

## **SENIOR SURVEY – SPRING 2021**

### **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.

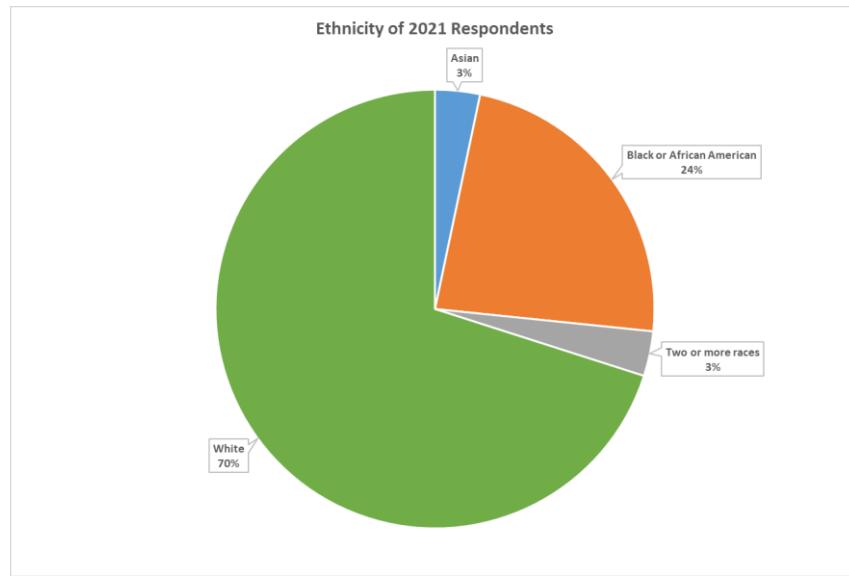
All students who were scheduled to participate in the May 2021 graduation ceremony (December 2020, May 2021 and August 2021 graduates; n=205) were sent an electronic survey to their Barton College email address on April 1, 2021, using Class Climate survey software. The solicitation email was sent by the Office of Institutional Research. Weekly follow-up emails were sent to students who had not yet filled out the survey (up to a total of five reminder e-mails). A total of 60 students responded to the survey resulting in a response rate of 29.3% (versus 30.7% in 2020, 39.2% in 2019 and 42.9% in 2018). The 2021 senior survey was distributed one month later in the year than the 2020 survey, so as to not interfere with the RISC Survey that was administered to all undergraduates between March 8 and March 21, 2021.

When reviewing the results of the Senior Survey, one can't help but wonder what impact the coronavirus pandemic may have had on both participation and on the responses. Did these students have access to the technology they needed when the decision was made to move the Spring 2020 semester to an entirely remote one? Nearly 7% of the respondents indicated that they did not. Did these students spend time in quarantine during their senior year? If so, how much in-person class time might they have missed? How were their practica, clinicals, student teaching and other culminating senior experiences impacted by the pandemic? How many were athletes whose entire final season of competition was condensed into the Spring 2021 semester? Were these students burned out by the numerous communications and additional surveys that were distributed throughout the year as a result of the pandemic? How many of the respondents may have spent their final semester, or even their final year, learning remotely? While it's difficult to know what pandemic-related experiences they each may have had, we can speculate that those who responded to the Senior Survey didn't escape untouched by the pandemic in some way.

## DEMOGRAPHICS OF THE RESPONDENTS

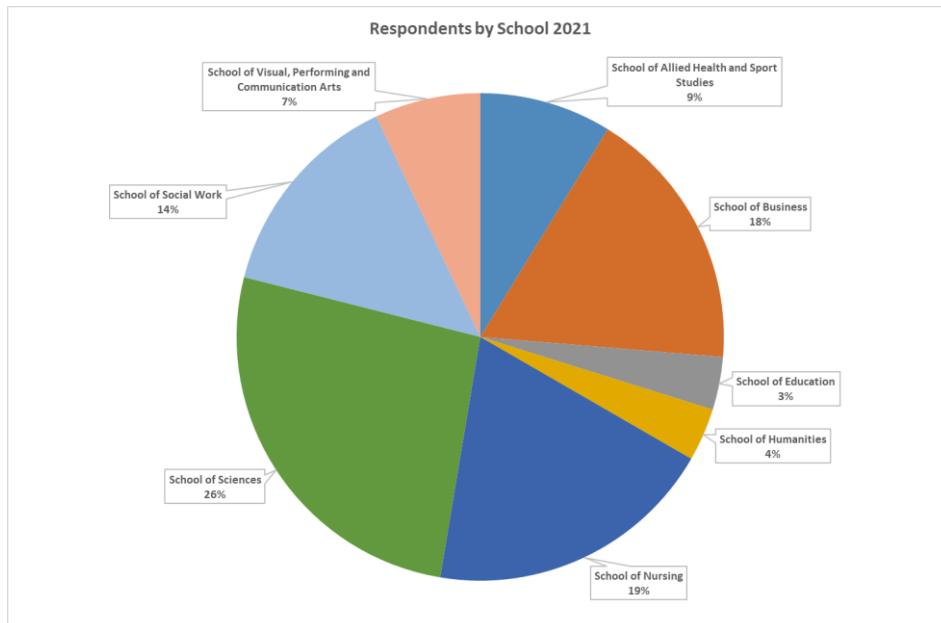
- 70% of the respondents were female and 30% of the respondents were male. This mirrors the overall population surveyed, which consisted of 69.3% female and 31.7% male students.
- 76.3% of the respondents were full-time traditional students and 23.7% of the survey respondents were non-traditional students in the Professional Studies Program.
- 40.0% of the respondents entered Barton College in 2017, 18.3% entered in 2018, 25.0% entered in 2019, and 6.7% entered in 2020. 10% of the respondents were “super-seniors” who came to Barton in 2016 or earlier.
- 87.7% of the respondents expected to graduate in May 2021, 10.5% graduated in December 2020, and 1.8% expected to graduate in August 2021.
- While a senior, 32.2% of the respondents lived off-campus in a room or apartment, 11.9% lived with his or her parent(s)/relatives, 23.7% lived in a residence hall, none lived in a fraternity house, and 32.2% lived in their own home.
- 37.3% of the respondents reported that the highest level of education completed by his or her mother was middle school or high school. 55.9% of the respondents reported that the highest level of education completed by his or her father was middle school or high school. 25.4% of the students reported that neither parent had completed any education beyond high school.
- 33.9% of the seniors reported that their mother had completed a 4-year college or graduate school, and 23.8% responded that their father had completed a 4-year college or graduate school.
- 98.3% 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 (73.3%); personal MAC laptop (30%); personal PC desktop (6.7%); personal MAC desktop (1.7%); personal tablet (13.3%); Barton-owned laptop (13.3%); Barton-owned desktop (21.7%); and other (3.3%).
- When asked if they had access to the technology they needed to learn remotely, a new question added in 2021, 93.2% responded in the affirmative and 6.8% indicated that they did not have the technology necessary to learn remotely.

## Ethnicity of Respondents



- 3.4% of the respondents indicated that they were Hispanic or Latino, although they made up 5.9% of the survey pool.
- In 2021, 70% of the respondents were White, whereas White students made up 60% of those surveyed.
- In 2021, 24% of the Respondents were Black or African American, while they comprised 19% of those surveyed.

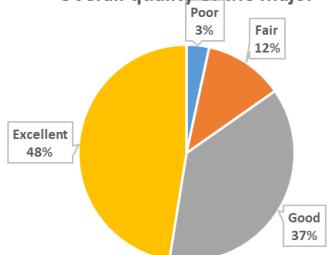
## Respondents by School



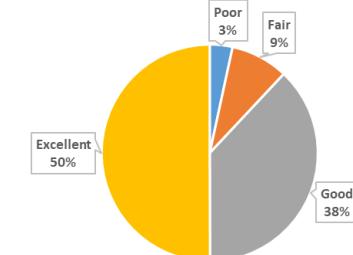
- Responses were received from students representing each of Barton's 7 undergraduate schools and response rates generally were in line with the distribution by school of the survey pool.

## FEEDBACK ABOUT THE MAJOR

**Overall quality of the major**

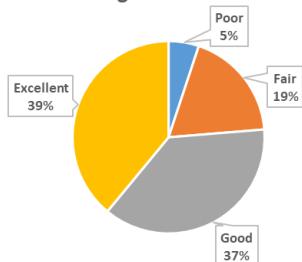


**Instruction in 300-400 level courses in the major**

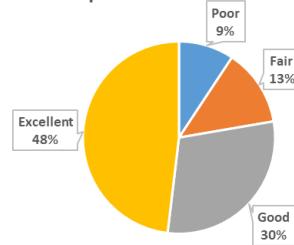


- A majority of the respondents (84.8%) rated the overall quality of the major as good or excellent (versus 88.5% in 2020).
- Feedback about instruction in the 300-400 level courses in the major was also very positive as 87.9% rated this category as good or excellent (versus 88.7% in 2020).

**Major courses as preparation for employment after graduation**

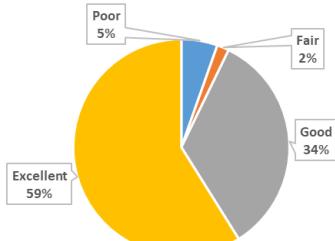


**Major courses as preparation for graduate or professional school**

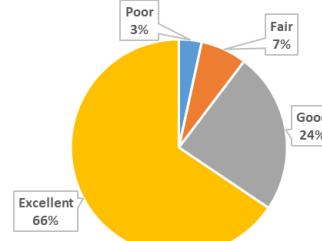


- Respondents were positive in their feedback about major courses as preparation for employment after graduation (76.3% rated this category as good or excellent) or as preparation for graduate or professional school (77.7% gave this category a good or excellent rating). These ratings in 2020 were 75% and 78%, respectively.

**Curricular advising in the major**



**Academic advising in the major**



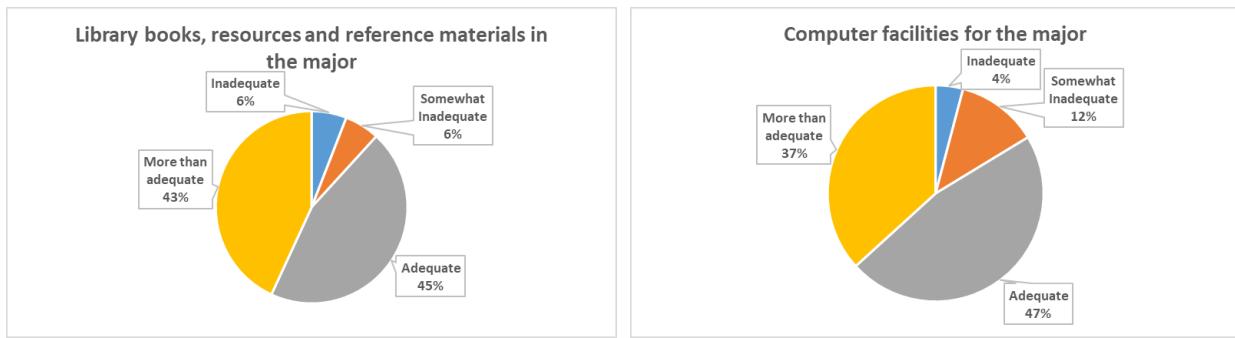
- 92.8% rated curricular advising in the major as either good or excellent (versus 86.8% in 2020).
- 89.6% rated academic advising in the major as either good or excellent. (New question in 2021.)



- 83.7% rated career advising in the major as either good or excellent (versus 80.3% in 2020).
- Practical experiences in the major received positive feedback with 89.3% assigning a good or excellent rating to the category (versus 86.9% in 2020).



- 54.4% of the respondents responded that the classroom facilities in the department were good or excellent (versus 67.8% in 2020).
- 48.8% of the respondents reported that laboratory/studio facilities in the major were adequate, while 20.9% selected “more than adequate” as their response. 7.0% indicated that laboratory/studio facilities in the major were inadequate. In 2020, ratings were 59.2%, 20.4% and 4.1% respectively.



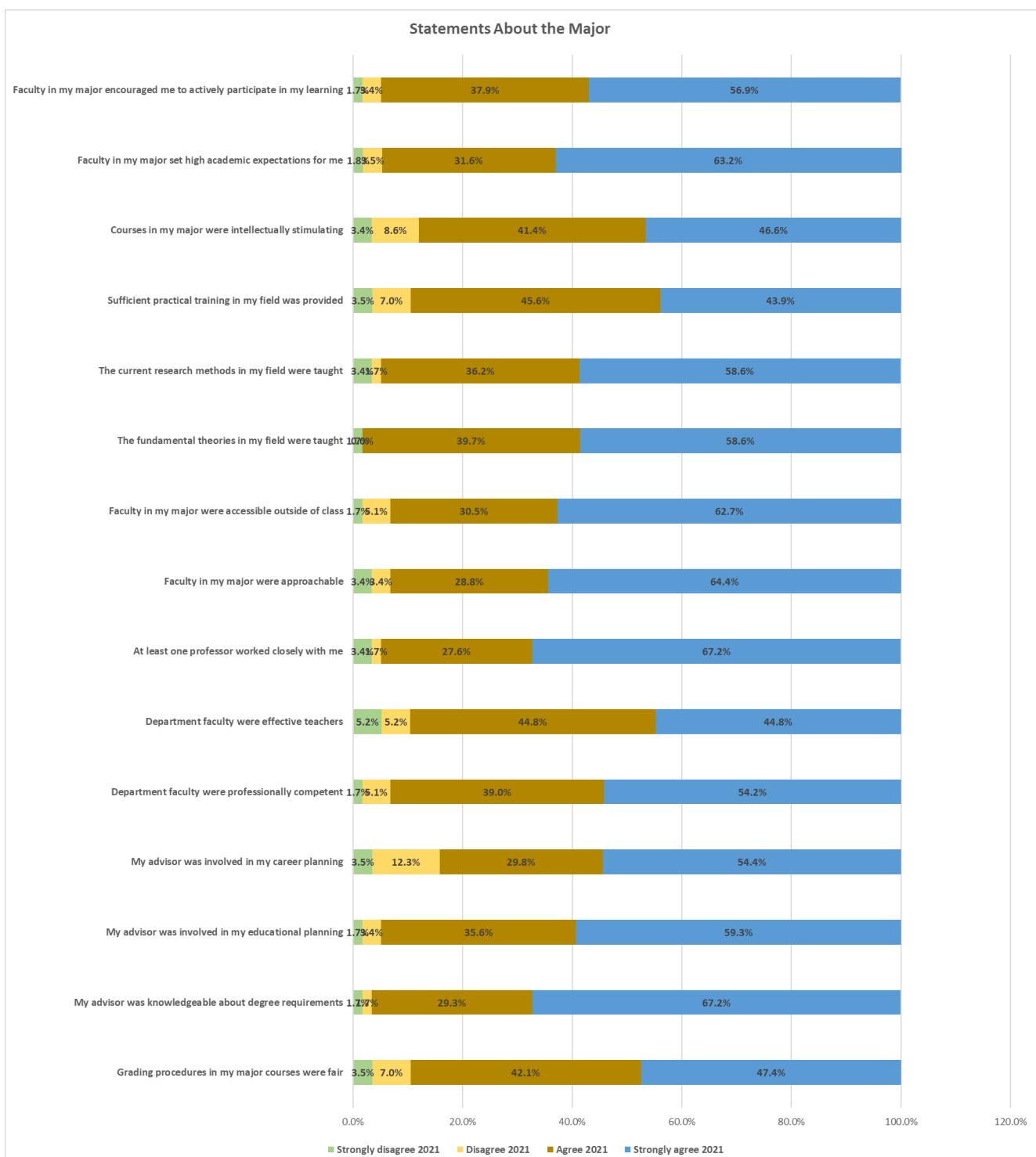
- 45.1% of the respondents reported that library books, resources and reference materials in the major were adequate, while 43.1% selected “more than adequate” as their response. 5.9% indicated that library books, resources and reference materials in the major were inadequate. In 2020, ratings were 68.4%, 24.6% and 3.5% respectively.

- 46.9% of the respondents reported that computer facilities in the major were adequate, while 36.7% selected “more than adequate” as their response. 4.1% of the respondents reported that computer facilities in their major were inadequate. In 2020, ratings were 60%, 23.6%, and 3.6% respectively.

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

	2019 Responses	2020 Responses	2021 Responses
<b>Overall quality of the major</b>			
Poor	3.8%	6.6%	3.4%
Fair	15.2%	4.9%	11.9%
Good	43.0%	42.6%	37.3%
Excellent	38.0%	45.9%	47.5%
<b>Instruction in 300-400 level course in the major</b>			
Poor	1.3%	8.1%	3.4%
Fair	14.3%	3.2%	8.6%
Good	49.4%	41.9%	37.9%
Excellent	35.1%	46.8%	50.0%
<b>Practical experiences (practica, labs, internships, clinics, etc.) in the major</b>			
Poor	7.7%	3.3%	3.6%
Fair	15.4%	9.8%	7.1%
Good	33.3%	32.8%	33.9%
Excellent	43.6%	54.1%	55.4%
<b>Major courses as preparation for employment after graduation</b>			
Poor	12.8%	13.3%	5.1%
Fair	14.1%	11.7%	18.6%
Good	33.3%	38.3%	37.3%
Excellent	39.7%	36.7%	39.0%
<b>Major courses as preparation for graduate or professional school</b>			
Poor	10.5%	13.6%	9.3%
Fair	13.2%	8.5%	13.0%
Good	38.2%	39.0%	29.6%
Excellent	38.2%	39.0%	48.1%
<b>Curricular advising in the major</b>			
Poor	2.5%	9.8%	5.4%
Fair	16.5%	3.3%	1.8%
Good	34.2%	31.1%	33.9%
Excellent	46.8%	55.7%	58.9%
<b>Career advising in the major</b>			
Poor	10.3%	6.6%	10.9%
Fair	16.7%	13.1%	5.5%
Good	29.5%	31.1%	36.4%
Excellent	43.6%	49.2%	47.3%
<b>Academic advising in the major</b>			
Poor			3.4%
Fair			6.9%
Good			24.1%
Excellent			65.5%
<b>Classroom facilities in the major department</b>			
Poor	8.9%	3.4%	8.8%
Fair	25.3%	28.8%	36.8%
Good	39.2%	40.7%	24.6%
Excellent	26.6%	27.1%	29.8%
<b>Laboratory/Studio facilities</b>			
Inadequate	12.9%	4.1%	7.0%
Somewhat Inadequate	65.7%	16.3%	23.3%
Adequate	21.4%	59.2%	48.8%
More than adequate		20.4%	20.9%
<b>Library books, resources, and reference materials</b>			
Inadequate	6.5%	3.5%	5.9%
Somewhat Inadequate	62.3%	3.5%	5.9%
Adequate	31.2%	68.4%	45.1%
More than adequate		24.6%	43.1%
<b>Computer facilities</b>			
Inadequate	16.7%	3.6%	4.1%
Somewhat Inadequate	59.0%	12.7%	12.2%
Adequate	24.4%	60.0%	46.9%
More than adequate		23.6%	36.7%

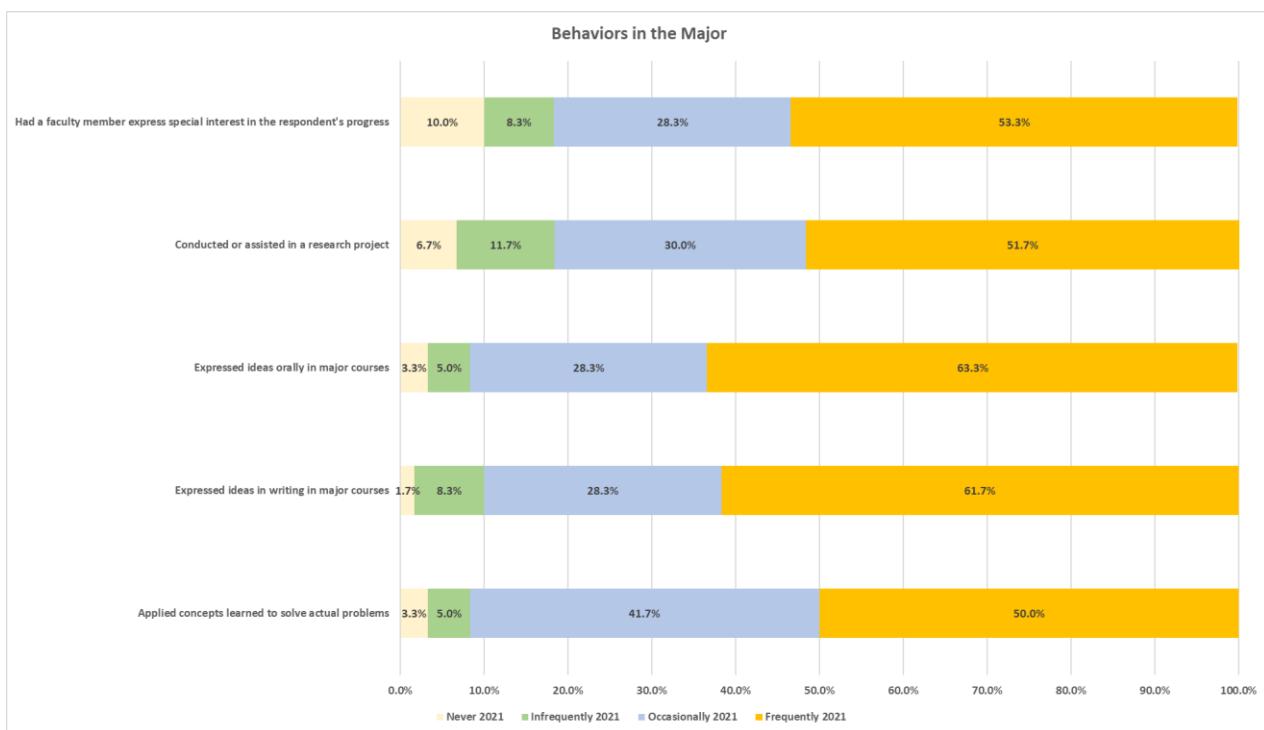
## FEEDBACK TO STATEMENTS ABOUT THE MAJOR



- 94.8% of the respondents agreed or strongly agreed that at least one professor worked closely with them (up from 90.4% in 2020). 93.2% agreed or strongly agreed that faculty in the major were approachable (up from 88.7% in 2020). 96.5% of the respondents agreed or strongly agreed that their advisor was knowledgeable about degree requirements.

- In 2021, there were no statements about the major where less than 75% of the respondents either agreed or strongly agreed with the statement.

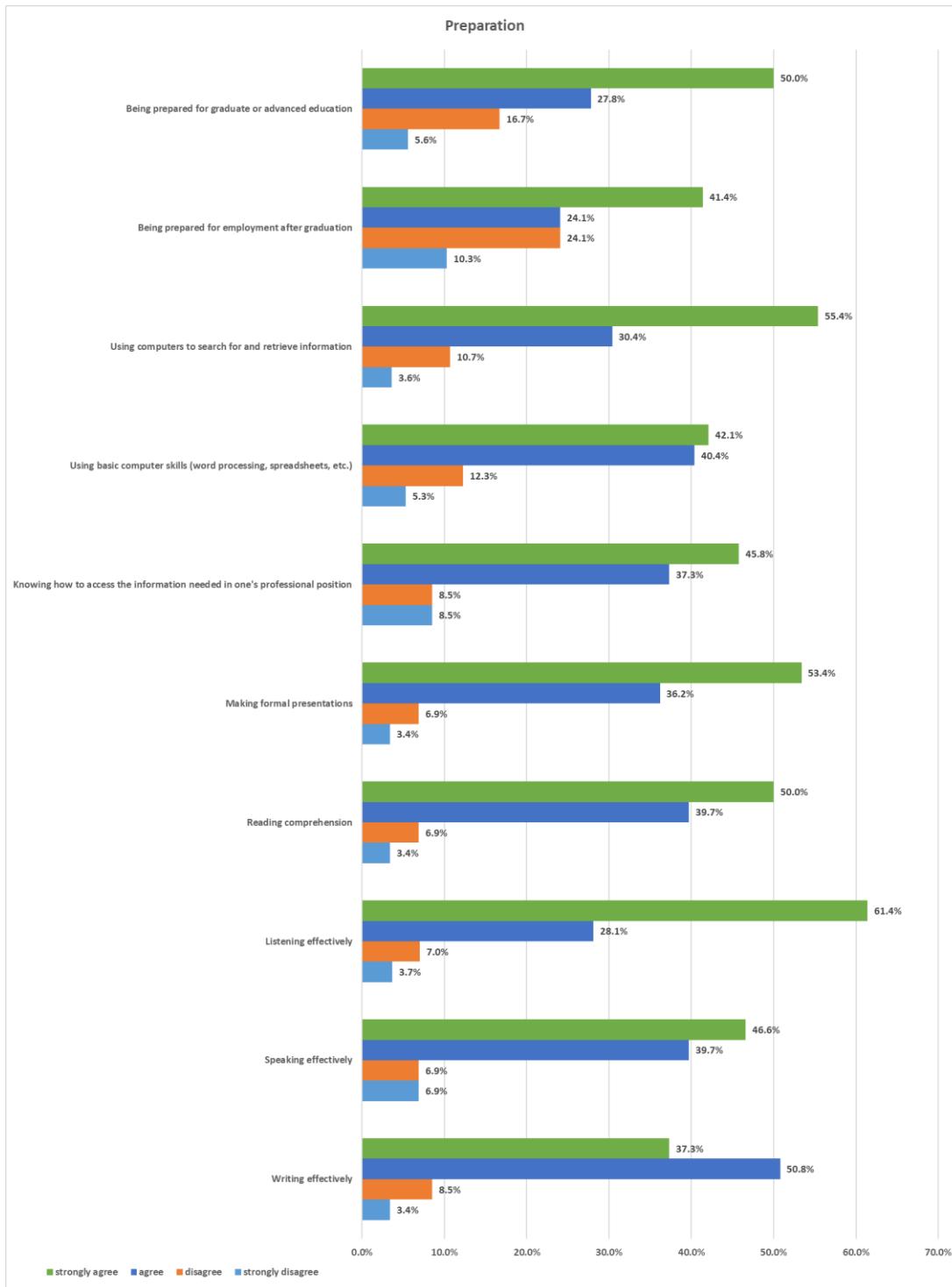
## ACADEMIC BEHAVIORS IN THE MAJOR



- 91.6% of the respondents reported that they occasionally or frequently expressed ideas orally in the major.
- 90% indicated that they occasionally or frequently expressed ideas in writing in the major.
- 91.7% of the respondents reported that they occasionally or frequently applied concepts learned to solve actual problems.
- 81.6% responded that they occasionally or frequently had a faculty member express special interest in their progress (down from 85.5% in 2020).

## FEEDBACK REGARDING BARTON COLLEGE PREPARATION

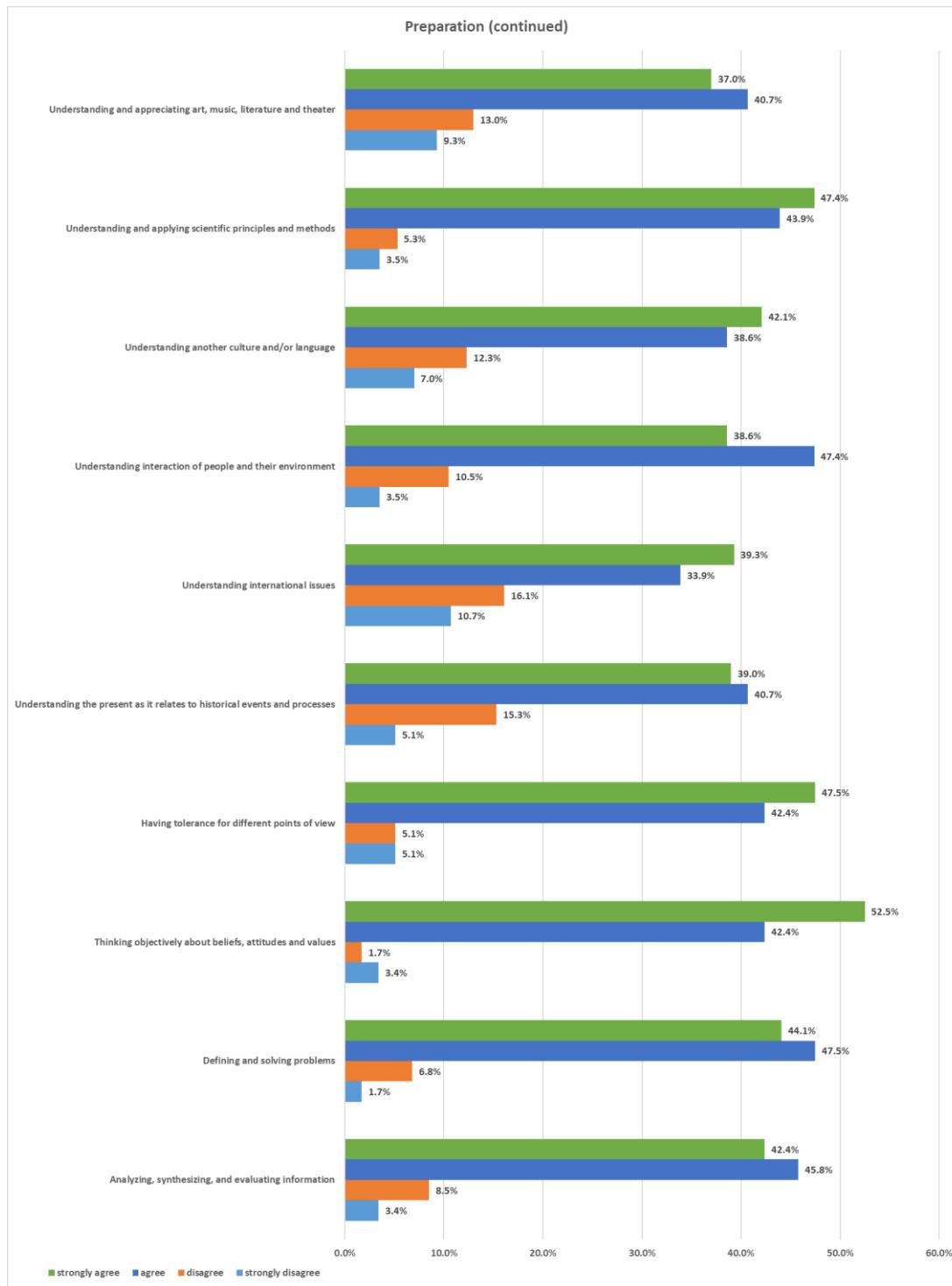
Seniors were asked to indicate how well they were prepared by their Barton experiences for each of the following:



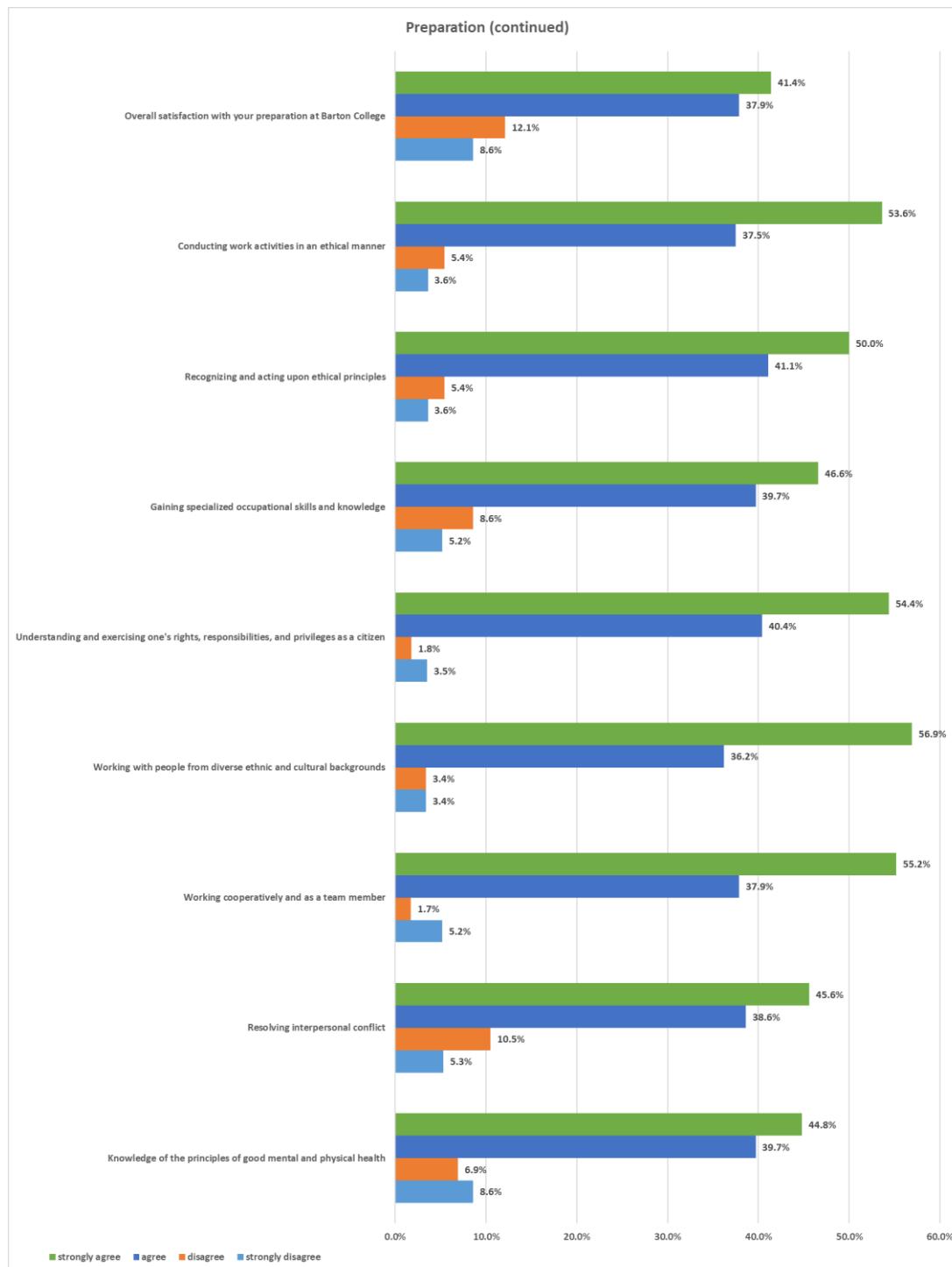
- In 2021, the highest-rated statement in the strongly agree column was “listening effectively” which 61.4% of the respondents rated this way. Student responses indicate more agreement

with the statement about being prepared for graduate or advanced education than the statement about being prepared for employment after graduation.

- 34.4% of the respondents strongly disagreed or disagreed that their Barton education prepared them for employment after graduation (up from 21.3% in 2020).
- 22.3% of the respondents strongly disagreed or disagreed that their Barton education prepared them for graduate or advanced education (versus 20.4% in 2020).

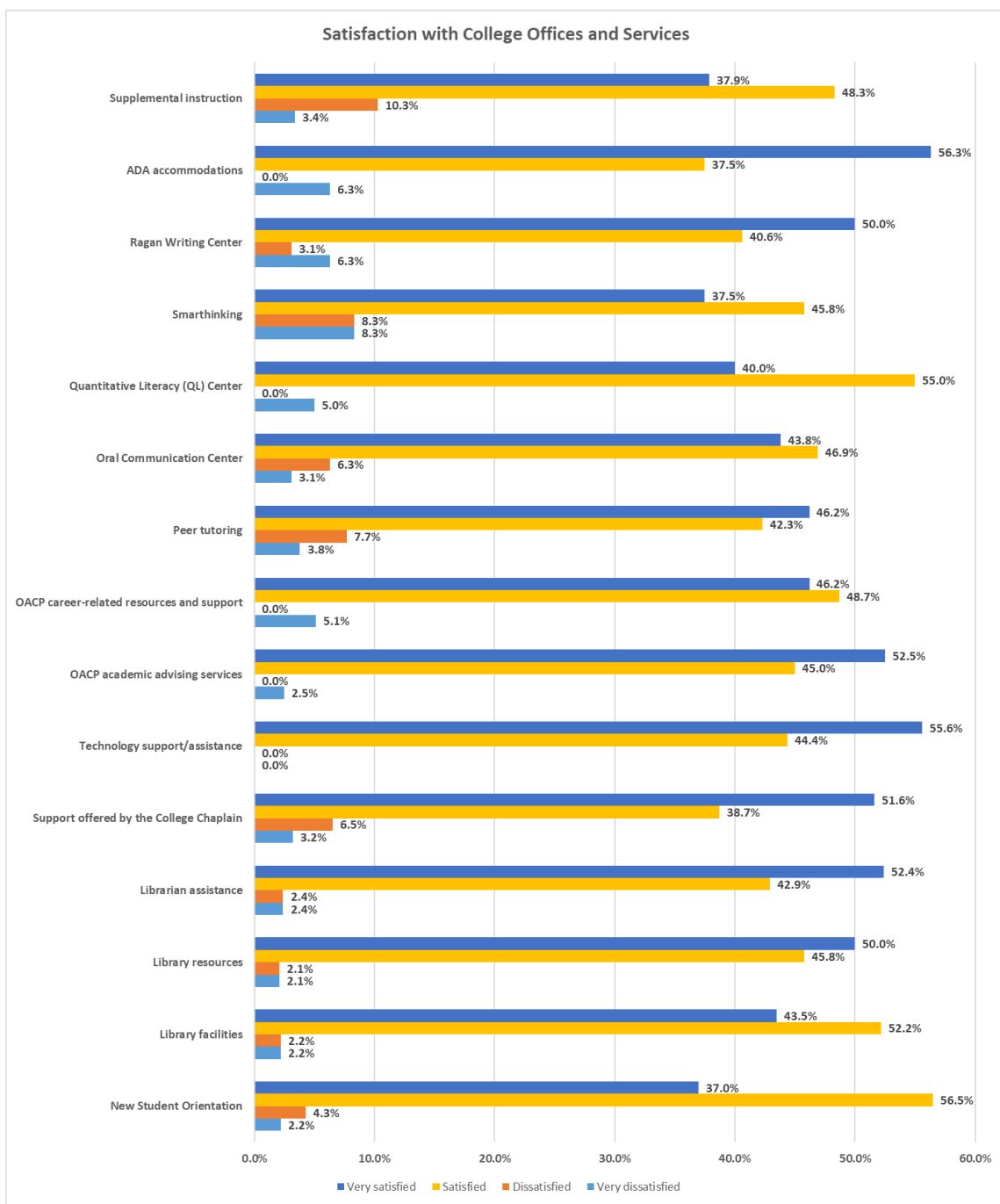


- 26.8% of the respondents strongly disagreed or disagreed that their Barton education prepared them for understanding international issues, the highest combined rating in the strongly disagreed and disagreed categories (down from 28.8% in 2020).
- 22.3% of the respondents strongly disagreed or disagreed that their Barton education helped prepare them to better understand and appreciate art, music, literature and theater (down from 24.6% in 2020).

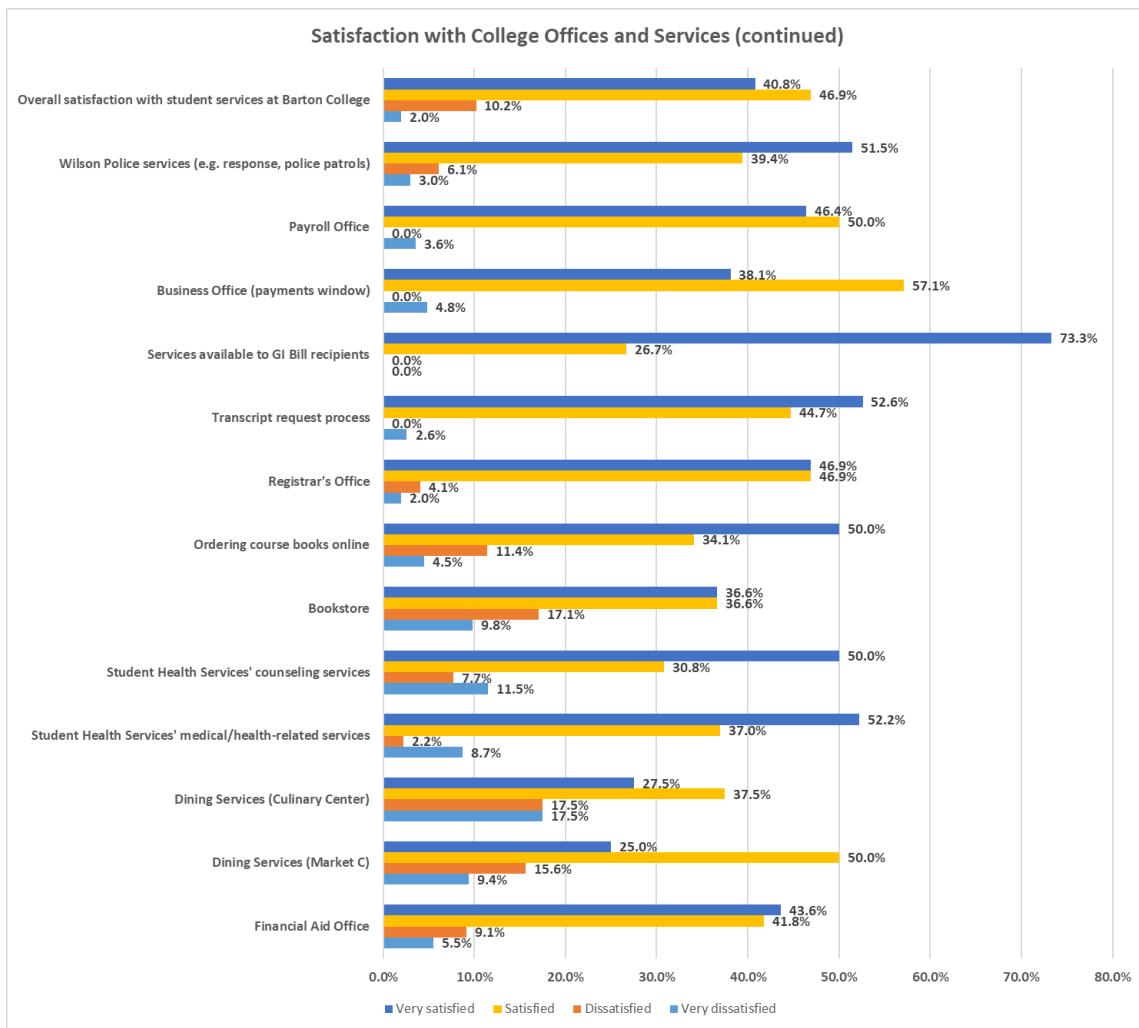


- 94.8% of the respondents agreed or strongly agreed that their Barton experience prepared them for understanding and exercising their rights, responsibilities, and privileges as a citizen.
- 20.7% of the respondents strongly disagreed or disagreed that the statement about overall satisfaction with their preparation at Barton.
- In terms of preparation, overall, at least 90% of the respondents agree or strongly agree that their Barton education prepared them to define and solve problems (91.6%), think objectively about beliefs, attitudes and values (94.9%), understand and apply scientific principles and methods (91.3%), work cooperatively and as a team member (93.1%), understand and exercise one's rights, responsibilities, and privileges as a citizen (94.8%), recognize and act upon ethical principles (91.1%), and conduct work activities in an ethical manner (91.1%).

## SATISFACTION WITH COLLEGE OFFICES AND SERVICES

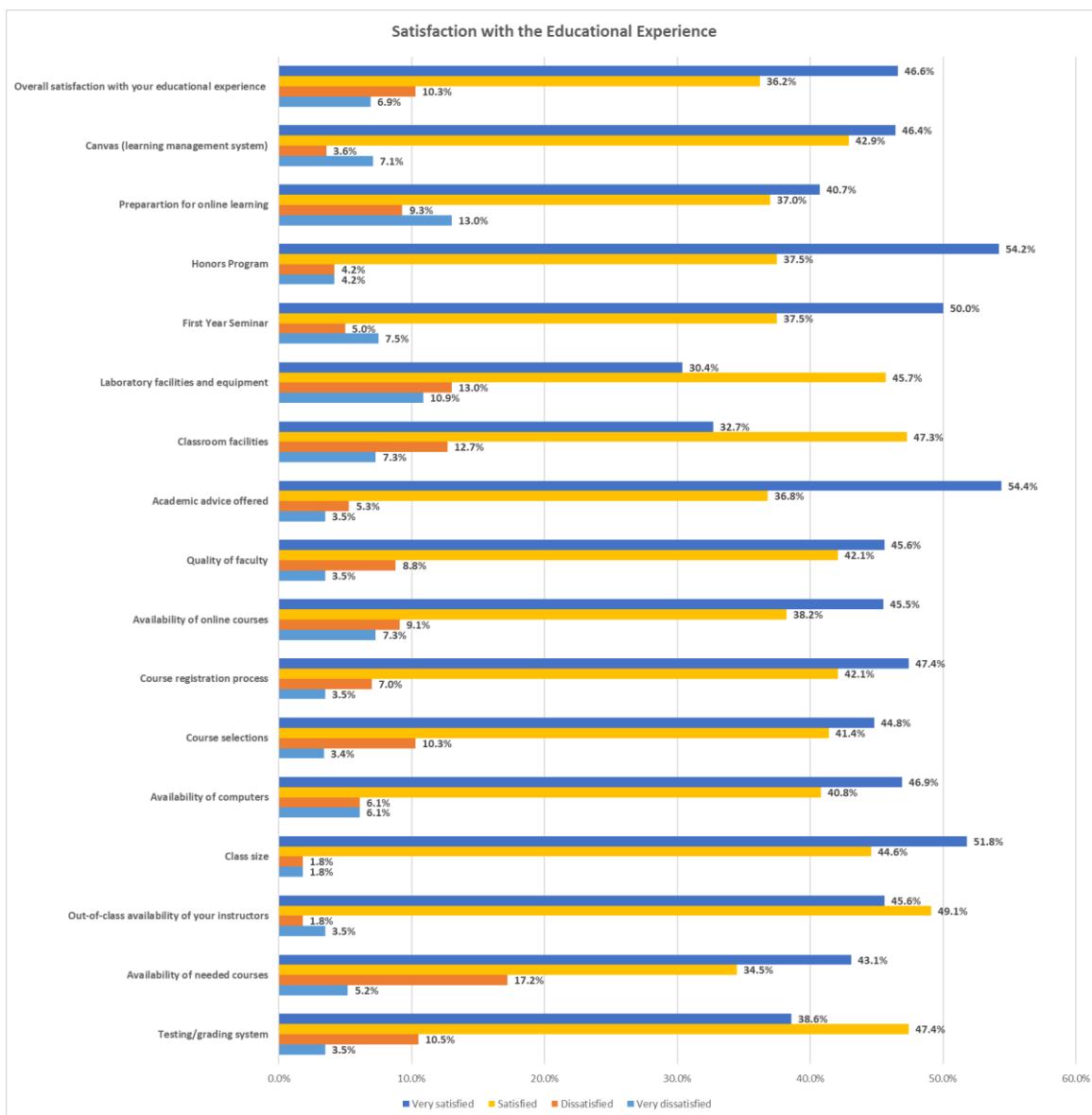


- Overall, the respondents expressed high levels of satisfaction with College offices and services. In 2021, the only area with a combined satisfied and very satisfied rating of less than 85% was Smarthinking (83.3%).
- Technology support/assistance had a combined satisfied and very satisfied rating of 100%.



- The College offices and services where the respondents reported the highest levels of satisfaction in the 2021 survey were the Registrar's Office (combined satisfied and very satisfied score of 93.8%), the transcript request process (combined satisfied and very satisfied score of 97.3%), the Cashier's Office (combined satisfied and very satisfied score of 95.2%), the Payroll Office (combined satisfied and very satisfied score of 96.4%), and Wilson Police Services (combined satisfied and very satisfied score of 90.9%).
- Services available to GI Bill recipients had a combined satisfied and very satisfied rating of 100%.
- The College offices and services where the respondents reported the lowest levels of satisfaction in the 2021 survey were Dining Services (Market C), where 25% rated their satisfaction as either very dissatisfied or dissatisfied (down from 56.8% in 2020), Dining Services (Culinary Center) with a combined dissatisfied and very dissatisfied score of 35% (down from 40.4% in 2020), and the Bookstore, where 26.9% rated their satisfaction as either very dissatisfied or dissatisfied (up from 13.2% in 2020).

## SATISFACTION WITH THE EDUCATIONAL EXPERIENCE

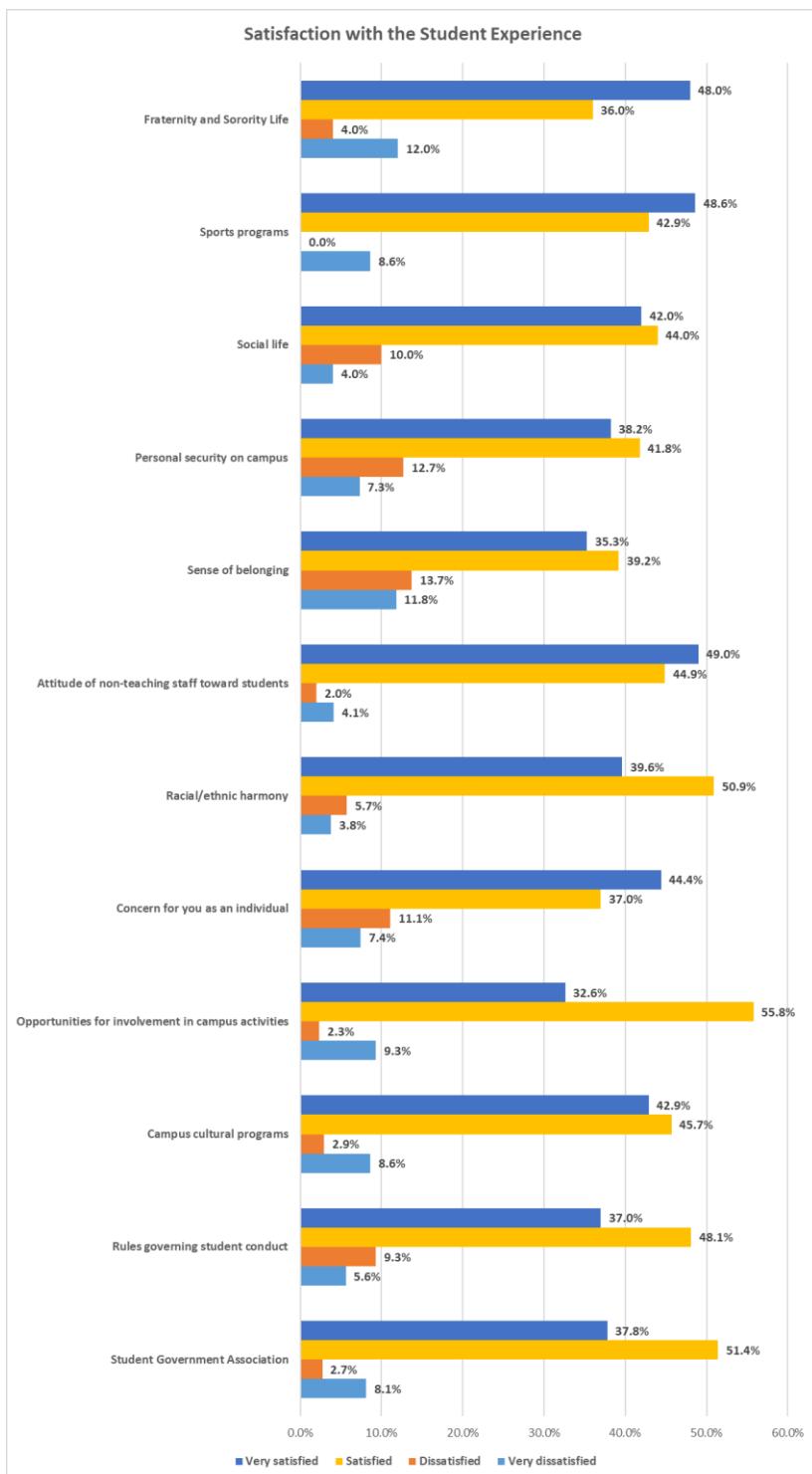


- Over 90% of students indicated that they were either satisfied or very satisfied with the out-of-class availability of their instructors (94.7%), class size (96.4%), academic advice offered (91.2%), and the Honors Program (91.7%).
- 22.4% of the respondents rated their satisfaction with the availability of needed courses as either very dissatisfied or dissatisfied (up from 19.4% in 2020), while 20% rated their satisfaction with classroom facilities as either very dissatisfied or dissatisfied (up from 8% in 2020).
- 23.9% of the respondents rated their satisfaction with laboratory facilities and equipment as either very dissatisfied or dissatisfied (versus 17.7% in 2020) and 22.3% rated their satisfaction

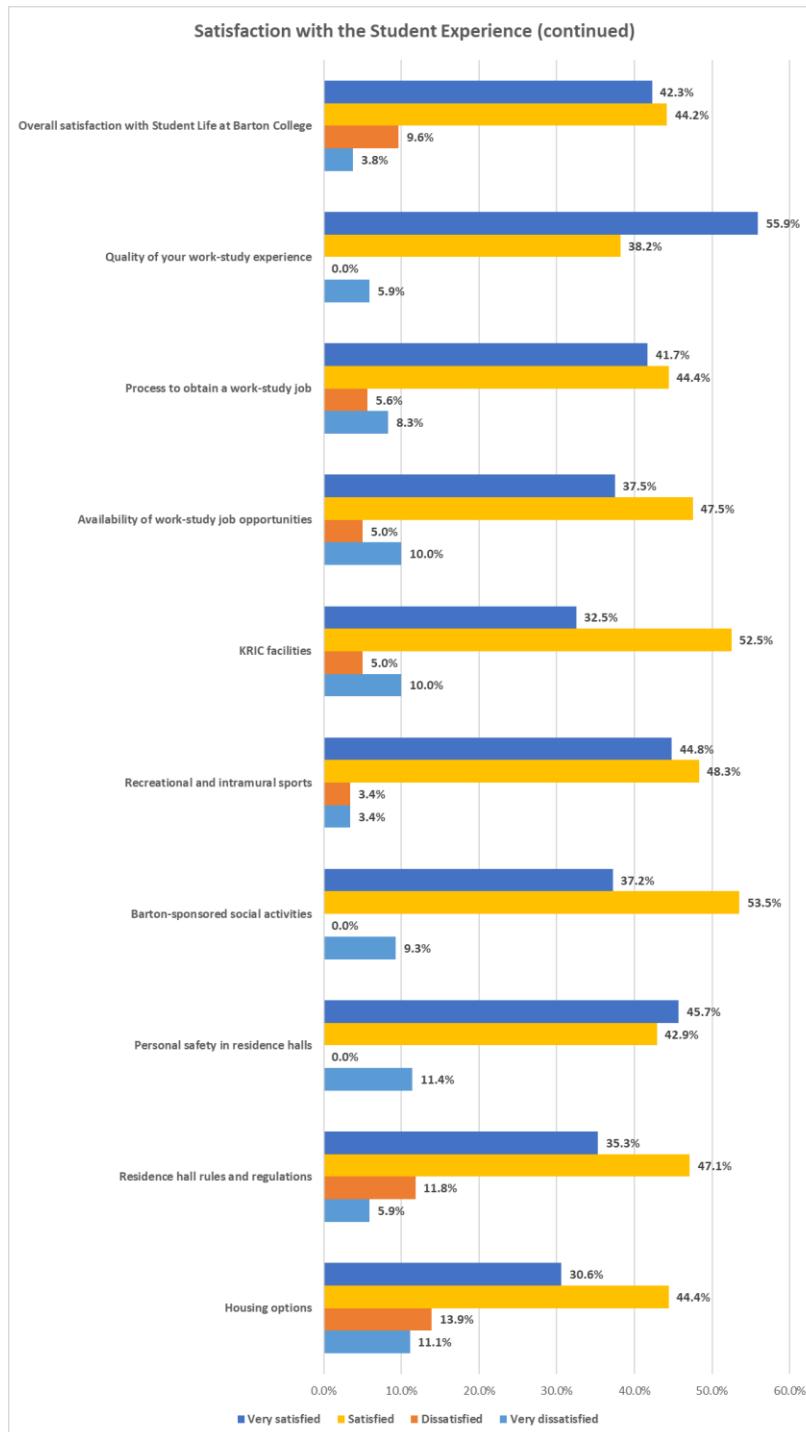
with preparation for online learning as either very dissatisfied or dissatisfied (versus 11.6% in 2020).

- 82.8% of the respondents stated that they were either satisfied or very satisfied with their overall educational experience (up from 80.4% in 2020).

## SATISFACTION WITH THE STUDENT EXPERIENCE



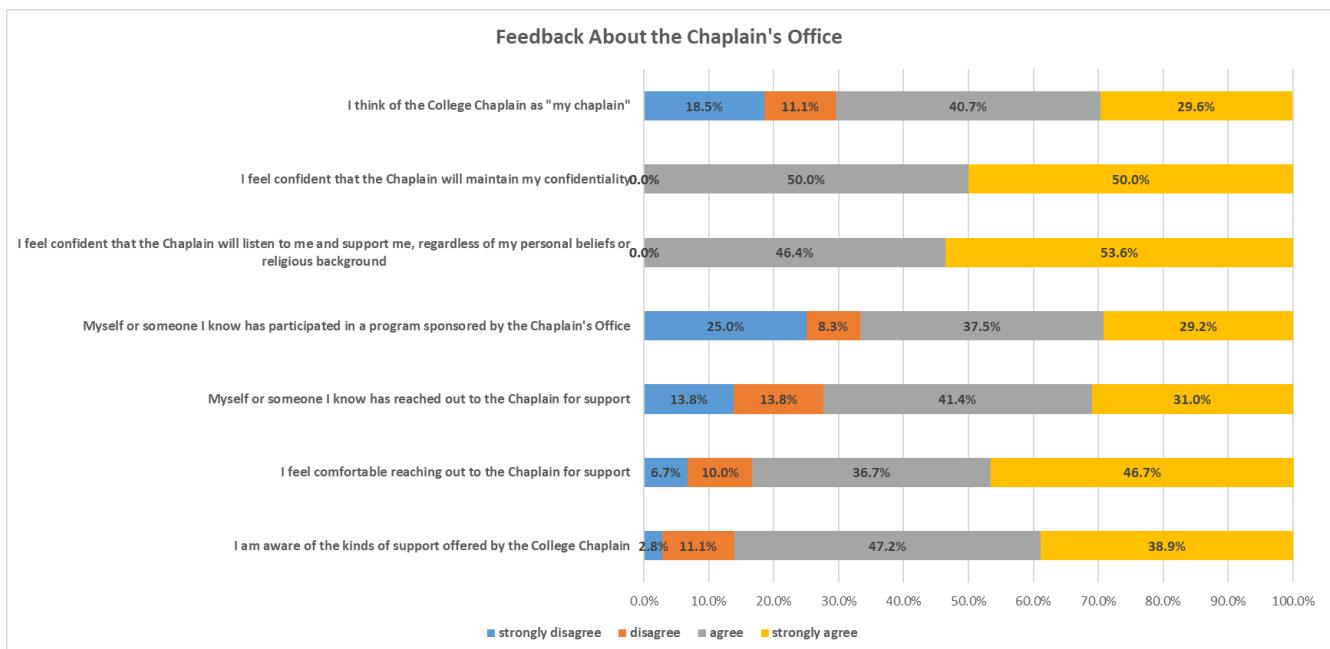
- 90.5% of the respondents stated that they were either satisfied or very satisfied with the racial/ethnic harmony (up from 76.6% in 2020); 93.9% were either satisfied or very satisfied with the attitude of non-teaching staff towards students (up from 84.8% in 2020); and 91.5% were either satisfied or very satisfied with sports programs (up from 65.2% in 2020).
- 20% of the respondents stated that they were either very dissatisfied or dissatisfied with personal security on campus (up from 10.5% in 2020) and 25.5% responded that they were either very dissatisfied or dissatisfied with a sense of belonging (up from 8.3% in 2020).



- 90.7% of the respondents stated that they were either satisfied or very satisfied with Barton-sponsored social activities (up from 63.1% in 2020); 93.1% were either satisfied or very satisfied with recreational and intramural sports (up from 55.9% in 2020); and 94.1% were either satisfied or very satisfied with the quality of the work-study experience (new question in 2021).
- 25% of the respondents stated that they were either very dissatisfied or dissatisfied with housing options (down from 26.6% in 2020).

## CHAPLAIN'S OFFICE

In 2021, at the request of the Chaplain, a series of questions was added to the Senior Survey.



- The statements “I feel confident that the Chaplain will maintain my confidentiality” and “I feel confident that the Chaplain will listen to me and support me, regardless of my personal beliefs or religious background” both received a combined satisfied and very satisfied rating of 100%.
- 86.6% of the respondents agreed or strongly agreed that they were aware of the kinds of support offered by the College Chaplain.
- 33.3% of the respondents stated that they either strongly disagreed or disagreed with statement “Myself or someone I know has participated in a program sponsored by the Chaplain’s Office.”

The following table shows the type of support that respondents indicated that they had sought from the Chaplain's Office.

Grief and loss	5.0%
Religious life on campus	5.0%
Questions about faith	3.3%
Exploring vocation, purpose, or calling	3.3%
Confidential resource	3.3%
Just needed a listening ear	3.3%
Room blessing	0.0%
Opportunities for service/community/engagement	6.7%
Other	0.0%

The table below depicts the responses received when asked what kinds of programming they would like to see more of from the Chaplain's Office.

Worship services	15.0%
Bible studies	15.0%
Educational programs	8.3%
Interfaith programs	0.0%
Social Justice initiatives	6.7%
Service projects/Community engagement opportunities	8.3%
Opportunities for creativity	0.0%
Prayer vigils	5.0%
Leadership opportunities	11.7%
Retreats	8.3%
Devotional materials	8.3%
Other	1.7%

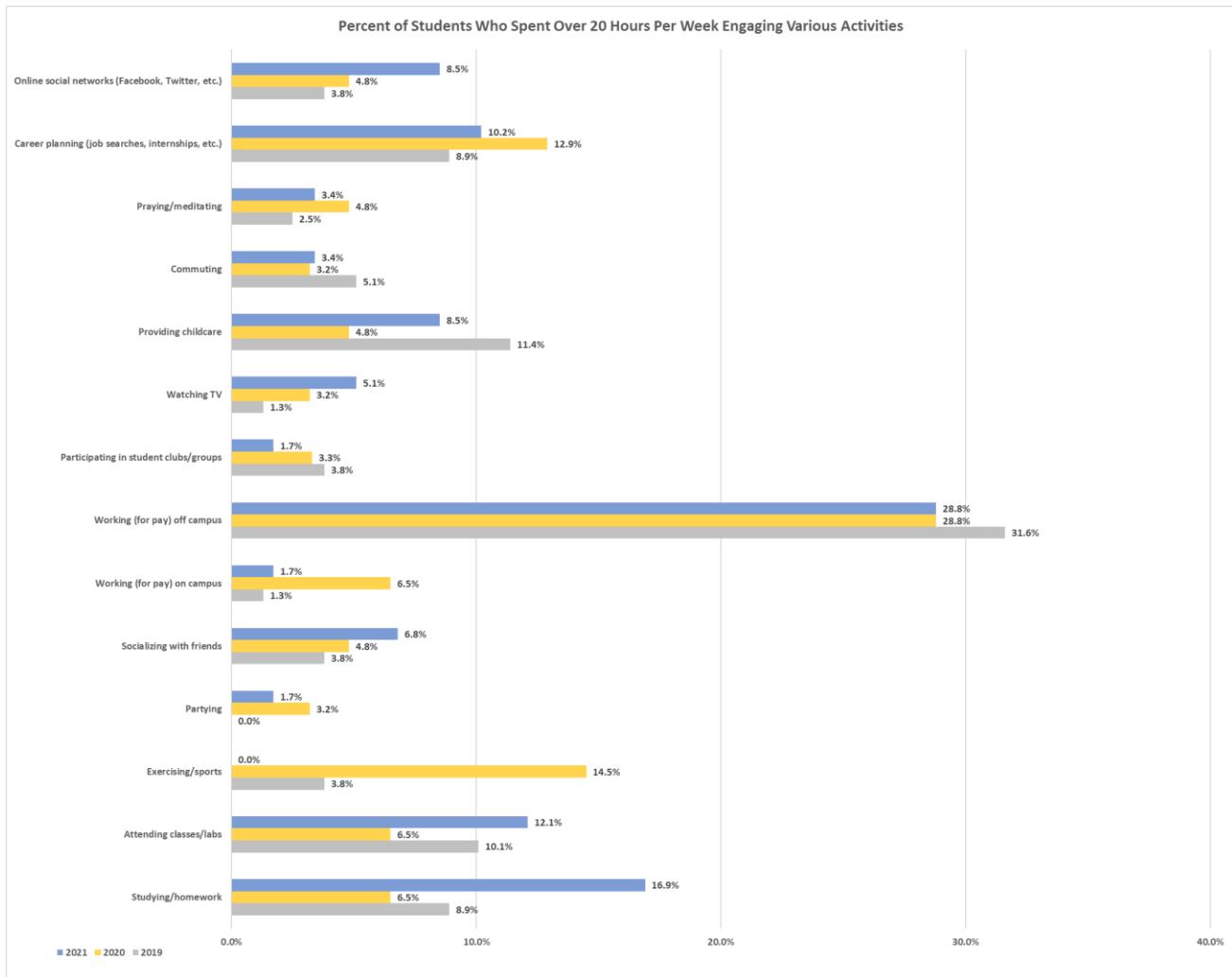
### USE OF TIME AS SENIORS

2021	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%

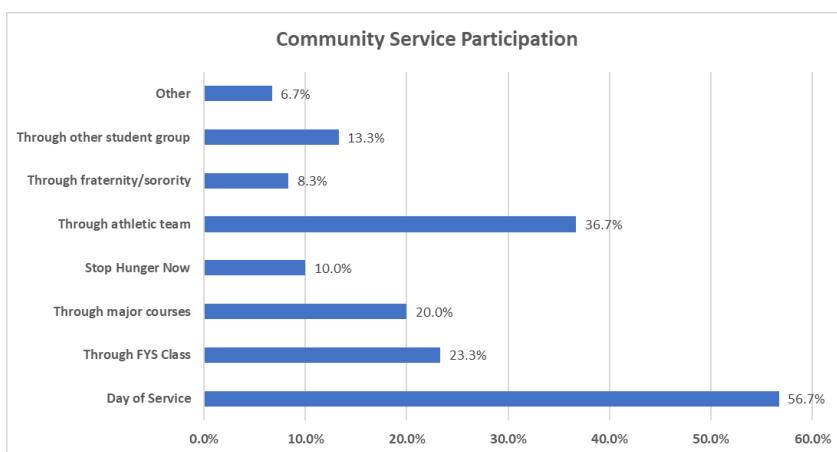
2020	none	less than 1 hour	1-2 hours	3-5 hours	6-10 hours	11-15 hours	16-20 hours	over 20 hours
Studying/homework	0.0%	0.0%	9.7%	27.4%	29.0%	22.6%	4.8%	6.5%
Attending classes/labs	0.0%	0.0%	11.3%	22.6%	29.0%	19.4%	11.3%	6.5%
Exercising/sports	22.6%	12.9%	19.4%	3.2%	14.5%	4.8%	8.1%	14.5%
Partying	50.0%	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%

- 49.2% of seniors reported working for pay off-campus (versus 57.7% in 2020); nearly 30% of the respondents indicated they worked over 20 hours per week.
- 34.4% 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 2020, 43.6% worked on campus with most working 6-10 hours per week.
- In 2020, 16.9% reported spending over 20 hours per week studying or doing homework versus 6.5% who responded so in 2020.
- 37.3% of the seniors reported spending 11 hours or more per week studying or doing homework versus 33.9% in 2020.
- 62.7% reported that they spent no time partying (50% in 2020) and 61% spent no time participating in student clubs or groups (38.3% in 2020).
- 40.7% of the seniors devoted more than 2 hours a week to career planning, including job searches and internships (46.8% in 2020).
- 20.3% of the seniors spent less than 1 hour commuting versus 27.4% in 2020. 44.1% reported commuting more than 1 hour per week versus 50% in 2020.
- 8.5% of the respondents reported devoting over 20 hours per week to providing childcare versus 4.8% in 2020. 78% reported spending no time weekly providing childcare versus 85.5% in 2020.
- 28.9% of the respondents reported spending 6 hours or more per week in online social networks (versus 29% in 2020).

The following table displays the percentage of students in 2019, 2020 and in 2021 who reported that they spent over 20 hours per week engaged in various activities.



## Community Service



- Of all survey respondents, 66.7% indicated that they had participated in community service while a student at Barton College (versus 86.4% in 2020 and 80% in 2019). In 2021, only 56.7% reported that they had participated in community service through Day of Service vs. 77.4% reporting so in 2020. These responses are not surprising given the social distancing and other health and safety protocols followed throughout the 2020-2021 academic year.

Their avenues of participation are indicated in the diagram above.

### Employment

In the coming year, 63.3% of respondents planned to be working full time (versus 56.5% in 2020 and 67.5% in 2019), 45% plan on attending graduate/professional school (versus 40.3% in 2020, 43.8% in 2019 and 25% in 2018), 3.3% plan to enter military service and 6.7% plan to care for a home or family. 3.3% are undecided.

The current employment plans from respondents are as follows:

- 35.8% have already found a job (28.1% in 2020, 35.1% in 2019, 44% in 2018 and 40.2% in 2017).
- 45.3% are looking for a job (49.1% in 2020, 48.6% in 2019, 45.2% in 2018 and 44.3% in 2017).
- 15.1% will begin looking for a job after graduation (19.3% in 2020, 13.5% in 2019, 10.7% in 2018 and 9.3% in 2017).
- 3.8% are not planning to be employed after graduation (3.5% in 2020, 2.7% in 2019, 0% in 2018 and 6.2% in 2017).

### Choosing or Recommending Barton College

67.3% polled said they definitely would or probably would choose Barton College if they had the decision to make again (down from 75.9% in 2020 and 68.5% in 2019). 68% responded that they would recommend Barton College to a friend or family member (down from 75.4% in 2020 and 73% in 2019).