

SENIOR SURVEY – SPRING 2018

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.

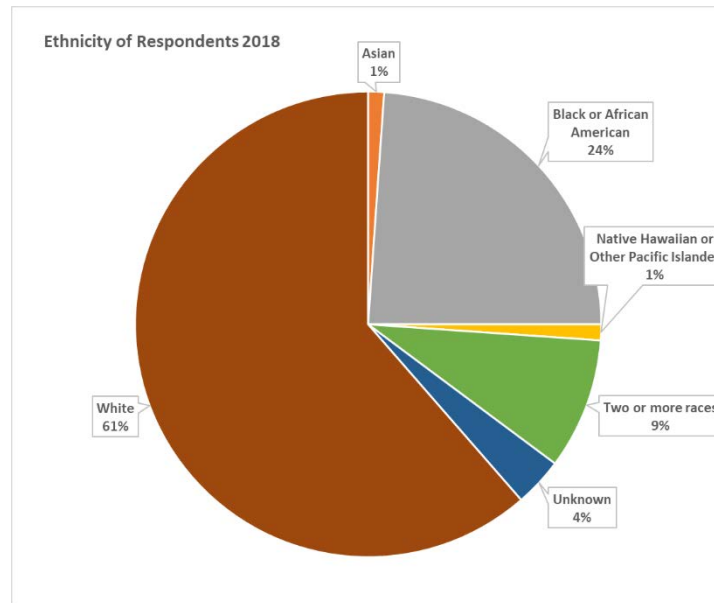
All students who were scheduled to participate in the May 2018 graduation ceremony (December 2017, May 2018 and August 2018 graduates) were sent an electronic survey to their Barton College email address on April 10, 2018, using Class Climate survey software. The solicitation email was sent by the Office 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 five reminder e-mails). A total of 88 students (n=205) responded to the survey resulting in a response rate of 42.9%, up very slightly from a response rate of 42.4% percent in 2017.

DEMOGRAPHICS OF THE RESPONDENTS

- 80.7% of the respondents were female and 19.3% of the respondents were male. There was a higher than average female participation rate since the overall population consisted of 74.1% female and 25.9% male students.
- 68.6% of the respondents were full-time traditional students, 30.2% of the survey respondents were students in the Professional Studies Program, and 1.2% were part-time traditional students. There was a higher than average participation rate from non-traditional students as the overall population receiving the survey consisted of 82.9% traditional students and 17.1% non-traditional students.
- 43.7% of the respondents entered Barton College in 2014, 32.2% entered in 2015, 9.2% entered in 2016 and 4.6% entered in 2017. 10.3% of the respondents were “super-seniors” who came to Barton in 2013 or earlier.
- 89.3% of the respondents expected to graduate in May 2018, 4.8% graduated in December 2017, 4.8% expected to graduate in August 2018, and 1.2% indicated a “not sure” graduation date.
- While a senior, 62.7% of the respondents lived off-campus in a room or apartment; 18.1% lived with his or her parent(s), and 19.3% lived in a residence hall. No respondents reported living in a fraternity house during his senior year.
- 45.4% of the respondents reported that the highest level of education completed by his or her mother was middle school or high school. 52.4% of the respondents reported that the highest level of education completed by his or her father was middle school or high school. 32.6% of the students reported that neither parent had completed any education beyond high school.
- 10.5% of the seniors reported that both parents had a 4-year degree or higher.

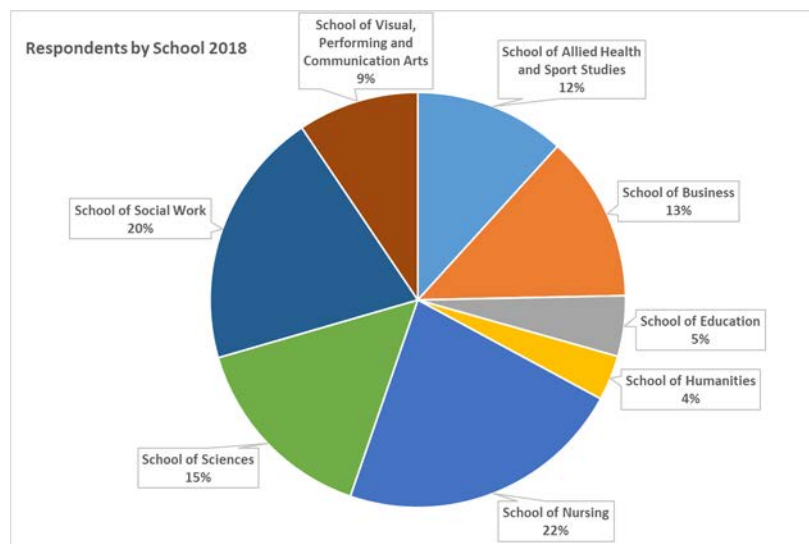
- 96.5% of the respondents used their own computer while attending Barton. A variety of computing devices were used to complete assignments, including personal PC laptop (62.5%, down from 75% in 2017); personal MAC laptop (31.8%, up from 24.1% in 2017); personal PC desktop (10.2%); personal MAC desktop (3.4%); personal tablet (18.2%, down from 24.1% in 2017); Barton-owned laptop (18.2%, down from 24.1% in 2017); and Barton-owned desktop (40.9%, down from 48.1% in 2017).

Ethnicity of Respondents



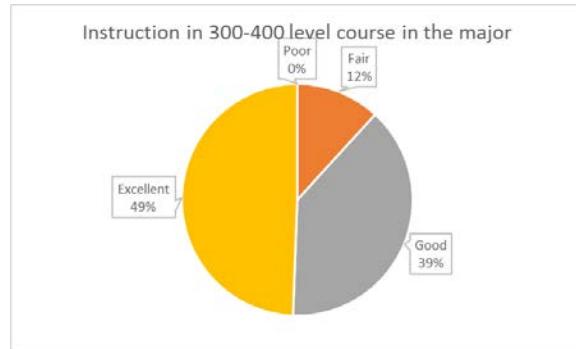
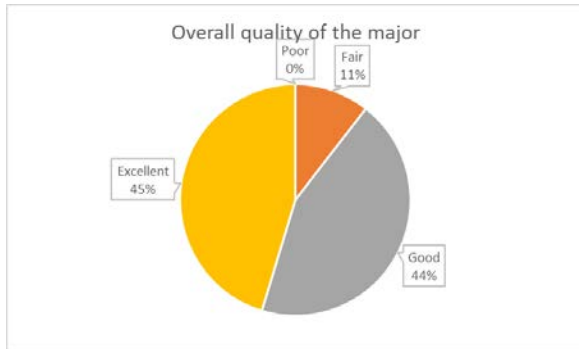
- 8.2% of the respondents indicated that they were Hispanic or Latino.

Respondents by School

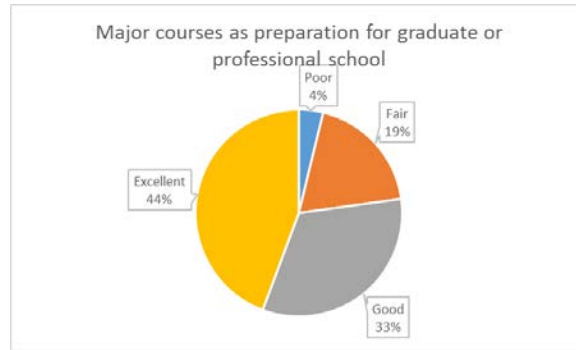
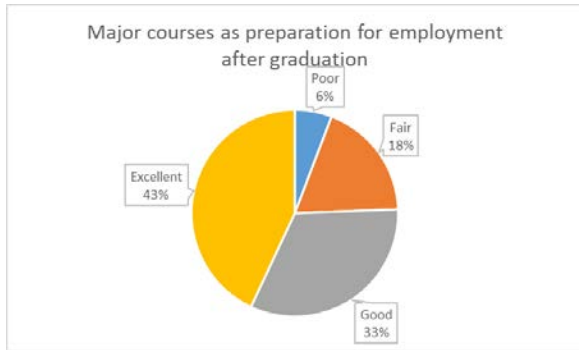


- Responses were received from students representing each of Barton's 8 undergraduate schools.

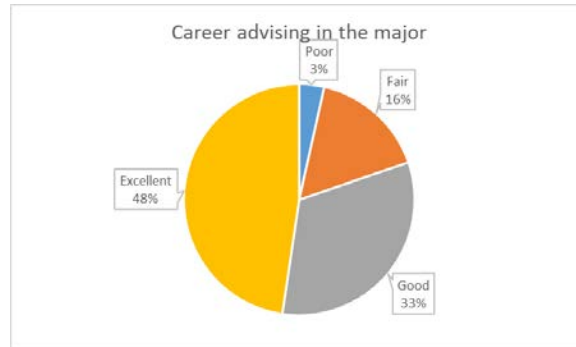
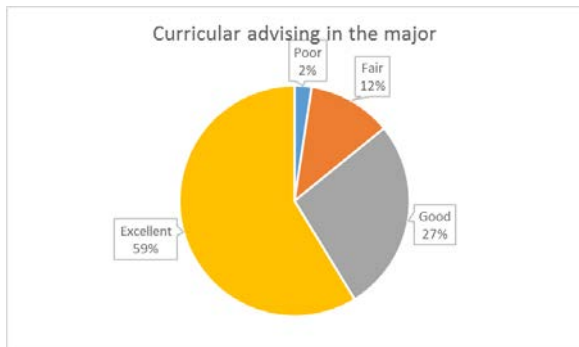
FEEDBACK ABOUT THE MAJOR



- An overwhelming majority of the respondents (89.5%) rated the overall quality of the major as good or excellent (versus 81% in 2017).
- Feedback about instruction in the 300-400 level courses in the major was also very positive as 88.2% rated this category as good or excellent (versus 89% in 2017).



- Respondents were slightly less positive in their feedback about major courses as preparation for employment after graduation (76% rated this category as good or excellent) or as preparation for graduate or professional school (77% gave this category a good or excellent rating). These ratings were slightly lower than the 2017 ratings of 77% and 79%, respectively.

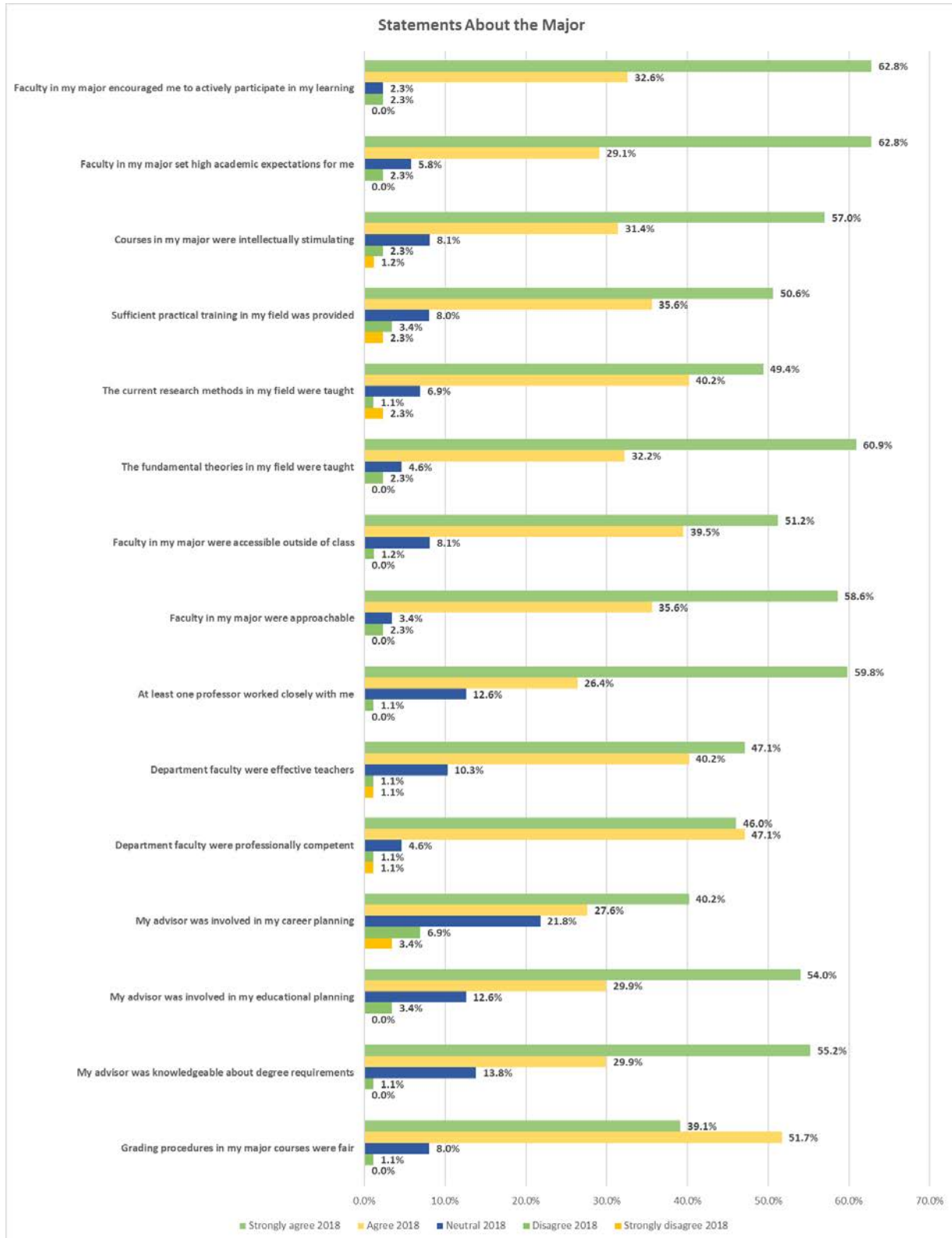


- 86% rated curricular advising in the major as either good or excellent (versus 72% in 2017).
- 80% rated career advising in the major as either good or excellent (versus 66% in 2017).



- Practical experiences in the major received very positive feedback with 90% assigning a good or excellent rating to the category (versus 86% in 2017).
- 62% of the respondents responded that the classroom facilities in the department were good or excellent (versus 62% in 2017).
- 66.2% of the respondents reported that laboratory/studio facilities in the major were adequate, while 17.6% selected “more than adequate” as their response. 16.2% indicated that laboratory/studio facilities in the major were inadequate. In 2017, ratings were 67.4%, 20% and 12.6% respectively.
- 54% of the respondents reported that library books, resources and reference materials in the major were adequate, while 39% selected “more than adequate” as their response. 7% indicated that library books, resources and reference materials in the major were inadequate. In 2017, ratings were 62%, 35% and 3% respectively.
- 52.4% of the respondents reported that computer facilities in the major were adequate, while 37.8% selected “more than adequate” as their response. 9.8% of the respondents reported that computer facilities in their major were inadequate. In 2017, ratings were 65.7%, 25.7%, and 8.6% respectively.

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



- The only statement in 2018 with a mean of less than 4 was in reference to the advisor's involvement in career planning (3.9 avg. rating), up from a 3.7 rating in 2017.

- Average response ratings improved in 2018 in 13 of the 15 statements.
- Overall, feedback from 2018 graduates to the statements about the majors was very positive.

The following table displays responses to statements about the major made by respondents in the 2016, 2017 and 2018 senior surveys.

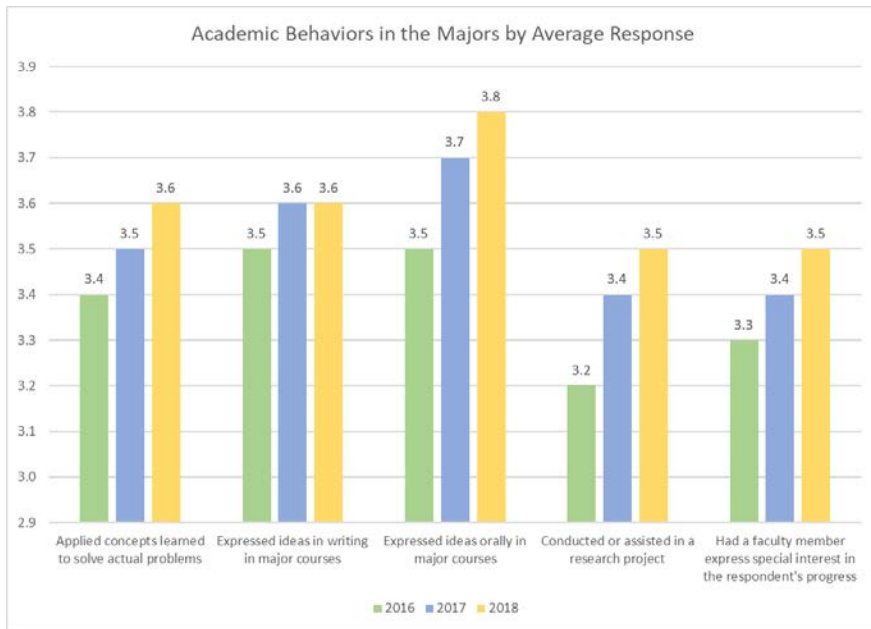
	Strongly disagree			Disagree			Neutral			Agree			Strongly agree		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Grading procedures in my major courses were fair	4.3%	1.9%	0.0%	2.9%	2.8%	1.1%	8.7%	13.9%	8.0%	46.4%	38.0%	51.7%	37.7%	43.5%	39.1%
My advisor was knowledgeable about degree requirements	1.4%	1.9%	0.0%	2.9%	7.4%	1.1%	5.8%	14.8%	13.8%	36.2%	22.2%	29.9%	53.6%	53.7%	55.2%
My advisor was involved in my educational planning	1.4%	1.9%	0.0%	2.9%	9.3%	3.4%	11.6%	11.2%	12.6%	34.8%	30.8%	29.9%	49.3%	46.7%	54.0%
My advisor was involved in my career planning	7.2%	4.6%	3.4%	5.8%	14.8%	6.9%	18.8%	20.4%	21.8%	39.1%	24.1%	27.6%	29.0%	36.1%	40.2%
Department faculty were professionally competent	1.4%	2.8%	1.1%	7.2%	3.7%	1.1%	7.2%	15.0%	4.6%	40.6%	36.4%	47.1%	43.5%	42.1%	46.0%
Department faculty were effective teachers	2.9%	1.9%	1.1%	4.3%	4.7%	1.1%	18.8%	15.1%	10.3%	40.6%	37.7%	40.2%	33.3%	40.6%	47.1%
At least one professor worked closely with me		1.9%	0.0%	1.4%	0.9%	1.1%	10.1%	10.2%	12.6%	31.9%	23.1%	26.4%	56.6%	63.9%	59.8%
Faculty in my major were approachable	1.4%	2.8%	0.0%	2.9%	2.8%	2.3%	8.7%	7.4%	3.4%	39.1%	31.5%	35.6%	47.8%	55.6%	58.6%
Faculty in my major were accessible outside of class		0.9%	0.0%		1.9%	1.2%	10.0%	10.2%	8.1%	44.9%	38.0%	39.5%	44.9%	49.1%	51.2%
The fundamental theories in my field were taught		0.9%	0.0%	1.4%	2.8%	2.3%	7.2%	8.3%	4.6%	44.9%	37.0%	32.2%	46.4%	50.9%	60.9%
The current research methods in my field were taught		0.9%	2.3%	5.8%	3.7%	1.1%	13.0%	9.3%	6.9%	40.6%	37.0%	40.2%	40.6%	49.1%	49.4%
Sufficient practical training in my field was provided		1.9%	2.3%	10.1%	7.4%	3.4%	20.3%	16.7%	8.0%	40.6%	33.3%	35.6%	29.0%	40.7%	50.6%
Courses in my major were intellectually stimulating	1.4%	0.9%	1.2%	5.8%	3.7%	2.3%	11.6%	7.4%	8.1%	47.8%	46.3%	31.4%	33.3%	41.7%	57.0%
Faculty in my major set high academic expectations for me	2.9%		0.0%	2.9%	1.9%	2.3%	10.1%	13.9%	5.8%	42.0%	30.6%	29.1%	42.0%	53.7%	62.8%
Faculty in my major encouraged me to actively participate in my learning	1.4%		0.0%	1.4%	0.9%	2.3%	7.2%	8.3%	2.3%	52.2%	35.2%	32.6%	37.7%	55.6%	62.8%

ACADEMIC BEHAVIORS IN THE MAJORS

How often in the major respondents responded that they:

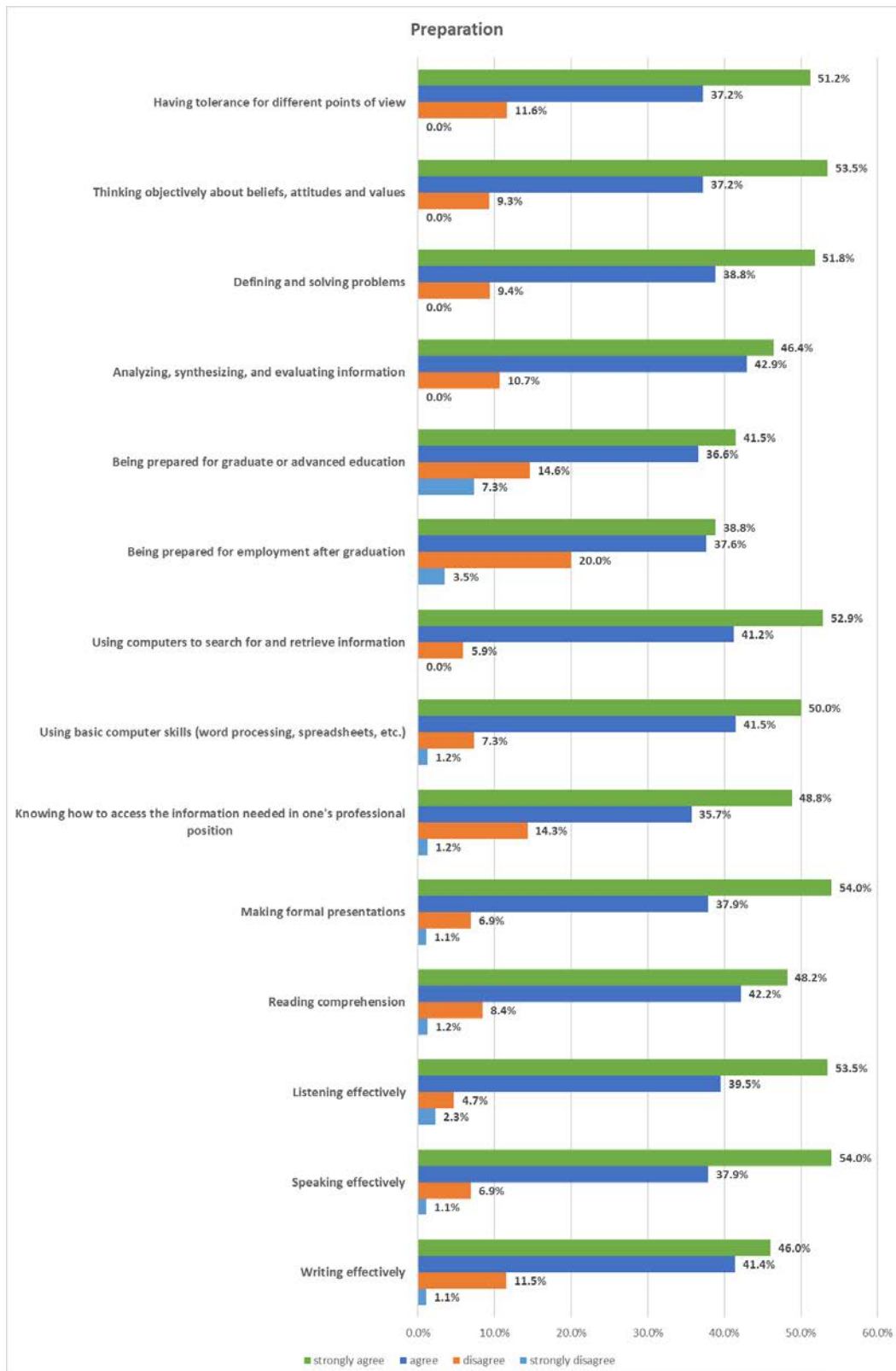
	Never			Infrequently			Occasionally			Frequently		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Applied concepts learned to solve actual problems		1.9%	0.0%	8.7%	8.3%	4.7%	37.7%	27.8%	31.4%	53.6%	62.0%	64.0%
Expressed ideas in writing in major courses	1.4%	0.9%	1.1%	7.2%	5.6%	3.4%	34.8%	22.2%	27.6%	56.5%	71.3%	67.8%
Expressed ideas orally in major courses			1.1%	4.3%	5.6%	0.0%	37.7%	20.4%	18.4%	58.0%	74.1%	80.5%
Conducted or assisted in a research project	7.4%	3.7%	3.5%	5.9%	10.3%	7.0%	44.1%	28.0%	29.1%	42.6%	57.9%	60.5%
Had a faculty member express special interest in the respondent's progress	2.9%	2.8%	1.2%	17.6%	15.7%	4.7%	23.5%	22.2%	34.9%	55.9%	59.3%	59.3%

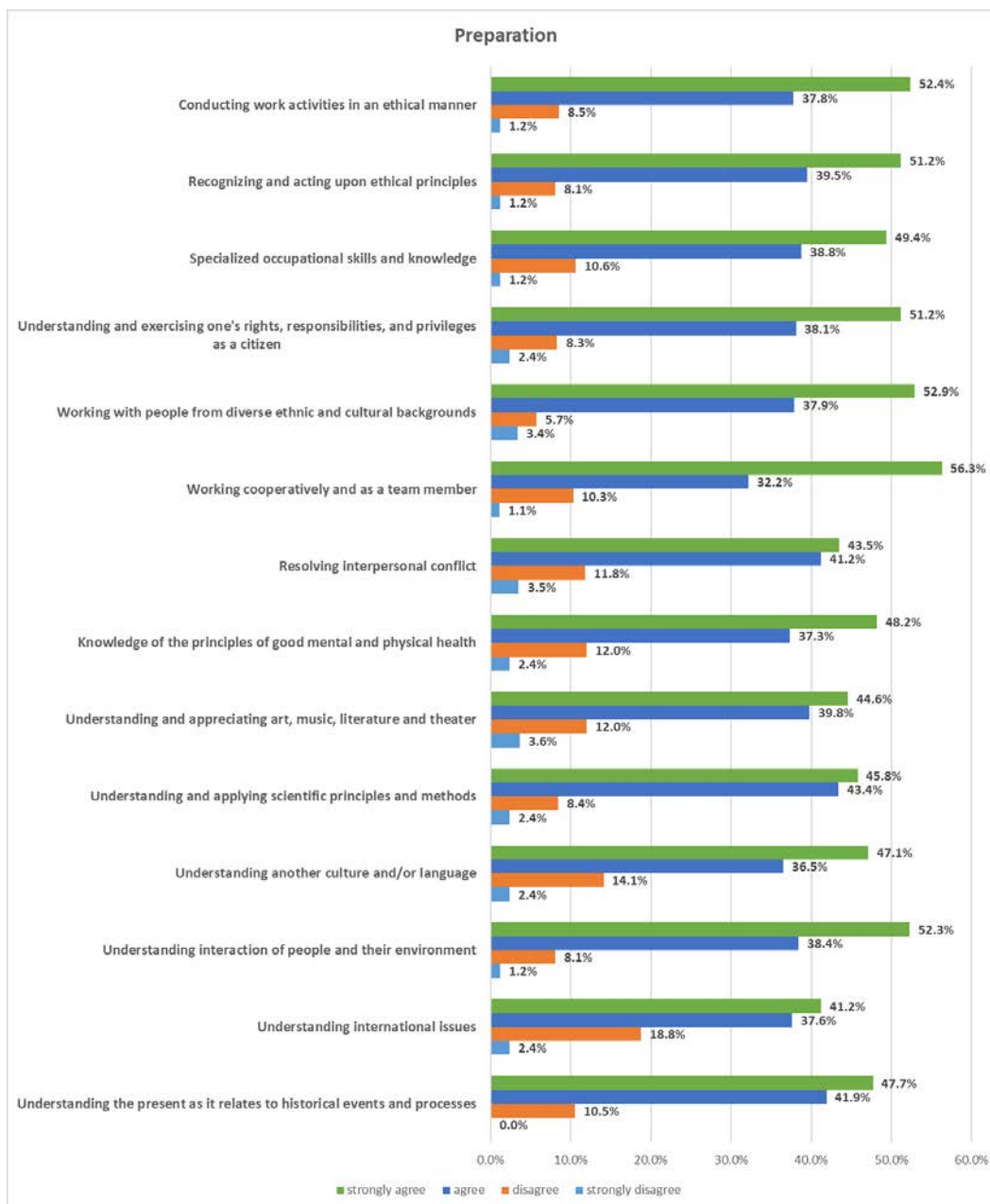
- The number of respondents who replied that they had frequently engaged in positive academic behaviors increased in three of the five areas. The only area which saw a decline was “Expressed ideas in writing in major courses” where 67.8% of the 2018 respondents indicated that they had frequently engaged in this behavior versus 71.3% in 2017.
- 5.9% indicated that a faculty member had never or infrequently expressed special interest in their progress. This is down significantly from 18.5% in 2017.



FEEDBACK REGARDING BARTON COLLEGE PREPARATION

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

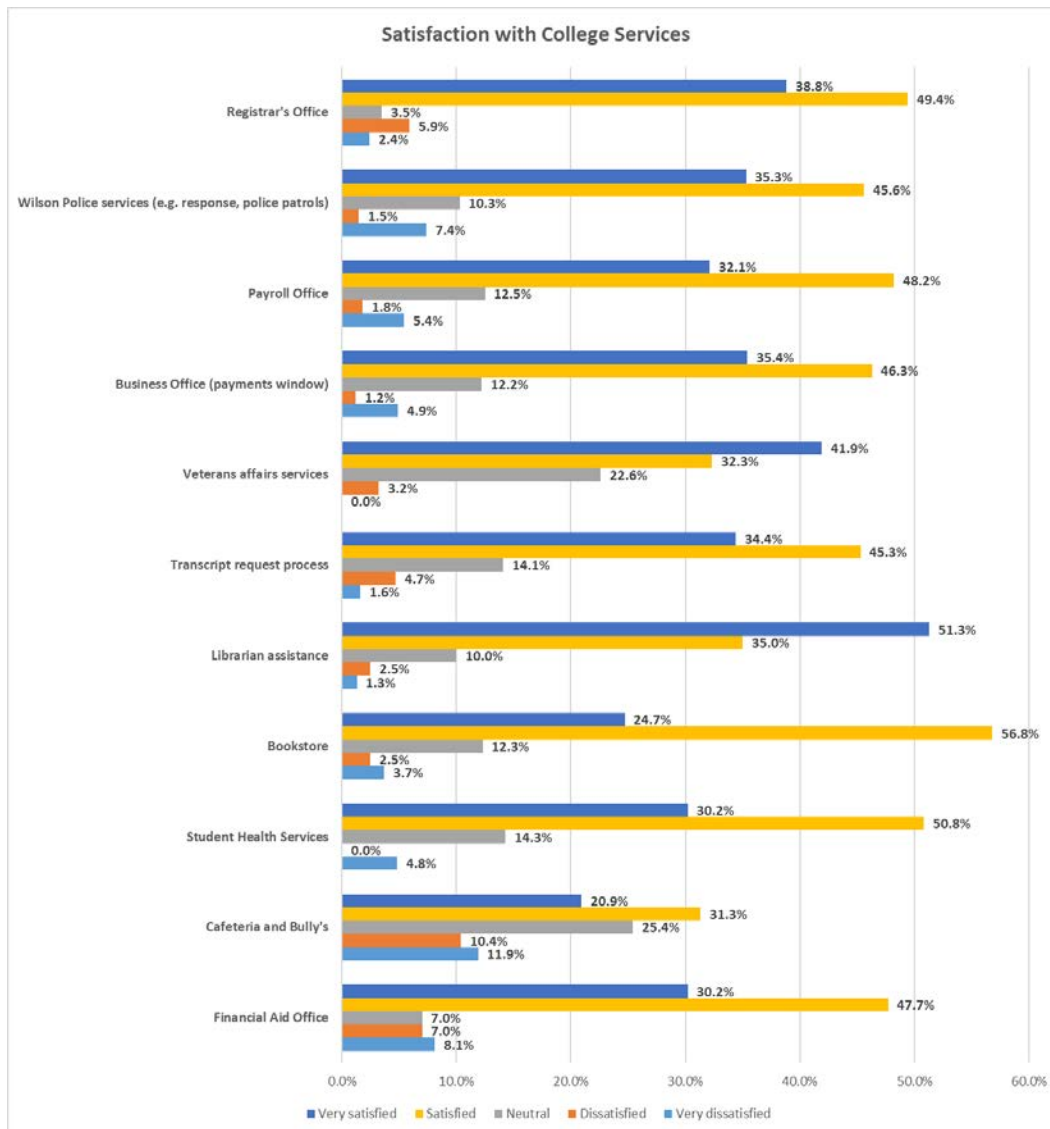




- At least 90% of the respondents agree or strongly agree that their Barton education prepared them to speak effectively, listen effectively, comprehend reading, make formal presentations, use basic computer skills, use computers to search for and retrieve information, define and solve problems, think objectively about beliefs, attitudes and values, understand the interaction of people and their environment, work with people from diverse backgrounds, recognize and act upon ethical principles, and conduct work activities in an ethical manner.
- 56.3% strongly agreed that their Barton education prepared them to work cooperatively and as a team member, the highest rating in the strongly agree column for 3 straight years (versus 55.6% in 2017).
- 23.5% of the respondents strongly disagreed or disagreed that their Barton education prepared them for employment after graduation, the highest combined rating in the strongly disagreed and disagreed categories (versus 26.2% in 2017).

- 21.9 % of the respondents strongly disagreed or disagreed that their Barton education prepared them for graduate or advanced education (versus 21.9% in 2017).
- 21.2% of the respondents strongly disagreed or disagreed that their Barton education prepared them for understanding international issues (versus 25.2% in 2017).

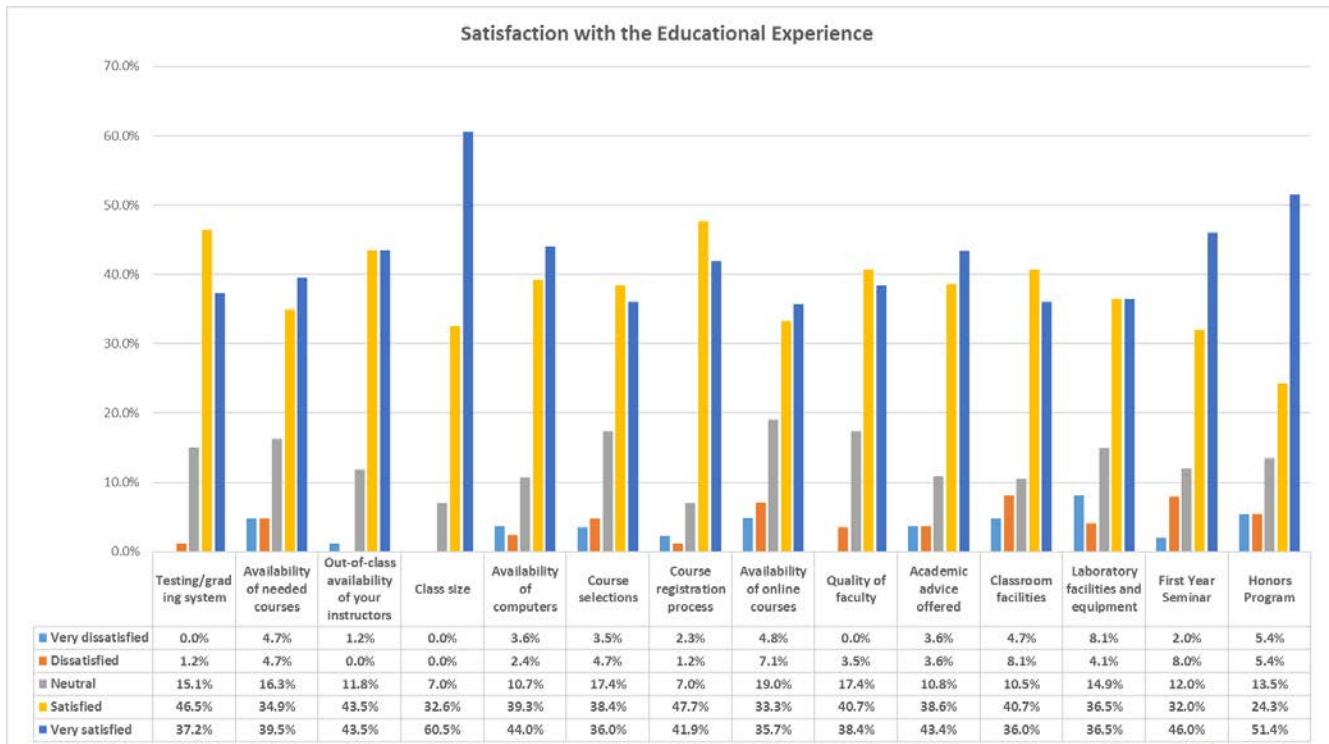
SATISFACTION WITH COLLEGE OFFICES AND SERVICES



- The service areas of least satisfaction in the 2018 survey were the Cafeteria and Bully's and Financial Aid. 22.3% of the respondents rated their satisfaction with the Cafeteria and Bully's as either very dissatisfied or dissatisfied while 15.1% of the respondents rated their satisfaction with Financial Aid as either very dissatisfied or dissatisfied. In 2017 the areas of least satisfaction were the Cafeteria and Bully's (16.1%) and the Bookstore (11.4%).
- Overall, seniors were most positive about the Registrar's Office with 88.2% rating their satisfaction as either satisfied or very satisfied.

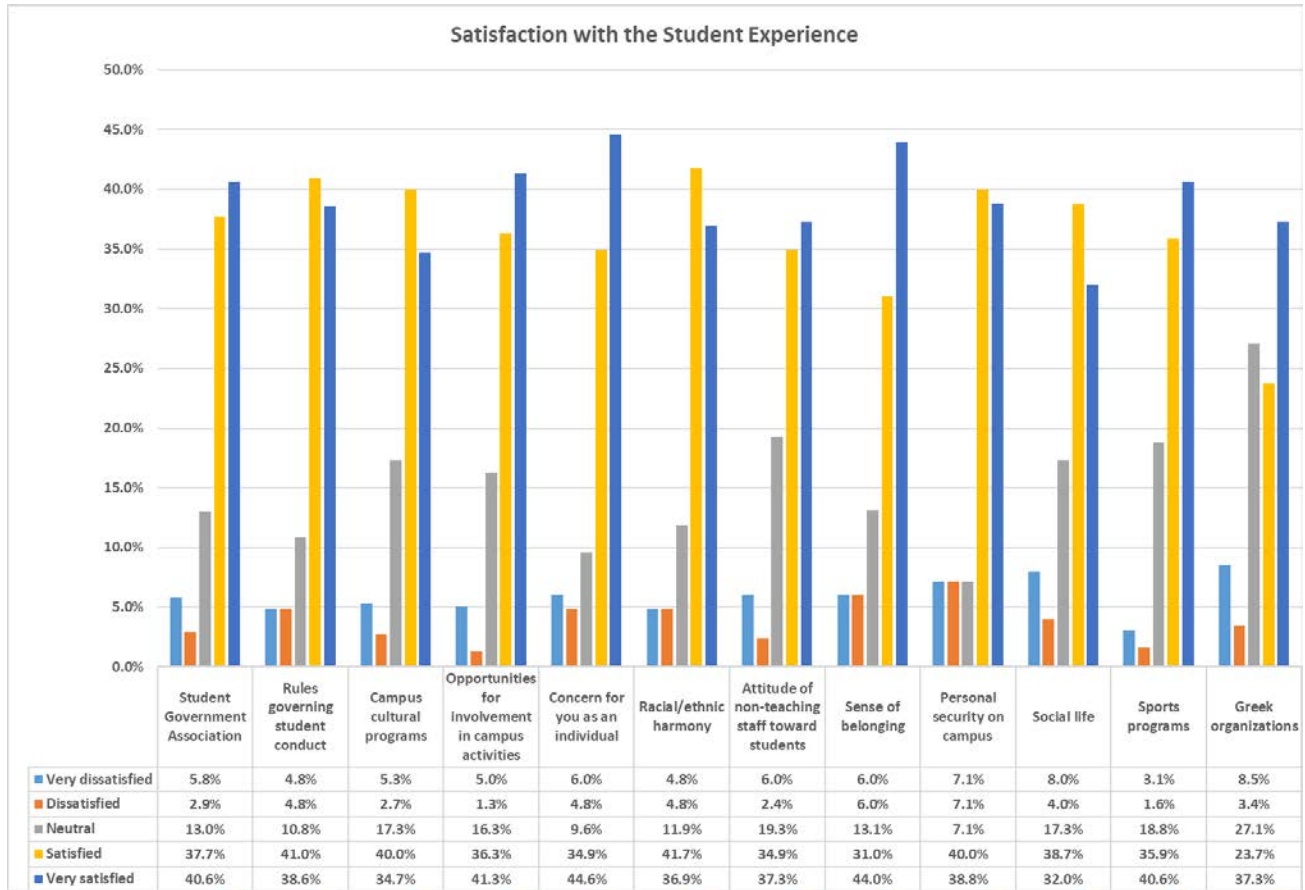
- Seven of the 11 areas showed improvement in satisfaction rates (determined by adding satisfied and very satisfied rates) from 2017 to 2018: Financial Aid (70.2% to 77.9%), Student Health Services (75.3% to 81%), Bookstore (74% to 81.5%), Business Office payment window (73.6% to 81.7%), Payroll Office (65.3% to 80.3%), Wilson Police Services (70% to 80.9%), and Registrar’s Office (81.9% to 88.2%).
- 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%). In 2018, only the Cafeteria and Bully’s had a total satisfaction rating of 74% or lower (52.2%).

SATISFACTION WITH THE EDUCATIONAL EXPERIENCE

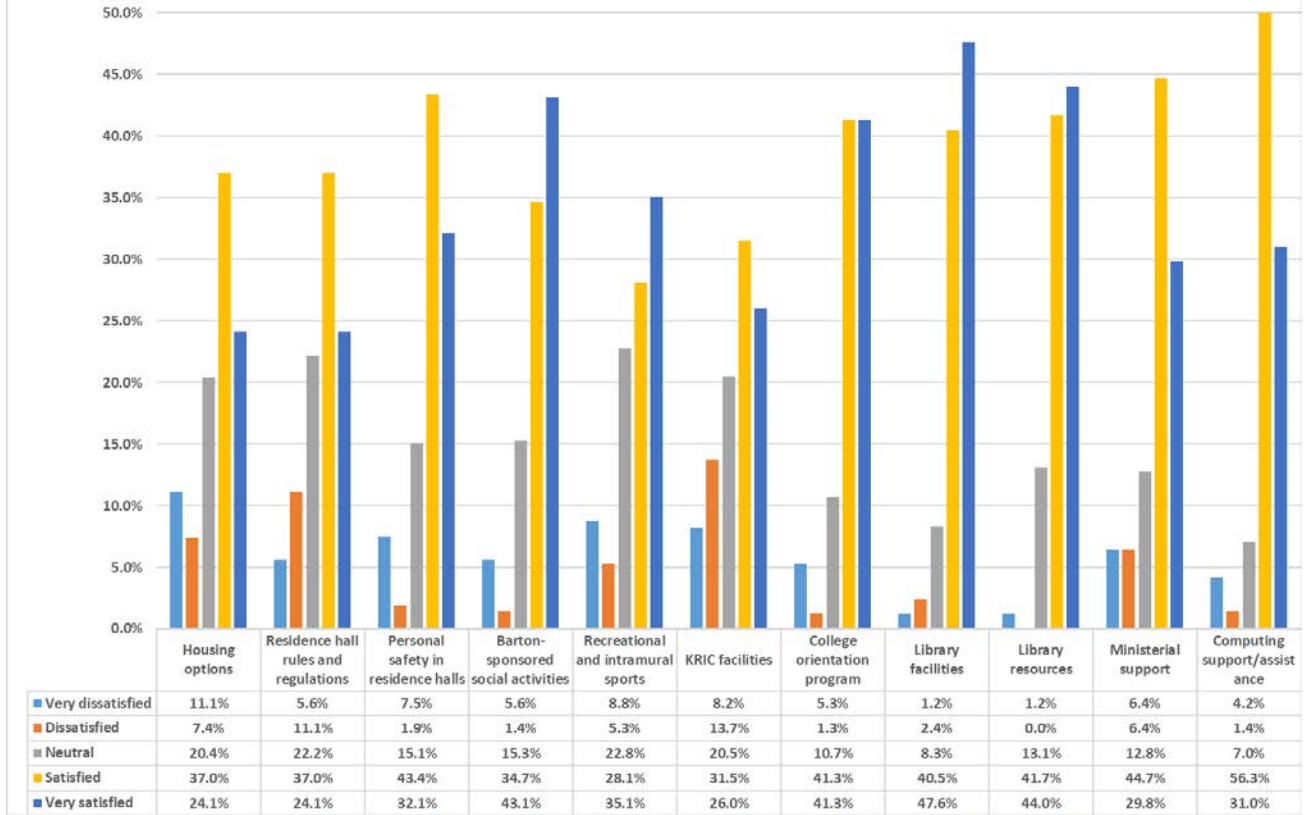


- 93.1% of students indicated that they were either satisfied or very satisfied with class size at Barton (versus 95.3% in 2017) and 89.6% rated their satisfaction with the course registration process as either satisfied or very satisfied (versus 81.5% in 2017).
- 11.9% of the respondents rated their satisfaction with the availability of online courses as either very dissatisfied or dissatisfied (versus 20.4% in 2017) while 12.2% of the respondents rated their satisfaction with laboratory facilities and equipment as either very dissatisfied or dissatisfied (versus 17.1% in 2017). 12.8% of the respondents rated their satisfaction with classroom facilities as either very dissatisfied or dissatisfied (versus 14% in 2017) and 9.4% of the respondents rated their satisfaction with the availability of needed courses as either very dissatisfied or dissatisfied (down from 16.7% in 2017).

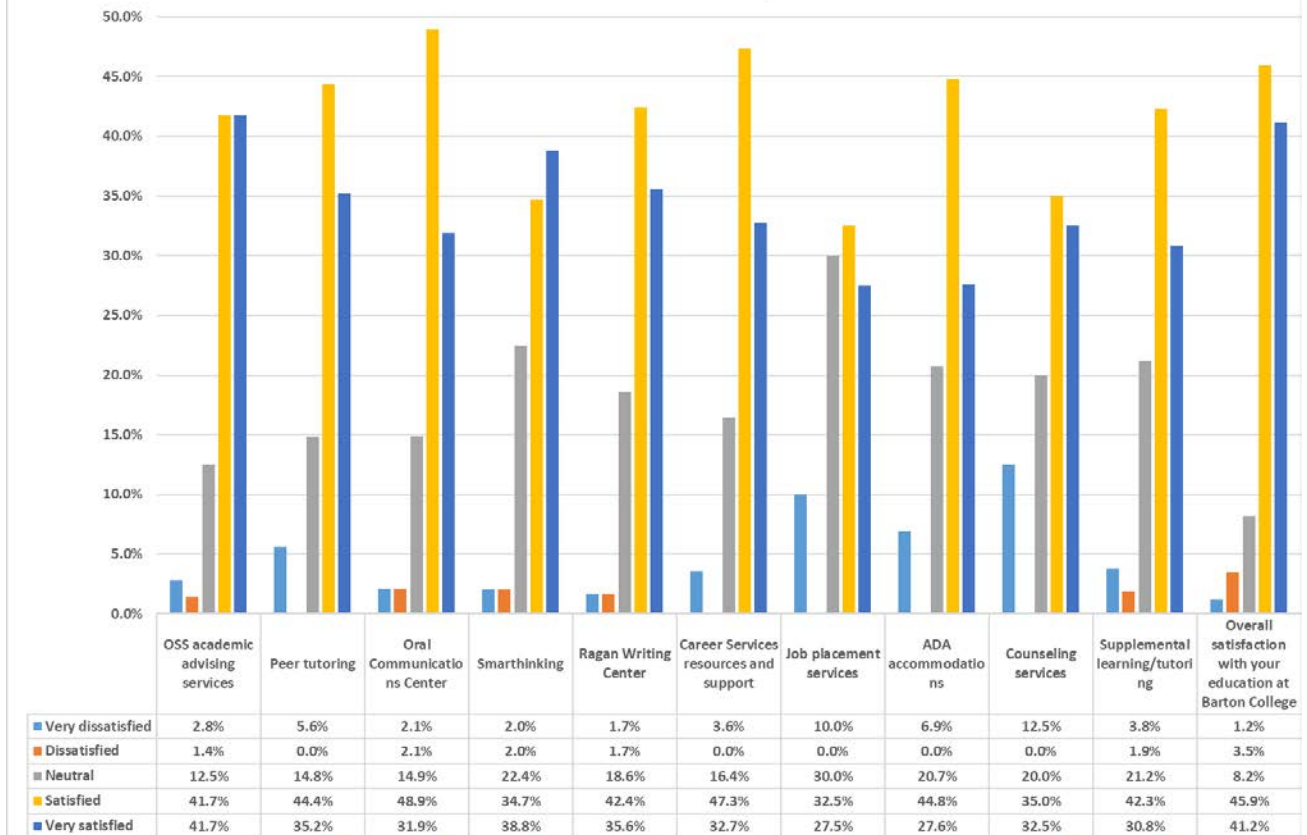
SATISFACTION WITH THE STUDENT EXPERIENCE



Satisfaction with the Student Experience



Satisfaction with the Student Experience



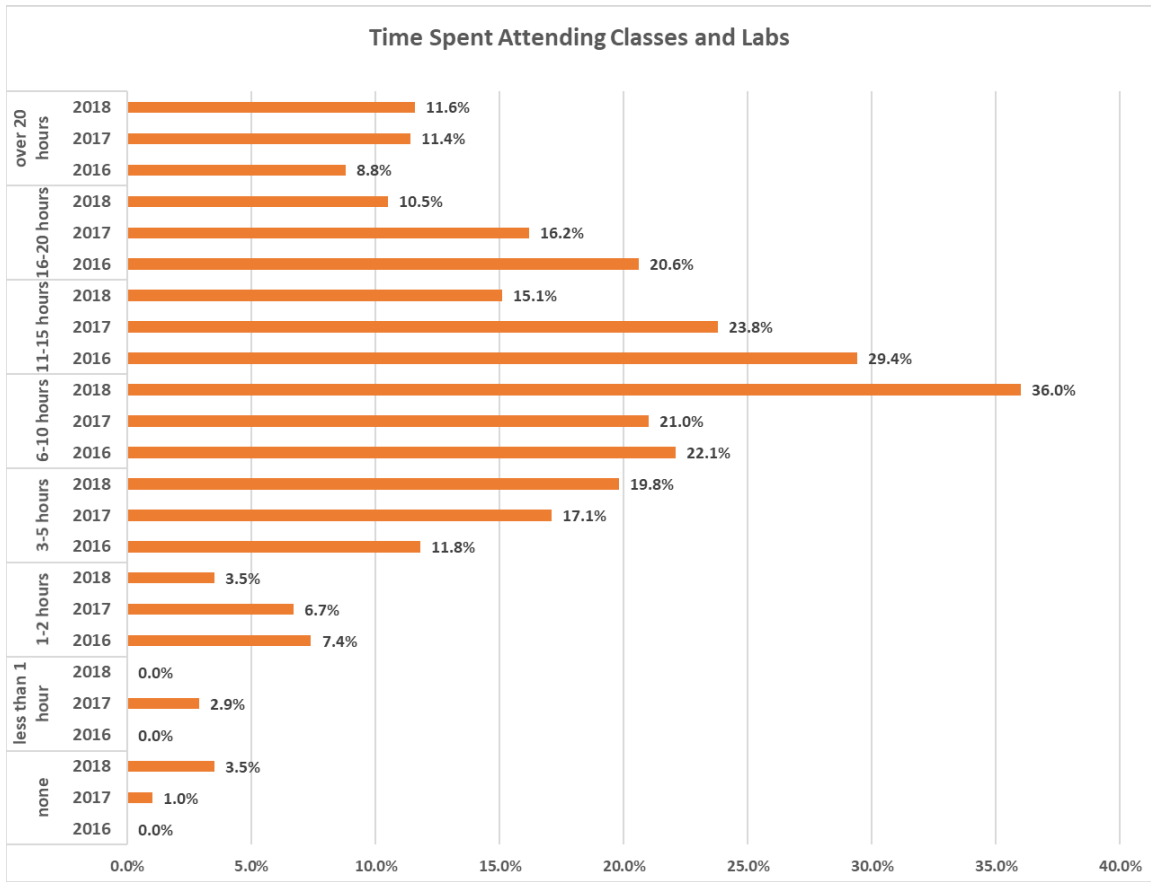
- Over 80% of the respondents rated their satisfaction with the following categories/areas as being either satisfied or very satisfied: College orientation program (82.6%), Library facilities (88.1%), Library resources (85.7%), Computing support/assistance (87.3%), OSS academic advising services (83.4%), Oral Communications Center (80.8%), and overall satisfaction with the education at Barton College (87.1%).
- In terms of lowest levels of satisfaction, 18.5% of the respondents were either very dissatisfied or dissatisfied with housing options (versus 22.3% in 2017), 21.9 % of the respondents were either very dissatisfied or dissatisfied with KRIC facilities (versus 16.8% in 2017), and 16.7 % of the respondents were either very dissatisfied or dissatisfied with residence hall rules and regulations (versus 16.4% in 2017).

USE OF TIME AS SENIORS

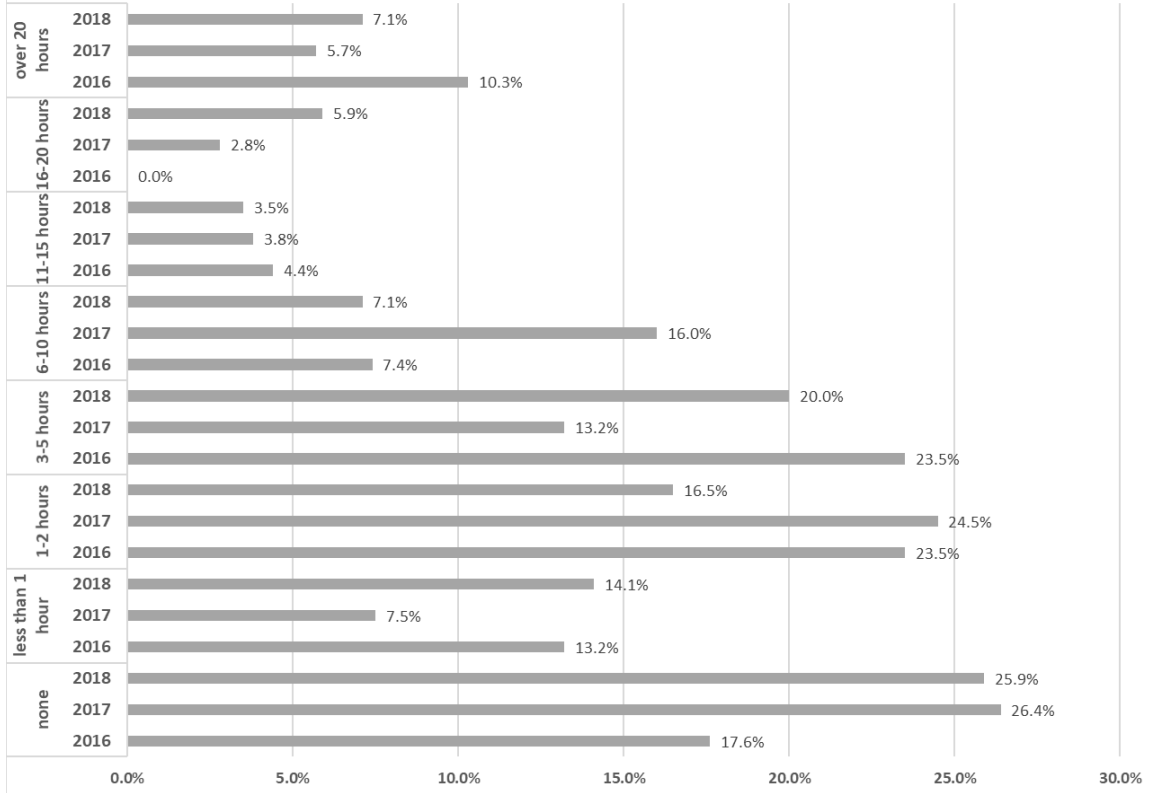
2018	none	less than 1 hour	1-2 hours	3-5 hours	6-10 hours	11-15 hours	16-20 hours	over 20 hours
Studying/homework	0.0%	4.7%	5.8%	34.9%	22.1%	12.8%	3.5%	16.3%
Attending classes/labs	3.5%	0.0%	3.5%	19.8%	36.0%	15.1%	10.5%	11.6%
Exercising/sports	25.9%	14.1%	16.5%	20.0%	7.1%	3.5%	5.9%	7.1%
Partying	62.8%	9.3%	12.8%	9.3%	3.5%	0.0%	0.0%	2.3%
Socializing with friends	14.1%	10.6%	24.7%	24.7%	14.1%	5.9%	1.2%	4.7%
Working (for pay) on campus	71.4%	1.2%	1.2%	7.1%	7.1%	7.1%	1.2%	3.6%
Working (for pay) off campus	36.0%	1.2%	1.2%	1.2%	10.5%	5.8%	7.0%	37.2%
Participating in student clubs/groups	55.3%	5.9%	18.8%	11.8%	5.9%	1.2%	0.0%	1.2%
Watching TV	11.6%	14.0%	20.9%	26.7%	11.6%	5.8%	1.2%	8.1%
Providing childcare	77.6%	0.0%	2.4%	3.5%	4.7%	1.2%	0.0%	10.6%
Commuting	26.7%	16.3%	19.8%	18.6%	12.8%	1.2%	0.0%	4.7%
Praying/meditating	21.4%	26.2%	25.0%	11.9%	8.3%	0.0%	1.2%	6.0%
Career planning (job searches, internships, etc.)	15.1%	14.0%	24.4%	16.3%	8.1%	2.3%	4.7%	15.1%
Online social networks (Facebook, Twitter, etc.)	10.6%	17.6%	18.8%	32.9%	4.7%	7.1%	4.7%	3.5%

- A majority of seniors worked for pay off-campus (64.1%), and these students worked more hours with over one-third indicating they worked at least 20 hours per week.
- Only 28.5% of the students polled indicated they worked on-campus, with working commitments ranging from 3-15 hours per week. (In 2017, 28.3% worked on campus with the majority working 6-10 hours).
- 62.8% reported that they spend no time partying (60.4% in 2017) and more than half (55.3%) spend no time participating in student clubs or groups (48.6% in 2017).
- On a weekly basis more students spend 3-5 hours on online social networks (32.9%) than they do socializing with friends (24.7%). This is a reverse of 2017 reported behavior.
- Nearly one-third of the seniors (32.6%) spend more than 10 hours each week studying and doing homework (Minimal change from 33% in 2017).
- 5.9% of the senior respondents spent more than 10 hours commuting each week (9.5% in 2017). Of the remaining seniors, 31.4% spent between 3 to 10 hours commuting (29.2% in 2017). The remainder either lived on-campus or lived within a 30 minute drive to the college.
- 46.5% of the seniors devoted more than 2 hours a week to career planning, including job searches and internships (49% in 2017).

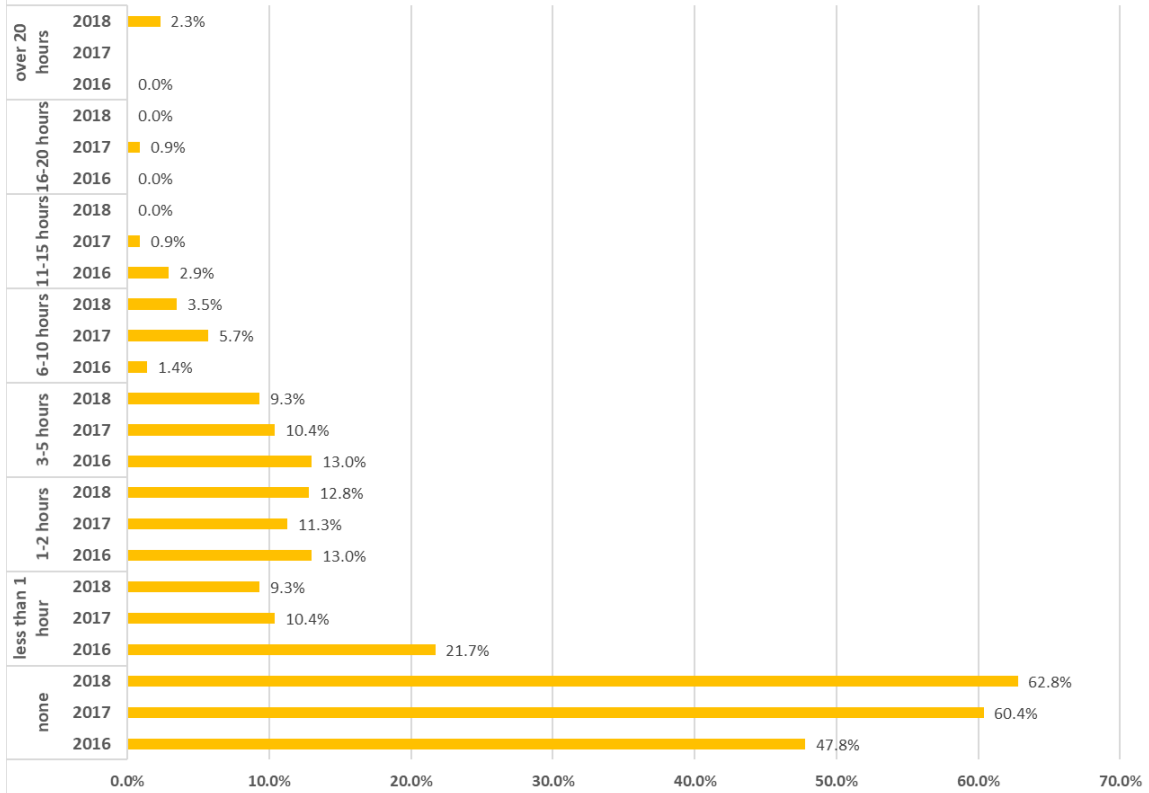
The following tables shows trends in Seniors' use of time in specific activities over a three-year period.



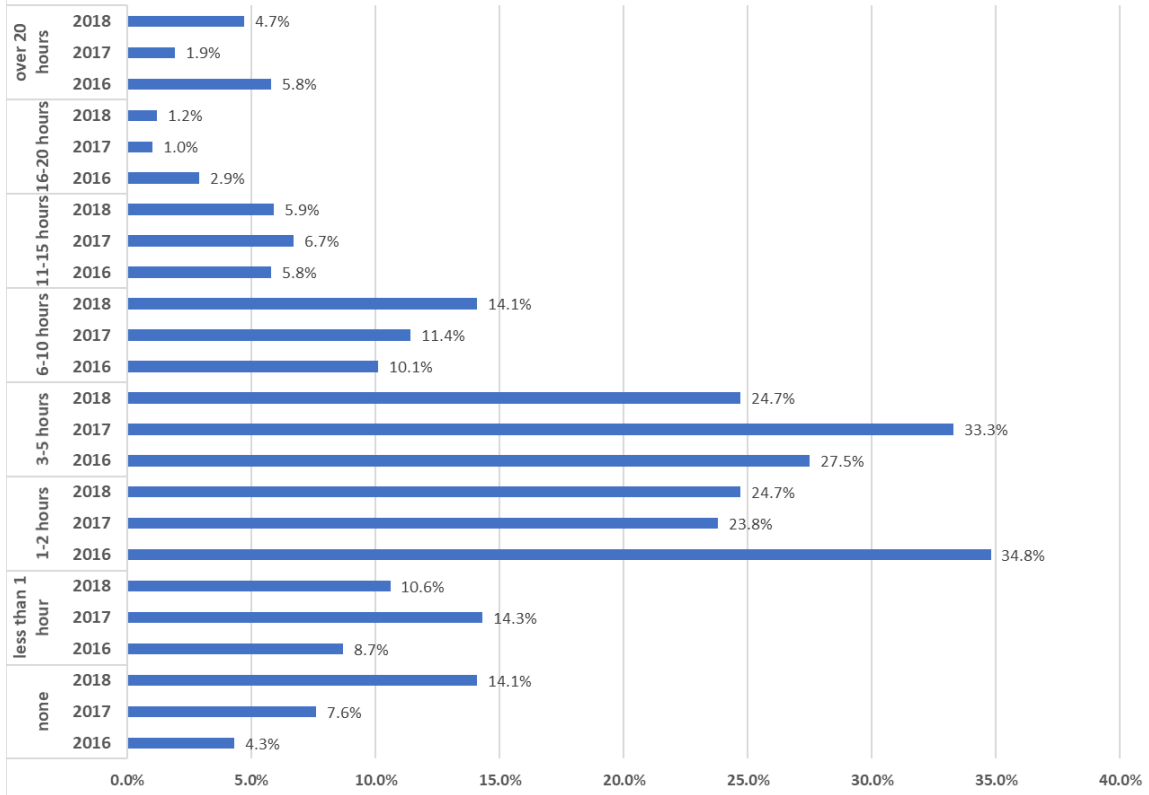
Time Spent Exercising/Playing Sports



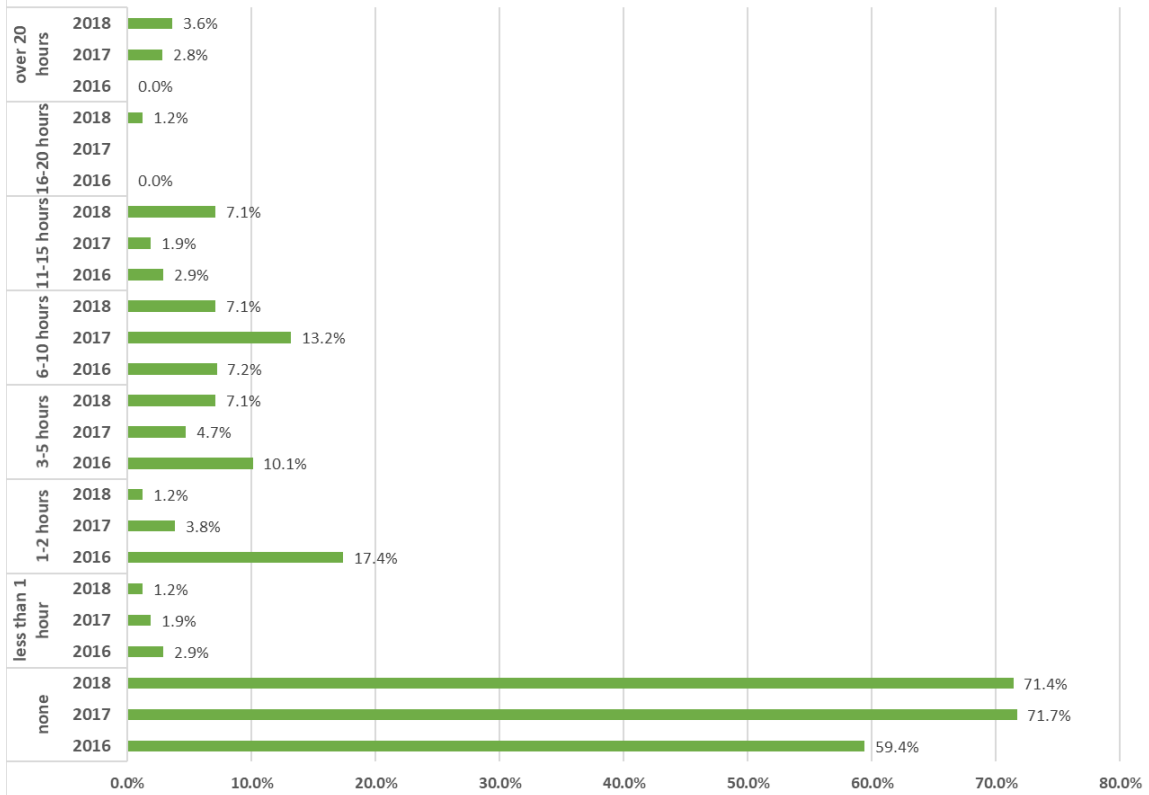
Time Spent Partying



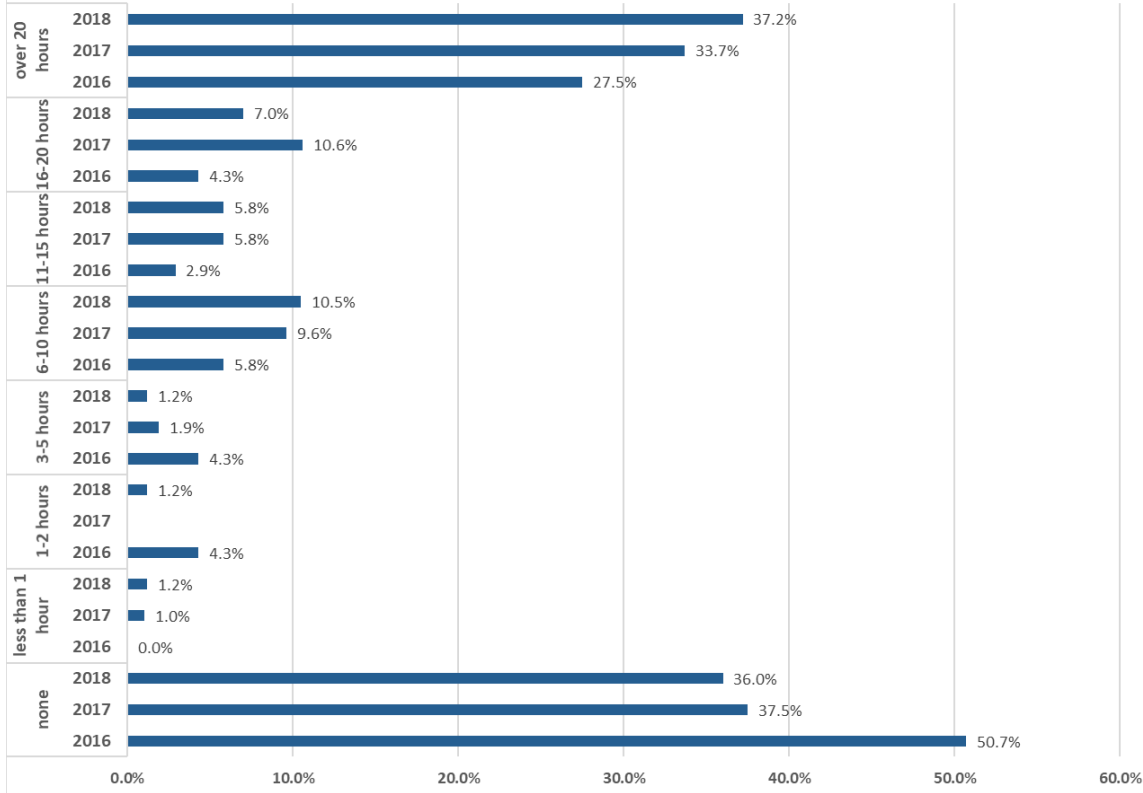
Time Spent Socializing with Friends



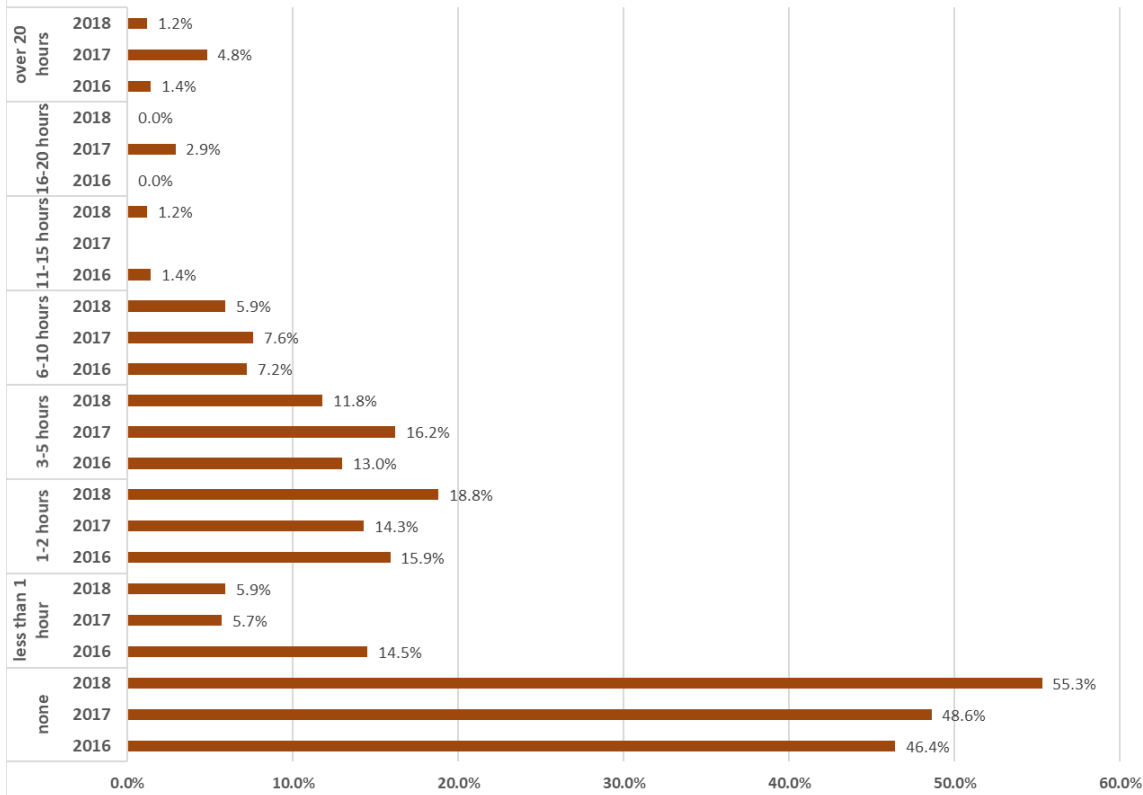
Time Spent Working On Campus (for pay)



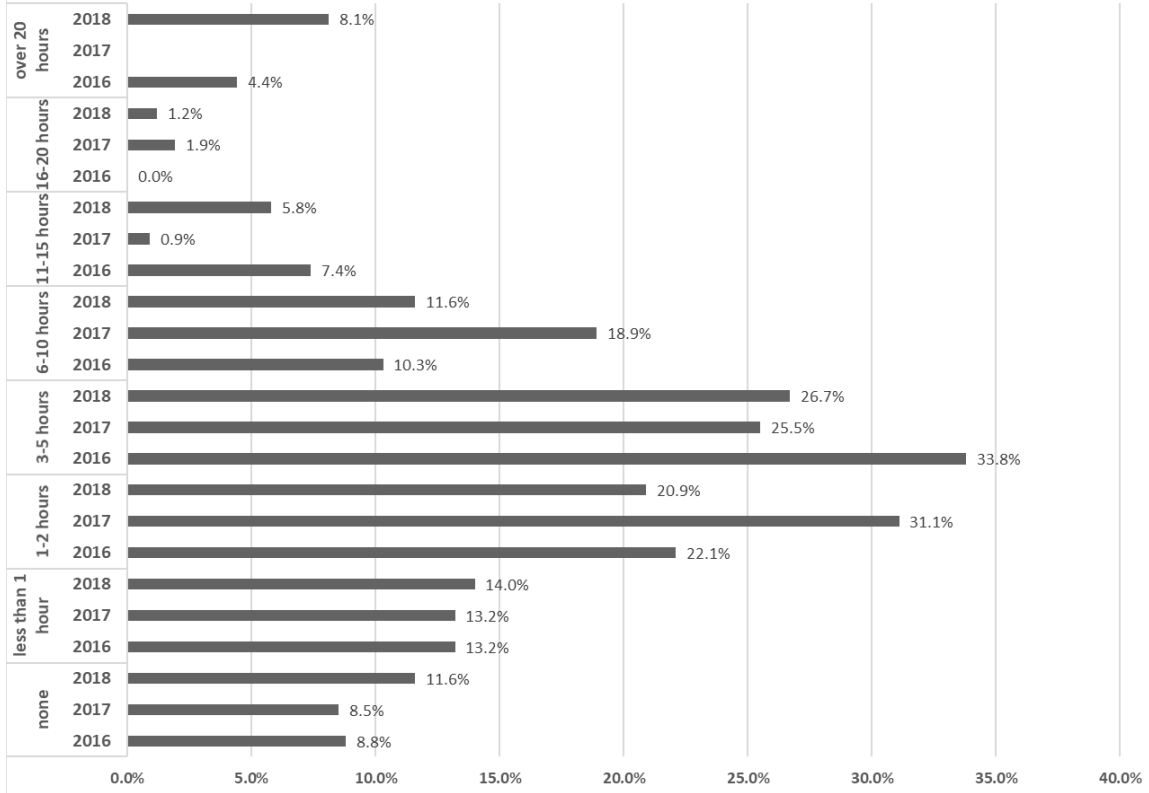
Time Spent Working Off Campus (for pay)



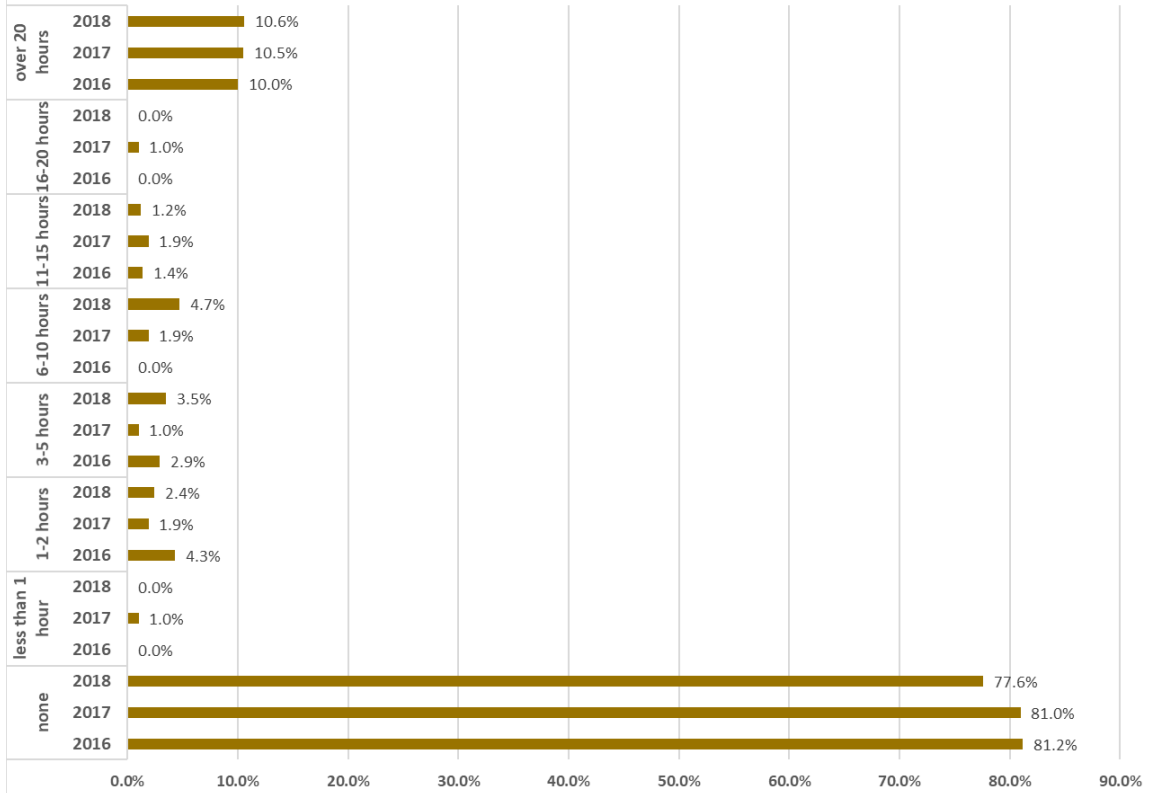
Time Spent Participating in Student Clubs/Groups



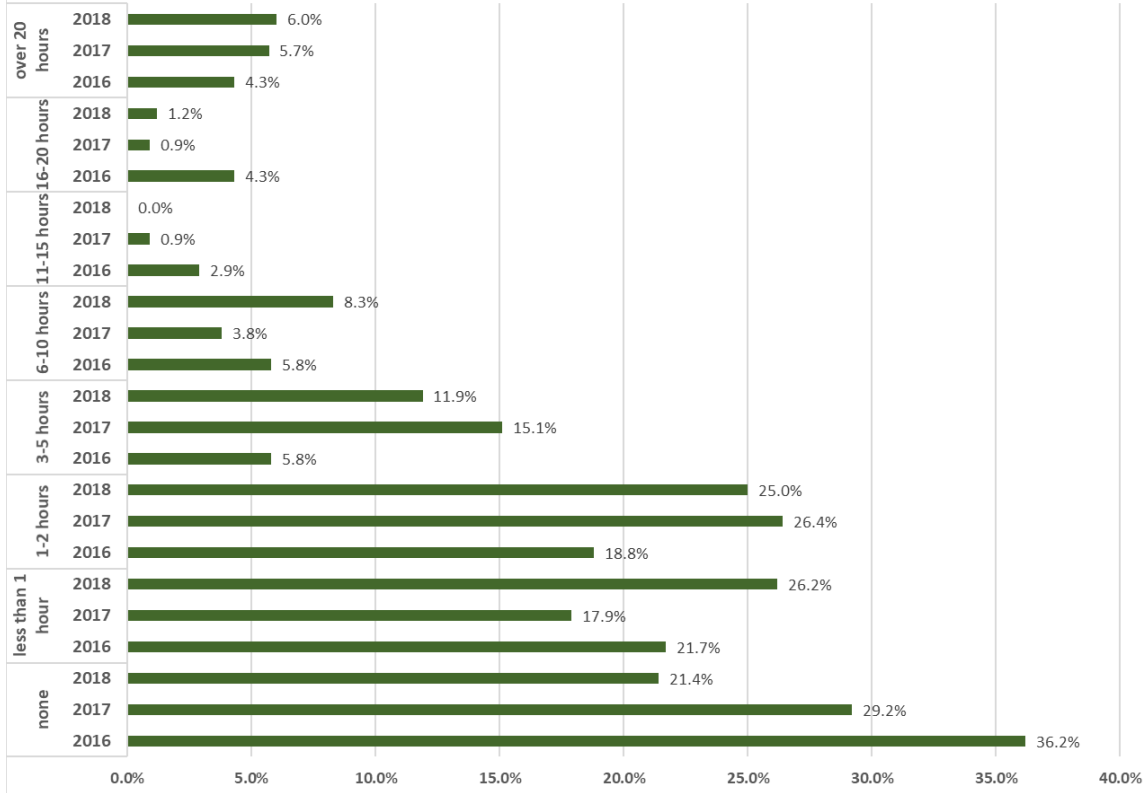
Time Spent Watching Television



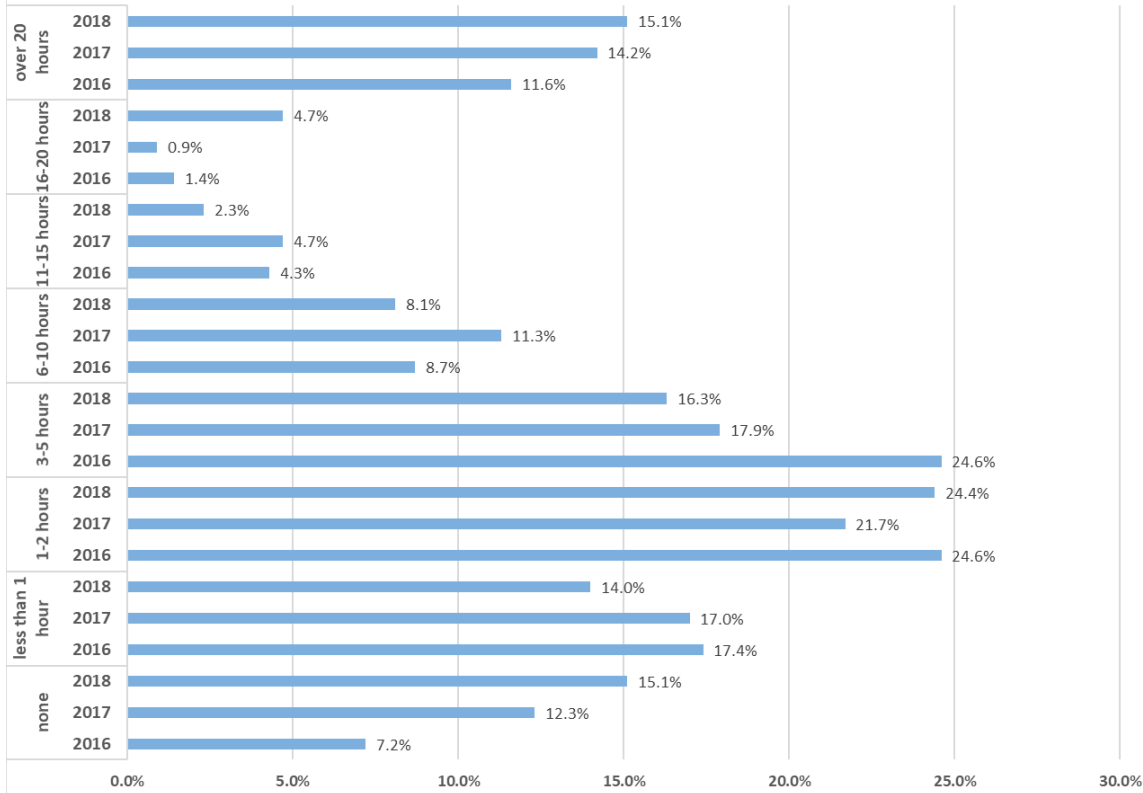
Time Spent Providing Childcare



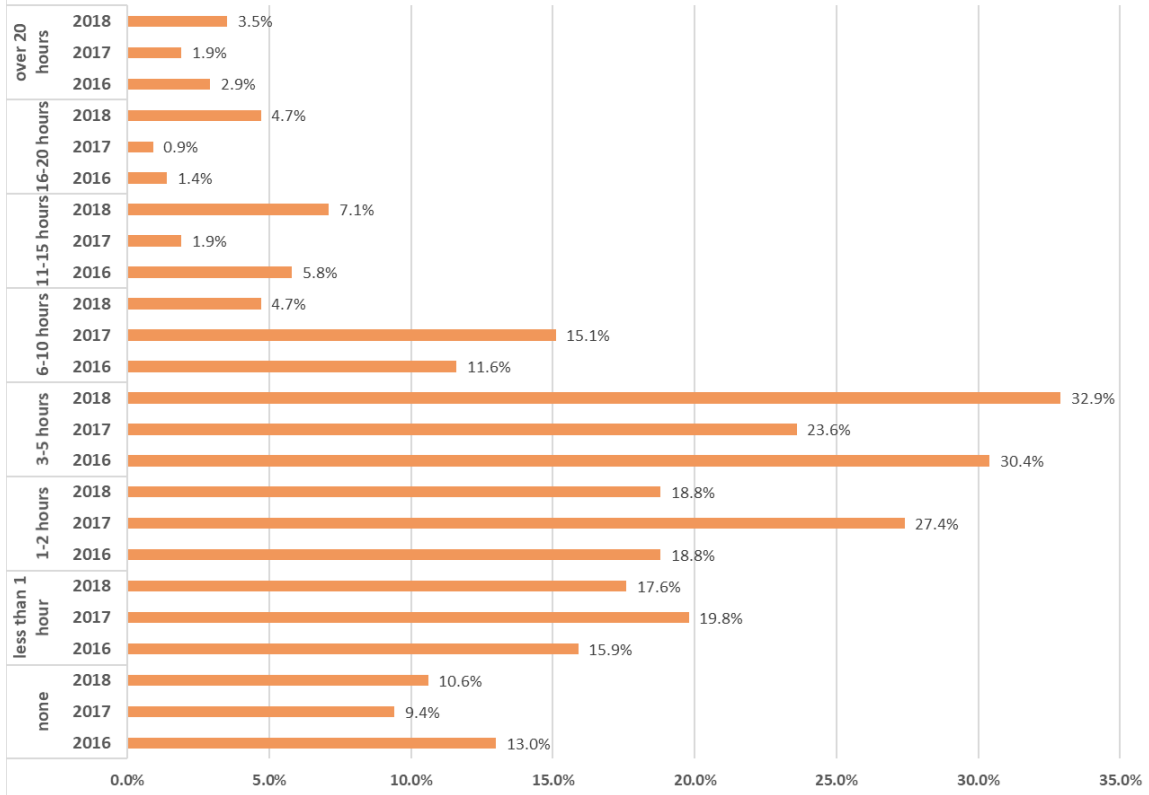
Time Spent Praying/Meditating



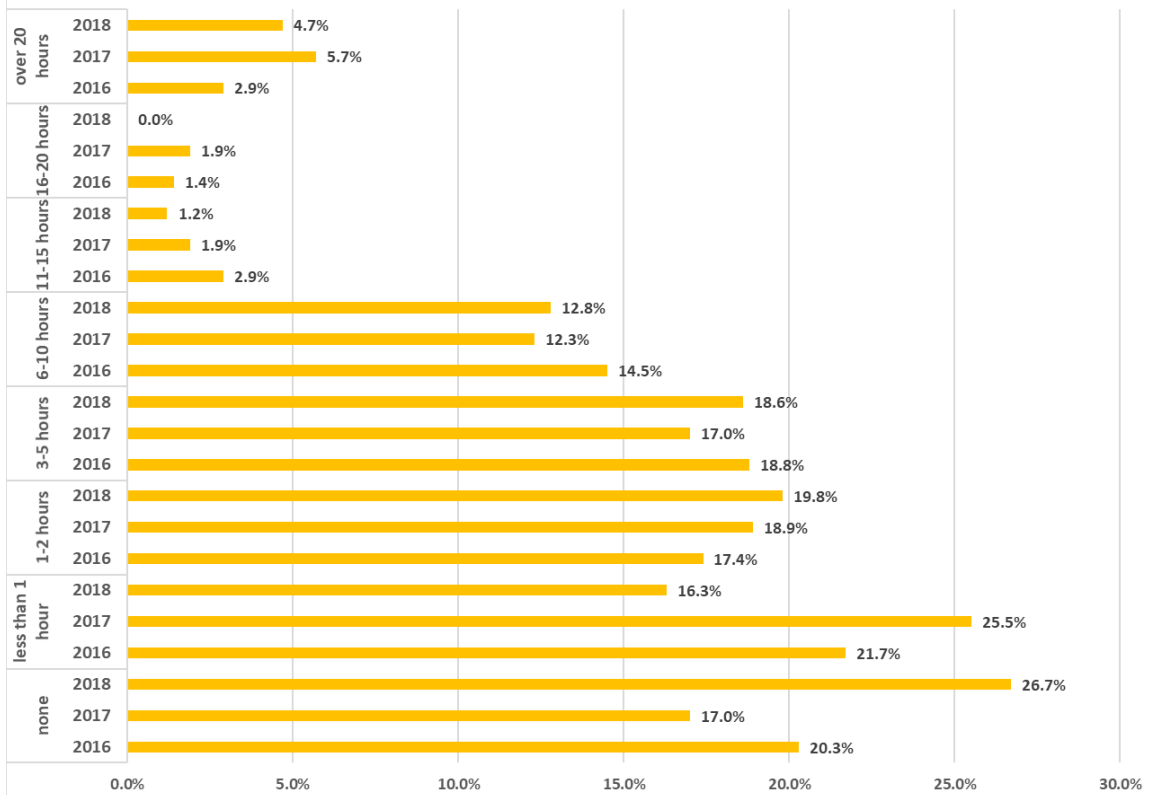
Time Spent Career Planning (Job Searches, Internships, etc.)



Time Spent in Online Social Networks (Facebook, Twitter, etc.)



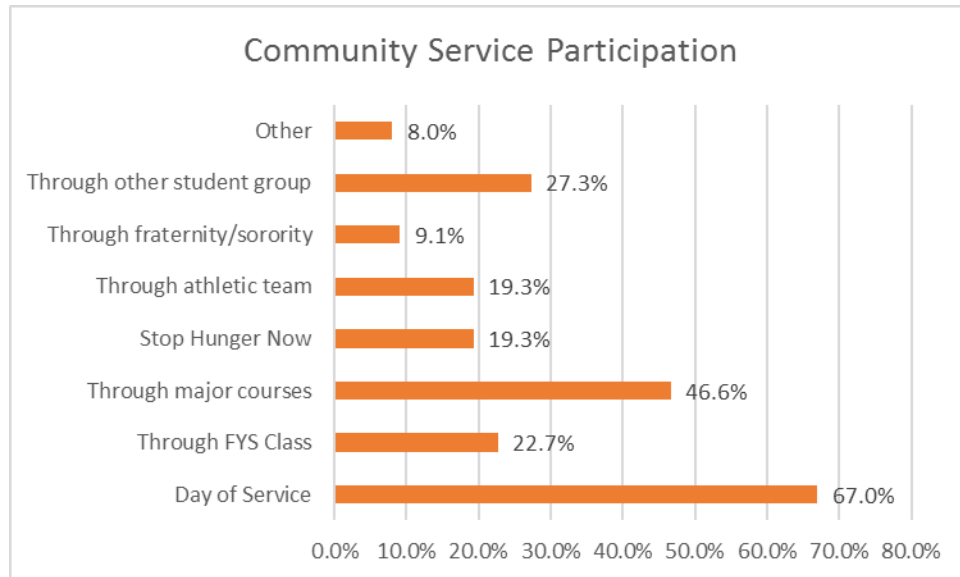
Time Spent Commuting



Community Service

- Of all survey respondents, 85.5% indicated that they had participated in community service while a student at Barton College (versus 83.2% in 2017).

Their avenues of participation are indicated in the following diagram.



Employment

In the coming year, 75% of seniors planned to be working full time (versus 65.7% in 2017) and 25% plan on attending graduate/professional school (versus 25.9% in 2017).

The current employment plans from respondents are as follows:

- 44% have already found a job (40.2% in 2017).
- 45.2% are looking for a job (44.3% in 2017).
- 10.7% will begin looking for a job after graduation (9.3% in 2017).
- 0% are not planning to be employed after graduation (6.2% in 2017).

Choosing or Recommending Barton College

79% polled said they would or probably would choose Barton College if they had the decision to make again (up from 77.2% in 2017 and 76% in 2016 and down from 82% in 2015.). Another 82.3% said they would recommend Barton College to a friend or family member (up from 73.6% in 2017 and 80% in 2016).

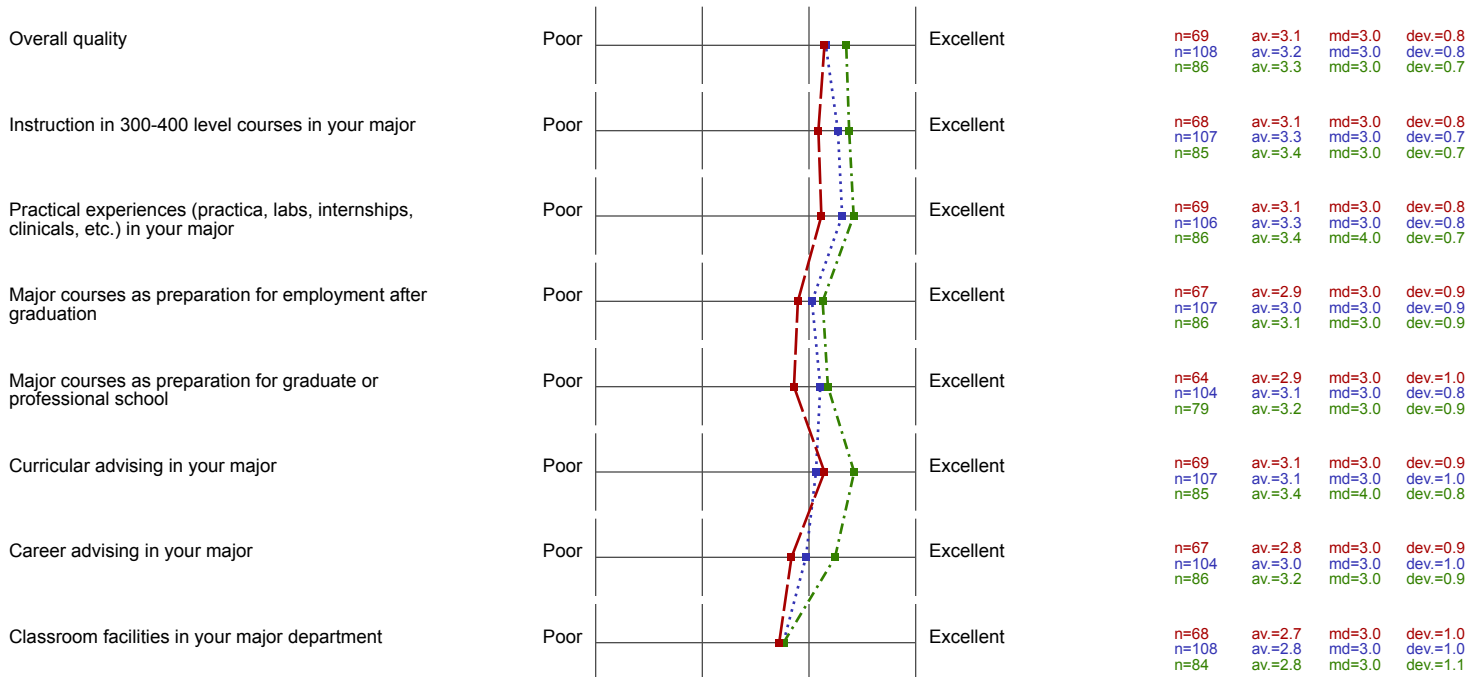
Attachment 1 displays a comparison line representation the responses to the Senior Survey from 2016 through 2018.

Profile

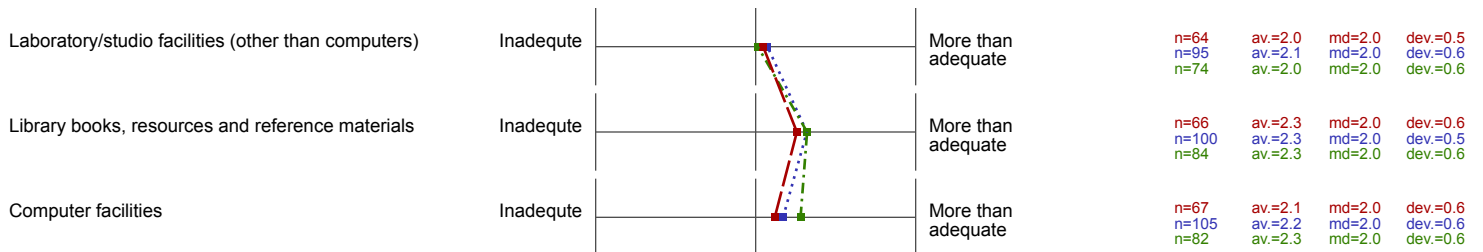


Values used in the profile line: Mean

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

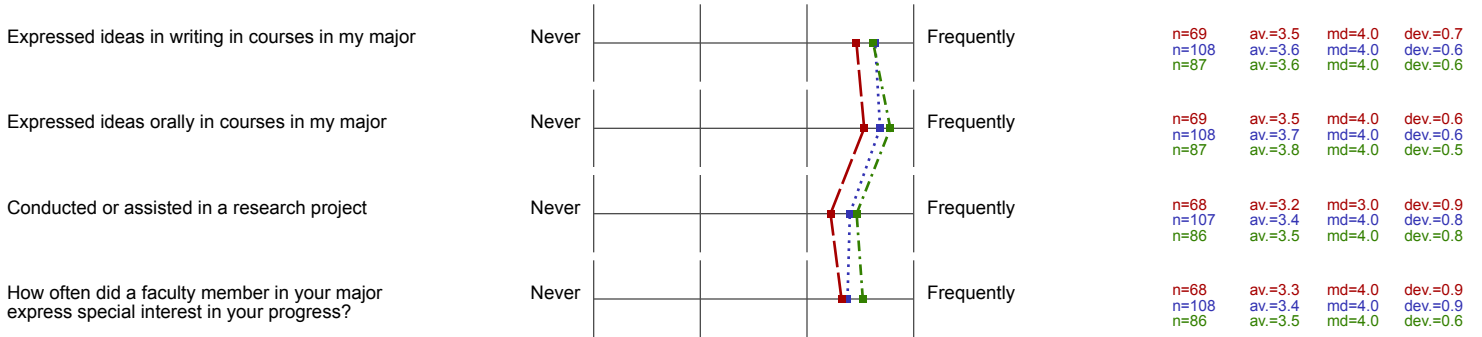


How adequate were each of the following for courses in your major:

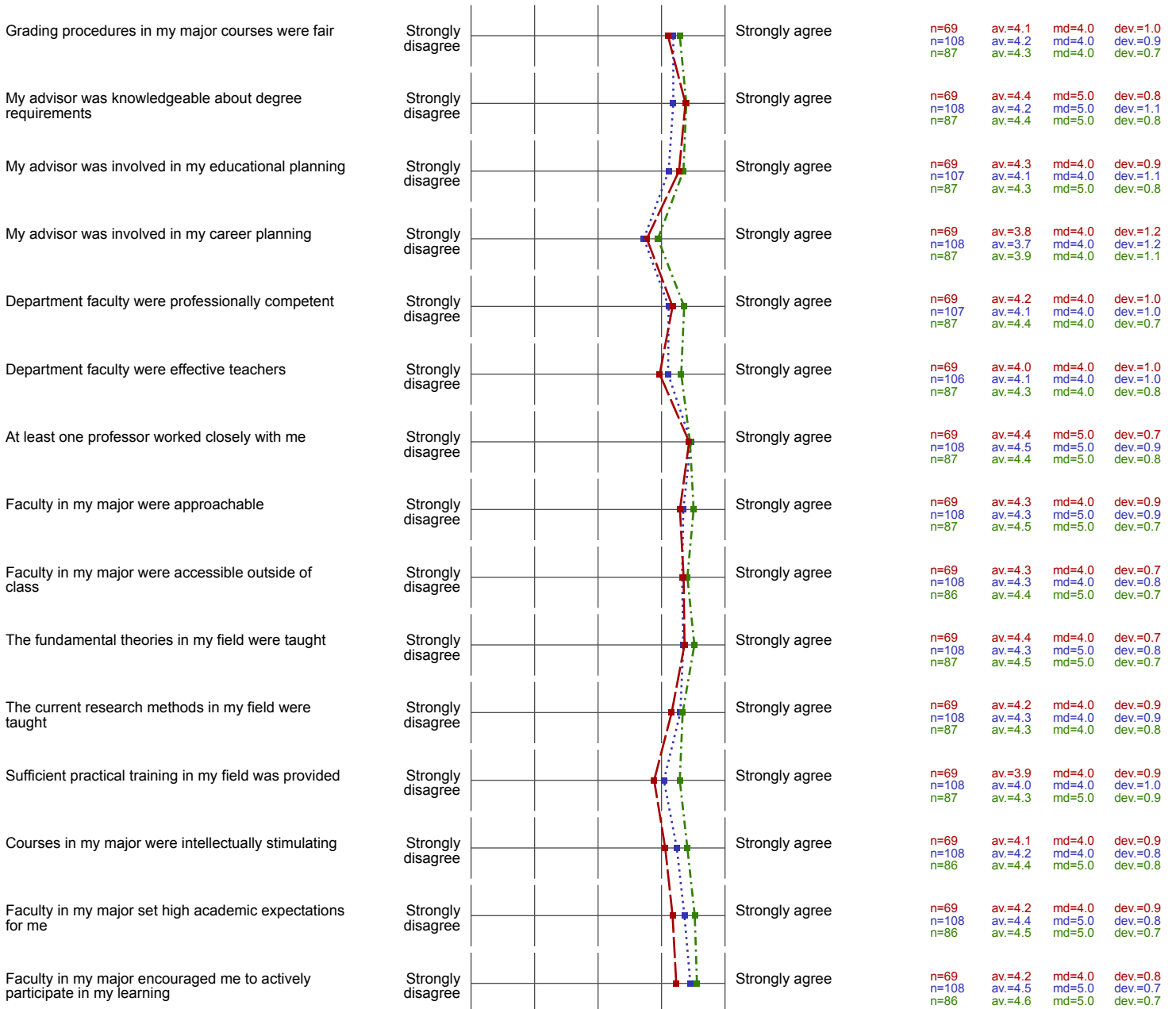


How often did you do each of the following in your major:

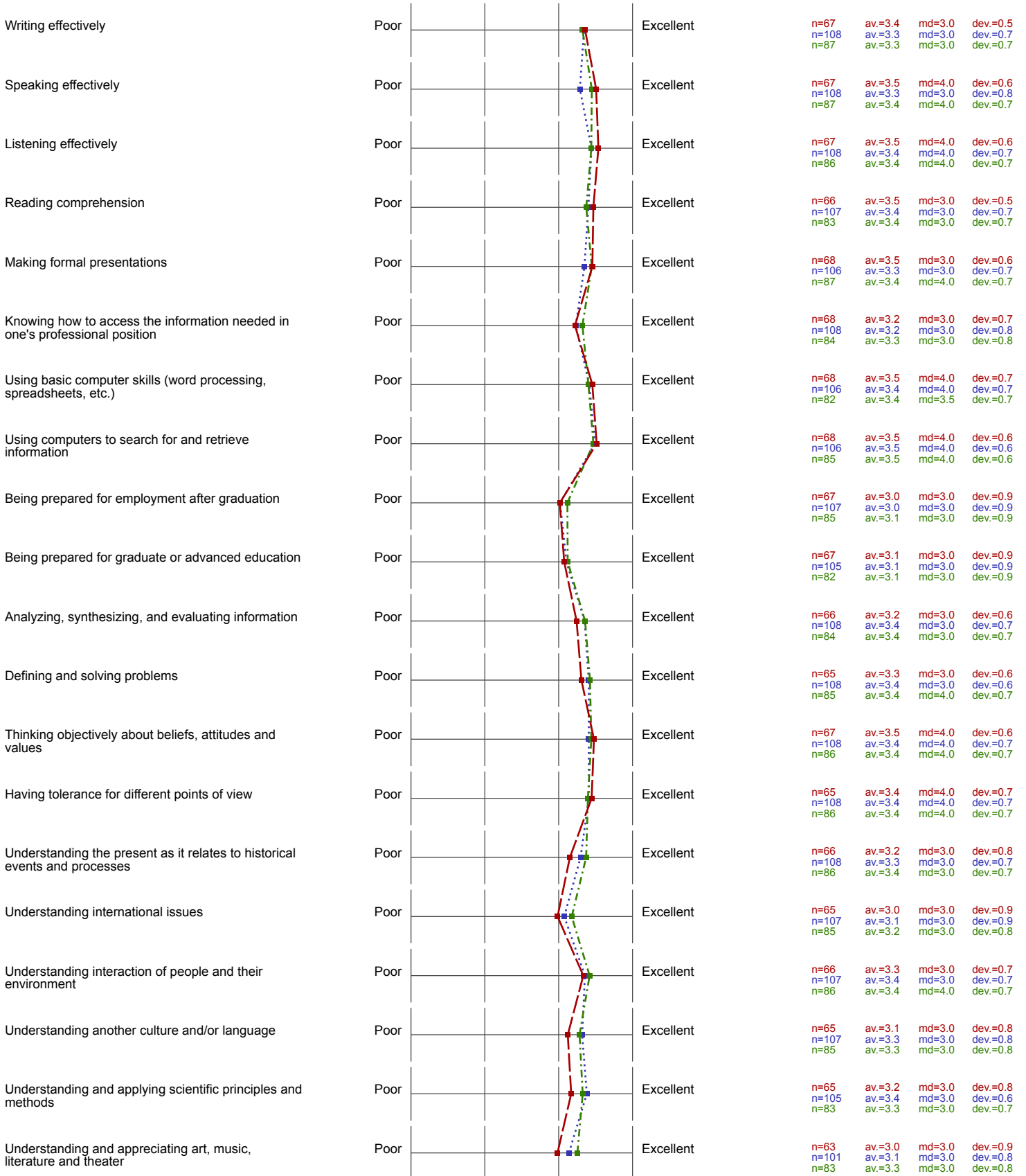


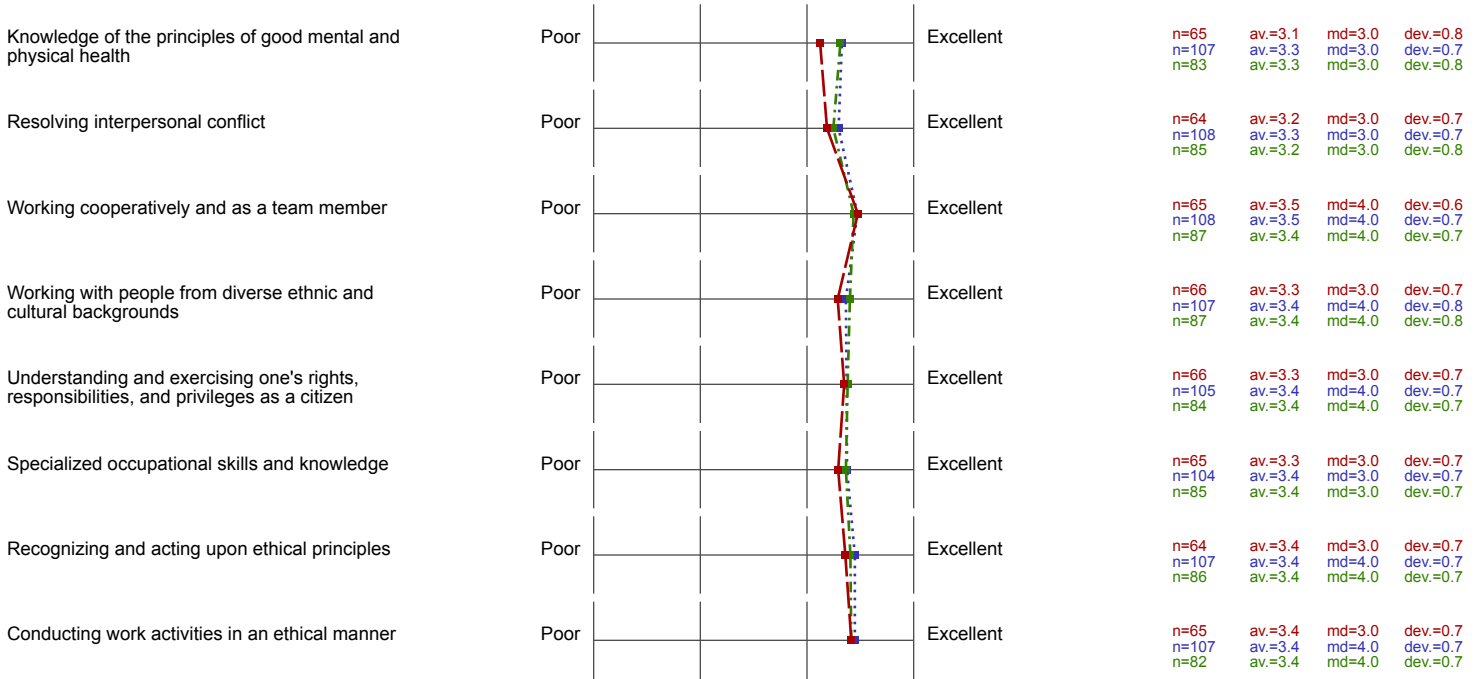


To what extent do you agree or disagree with each of the following statements about your major:

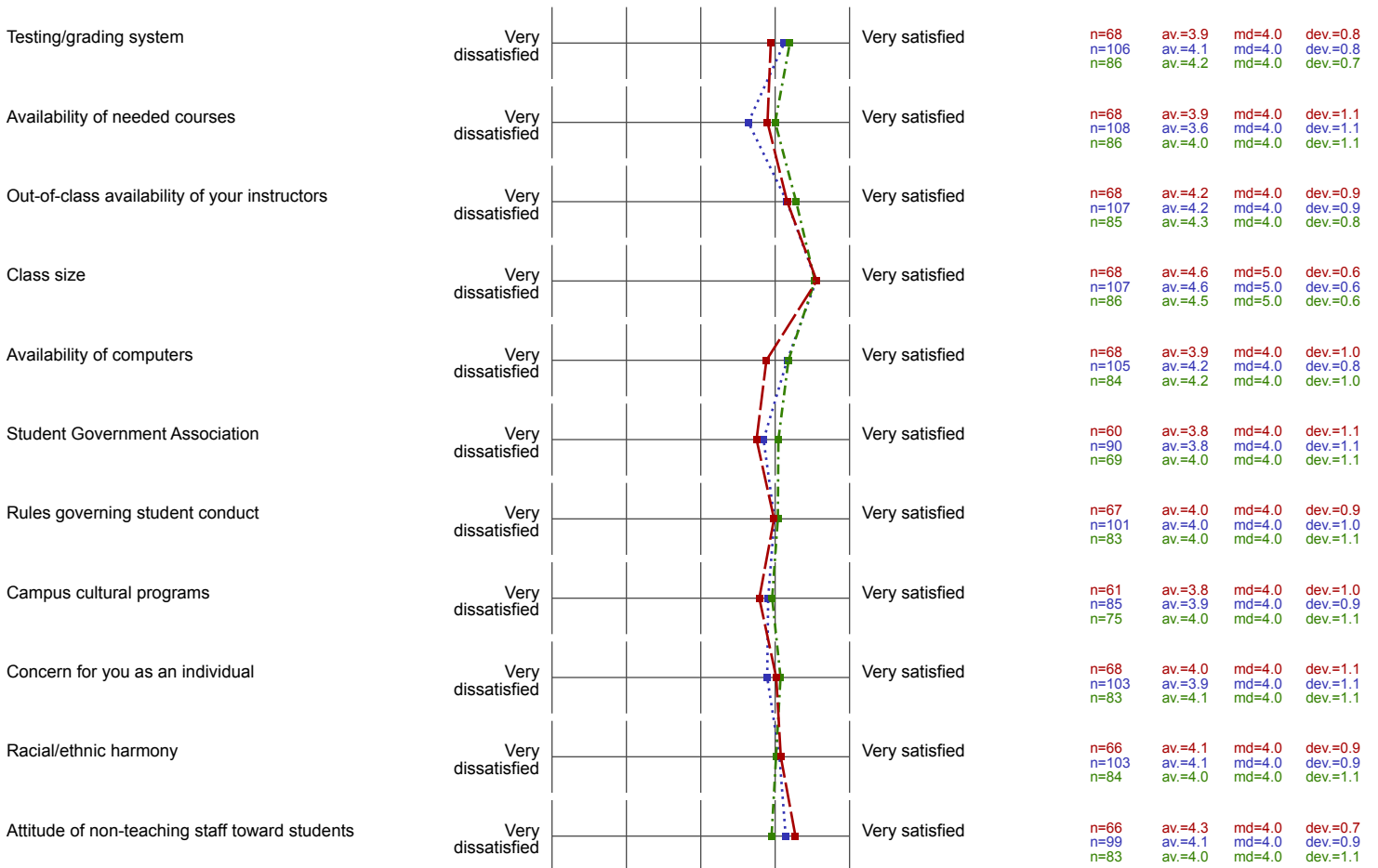


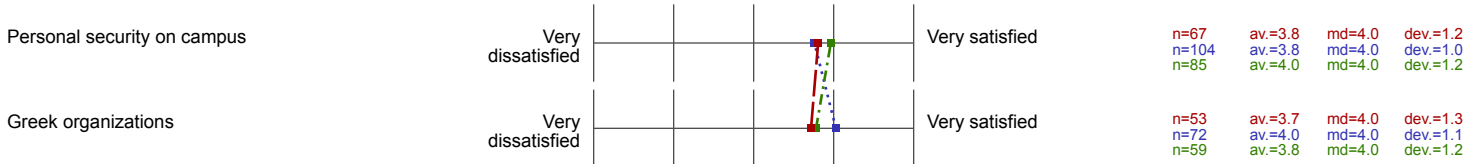
Preparation



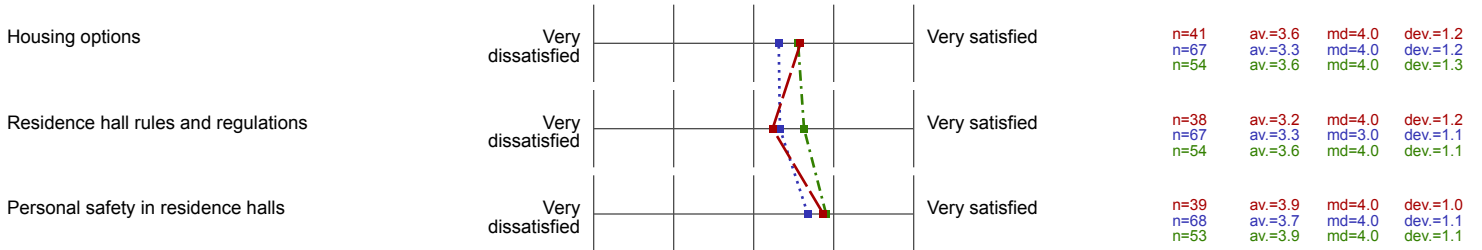


How satisfied are you with the following areas of the College:

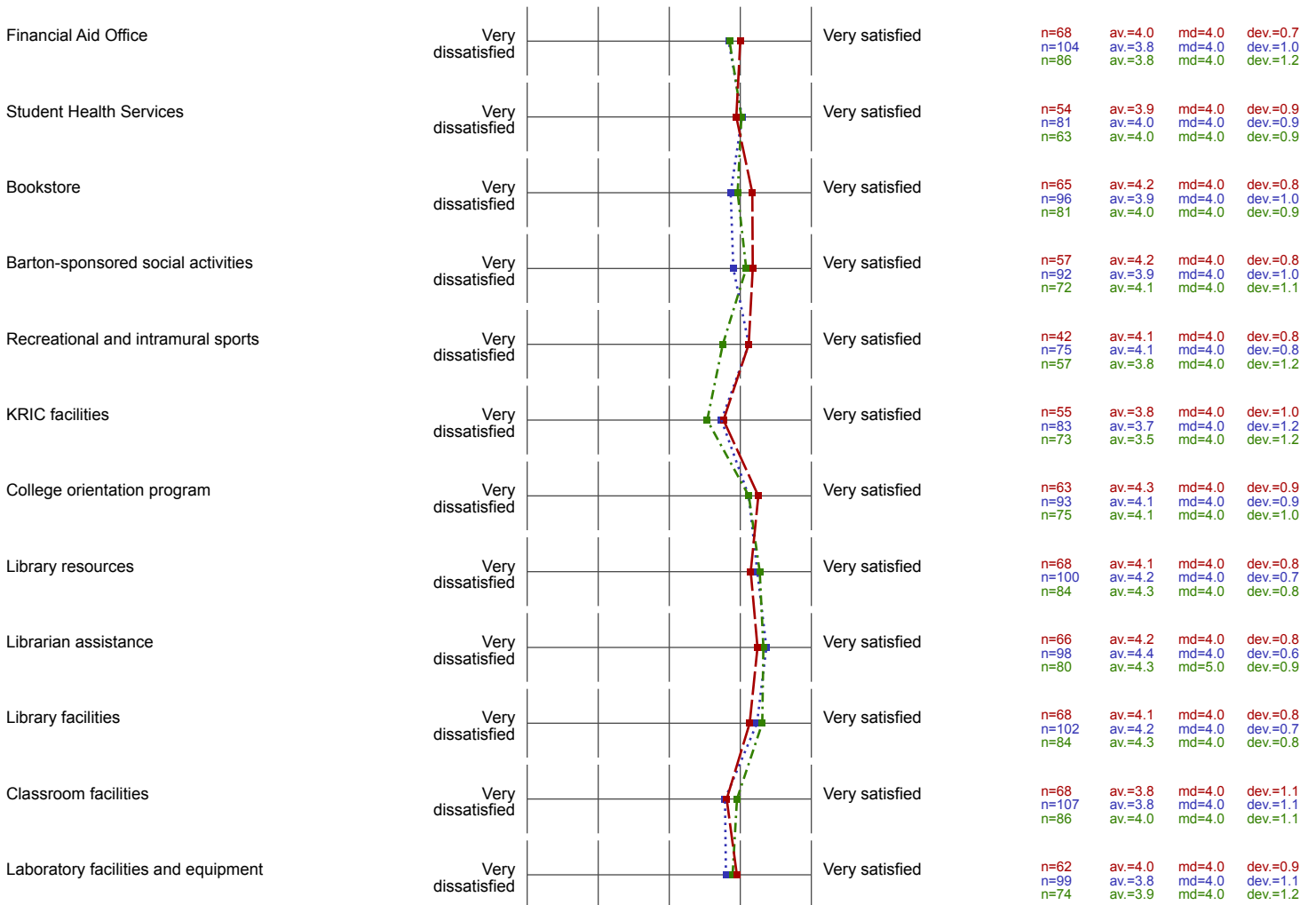


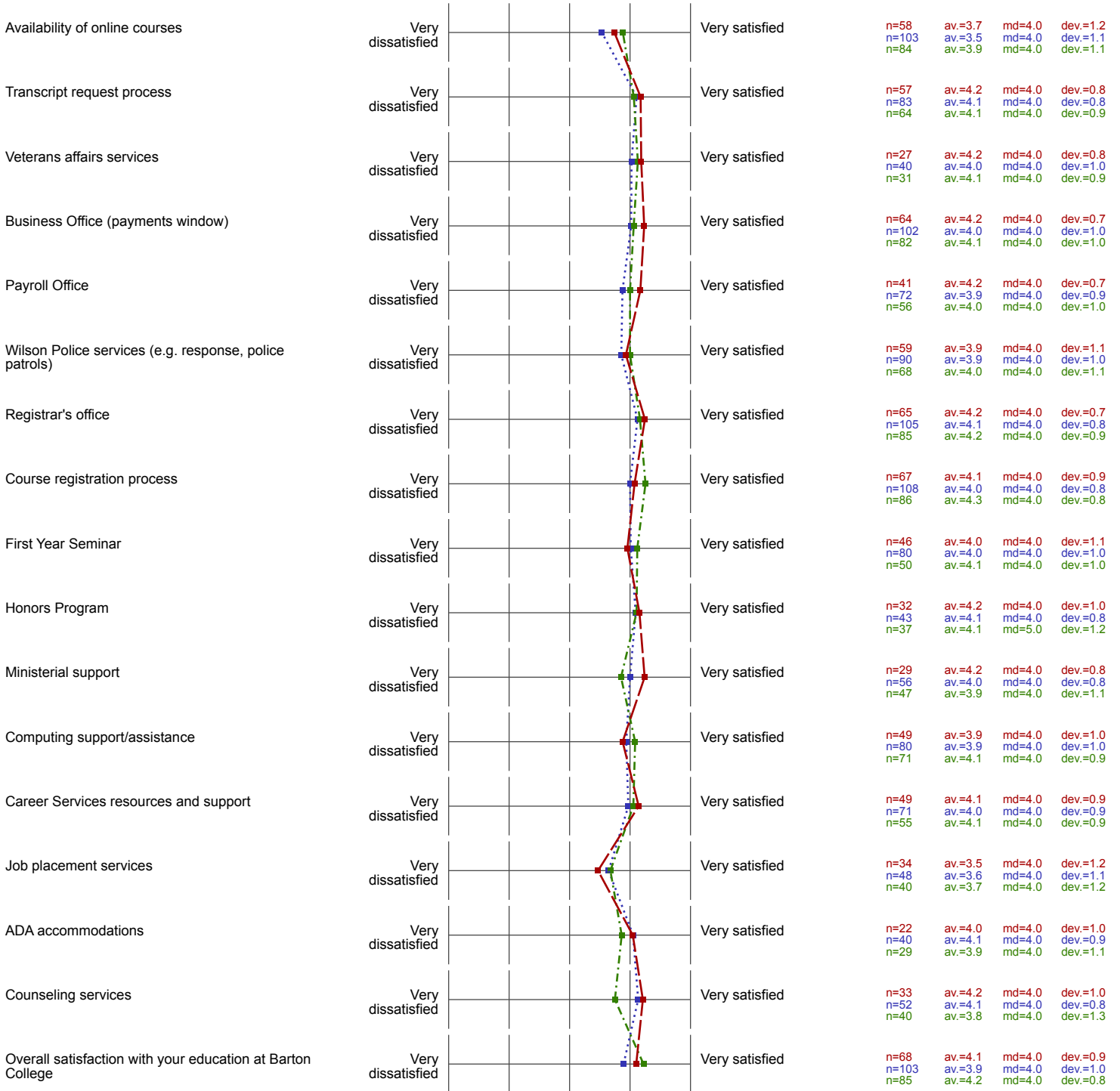


How satisfied are you with Residence Life:



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 "N/A", not applicable.





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

