

## SENIOR SURVEY – SPRING 2022 EXECUTIVE SUMMARY

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 afforded its students.

All students who are scheduled to participate in the May 2022 graduation ceremony (December 2021, May 2022, and August 2022 graduates; n=217) were sent an electronic survey to their Barton College email address on February 4, 2022, using Class Climate survey software. The solicitation email was sent from the Office of Institutional Research. Follow-up emails were sent to students who had not yet filled out the survey every six days (up to a total of six reminder e-mails). A total of 78 students responded to the survey, resulting in a response rate of 36% (versus 29.3% in 2021 and 30.7% in 2020). The 2022 Senior Survey was distributed two months later in the year than the 2021 Senior Survey, so as not to interfere with the NSSE Survey that was administered to all seniors between March 3 and April 4, 2022. Given the improvement in the response rate, this timing will be employed again next year.

When reviewing the results of the 2022 Senior Survey, one can't help but consider the lingering impacts the coronavirus pandemic has had on these graduates, many of whom have completed half of their college careers during this period. When asked in the Senior Survey whether or not the COVID-19 pandemic impacted their academic success, 47.2% responded "yes," 41.7% responded "no," and 11.1% responded that they were "unsure." In the comments received, which appear later in this report, students mentioned spending time in quarantine and missing valuable classroom learning, falling behind in their work due to contracting COVID-19, having their student teaching or nursing clinicals disrupted, and dealing with heightened stress, anxiety and family losses during this time. Others mentioned having difficulty learning in a remote setting, losing motivation to study and do well in online classes, and better appreciating in-person learning as a result of having to move to remote learning for part of the Spring 2020 semester. While the College was able to return to in-person learning for both the 2020-2021 and 2021-2022 academic years, we know from those who responded to the Senior Survey that Barton students have been and continue to be impacted by the coronavirus pandemic in myriad ways.

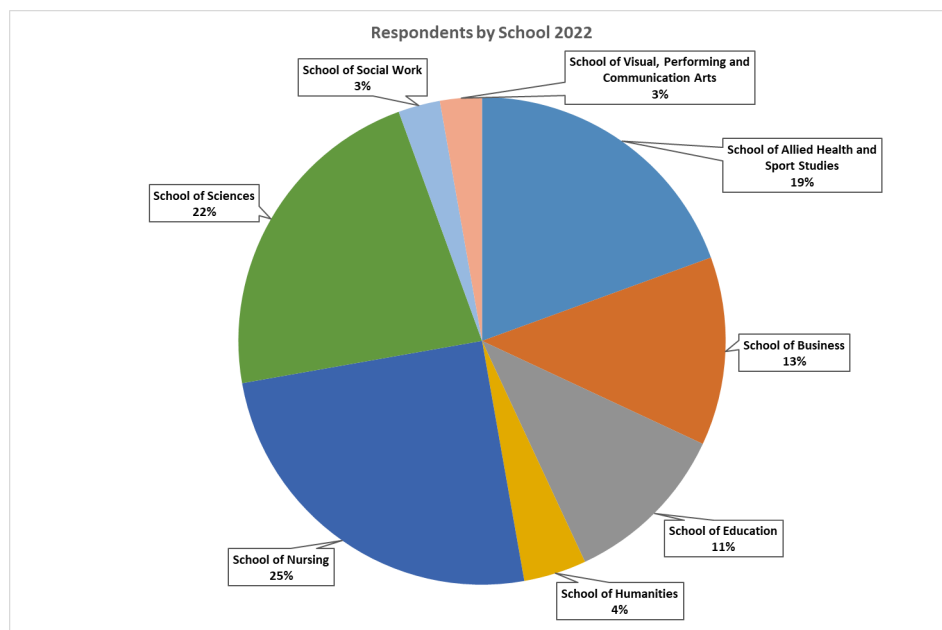
## CHARACTERISTICS OF THE RESPONDENTS

- 79.5% of the respondents were female and 20.5% of the respondents were male. The overall population surveyed consisted of 65% female and 35% male students.
- 84.0% of the respondents were full-time traditional students and 16.0% of the survey respondents were non-traditional students in the Professional Studies Program.
- 53.3% of the respondents entered Barton College in 2018; 10.3% entered in 2019; 18.7% entered in 2020 and 1.3% entered in 2021. 13.3% of the respondents were “super-seniors” who came to Barton in 2017 or earlier.
- 94.4% of the respondents expect to graduate in May 2022, 4.2% graduated in December 2021, and 1.4% expect to graduate in August 2022.
- While a senior, 40% of the respondents lived off-campus in a room or apartment, 21.3% lived with parent(s)/relatives, 20.0% lived in a residence hall, none lived in a fraternity house, and 18.7% lived in their own home.
- When asked to report on the highest level of education completed by parent 1, respondents reported: 1.4% completed jr. high/middle school; 36.5% completed high school; 17.6% completed a 2-year college; 32.4% completed a 4-year college; 10.8% completed graduate school; and 1.4% had a response of “unknown”.
- When asked to report on the highest level of education completed by parent 2, respondents reported: 8.1% completed jr. high/middle school; 37.8% completed high school; 10.8% completed a 2-year college; 29.7% completed a 4-year college; 8.1% completed graduate school; and 5.4% had a response of “unknown”.

### Race/Ethnicity of Respondents

- 6.9% of the respondents indicated that they were Hispanic or Latino, while Hispanic or Latino students made up 8.1% of the survey pool.
- 67.9% of the respondents self-reported as White, whereas White students made up 58.0% of those surveyed.
- 16.7% of the respondents self-reported as Black or African American, while Black or African American students comprised 24.9% of those surveyed.
- The remainder of the respondents self reported as Asian (1.3%), American Indian or Alaska Native (1.3%), Non-resident alien (1.3%), Two or more races (2.6%), and Unknown (2.6%).

## Respondents by School

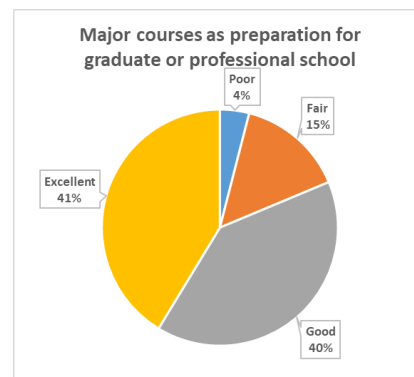
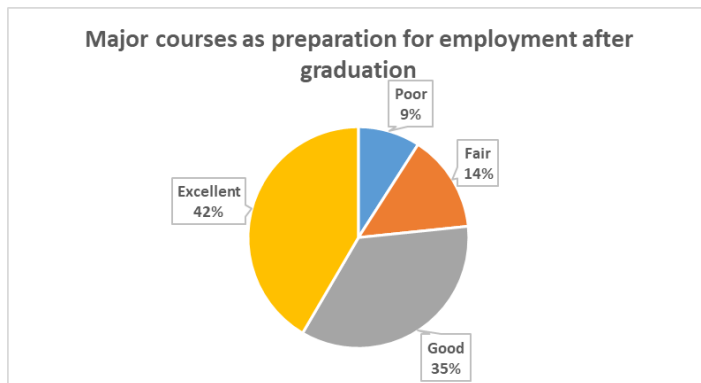


- Responses were received from students representing each of Barton’s 7 undergraduate schools and the Social Work program. In general, the response rates by school were in line with the distribution by school in the survey pool.

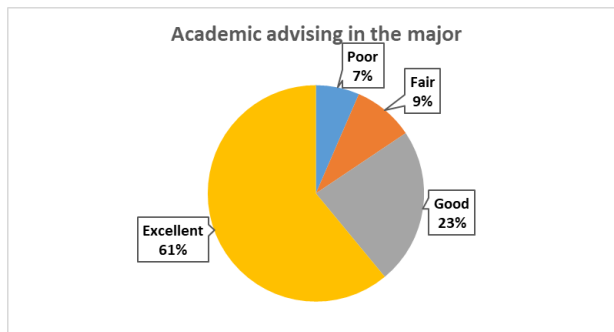
## FEEDBACK ABOUT THE MAJOR



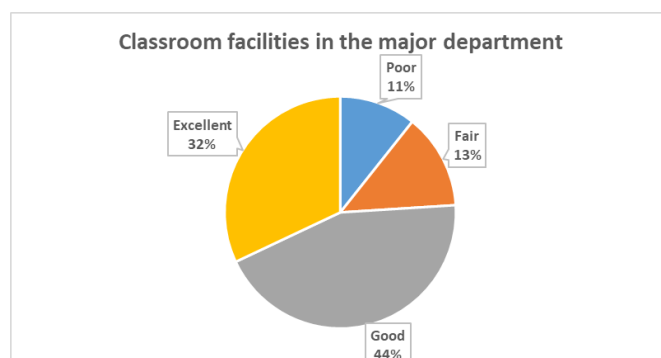
- 89.6% of the respondents rated the overall quality of the major as good or excellent (versus 84.8% in 2021).
- Feedback about instruction in the 300-400 level courses in the major was slightly less positive as 82.9% rated this category as good or excellent (versus 87.9% in 2021).



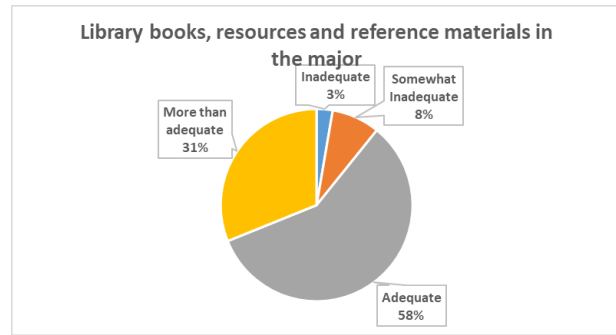
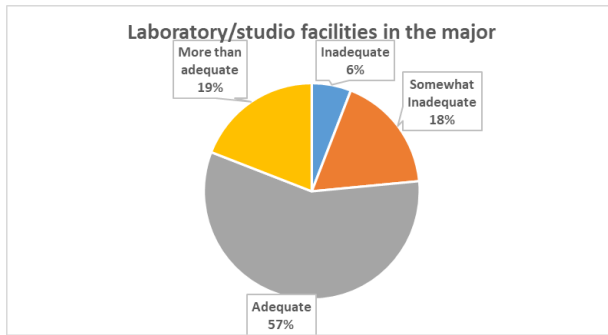
- Respondents were positive in their feedback about major courses as preparation for employment after graduation (76.7% rated this category as good or excellent) or as preparation for graduate or professional school (81.3% gave this category a good or excellent rating). These ratings in 2021 were 76.3% and 77.7%, respectively.



- 84.4% rated academic advising in the major as either good or excellent (versus 89.6% in 2021).
- 77.6% rated career advising in the major as either good or excellent (versus 83.7% in 2021).



- Practical experiences in the major received positive feedback with 80.3% assigning a good or excellent rating to the category (versus 89.3% in 2021).
- 76% of the respondents responded that the classroom facilities in the department were good or excellent (versus 54.4% in 2021).

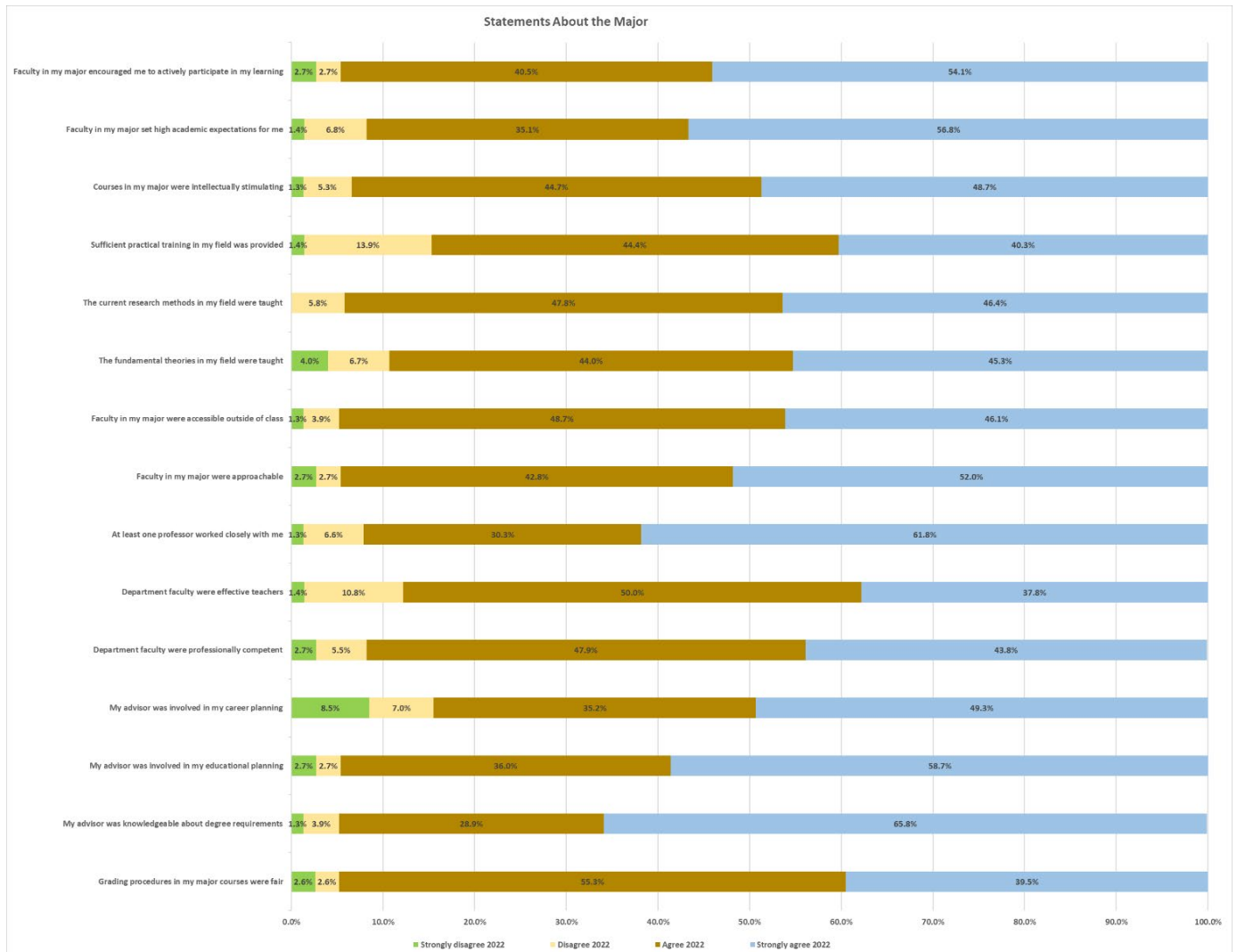


- 57.4% of the respondents reported that laboratory/studio facilities in the major were adequate, while 19.1% selected “more than adequate” as their response. 5.9% indicated that laboratory/studio facilities in the major were inadequate. In 2021, ratings were 48.8%, 20.9% and 7.0% respectively.
- 58.1% of the respondents reported that library books, resources and reference materials in the major were adequate, while 31.1% selected “more than adequate” as their response. 2.7% indicated that library books, resources and reference materials in the major were inadequate. In 2021, ratings were 45.1%, 43.1% and 5.9% respectively.

The following table contains the 2019, 2020, 2021, and 2022 responses to the statements about the major.

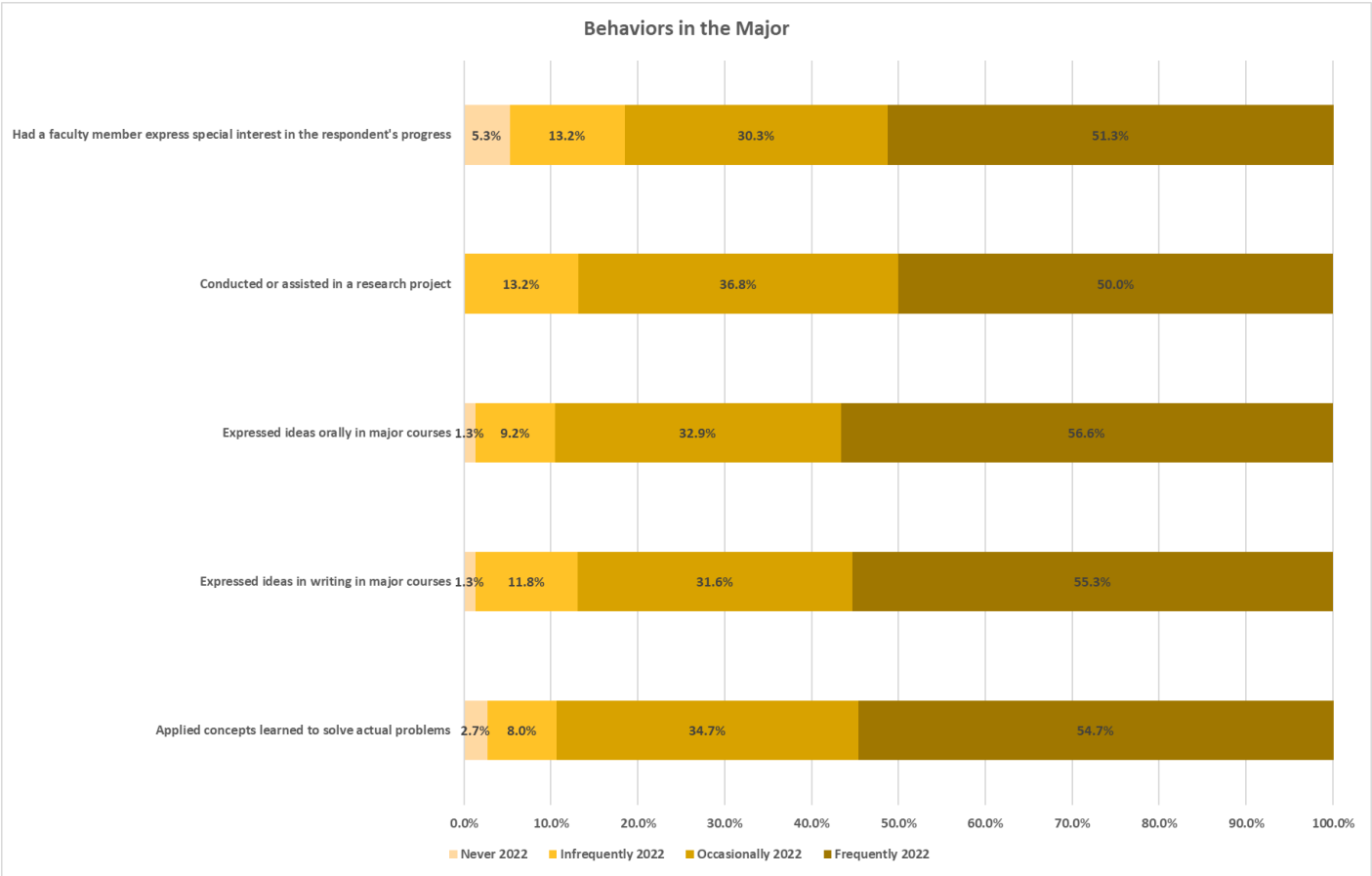
	2019 Responses	2020 Responses	2021 Responses	2022 Responses
<b>Overall quality of the major</b>				
Poor	3.8%	6.6%	3.4%	1.3%
Fair	15.2%	4.9%	11.9%	9.1%
Good	43.0%	42.6%	37.3%	37.7%
Excellent	38.0%	45.9%	47.5%	51.9%
<b>Instruction in 300-400 level course in the major</b>				
Poor	1.3%	8.1%	3.4%	3.9%
Fair	14.3%	3.2%	8.6%	13.2%
Good	49.4%	41.9%	37.9%	38.2%
Excellent	35.1%	46.8%	50.0%	44.7%
<b>Practical experiences (practica, labs, internships, clinicals, etc.) in the major</b>				
Poor	7.7%	3.3%	3.6%	7.9%
Fair	15.4%	9.8%	7.1%	11.8%
Good	33.3%	32.8%	33.9%	32.9%
Excellent	43.6%	54.1%	55.4%	47.4%
<b>Major courses as preparation for employment after graduation</b>				
Poor	12.8%	13.3%	5.1%	9.1%
Fair	14.1%	11.7%	18.6%	14.3%
Good	33.3%	38.3%	37.3%	35.1%
Excellent	39.7%	36.7%	39.0%	41.6%
<b>Major courses as preparation for graduate or professional school</b>				
Poor	10.5%	13.6%	9.3%	4.0%
Fair	13.2%	8.5%	13.0%	14.7%
Good	38.2%	39.0%	29.6%	40.0%
Excellent	38.2%	39.0%	48.1%	41.3%
<b>Career advising in the major</b>				
Poor	10.3%	6.6%	10.9%	7.9%
Fair	16.7%	13.1%	5.5%	14.5%
Good	29.5%	31.1%	36.4%	26.3%
Excellent	43.6%	49.2%	47.3%	51.3%
<b>Academic advising in the major</b>				
Poor			3.4%	6.5%
Fair			6.9%	9.1%
Good			24.1%	23.4%
Excellent			65.5%	61.0%
<b>Classroom facilities in the major department</b>				
Poor	8.9%	3.4%	8.8%	10.7%
Fair	25.3%	28.8%	36.8%	13.3%
Good	39.2%	40.7%	24.6%	44.0%
Excellent	26.6%	27.1%	29.8%	32.0%
<b>Laboratory/Studio facilities</b>				
Inadequate	12.9%	4.1%	7.0%	5.9%
Somewhat Inadequate	65.7%	16.3%	23.3%	17.6%
Adequate	21.4%	59.2%	48.8%	57.4%
More than adequate		20.4%	20.9%	19.1%
<b>Library books, resources, and reference materials</b>				
Inadequate	6.5%	3.5%	5.9%	2.7%
Somewhat Inadequate	62.3%	3.5%	5.9%	8.1%
Adequate	31.2%	68.4%	45.1%	58.1%
More than adequate		24.6%	43.1%	31.1%

## FEEDBACK TO STATEMENTS ABOUT THE MAJOR



- 94.8% of the respondents agreed or strongly agreed that grading procedures in the major courses were fair, that faculty in the major were approachable, and that faculty in the major were accessible outside of class.
- While all responses were very favorable, the lowest positive responses were received for the statements regarding advisors being involved in career planning and sufficient practical training in the field being provided.
- In 2022, there were no statements about the major where less than 84% of the respondents either agreed or strongly agreed with the statement.

## ACADEMIC BEHAVIORS IN THE MAJOR

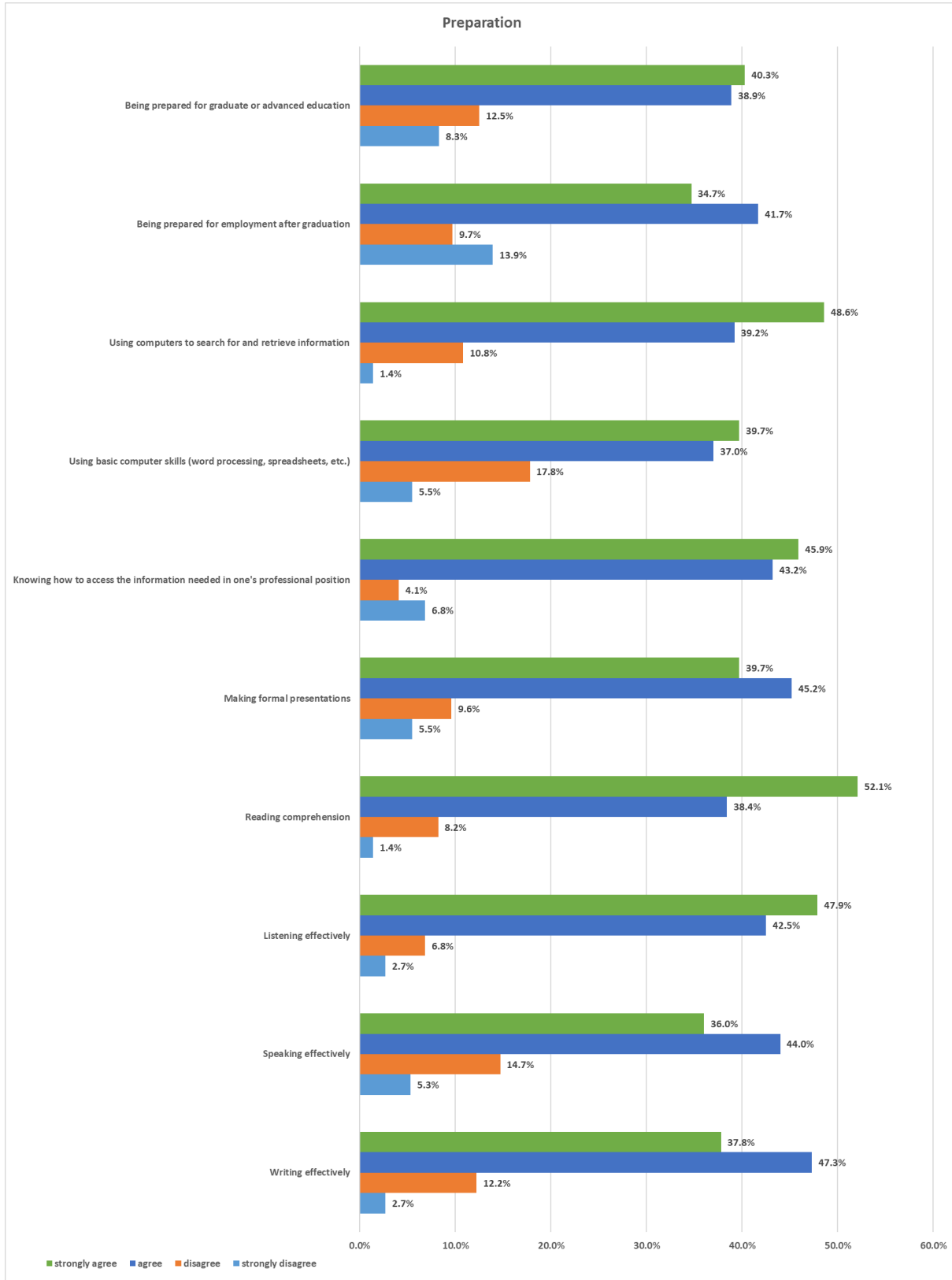


- 89.5% of the respondents reported that they occasionally or frequently expressed ideas orally in the major (down from 91.6% in 2021).
- 86.9% indicated that they occasionally or frequently expressed ideas in writing in the major (down from 90% in 2021).
- 89.4% of the respondents reported that they occasionally or frequently applied concepts learned to solve actual problems (down from 91.7% in 2021).
- 86.8% of the respondents reported that they occasionally or frequently conducted or assisted in a research project in the major (up from 81.7% in 2021).
- 81.6% responded that they occasionally or frequently had a faculty member express special interest in their progress (no change from 81.6% in 2021).

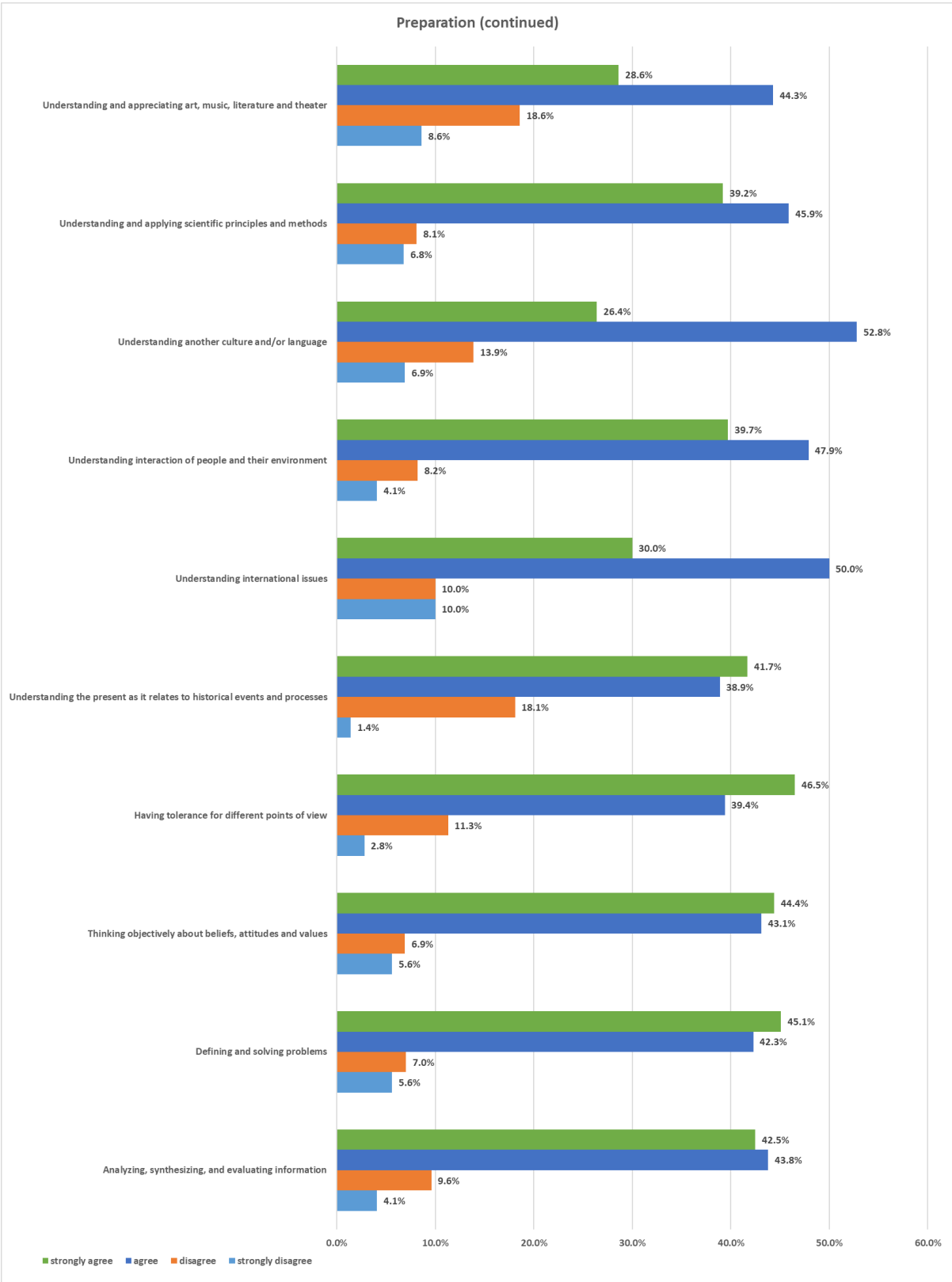


## FEEDBACK REGARDING BARTON COLLEGE PREPARATION

Seniors were asked to indicate how well they were prepared by their Barton experiences for each of the following:



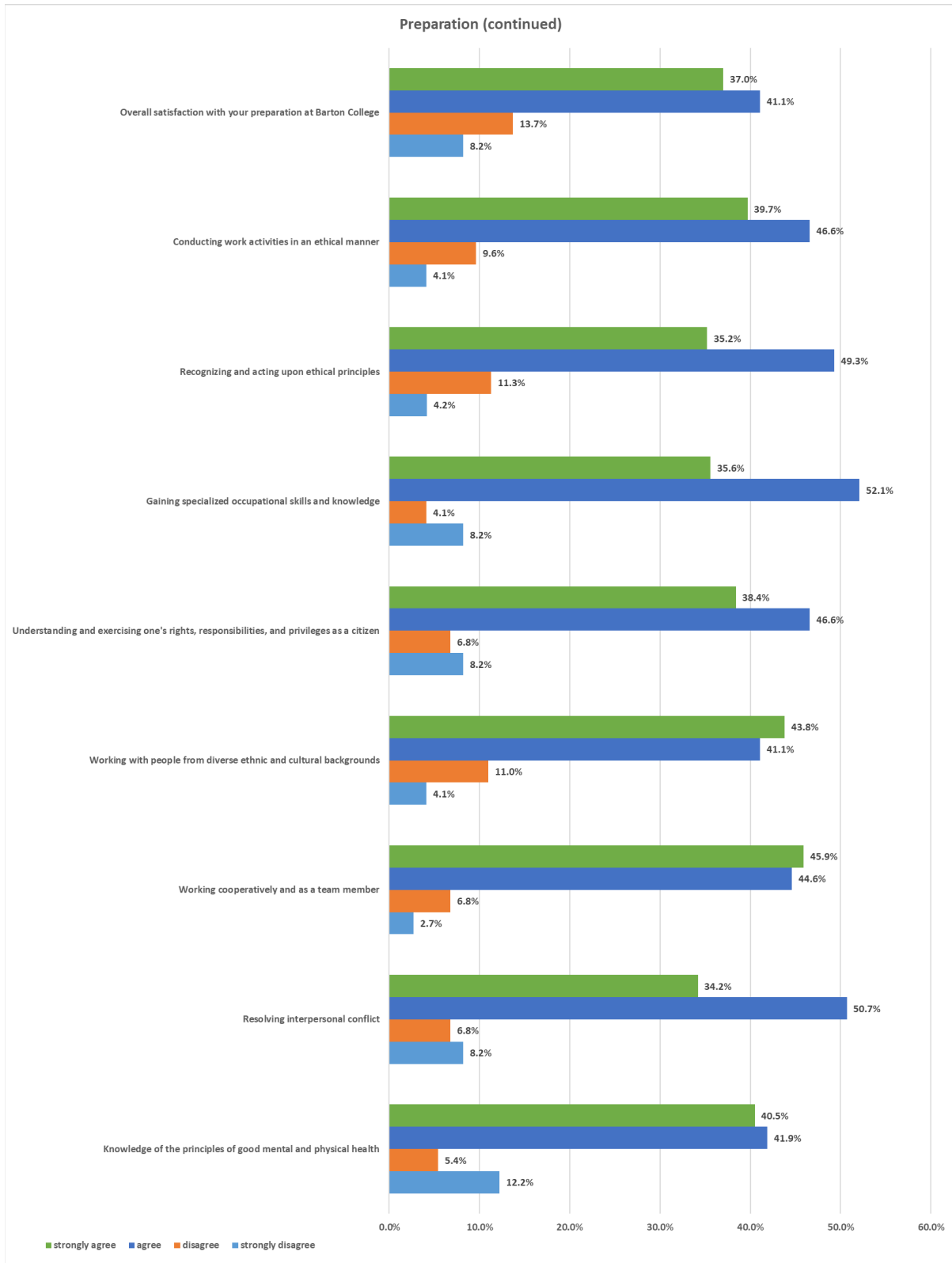
- In 2022, the respondents expressed the highest levels of confidence in their preparation (sum of % of students who agree and strongly agree) in “listening effectively” and “reading comprehension” with over 90% totals.
- Student responses indicate slightly more agreement with the statement about being prepared for graduate or advanced education than with the statement about being prepared for employment after graduation. 23.6% of the respondents strongly disagreed or disagreed that their Barton education prepared them for employment after graduation (down from 34.4% in 2021).
- Students also expressed some concern regarding their preparation with respect to using basic computer skills, with only 76.7% of respondents agreeing or strongly agreeing with this statement.



- 27.2% of the respondents strongly disagreed or disagreed that their Barton education helped prepare them to better understand and appreciate art, music, literature and theater, the

highest combined rating in the strongly disagreed and disagreed categories (up from 22.3% in 2021).

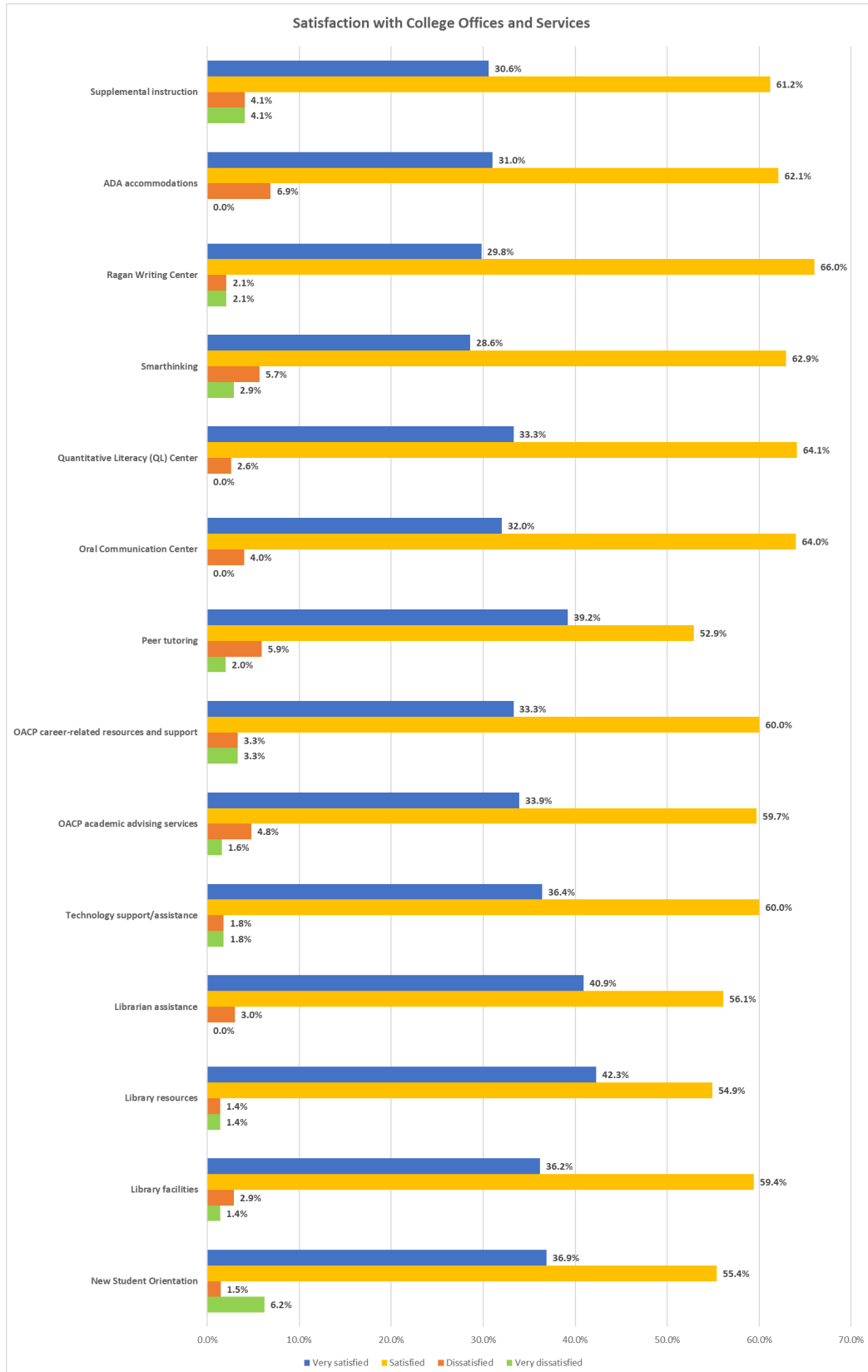
- 20.8% of the respondents strongly disagreed or disagreed that their Barton education prepared them for understanding another culture and/or language (up from 19.3% in 2021).
- 20.0% of the respondents strongly disagreed or disagreed that their Barton education prepared them for understanding international issues (down from 26.8% in 2021).
- 87.6% of the respondents strongly agreed or agreed that their Barton education helped prepare them to better understand the interaction of people and their environment, the highest combined rating in the strongly agreed and agreed categories (up from 86.0% in 2021).



- 85.0% of the respondents agreed or strongly agreed that their Barton experience prepared them for understanding and exercising their rights, responsibilities, and privileges as a citizen (down from 94.8% in 2021).

- 21.9% of the respondents strongly disagreed or disagreed that the statement about overall satisfaction with their preparation at Barton (up from 20.7% in 2021).
- 90.5% of the respondents agree or strongly agree that their Barton education prepared them to work cooperatively and as a team member.

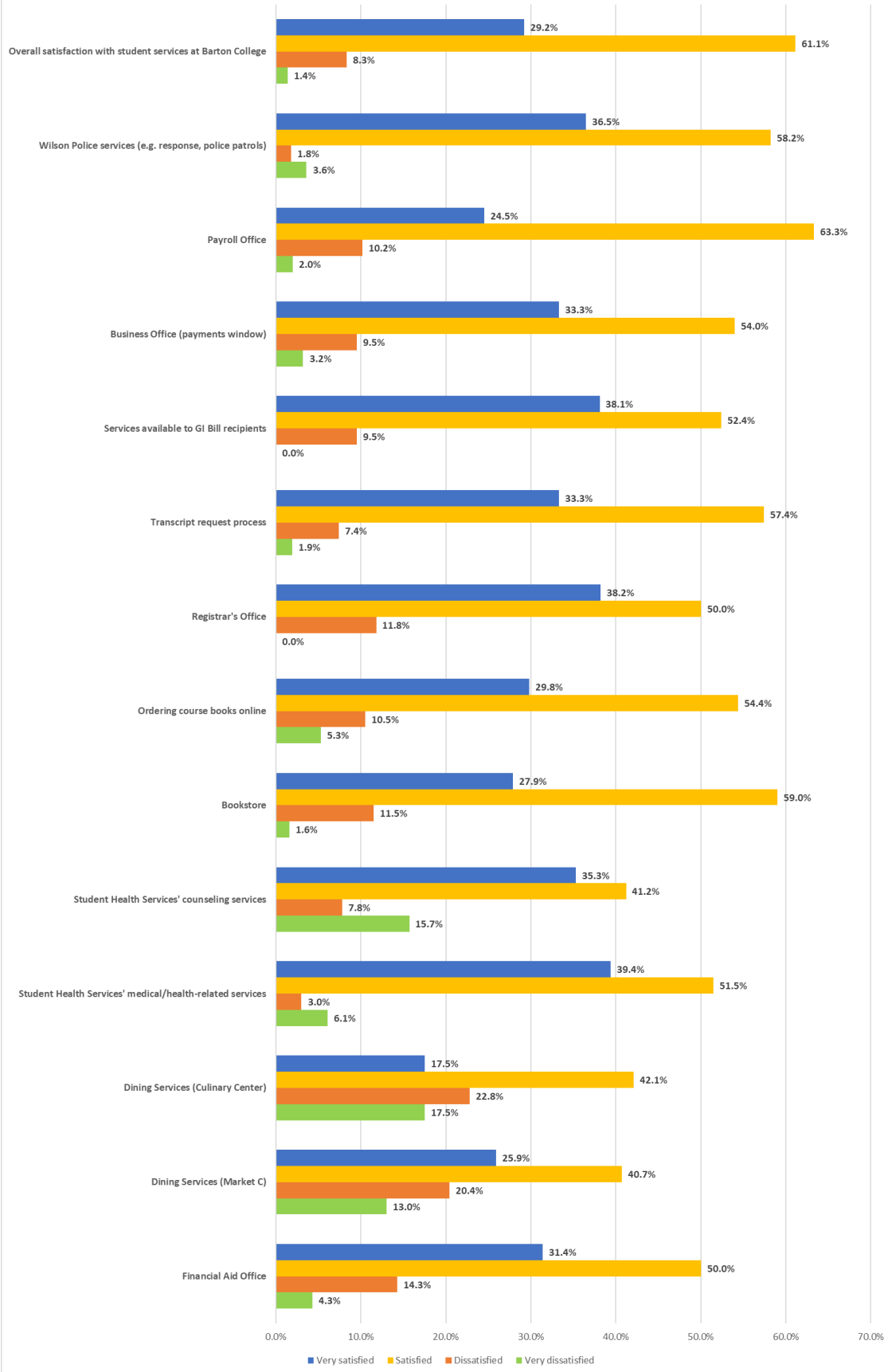
## SATISFACTION WITH COLLEGE OFFICES AND SERVICES



- Overall, the respondents expressed high levels of satisfaction with College offices and services. In 2022, there were no areas in the previous chart with a combined satisfied and very satisfied rating of less than 90%.
- The QL Center had a combined satisfied and very satisfied rating of 97.4%.

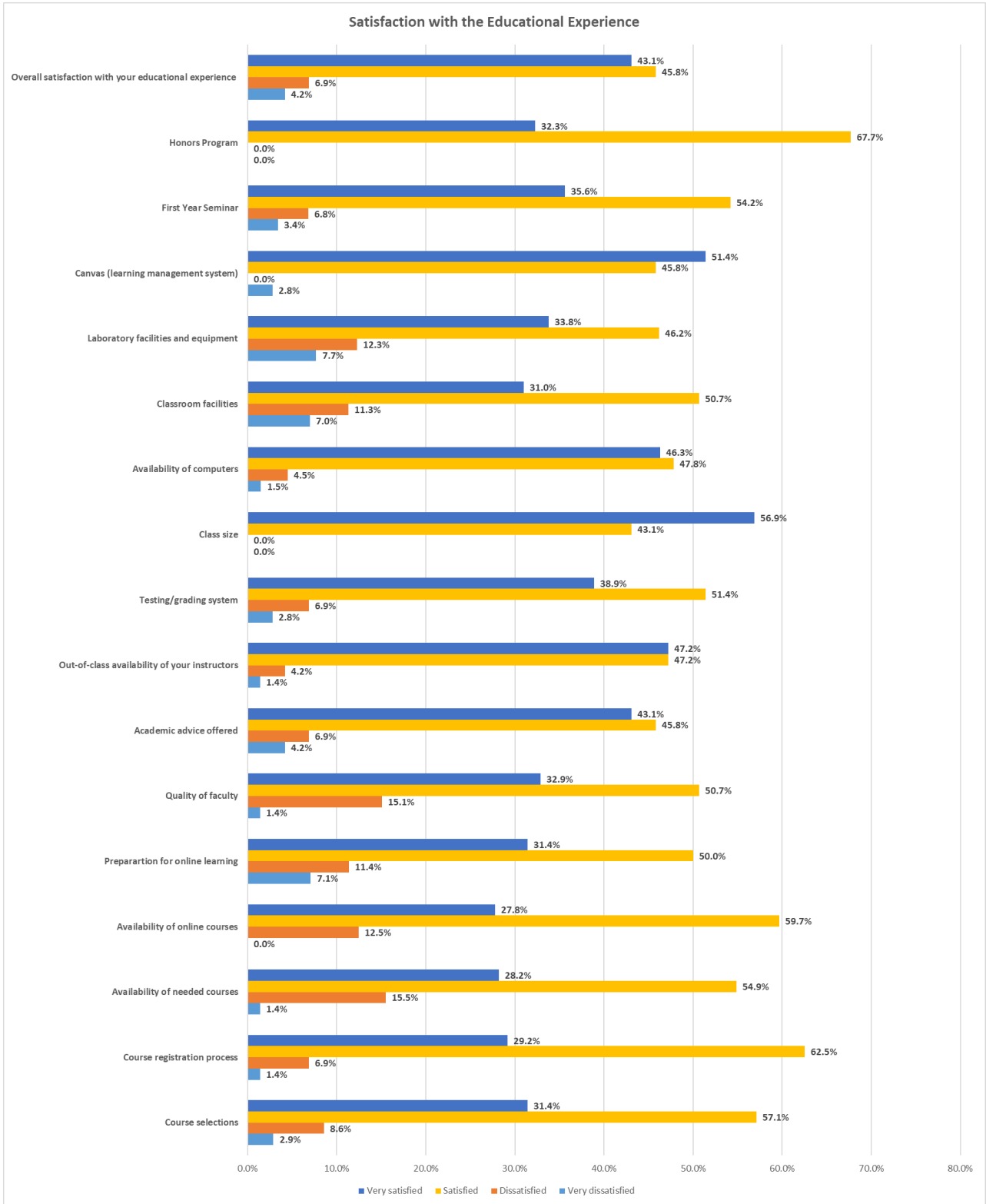


Satisfaction with College Offices and Services (continued)



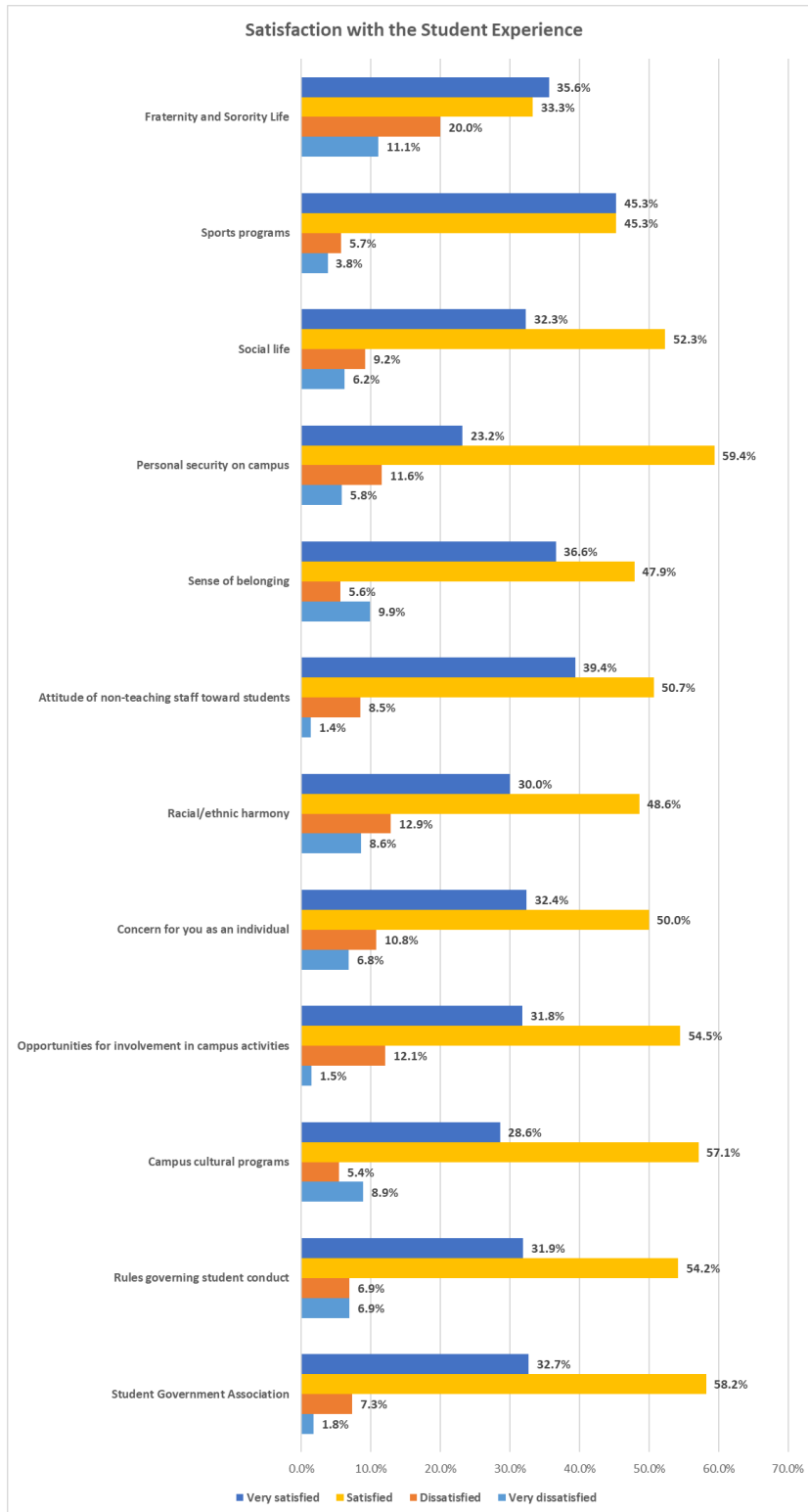
- In previous chart, the College offices and services where the 2022 Senior Survey respondents reported the highest levels of satisfaction were Wilson Police Services (combined satisfied and very satisfied score of 94.7%), Student Health Services' medical/health-related services (combined satisfied and very satisfied score of 90.9%), the transcript request process (combined satisfied and very satisfied score of 90.7%), services available to GI Bill recipients (combined satisfied and very satisfied score of 90.5%), and overall satisfaction with student services at Barton College (combined satisfied and very satisfied score of 90.3%).
- The College offices and services where the respondents reported the lowest levels of satisfaction in the 2022 survey were Dining Services (Culinary Center) with a combined dissatisfied and very dissatisfied score of 40.3% (up from 35% in 2021), Dining Services (Market C), where 33.4% rated their satisfaction as either very dissatisfied or dissatisfied (up from 25% in 2021), and Student Health Services' counseling services with a combined dissatisfied and very dissatisfied score of 23.5% (up from 19.2% in 2021).

# SATISFACTION WITH THE EDUCATIONAL EXPERIENCE



- Over 90% of respondents indicated that they were either satisfied or very satisfied with the out-of-class availability of their instructors (94.4%), Canvas learning management system (97.2%), course registration process (91.7%), availability of computers (94.1%), and the testing/grading system (90.3%).
- All participants responded that they were either satisfied or very satisfied with class size and with the Honor's Programs.
- 20.0% of the respondents rated their satisfaction with laboratory facilities and equipment as either very dissatisfied or dissatisfied (down from 23.9% in 2021), while 18.5% rated their satisfaction with preparation for online learning as either very dissatisfied or dissatisfied (down from 22.3% in 2021).
- 88.9% of the respondents stated that they were either satisfied or very satisfied with their overall educational experience (up from 82.8% in 2021).

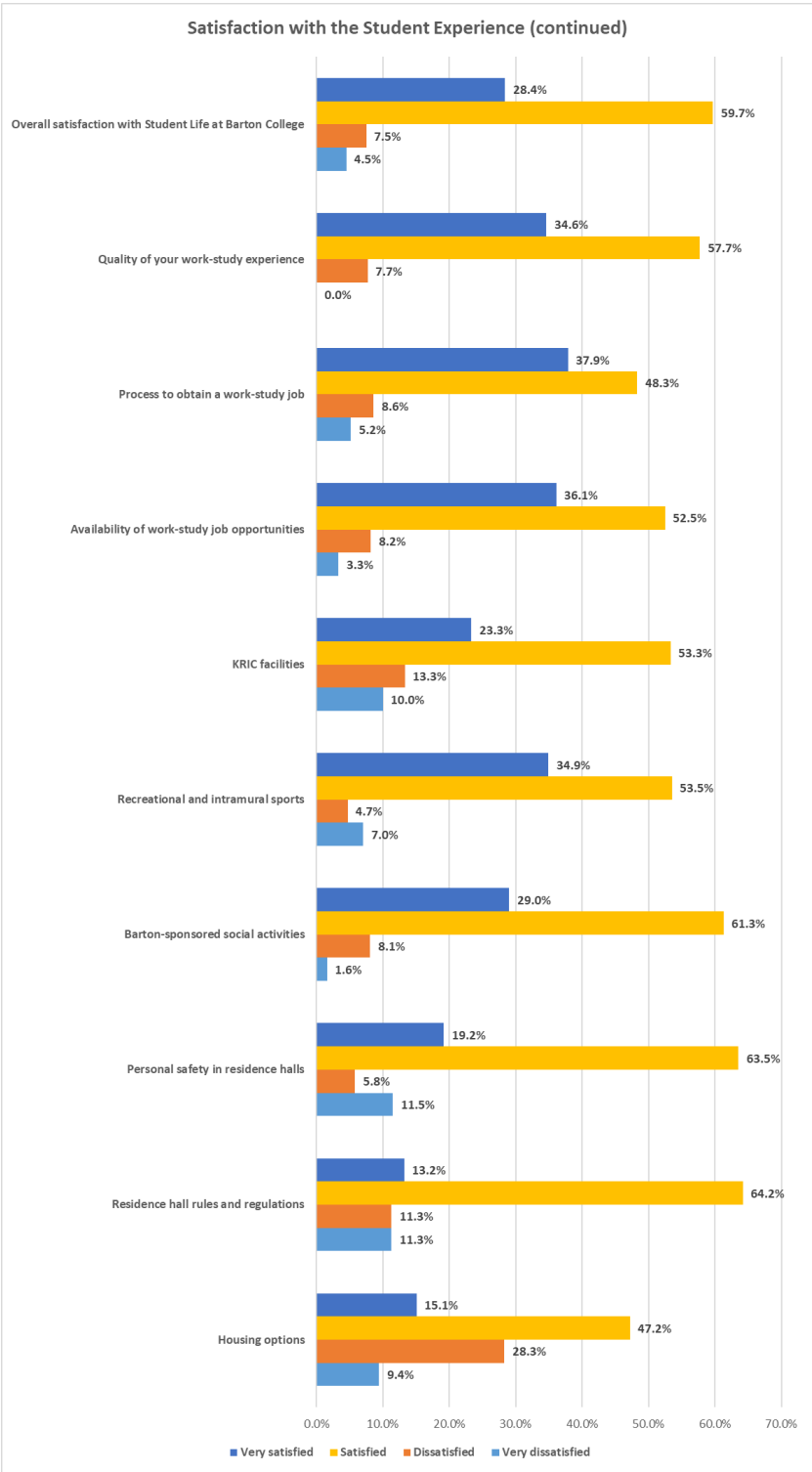
## SATISFACTION WITH THE STUDENT EXPERIENCE



- 90.9% of the respondents stated that they were either satisfied or very satisfied with the Student Government Association (up from 89.2% in 2021); 90.1% were either satisfied or very

satisfied with the attitude of non-teaching staff towards students (down from 93.9% in 2021); and 90.6% were either satisfied or very satisfied with sports programs (down from 91.5% in 2021).

- 78.6% of the respondents stated that they were either satisfied or very satisfied with the racial/ethnic harmony (down from 90.5% in 2021).
- 31.1% of the respondents stated that they were either very dissatisfied or dissatisfied with fraternity and sorority life (up from 16% in 2021); 17.4% were either very dissatisfied or dissatisfied with personal security on campus (down from 20.0% in 2021) and 17.6% responded that they were either very dissatisfied or dissatisfied with concern for them as an individual (down from 18.5% in 2021).



- 90.3% of the respondents stated that they were either satisfied or very satisfied with Barton-sponsored social activities (90.7% in 2021); and 92.3% were either satisfied or very satisfied with the quality of the work-study experience (down from 94.1% in 2021).
- 37.7% of the respondents stated that they were either very dissatisfied or dissatisfied with housing options (up from 25.0% in 2021); 23.3% were either very dissatisfied or dissatisfied

with KRIC facilities (up from 15.0% in 2021); and 22.6 % were either very dissatisfied or dissatisfied with residence hall rules and regulations (up from 17.7% in 2021).

- 88.1% of the respondents rated their overall satisfaction with Student Life at Barton College as either satisfied or very satisfied (up from 86.5% in 2021).

**USE OF TIME AS SENIORS**

The following tables contain the 2021, and 2022 responses to the questions about the ways respondents used their time as seniors.

<b>2022</b>	none	less than 1 hour	1-2 hours	3-5 hours	6-10 hours	11-15 hours	16-20 hours	over 20 hours
Studying/homework	0.0%	5.4%	4.1%	25.7%	23.0%	16.2%	9.5%	16.2%
Attending classes/labs	0.0%	0.0%	11.0%	23.3%	31.5%	16.4%	6.8%	11.0%
Exercising/sports	27.0%	10.8%	12.2%	5.4%	16.2%	9.5%	4.1%	14.9%
Partying	60.3%	12.3%	15.1%	6.8%	4.1%	0.0%	0.0%	1.4%
Socializing with friends	15.1%	8.2%	27.4%	31.5%	9.6%	2.7%	1.4%	4.1%
Working (for pay) on campus	67.6%	2.7%	2.7%	8.1%	8.1%	5.4%	0.0%	5.4%
Working (for pay) off campus	40.5%	0.0%	4.1%	4.1%	10.8%	4.1%	9.5%	27.0%
Participating in student clubs/groups	60.8%	8.1%	8.1%	13.5%	5.4%	2.7%	0.0%	1.4%
Watching TV	6.8%	21.9%	24.7%	26.0%	9.6%	4.1%	0.0%	6.8%
Providing childcare	86.3%	0.0%	1.1%	1.4%	2.7%	0.0%	0.0%	8.2%
Commuting	27.0%	18.9%	9.5%	24.3%	8.1%	4.1%	2.7%	5.4%
Praying/meditating	21.9%	37.0%	24.7%	6.8%	4.1%	0.0%	0.0%	5.5%
Career planning (job searches, internships, etc.)	12.5%	18.1%	29.2%	11.1%	8.3%	5.6%	1.4%	13.9%
Online social networks (Facebook, Twitter, etc.)	4.2%	16.7%	26.4%	30.6%	8.3%	0.0%	5.6%	8.3%

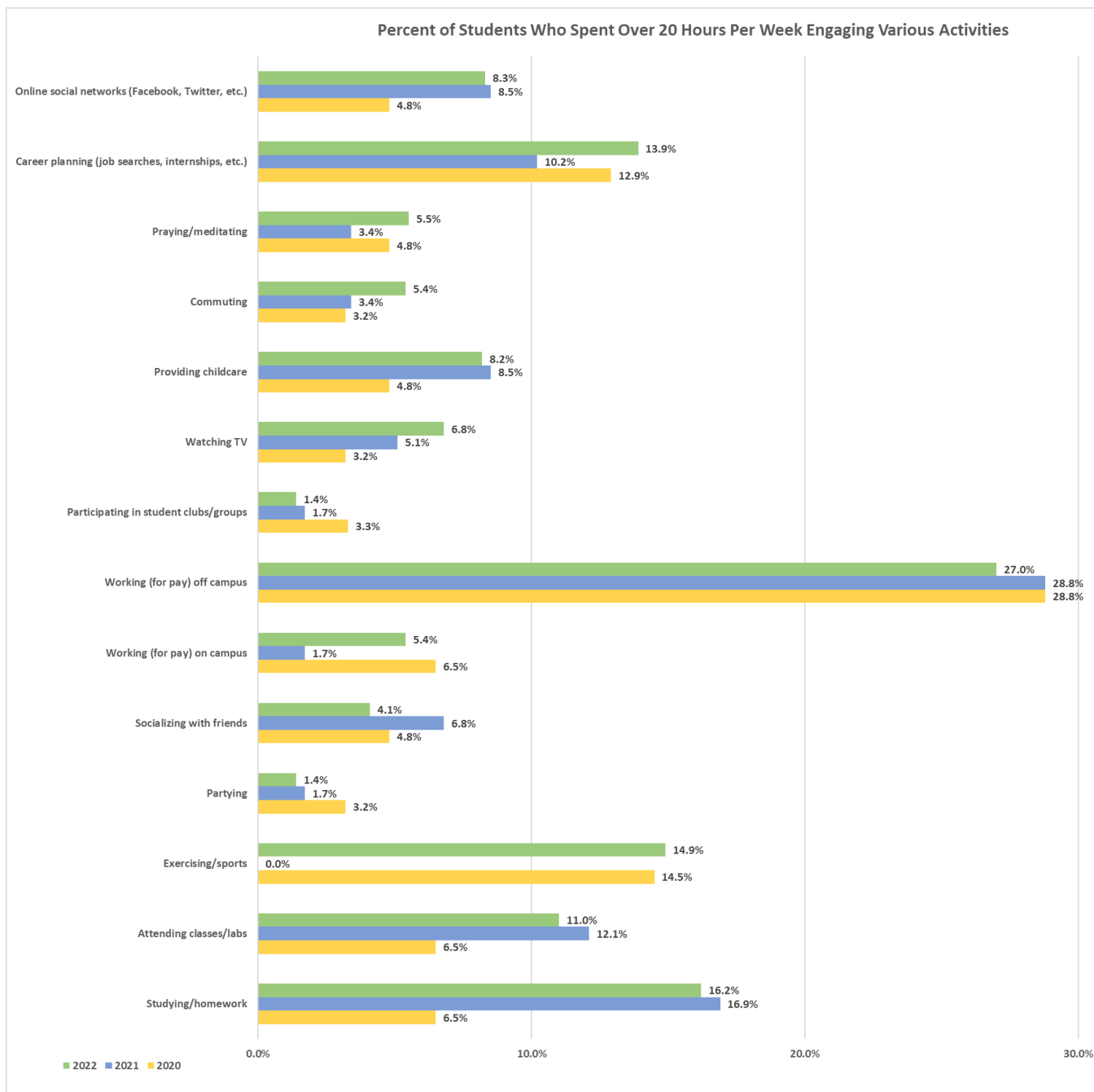
<b>2021</b>	none	less than 1 hour	1-2 hours	3-5 hours	6-10 hours	11-15 hours	16-20 hours	over 20 hours
Studying/homework	0.0%	0.0%	6.8%	27.1%	28.8%	15.3%	5.1%	16.9%
Attending classes/labs	3.4%	1.7%	8.6%	19.0%	25.9%	17.2%	12.1%	12.1%
Exercising/sports	25.4%	10.2%	15.3%	10.2%	8.5%	6.8%	23.7%	0.0%
Partying	62.7%	11.9%	10.2%	10.2%	3.4%	0.0%	0.0%	1.7%
Socializing with friends	15.3%	1.7%	20.3%	27.1%	20.3%	8.5%	0.0%	6.8%
Working (for pay) on campus	65.5%	3.4%	5.2%	5.2%	8.6%	10.3%	0.0%	1.7%
Working (for pay) off campus	50.8%	0.0%	5.1%	3.4%	10.2%	0.0%	1.7%	28.8%
Participating in student clubs/groups	61.0%	6.8%	20.3%	5.1%	3.4%	0.0%	1.7%	1.7%
Watching TV	11.9%	11.9%	15.3%	33.9%	16.9%	5.1%	0.0%	5.1%
Providing childcare	78.0%	3.4%	8.5%	1.7%	0.0%	0.0%	0.0%	8.5%
Commuting	35.6%	20.3%	16.9%	13.6%	6.8%	3.4%	0.0%	3.4%
Praying/meditating	28.8%	16.9%	35.6%	8.5%	5.1%	1.7%	0.0%	3.4%
Career planning (job searches, internships, etc.)	20.3%	8.5%	30.5%	18.6%	5.1%	3.4%	3.4%	10.2%
Online social networks (Facebook, Twitter, etc.)	8.5%	5.1%	32.2%	25.4%	15.3%	5.1%	0.0%	8.5%

- 59.6% of seniors reported working for pay off-campus (versus 49.2% in 2021); over 35% of the 2022 respondents indicated they worked off campus over 16 hours per week.
- 32.4% of the respondents stated that they worked on campus, with working commitments ranging from 1-2 hours per week to more than 20 hours per week. In 2021, 34.4% of the students polled indicated they worked on-campus, with most working 6-10 hours per week.
- In 2022, 16.2% reported spending over 20 hours per week studying or doing homework versus 16.9% who responded so in 2021.
- 41.9% of the seniors reported spending 11 hours or more per week studying or doing homework versus 37.3% in 2021.
- 60.3% reported that they spent no time partying (62.7% in 2021) and 60.8% spent no time participating in student clubs or groups (61% in 2021).
- 40.3% of the seniors devoted more than 2 hours a week to career planning, including job searches and internships (40.7% in 2021).

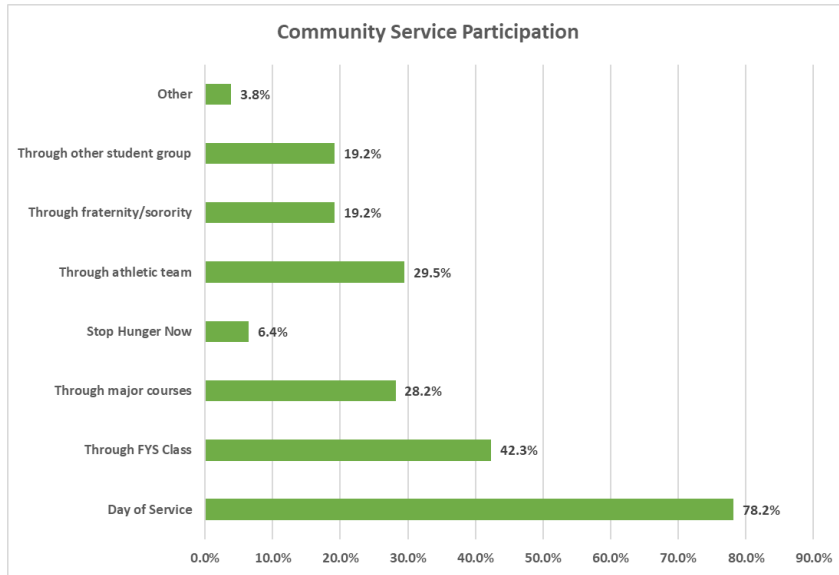


- 54.1% reported commuting more than 1 hour per week versus 44.1% in 2021.
- 22.2% of the respondents reported spending 6 hours or more per week in online social networks (versus 28.9% in 2021).

The following table displays the percentage of students in 2020, 2021 and in 2022 who reported that they spent over 20 hours per week engaged in various activities.



## Community Service



- Of all survey respondents, 89.6% indicated that they had participated in community service while a student at Barton College (versus 66.7% in 2021 and 86.4% in 2020). In 2022, 78.2% indicated that they did so as part of Day of Service.

## Use of Technology

- 100% of the respondents reported that they used their own computer while attending Barton.
- A variety of computing devices were used to complete homework assignments, including personal PC laptop (53.8%); personal MAC laptop (35.9%); personal PC desktop (3.8%); personal tablet (11.5%); personal Chromebook (7.7%); Barton-owned laptop (1.3%); Barton-owned desktop (12.8%); and other (2.6%). Respondents could select more than one response to this question. No respondent reported using a personal MAC desktop to complete homework assignments.
- When asked if these students had access to the technology they needed to learn remotely, 97.2% responded in the affirmative compared to 93.2% who responded affirmatively to this question in 2021.

## Employment

- In the coming year, 76.9% of respondents planned to be working full time (versus 63.3% in 2021 and 56.5% in 2020), 32.1% plan on attending graduate/professional school (versus 45% in

2021 and 40.3% in 2020), 1.3% plan to enter military service and 6.4% plan to care for a home or family. 6.4% are undecided.

The current employment plans from respondents are as follows:

- 22.4% have already found a job (versus 35.8% in 2021 and 28.1% in 2020).
- 61.2% are looking for a job (versus 45.3% in 2021 and 49.1% in 2020).
- 14.9% will begin looking for a job after graduation (versus 15.1% in 2021 and 19.3% in 2020).
- 1.5% are not planning to be employed after graduation (versus 3.8% in 2021 and 3.5% in 2020).

The lower percentage of students who reported in 2022 having already found a job and the higher number of students who are still looking for a job may be the result of the Senior Survey being distributed two months earlier this year.

### **Choosing or Recommending Barton College**

- 71.3% polled said they definitely would or probably would choose Barton College if they had the decision to make again (up from 67.3% in 2021). 73.6% responded that they would recommend Barton College to a friend or family member (up from 68% in 2021).

## Attachments

Attachment 1 displays the 2022 survey responses compared to the 2021 survey responses where possible.

Attachment 2 is a blank copy of the survey used.

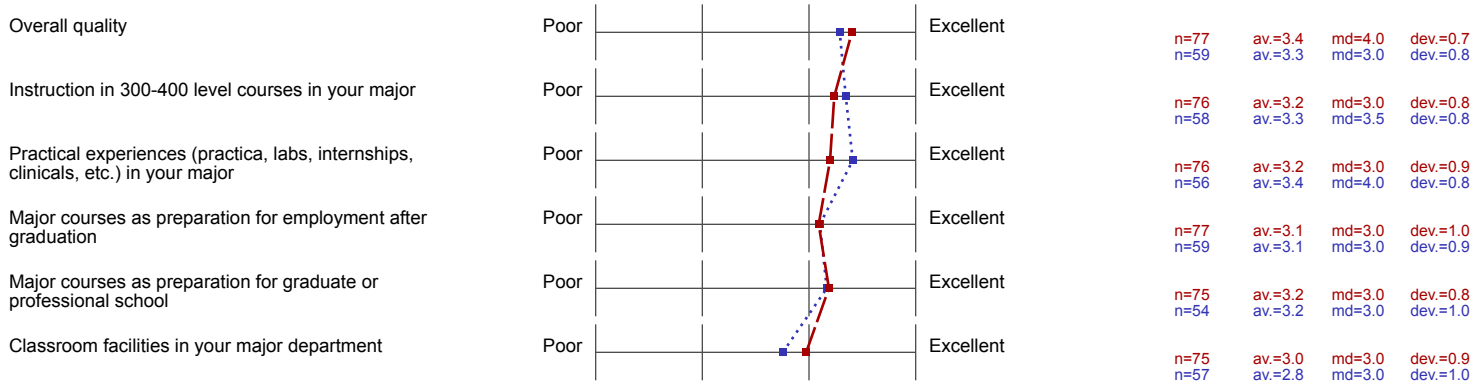
# Profile

Compilation: 2022 Sr Survey All Responses

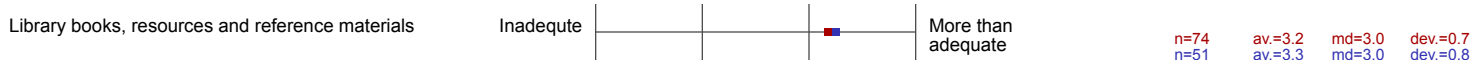
Comparative line: 2021 Sr Survey All Responses  
 Compilation:

Values used in the profile line: Mean

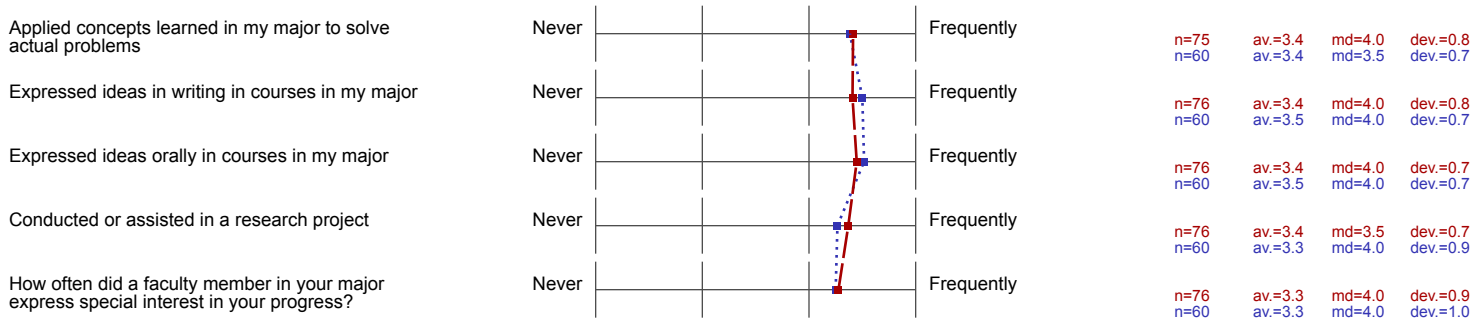
**How would you rate the quality of your major overall and in each of the following areas:**



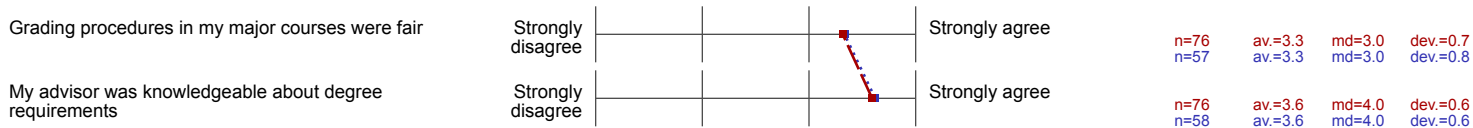
**How adequate were each of the following for courses in your major:**

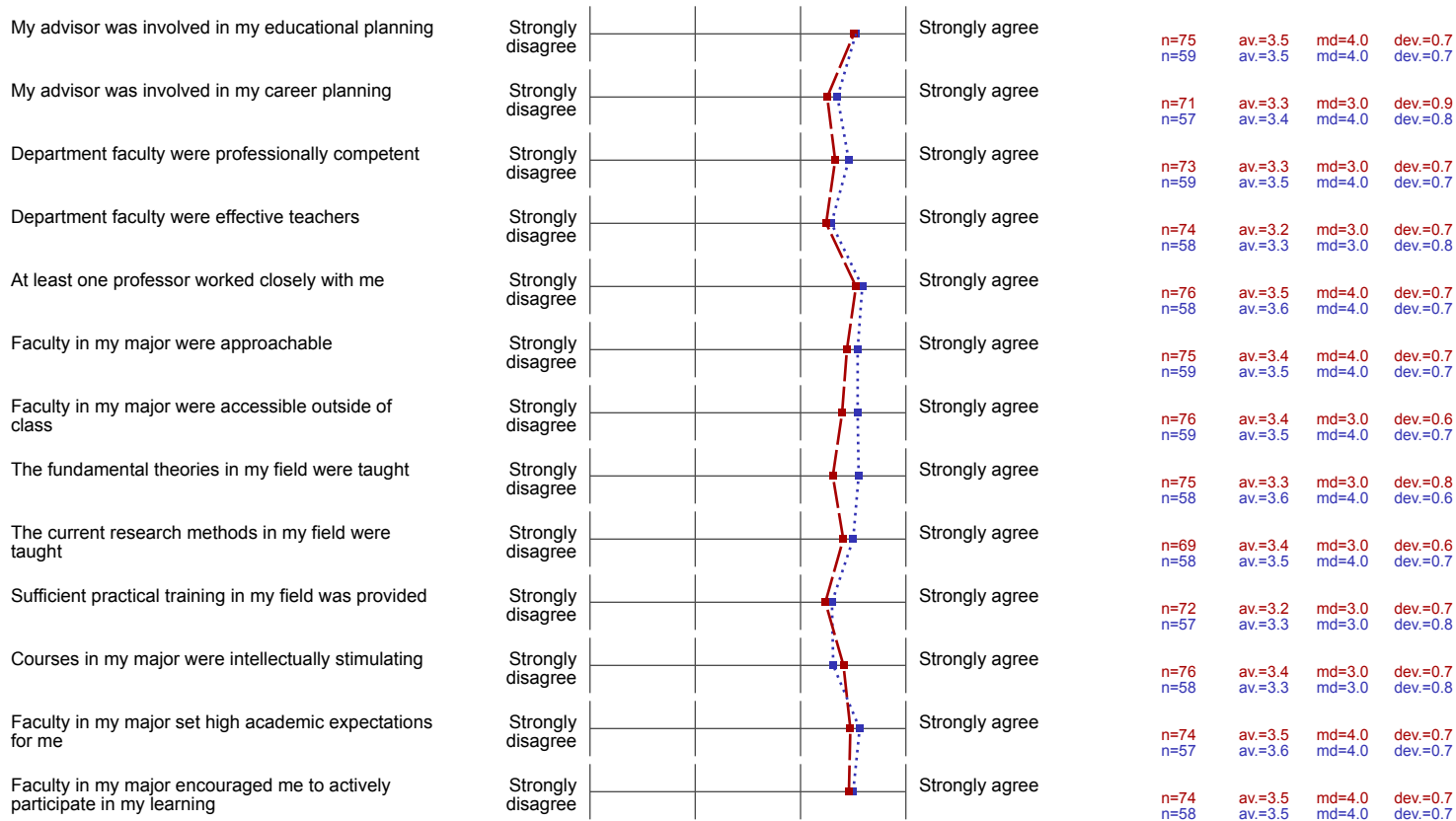


**How often did you do each of the following in your major:**

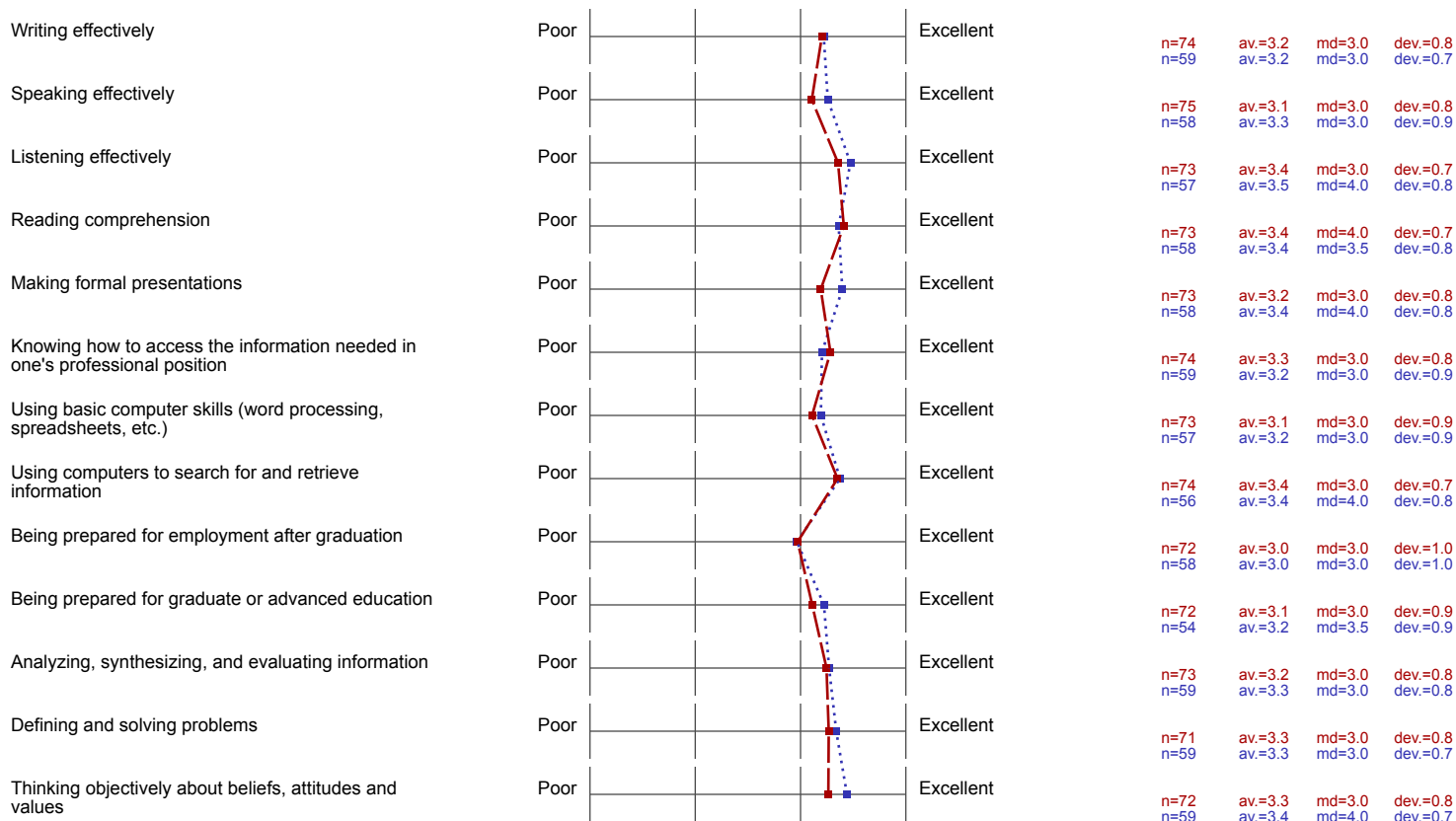


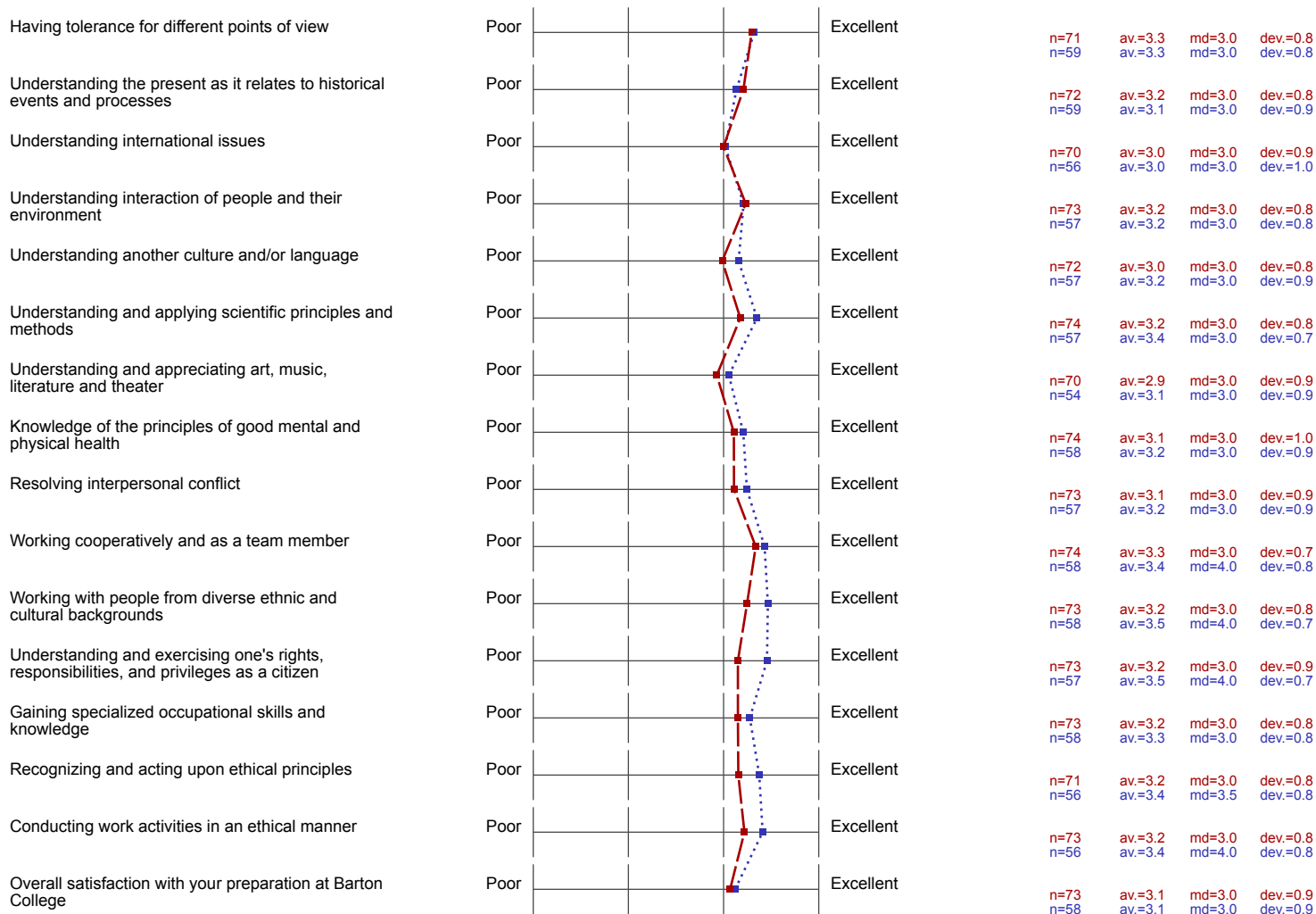
**To what extent do you agree or disagree with each of the following statements about your major:**



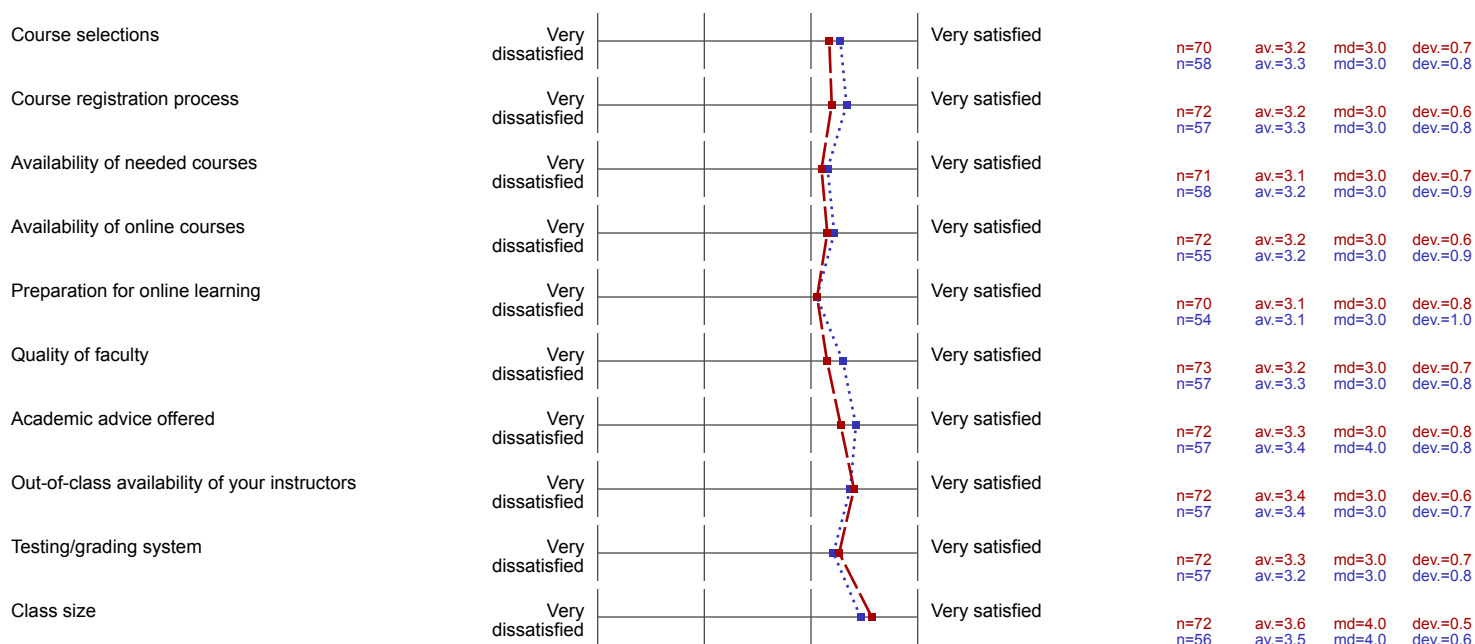


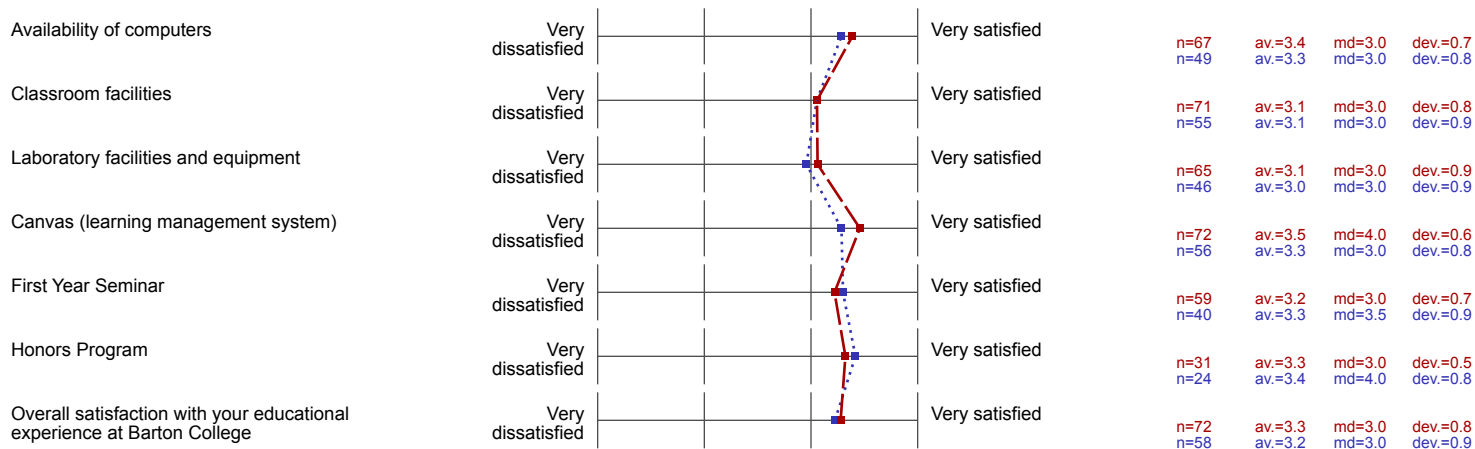
For each of the goals listed below, indicate how well you think you were prepared by your experiences at Barton.



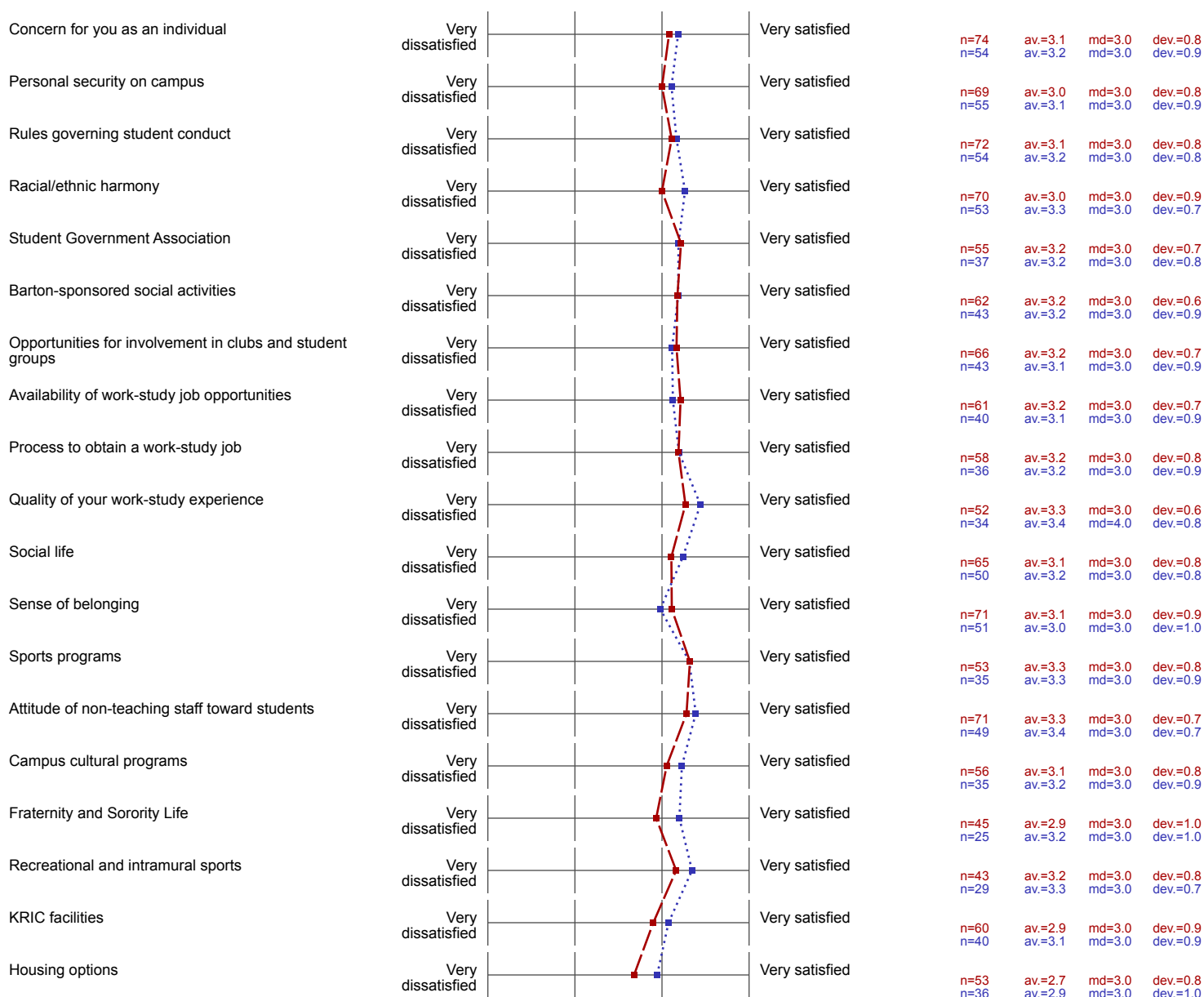


**How satisfied are you with the following aspects of your overall educational experience:**





**How satisfied are you with the following aspects of student life at Barton:**





Residence hall rules and regulations	Very dissatisfied		Very satisfied	n=53 n=34	av.=2.8 av.=3.1	md=3.0 md=3.0	dev.=0.8 dev.=0.8
Personal safety in residence halls	Very dissatisfied		Very satisfied	n=52 n=35	av.=2.9 av.=3.2	md=3.0 md=3.0	dev.=0.8 dev.=0.9
Overall satisfaction with student life at Barton College	Very dissatisfied		Very satisfied	n=67 n=52	av.=3.1 av.=3.3	md=3.0 md=3.0	dev.=0.7 dev.=0.8


This question asks about services you may have used while at Barton College. If you used a service, please indicate below the degree of your satisfaction with that service. If you did not use the service, please select "Not applicable/No opinion."

Financial Aid Office	Very dissatisfied		Very satisfied	n=70 n=55	av.=3.1 av.=3.2	md=3.0 md=3.0	dev.=0.8 dev.=0.8
Culinary Services (Culinary Center)	Very dissatisfied		Very satisfied	n=57 n=40	av.=2.6 av.=2.8	md=3.0 md=3.0	dev.=1.0 dev.=1.1
Culinary Services (Market C)	Very dissatisfied		Very satisfied	n=54 n=32	av.=2.8 av.=2.9	md=3.0 md=3.0	dev.=1.0 dev.=0.9
Student Health Services' medical/health-related services	Very dissatisfied		Very satisfied	n=66 n=46	av.=3.2 av.=3.3	md=3.0 md=4.0	dev.=0.8 dev.=0.9
Student Health Services' counseling services	Very dissatisfied		Very satisfied	n=51 n=26	av.=3.0 av.=3.2	md=3.0 md=3.5	dev.=1.0 dev.=1.0
Bookstore	Very dissatisfied		Very satisfied	n=61 n=41	av.=3.1 av.=3.0	md=3.0 md=3.0	dev.=0.7 dev.=1.0
Ordering course books online	Very dissatisfied		Very satisfied	n=57 n=44	av.=3.1 av.=3.3	md=3.0 md=3.5	dev.=0.8 dev.=0.9
New Student Orientation	Very dissatisfied		Very satisfied	n=65 n=46	av.=3.2 av.=3.3	md=3.0 md=3.0	dev.=0.8 dev.=0.7
Library resources	Very dissatisfied		Very satisfied	n=71 n=48	av.=3.4 av.=3.4	md=3.0 md=3.5	dev.=0.6 dev.=0.6
Librarian assistance	Very dissatisfied		Very satisfied	n=66 n=42	av.=3.4 av.=3.5	md=3.0 md=4.0	dev.=0.5 dev.=0.7
Library facilities	Very dissatisfied		Very satisfied	n=69 n=46	av.=3.3 av.=3.4	md=3.0 md=3.0	dev.=0.6 dev.=0.6
Registrar's office	Very dissatisfied		Very satisfied	n=68 n=49	av.=3.3 av.=3.4	md=3.0 md=3.0	dev.=0.7 dev.=0.7
Transcript request process	Very dissatisfied		Very satisfied	n=54 n=38	av.=3.2 av.=3.5	md=3.0 md=4.0	dev.=0.7 dev.=0.6
Business Office (payments window)	Very dissatisfied		Very satisfied	n=63 n=42	av.=3.2 av.=3.3	md=3.0 md=3.0	dev.=0.7 dev.=0.7
Payroll Office	Very dissatisfied		Very satisfied	n=49 n=28	av.=3.1 av.=3.4	md=3.0 md=3.0	dev.=0.7 dev.=0.7
Wilson Police services (e.g. response, police patrols)	Very dissatisfied		Very satisfied	n=55 n=33	av.=3.3 av.=3.4	md=3.0 md=4.0	dev.=0.7 dev.=0.7
Technology support/assistance	Very dissatisfied		Very satisfied	n=55 n=36	av.=3.3 av.=3.6	md=3.0 md=4.0	dev.=0.6 dev.=0.5
Office of Academic and Career Planning academic advising services	Very dissatisfied		Very satisfied	n=62 n=40	av.=3.3 av.=3.5	md=3.0 md=4.0	dev.=0.6 dev.=0.6
Office of Academic and Career Planning career-related resources and support	Very dissatisfied		Very satisfied	n=60 n=39	av.=3.2 av.=3.4	md=3.0 md=3.0	dev.=0.7 dev.=0.7
Peer tutoring	Very dissatisfied		Very satisfied	n=51 n=26	av.=3.3 av.=3.3	md=3.0 md=3.0	dev.=0.7 dev.=0.8
Supplemental instruction	Very dissatisfied		Very satisfied	n=49 n=29	av.=3.2 av.=3.2	md=3.0 md=3.0	dev.=0.7 dev.=0.8
Oral Communication Center	Very dissatisfied		Very satisfied	n=50 n=32	av.=3.3 av.=3.3	md=3.0 md=3.0	dev.=0.5 dev.=0.7

Quantitative Literacy (QL) Center	Very dissatisfied						Very satisfied	n=39 n=20	av.=3.3 av.=3.3	md=3.0 md=3.0	dev.=0.5 dev.=0.7
Ragan Writing Center	Very dissatisfied						Very satisfied	n=47 n=32	av.=3.2 av.=3.3	md=3.0 md=3.5	dev.=0.6 dev.=0.8
ADA accommodations	Very dissatisfied						Very satisfied	n=29 n=16	av.=3.2 av.=3.4	md=3.0 md=4.0	dev.=0.6 dev.=0.8
Overall satisfaction with student services at Barton College	Very dissatisfied						Very satisfied	n=72 n=49	av.=3.2 av.=3.3	md=3.0 md=3.0	dev.=0.6 dev.=0.7

**During your senior year at Barton, how much time did you spend during a typical week doing the following activities?**

Studying/homework	None						over 20 hours	n=74 n=59	av.=5.3 av.=5.4	md=5.0 md=5.0	dev.=1.7 dev.=1.5
Attending classes/labs	None						over 20 hours	n=73 n=58	av.=5.2 av.=5.2	md=5.0 md=5.0	dev.=1.4 dev.=1.7
Exercising/sports	None						over 20 hours	n=74 n=59	av.=3.9 av.=3.8	md=3.5 md=3.0	dev.=2.5 dev.=2.3
Partying	None						over 20 hours	n=73 n=59	av.=1.9 av.=1.9	md=1.0 md=1.0	dev.=1.4 dev.=1.4
Socializing with friends	None						over 20 hours	n=73 n=59	av.=3.5 av.=3.9	md=3.0 md=4.0	dev.=1.6 dev.=1.8
Working (for pay) on campus	None						over 20 hours	n=74 n=58	av.=2.3 av.=2.3	md=1.0 md=1.0	dev.=2.1 dev.=2.0
Working (for pay) off campus	None						over 20 hours	n=74 n=59	av.=4.3 av.=3.7	md=5.0 md=1.0	dev.=3.0 dev.=3.1
Participating in student clubs/groups	None						over 20 hours	n=74 n=59	av.=2.1 av.=2.0	md=1.0 md=1.0	dev.=1.6 dev.=1.5
Watching TV	None						over 20 hours	n=73 n=59	av.=3.6 av.=3.7	md=3.0 md=4.0	dev.=1.7 dev.=1.7
Providing childcare	None						over 20 hours	n=73 n=59	av.=1.8 av.=1.8	md=1.0 md=1.0	dev.=2.0 dev.=2.0
Commuting	None						over 20 hours	n=74 n=59	av.=3.2 av.=2.6	md=3.0 md=2.0	dev.=2.0 dev.=1.8
Praying/meditating	None						over 20 hours	n=73 n=59	av.=2.6 av.=2.7	md=2.0 md=3.0	dev.=1.7 dev.=1.6
Career planning (job searches, internships, etc.)	None						over 20 hours	n=72 n=59	av.=3.8 av.=3.5	md=3.0 md=3.0	dev.=2.2 dev.=2.1
Online social networks (Facebook, Twitter, TikTok, SnapChat, etc.)	None						over 20 hours	n=72 n=59	av.=3.9 av.=3.9	md=4.0 md=4.0	dev.=1.8 dev.=1.7

Class Climate	Graduating Senior Survey Spring 2022	SCANTRON.
		

Mark as shown:      Please use a ball-point pen or a thin felt tip. This form will be processed automatically.  
 Correction:      Please follow the examples shown on the left hand side to help optimize the reading results.

**This survey is part of an on-going process to improve the quality of education at Barton College. The information you provide will assist the faculty, staff and administration in evaluating and improving our programs and better meeting the needs of our students.**

**Your participation is voluntary. This is your opportunity as a graduating senior to let us know where we need improvements and where we excel. Please be as honest and open as possible. This survey should take approximately 15 minutes to complete.**

**Information collected in the study will be kept strictly confidential and used solely for research and planning purposes. No reports will identify you as an individual.**

**Thank you for participating.**

**How would you rate the quality of your major overall and in each of the following areas:**

	Poor	Fair	Good	Excellent	No opinion
Overall quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction in 300-400 level courses in your major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practical experiences (practica, labs, internships, clinicals, etc.) in your major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Major courses as preparation for employment after graduation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Major courses as preparation for graduate or professional school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic advising in your major (e.g., guidance about your major, courses to take, graduation requirements)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career advising in your major (e.g., guidance about career options, ways to be prepared for future employment or continued education)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom facilities in your major department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**How adequate were each of the following for courses in your major:**

	Inadequate	Somewhat inadequate	Adequate	More than adequate	Not applicable
Laboratory/studio facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library books, resources and reference materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**How often did you do each of the following in your major:**

	Never	Seldom	Occasionally	Frequently
Applied concepts learned in my major to solve actual problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expressed ideas in writing in courses in my major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expressed ideas orally in courses in my major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**How often did you do each of the following in your major:** [Continue]

Conducted or assisted in a research project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How often did a faculty member in your major express special interest in your progress?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**To what extent do you agree or disagree with each of the following statements about your major:**

	Strongly di- sagree	Disagree	Agree	Strongly agree	No opinion
Grading procedures in my major courses were fair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My advisor was knowledgeable about degree requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My advisor was involved in my educational planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My advisor was involved in my career planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department faculty were professionally competent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department faculty were effective teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At least one professor worked closely with me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty in my major were approachable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty in my major were accessible outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The fundamental theories in my field were taught	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The current research methods in my field were taught	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sufficient practical training in my field was provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Courses in my major were intellectually stimulating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty in my major set high academic expectations for me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty in my major encouraged me to actively participate in my learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**For each of the goals listed below, indicate how well you think you were prepared by your experiences at Barton.**

	Poor	Fair	Good	Excellent	No opinion
Writing effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making formal presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowing how to access the information needed in one's professional position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using basic computer skills (word processing, spreadsheets, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using computers to search for and retrieve information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being prepared for employment after graduation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being prepared for graduate or advanced education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analyzing, synthesizing, and evaluating information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Defining and solving problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinking objectively about beliefs, attitudes and values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having tolerance for different points of view	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding the present as it relates to historical events and processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding international issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**For each of the goals listed below, indicate how well you think you were prepared by your experiences at Barton. [Continue]**

Understanding interaction of people and their environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding another culture and/or language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding and applying scientific principles and methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding and appreciating art, music, literature and theater	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of the principles of good mental and physical health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resolving interpersonal conflict	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working cooperatively and as a team member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working with people from diverse ethnic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding and exercising one's rights, responsibilities, and privileges as a citizen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gaining specialized occupational skills and knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognizing and acting upon ethical principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conducting work activities in an ethical manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall satisfaction with your preparation at Barton College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**How satisfied are you with the following aspects of your overall educational experience:**

	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied	Not applicable/No opinion
Course selections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course registration process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of needed courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of online courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparation for online learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic advice offered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Out-of-class availability of your instructors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Testing/grading system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of computers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laboratory facilities and equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Canvas (learning management system)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
First Year Seminar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Honors Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall satisfaction with your educational experience at Barton College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**How satisfied are you with the following aspects of student life at Barton:**

	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied	Not applicable/No opinion
Concern for you as an individual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal security on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rules governing student conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Racial/ethnic harmony	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Government Association	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**How satisfied are you with the following aspects of student life at Barton: [Continue]**

Barton-sponsored social activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities for involvement in clubs and student groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of work-study job opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Process to obtain a work-study job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of your work-study experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sense of belonging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sports programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attitude of non-teaching staff toward students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Campus cultural programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fraternity and Sorority Life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recreational and intramural sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
KRIC facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Housing options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Residence hall rules and regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal safety in residence halls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall satisfaction with student life at Barton College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**This question asks about services you may have used while at Barton College. If you used a service, please indicate below the degree of your satisfaction with that service. If you did not use the service, please select "Not applicable/No opinion."**

	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied	Not applicable/No opinion
Financial Aid Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Culinary Services (Culinary Center)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Culinary Services (Market C)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Health Services' medical/health-related services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Health Services' counseling services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bookstore	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ordering course books online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Student Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Librarian assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Registrar's office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transcript request process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Services available to GI Bill recipients (to be completed by GI Bill recipients only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business Office (payments window)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Payroll Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wilson Police services (e.g. response, police patrols)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technology support/assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Office of Academic and Career Planning academic advising services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Office of Academic and Career Planning career-related resources and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer tutoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral Communication Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**This question asks about services you may have used while at Barton College. If you used a service, please indicate below the degree of your satisfaction with that service. If you did not use the service, please select "Not applicable/No opinion."** [Continue]

Quantitative Literacy (QL) Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ragan Writing Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Smarthinking/TutorMe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ADA accommodations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall satisfaction with student services at Barton College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Community Service

Did you participate in community service while a student at Barton?  Yes  No

If you answered "yes" to the preceding question, in what ways did you participate (Please check all that apply.)

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Day of Service                       | <input type="checkbox"/> Through my FYS class     | <input type="checkbox"/> Through courses in my major    |
| <input type="checkbox"/> Stop Hunger Now                      | <input type="checkbox"/> Through my athletic team | <input type="checkbox"/> Through my fraternity/sorority |
| <input type="checkbox"/> Through another student organization | <input type="checkbox"/> Other                    |   |

How many hours of community service would you estimate you performed during your Barton career?

## Technology

Did you use your own computer while attending Barton College?  Yes  No

What computing device(s) did you use to complete your homework assignments? (Check all that apply.)

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> PC laptop (personal)   | <input type="checkbox"/> MAC laptop (personal)  | <input type="checkbox"/> PC desktop (personal) |
| <input type="checkbox"/> MAC desktop (personal) | <input type="checkbox"/> Tablet (personal)      | <input type="checkbox"/> Chromebook (personal) |
| <input type="checkbox"/> Laptop (Barton-owned)  | <input type="checkbox"/> Desktop (Barton-owned) | <input type="checkbox"/> Other                 |

Did you have access to the technology that you needed to learn remotely?  Yes  No

If you answered "No" above, what kind of technology were you lacking access to?

What unique computer programs did you use in your major (eg, SAS)?

## What is your gender?

- |  |                               |                                     |
|--|-------------------------------|-------------------------------------|
| <input type="checkbox"/> Female            | <input type="checkbox"/> Male | <input type="checkbox"/> Non binary |
| <input type="checkbox"/> Prefer not to say |                               |                                     |

## Are you Hispanic or Latino?

- |                              |                             |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

## Which of the following races best describes you:

**Which of the following races best describes you: [Continue]**

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> American Indian or Alaska Native          | <input type="checkbox"/> Asian              | <input type="checkbox"/> Black or African American |
| <input type="checkbox"/> Native Hawaiian or Other Pacific Islander | <input type="checkbox"/> Non-Resident Alien | <input type="checkbox"/> Two or more races         |
| <input type="checkbox"/> Unknown                                   | <input type="checkbox"/> White              |  |

**What year did you first enter Barton College?**

- |                               |                               |  |
|-------------------------------|-------------------------------|--|
| <input type="checkbox"/> 2021 | <input type="checkbox"/> 2020 | <input type="checkbox"/> 2019            |
| <input type="checkbox"/> 2018 | <input type="checkbox"/> 2017 | <input type="checkbox"/> 2016            |
| <input type="checkbox"/> 2015 | <input type="checkbox"/> 2014 | <input type="checkbox"/> 2013 or earlier |

**Graduation date:**

- |   |                                   |                                      |
|---|-----------------------------------|--------------------------------------|
| <input type="checkbox"/> Graduated in December 2021 | <input type="checkbox"/> May 2022 | <input type="checkbox"/> August 2022 |
| <input type="checkbox"/> Other                      | <input type="checkbox"/> Not sure |                                      |

**What is the highest level of education COMPLETED by your Parent 1?**

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Jr. High/Middle School (grades 6-8) | <input type="checkbox"/> High School (grades 9-12) | <input type="checkbox"/> 2 Year College |
| <input type="checkbox"/> 4 Year College                      | <input type="checkbox"/> Graduate School           | <input type="checkbox"/> Unknown        |

**What is the highest level of education COMPLETED by your Parent 2?**

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Jr. High/Middle School (grades 6-8) | <input type="checkbox"/> High School (grades 9-12) | <input type="checkbox"/> 2 Year College |
| <input type="checkbox"/> 4 Year College                      | <input type="checkbox"/> Graduate School           | <input type="checkbox"/> Unknown        |

**Do you have a disability, as defined by the Americans with Disabilities Act (ADA)? Select all that apply.**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> No                       | <input type="checkbox"/> Yes, restricted mobility | <input type="checkbox"/> Yes, restricted vision |
| <input type="checkbox"/> Yes, restricted speaking | <input type="checkbox"/> Yes, restricted hearing  |   |
- Other (please specify)

**During your senior year at Barton, how much time did you spend during a typical week doing the following activities?**

	None	Less than	1-2 hours	3-5 hours	6-10 hours	11-15 hours	16-20 hours	over 20
Studying/homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attending classes/labs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exercising/sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Partying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Socializing with friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working (for pay) on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working (for pay) off campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participating in student clubs/groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Watching TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing childcare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Commuting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Praying/meditating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career planning (job searches, internships, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online social networks (Facebook, Twitter, TikTok, SnapChat, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**Which one of the following is most descriptive of your enrollment status during your time at Barton?**

- Traditional full-time student       Traditional part-time student       Non-traditional full-time student
- Non-traditional part-time student

**Which one of the following describes your most recent college residence:**

- Residence hall       Fraternity house       Off-campus room/apartment
- Living with parents/relatives       My own home

**Which of the following describes your plans for the coming year (select all that apply):**

- Look for a job       Work full-time       Enter military service
- Enroll in a graduate program       Care for a home/family       Undecided

Other (please specify):

Where do you plan to enroll in a graduate program?

**If you plan to work after graduation, which one of the following best describes the current state of your employment plans:**

- Have already found a job       Am searching for a job       Will begin searching for a job after graduation
- Do not plan to work (for pay) after graduation

**If you have already secured a job, please complete the following:**

Job title/nature of work:

Name of company/organization:

**If you do not yet have a job, what is the most likely occupation/career you will have when you finish your education?**

Most likely occupation/career:

**Program(s) of Study:**

**Program(s) of Study:** [Continue]

## Major 1:

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Art and Design (BFA)                           | <input type="checkbox"/> Biology (BA)                                | <input type="checkbox"/> Biology (BS)                                   |
| <input type="checkbox"/> Birth-Kindergarten Education (BS)              | <input type="checkbox"/> Business (BA)                               | <input type="checkbox"/> Business Administration (BS)                   |
| <input type="checkbox"/> Chemistry (BS)                                 | <input type="checkbox"/> Criminal Justice and Criminology (BS)       | <input type="checkbox"/> Education of the Deaf and Hard of Hearing (BS) |
| <input type="checkbox"/> Educational Studies (BS)                       | <input type="checkbox"/> Elementary Education (BS)                   | <input type="checkbox"/> English (BA)                                   |
| <input type="checkbox"/> English with Teacher Licensure (BA)            | <input type="checkbox"/> Exercise Science (BS)                       | <input type="checkbox"/> Gerontology (BS)                               |
| <input type="checkbox"/> Health Care Administration (BS)                | <input type="checkbox"/> Health Promotion (BS)                       | <input type="checkbox"/> History (BA)                                   |
| <input type="checkbox"/> Interdisciplinary Arts and Media (BA)          | <input type="checkbox"/> Interdisciplinary Studies (BA)              | <input type="checkbox"/> Liberal Studies (BLS)                          |
| <input type="checkbox"/> Mass Communication Studies (BA)                | <input type="checkbox"/> Mass Communications (BS)                    | <input type="checkbox"/> Mathematics (BA)                               |
| <input type="checkbox"/> Mathematics (BS)                               | <input type="checkbox"/> Middle School Education (BS)                | <input type="checkbox"/> Nursing (BSN)                                  |
| <input type="checkbox"/> Nursing (RN to BSN)                            | <input type="checkbox"/> Photojournalism (BS)                        | <input type="checkbox"/> Political Science (BS)                         |
| <input type="checkbox"/> Psychology (BS)                                | <input type="checkbox"/> Religious Studies (BA)                      | <input type="checkbox"/> Social Studies (BA)                            |
| <input type="checkbox"/> Social Studies (BS)                            | <input type="checkbox"/> Social Work (BSW)                           | <input type="checkbox"/> Spanish (BA)                                   |
| <input type="checkbox"/> Special Education (BS)                         | <input type="checkbox"/> Sport Management (BS)                       | <input type="checkbox"/> Studio Art (BA)                                |
| <input type="checkbox"/> Teacher Assistant to Elementary Education (BS) | <input type="checkbox"/> Teacher Assistant to Special Education (BS) | <input type="checkbox"/> Theatre (BA)                                   |
| <input type="checkbox"/> Visual Communications (BA)                     |  |   |

## Major 2:

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Art and Design (BFA)                  | <input type="checkbox"/> Biology (BA)                          | <input type="checkbox"/> Biology (BS)                                   |
| <input type="checkbox"/> Birth-Kindergarten Education (BS)     | <input type="checkbox"/> Business (BA)                         | <input type="checkbox"/> Business Administration (BS)                   |
| <input type="checkbox"/> Chemistry (BS)                        | <input type="checkbox"/> Criminal Justice and Criminology (BS) | <input type="checkbox"/> Education of the Deaf and Hard of Hearing (BS) |
| <input type="checkbox"/> Educational Studies (BS)              | <input type="checkbox"/> Elementary Education (BS)             | <input type="checkbox"/> English (BA)                                   |
| <input type="checkbox"/> English with Teacher Licensure (BA)   | <input type="checkbox"/> Exercise Science (BS)                 | <input type="checkbox"/> Gerontology (BS)                               |
| <input type="checkbox"/> Health Care Administration (BS)       | <input type="checkbox"/> Health Promotion (BS)                 | <input type="checkbox"/> History (BA)                                   |
| <input type="checkbox"/> Interdisciplinary Arts and Media (BA) | <input type="checkbox"/> Interdisciplinary Studies (BA)        | <input type="checkbox"/> Liberal Studies (BLS)                          |
| <input type="checkbox"/> Mass Communication Studies (BA)       | <input type="checkbox"/> Mass Communications (BS)              | <input type="checkbox"/> Mathematics (BA)                               |
| <input type="checkbox"/> Mathematics (BS)                      | <input type="checkbox"/> Middle School Education (BS)          | <input type="checkbox"/> Nursing (BSN)                                  |
| <input type="checkbox"/> Nursing (RN to BSN)                   | <input type="checkbox"/> Photojournalism (BS)                  | <input type="checkbox"/> Political Science (BS)                         |
| <input type="checkbox"/> Psychology (BS)                       | <input type="checkbox"/> Religion and Philosophy (BA)          | <input type="checkbox"/> Social Studies (BA)                            |
| <input type="checkbox"/> Social Studies (BS)                   | <input type="checkbox"/> Social Work (BSW)                     | <input type="checkbox"/> Spanish (BA)                                   |
| <input type="checkbox"/> Special Education (BS)                | <input type="checkbox"/> Sport Management (BS)                 | <input type="checkbox"/> Studio Art (BA)                                |
| <input type="checkbox"/> Theatre (BA)                          | <input type="checkbox"/> Visual Communications (BA)            |   |

## Minor 1:

## Minor 2:

What do you like best about your major? What are the strengths of your major?

**Program(s) of Study:** [Continue]

What do you like least about your major? What are the weakness of your major?

What do you like best about Barton? What are Barton's strengths?

What do you like least about Barton? What are Barton's opportunities for improvement?

**Has the COVID-19 pandemic impacted your academic success?** Yes No Unsure

If you feel that COVID-19 has impacted your academic success, please explain:

**If you had to make the decision again, would you choose to attend Barton College?** Definitely yes Probably yes Probably no Definitely no

Please explain your reasons:

**Would you recommend Barton College to a friend or family member interested in attending college?** Yes No

Please explain your reasons:

Thank you for your time and assistance in providing feedback that will assist Barton College in improving its programs and services.

Please be on the lookout for an email soon from the Office of Academic and Career Planning about the First Destination Survey of seniors.

Don't forget to keep in touch with Barton after you leave. You can find us on Facebook ([facebook.com/bartoncollege](https://facebook.com/bartoncollege)), Twitter ([twitter.com/bartoncollege](https://twitter.com/bartoncollege)), and Instagram ([instagram.com/barton.college](https://instagram.com/barton.college)).

You can also join the Barton Alumni Network by visiting [bartonalumni.com](https://bartonalumni.com) and creating a profile.