

SENIOR SURVEY – SPRING 2017

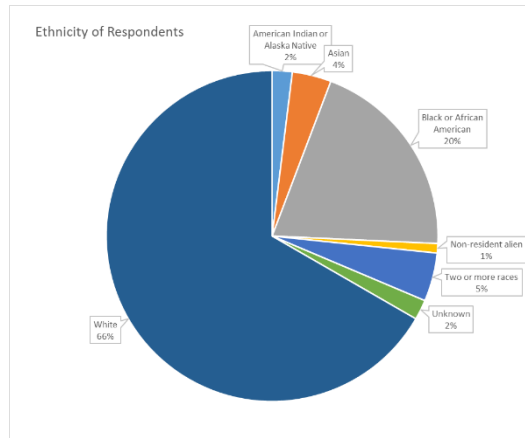
EXECUTIVE SUMMARY

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 provided to our students.

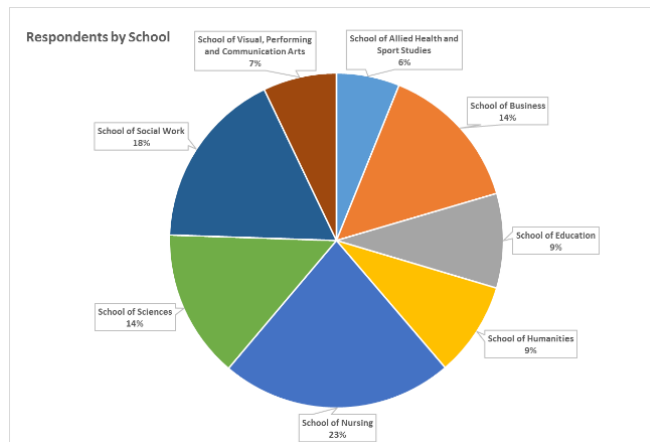
All students who were scheduled to participate in the May 2017 graduation ceremony (December 2016, May 2017 and August 2017 graduates) were sent an electronic survey to their Barton College email address on April 10, 2017 (vs. April 27, 2016) using Class Climate survey software. The solicitation email was sent by the Office of Institutional Research. Weekly follow-up emails were sent from the Office of Institutional Research to students who had not yet filled out the survey (up to a total of four). A total of 108 students (n=255) responded to the survey resulting in a response rate of 42.4%, up from a response rate of 32% percent in 2016. Sending the 2017 survey earlier in the semester and sending weekly reminders are believed to have improved the 2017 response rate.

DEMOGRAPHICS OF THE RESPONDENTS

- 82.7% of the respondents were female and 17.3% of the respondents were male. There was a higher than average female participation rate since the overall population consisted of 72.5% female and 27.5% male students.
- 81.7% of the respondents were full-time traditional students, 17.3% of the survey respondents were students in the Accelerated Professional Program, and 1.0% were part-time traditional students.
- 48.1% of the respondents entered Barton College in 2013, 16.3% entered in 2014, 14.4% entered in 2015 and 6.7% entered in 2016. 14.4% of the respondents were “super-seniors” who came to Barton in 2012 or earlier.
- 88% of the respondents expected to graduate in May 2017, 5% graduated in December 2016, 5% expected to graduate in August 2017 and 2% indicated a “not sure” graduation date.
- While a senior, 66% of the respondents lived off-campus in a room or apartment; 15.5% lived with their parents, 4.1% lived in a fraternity house, and 14.4% lived in a residence hall.
- 23.8% of the respondents reported that neither parent attended college.
- 16.1% of the seniors reported that both parents have a 4-year degree or higher.

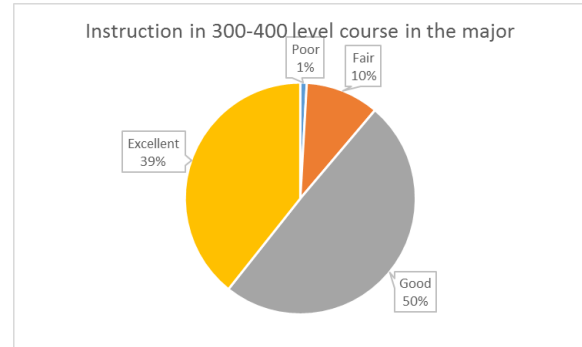
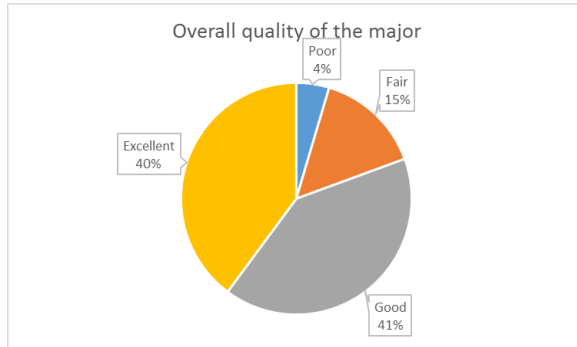


- 7.9% of the respondents indicated that they were Hispanic or Latino.

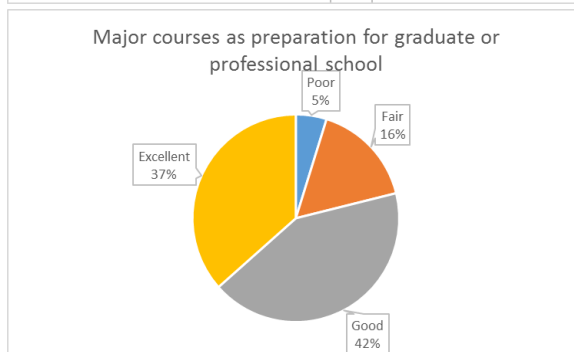
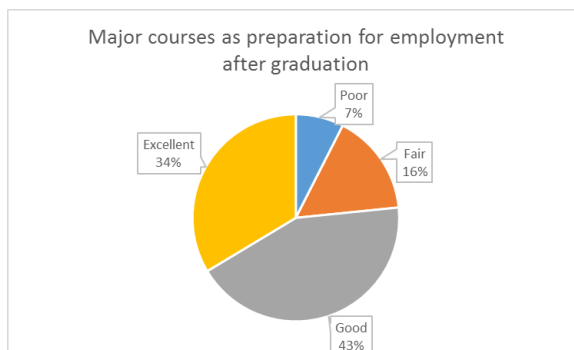


- Responses were received from students representing each of Barton's 8 undergraduate schools.
- 98% of the respondents used their own computer while attending Barton; A variety of computing devices were used to complete assignments, including personal PC laptop (75%); personal MAC laptop (24.1%); personal PC desktop (10.2%); personal MAC desktop (3.7%); personal tablet (24.1%); Barton-owned laptop (24.1%); and Barton-owned desktop (48.1%).

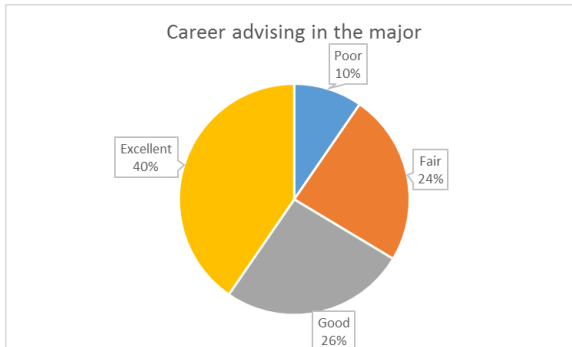
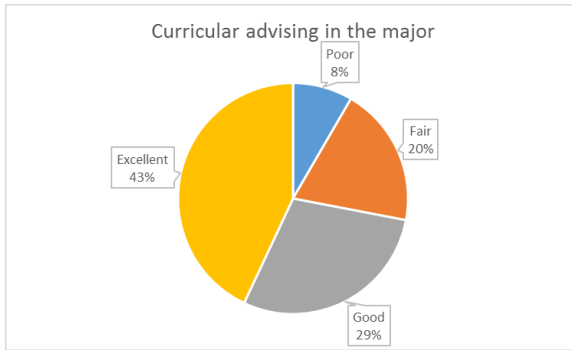
FEEDBACK ABOUT THE MAJOR



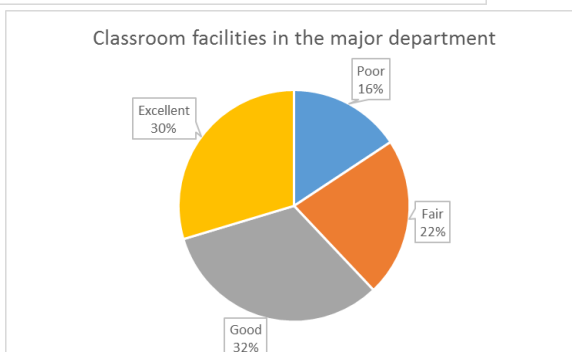
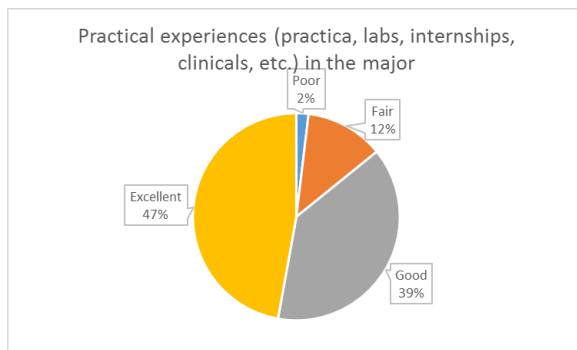
- An overwhelming majority of the respondents (81%) rated the overall quality of the major as good or excellent. (versus 84% in 2016)
- Feedback about instruction in the 300-400 level courses in the major was also overwhelmingly positive (89%). (versus 80.9% in 2016)



- Respondents were slightly less positive in their feedback about major courses as preparation for employment after graduation (77% rated this category as good or excellent) or as preparation for graduate or professional school (79% gave this category a good or excellent rating), although both ratings improved over the 2016 ratings of 68% and 66%, respectively.



- 72% rated curricular advising in the major as either good or excellent. (versus 78% in 2016)
- 66% rated career advising in the major as either good or excellent. (versus 70% in 2016)



- Practical experiences in the major received very positive feedback with 86% assigning a good or excellent rating to the category. (versus 81% in 2016)
- 62% of the respondents responded that the classroom facilities in the department were good or excellent. (versus 63.2% in 2016)

- 67.4% of the respondents reported that laboratory/studio facilities in the major were adequate, while 20% selected “more than adequate” as their response. 12.6% indicated that laboratory/studio facilities in the major were inadequate. In 2016, ratings were 76.6%, 14.1% and 9.4% respectively.
- 62% of the respondents reported that library books, resources and reference materials in the major were adequate, while 35% selected “more than adequate” as their response. 3% indicated that library books, resources and reference materials in the major were inadequate. In 2016, ratings were 62.1%, 31.8% and 6.1% respectively.
- 65.7% of the respondents reported that computer facilities in the major were adequate, while 25.7% selected “more than adequate” as their response. 8.6% of the respondents reported that computer facilities in their major were inadequate. In 2016, ratings were 61.2%, 25.4%, and 13.4% respectively.

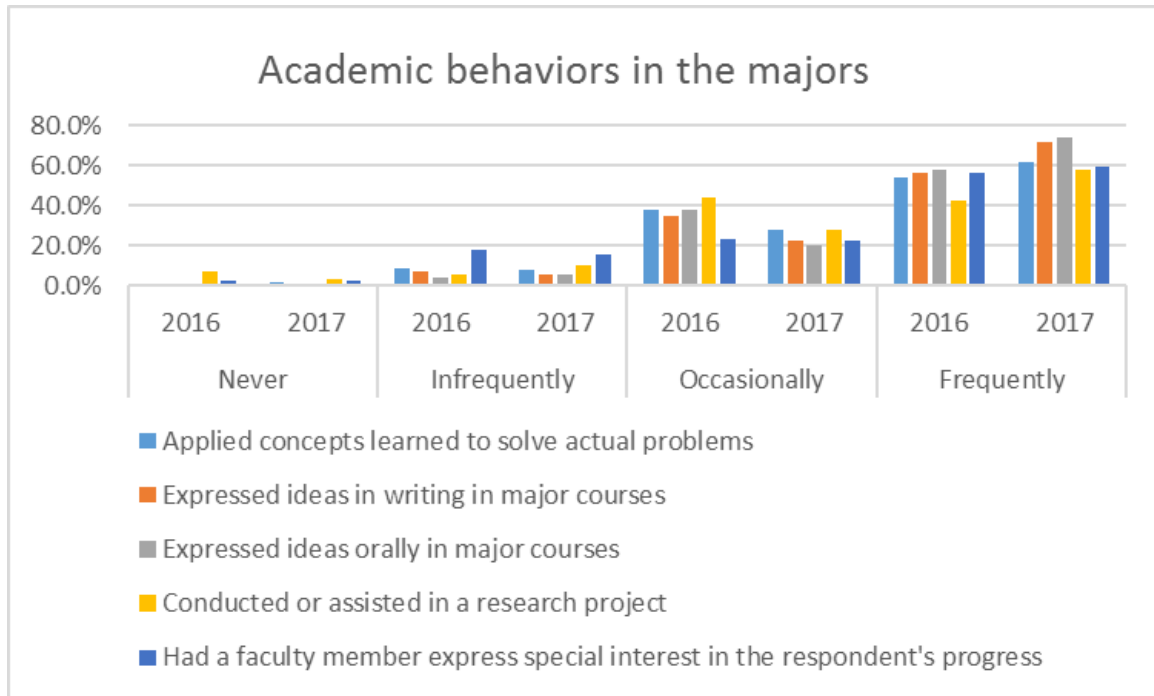
FEEDBACK TO STATEMENTS ABOUT THE MAJOR (on a scale of 1-5)

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Mean Score	
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
Grading procedures in my major courses were fair	4.3%	1.9%	2.9%	2.8%	8.7%	13.9%	46.4%	38.0%	37.7%	43.5%	4.1	4.2
My advisor was knowledgeable about degree requirements	1.4%	1.9%	2.9%	7.4%	5.8%	14.8%	36.2%	22.2%	53.6%	53.7%	4.4	4.2
My advisor was involved in my educational planning	1.4%	1.9%	2.9%	9.3%	11.6%	11.2%	34.8%	30.8%	49.3%	46.7%	4.3	4.1
My advisor was involved in my career planning	7.2%	4.6%	5.8%	14.8%	18.8%	20.4%	39.1%	24.1%	29.0%	36.1%	3.8	3.7
Department faculty were professionally competent	1.4%	2.8%	7.2%	3.7%	7.2%	15.0%	40.6%	36.4%	43.5%	42.1%	4.2	4.1
Department faculty were effective teachers	2.9%	1.9%	4.3%	4.7%	18.8%	15.1%	40.6%	37.7%	33.3%	40.6%	4.0	4.1
At least one professor worked closely with me		1.9%	1.4%	0.9%	10.1%	10.2%	31.9%	23.1%	56.6%	63.9%	4.4	4.5
Faculty in my major were approachable	1.4%	2.8%	2.9%	2.8%	8.7%	7.4%	39.1%	31.5%	47.8%	55.6%	4.3	4.3
Faculty in my major were accessible outside of class		0.9%		1.9%	10.0%	10.2%	44.9%	38.0%	44.9%	49.1%	4.3	4.3
The fundamental theories in my field were taught		0.9%	1.4%	2.8%	7.2%	8.3%	44.9%	37.0%	46.4%	50.9%	4.4	4.3
The current research methods in my field were taught		0.9%	5.8%	3.7%	13.0%	9.3%	40.6%	37.0%	40.6%	49.1%	4.2	4.3
Sufficient practical training in my field was provided		1.9%	10.1%	7.4%	20.3%	16.7%	40.6%	33.3%	29.0%	40.7%	3.9	4.0
Courses in my major were intellectually stimulating	1.4%	0.9%	5.8%	3.7%	11.6%	7.4%	47.8%	46.3%	33.3%	41.7%	4.1	4.2
Faculty in my major set high academic expectations for me	2.9%		2.9%	1.9%	10.1%	13.9%	42.0%	30.6%	42.0%	53.7%	4.2	4.4
Faculty in my major encouraged me to actively participate in my learning	1.4%		1.4%	0.9%	7.2%	8.3%	52.2%	35.2%	37.7%	55.6%	4.2	4.5

- The only statement this year with a mean of less than 4 was in reference to the advisor's involvement in career planning (3.7 avg. rating), down from a 3.8 rating in 2016.
- Average response ratings (mean score) improved in 2017 in eight of the 15 statements.
- Overall, feedback to the statements about the majors was very positive.

ACADEMIC BEHAVIORS IN THE MAJORS

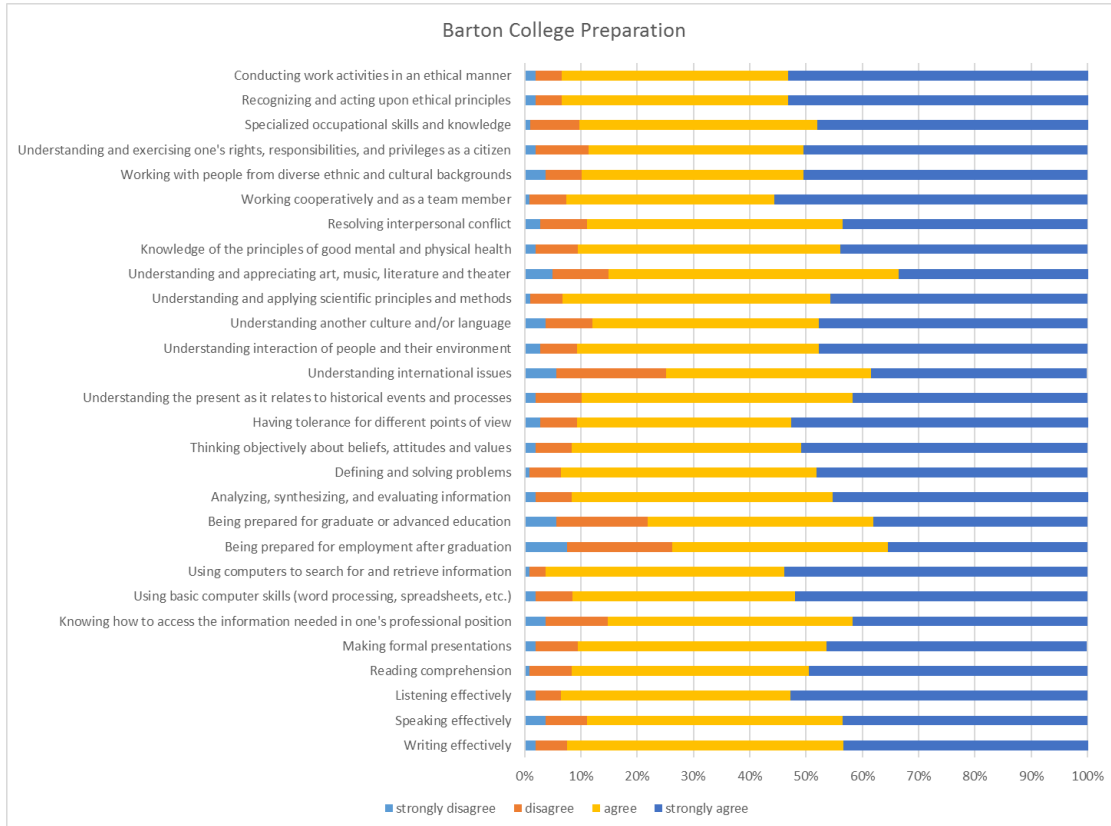
How often in the major respondents responded that they:



- Improvements were seen across all areas in the numbers of respondents who replied that they had frequently engaged in positive academic behaviors.
- 18.5% indicated that a faculty member had never or infrequently expressed special interest in their progress. This is down from 20.5% in 2016.

FEEDBACK REGARDING BARTON COLLEGE PREPARATION

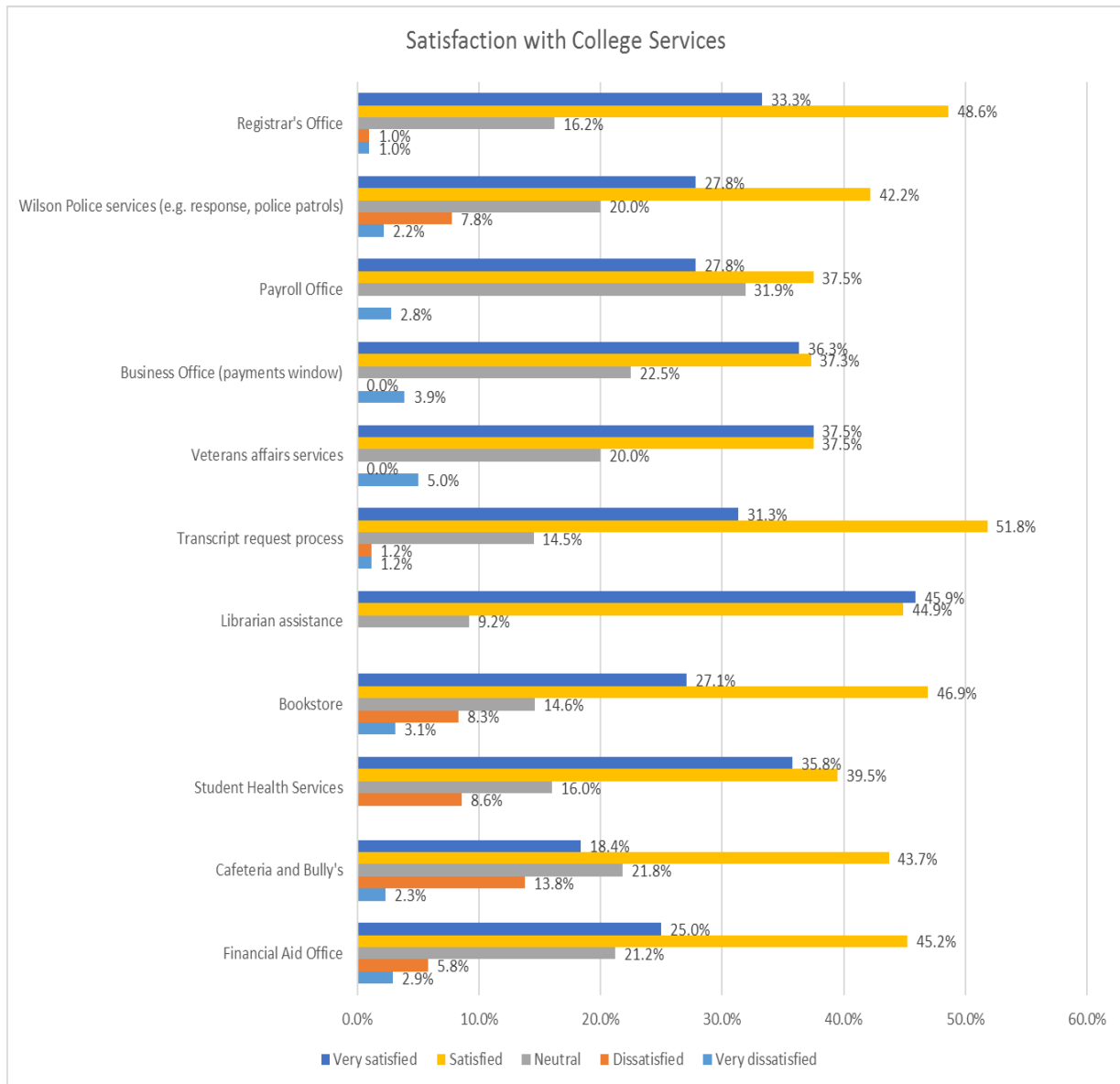
Seniors were asked to indicate how well they were prepared by their Barton experiences for each of the following:



- At least 90% of the respondents agree or strongly agree that their Barton education prepared them to write effectively, make formal presentations, use basic computer skills, use computers to search for and retrieve information, analyze, synthesize and evaluate information, define and solve problems, think objectively about beliefs, attitudes and values, have tolerance for different points of view, understand the interaction of people and their environment, understand and apply scientific principles and methods, know the principles of good mental and physical health, work cooperatively and as a team member, acquire specialized occupational skills and knowledge, recognize and act upon ethical principles, conduct work activities in an ethical manner, and improved their reading comprehension.
- 55.6% strongly agreed that their Barton education prepared them to work cooperatively and as a team member, the highest rating in the strongly agree column. (versus 52.3% in 2016)
- 21.9 % of the respondents strongly disagreed or disagreed that their Barton education prepared them for graduate or advanced education. (versus 20.9% in 2016)
- 25.2% of the respondents strongly disagreed or disagreed that their Barton education prepared them for understanding international issues. (versus 24.6% in 2016)

- Only 35.5% strongly agreed that their Barton education prepared them for employment after graduation, the second lowest rating in the strongly agree column. (versus 29.9% in 2016)

SATISFACTION WITH COLLEGE OFFICES AND SERVICES

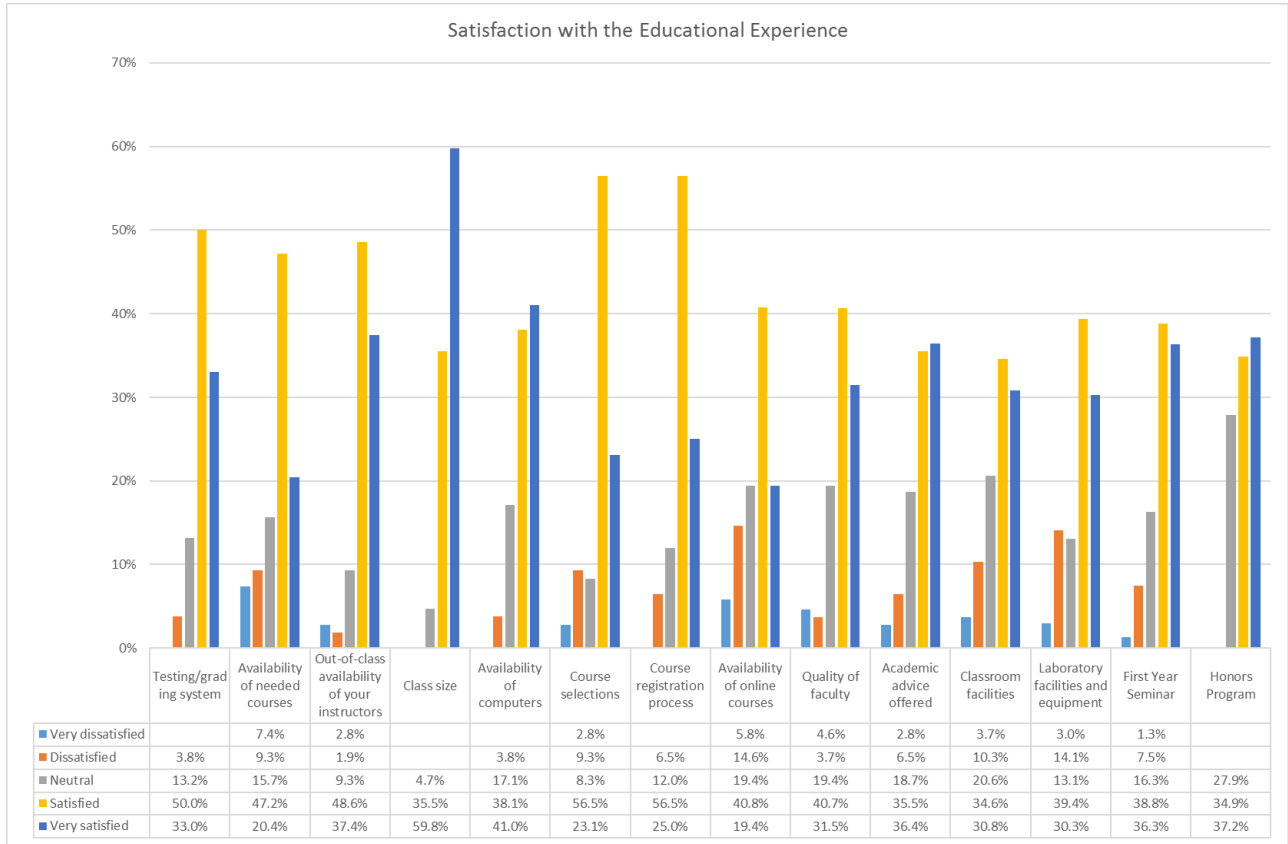


- The service areas of least satisfaction in the 2017 survey were the Cafeteria and Bully's and the Bookstore. 16.1% of the respondents rated their satisfaction with the Cafeteria and Bully's as either very dissatisfied or dissatisfied while 11.4% of the respondents rated their satisfaction

with the Bookstore as either very dissatisfied or dissatisfied. (In 2016 the areas of least satisfaction were the Cafeteria and Bully's (16.6%) and Wilson Police Services (13.6%).

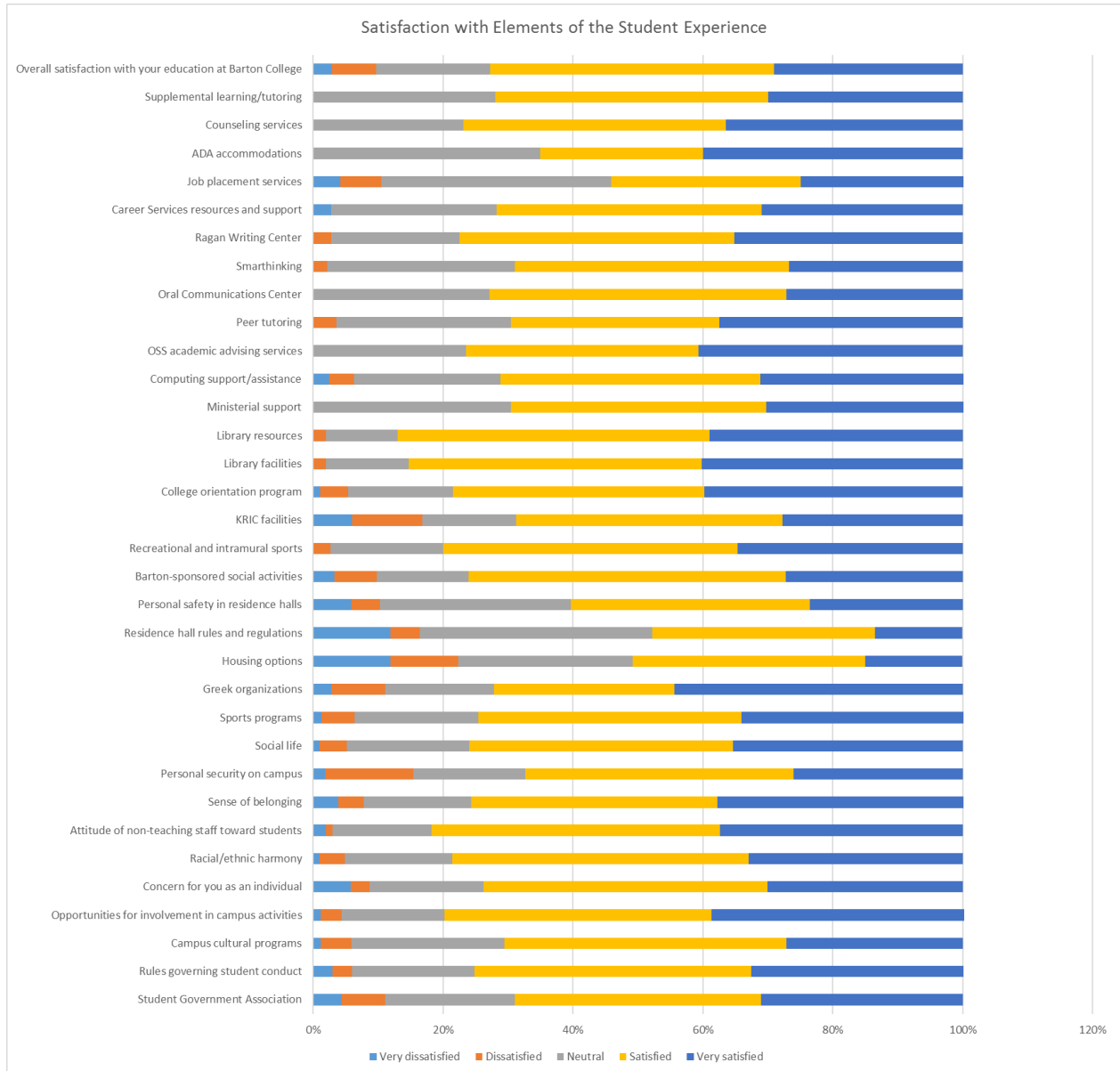
- Overall, seniors were most positive about librarian assistance with 90.8% rating their satisfaction as either satisfied or very satisfied.
- Only 3 of the areas showed improvement in satisfaction rates (determined by adding satisfied and very satisfied rates) from 2016 to 2017: Student Health Services (74.0% to 75.3%), Librarian assistance (89.4% to 90.8%), and the transcript request process (78.6% to 83.1%).
- In general, students giving ratings of satisfied or very satisfied to college offices and services were significantly fewer in 2016 than they were in 2017.
- In 2016, only the Cafeteria and Bully's had a combined satisfaction rating of satisfied or very satisfied of less than 74%. In 2017, six areas had a total rating of 74.0% or lower: Financial Aid Office (70.2%), Cafeteria and Bully's (62.1%), Bookstore (74%), Business Office (73.6%), Payroll Office (65.3%), and Wilson Police (70.0%).

SATISFACTION WITH THE EDUCATIONAL EXPERIENCE



- 95.3% of students indicated that they were either satisfied or very satisfied with class size at Barton.
- 20.4% of the respondents rated their satisfaction with the availability of online courses as either very dissatisfied or dissatisfied while 17.1% of the respondents rated their satisfaction with laboratory facilities and equipment as either very dissatisfied or dissatisfied. 16.7% of the respondents rated their satisfaction with the availability of needed courses as either very dissatisfied or dissatisfied.

SATISFACTION WITH THE STUDENT EXPERIENCE



- Over 80% of the respondents rated their satisfaction with the following categories/areas as being either satisfied or very satisfied: Opportunities for involvement in campus activities, attitude of non-teaching staff towards students, recreational and intramural sports, Library facilities, and Library resources.
- In terms of lowest levels of satisfaction, 22.3% of the respondents were either very dissatisfied or dissatisfied with housing options, 16.8 % of the respondents were either very dissatisfied or

dissatisfied with KRIC facilities, and 16.4 % of the respondents were either very dissatisfied or dissatisfied with residence hall rules and regulations.

USE OF TIME AS SENIORS

	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		1.9%	10.4%	24.5%	30.2%	9.4%	12.3%	11.3%
Attending classes/labs	1.0%	2.9%	6.7%	17.1%	21.0%	23.8%	16.2%	11.4%
Exercising/sports	26.4%	7.5%	24.5%	13.2%	16.0%	3.8%	2.8%	5.7%
Partying	60.4%	10.4%	11.3%	10.4%	5.7%	0.9%	0.9%	
Socializing with friends	7.6%	14.3%	23.8%	33.3%	11.4%	6.7%	1.0%	1.9%
Working (for pay) on campus	71.7%	1.9%	3.8%	4.7%	13.2%	1.9%		2.8%
Working (for pay) off campus	37.5%	1.0%		1.9%	9.6%	5.8%	10.6%	33.7%
Participating in student clubs/groups	48.6%	5.7%	14.3%	16.2%	7.6%		2.9%	4.8%
Watching TV	8.5%	13.2%	31.1%	25.5%	18.9%	0.9%	1.9%	
Providing childcare	81.0%	1.0%	1.9%	1.0%	1.9%	1.9%	1.0%	10.5%
Commuting	17.0%	25.5%	18.9%	17.0%	12.3%	1.9%	1.9%	5.7%
Praying/meditating	29.2%	17.9%	26.4%	15.1%	3.8%	0.9%	0.9%	5.7%
Career planning (job searches, internships, etc.)	12.3%	17.0%	21.7%	17.9%	11.3%	4.7%	0.9%	14.2%
Online social networks (Facebook, Twitter, etc.)	9.4%	19.8%	27.4%	23.6%	15.1%	1.9%	0.9%	1.9%

- 60.4% reported that they spend no time partying (47.8% in 2016) and 48.6% spend no time participating in student clubs or groups (46.4% in 2016).
- Most students worked for pay off-campus, and these students worked more hours with a third indicating they worked at least 20 hours per week.
- Only 28.3% of the students polled indicated they worked on-campus and a majority of worked between 6 to 10 hours each week. (In 2016, 40% worked on campus with the majority working 1-2 hours).
- On a weekly basis more students spend 3-5 hours socializing with friends (33.3%) than they do on online social networks (23.6%). This is a reverse of 2016 reported behavior.
- One-third of the seniors spend more than 10 hours each week studying and doing homework. (No change from 2016)

Commuting

- 9.5% of the senior respondents spent more than 10 hours commuting each week (7% in 2016). Of the remaining seniors, 29.2% spent between 3 to 10 hours commuting (33% in 2016). The remainder either lived on-campus or lived within a 30 minute drive to the college.

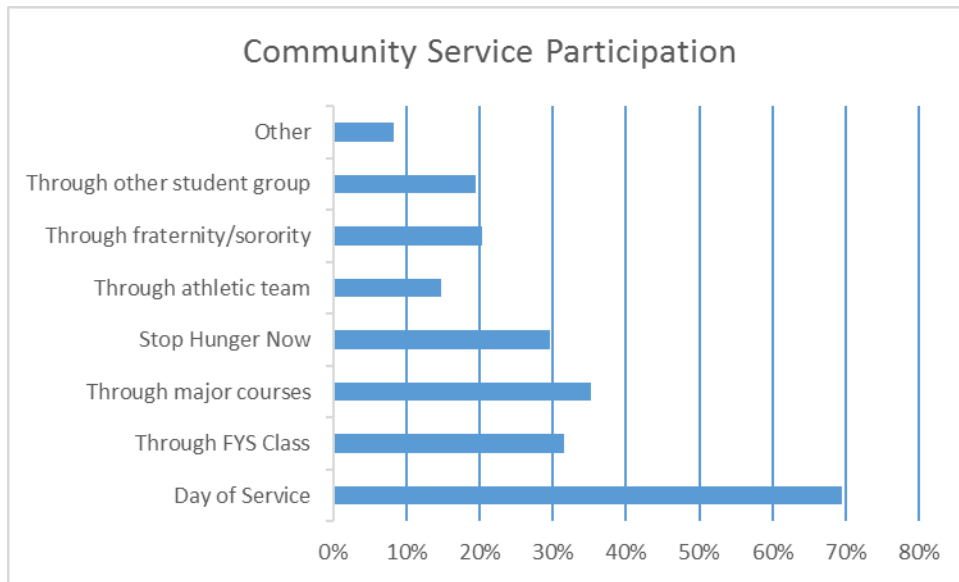
Career Planning

- 49% of the seniors devoted more than 2 hours a week to career planning, including job searches and internships (50% in 2016).

Community Service

- Of all survey respondents, 83.2% indicated that they had participated in community service while a student at Barton College.
- When asked to estimate the number of community service hours performed during the Barton career, respondents reported a total of just over 8100 hours.

Their avenues of participation are indicated in the following diagram.



Employment

In the coming year, 65.7% of seniors planned to be working full time (78% in 2016) and 25.9% plan on attending graduate/professional school (26% in 2016).

The current employment plans from respondents are as follows:

- 40.2% have already found a job. (27% in 2016)
- 44.3% are looking for a job. (57% in 2016)
- 9.3% will begin looking for a job after graduation. (11% in 2016)
- 6.2% are not planning to be employed after graduation. 4.8% in 2016

Choosing or Recommending Barton College

77.2% polled said they would or probably would choose Barton College if they had the decision to make again (Up from 76% in 2016 and down from 82% in 2015.). Another 73.6% said they would recommend Barton College to a friend or family member. (Down from 80% in 2016)