

## SENIOR SURVEY – SPRING 2020

### 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.

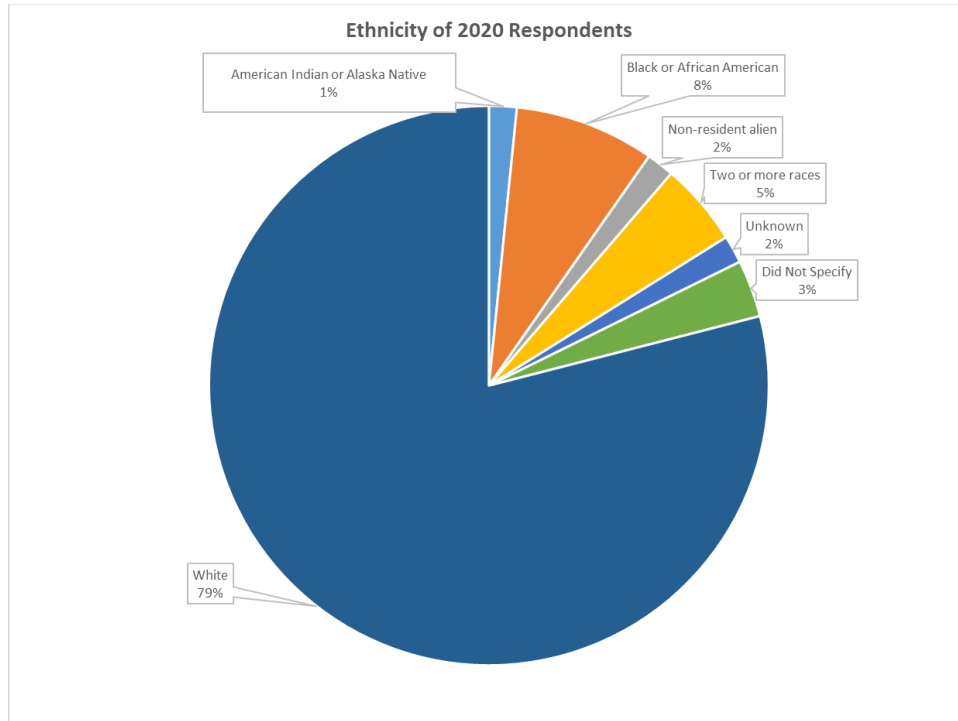
All students who were scheduled to participate in the May 2020 graduation ceremony (December 2019, May 2020 and August 2020 graduates) were sent an electronic survey to their Barton College email address on March 10, 2020, using Class Climate survey software. The solicitation email was sent by the Office 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 six reminder e-mails). A total of 62 students (n=202) responded to the survey resulting in a response rate of 30.7% (versus 39.2% in 2019 and 42.9% in 2018). The 2020 survey was distributed almost one month earlier than the 2019 survey, so as to not interfere with the revised course evaluation cycle. However, two days after the first survey was sent, the recipients found their college careers turned upside down by the COVID-19 pandemic.

#### DEMOGRAPHICS OF THE RESPONDENTS

- 77.4% of the respondents were female and 22.6% of the respondents were male. There was a slightly higher than average female participation rate since the overall population surveyed consisted of 73.9% female and 26.1% male students.
- 80.6% of the respondents were full-time traditional students, 17.7% of the survey respondents were students in the Professional Studies Program, and 1.6% were part-time traditional students.
- 66.1% of the respondents entered Barton College in 2016, 8.1% entered in 2017, 19.4% entered in 2018, and 3.2% entered in 2019. 3.2% of the respondents were “super-seniors” who came to Barton in 2015 or earlier.
- 90.2% of the respondents expected to graduate in May 2020, 4.9% graduated in December 2019, and 3.3% expected to graduate in August 2020.
- While a senior, 59.7% of the respondents lived off-campus in a room or apartment; 19.4% lived with his or her parent(s), 17.7% lived in a residence hall, and 3.2% lived in a fraternity house.
- 42% of the respondents reported that the highest level of education completed by his or her mother was middle school or high school. 45.2% of the respondents reported that the highest level of education completed by his or her father was middle school or high school. 27.4% of the students reported that neither parent had completed any education beyond high school.

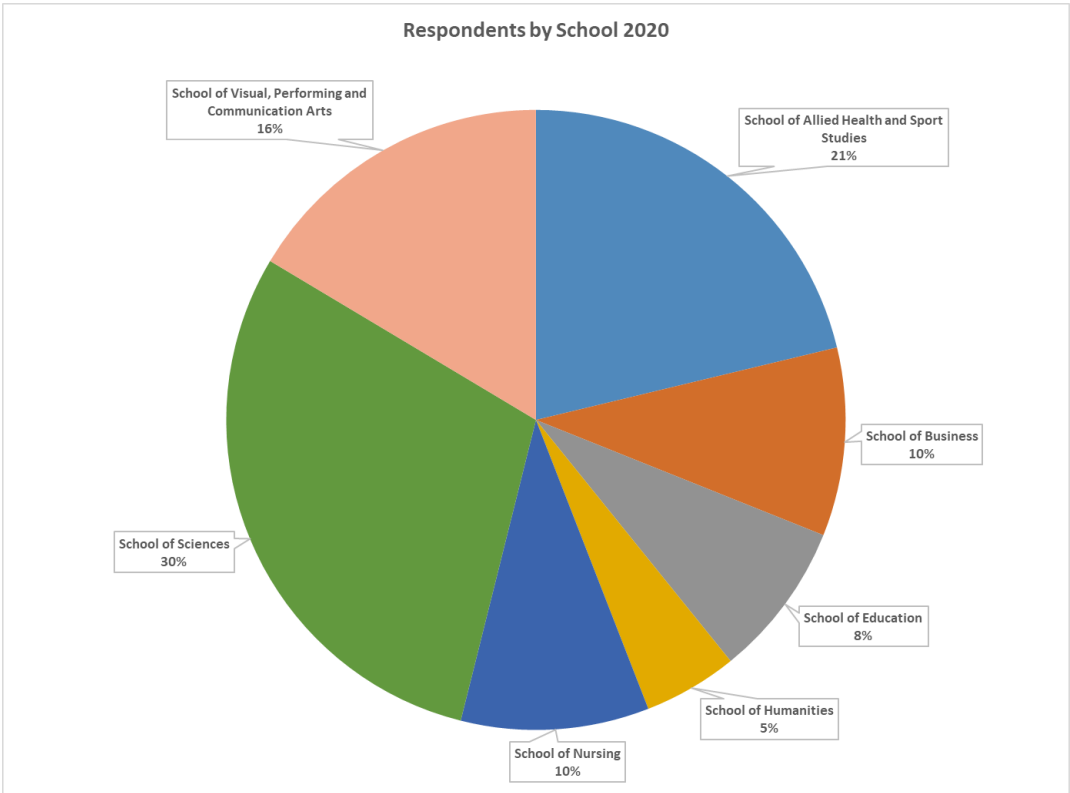
- 24.2% of the seniors reported that their mother had completed a 4-year college or graduate school, and 24.2% responded that their father had completed a 4-year college or graduate school.
- 100% of the respondents used his/her own computer while attending Barton. A variety of computing devices were used to complete assignments, including personal PC laptop (67.7%); personal MAC laptop (37.1%); personal PC desktop (11.3%); personal MAC desktop (3.2%); personal tablet (8.1%); Barton-owned laptop (12.9%); and Barton-owned desktop (29%).

### Ethnicity of Respondents



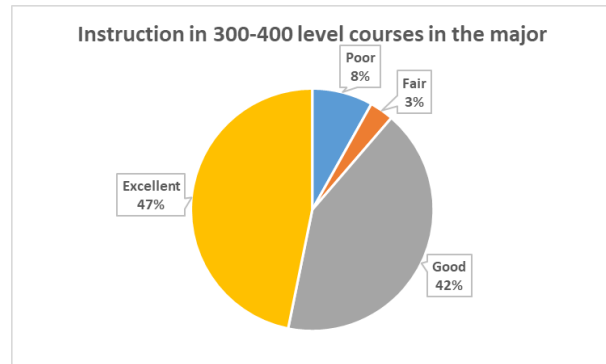
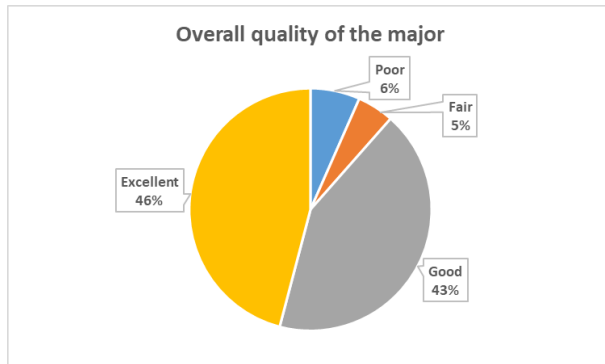
- 15.5% of the respondents indicated that they were Hispanic or Latino, down from 16.7% in 2019.
- In 2020, 79% of the respondents were White, whereas White students made up 58.6% of those surveyed. In 2019, 63% of the respondents were White.
- In 2020, only 8.1% of the respondents were Black or African American, although they comprised 20.0% of those surveyed. In 2019, 21% of the respondents were Black or African American.

**Respondents by School**

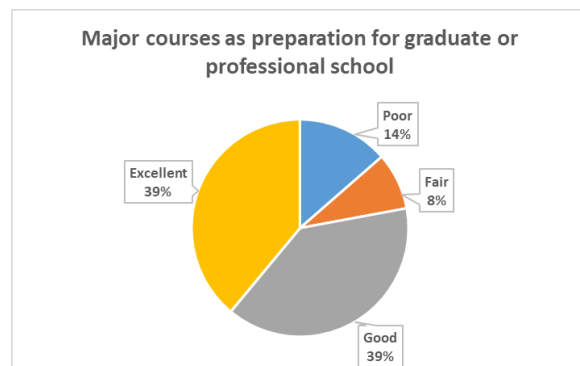
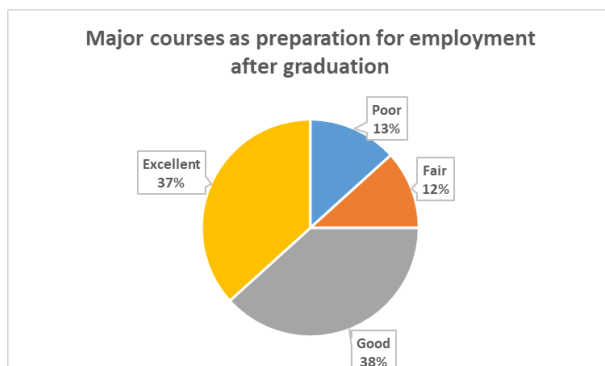


- Responses were received from students representing each of Barton’s 7 undergraduate schools.

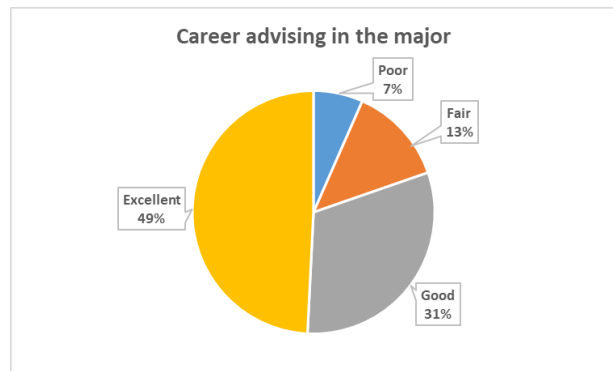
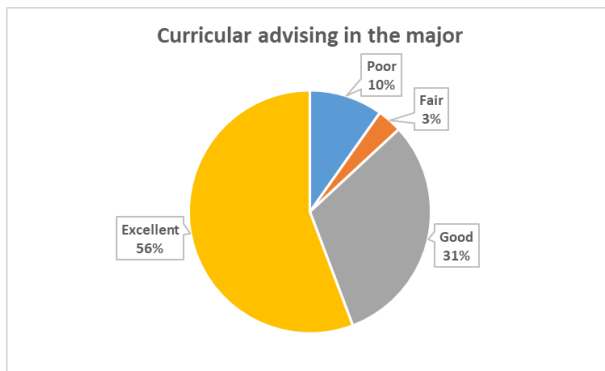
## FEEDBACK ABOUT THE MAJOR



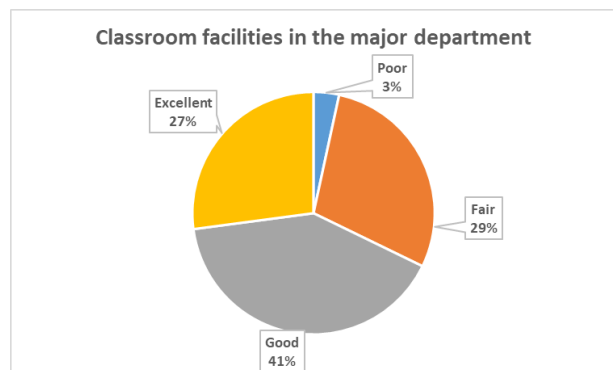
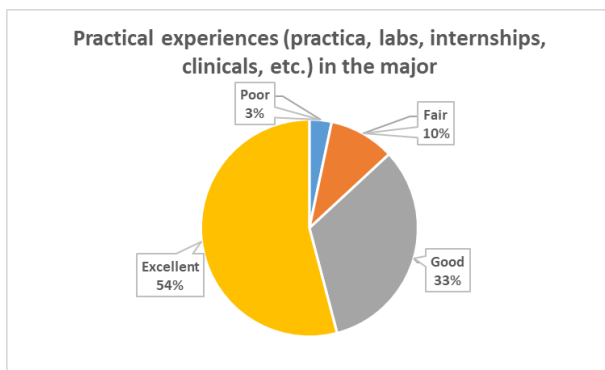
- A majority of the respondents (88.5%) rated the overall quality of the major as good or excellent (versus 81% in 2019).
- Feedback about instruction in the 300-400 level courses in the major was also very positive as 88.7% rated this category as good or excellent (versus 84.5% in 2019).



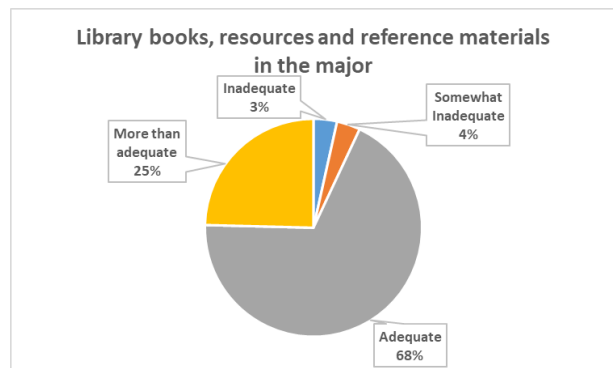
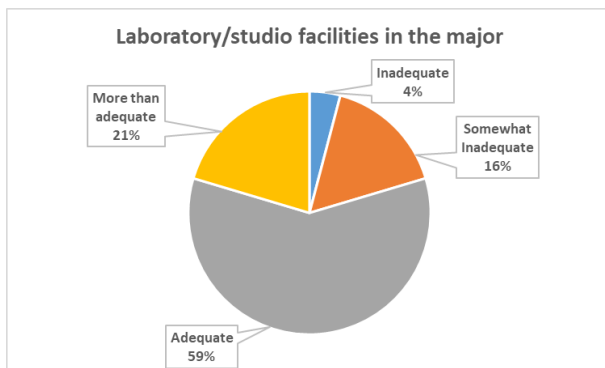
- Respondents were slightly more positive in Spring 2020 in their feedback about major courses as preparation for employment after graduation (75% rated this category as good or excellent) or as preparation for graduate or professional school (78% gave this category a good or excellent rating). These ratings in 2019 were 73% and 76.4%, respectively.



- 86.8% rated curricular advising in the major as either good or excellent (versus 81% in 2019).
- 80.3% rated career advising in the major as either good or excellent (versus 73.1% in 2019).

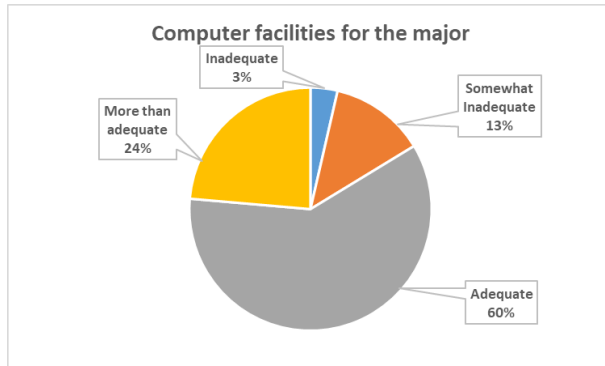


- Practical experiences in the major received positive feedback with 86.9% assigning a good or excellent rating to the category (versus 76.9% in 2019).
- 67.8% of the respondents responded that the classroom facilities in the department were good or excellent (versus 65.8% in 2019).



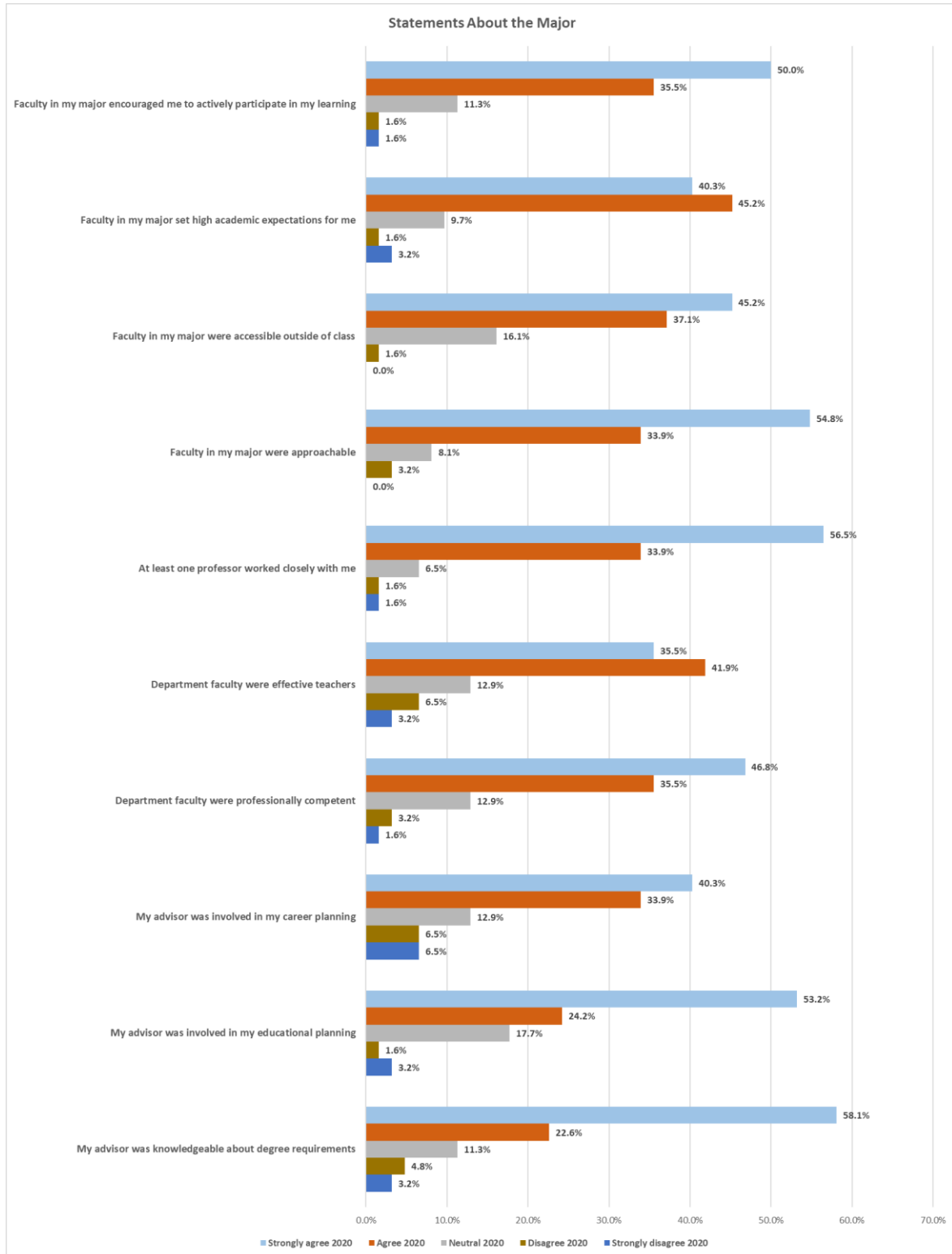
- 59.2% of the respondents reported that laboratory/studio facilities in the major were adequate, while 20.4% selected “more than adequate” as their response. 4.1% indicated that laboratory/studio facilities in the major were inadequate. In 2019, ratings were 65.7%, 21.4% and 12.9% respectively.
- 68.4% of the respondents reported that library books, resources and reference materials in the major were adequate, while 24.6% selected “more than adequate” as their response. 3.5%

indicated that library books, resources and reference materials in the major were inadequate. In 2019, ratings were 62.3%, 31.2% and 6.5% respectively.

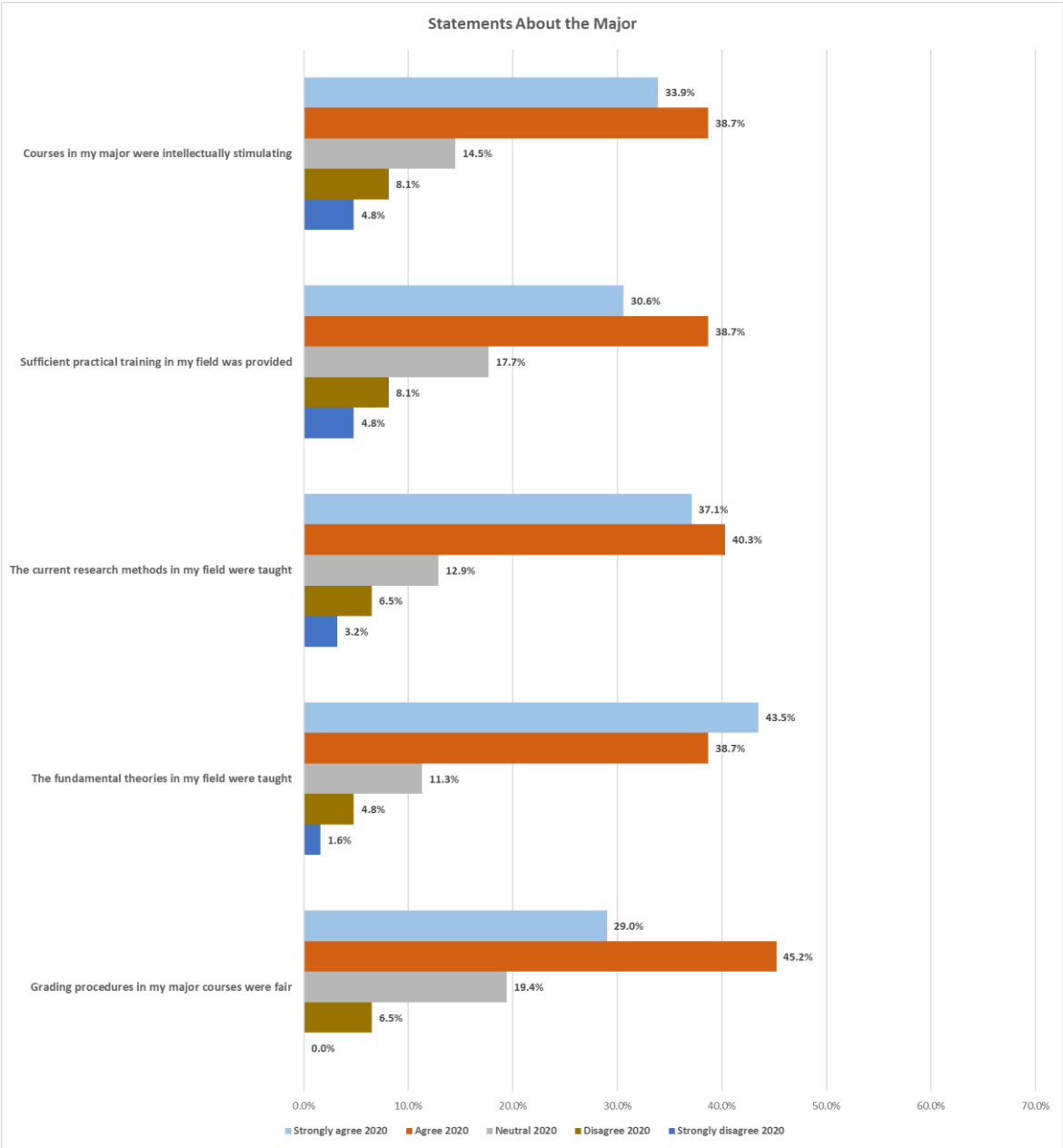


- 60% of the respondents reported that computer facilities in the major were adequate, while 23.6% selected “more than adequate” as their response. 3.6% of the respondents reported that computer facilities in their major were inadequate. In 2019, ratings were 59%, 24.4%, and 16.7% respectively.

## FEEDBACK TO STATEMENTS ABOUT THE MAJOR



- 90.4% of the respondents agreed or strongly agreed that at least one professor worked closely with them. 88.7% agreed or strongly agreed that faculty in the major were approachable.



- The only statements in 2020 where less than 75% of the respondents either agreed or strongly agreed with the statement were as follows: Sufficient practical training in my field was provided (69.3%), Courses in my major were intellectually stimulating (72.6%), My advisor was involved in my career planning (74.2%) and Grading procedures in my major courses were fair (74.2%).

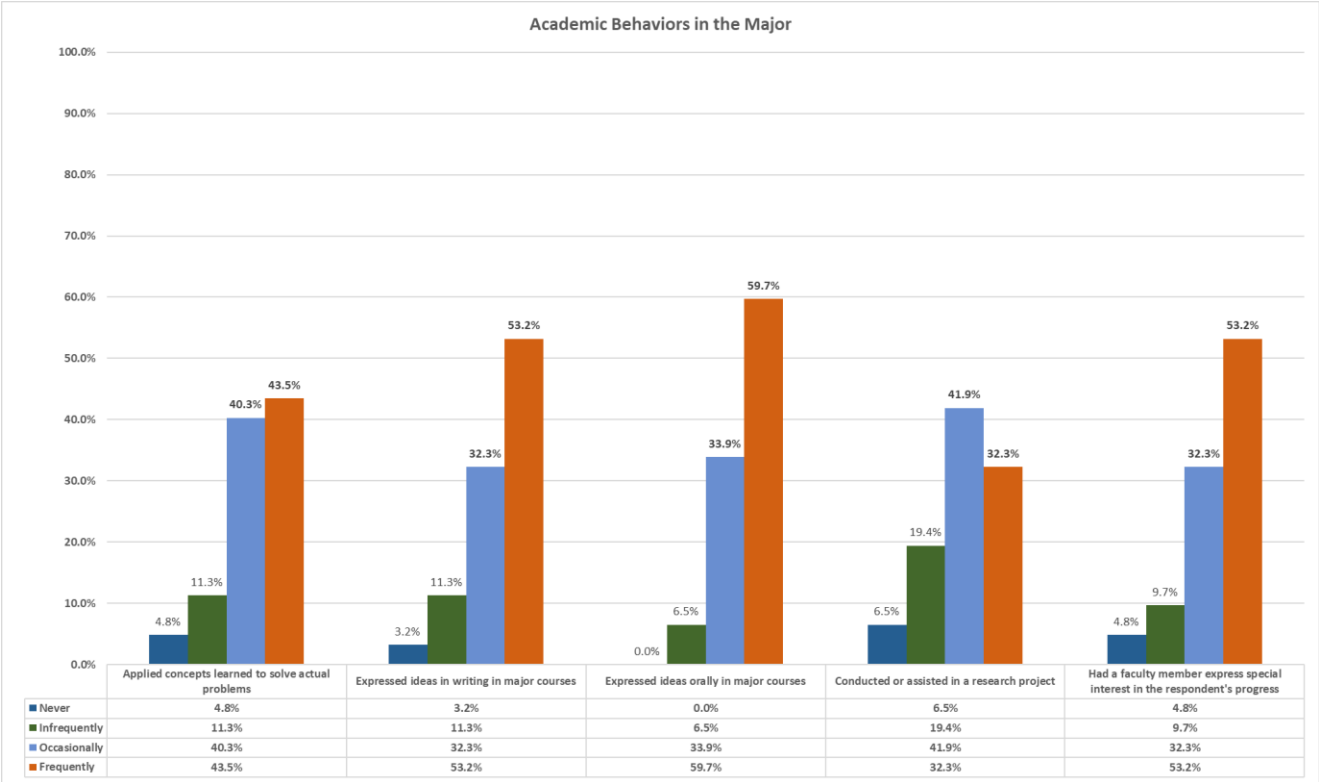


The following table displays responses to statements about the major made by respondents in the 2018, 2019, and 2020 senior surveys.

	Strongly disagree			Disagree			Neutral			Agree			Strongly agree			Mean Score		
	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020
Grading procedures in my major courses were fair	0.0%	1.3%	0.0%	1.1%	2.5%	6.5%	8.0%	12.5%	19.4%	51.7%	52.5%	45.2%	39.1%	31.3%	29.0%	4.3	4.1	4.0
My advisor was knowledgeable about degree requirements	0.0%	2.5%	3.2%	1.1%	1.3%	4.8%	13.8%	3.8%	11.3%	29.9%	35.0%	22.6%	55.2%	57.5%	58.1%	4.4	4.4	4.3
My advisor was involved in my educational planning	0.0%	2.5%	3.2%	3.4%	3.8%	1.6%	12.6%	10.0%	17.7%	29.9%	32.5%	24.2%	54.0%	51.3%	53.2%	4.3	4.3	4.2
My advisor was involved in my career planning	3.4%	3.8%	6.5%	6.9%	10.0%	6.5%	21.8%	20.0%	12.9%	27.6%	22.5%	33.9%	40.2%	43.8%	40.3%	3.9	3.9	4.0
Department faculty were professionally competent	1.1%	1.3%	1.6%	1.1%	0.0%	3.2%	4.6%	13.8%	12.9%	47.1%	40.0%	35.5%	46.0%	45.0%	46.8%	4.4	4.3	4.2
Department faculty were effective teachers	1.1%	0.0%	3.2%	1.1%	1.3%	6.5%	10.3%	16.5%	12.9%	40.2%	41.8%	41.9%	47.1%	40.5%	35.5%	4.3	4.2	4.0
At least one professor worked closely with me	0.0%	0.0%	1.6%	1.1%	1.3%	1.6%	12.6%	7.5%	6.5%	26.4%	28.8%	33.9%	59.8%	62.5%	56.5%	4.4	4.5	4.4
Faculty in my major were approachable	0.0%	0.0%	0.0%	2.3%	2.5%	3.2%	3.4%	11.3%	8.1%	35.6%	27.5%	33.9%	58.6%	58.8%	54.8%	4.5	4.4	4.4
Faculty in my major were accessible outside of class	0.0%	0.0%	0.0%	1.2%	1.3%	1.6%	8.1%	10.0%	16.1%	39.5%	35.0%	37.1%	51.2%	53.8%	45.2%	4.4	4.4	4.3
The fundamental theories in my field were taught	0.0%	1.3%	1.6%	2.3%	1.3%	4.8%	4.6%	8.8%	11.3%	32.2%	35.0%	38.7%	60.9%	53.8%	43.5%	4.5	4.4	4.2
The current research methods in my field were taught	2.3%	1.3%	3.2%	1.1%	3.8%	6.5%	6.9%	13.8%	12.9%	40.2%	35.0%	40.3%	49.4%	46.3%	37.1%	4.3	4.2	4.0
Sufficient practical training in my field was provided	2.3%	0.0%	4.8%	3.4%	6.3%	8.1%	8.0%	16.3%	17.7%	35.6%	41.3%	38.7%	50.6%	36.3%	30.6%	4.3	4.1	3.8
Courses in my major were intellectually stimulating	1.2%	1.3%	4.8%	2.3%	3.8%	8.1%	8.1%	13.8%	14.5%	31.4%	41.3%	38.7%	57.0%	40.0%	33.9%	4.4	4.2	3.9
Faculty in my major set high academic expectations for me	0.0%	1.3%	3.2%	2.3%	2.5%	1.6%	5.8%	8.8%	9.7%	29.1%	38.8%	45.2%	62.8%	48.8%	40.3%	4.5	4.3	4.2
Faculty in my major encouraged me to actively participate in my learning	0.0%	1.3%	1.6%	2.3%	1.3%	1.6%	2.3%	7.5%	11.3%	32.6%	35.0%	35.5%	62.8%	55.0%	50.0%	4.6	4.4	4.3

- Average response ratings dropped slightly in 2020 in 13 of the 15 statements.

## ACADEMIC BEHAVIORS IN THE MAJOR



- 93.6% of the respondents reported that they occasionally or frequently expressed ideas orally in the major.
- 85.5% indicated that they occasionally or frequently expressed ideas in writing in the major.
- 85.5% responded that they occasionally or frequently had a faculty member express special interest in their progress.

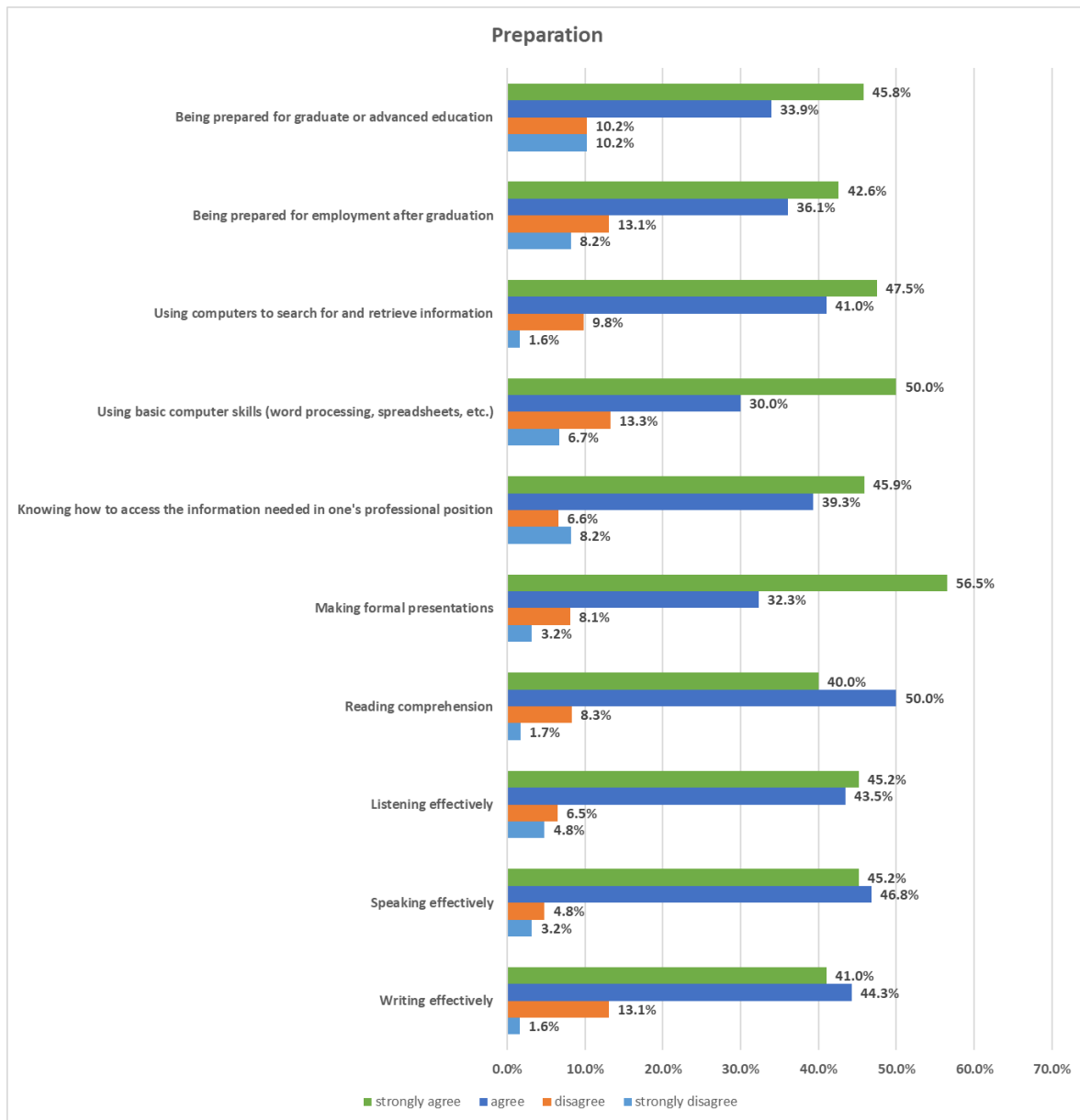
The following table displays responses to statements about academic behaviors in the majors made by respondents in the 2018, 2019, and 2020 senior surveys.

How often in the major respondents:	Never			Infrequently			Occasionally			Frequently			Average Score		
	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020
Applied concepts learned to solve actual problems	0.0%	0.0%	4.8%	4.7%	8.8%	11.3%	31.4%	37.5%	40.3%	64.0%	53.8%	43.5%	3.6	3.5	3.2
Expressed ideas in writing in major courses	1.1%	0.0%	3.2%	3.4%	7.6%	11.3%	27.6%	25.3%	32.3%	67.8%	67.1%	53.2%	3.6	3.6	3.4
Expressed ideas orally in major courses	1.1%	0.0%	0.0%	0.0%	2.5%	6.5%	18.4%	33.8%	33.9%	80.5%	63.8%	59.7%	3.8	3.6	3.5
Conducted or assisted in a research project	3.5%	3.8%	6.5%	7.0%	8.8%	19.4%	29.1%	40.0%	41.9%	60.5%	47.5%	32.3%	3.5	3.3	3.0
Had a faculty member express special interest in the respondent's progress	1.2%	2.5%	4.8%	4.7%	7.5%	9.7%	34.9%	32.5%	32.3%	59.3%	57.5%	53.2%	3.5	3.5	3.3

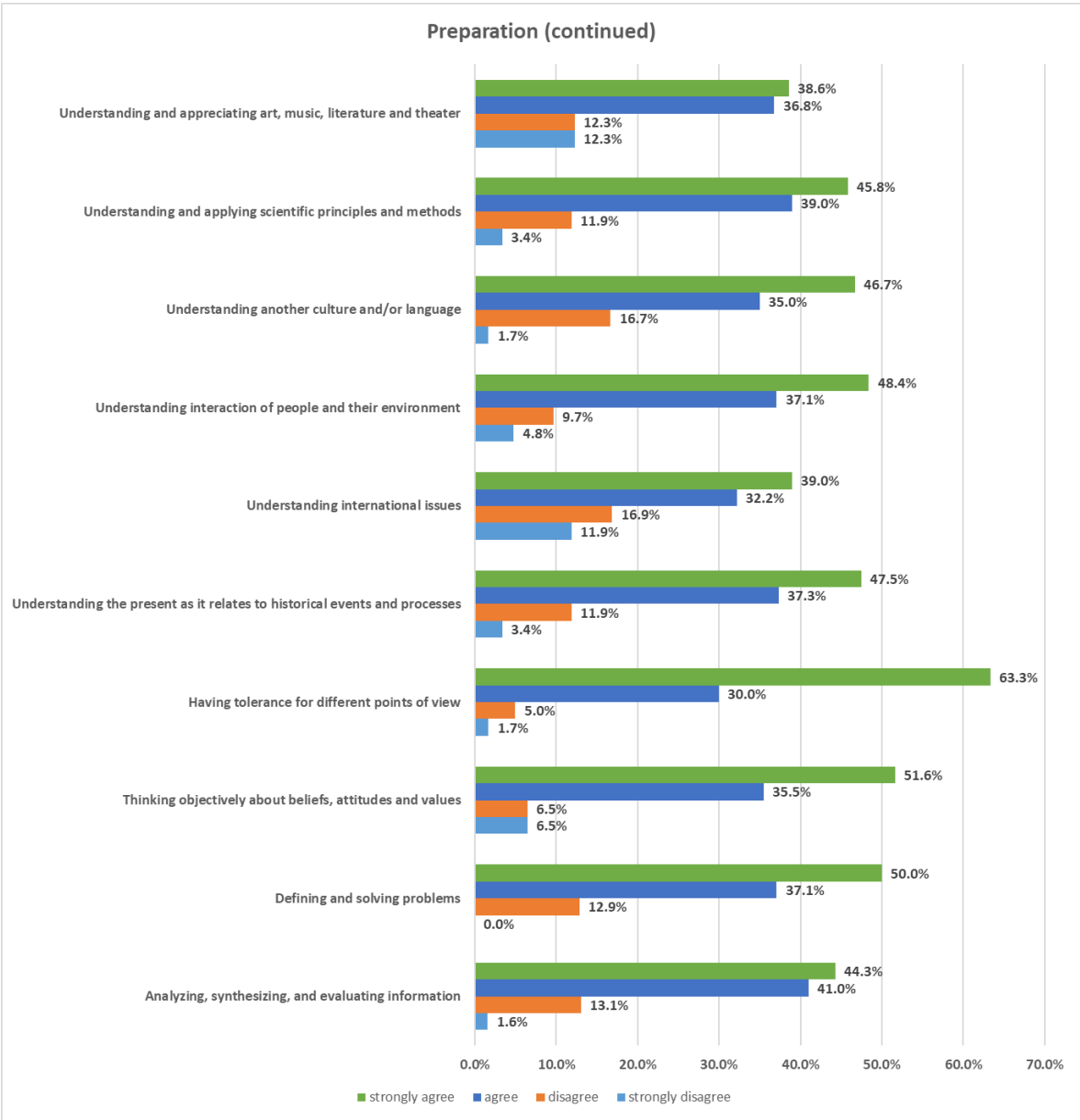
- The number of respondents who replied that they had frequently engaged in positive academic behaviors fell off in all of the areas, several fairly substantially.
- 14.5% indicated that a faculty member had never or infrequently expressed special interest in their progress. This is up from 10% in 2019.

## FEEDBACK REGARDING BARTON COLLEGE PREPARATION

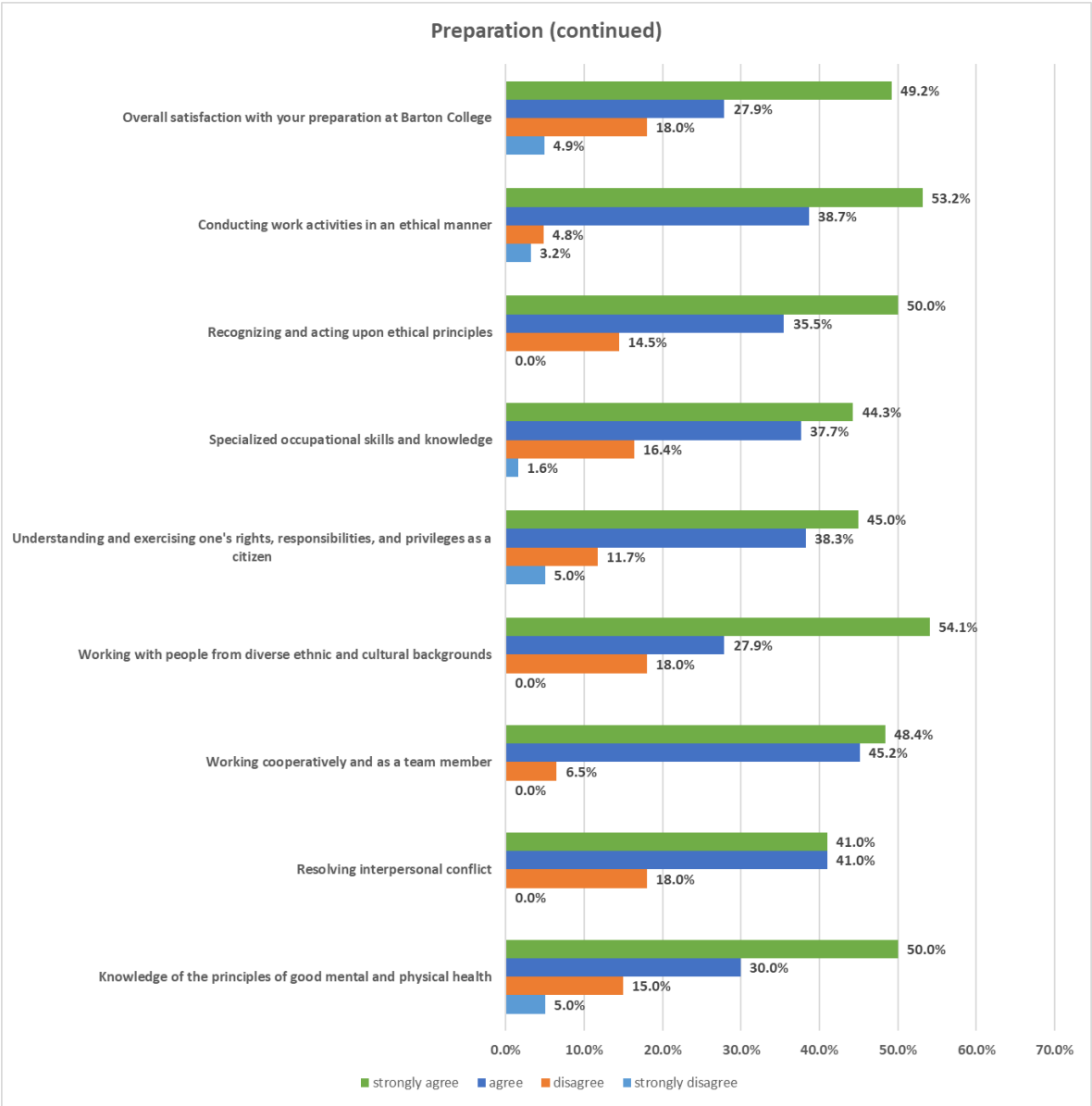
Seniors were asked to indicate how well they were prepared by their Barton experiences for each of the following:



- In 2020, the highest-rated statement in the strongly agree column was “having tolerance for different points of view” which 63.3% of the respondents rated this way.
- 21.3% of the respondents strongly disagreed or disagreed that their Barton education prepared them for employment after graduation (down from 26.6% in 2019).
- 20.4% of the respondents strongly disagreed or disagreed that their Barton education prepared them for graduate or advanced education (versus 30.2% in 2019).

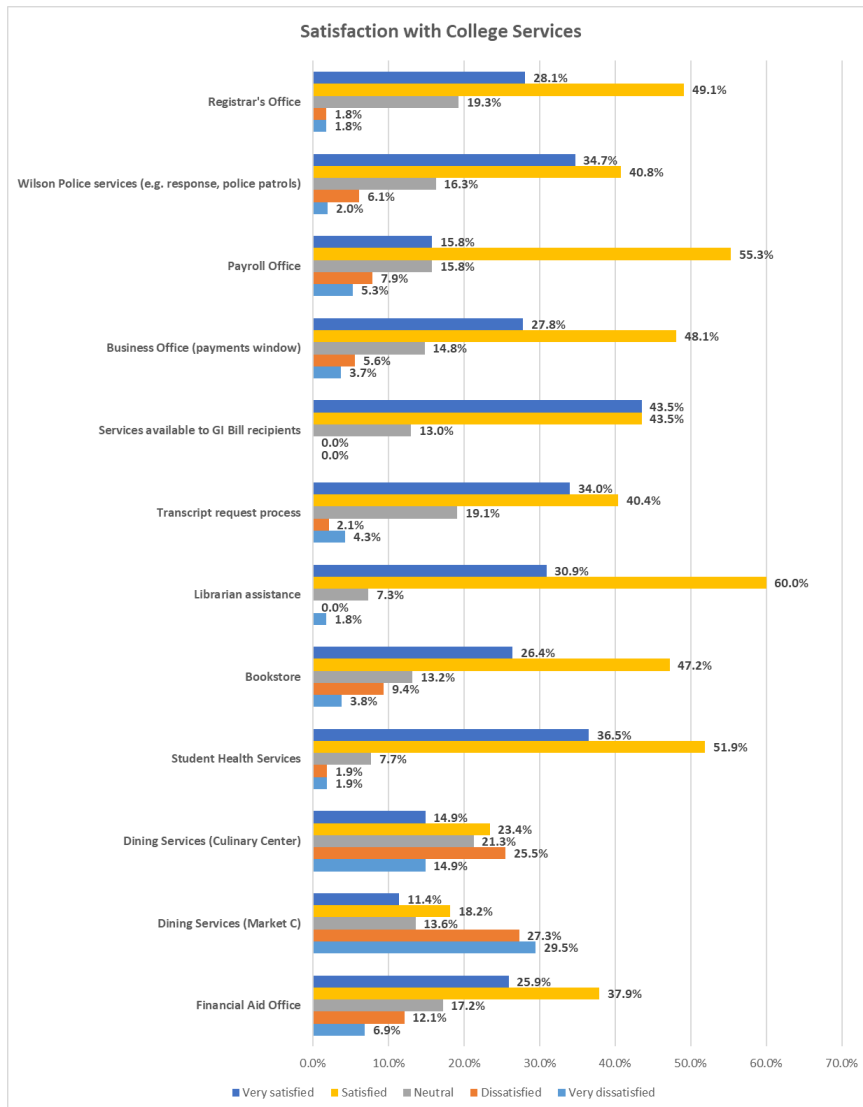


- 28.8% of the respondents strongly disagreed or disagreed that their Barton education prepared them for understanding international issues, the highest combined rating in the strongly disagreed and disagreed categories (up from 27.9% in 2019).
- 24.6% of the respondents strongly disagreed or disagreed that their Barton education helped prepare them to better understand and appreciate art, music, literature and theater (down from 28.2% in 2019).



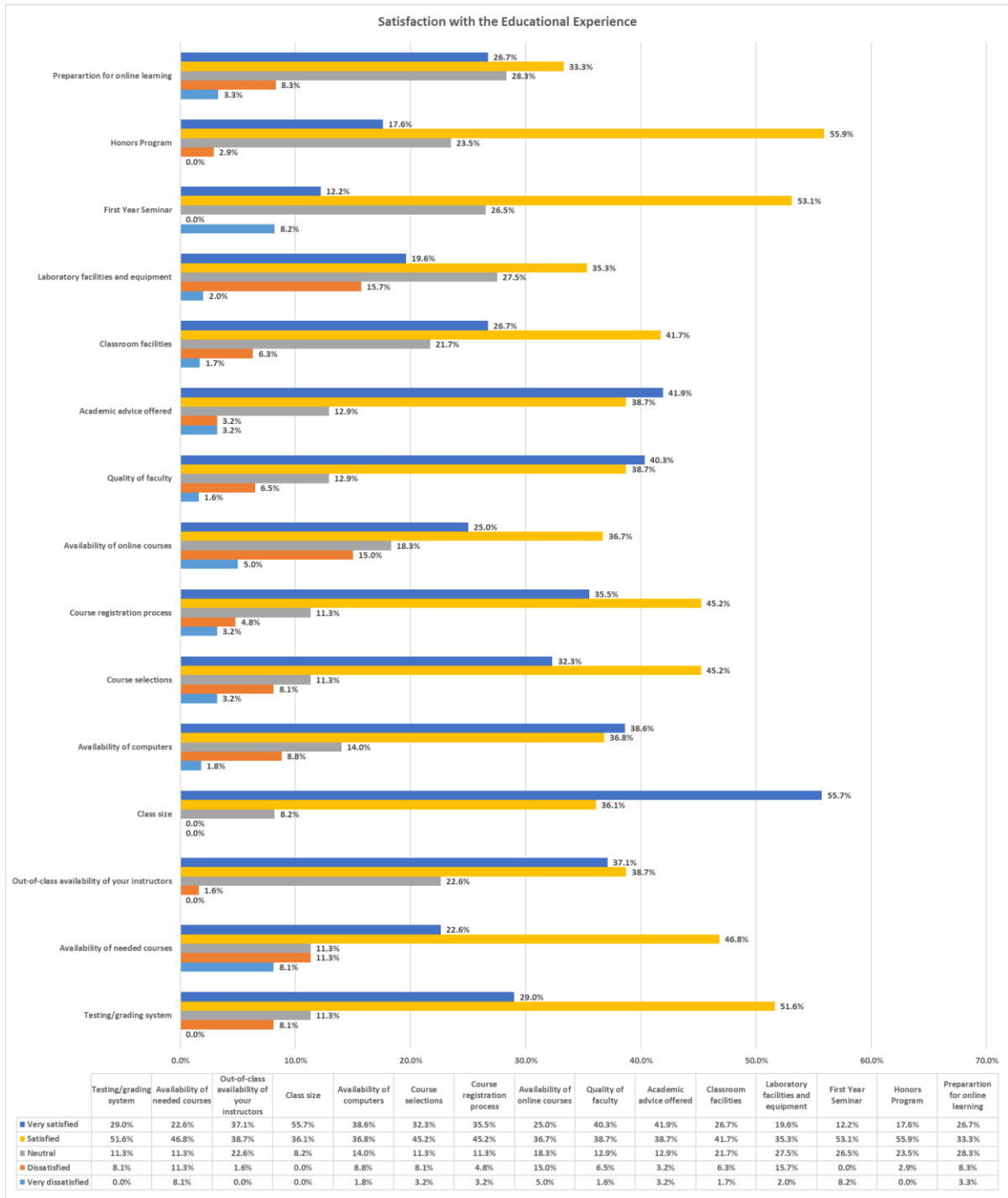
- At least 90% of the respondents agree or strongly agree that their Barton education prepared them to speak effectively (92.0%), to comprehend reading (90%), to have tolerance for different points of view (93.3%), to work cooperatively and as a team member (93.6%), and to conduct work activities in an ethical manner (91.9%).

## SATISFACTION WITH COLLEGE OFFICES AND SERVICES



- The college service area of least satisfaction in the 2020 survey was Dining Services (Market C), where 56.8% rated their satisfaction as either very dissatisfied or dissatisfied. 40.4% of the respondents rated their satisfaction with Dining Services (Culinary Center) as either very dissatisfied or dissatisfied, down from 47.8% in 2019.
- As in 2019, seniors were most positive about librarian assistance with 90.9% rating their satisfaction as either satisfied or very satisfied, up from 86.1% from 2019.
- In 2018, only the Cafeteria and Bully's had a combined satisfaction rating of satisfied or very satisfied of less than 74%. (52.2%). In 2019, areas with a total satisfaction rating of 74% or lower were: Cafeteria and Bully's (37.3%), veterans affairs services (74%), Business Office (69.5%), and Wilson Police Services (73.4%). In 2020, areas with a total satisfaction rating of 74% or lower were: Dining Services (Market C) (29.6%), Dining Services (Culinary Center) (38.3%), Financial Aid (63.8%), Payroll Office (71.1%), and Bookstore (73.6%).

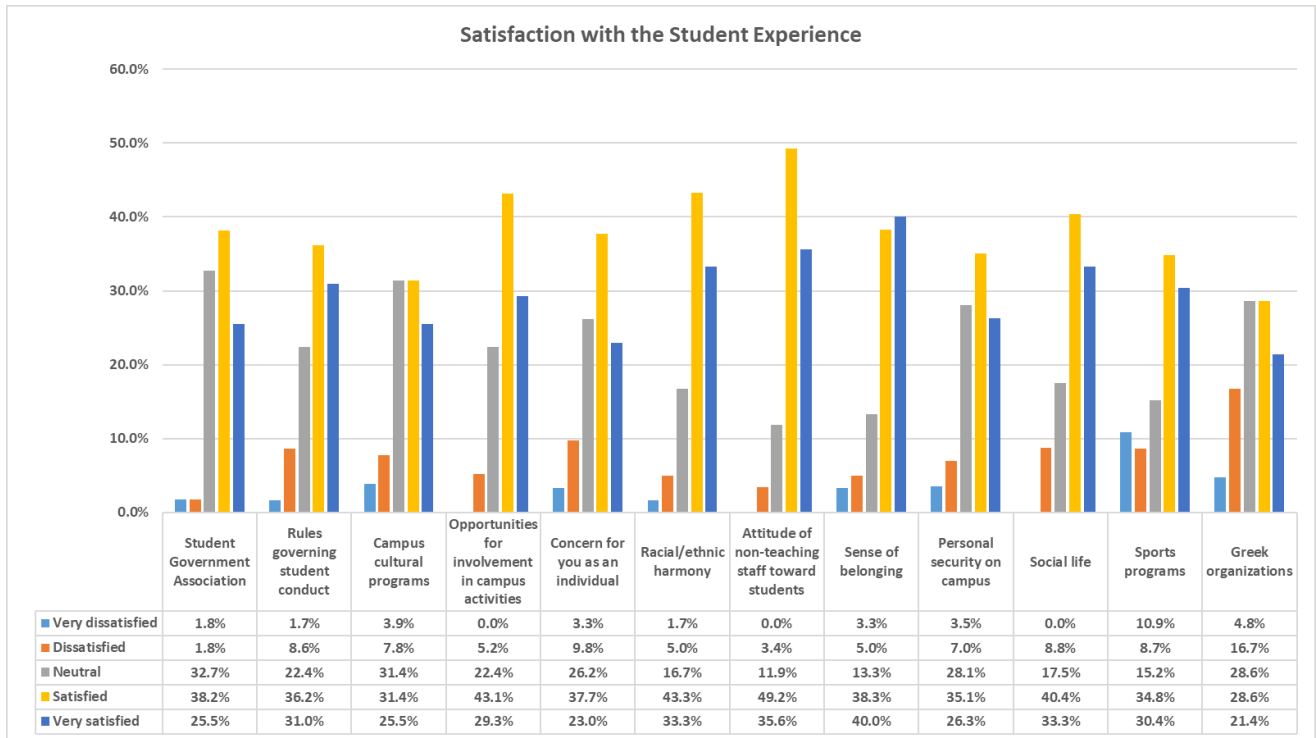
## SATISFACTION WITH THE EDUCATIONAL EXPERIENCE



- 91.8% of students indicated that they were either satisfied or very satisfied with class size at Barton (versus 96.3% in 2019) and at least 80% responded as being either satisfied or very satisfied with the testing/grading system, course registration process, and academic advice offered.

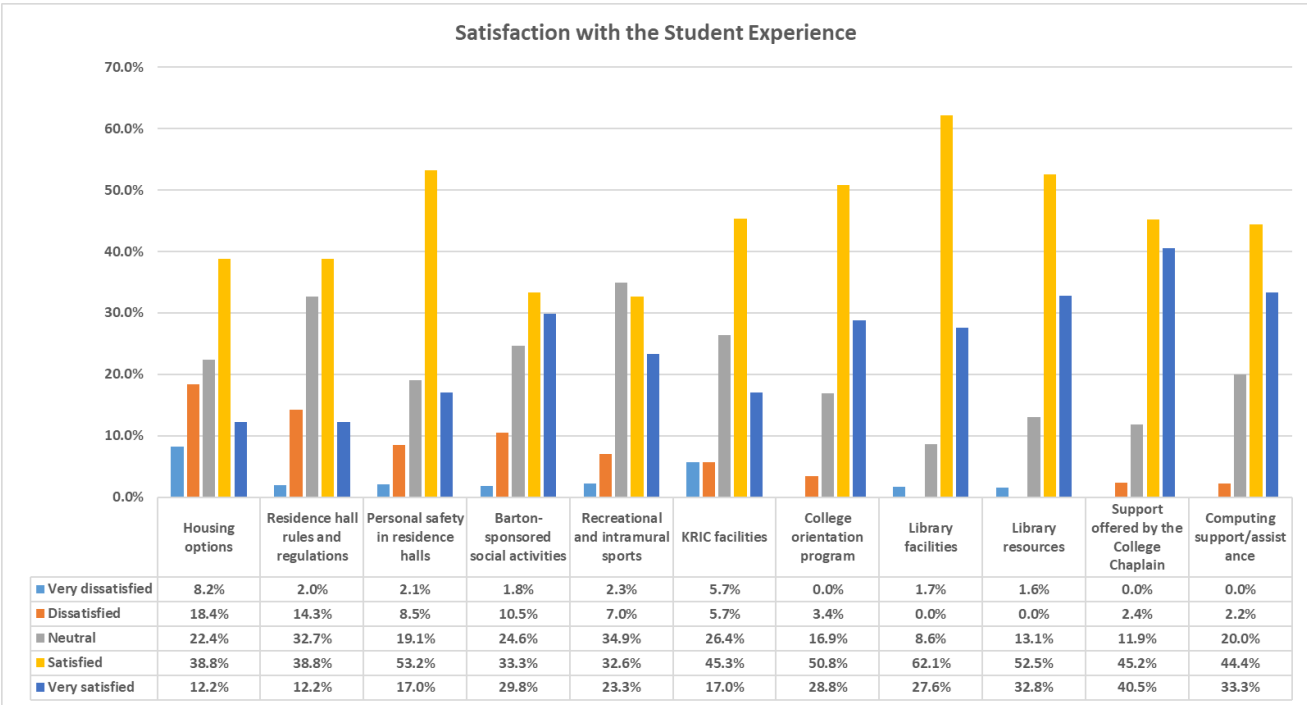
- 20% of the respondents rated their satisfaction with the availability of online courses as either very dissatisfied or dissatisfied (versus 19.5% in 2019), while 19.4% of the respondents rated their satisfaction with the availability of needed courses as either very dissatisfied or dissatisfied. 17.7% of the respondents rated their satisfaction with laboratory facilities and equipment as either very dissatisfied or dissatisfied (versus 15.5% in 2019).
- 80.4% of the respondents stated that they were either satisfied or very satisfied with their overall educational experience (did not ask this specific question in 2019).

**SATISFACTION WITH THE STUDENT EXPERIENCE**

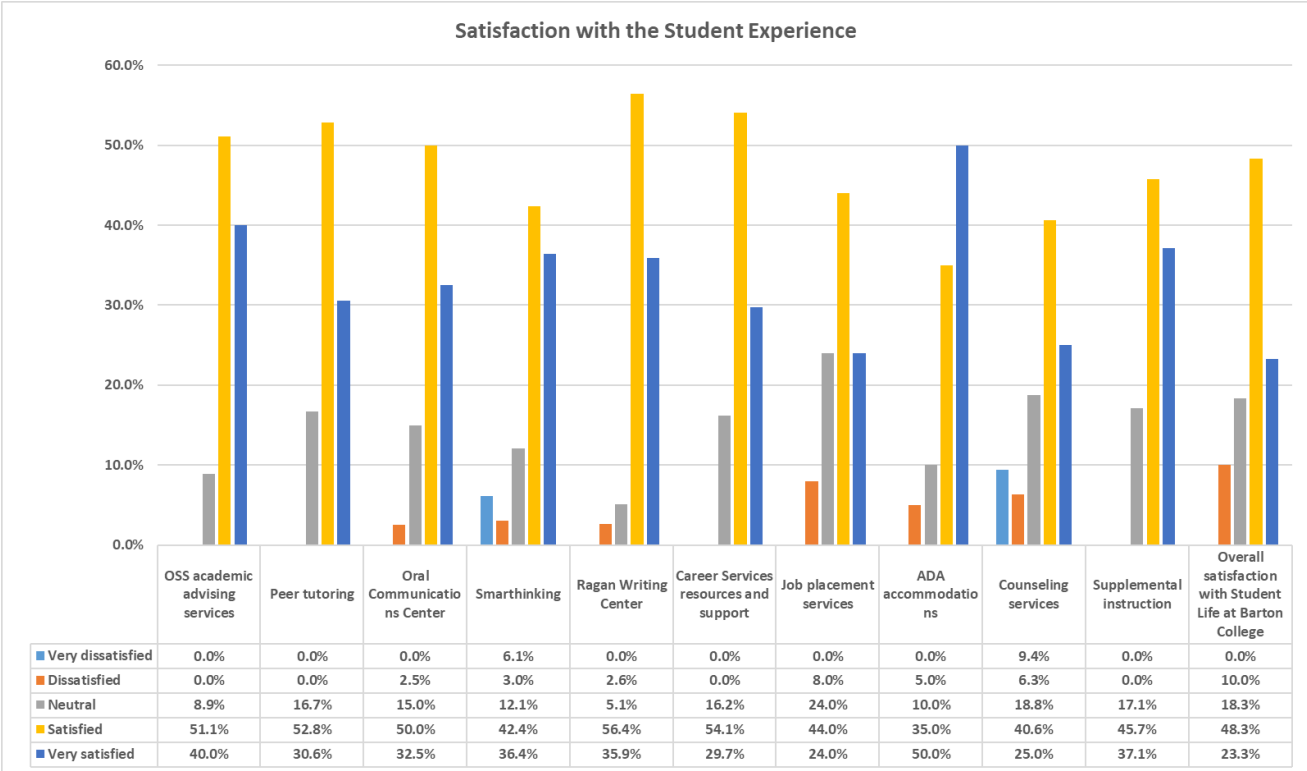


- 84.8% of the respondents stated that they were either satisfied or very satisfied with the attitude of non-teaching staff towards students. 21.5% of the respondents stated that they were either very dissatisfied or dissatisfied with Greek organizations.





- 89.7% of the respondents stated that they were either satisfied or very satisfied with the Library facilities; 85.7% were either satisfied or very satisfied with support offered by the College Chaplain; and 85.3% were either satisfied or very satisfied with Library resources. 26.6% of the respondents stated that they were either very dissatisfied or dissatisfied with housing options.



- 92.3% of the respondents stated that they were either satisfied or very satisfied with the Ragan Writing Center; 91.1% were either satisfied or very satisfied with the Office of Student Success academic advising services; and 85.0% were either satisfied or very satisfied with ADA accommodations. 15.7% of the respondents stated that they were either very dissatisfied or dissatisfied with counseling services.

**USE OF TIME AS SENIORS**

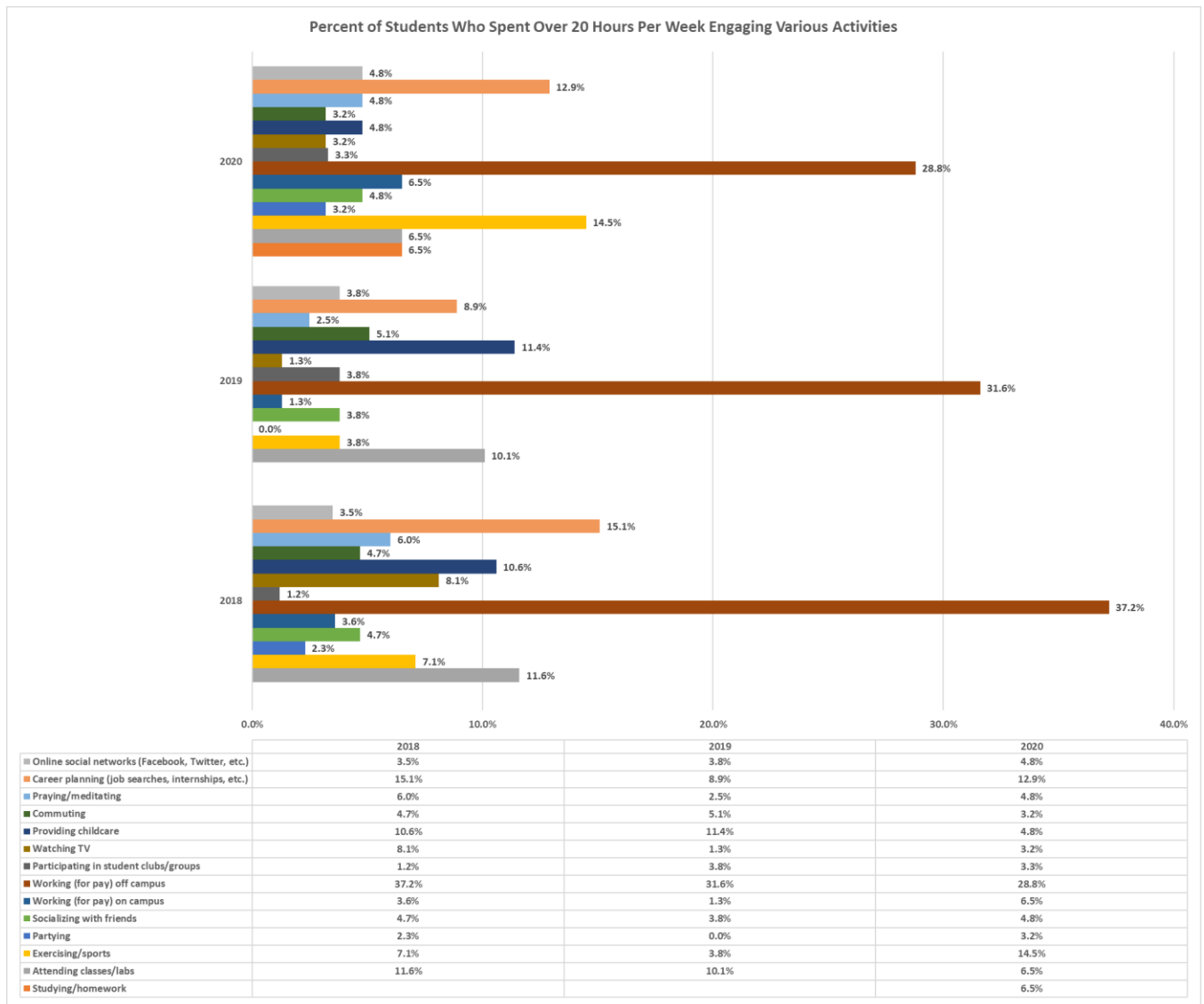
2020	none	less than 1 hour	1-2 hours	3-5 hours	6-10 hours	11-15 hours	16-20 hours	over 20 hours
Studying/homework	0.0%	0.0%	9.7%	27.4%	29.0%	22.6%	4.8%	6.5%
Attending classes/labs	0.0%	0.0%	11.3%	22.6%	29.0%	19.4%	11.3%	6.5%
Exercising/sports	22.6%	12.9%	19.4%	3.2%	14.5%	4.8%	8.1%	14.5%
Partying	50.0%	11.3%	17.7%	11.3%	6.5%	0.0%	0.0%	3.2%
Socializing with friends	4.8%	9.7%	17.7%	33.9%	22.6%	3.2%	3.2%	4.8%
Working (for pay) on campus	56.5%	1.6%	1.6%	9.7%	12.9%	9.7%	1.6%	6.5%
Working (for pay) off campus	42.4%	0.0%	1.7%	5.1%	11.9%	3.4%	6.8%	28.8%
Participating in student clubs/groups	38.3%	13.3%	20.0%	11.7%	5.0%	6.7%	1.7%	3.3%
Watching TV	8.1%	8.1%	30.6%	37.1%	12.9%	0.0%	0.0%	3.2%
Providing childcare	85.5%	0.0%	0.0%	4.8%	1.6%	3.2%	0.0%	4.8%
Commuting	22.6%	27.4%	6.5%	24.2%	14.5%	0.0%	1.6%	3.2%
Praying/meditating	46.8%	22.6%	16.1%	8.1%	1.6%	0.0%	0.0%	4.8%
Career planning (job searches, internships, etc.)	11.3%	11.3%	30.6%	19.4%	6.5%	4.8%	3.2%	12.9%
Online social networks (Facebook, Twitter, etc.)	4.8%	8.1%	24.2%	33.9%	22.6%	1.6%	0.0%	4.8%

2019	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	1.3%	1.3%	8.9%	17.7%	40.5%	12.7%	8.9%	8.9%
Attending classes/labs	2.5%	1.3%	8.9%	24.1%	26.6%	15.2%	11.4%	10.1%
Exercising/sports	26.6%	11.4%	21.5%	11.4%	5.1%	11.4%	8.9%	3.8%
Partying	52.6%	16.7%	12.8%	15.4%	1.3%	1.3%	0.0%	0.0%
Socializing with friends	10.1%	19.0%	21.5%	22.8%	15.2%	3.8%	3.8%	3.8%
Working (for pay) on campus	50.6%	2.5%	10.1%	11.4%	13.9%	8.9%	1.3%	1.3%
Working (for pay) off campus	34.2%	1.3%	6.3%	3.8%	5.1%	8.9%	8.9%	31.6%
Participating in student clubs/groups	41.0%	6.4%	21.8%	15.4%	9.0%	2.6%	0.0%	3.8%
Watching TV	12.7%	16.5%	32.9%	19.0%	15.2%	0.0%	1.3%	2.5%
Providing childcare	77.2%	3.8%	1.3%	3.8%	2.5%	0.0%	0.0%	11.4%
Commuting	31.6%	11.4%	17.7%	15.2%	15.2%	2.5%	1.3%	5.1%
Praying/meditating	32.9%	29.1%	22.8%	6.3%	3.8%	0.0%	2.5%	2.5%
Career planning (job searches, internships, etc.)	17.7%	12.7%	25.3%	22.8%	7.6%	1.3%	3.8%	8.9%
Online social networks (Facebook, Twitter, etc.)	3.8%	20.3%	27.8%	21.5%	15.2%	3.8%	3.8%	3.8%

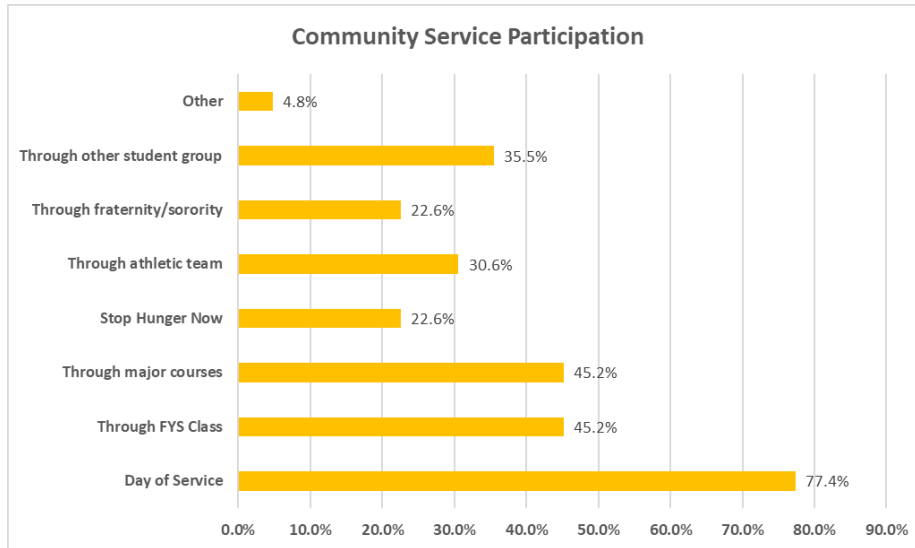
- 57.7% of seniors reported working for pay off-campus (versus 65.9% in 2019); nearly 30% of the respondents indicated they worked over 20 hours per week.
- 43.6% of the students polled indicated they worked on-campus, with working commitments ranging from less than 1 hour to more than 20 hours per week. In 2019, 49.4% worked on campus with most working 6-10 hours per week.
- In 2020, only 6.5% reported spending over 20 hours per week studying or doing homework versus 8.9% who responded so in 2019.
- 29% of the seniors reported spending 6-10 hours per week studying or doing homework versus 40.5% in 2019, although the number of respondents who reported spending 11-15 hours per week studying or doing homework increased from 12.7% in 2019 to 22.6% in 2020.
- 50% reported that they spent no time partying (52.6% in 2019) and 38.3% spent no time participating in student clubs or groups (41% in 2019).

- 46.8% of the seniors devoted more than 2 hours a week to career planning, including job searches and internships (44.4% in 2019).
- 27.4% of the seniors spent less than 1 hour commuting versus 11.4% in 2019.
- 4.8% of the seniors reported they devoted over 20 hours per week to providing childcare versus 11.4% in 2019.

The following table displays the percentage of students in 2018, 2019 and in 2020 who reported that they spent over 20 hours per week engaged in various activities.



## Community Service



- Of all survey respondents, 86.4% indicated that they had participated in community service while a student at Barton College (versus 80% in 2019 and 85.5% in 2018).

Their avenues of participation are indicated in the diagram above.

## Employment

In the coming year, 56.5% of seniors planned to be working full time (versus 67.5% in 2019 and 75% in 2018), 40.3% plan on attending graduate/professional school (versus 43.8% in 2019 and 25% in 2018), 4.8% plan to enter military service and 3.2% plan to care for a home or family. 6.5% are undecided.

The current employment plans from respondents are as follows:

- 28.1% have already found a job (35.1% in 2019, 44% in 2018 and 40.2% in 2017).
- 49.1% are looking for a job (48.6% in 2019, 45.2% in 2018 and 44.3% in 2017).
- 19.3% will begin looking for a job after graduation (13.5% in 2019, 10.7% in 2018 and 9.3% in 2017).
- 3.5% are not planning to be employed after graduation (2.7% in 2019, 0% in 2018 and 6.2% in 2017).

## Choosing or Recommending Barton College

75.9% polled said they definitely would or probably would choose Barton College if they had the decision to make again (up from 68.5% in 2019, but down slightly from 79% in 2018 and 77.2% in 2017). 75.4% responded that they would recommend Barton College to a friend or family member (up from 73% in 2019, but down from 82.3% in 2018).