

## SENIOR SURVEY – SPRING 2023

### EXECUTIVE SUMMARY

The Senior Survey is designed as an exit survey for graduating seniors. It focuses on a broad range of college outcomes and post-college goals and plans, and it provides the College with a framework to make positive changes in the services and educational opportunities afforded its students.

All students who are scheduled to participate in the May 2023 graduation ceremony (December 2022, May 2023, and August 2023 graduates; n=244) were sent an electronic survey to their Barton College email address on February 3, 2023, using Class Climate survey software. The solicitation email was sent from the Office of Institutional Research. Follow-up emails were sent to students who had not yet filled out the survey every six days (up to a total of five reminder e-mails). A total of 65 students responded to the survey, resulting in a response rate of 26.6% (versus 36% in 2022, 29.3% in 2021 and 30.7% in 2020). Like the 2022 Senior Survey, the 2023 Senior Survey was distributed in early February, so to attempt to engage students early in the semester and match the strong response rate of 2022. Unfortunately, that was not the case.

Given that three quarters of the survey respondents entered Barton in 2020 or earlier, it's likely that the coronavirus pandemic impacted their college career in some way. The depth and breadth of that impact is unknown. When asked in the Senior Survey whether the COVID-19 pandemic impacted their academic success, 30.6% responded "yes" (down from 47.2% in 2022), 51.6% responded "no" (up from 41.7% in 2022) and 17.7% responded that they were "unsure" (up from 11.1% in 2022).

In the comments received, which appear later in this report, students mentioned spending time in quarantine and missing valuable in-person learning, falling behind in their work due to contracting COVID-19, and dealing with heightened mental health issues that resulted. Others mentioned having difficulty learning in a remote setting, remote learning not being ideal for the student's chosen program and losing motivation to do well in online classes. Several expressed that the pandemic impacted their ability to make new friends due to fewer opportunities to socialize or participate in activities. While the College has been able to return to in person learning since Fall 2020, it's apparent from the student comments received that Barton students have been and continue to be impacted by the coronavirus pandemic.

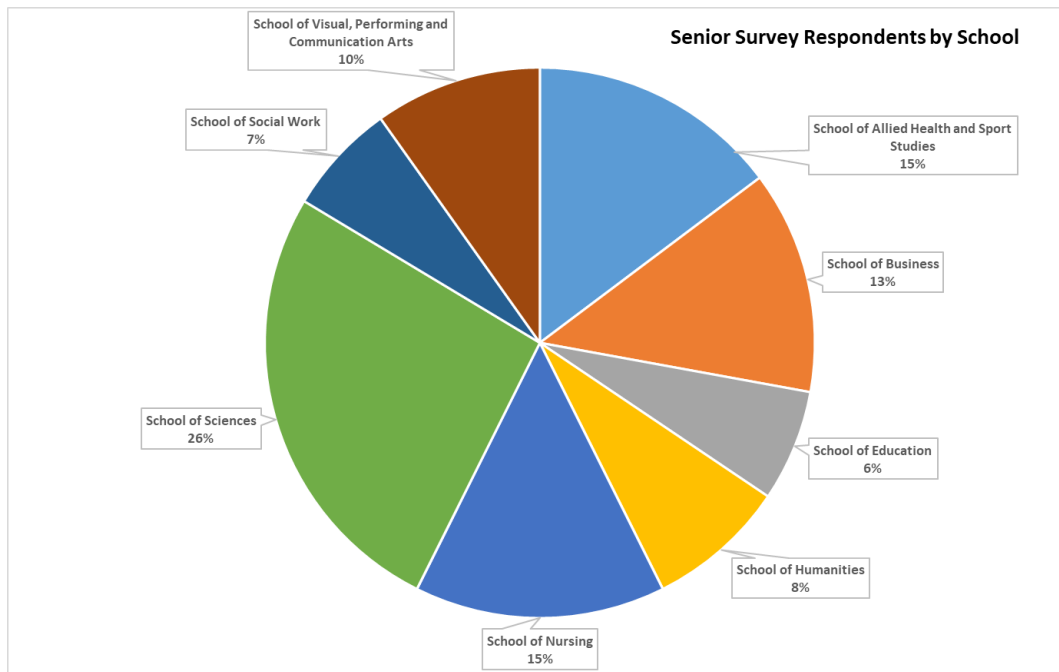
## CHARACTERISTICS OF THE RESPONDENTS

- 76.2% of the respondents were female and 19% of the respondents were male. Nearly 5% of the respondents either preferred not to indicate a gender or identified as being non-binary. The overall population surveyed consisted of 61% female and 39% male students.
- 88.7% of the respondents were full-time traditional students and 11.3% of the survey respondents were non-traditional students in the Professional Studies Program.
- 47.6% of the respondents entered Barton College in 2019; 19% entered in 2020; 20.6% entered in 2021 and 3.2% entered in 2022. 9.5% of the respondents were “super-seniors” who came to Barton in 2018 or earlier.
- 87.1% of the respondents expect to graduate in May 2023, 11.3% graduated in December 2022, and 1.6% selected “other” as their expected graduation date. None of the respondents expected to graduate in August 2023.
- While a senior, 35.5% of the respondents lived off-campus in a room or apartment, 14.5% lived with parent(s)/relatives, 27.4% lived in a residence hall, 1.6% lived in a fraternity house, and 21% lived in their own home.
- When asked to report on the highest level of education completed by parent 1, respondents reported: 1.6% completed jr. high/middle school; 34.9% completed high school; 11.1% completed a 2-year college; 28.6% completed a 4-year college; 22.2% completed graduate school; and 1.6% had a response of “unknown”.
- When asked to report on the highest level of education completed by parent 2, respondents reported: 41.3% completed high school; 19% completed a 2-year college; 17.5% completed a 4-year college; 11.1% completed graduate school; and 11.1% had a response of “unknown”.

### Race/Ethnicity of Respondents

- 11.5% of the respondents indicated that they were Hispanic or Latino, while Hispanic or Latino students made up 9.8% of the survey pool.
- 80% of the respondents self-reported as White, whereas White students made up 57.4% of those surveyed.
- 10.8% of the respondents self-reported as Black or African American, while Black or African American students comprised 22.1% of those surveyed.
- The remainder of the respondents self reported as Asian (3.1%), Two or more races (7.7%), and Native Hawaiian or Other Pacific Islander (1.5%).

## Respondents by School



- Responses were received from students representing each of Barton’s 7 undergraduate schools and the Social Work program. With the exception of students from the School of Allied Health and Sport Studies (lower percentage participation) and the School of Sciences (higher percentage participation), the response rates by school were in line with the distribution of students by school in the survey pool.

## FEEDBACK ABOUT THE MAJOR

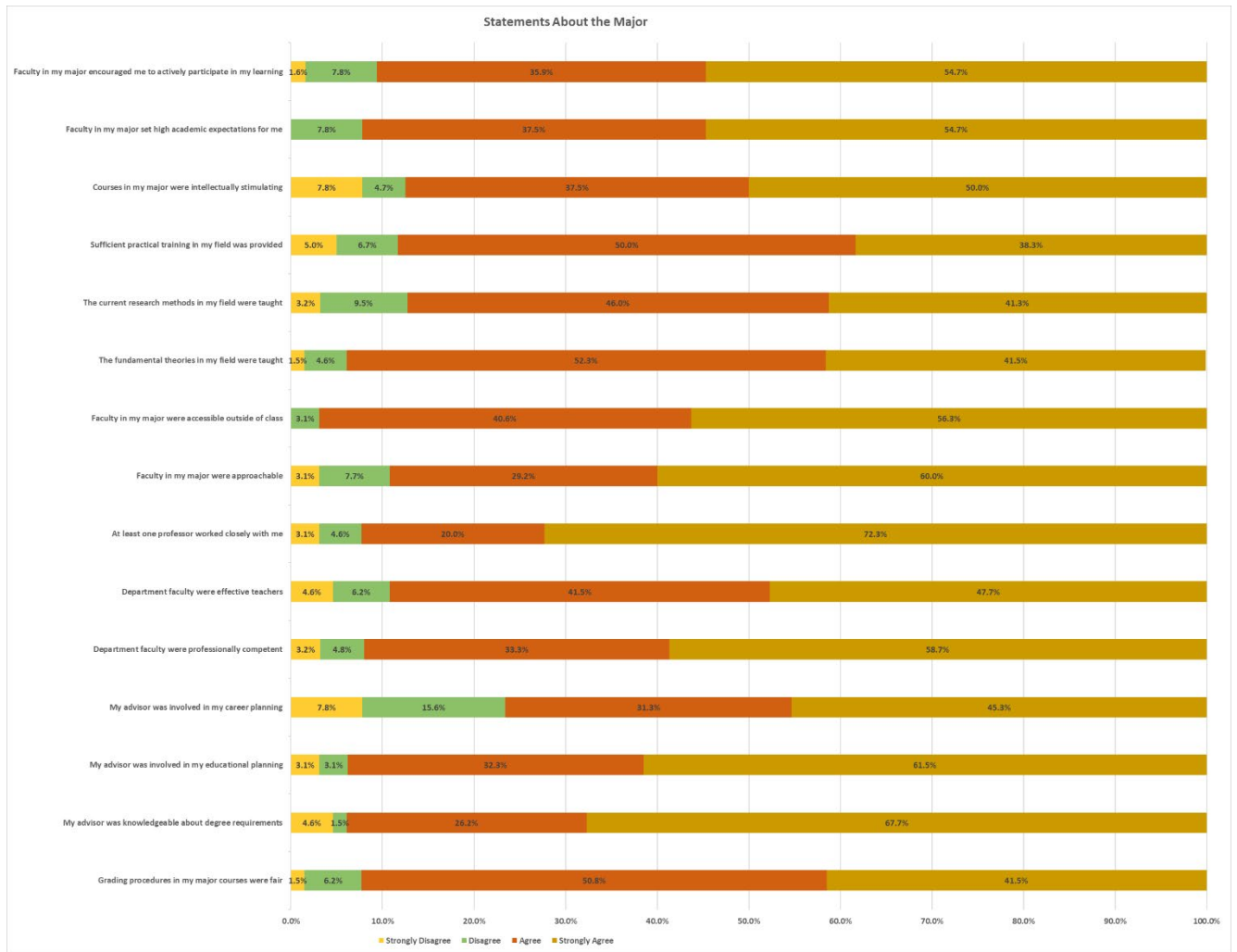
The following table contains the 2021, 2022, and 2023 responses to the statements about the major.

	2021 Responses	2022 Responses	2023 Responses
<b>Overall quality of the major</b>			
Poor	3.4%	1.3%	3.1%
Fair	11.9%	9.1%	7.7%
Good	37.3%	37.7%	50.8%
Excellent	47.5%	51.9%	38.5%
<b>Instruction in 300-400 level course in the major</b>			
Poor	3.4%	3.9%	1.6%
Fair	8.6%	13.2%	9.4%
Good	37.9%	38.2%	45.3%
Excellent	50.0%	44.7%	43.8%
<b>Practical experiences (practica, labs, internships, clinicals, etc.) in the major</b>			
Poor	3.6%	7.9%	6.3%
Fair	7.1%	11.8%	19.0%
Good	33.9%	32.9%	39.7%
Excellent	55.4%	47.4%	34.9%
<b>Major courses as preparation for employment after graduation</b>			
Poor	5.1%	9.1%	6.3%
Fair	18.6%	14.3%	15.9%
Good	37.3%	35.1%	47.6%
Excellent	39.0%	41.6%	30.2%
<b>Major courses as preparation for graduate or professional school</b>			
Poor	9.3%	4.0%	3.2%
Fair	13.0%	14.7%	19.0%
Good	29.6%	40.0%	42.9%
Excellent	48.1%	41.3%	34.9%
<b>Academic Advising in the major</b>			
Poor	3.4%	6.5%	4.6%
Fair	6.9%	9.1%	10.8%
Good	24.1%	23.4%	18.5%
Excellent	65.5%	61.0%	66.2%
<b>Career advising in the major</b>			
Poor	10.9%	7.9%	7.9%
Fair	5.5%	14.5%	14.3%
Good	36.4%	26.3%	27.0%
Excellent	47.3%	51.3%	50.8%
<b>Classroom facilities in the major department</b>			
Poor	8.8%	10.7%	12.7%
Fair	36.8%	13.3%	23.8%
Good	24.6%	44.0%	38.1%
Excellent	29.8%	32.0%	25.4%
<b>Laboratory/Studio facilities</b>			
Inadequate	7.0%	5.9%	3.8%
Somewhat Inadequate	23.3%	17.6%	13.2%
Adequate	48.8%	57.4%	66.0%
More than adequate	20.9%	19.1%	17.0%
<b>Library books, resources, and reference materials</b>			
Inadequate	5.9%	2.7%	1.6%
Somewhat Inadequate	5.9%	8.1%	4.9%
Adequate	45.1%	58.1%	57.4%
More than adequate	43.1%	31.1%	36.1%

- 89.3% of the respondents rated the overall quality of the major as good or excellent (versus 89.6% in 2022).
- Feedback about instruction in the 300-400 level courses in the major was equally positive as 89.1% rated this category as good or excellent (versus 82.9% in 2022).

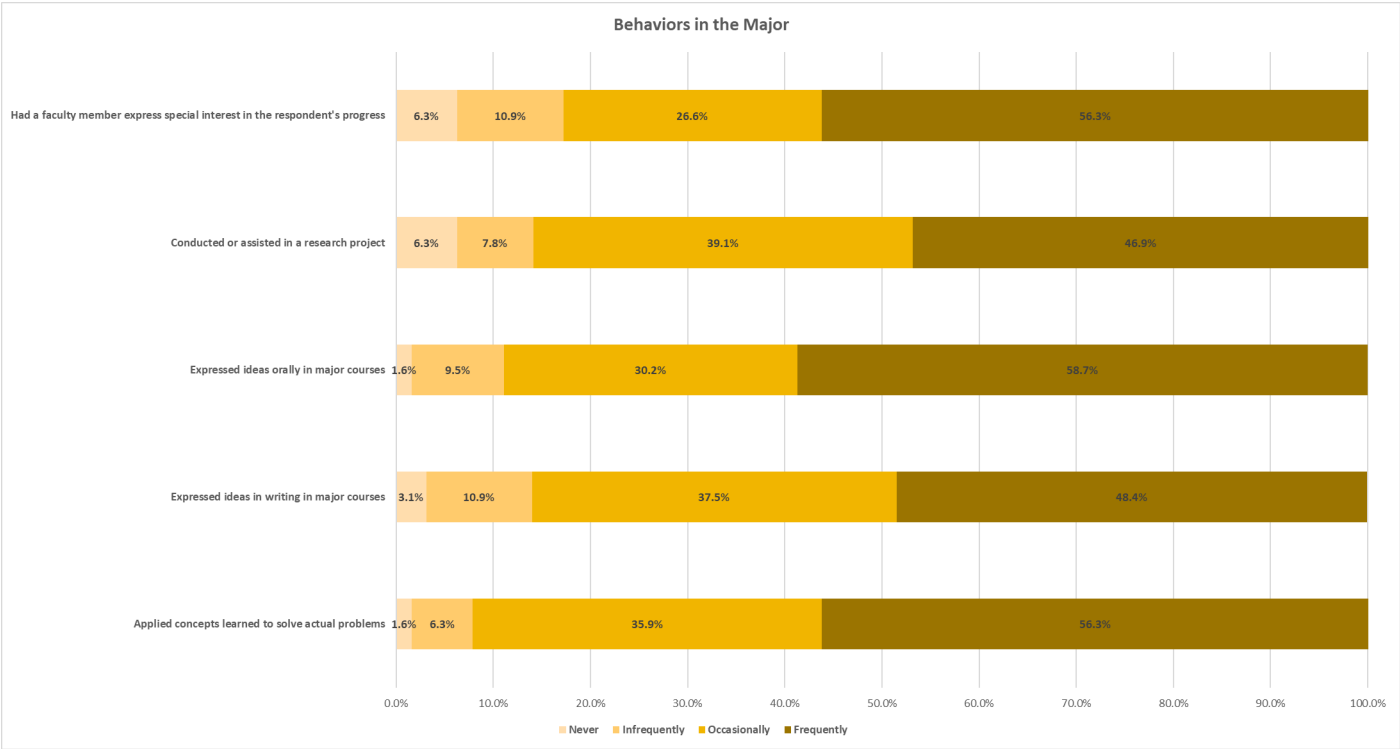
- Respondents were positive in their feedback about major courses as preparation for employment after graduation (77.8% rated this category as good or excellent) or as preparation for graduate or professional school (77.8% gave this category a good or excellent rating). These ratings in 2022 were 76.7% and 81.3%, respectively.
- 84.7% rated academic advising in the major as either good or excellent (versus 84.4% in 2022).
- 77.8% rated career advising in the major as either good or excellent (versus 77.6% in 2022).
- Positive feedback about practical experiences in the major has declined over the past 3 years with 74.6% of the respondents assigning a good or excellent rating to the category vs 80.3% in 2022 and 89.3% in 2021.
- 63.5% of the respondents responded that the classroom facilities in the department were good or excellent (versus 76% in 2022 and 54.4% in 2021).
- 83.0% of respondents rated laboratory/studio facilities in the major as adequate or more than adequate (versus 76.5% in 2022 and 69.7% in 2021).
- 57.4% of the respondents reported that library books, resources and reference materials in the major were adequate, while 36.1% selected “more than adequate” as their response. 1.6% indicated that library books, resources and reference materials in the major were inadequate. In 2022, ratings were 58.1%, 31.1% and 2.7% respectively.

## FEEDBACK TO STATEMENTS ABOUT THE MAJOR



- 96.9% of the respondents agreed or strongly agreed that faculty in the major were accessible outside of class.
- While all responses were very favorable, the lowest positive response was received for the statement regarding advisors being involved in career planning, where 76.6% of respondents either agreed or strongly agreed with the statement.

## ACADEMIC BEHAVIORS IN THE MAJOR



- 88.9% of the respondents reported that they occasionally or frequently expressed ideas orally in the major (down from 89.5% in 2022).
- 85.9% indicated that they occasionally or frequently expressed ideas in writing in the major (down from 86.9% in 2022).
- 92.2% of the respondents reported that they occasionally or frequently applied concepts learned to solve actual problems (up from 89.4% in 2022).
- 86.0% of the respondents reported that they occasionally or frequently conducted or assisted in a research project in the major (down from 86.8% in 2022).
- 82.9% responded that they occasionally or frequently had a faculty member express special interest in their progress (up from 81.6% in 2022).

## FEEDBACK REGARDING BARTON COLLEGE PREPARATION

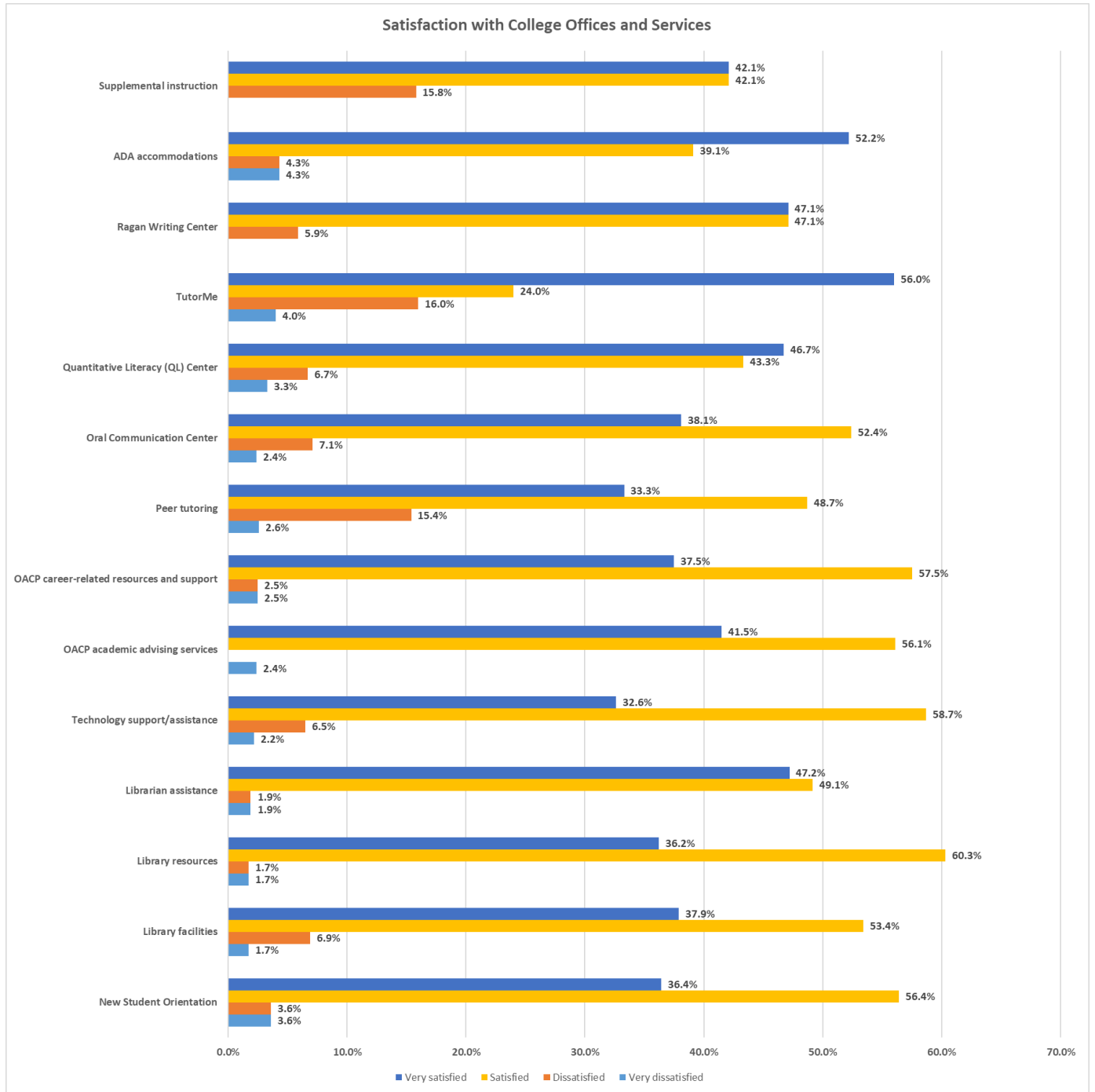
Seniors were asked to indicate how well they were prepared by their Barton experiences for each of the following:

Preparation	strongly disagree	disagree	agree	strongly agree
Writing effectively	3.1%	12.5%	42.2%	42.2%
Speaking effectively	1.6%	9.4%	56.3%	32.8%
Listening effectively	3.1%	3.1%	45.3%	48.4%
Reading comprehension	4.7%	6.3%	46.9%	42.2%
Making formal presentations	1.6%	12.5%	42.2%	43.8%
Knowing how to access the information needed in one's professional position	6.2%	9.2%	43.1%	41.5%
Using basic computer skills (word processing, spreadsheets, etc.)	4.7%	17.2%	39.1%	39.1%
Using computers to search for and retrieve information	3.1%	7.8%	29.7%	59.4%
Being prepared for employment after graduation	7.8%	10.9%	51.6%	29.7%
Being prepared for graduate or advanced education	4.8%	16.1%	41.9%	37.1%
Analyzing, synthesizing, and evaluating information		14.1%	37.5%	48.4%
Defining and solving problems		7.7%	47.7%	44.6%
Thinking objectively about beliefs, attitudes and values	1.5%	7.7%	43.1%	47.7%
Having tolerance for different points of view	1.5%	6.2%	36.9%	55.4%
Understanding the present as it relates to historical events and processes	3.1%	13.8%	43.1%	40.0%
Understanding international issues	12.7%	19.0%	30.2%	38.1%
Understanding interaction of people and their environment	4.6%	4.6%	49.2%	41.5%
Understanding another culture and/or language	6.3%	17.5%	39.7%	36.5%
Understanding and applying scientific principles and methods	4.9%	16.4%	36.1%	42.6%
Understanding and appreciating art, music, literature and theater	9.5%	23.8%	31.7%	34.9%
Knowledge of the principles of good mental and physical health	4.7%	14.1%	35.9%	45.3%
Resolving interpersonal conflict	8.1%	11.3%	43.5%	37.1%
Working cooperatively and as a team member	1.6%	7.8%	35.9%	54.7%
Working with people from diverse ethnic and cultural backgrounds	4.7%	7.8%	45.3%	42.2%
Understanding and exercising one's rights, responsibilities, and privileges as a citizen	4.9%	8.2%	42.6%	44.3%
Gaining specialized occupational skills and knowledge	1.6%	10.9%	43.8%	43.8%
Recognizing and acting upon ethical principles	1.6%	14.5%	37.1%	46.8%
Conducting work activities in an ethical manner		6.3%	42.2%	51.6%
Overall satisfaction with your preparation at Barton College	3.2%	9.7%	45.2%	41.9%

- In 2023, the respondents expressed the highest levels of confidence in their preparation (sum of % of students who agreed or strongly agreed) in “listening effectively,” “defining and solving problems,” “thinking objectively about beliefs, attitudes and values,” “having tolerance for different points of view,” “understanding interaction of people and their environment,” “working cooperatively and as a team member,” and “conducting work activities in an ethical manner” with over 90% sum totals.
- 31.7% of respondents either disagreed or strongly disagreed with feeling prepared by their Barton experience for understanding political issues and 33.3% of respondents either disagreed or strongly disagreed with feeling prepared by the Barton experience for understanding and appreciating art, music, literature, and theater.
- 18.7% of the respondents strongly disagreed or disagreed that their Barton education prepared them for employment after graduation (down from 23.6% in 2022 and 34.4% in 2021).
- 21.9% of respondents expressed some concern regarding their preparation with respect to using basic computer skills, with only 78.2% of respondents agreeing or strongly agreeing with this statement.

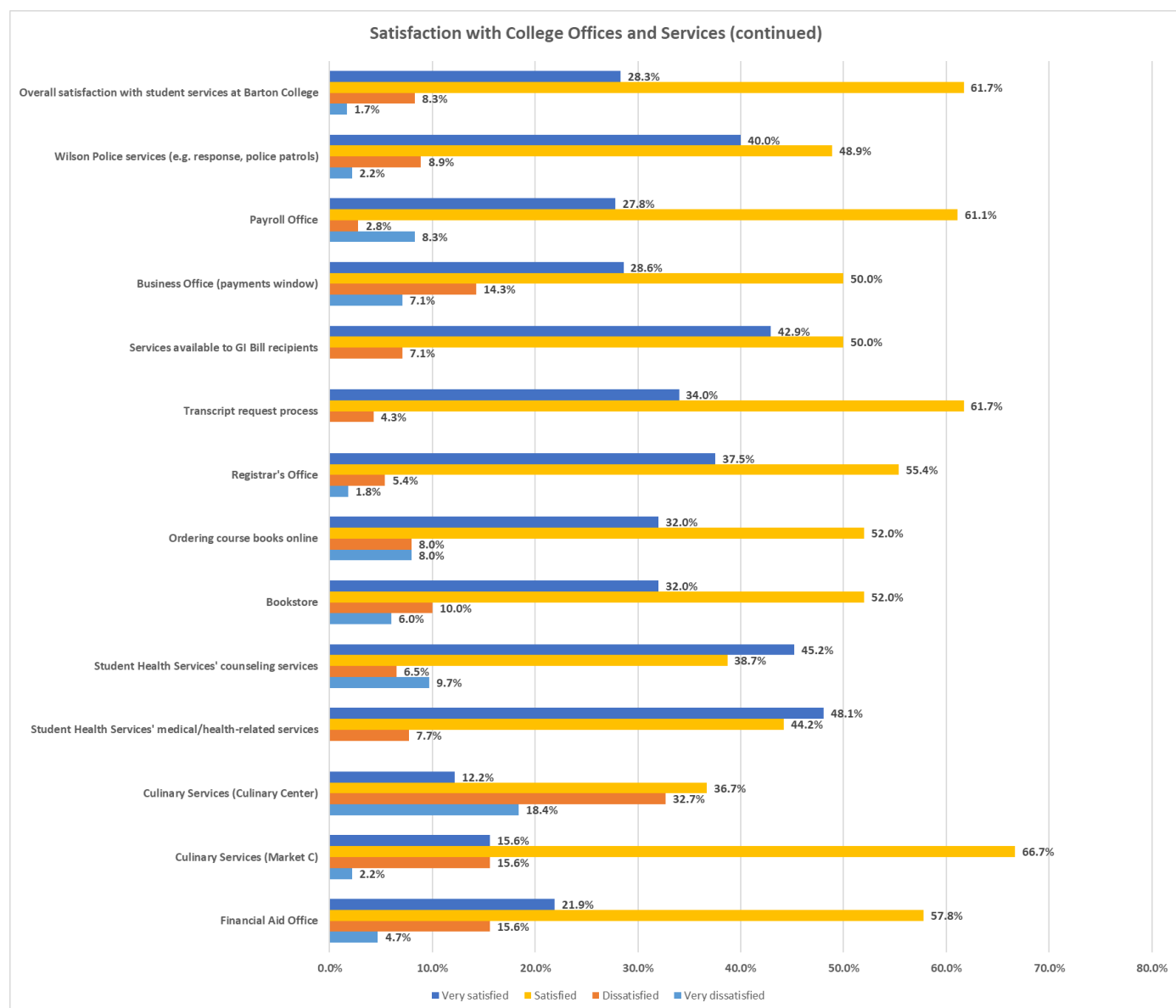


## SATISFACTION WITH COLLEGE OFFICES AND SERVICES



- Overall, the respondents expressed high levels of satisfaction with College offices and services. In 2023, only three areas in the previous chart had a combined satisfied and very satisfied rating of less than 85%. They were peer tutoring (82.0%), TutorMe (80.0%), and supplemental instruction (84.2%).

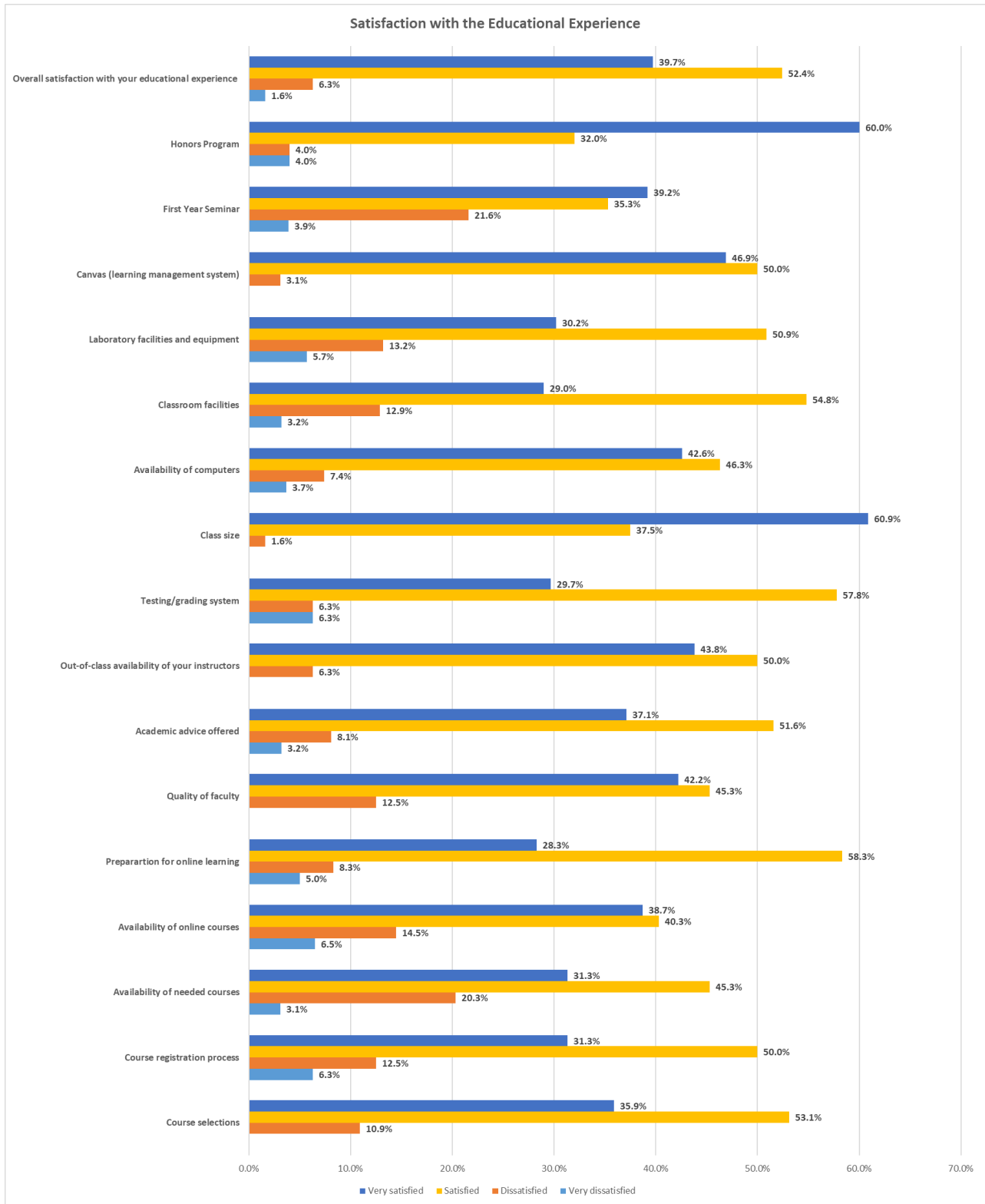
- Academic advising services offered by the Office of Academic and Career Planning had a combined satisfied and very satisfied rating of 97.6%, the highest sum total.



- As shown in the previous diagram, the College offices and services where the 2023 Senior Survey respondents reported the highest levels of satisfaction were the transcript request process (combined satisfied and very satisfied score of 95.7%), Student Health Services' medical/health-related services (combined satisfied and very satisfied score of 92.3%), Registrar's Office (combined satisfied and very satisfied score of 92.9%), and services available to GI Bill recipients (combined satisfied and very satisfied score of 92.9%).
- Overall satisfaction with student services at Barton College had a combined satisfied and very satisfied score of 90.0%, essentially the same sum total as in 2022.
- The College offices and services where the respondents reported the lowest levels of satisfaction in the 2023 survey were Culinary Services (Culinary Center) with a combined dissatisfied and very dissatisfied score of 51.1% (up from 40.3% in 2022 and 35% in 2021), Business Office (payment

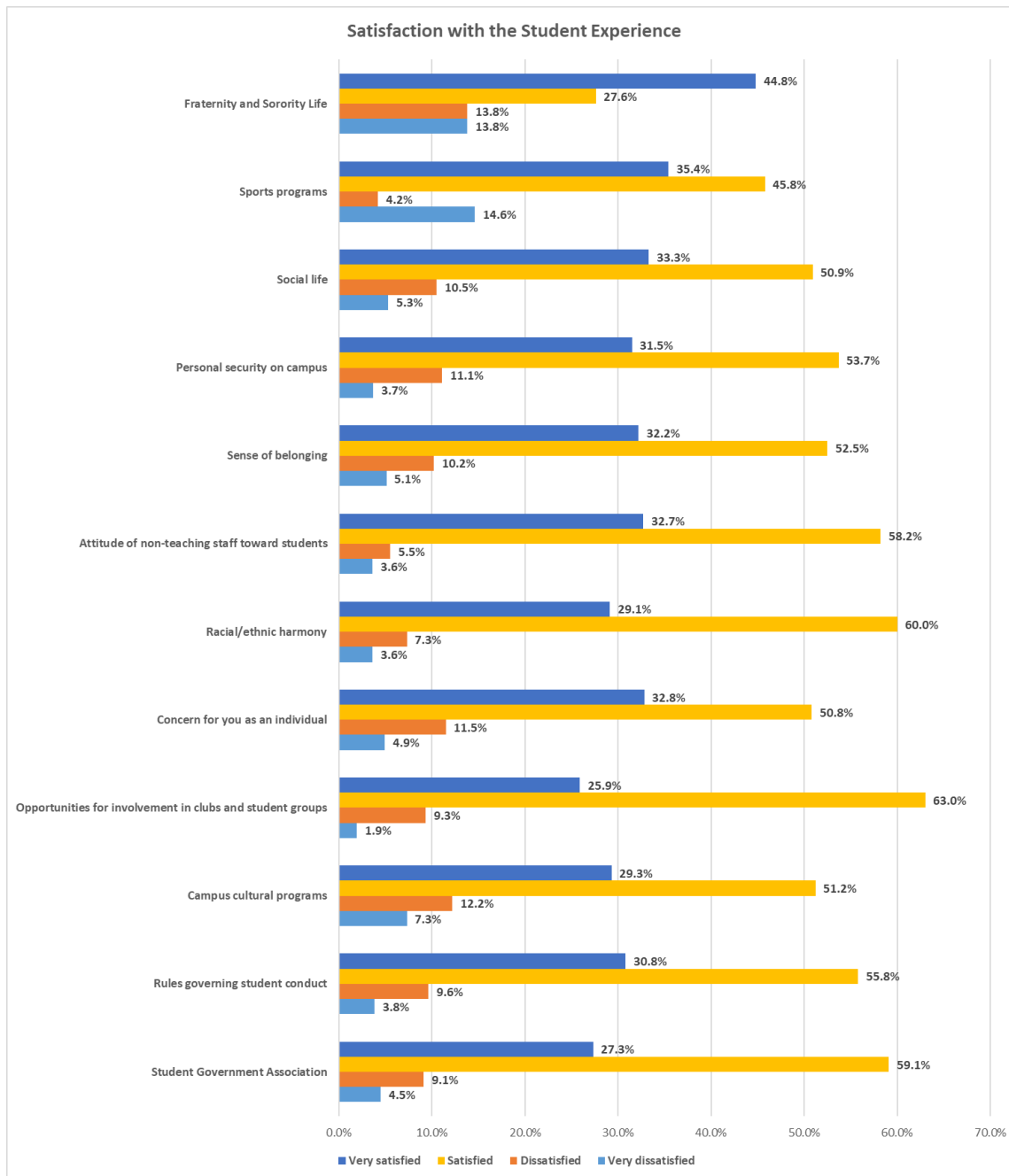
window) where 21.4% rated their satisfaction as either very dissatisfied or dissatisfied (down from 33.4% and 25% in 2021), and the Financial Aid Office with a combined dissatisfied and very dissatisfied score of 20.3% (up from 18.6% in 2022).

# SATISFACTION WITH THE EDUCATIONAL EXPERIENCE



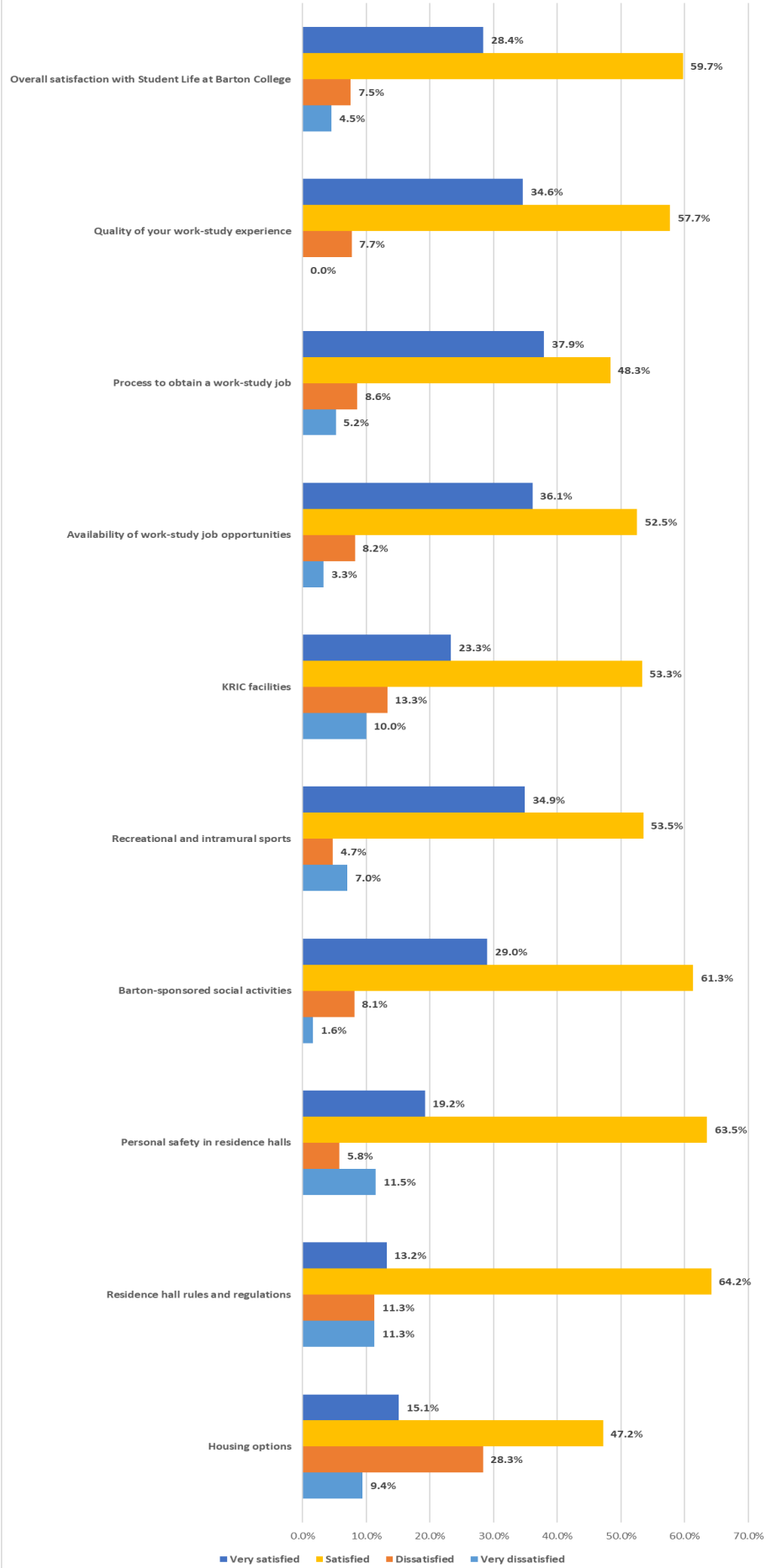
- Over 90% of respondents indicated that they were either satisfied or very satisfied with the out-of-class availability of their instructors (93.8%), Canvas learning management system (96.9%), class size (98.4%), and the Honors Program (92.0%).
- 25.5% of the respondents rated their satisfaction with First Year Seminar (Fall 2019 entering first-time freshmen) as either very dissatisfied or dissatisfied, while 23.4% rated their satisfaction with availability of needed courses as either very dissatisfied or dissatisfied (up from 16.9% in 2022) and 21.0% rated their satisfaction with availability of online courses as either very dissatisfied or dissatisfied (up from 12.5% in 2022).
- 92.1% of the respondents stated that they were either satisfied or very satisfied with their overall educational experience (up from 88.9% in 2022 and 82.8% in 2021).

## SATISFACTION WITH THE STUDENT EXPERIENCE



- 90.9% of respondents indicated that they were either satisfied or very satisfied with the attitude of non-teaching staff towards students.
- 89.1% of the respondents stated that they were either satisfied or very satisfied with racial/ethnic harmony (up from 78.6% in 2022 and down from 90.5% in 2021).
- 27.6% of the respondents stated that they were either very dissatisfied or dissatisfied with fraternity and sorority life (down from 31.1% in 2022) and 19.5% were either very dissatisfied or dissatisfied with campus cultural programs (up from 14.3% in 2022).

Satisfaction with the Student Experience (continued)



- 90% of respondents indicated that they were either satisfied or very satisfied with the quality of their work-study experience.
- 50.0% of the respondents stated that they were either very dissatisfied or dissatisfied with housing options (up from 37.7% in 2022); 36.6% were either very dissatisfied or dissatisfied with residence hall rules and regulations (up from 22.6% in 2022); 32.3% were either very dissatisfied or dissatisfied with recreational and intramural sports (up from 11.7% in 2022); and 34.9% were either very dissatisfied or dissatisfied with KRIC facilities (up from 23.3% in 2022).
- 81.0% of the respondents rated their overall satisfaction with Student Life at Barton College as either satisfied or very satisfied (down from 88.1% in 2022 and 86.5% in 2021).

**USE OF TIME AS SENIORS**

The following tables contain the 2023 and 2022 responses to questions about the ways respondents used their time as seniors.

2023	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	1.6%		12.7%	15.9%	22.2%	14.3%	15.9%	17.5%
Attending classes/labs	4.8%	1.6%	4.8%	27.0%	22.2%	19.0%	15.9%	4.8%
Exercising/sports	25.4%	17.5%	6.3%	15.9%	9.5%	4.8%	9.5%	11.1%
Partying	47.6%	12.7%	19.0%	15.9%	4.8%			
Socializing with friends	7.9%	15.9%	20.6%	30.2%	15.9%	4.8%	3.2%	1.6%
Working (for pay) on campus	67.7%		3.2%	6.5%	9.7%	1.6%	6.5%	4.8%
Working (for pay) off campus	38.1%		1.6%	1.6%	11.1%	7.9%	9.5%	30.2%
Participating in student clubs/groups	55.6%	1.6%	11.1%	14.3%	6.3%	6.3%	3.2%	1.6%
Watching TV	9.5%	23.8%	27.0%	20.6%	11.1%	4.8%	1.6%	1.6%
Providing childcare	84.1%		3.2%		1.6%		4.8%	6.3%
Commuting	38.1%	23.8%	11.1%	17.5%	7.9%		1.6%	
Praying/meditating	36.5%	20.6%	25.4%	14.3%		1.6%		1.6%
Career planning (job searches, internships, etc.)	12.7%	14.3%	27.0%	19.0%	7.9%	7.9%	6.3%	4.8%
Online social networks (Facebook, Twitter, etc.)	7.9%	14.3%	23.8%	15.9%	25.4%	3.2%	6.3%	3.2%

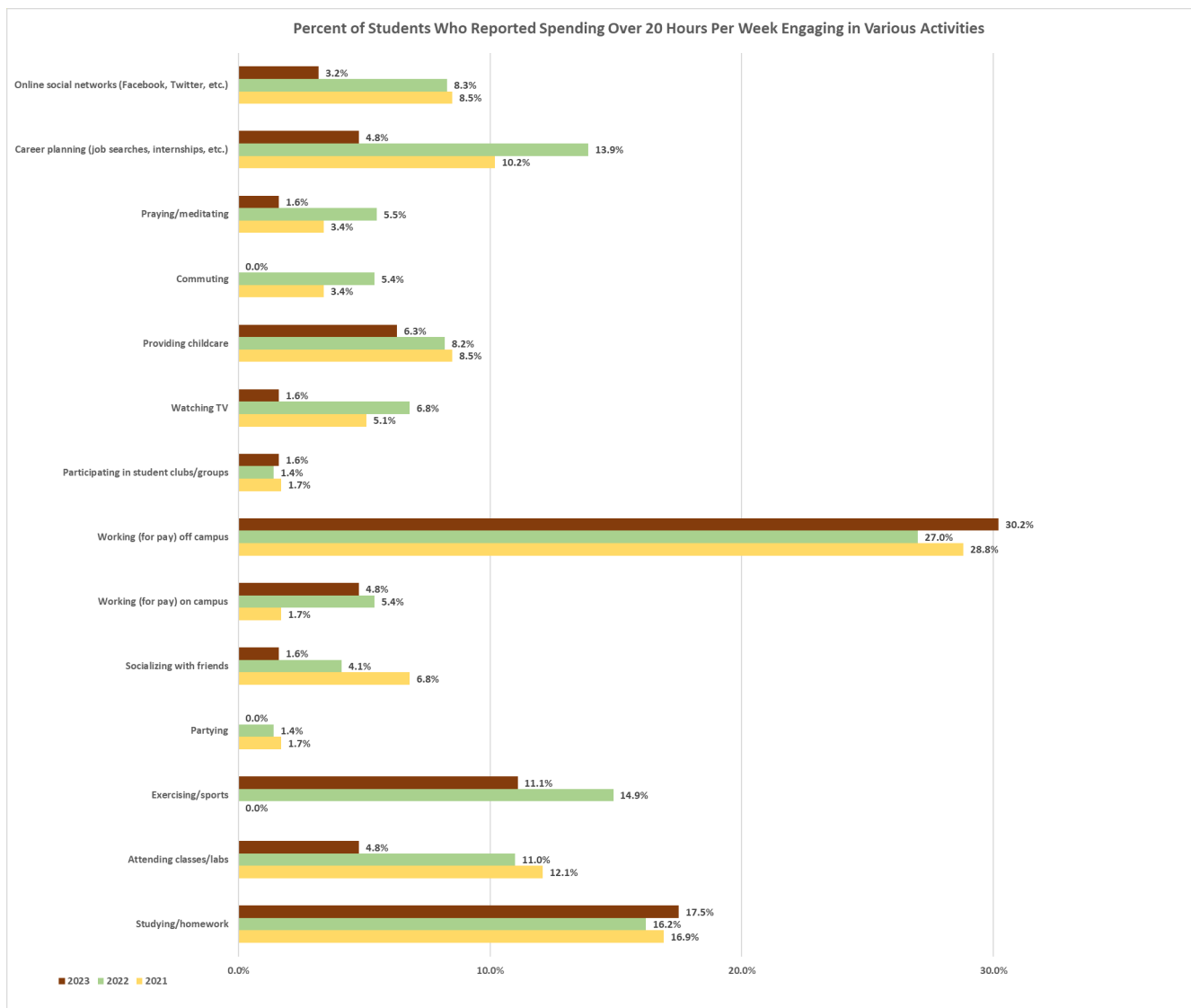
2022	none	less than 1 hour	1-2 hours	3-5 hours	6-10 hours	11-15 hours	16-20 hours	over 20 hours
Studying/homework	0.0%	5.4%	4.1%	25.7%	23.0%	16.2%	9.5%	16.2%
Attending classes/labs	0.0%	0.0%	11.0%	23.3%	31.5%	16.4%	6.8%	11.0%
Exercising/sports	27.0%	10.8%	12.2%	5.4%	16.2%	9.5%	4.1%	14.9%
Partying	60.3%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

- 61.9% of seniors reported working for pay off-campus (versus 59.6% in 2022 and 49.2% in 2021); Nearly 40% of the 2023 respondents indicated they worked off campus over 16 hours per week.
- 32.3% of the respondents stated that they worked on campus, with working commitments ranging from 1-2 hours per week to more than 20 hours per week. In 2022, 32.4 % of the students polled indicated they worked on-campus, with most working 6-10 hours per week.
- In 2023, 17.5% reported spending over 20 hours per week studying or doing homework versus 16.2% who responded so in 2022.
- 38.1% reported commuting more than 1 hour per week versus 54.1% in 2022.

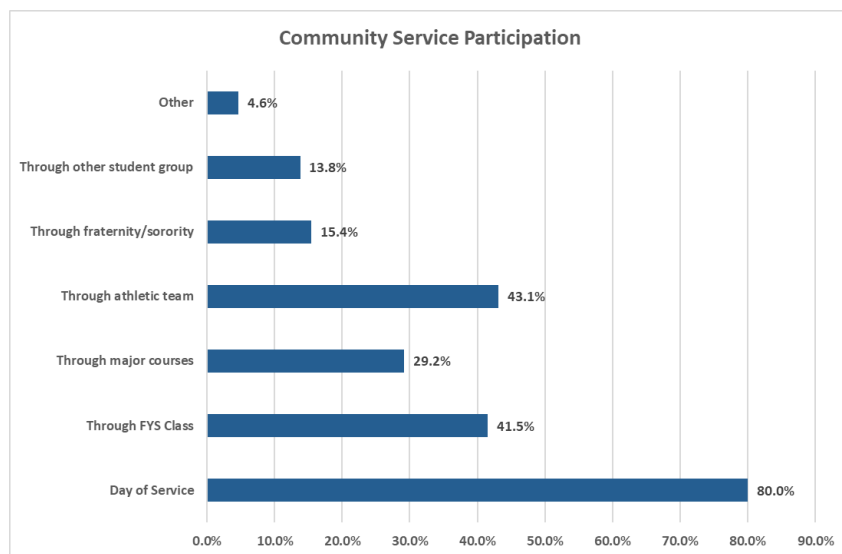


- 38.1% of the respondents reported spending 6 hours or more per week on online social networks (versus 22.2% in 2022), with 25.4% of respondents reporting spending 6-10 hours per week this way.
- 55.6% of respondents spent no time weekly participating in student clubs/groups.

The following table displays the percentage of students in 2021, 2022 and in 2023 who reported that they spent over 20 hours per week engaged in various activities.



## Community Service



- Of all survey respondents, 87% indicated that they had participated in community service while a student at Barton College, with 80% indicating that they did so as part of Day of Service.

## Use of Technology

- 100% of the respondents reported that they used their own computer while attending Barton.
- A variety of computing devices were used to complete homework assignments, including personal PC laptop (33.8%); personal MAC laptop (58.5%); personal PC desktop (13.8%); personal Mac desktop (3.1%); personal tablet (18.5%); personal Chromebook (9.2%); Barton-owned laptop (7.7%); and Barton-owned desktop (15.4%). Respondents could select more than one response to this question.
- When asked if these students had access to the technology they needed to learn remotely, 96.8% responded in the affirmative.

## Employment

- In the coming year, 67.7% of respondents planned to be working full time (versus 76.9% in 2022, 63.3% in 2021 and 56.5% in 2020), 40% plan on attending graduate/professional school (versus 32.1% in 2022, 45% in 2021 and 40.3% in 2020), 1.5% plan to enter military service and 7.7% plan to care for a home or family. 4.6% are undecided.

The current employment plans from respondents are as follows:

- 32.1% have already found a job (versus 22.4% in 2022, 35.8% in 2021, and 28.1% in 2020).
- 44.6% are looking for a job (versus 61.2% in 2022, 45.3% in 2021, and 49.1% in 2020).

- 16.1% will begin looking for a job after graduation (versus 14.9% in 2022, 15.1% in 2021, and 19.3% in 2020).
- 7.1% are not planning to be employed after graduation (versus 1.5% in 2022, 3.8% in 2021, and 3.5% in 2020).

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

- 70.7% polled said they definitely would or probably would choose Barton College if they had the decision to make again (down from 71.3% in 2022 but up from 67.3% in 2021). 78.9% responded that they would recommend Barton College to a friend or family member (up from 73.6% in 2022 and 68% in 2021).

## Attachments

Attachment 1 displays the 2023 survey responses compared to the 2022 survey responses where possible.

Attachment 2 is a blank copy of the survey used.

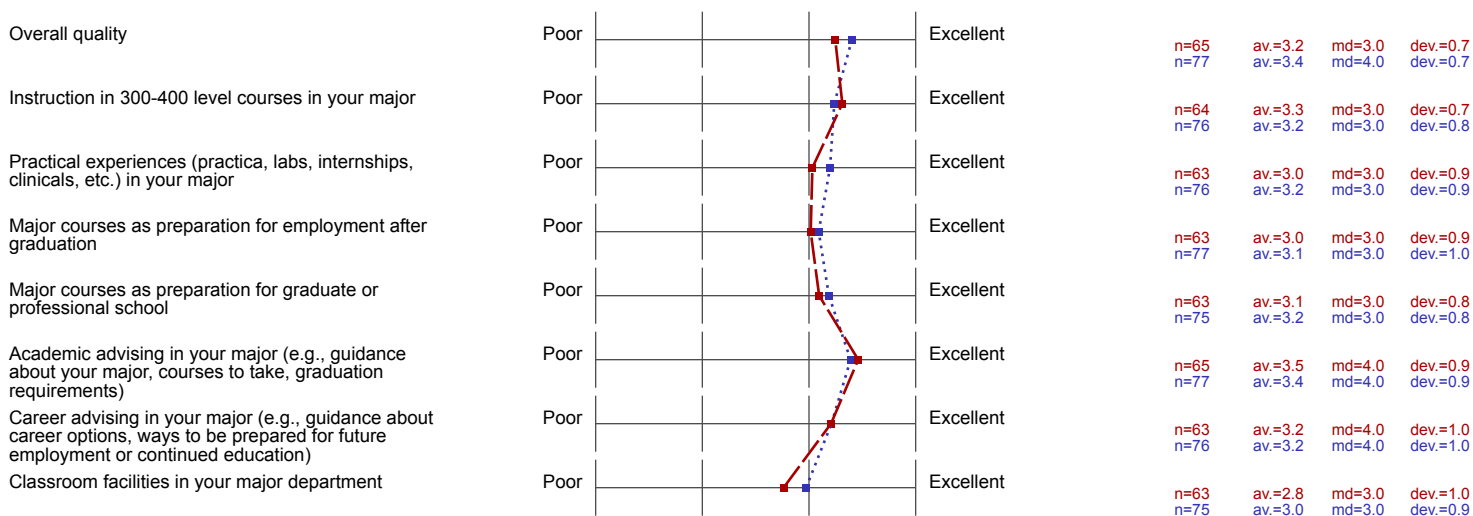
# Profile

# Attachment 1

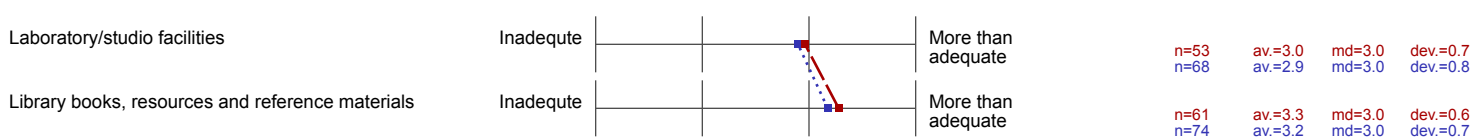
**Subunit:** General Surveys  
**Name of the instructor:** Senior Survey  
**Name of the course:** Senior Survey 2023  
**(Name of the survey)**  
  
**Comparative line:**  
**Compilation:** 2022 Sr Survey All Responses

Values used in the profile line: Mean

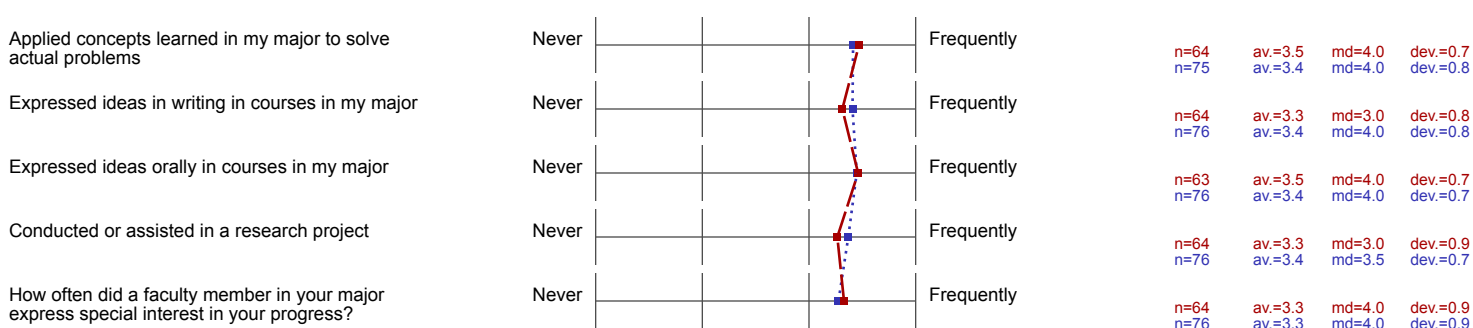
**How would you rate the quality of your major overall and in each of the following areas:**



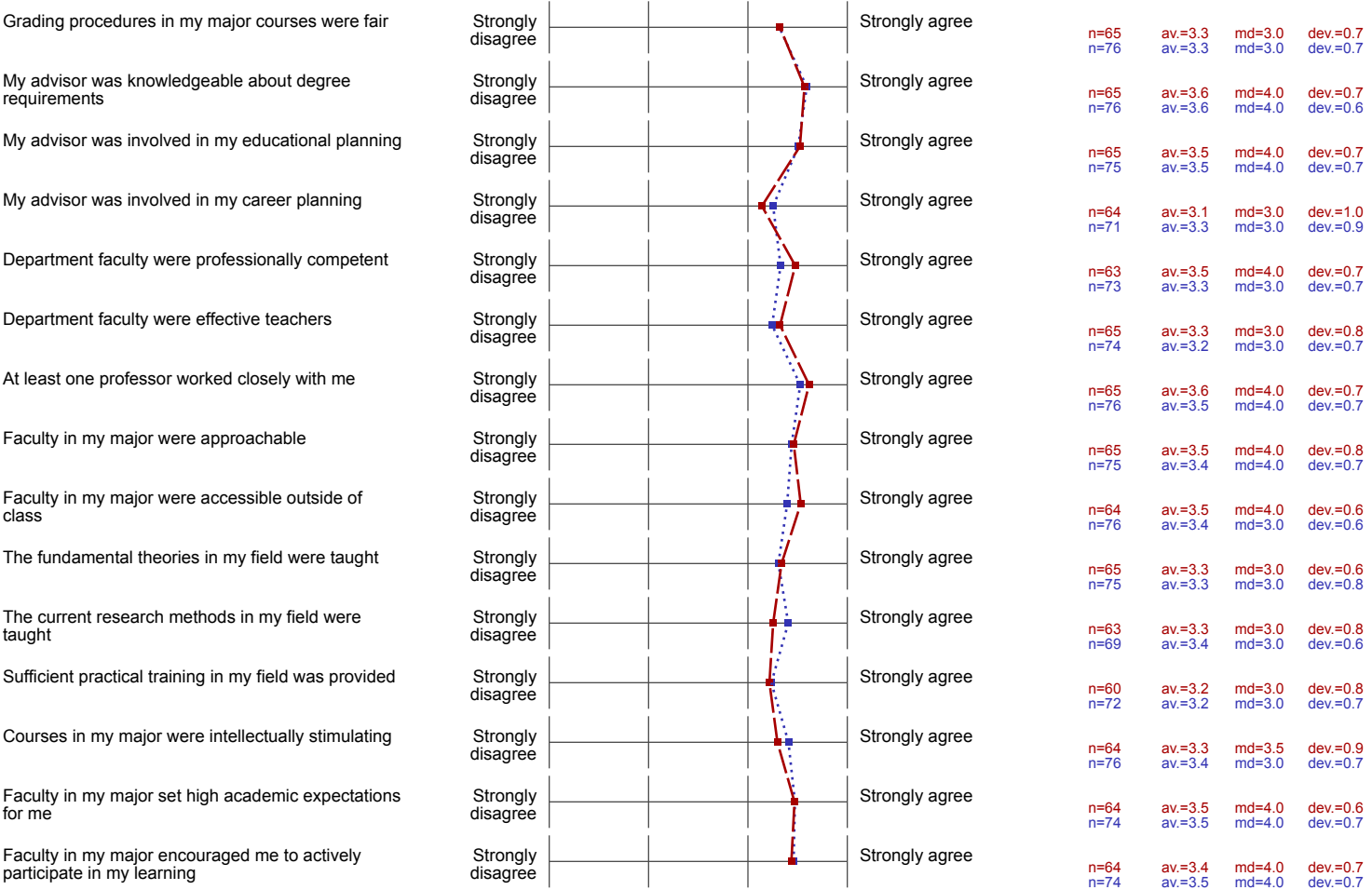
**How adequate were each of the following for courses in your major:**



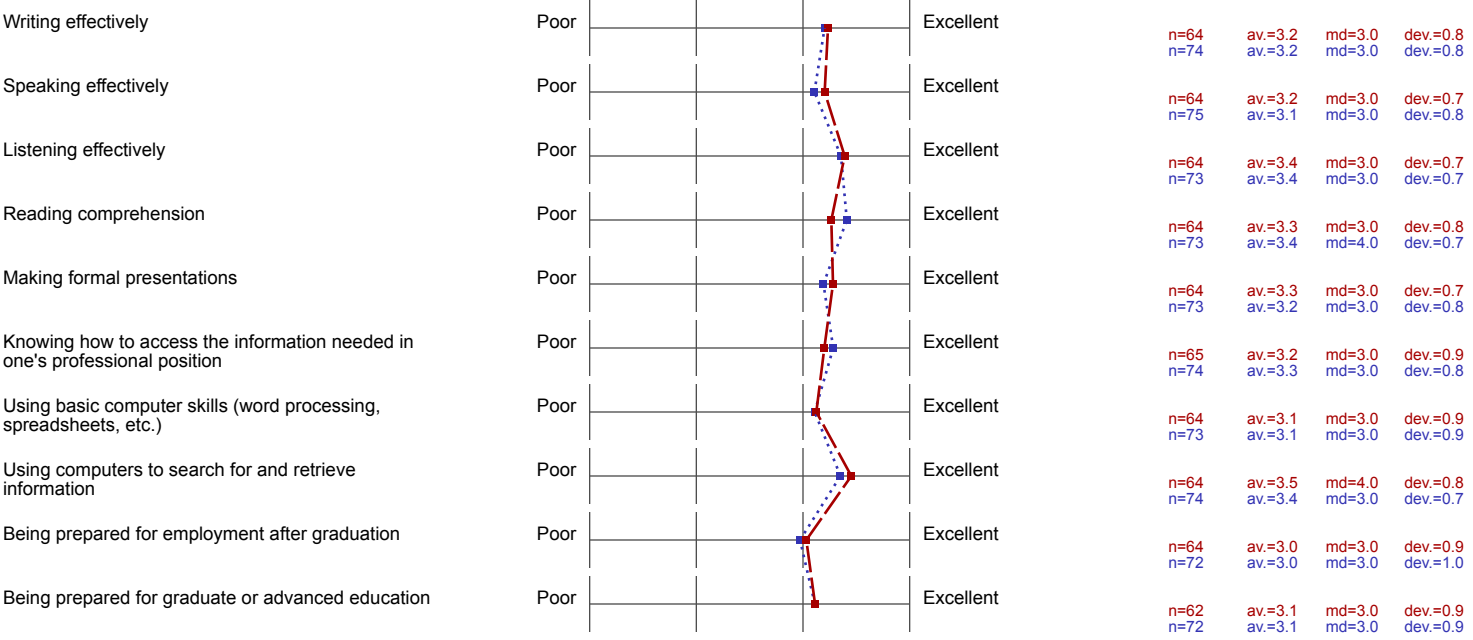
**How often did you do each of the following in your major:**

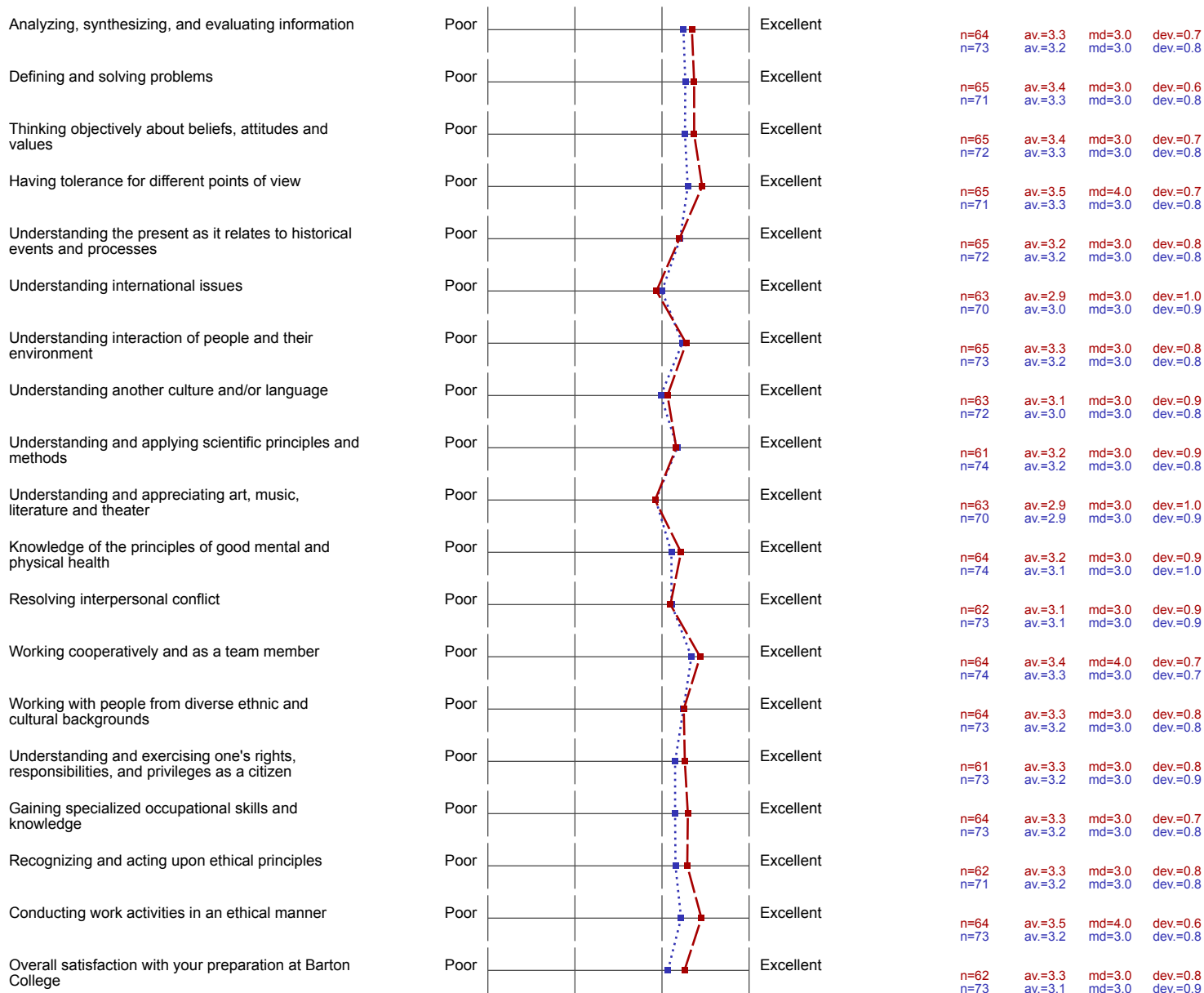


**To what extent do you agree or disagree with each of the following statements about your major:**

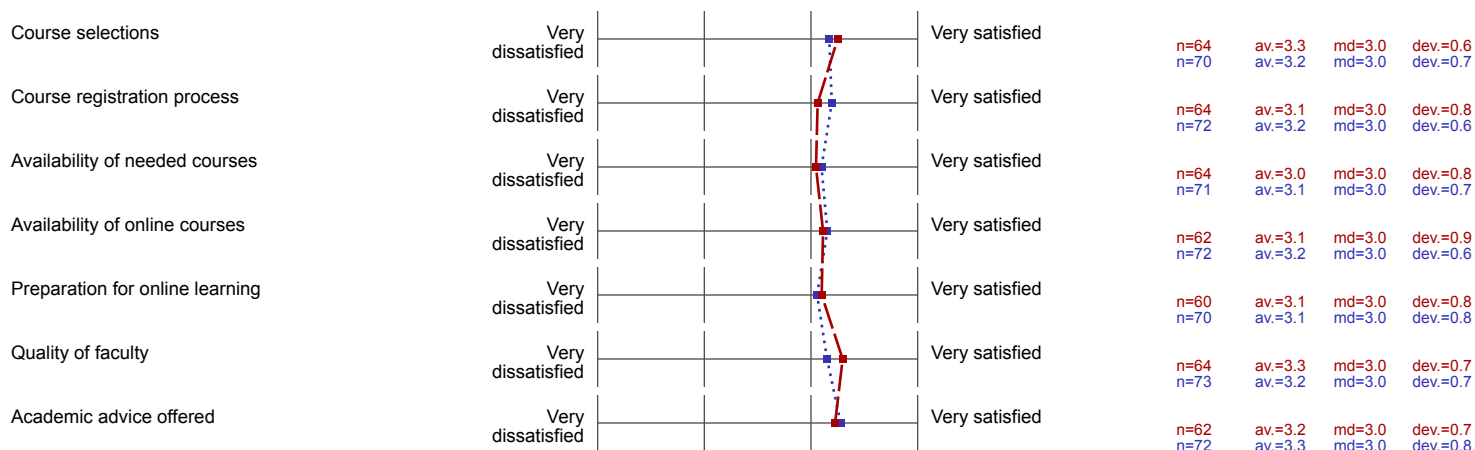


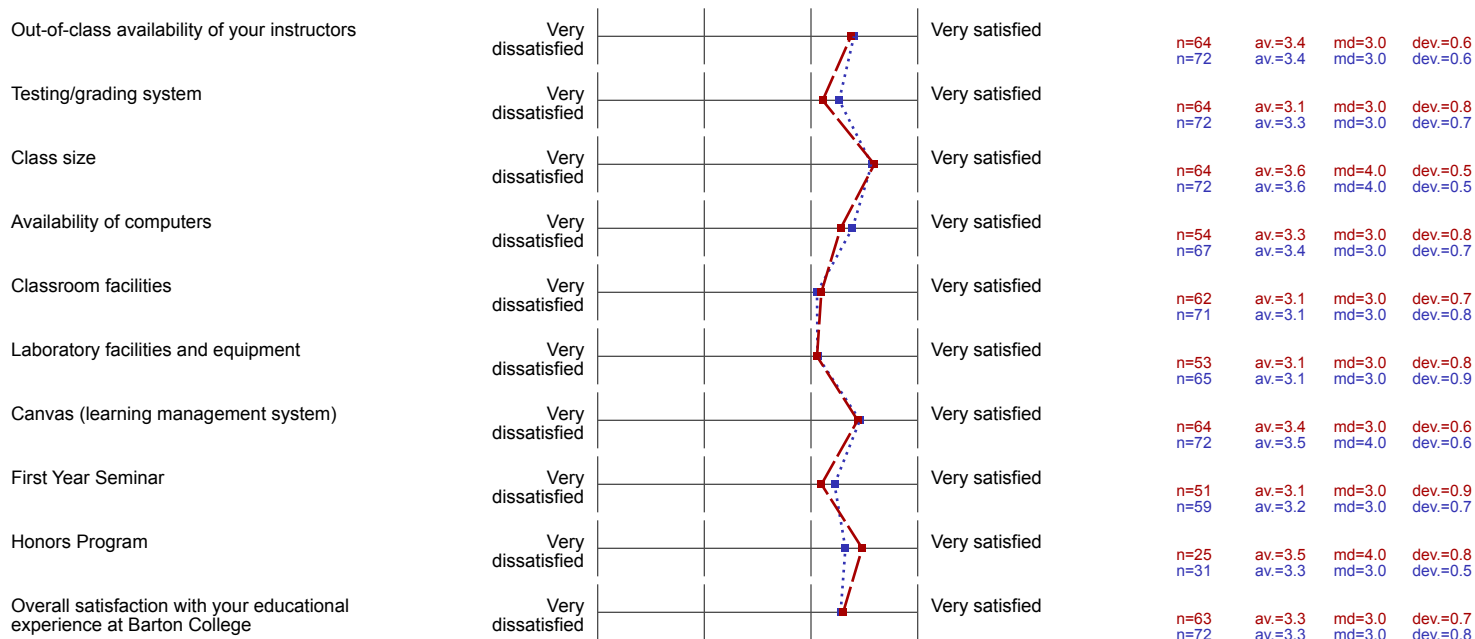
**For each of the goals listed below, indicate how well you think you were prepared by your experiences at Barton.**



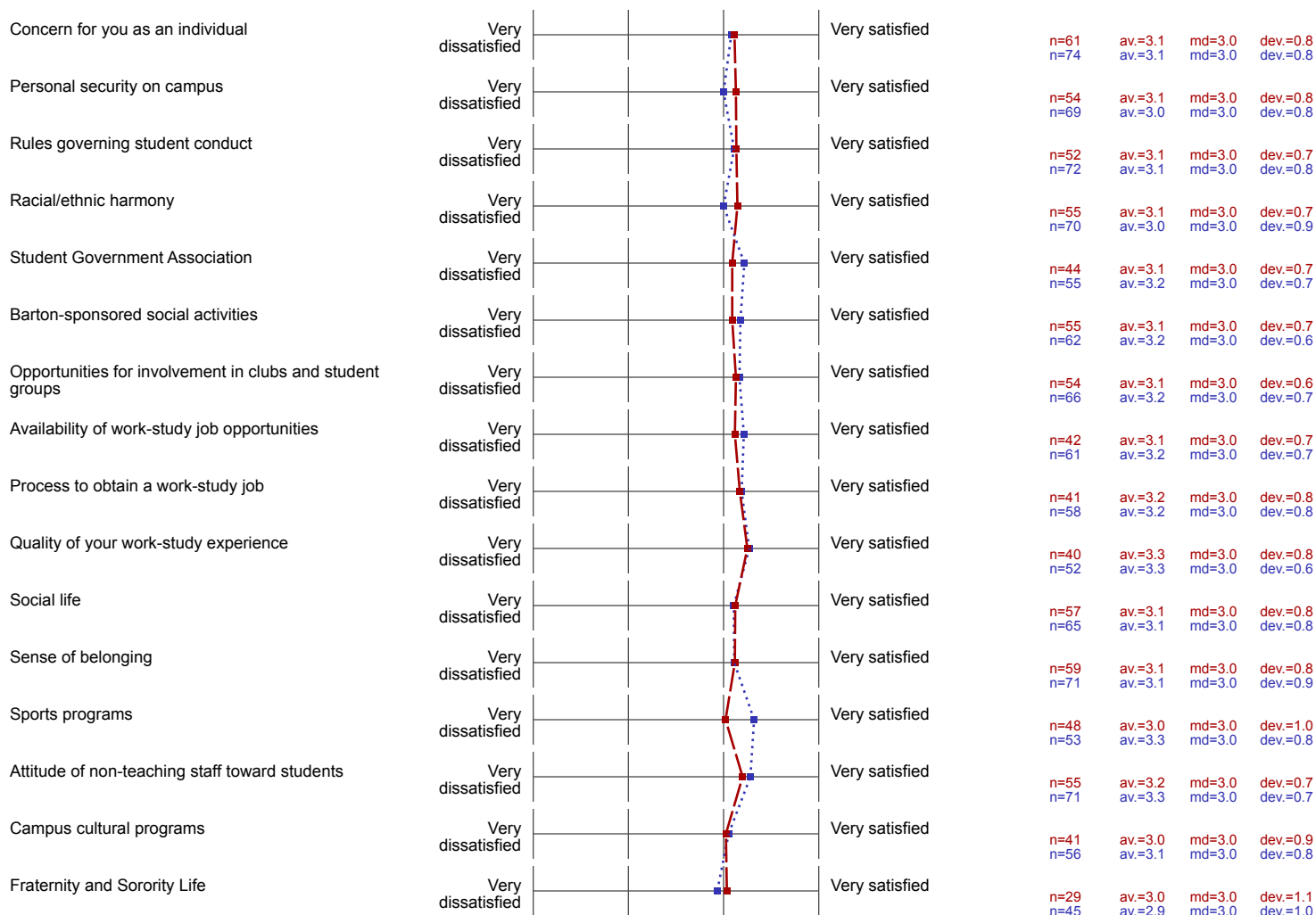


**How satisfied are you with the following aspects of your overall educational experience:**

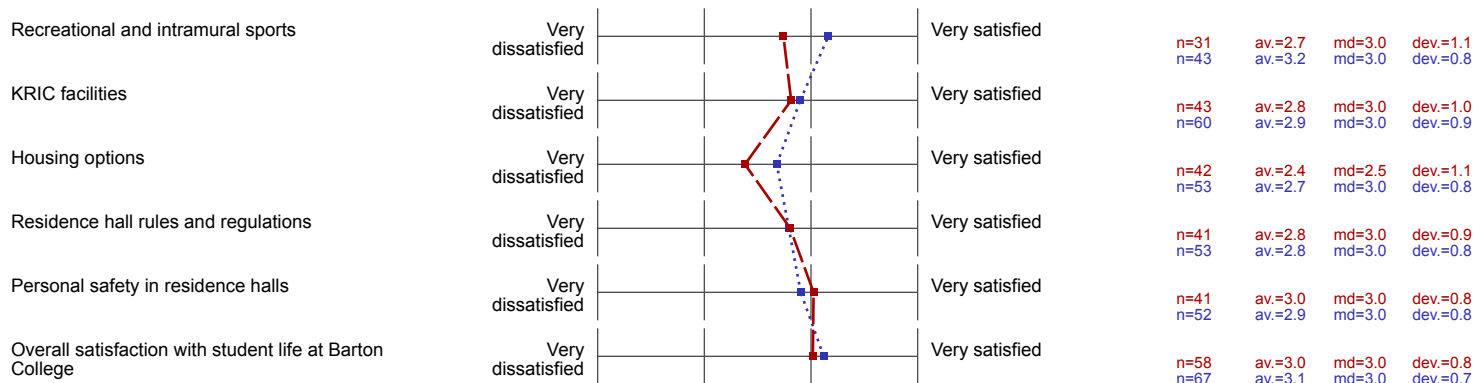




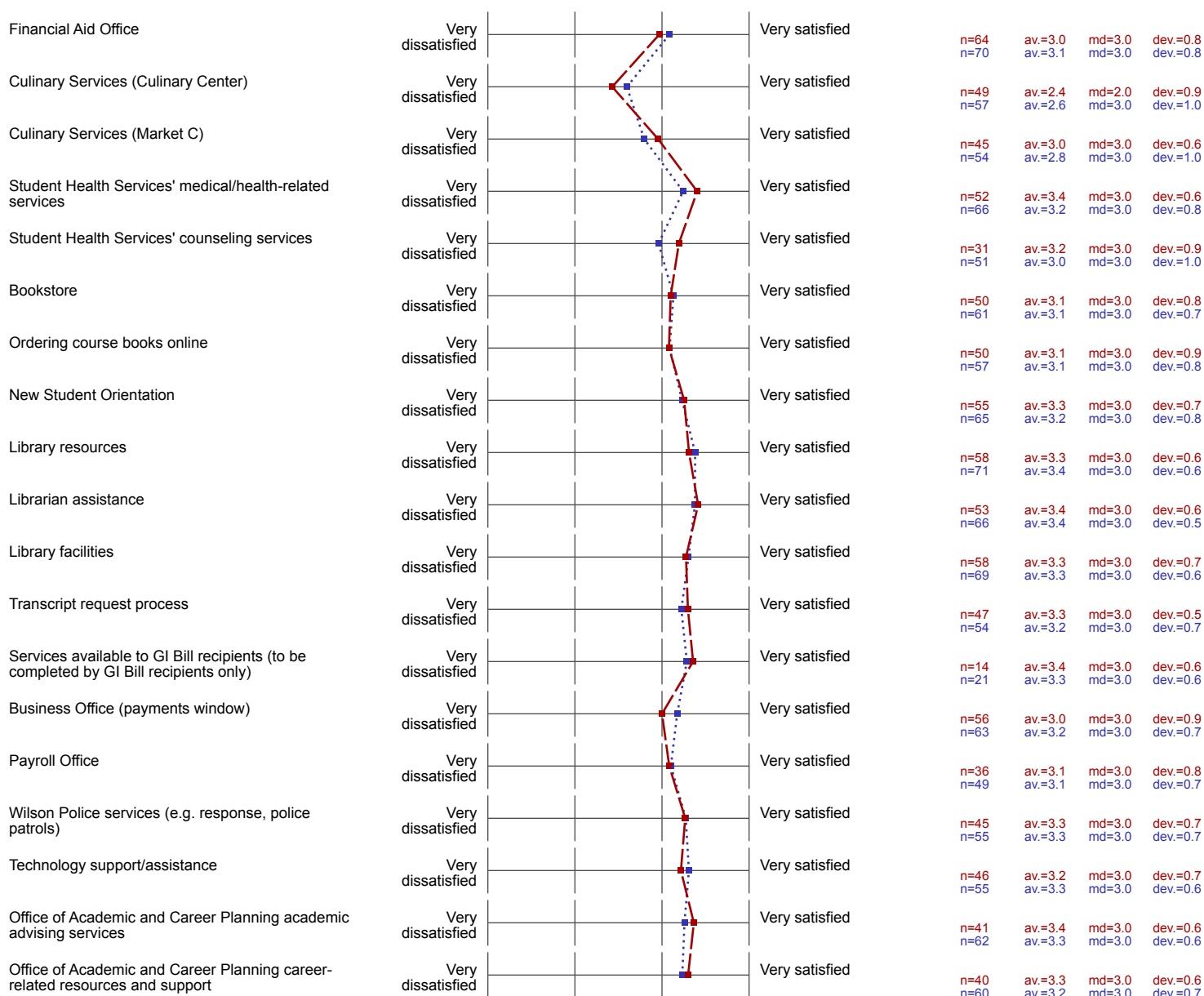
**How satisfied are you with the following aspects of student life at Barton:**

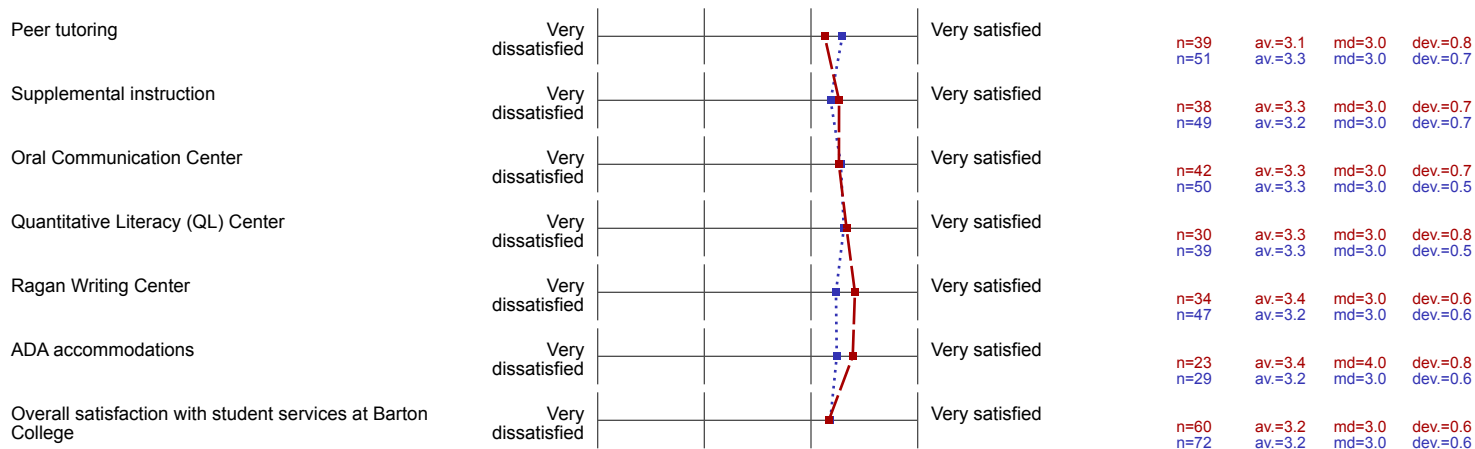




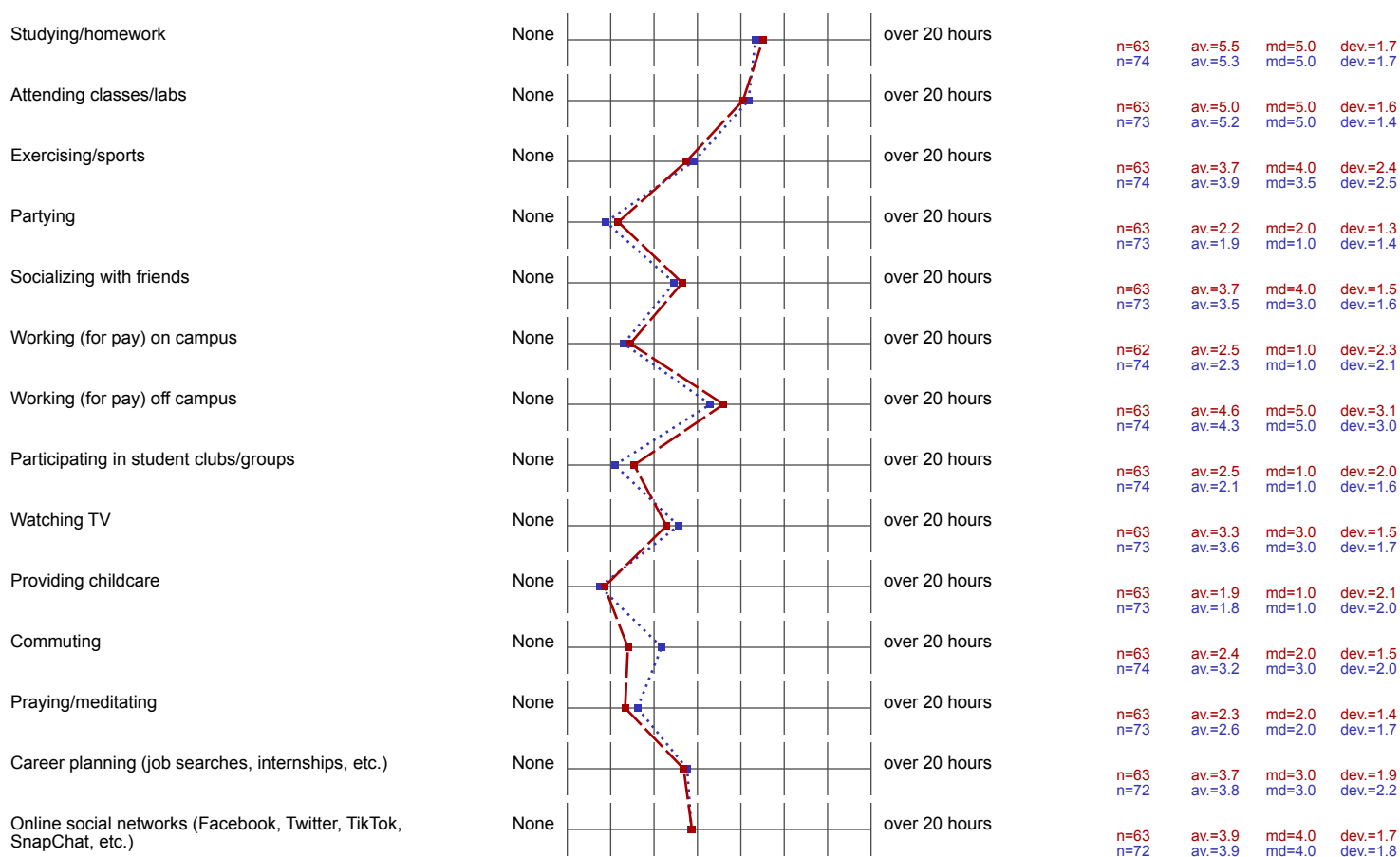



This question asks about services you may have used while at Barton College. If you used a service, please indicate below the degree of your satisfaction with that service. If you did not use the service, please select "Not applicable/No opinion."





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



Class Climate	Graduating Senior Survey Spring 2023	SCANTRON.
		

Mark as shown:      Please use a ball-point pen or a thin felt tip. This form will be processed automatically.

Correction:      Please follow the examples shown on the left hand side to help optimize the reading results.

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

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

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

**Thank you for participating.**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Community Service

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

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

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

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

## Technology

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

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

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

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

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

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

## What is your gender?

- Female  Male  Non-binary  
 Prefer not to say

## Are you Hispanic or Latino?

- Yes  No

## Which of the following races best describes you:

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

- American Indian or Alaska Native
- Native Hawaiian or Other Pacific Islander
- Unknown
- Asian
- Non-Resident Alien
- White
- Black or African American
- Two or more races

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

- 2022
- 2019
- 2016
- 2021
- 2018
- 2015
- 2020
- 2017
- 2014 or earlier

**Graduation date:**

- Graduated in December 2022
- Other
- May 2023
- Not sure
- August 2023

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

- Jr. High/Middle School (grades 6-8)
- 4 Year College
- High School (grades 9-12)
- Graduate School
- 2 Year College
- Unknown

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

- Jr. High/Middle School (grades 6-8)
- 4 Year College
- High School (grades 9-12)
- Graduate School
- 2 Year College
- Unknown

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

- No
- Yes, restricted mobility
- Yes, restricted vision
- Yes, restricted speaking
- Yes, restricted hearing
- Other (please specify)

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

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



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

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

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

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

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

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

Other (please specify):

Where do you plan to enroll in a graduate program?

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

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

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

Job title/nature of work:

Name of company/organization:

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

Most likely occupation/career:

**Program(s) of Study:**

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

## Major 1:

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

## Major 2:

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

## Minor 1:

## Minor 2:

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

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

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

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

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

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

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

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

Please explain your reasons:

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

Please explain your reasons:

# DRAFT

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

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

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

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