td>33%</td>
<td>44%</td>
<td>23%</td>
</tr>
<tr>
<td>Assist you with an internship</td>
<td>46%</td>
<td>29%</td>
<td>25%</td>
</tr>
</tbody>
</table>

• Faculty created a welcoming learning environment for students. 63% of students said faculty frequently clarified objectives and over 70% of faculty encourage students to actively participate in their learning.

• Faculty assistance dropped significantly when students asked for help in the area of post-graduate opportunities. Faculty members were, however, willing to assist students with internships.
On a weekly basis students spent an equal amount of time interacting with friends (47% spent over 2 hours weekly) and watching TV (40% spent over 2 hours weekly).

Students at Barton College also valued doing constructive activities when spending time with friends. Over half of the respondents said they never partied during the week.

Students spent more time playing sports and exercising than they did praying or meditating. However, about half of the respondents spent at least 1-2 hours each week on both of these activities.
Most students worked for pay off-campus, and these students worked more hours with a majority indicating they worked at least 20 hours per week.

Only 31% of the students polled indicated they worked on-campus, and a majority of respondents only worked between 3 to 15 hours each week.

55% of seniors indicated they devoted no time to clubs or organizations, but 31% said they spent over 3 hours a week on social media.

While 55% of respondents indicated they devoted no time to a club or organization during their senior year, only 34% stated they were never an active participant in a club or organization at Barton College (see page 13).
Based on the above figures, students spent equal amount of time in classes, with guided help, as they did studying for exams and completing assignments on their own.

**Commuting**

- Most of the senior respondents lived close to the college because only 5% spent more than 10 hours commuting each week. Of the remaining seniors, 31% spent between 3 to 10 hours commuting. The remainder either lived on-campus or lived within a 30 minute drive to the college.

**Career Planning**

- Seniors were eager to plan their careers as 52% devoted more than 2 hours a week to the task.

How Much Did College Education Contribute to Community/Global Awareness?

<table>
<thead>
<tr>
<th>To what degree did your college education contribute to the development of your...</th>
<th>To a great degree</th>
<th>To some degree</th>
<th>To no degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>General knowledge</td>
<td>69%</td>
<td>29%</td>
<td>2%</td>
</tr>
<tr>
<td>Knowledge of a particular field or discipline</td>
<td>82%</td>
<td>18%</td>
<td>0%</td>
</tr>
<tr>
<td>Knowledge of people from different races/cultures</td>
<td>60%</td>
<td>37%</td>
<td>4%</td>
</tr>
<tr>
<td>Understanding of the problems facing your community</td>
<td>59%</td>
<td>39%</td>
<td>3%</td>
</tr>
<tr>
<td>Understanding of national issues</td>
<td>44%</td>
<td>50%</td>
<td>6%</td>
</tr>
<tr>
<td>Understanding of global issues</td>
<td>44%</td>
<td>49%</td>
<td>7%</td>
</tr>
</tbody>
</table>

Overall, a college education at Barton made seniors very knowledgeable in their field of study, but did not educate students to be global citizens. Seniors had a strong understanding of problems facing their local community, but less than half had the same understanding of issues facing the nation and the world.
How Much Did College Education Contribute to Developing Student’s Skill Set?

<table>
<thead>
<tr>
<th>Skill Set</th>
<th>To a great degree</th>
<th>To some degree</th>
<th>To no degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical thinking skills</td>
<td>82%</td>
<td>18%</td>
<td>0%</td>
</tr>
<tr>
<td>Problem-solving skills</td>
<td>78%</td>
<td>23%</td>
<td>0%</td>
</tr>
<tr>
<td>Leadership skills</td>
<td>73%</td>
<td>24%</td>
<td>3%</td>
</tr>
<tr>
<td>Speaking skills</td>
<td>67%</td>
<td>32%</td>
<td>1%</td>
</tr>
<tr>
<td>Writing skills</td>
<td>67%</td>
<td>31%</td>
<td>2%</td>
</tr>
<tr>
<td>Interpersonal skills</td>
<td>65%</td>
<td>32%</td>
<td>4%</td>
</tr>
<tr>
<td>Ability to work as part of a team</td>
<td>70%</td>
<td>27%</td>
<td>3%</td>
</tr>
<tr>
<td>Ability to manage your time effectively</td>
<td>65%</td>
<td>33%</td>
<td>2%</td>
</tr>
<tr>
<td>Ability to work independently</td>
<td>78%</td>
<td>17%</td>
<td>5%</td>
</tr>
<tr>
<td>Desire to exercise public responsibility</td>
<td>58%</td>
<td>37%</td>
<td>5%</td>
</tr>
<tr>
<td>Desire to perform community service</td>
<td>46%</td>
<td>45%</td>
<td>9%</td>
</tr>
<tr>
<td>Preparedness for employment after college</td>
<td>58%</td>
<td>34%</td>
<td>8%</td>
</tr>
<tr>
<td>Preparedness for graduate or advanced education</td>
<td>55%</td>
<td>37%</td>
<td>8%</td>
</tr>
</tbody>
</table>

- Around 80% of seniors believe that their education at Barton greatly increased their critical thinking and problem solving skills. This is a 10% increase from the class of 2014 survey results.
- 58% of graduating seniors felt prepared for employment after college. This is almost a 20% increase from the class of 2014 results.

Satisfaction with Library

<table>
<thead>
<tr>
<th>Level of Satisfaction</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library instruction sessions</td>
<td>23%</td>
<td>70%</td>
<td>3%</td>
<td>5%</td>
</tr>
<tr>
<td>Librarian assistance in the library</td>
<td>38%</td>
<td>60%</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>Library resources</td>
<td>41%</td>
<td>58%</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>Ease of finding books and articles that support your research assignments</td>
<td>36%</td>
<td>60%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>The &quot;Learning Commons&quot; (first floor)</td>
<td>33%</td>
<td>66%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>The &quot;Quiet Zone&quot; (second floor)</td>
<td>42%</td>
<td>57%</td>
<td>0%</td>
<td>1%</td>
</tr>
</tbody>
</table>

- Overall, seniors were satisfied with the library and the resources it provided. Only 36% were very satisfied with the ease of finding library resources. Even in the comment section of the survey, a majority of comments focused on student experiences when trying to locate material. One student stated the online database did not provide useful information, and another student felt there should be a better labeling system at the library.
Satisfaction with Advising

<table>
<thead>
<tr>
<th>Level of Satisfaction</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisor's knowledge about campus policies</td>
<td>49%</td>
<td>46%</td>
<td>5%</td>
<td>1%</td>
</tr>
<tr>
<td>Advisor's knowledge about degree requirements</td>
<td>59%</td>
<td>32%</td>
<td>7%</td>
<td>2%</td>
</tr>
<tr>
<td>Advisor's knowledge about course sequences</td>
<td>58%</td>
<td>35%</td>
<td>5%</td>
<td>2%</td>
</tr>
<tr>
<td>Availability of your advisor to meet with you</td>
<td>60%</td>
<td>37%</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>Advisor's involvement in my educational planning</td>
<td>56%</td>
<td>35%</td>
<td>8%</td>
<td>2%</td>
</tr>
<tr>
<td>Advisor's involvement in my career planning</td>
<td>50%</td>
<td>39%</td>
<td>9%</td>
<td>3%</td>
</tr>
</tbody>
</table>

- Over half of the seniors were very satisfied with their advisor’s knowledge and guidance throughout their college career at Barton. However, the comments indicated the opposite, with many stating their advisor was not knowledgeable and provided little guidance.

Satisfaction with Registrar Office

<table>
<thead>
<tr>
<th>Level of Satisfaction</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variety of courses available</td>
<td>27%</td>
<td>62%</td>
<td>11%</td>
<td>0%</td>
</tr>
<tr>
<td>Availability of courses</td>
<td>23%</td>
<td>63%</td>
<td>14%</td>
<td>0%</td>
</tr>
<tr>
<td>Overall registration process</td>
<td>28%</td>
<td>65%</td>
<td>6%</td>
<td>1%</td>
</tr>
<tr>
<td>Transcript request process</td>
<td>33%</td>
<td>63%</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>Communication from the registrar’s office regarding the academic calendar</td>
<td>36%</td>
<td>62%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Friendliness of the staff</td>
<td>46%</td>
<td>52%</td>
<td>2%</td>
<td>0%</td>
</tr>
</tbody>
</table>

- Students were satisfied with all aspects of the Registrar’s office. Only 14% of students indicated they were dissatisfied with course availability.
- Student comments praised the Registrar’s staff but indicated there are issues with course scheduling.
Satisfaction with Financial Aid Office

<table>
<thead>
<tr>
<th>Level of Satisfaction</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>College financial aid process</td>
<td>28%</td>
<td>62%</td>
<td>8%</td>
<td>3%</td>
</tr>
<tr>
<td>Financial aid package</td>
<td>29%</td>
<td>60%</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td>Financial aid reception staff</td>
<td>33%</td>
<td>58%</td>
<td>7%</td>
<td>2%</td>
</tr>
<tr>
<td>Financial aid advisor staff</td>
<td>31%</td>
<td>61%</td>
<td>6%</td>
<td>2%</td>
</tr>
</tbody>
</table>

- Overall satisfaction with the financial aid office was high. The figures show the number of satisfied and very satisfied students was about 90% for all categories. However, the comments about the financial aid office seemed to indicate the process was frustrating to students. No students provided any feedback or suggestions as to what improvements could be made to ease their frustrations.

Satisfaction with Business Office

<table>
<thead>
<tr>
<th>Level of Satisfaction</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly Billing Statements</td>
<td>30%</td>
<td>61%</td>
<td>6%</td>
<td>3%</td>
</tr>
<tr>
<td>Availability to see statements online</td>
<td>36%</td>
<td>61%</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>Payment plan procedures</td>
<td>35%</td>
<td>56%</td>
<td>5%</td>
<td>4%</td>
</tr>
<tr>
<td>Efficiency of payment processing</td>
<td>28%</td>
<td>67%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Friendliness of office staff</td>
<td>42%</td>
<td>54%</td>
<td>4%</td>
<td>1%</td>
</tr>
<tr>
<td>Ability to meet your needs in a timely manner</td>
<td>34%</td>
<td>60%</td>
<td>6%</td>
<td>0%</td>
</tr>
</tbody>
</table>

- The Business office did a great job meeting student needs. There were very few students that were dissatisfied or very dissatisfied with the business office. Student comments praised the timeliness and professionalism displayed by the Business office staff.
Students, in general, were satisfied with the facilities offered at Barton College. Satisfaction with on campus housing (very satisfied and satisfied) has doubled since last year, and Barton is currently renovating a dorm to provide additional housing options for students.
Clubs & Organizations

A majority of students at the College were active participants in at least one club or organization. Only 34% of respondents said they did not participate in any type of club or organization during their time at Barton College.

Graduate Employment

Six months after graduation, 87% of seniors planned to be working full time, 23% plan on attending graduate/professional school, and 1% will complete additional undergraduate course work.

The current employment plans from graduates are as follows:

- 17% have accepted an offer for employment.
- 5% are currently considering an offer.
- 59% are looking for a job, but currently have no offer.
- 14% are not actively looking for a position.
- 3% are not planning to be employed after graduation.
- 2% have received an offer for a position, but declined.

Internships

85% of seniors indicated they had completed an internship by the end of their senior year. This figure was up 23% from the previous year. 81% of those that participated in an internship indicated that it was a requirement for their major.

Barton College Website Access

In this section of the survey students were asked to check what areas of the web site they use most often.
Email was the most frequently used website resource. The Events Calendar, the Financial Aid Office, and the Registrar’s Office were the next most used website resources. The least accessed parts of the website were Career Services and Alumni Information/Class Notes Forum.

### Career Services

Students were asked to select all the career services they utilized while at Barton. The top three most utilized career services for graduating seniors were, respectively: resume assistance, careers fair, and interview preparation. The most under-utilized career service was CLEP Testing. Other career services such as, employment search, graduate school research, career assessment, graduate entrance exam preparation, internship information/search, and summer/part time employment information were all utilized to varying degrees by graduating seniors.

### Graduates and Institutional Advancement

A majority of students stated that they were not interested in volunteer opportunities at Barton College. The most desired volunteer opportunity was planning the Class of 2015 reunion. The least desired volunteer opportunity was assisting in phone-a-thons. The volunteer opportunities that shared equal interest among respondents were assisting the Office of Admissions, assisting with career services, and serving on the Alumni Board. The other volunteer opportunities were not of high interest to graduating seniors. It was indicated that e-mail would be best for future correspondence, and that if a graduating senior wanted to know about events on campus they would contact a current student or check Barton College’s website.

Half of the graduating seniors do not plan on giving back to Barton College, but the students that were interested stated that student success followed by athletics would be their top priorities. Even though graduating seniors were not interested in giving back to Barton, 82% polled said they would or probably would choose Barton College if they had the decision to make again. Another 81% said they would recommend Barton College to a friend or family member.