

SENIOR SURVEY – SPRING 2024

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 2024 graduation ceremony (December 2023, May 2024, and August 2024 graduates; n=225) were sent an electronic survey to their Barton College email address on February 3, 2024, 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 57 students responded to the survey, resulting in a response rate of 25.3% (versus 26.6% in 2023, 36% in 2022, 29.3% in 2021 and 30.7% in 2020). Like the 2023 and 2022 Senior Survey, the 2024 Senior Survey was distributed in early February.

According to the responses, it's likely that COVID-19 pandemic impacted the experience of graduating seniors. When asked in the Senior Survey whether the COVID-19 pandemic impacted their academic success, 34.5% responded "yes" (up from 30.6% in 2023), 43.6% responded "no" (down from 51.6% in 2023) and 21.8% responded that they were "unsure" (up from 17.1% in 2023).

In the comments received, which appear later in this report, students mentioned spending time in quarantine and missing valuable in-person learning. Students also commented on the perceived increase in online course offerings, noting that this format was less desirable for their learning and motivation. Students also commented on the impact of COVID-19 on student activities as well as the on their overall college experience and sense of belonging.

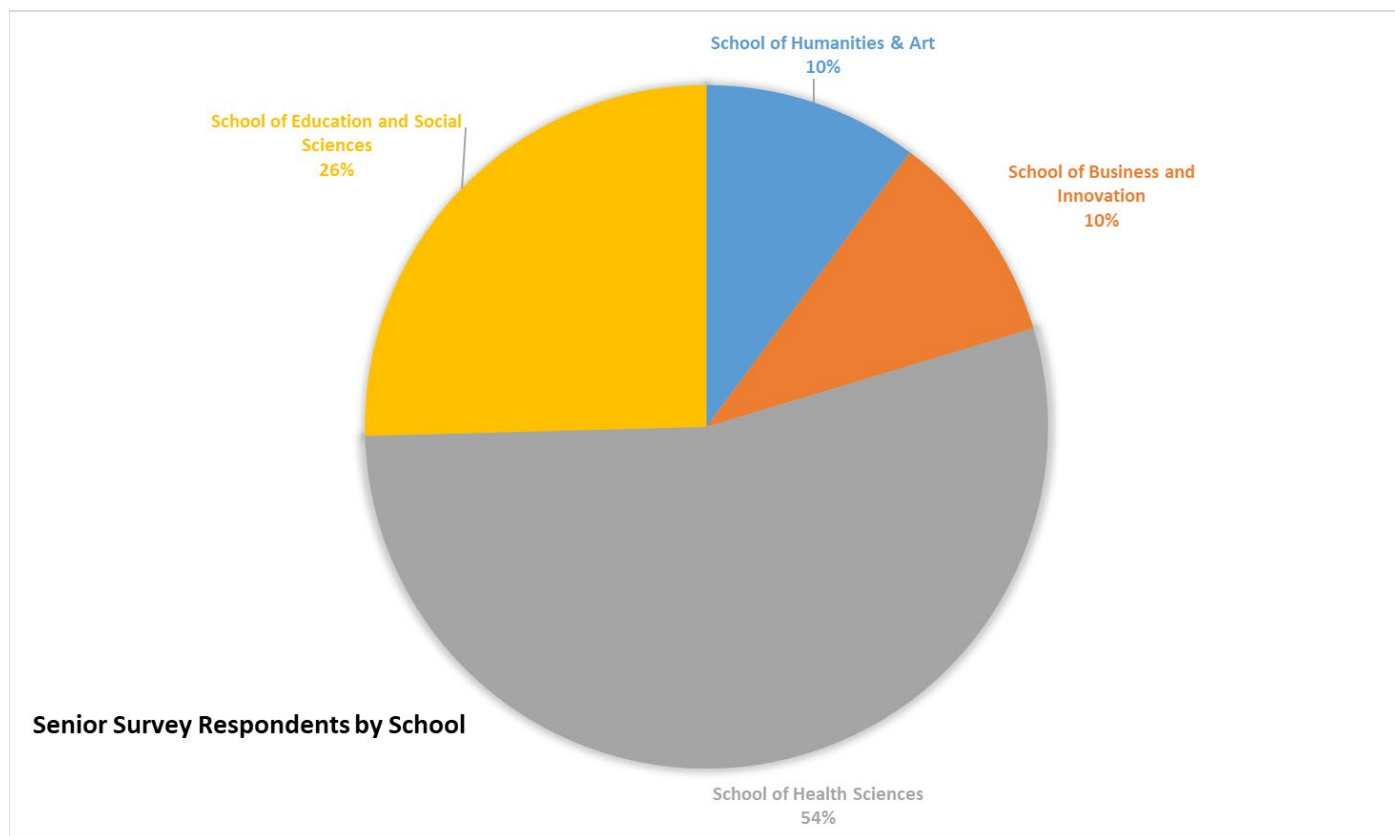
CHARACTERISTICS OF THE RESPONDENTS

- 71.9% of the respondents were female and 28.1% of the respondents were male. The overall population surveyed consisted of 56% female and 44% male students.
- 89.5% of the respondents were full-time traditional students and 8.8% of the survey respondents were non-traditional students in the Professional Studies Program.
- 22.8% of students entered in 2022; 10.5% entered in 2021; 42.1% entered in 2020; 19.3% entered in 2019, and 5.3% entered in 2018 or earlier. 24.6% of the respondents were “super-seniors” who came to Barton in 2019 or earlier.
- While a senior, 30.4% of respondents indicated they lived on campus, while 28.6% of respondents indicated that they lived in an off-campus room or apartment. Additionally, 23.2% of respondents indicated that they lived at their own home, while 16.1% indicated that they lived with parents/relatives. 1.8% of respondents indicated that they lived in a fraternity house.
- When asked to report the highest level of education completed by parent 1, respondents reported; 1.8% completed jr high school/middle School, 28.1% completed high school, 10.5% completed 2 year college, 38.6% completed 4 year college, 19.3% completed graduate school, and 1.8% had a response of “unknown”.
- When asked to report the highest level of education completed by parent 2, respondents reported; 3.5% completed jr high school/middle School, 45.6% completed high school, 14% completed 2 year college, 24.6% completed 4 year college, 5.3% completed graduate school, and 7% had a response of “unknown”.

Race/Ethnicity of Respondents

- 5.4% of the respondents indicated that they were Hispanic or Latino, while Hispanic or Latino students made up 8.9% of the survey pool.
- 68.4% of the respondents self-reported as White, while White students made up 63.6% of those surveyed.
- 19.3% of the respondents self-reported as Black or African American, while Black or African American students comprised 21.3% of those surveyed.
- The remainder of the respondents self-reported as Non-Resident Alien (3.5%), Two or more races (7%), and American Indian or Alaska Native (1.8%).

Respondents by School



- Responses were received from students representing each of Barton’s 4 undergraduate schools. The respondent breakdown is as follows; 11% from School of Humanities & Art (12.9% of survey pool), 11% from the School of Business & Innovation (28% of survey pool), 26% from the School of Education and Social Sciences (16% of survey pool), and 56% from the School of Health Sciences (43.1% of survey pool).

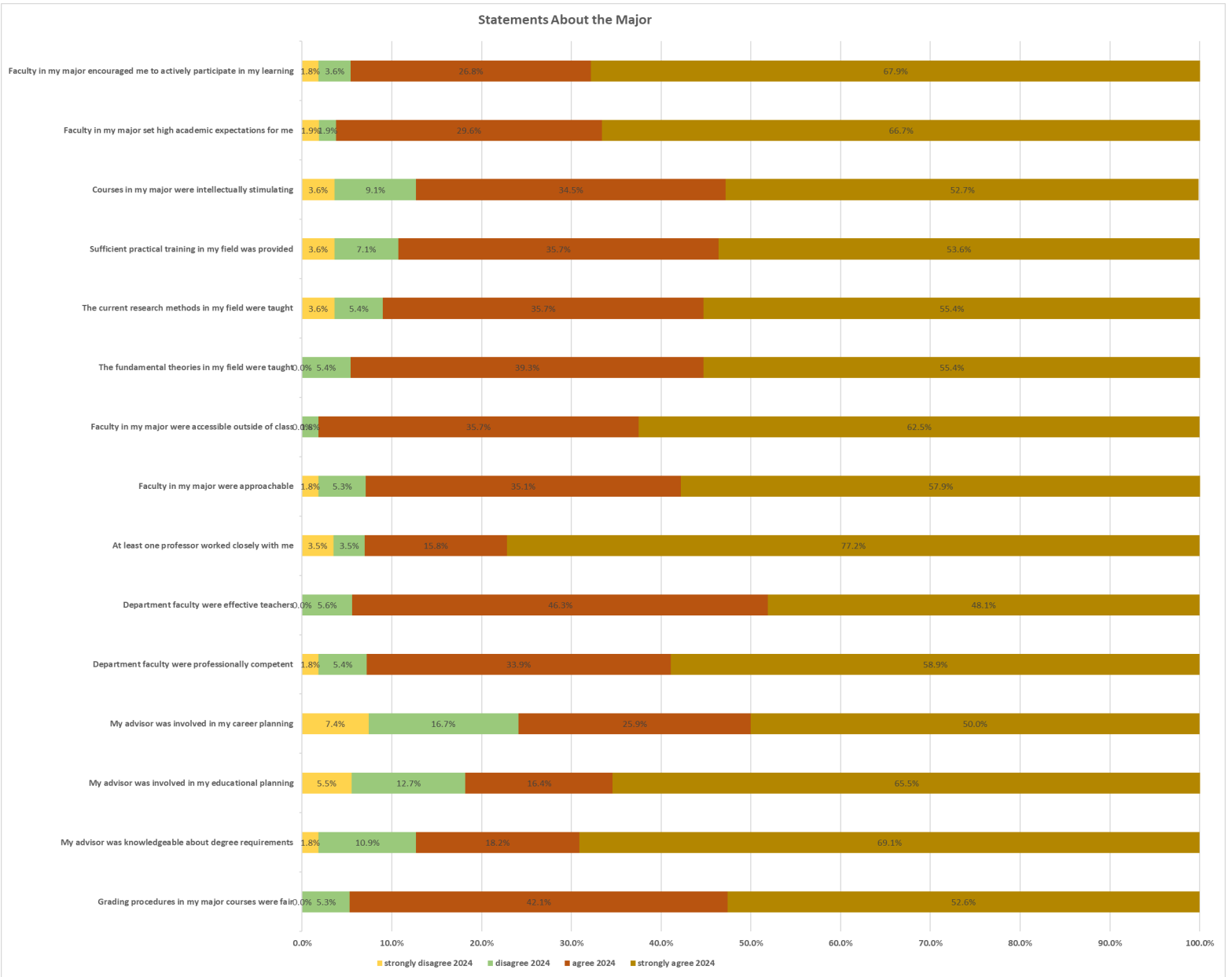
FEEDBACK ABOUT THE MAJOR

The following table contains the 2022, 2023, and 2024 responses to the statements about the major.

	2022 Responses	2023 Responses	2024 Responses
Overall quality of the major			
Poor	1.3%	3.1%	5.3%
Fair	9.1%	7.7%	14.0%
Good	37.7%	50.8%	47.4%
Excellent	51.9%	38.5%	33.3%
Instruction in 300-400 level course in the major			
Poor	3.9%	1.6%	
Fair	13.2%	9.4%	14.8%
Good	38.2%	45.3%	46.3%
Excellent	44.7%	43.8%	38.9%
Practical experiences (practica, labs, internships, clinicals, etc.) in the major			
Poor	7.9%	6.3%	5.5%
Fair	11.8%	19.0%	21.8%
Good	32.9%	39.7%	34.5%
Excellent	47.4%	34.9%	38.2%
Major courses as preparation for employment after graduation			
Poor	9.1%	6.3%	9.1%
Fair	14.3%	15.9%	20.0%
Good	35.1%	47.6%	41.8%
Excellent	41.6%	30.2%	29.1%
Major courses as preparation for graduate or professional school			
Poor	4.0%	3.2%	7.3%
Fair	14.7%	19.0%	18.2%
Good	40.0%	42.9%	45.5%
Excellent	41.3%	34.9%	29.1%
Academic Advising in the major			
Poor	6.5%	4.6%	10.5%
Fair	9.1%	10.8%	17.5%
Good	23.4%	18.5%	17.5%
Excellent	61.0%	66.2%	54.4%
Career advising in the major			
Poor	7.9%	7.9%	16.7%
Fair	14.5%	14.3%	22.2%
Good	26.3%	27.0%	20.4%
Excellent	51.3%	50.8%	40.7%
Classroom facilities in the major department			
Poor	10.7%	12.7%	12.7%
Fair	13.3%	23.8%	36.4%
Good	44.0%	38.1%	29.1%
Excellent	32.0%	25.4%	21.8%
Laboratory/Studio facilities			
Inadequate	5.9%	3.8%	12.2%
Somewhat Inadequate	17.6%	13.2%	16.3%
Adequate	57.4%	66.0%	53.1%
More than adequate	19.1%	17.0%	18.4%
Library books, resources, and reference materials			
Inadequate	2.7%	1.6%	5.8%
Somewhat Inadequate	8.1%	4.9%	9.6%
Adequate	58.1%	57.4%	48.1%
More than adequate	31.1%	36.1%	36.5%

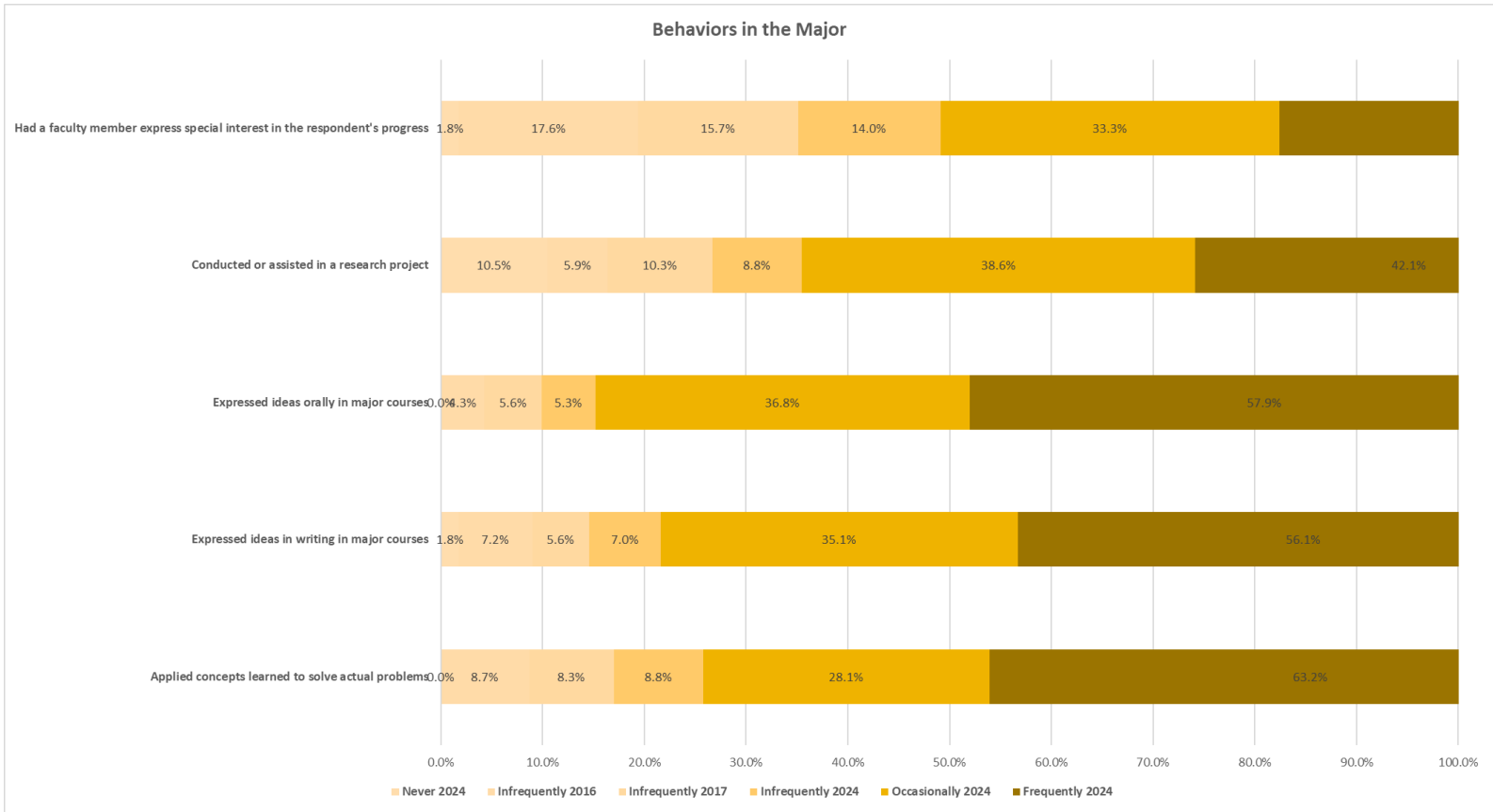
- 80.7% of respondents rated the overall quality of the majors as good or excellent (versus 89.3% in 2023). Feedback about instruction in the 300-400 level courses in the major was also positive, with 85.2% of respondents rated this category as good or excellent (versus 89.1% in 2023). Respondents were positive in their feedback regarding major courses as preparation for graduate school (74.6% good or excellent) and preparation for employment after graduation (70.9%), though both categories demonstrated a slight drop from previous evaluations (77.8% for both categories in 2023).
- Positive feedback declined from the previous year's evaluations in two categories; academic advising in the major (71.9% good or excellent in 2024 versus 84.7% in 2023) and career advising in the major (61.1% good or excellent in 2024 versus 77.8% in 2023)
- Positive feedback regarding classroom facilities in the major department also declined compared to the past year (50.9% good or excellent in 2024 versus 63.5% in 2023), yet this category appears to fluctuate more frequently (54.4% good and excellent in 2021, 70.6% in 2022)
- 53.1% of the respondents rated the laboratory/studio facilities as "adequate", while 18.4% rated them as "more than adequate" (versus 66% and 17% respectively in 2023).
- 41.8% of the respondents rated library books, resources, and reference materials as "adequate" while 36.5% rated them as "more than adequate" (versus 57.4% and 36.1% respectively in 2023).

FEEDBACK TO STATEMENTS ABOUT THE MAJOR



- 98.2% of the respondents agreed or strongly agreed that faculty in the major were accessible outside of class, and 96.3% agreed or strongly agreed that faculty set high expectations (96.9% and 92.2% respectively in 2023).
- While all responses were favorable, the lowest positive response was received for the statement regarding advisors being involved in career planning, where 75.9% (76.6% in 2023) of respondents either agreed or strongly agreed with the statement.

ACADEMIC BEHAVIORS IN THE MAJOR



- 94.7% of the respondents reported that they occasionally or frequently expressed ideas orally in the major (up from 88.9% in 2023).
- 91.2% indicated that they occasionally or frequently expressed ideas in writing in the major (up from 85.9% in 2023).
- 91.3% of the respondents reported that they occasionally or frequently applied concepts learned to solve actual problems (down from 92.2% in 2023).
- 80.7% of the respondents reported that they occasionally or frequently conducted or assisted in a research project in the major (down from 86% in 2023).
- 84.2% responded that they occasionally or frequently had a faculty member express special interest in their progress (up from 82.9% in 2023).

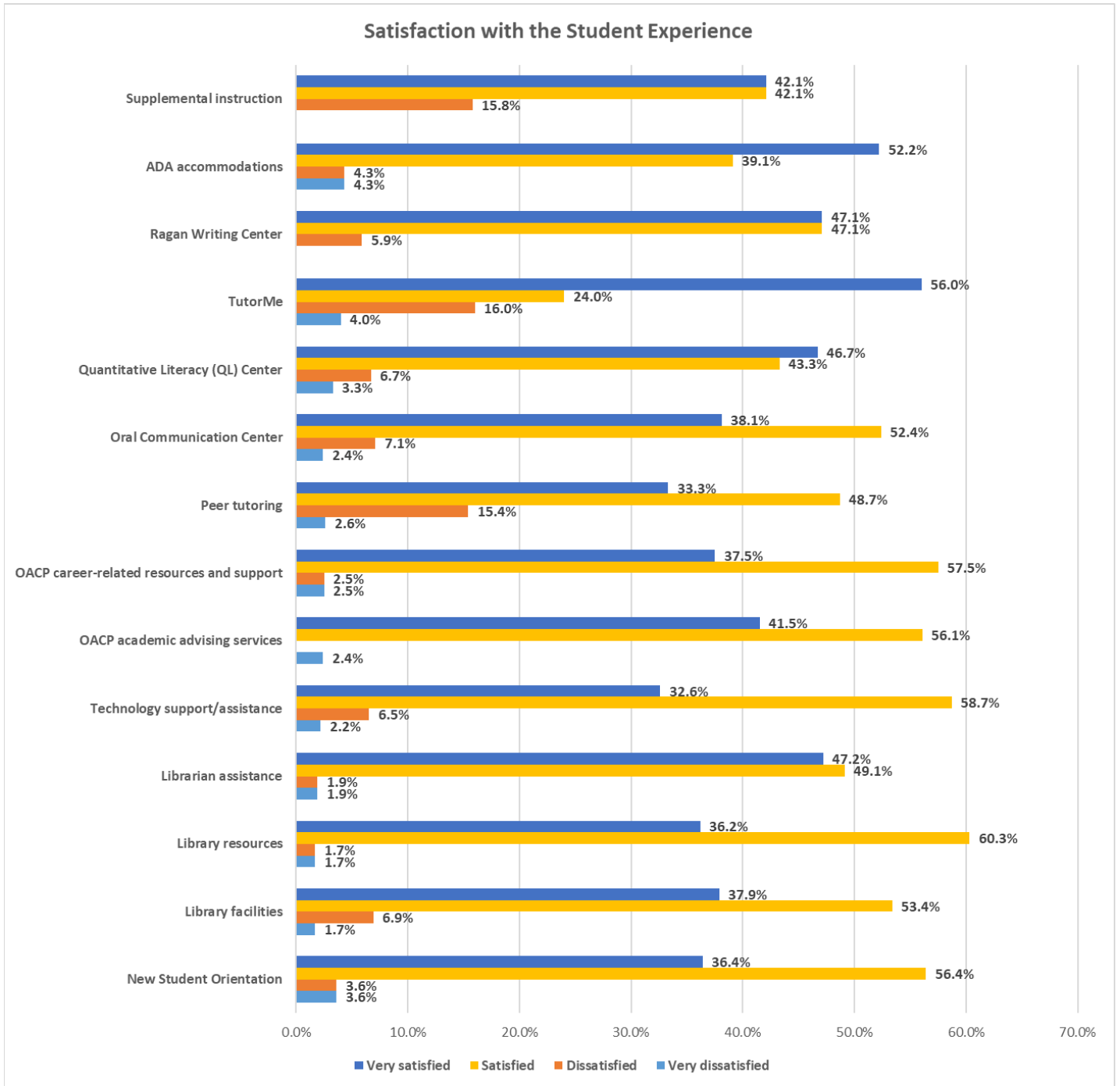
FEEDBACK REGARDING BARTON COLLEGE PREPARATION

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	0.0%	8.8%	35.1%	56.1%
Speaking effectively	3.6%	8.9%	37.5%	50.0%
Listening effectively	0.0%	5.4%	30.4%	64.3%
Reading comprehension	1.8%	8.8%	42.1%	47.4%
Making formal presentations	0.0%	17.9%	30.4%	51.8%
Knowing how to access the information needed in one's professional position	5.4%	14.3%	33.9%	46.4%
Using basic computer skills (word processing, spreadsheets, etc.)	3.5%	12.3%	35.1%	49.1%
Using computers to search for and retrieve information	1.8%	7.1%	33.9%	57.1%
Being prepared for employment after graduation	8.9%	12.5%	26.8%	51.8%
Being prepared for graduate or advanced education	7.4%	14.8%	38.9%	38.9%
Analyzing, synthesizing, and evaluating information	5.3%	10.5%	33.3%	50.9%
Defining and solving problems	3.5%	10.5%	29.8%	56.1%
Thinking objectively about beliefs, attitudes and values	0.0%	9.1%	34.5%	56.4%
Having tolerance for different points of view	1.8%	5.4%	32.1%	60.7%
Understanding the present as it relates to historical events and processes	3.6%	16.4%	29.1%	50.9%
Understanding international issues	12.7%	18.2%	29.1%	40.0%
Understanding interaction of people and their environment	7.0%	7.0%	33.3%	52.6%
Understanding another culture and/or language	5.5%	21.8%	29.1%	43.6%
Understanding and applying scientific principles and methods	3.6%	3.6%	41.8%	50.9%
Understanding and appreciating art, music, literature and theater	7.7%	13.5%	42.3%	36.5%
Knowledge of the principles of good mental and physical health	3.6%	7.3%	41.8%	47.3%
Resolving interpersonal conflict	5.5%	14.5%	40.0%	40.0%
Working cooperatively and as a team member	0.0%	5.3%	38.6%	56.1%
Working with people from diverse ethnic and cultural backgrounds	3.6%	1.8%	38.2%	56.4%
Understanding and exercising one's rights, responsibilities, and privileges as a citizen	3.7%	7.4%	40.7%	48.1%
Gaining specialized occupational skills and knowledge	5.4%	10.7%	33.9%	50.0%
Recognizing and acting upon ethical principles	3.6%	7.1%	32.1%	57.1%
Conducting work activities in an ethical manner	0.0%	7.0%	35.1%	57.9%
Overall satisfaction with your preparation at Barton College	10.5%	7.0%	33.3%	49.1%

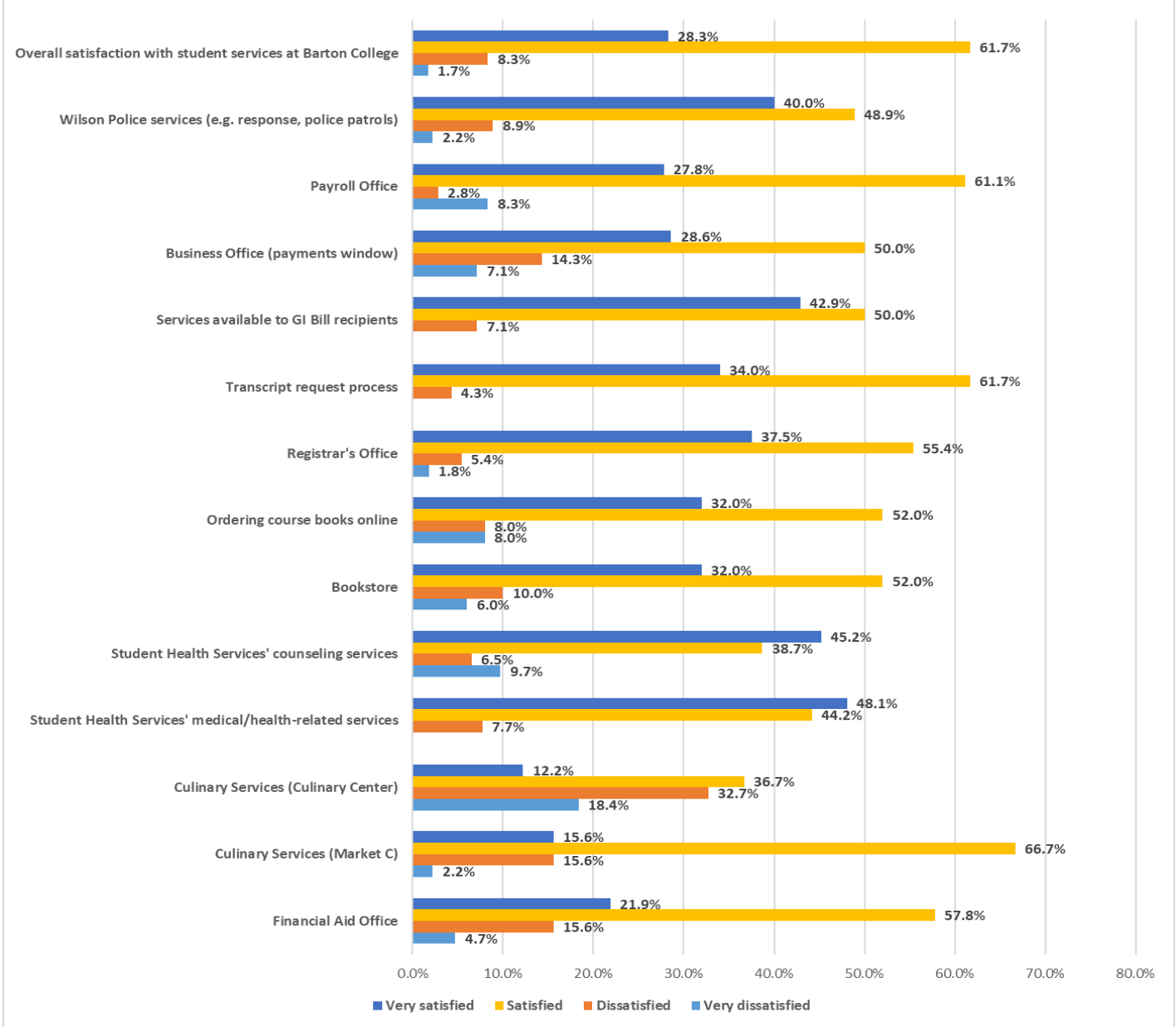
- In 2024, the respondents expressed the highest levels of confidence in their preparation (sum of % of students who agreed or strongly agreed) in “writing effectively,” “listening effectively,” “using computers to search for information,” “thinking objectively about beliefs, attitudes and values,” “having tolerance for different points of view,” “understanding and applying scientific principles and methods,” “working with people from diverse ethnic and cultural backgrounds,” “working cooperatively and as a team member,” and “conducting work activities in an ethical manner” with over 90% sum totals.
- 30.9% of respondents either disagreed or strongly disagreed with feeling prepared by their Barton experience to understand international issues and 27.3% of respondent either disagreed or strongly disagreed with feeling prepared by their Barton experience to understand another culture and/or language
- 22% of respondents either disagreed or strongly disagreed with feeling prepared by the Barton for graduate or advanced education (up from 21% in 2023), and 21.4% of the respondents strongly disagreed or disagreed that their Barton education prepared them for employment after graduation (up from 18.7% in 2023).

SATISFACTION WITH COLLEGE OFFICES AND SERVICES



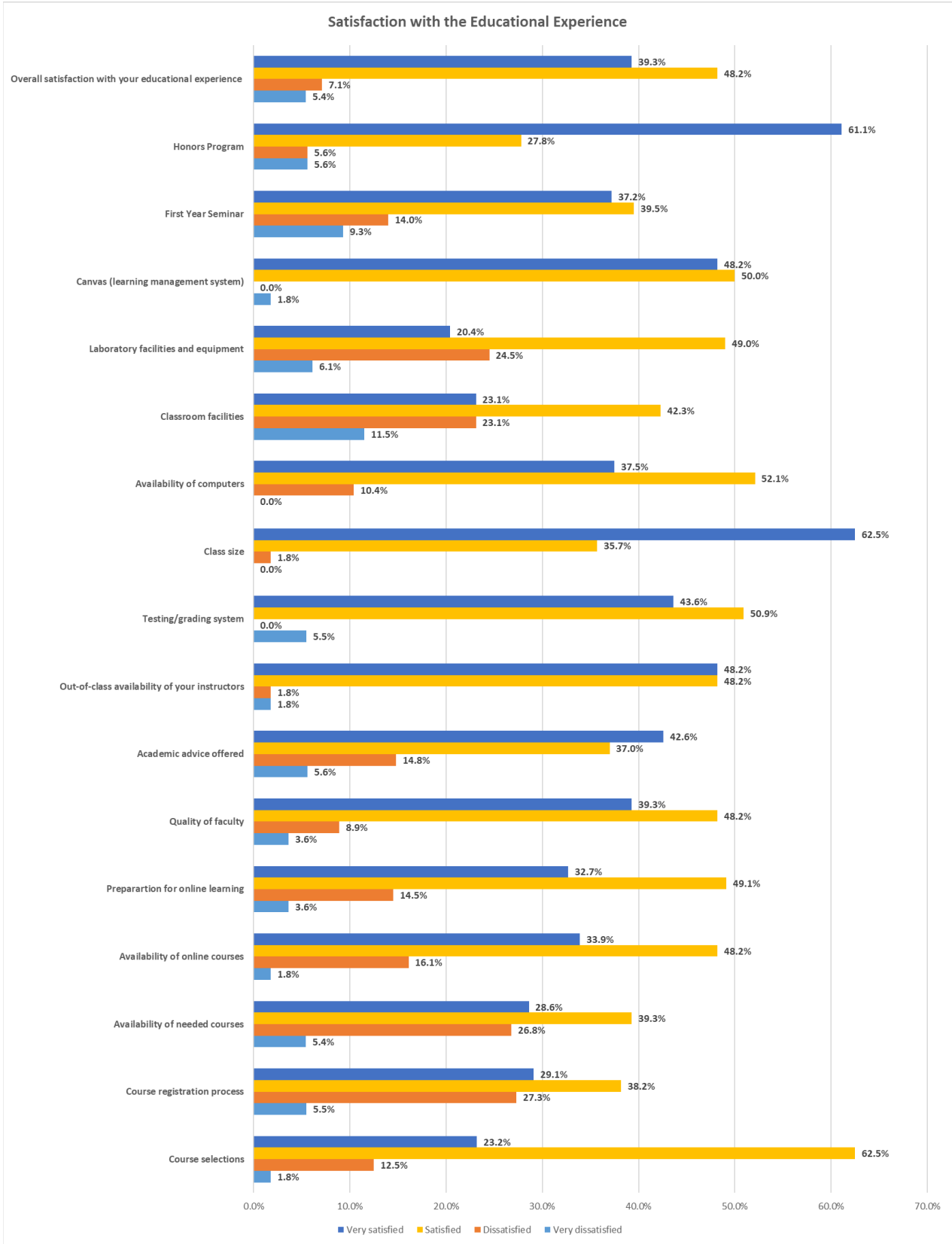
- Overall, the respondents expressed high levels of satisfaction with College offices and services. In 2023, only one area in the previous chart had a combined satisfied and very satisfied rating of less than 90% (New Student Orientation at 89.6%).
- Three areas had a combined satisfied and very satisfied rating over 95%, including TutorMe (95.8%), the Ragan Writing Center (97%) and Library resources (96.1%).

Satisfaction with the Student Experience (Cont)



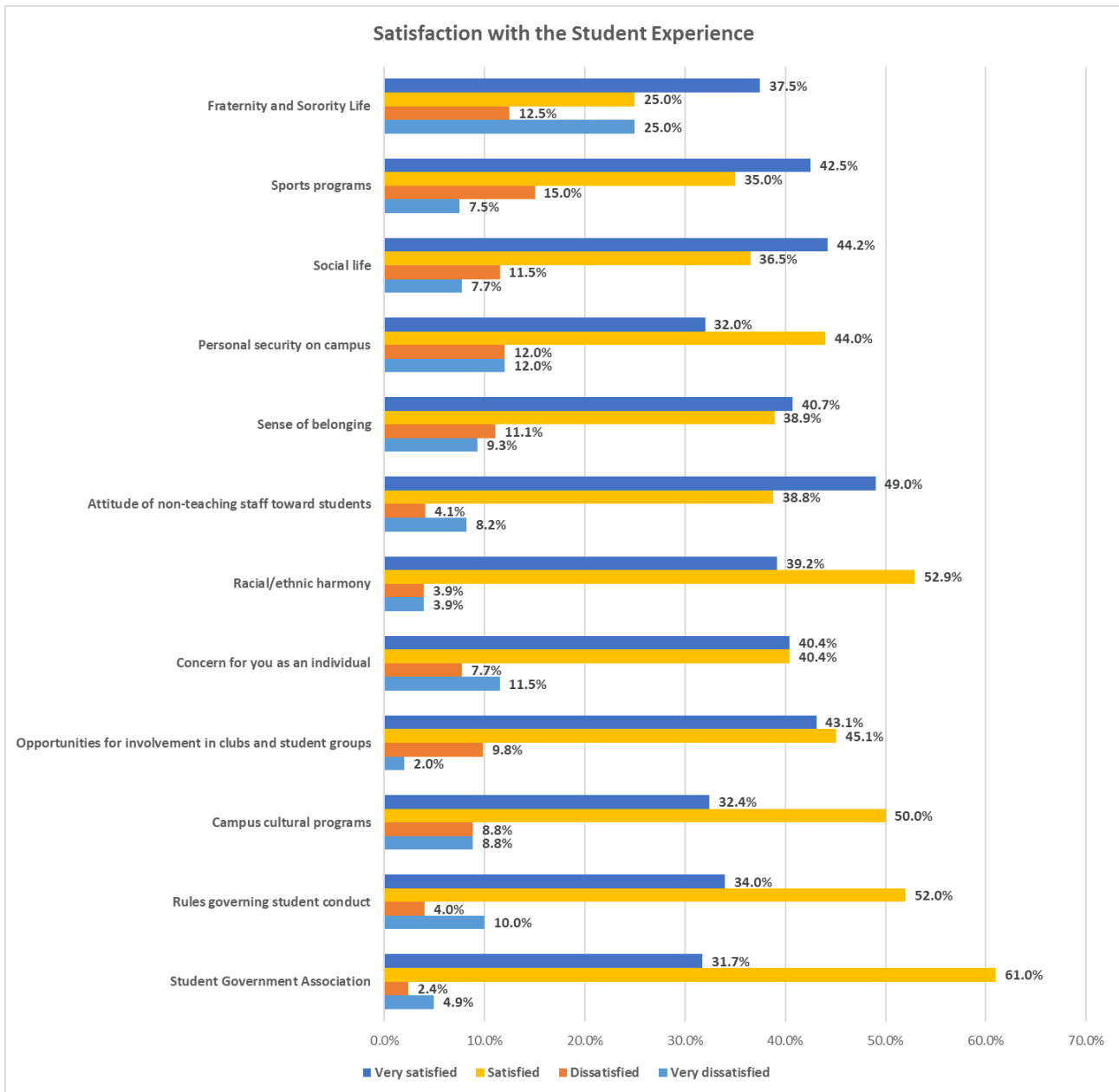
- As shown in the previous diagram, the College offices and services where the respondents reported the highest levels of satisfaction (combined satisfied and very satisfied) were the services available to GI Bill recipients (100%), the bookstore (95.7%), ordering books online (91.7%), and the Wilson Police services (89.2%).
- Overall satisfaction with student services at Barton College had a combined satisfied and very satisfied score of 88.8%, a slight drop from the 90% combined score in 2023.
- The College offices and services where the respondents reported the lowest levels of satisfaction (combined dissatisfied and very dissatisfied) in the 2024 survey were Culinary Services (Culinary Center) with a combined score of 41.3% (down from 51.1% in 2023), Business Office (payment window) with a combined score of 21.6% (similar to 21.4% in 2023), and the Financial Aid Office with a combined score of 27.3% (up from 20.3% in 2023).

SATISFACTION WITH THE EDUCATIONAL EXPERIENCE

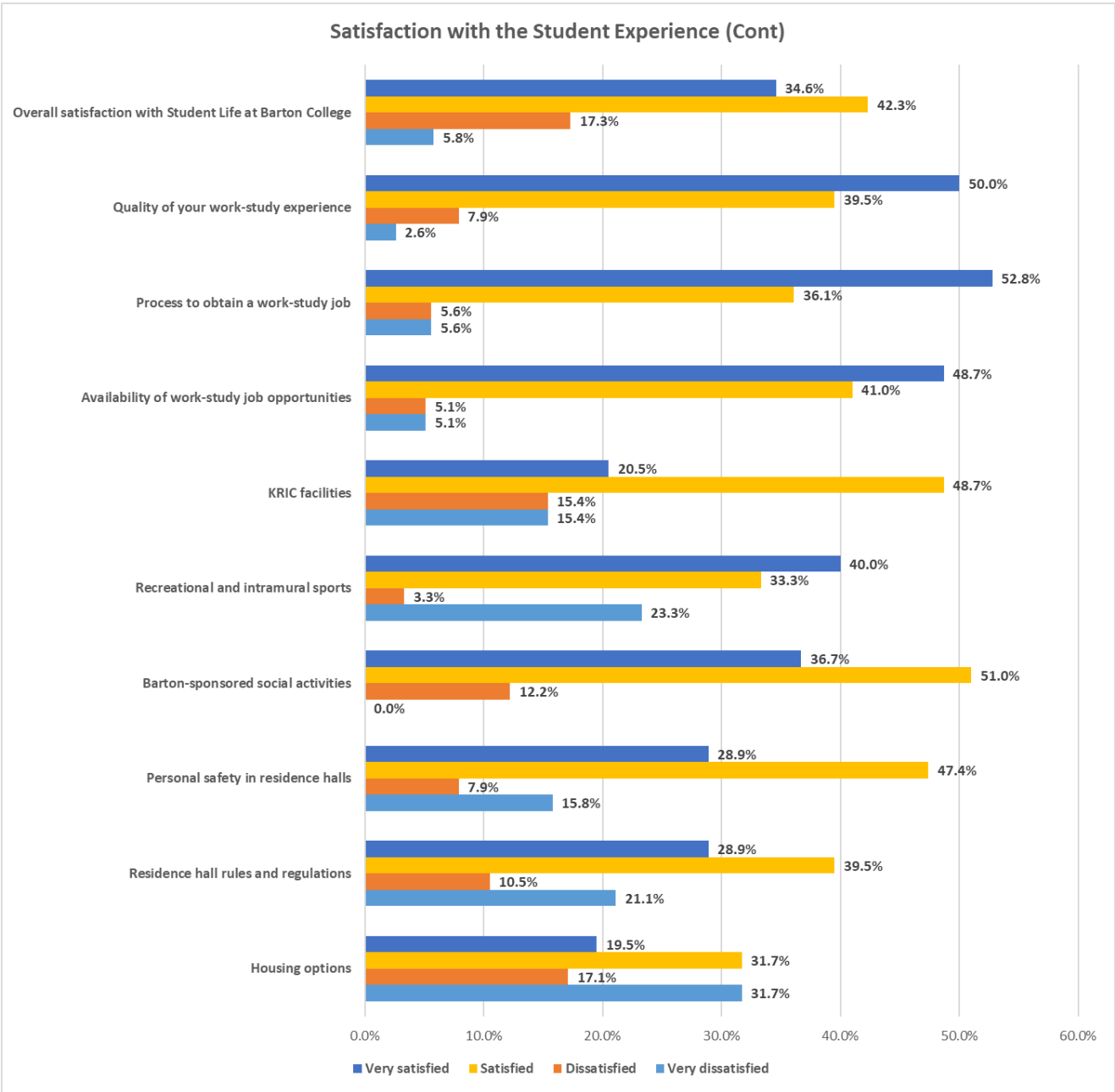


- Over 90% of respondents indicated that they were either satisfied or very satisfied with the out-of-class availability of their instructors (96.4%), Testing/grading system (94.5%), and class size (98.2%).
- Satisfaction with the Honors Program dropped in 2024, with 88.9% reporting being satisfied or very satisfied with their educational experience (compared to 92% in 2023 and 100% in 2022)
- The educational experiences where the respondents reported the lowest levels of satisfaction (combined dissatisfied and very dissatisfied) in 2024 were the course registration process with a combined score of 32.8% (up from 18.8% in 2023), the availability of needed courses with a combined score of 32.2% (up from 23.4% in 2023), classroom facilities with a combined score of 34.6% (up from 16.1%) and laboratory facilities and equipment with a combined score of 30.6% (up from 18.9% in 2023).
- 87.5% of the respondents stated that they were either satisfied or very satisfied with their overall educational experience (down from 92.1% in 2023 and 88.9% 2022).

SATISFACTION WITH THE STUDENT EXPERIENCE



- 87.8% of respondents indicated that they were either satisfied or very satisfied with the attitude of non-teaching staff towards students (down from 90.9% in 2023).
- 92.1% of the respondents stated that they were either satisfied or very satisfied with racial/ethnic harmony (up from 89.1% in 2023 and 78.6% in 2022).
- 37.5% of the respondents stated that they were either very dissatisfied or dissatisfied with fraternity and sorority life (up from 27.6% in 2023), 24% noted they were either very dissatisfied or dissatisfied with personal security on campus (up from 14.8% in 2023) and 22.5% were either very dissatisfied or dissatisfied with sports programs (up from 18.8% in 2023).



- 89.5% of respondents indicated that they were either satisfied or very satisfied with the quality of their work-study experience.
- 37.5% of the respondents stated that they were either very dissatisfied or dissatisfied with housing options (down from 50% in 2023 and 37.7% in 2022); 48.8% were either very dissatisfied or dissatisfied with residence hall rules and regulations (up from 36.6% in 2023 and 22.6% in 2022); 26.6% were either very dissatisfied or dissatisfied with recreational and intramural sports (down from 32.3% in 2023 and up from 11.7% in 2022); and 30.8% were either very dissatisfied or dissatisfied with KRIC facilities (down from 34.9% in 2023 and up from 23.3% in 2022).
- 76.9% of the respondents rated their overall satisfaction with Student Life at Barton College as either satisfied or very satisfied (down from 81% in 2023 and 88.1% in 2022)

USE OF TIME AS SENIORS

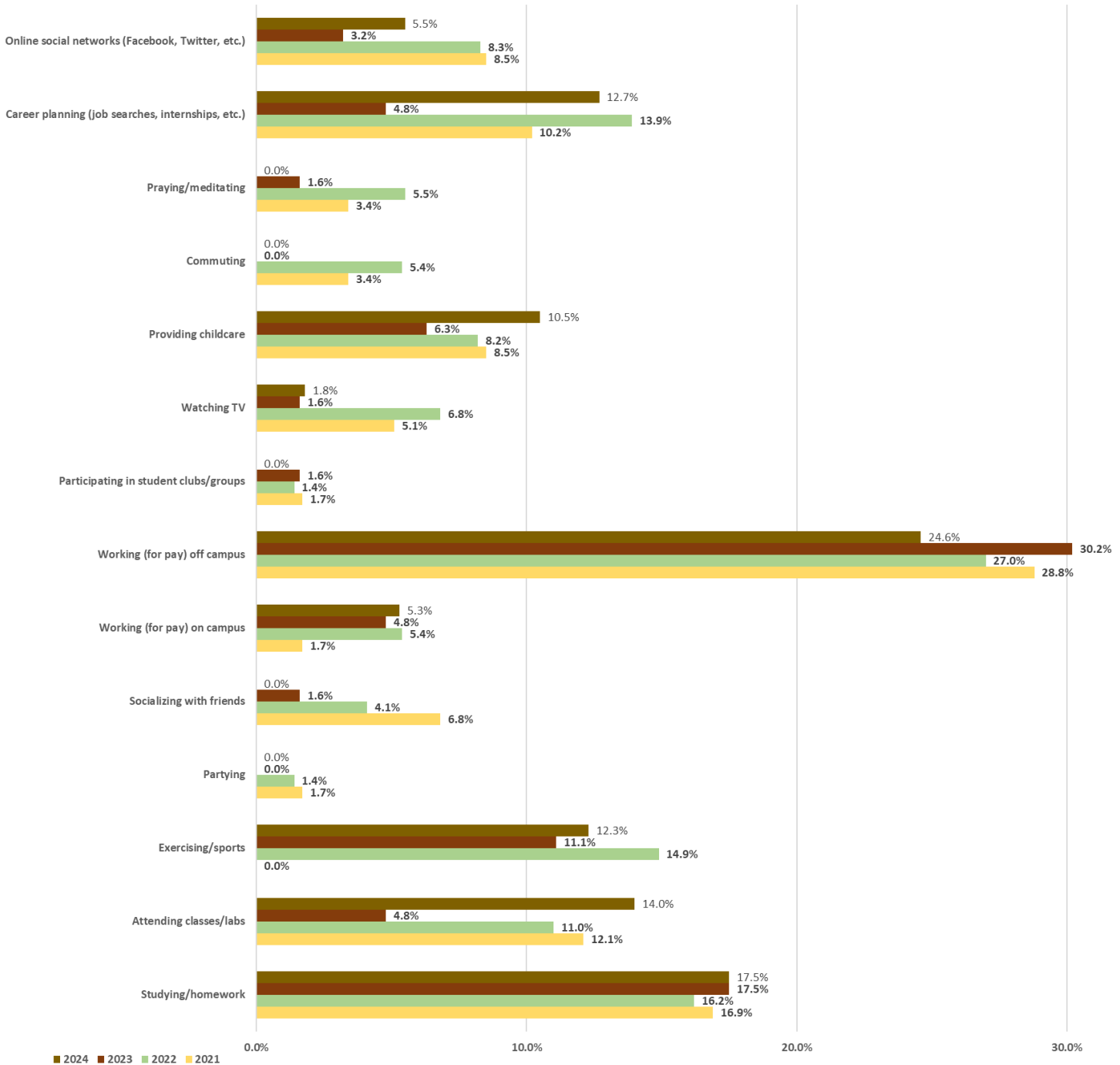
The following tables contain the 2024 and 2023 responses to questions about the ways respondents used their time as seniors.

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%
2024	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%	10.5%	12.3%	21.1%	26.3%	12.3%	17.5%
Attending classes/labs	1.8%	0.0%	7.0%	26.3%	24.6%	15.8%	10.5%	14.0%
Exercising/sports	19.3%	12.3%	8.8%	12.3%	5.3%	10.5%	19.3%	12.3%
Partying	49.1%	22.8%	10.5%	14.0%	1.8%	0.0%	1.8%	0.0%
Socializing with friends	7.1%	8.9%	26.8%	37.5%	17.9%	0.0%	1.8%	0.0%
Working (for pay) on campus	61.4%	0.0%	3.5%	14.0%	8.8%	3.5%	3.5%	5.3%
Working (for pay) off campus	43.9%	0.0%	0.0%	8.8%	12.3%	5.3%	5.3%	24.6%
Participating in student clubs/groups	42.1%	10.5%	22.8%	8.8%	10.5%	1.8%	3.5%	0.0%
Watching TV	8.9%	21.4%	26.8%	23.2%	16.1%	1.8%	0.0%	1.8%
Providing childcare	82.5%	3.5%	1.8%	1.8%	0.0%	0.0%	0.0%	10.5%
Commuting	38.6%	12.3%	19.3%	15.8%	10.5%	3.5%	0.0%	0.0%
Praying/meditating	33.3%	24.6%	22.8%	12.3%	5.3%	1.8%	0.0%	0.0%
Career planning (job searches, internships, etc.)	12.7%	12.7%	23.6%	32.7%	3.6%	1.8%	0.0%	12.7%
Online social networks (Facebook, Twitter, etc.)	1.8%	16.4%	21.8%	29.1%	18.2%	7.3%	0.0%	5.5%

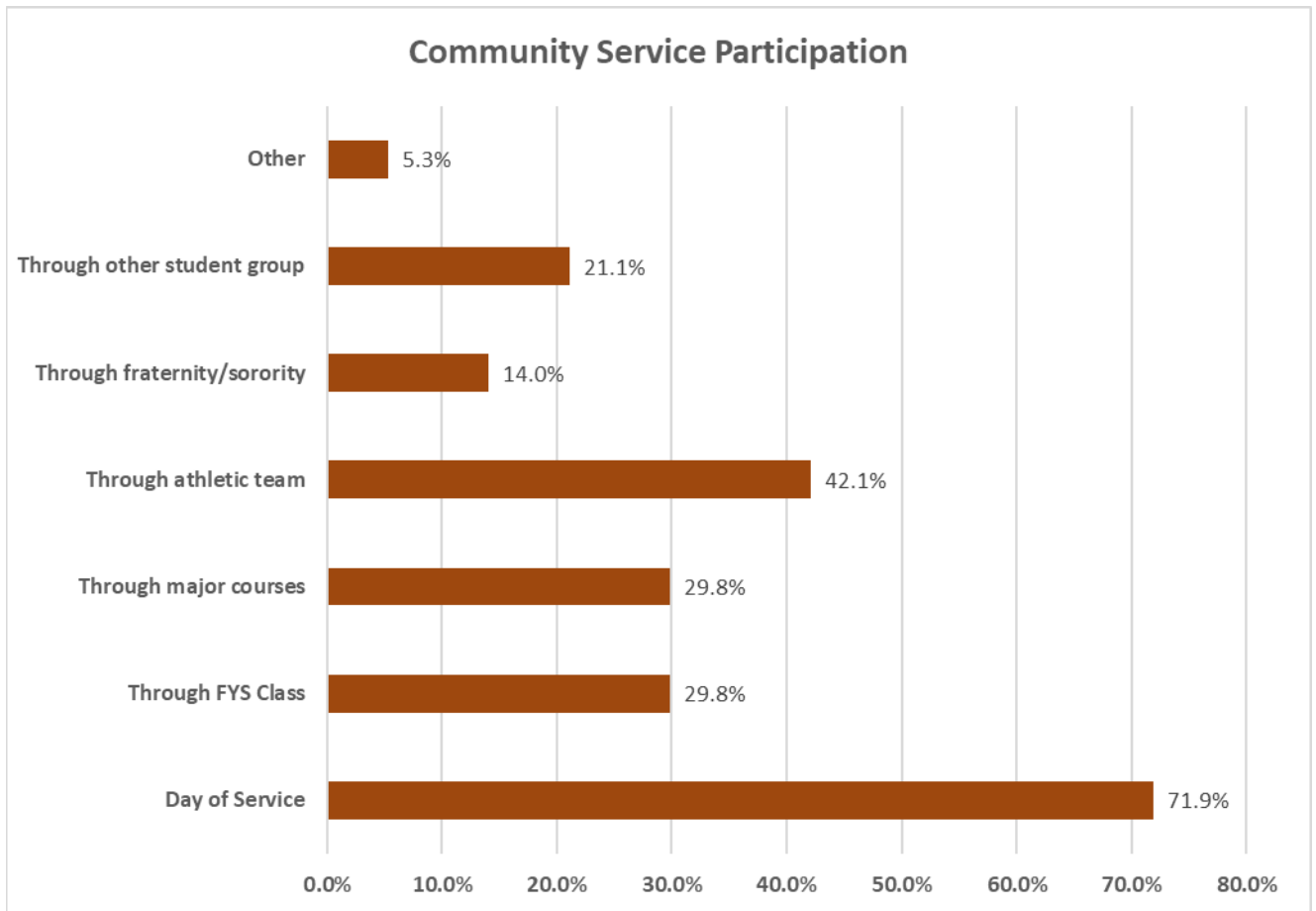
- 56.3% of seniors reported working for pay off-campus (versus 61.9% in 2023 and 59.6% in 2022); Nearly 30% of the 2023 respondents indicated they worked off campus over 16 hours per week (vs 40% in 2023).
- 38.6% of the respondents stated that they worked on campus (versus 32.3% in 2023)
- In 2024, 17.5% reported spending over 20 hours per week studying or doing homework, mirroring the same percentage reported in 2023.
- 49.1% reported commuting more than 1 hour per week versus 38.1% in 2023.
- 31% of the respondents reported spending 6 hours or more per week on online social networks (versus 38.1% in 2023).
- 42.1% of the respondents spent no time weekly participating in student clubs/orgs (versus 55.6% in 2023)

The following table displays the percentage of students in 2022, 2023 and in 2024 who reported that they spent over 20 hours per week engaged in various activities.

Percent of Students Who Reported Spending Over 20 Hours Per Week Engaging in Various Activities



Community Service



- Of all survey respondents, 79.6% indicated that they had participated in community service while a student at Barton College in 2024 (down from 87% in 2023), with 71.9% indicating that they did so as part of Day of Service.

Use of Technology

- 98% 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 (56.1%); personal MAC laptop (40.4%); personal PC desktop (5.3%); personal Mac desktop (1.8%); personal tablet (15.8%); personal Chromebook (1.8%); Barton-owned laptop (1.8%); and Barton-owned desktop (14%). 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, 100% responded in the affirmative.

Employment

- In the coming year, 68.4% of respondents planned to be working full time (versus 67.7% in 2023 and 76.9% in 2022), 29.8% plan on attending graduate/professional school (versus 40% in 2023, 32.1% in 2022, and 45% in 2021), 3.5% plan to enter military service, and 10.5% plan to care for a home or family (versus 7.7% in 2023). 5.3% are undecided.

The current employment plans from respondents are as follows:

- 48.2% have already found a job (versus 32.1% in 2023, 22.4% in 2022, 35.8% in 2021, and 28.1% in 2020).
- 37.5% are looking for a job (versus 44.6% in 2023, 61.2% in 2022, 45.3% in 2021, and 49.1% in 2020).
- 8.9% will begin looking for a job after graduation (versus 16.1% in 2023, 14.9% in 2022, 15.1% in 2021, and 19.3% in 2020).
- 5.3% are not planning to be employed after graduation (versus 7.1% in 2023, 1.5% in 2022, 3.8% in 2021, and 3.5% in 2020).

Choosing or Recommending Barton College

- 72.7% polled said they definitely would or probably would choose Barton College if they had the decision to make again (up from 70.7% in 2023 and 71.3% in 2022). 72.2% responded that they would recommend Barton College to a friend or family member (down from 78.9% in 2023 and 73.6%).

Attachments

Attachment 1 displays the 2024 survey responses compared to the 2023 survey responses where possible.

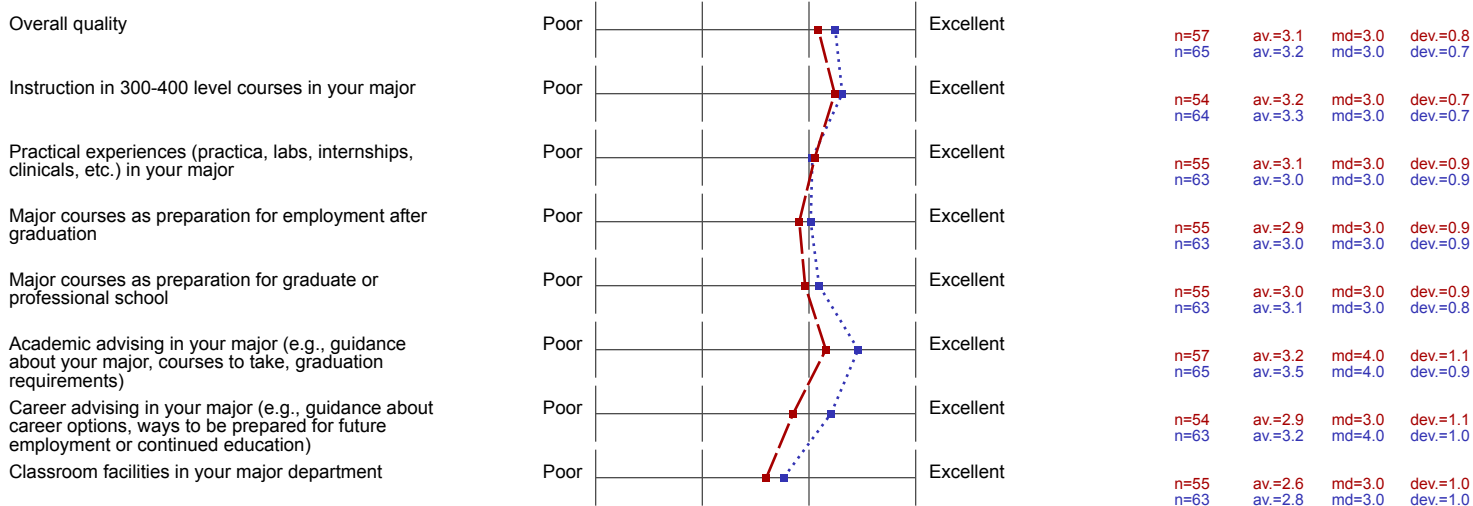
Attachment 2 is a blank copy of the survey used.

Profile

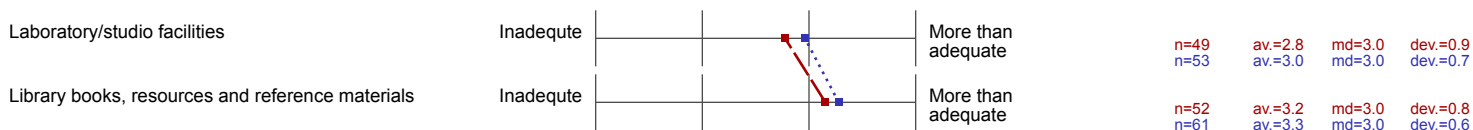
Subunit: General Surveys
 Name of the instructor: Senior Survey
 Name of the course: Senior Survey 2024
 (Name of the survey)
 Comparative line:
 Compilation: 2023 Senior Survey All Responses

Values used in the profile line: Mean

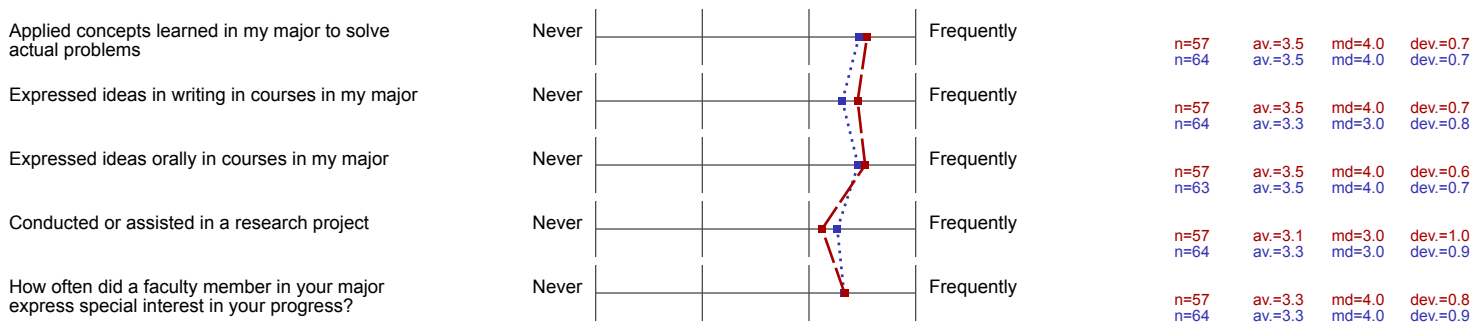
How would you rate the quality of your major overall and in each of the following areas:



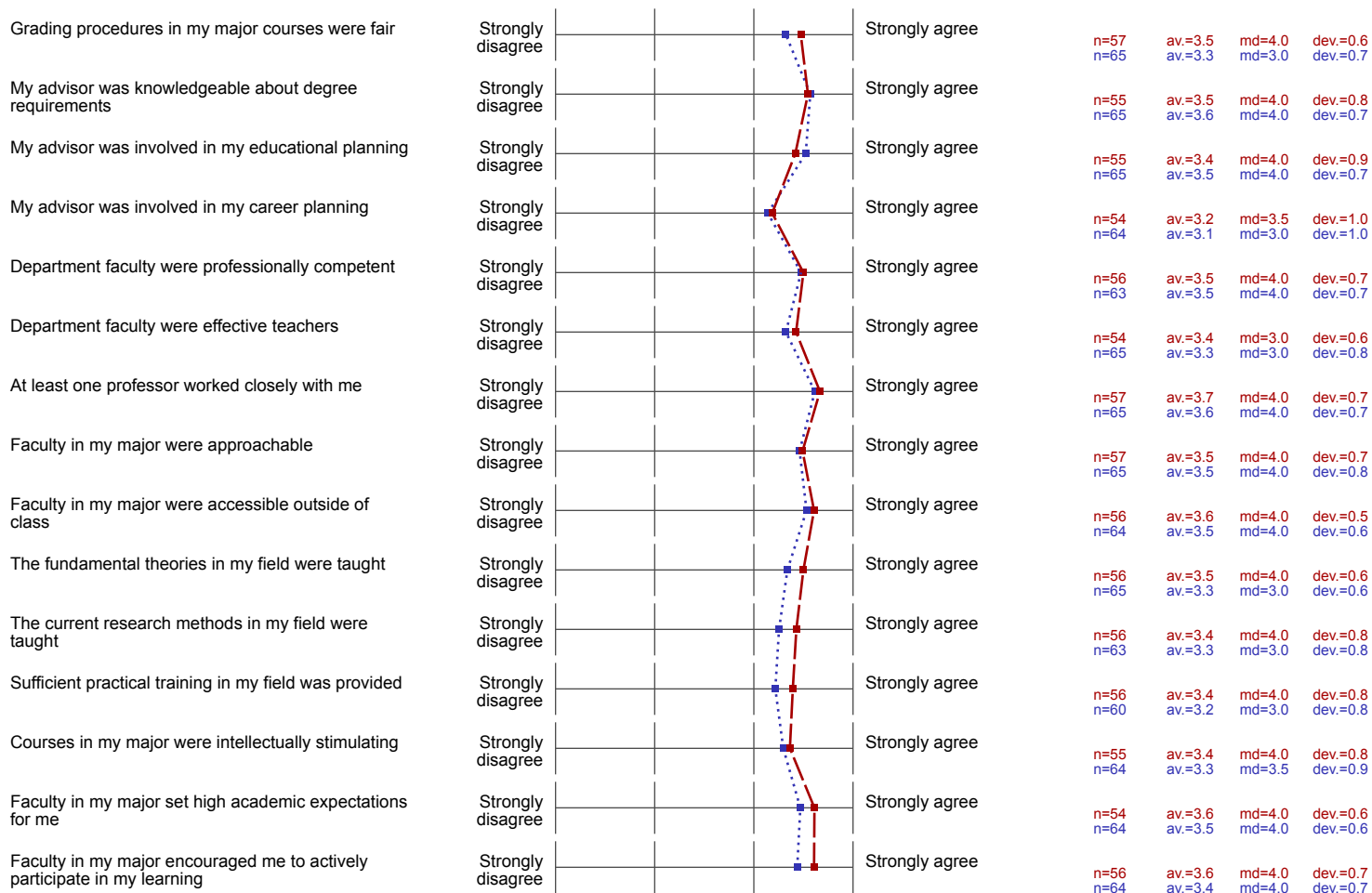
How adequate were each of the following for courses in your major:



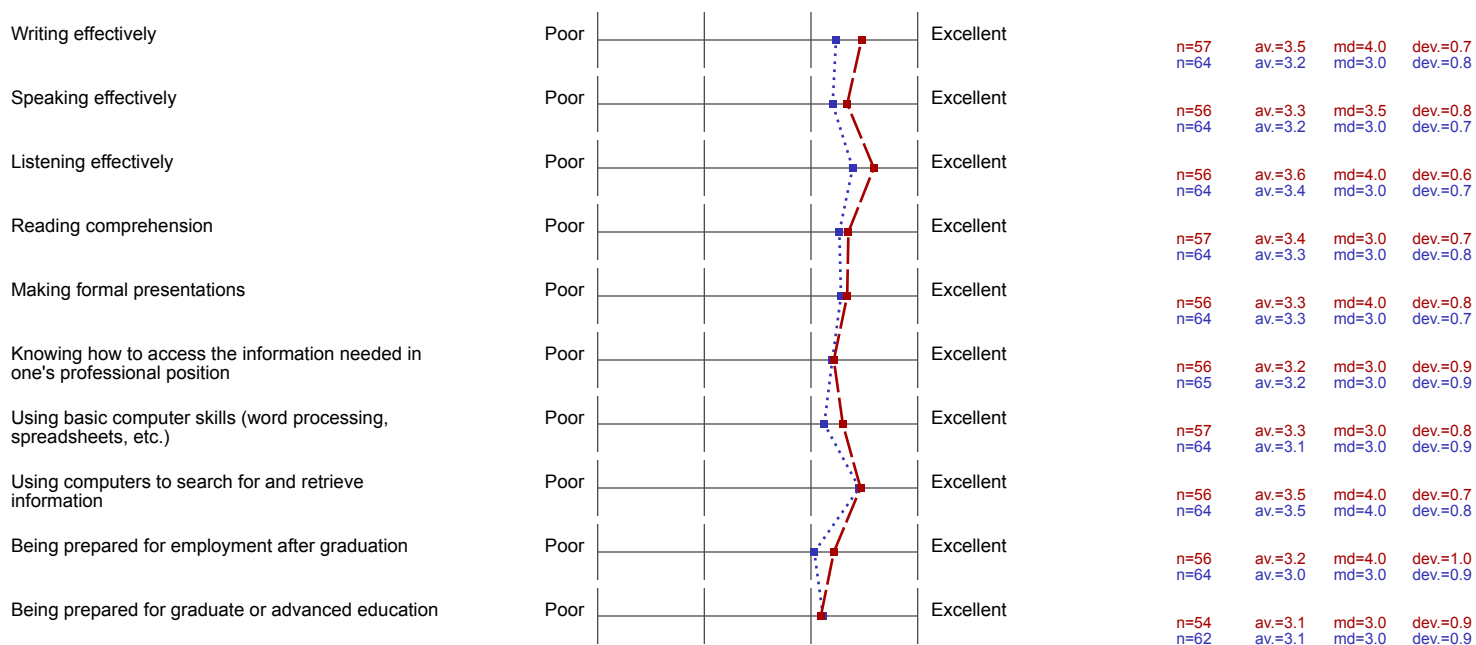
How often did you do each of the following in your major:

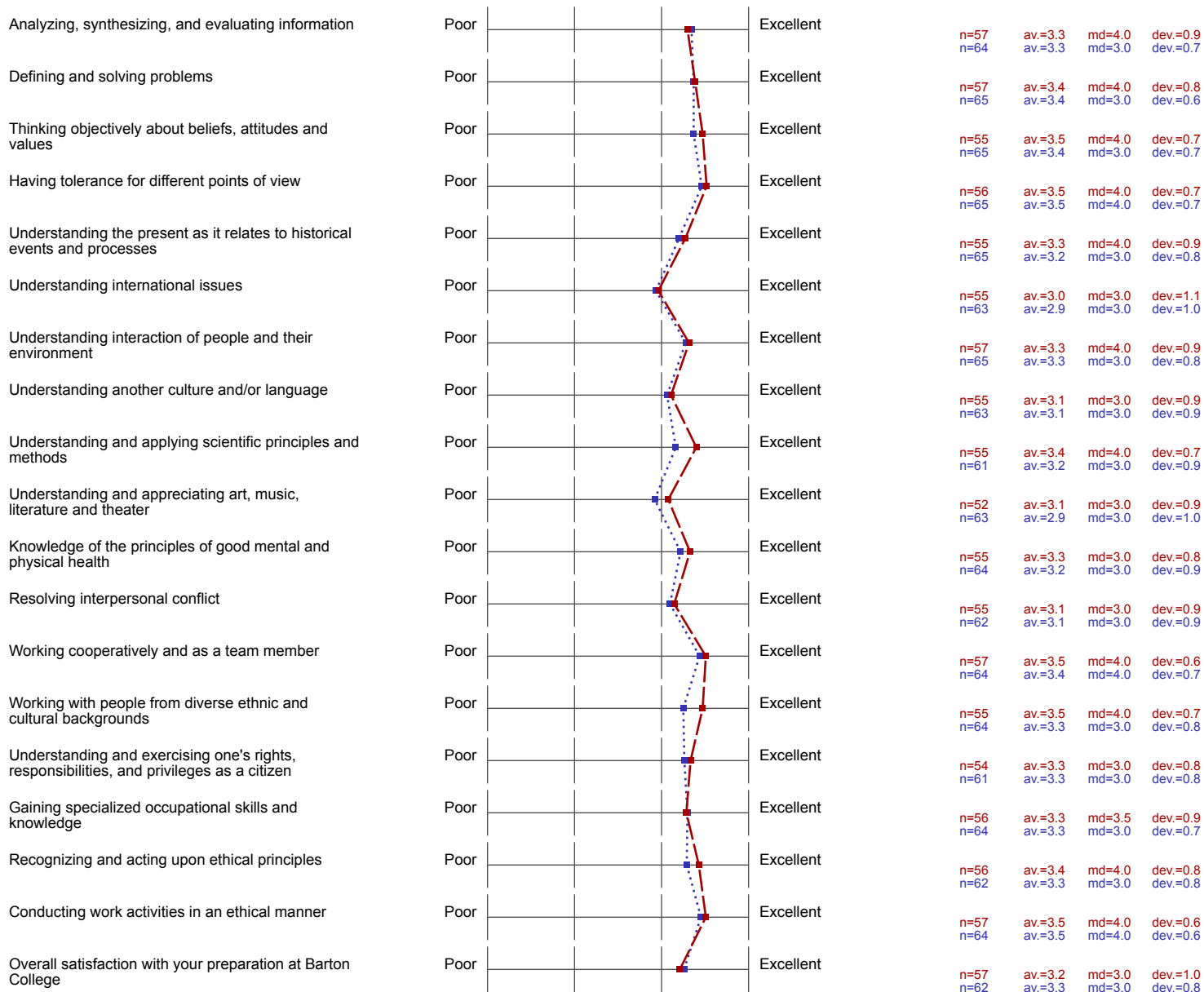


To what extent do you agree or disagree with each of the following statements about your major:

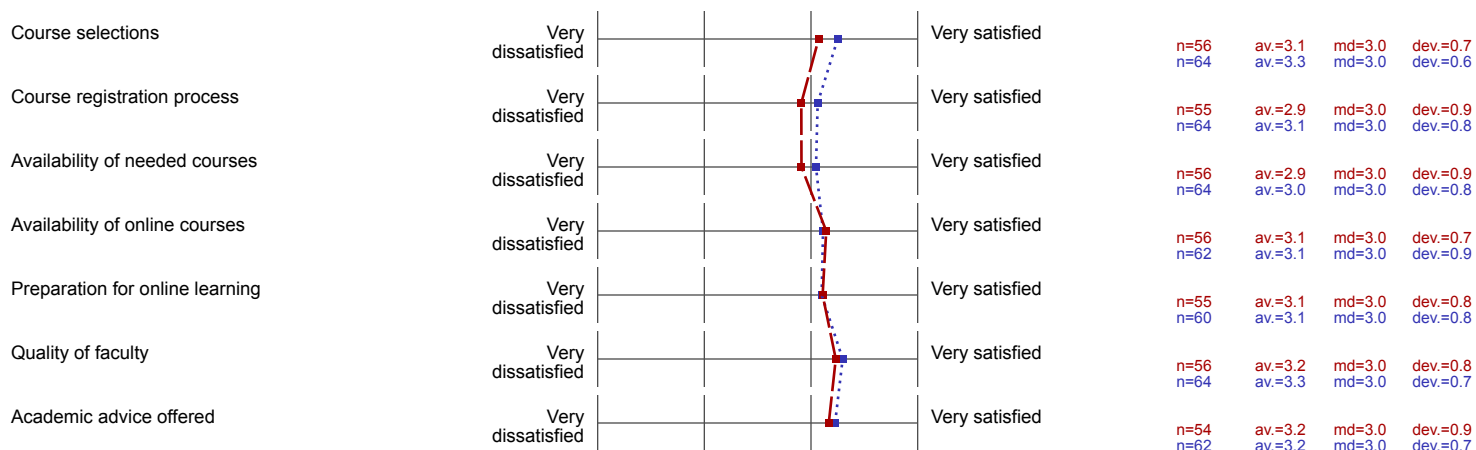


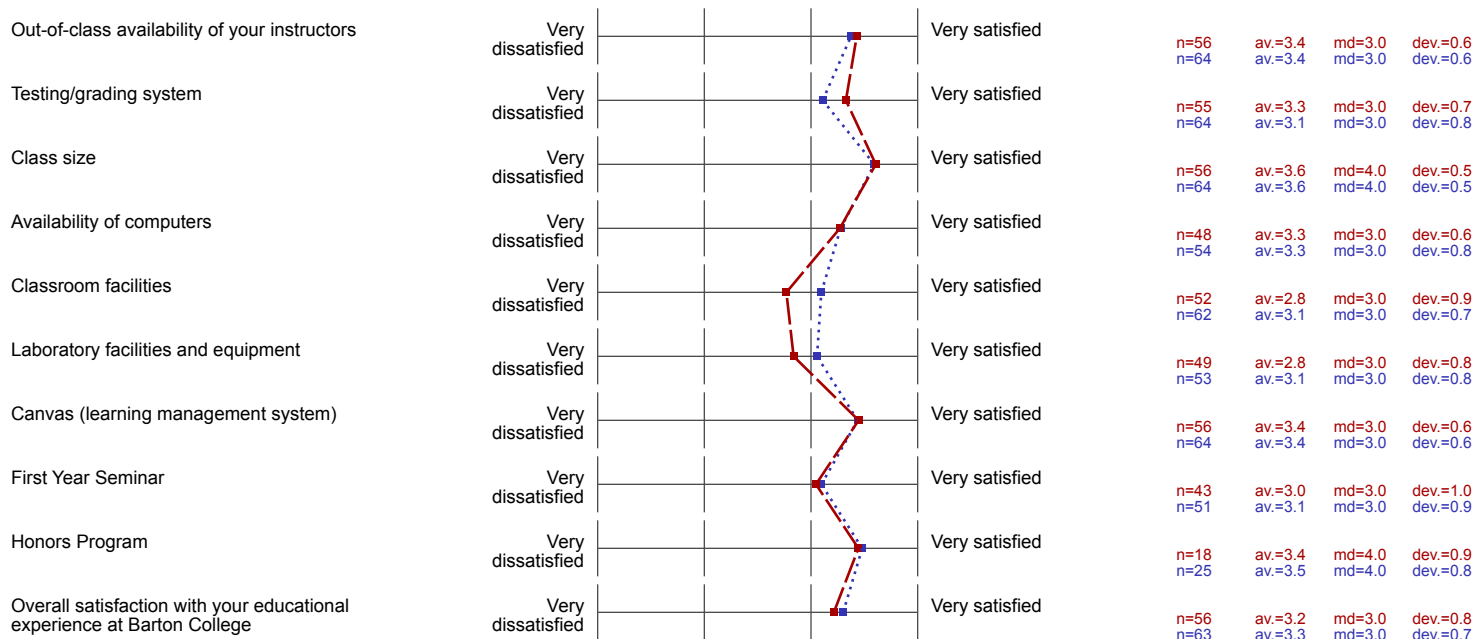
For each of the goals listed below, indicate how well you think you were prepared by your experiences at Barton.



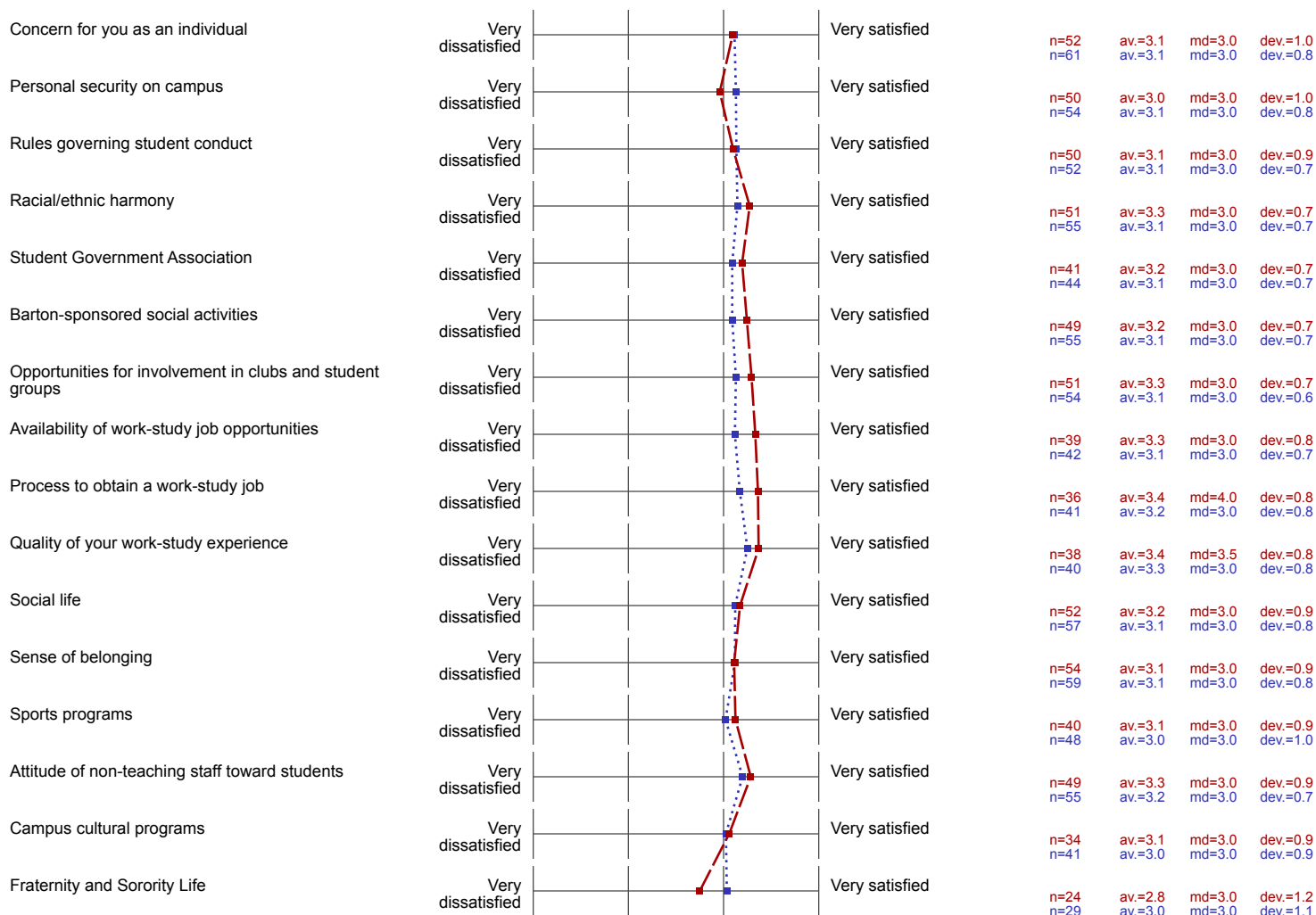


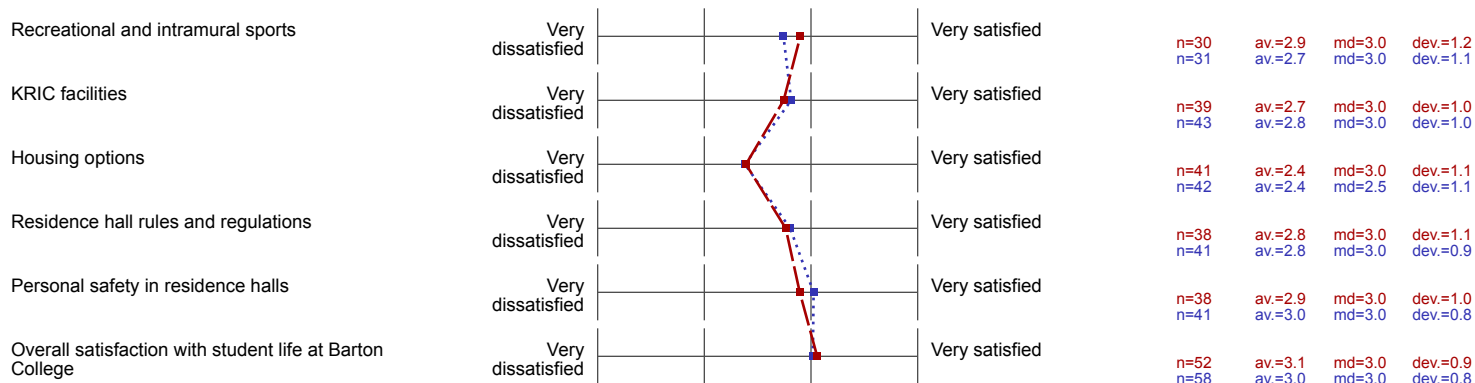
How satisfied are you with the following aspects of your overall educational experience:



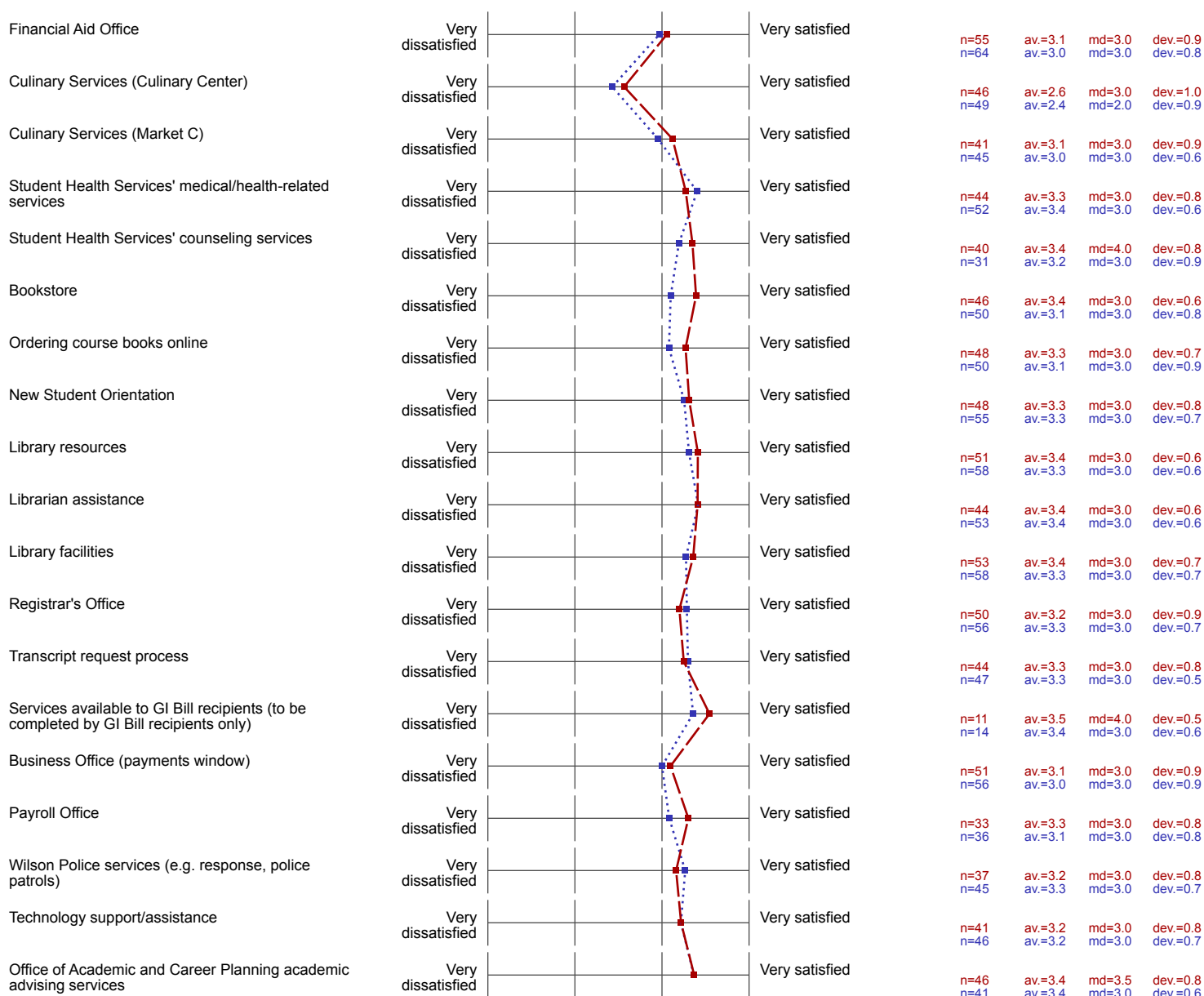


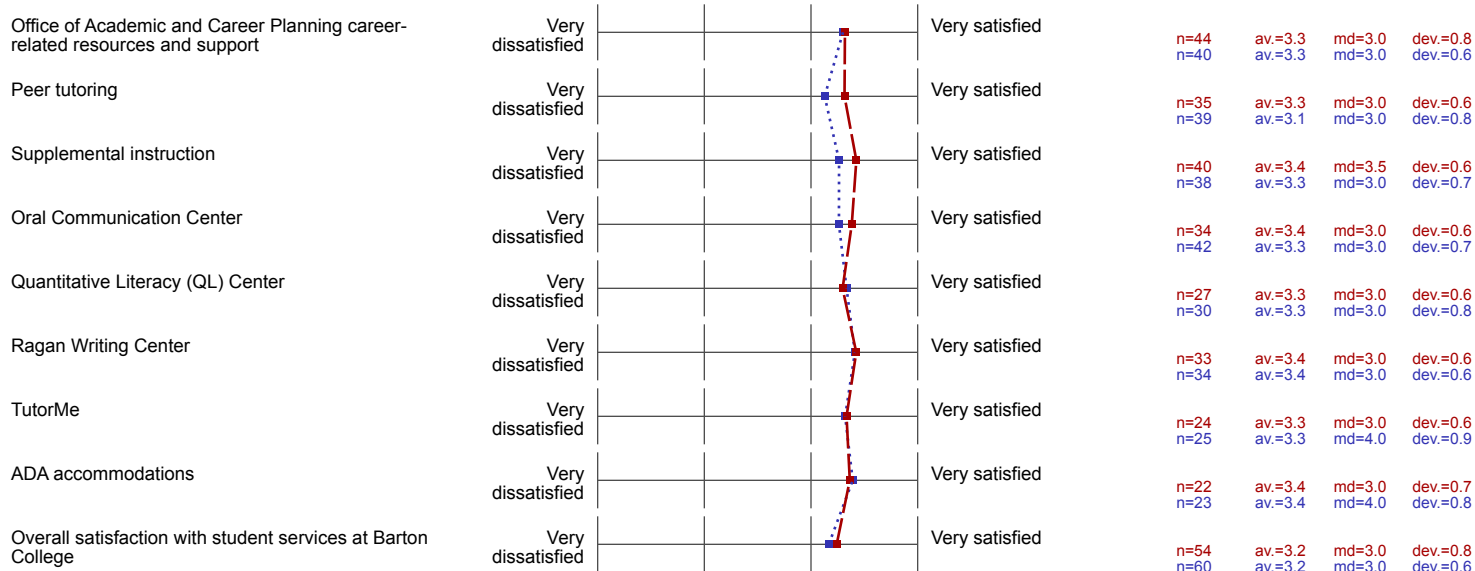
How satisfied are you with the following aspects of student life at Barton:



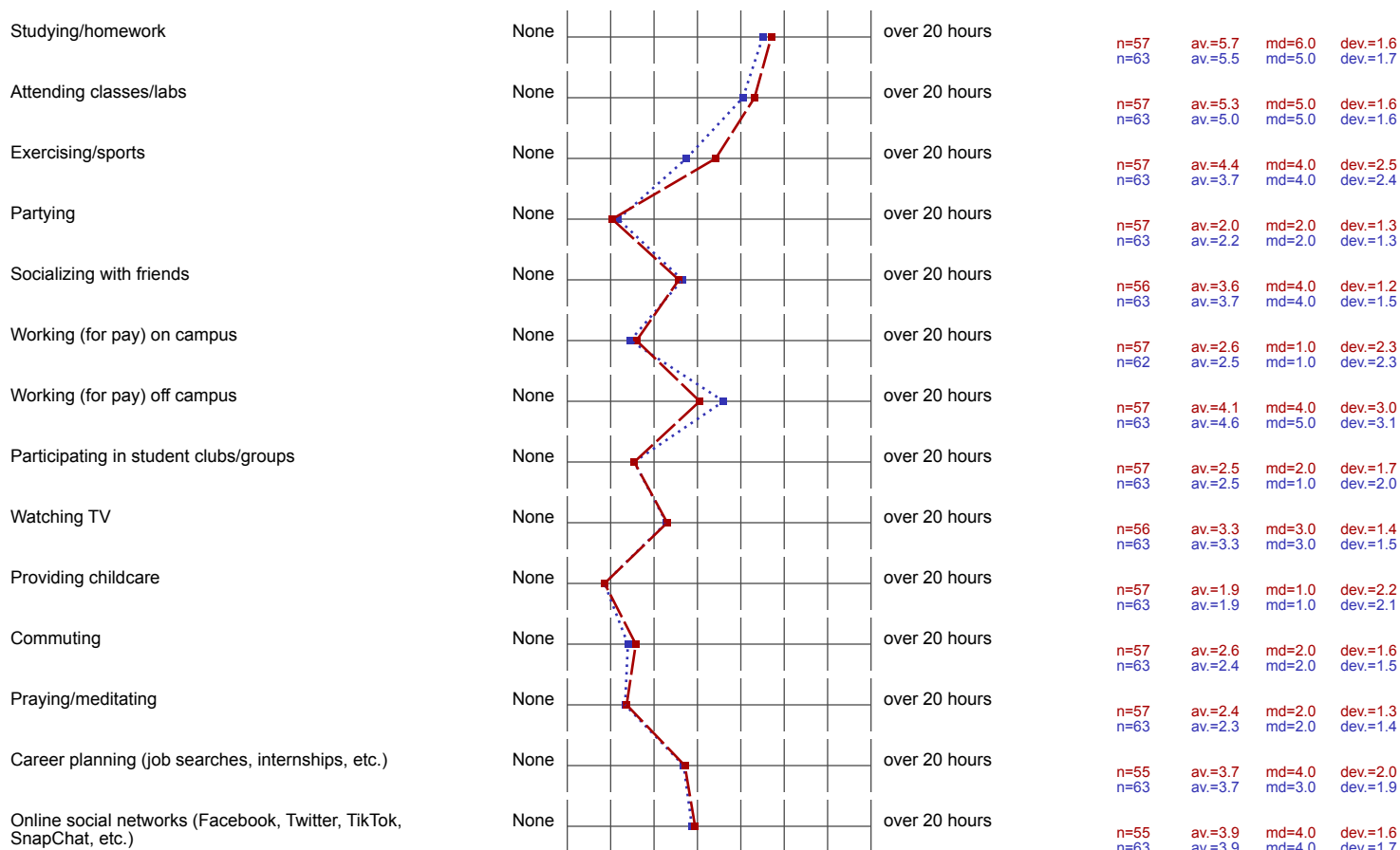


This question asks about services you may have used while at Barton College. If you used a service, please indicate below the degree of your satisfaction with that service. If you did not use the service, please select "Not applicable/No opinion."





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





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.)

- Day of Service Through my FYS class Through courses in my major
 Stop Hunger Now Through my athletic team Through my fraternity/sorority
 Through another student organization 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.)

- PC laptop (personal) MAC laptop (personal) PC desktop (personal)
 MAC desktop (personal) Tablet (personal) Chromebook (personal)
 Laptop (Barton-owned) Desktop (Barton-owned) 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 U.S. Resident
- White
- Black or African American
- Two or more races

What year did you first enter Barton College?

- 2023
- 2020
- 2017
- 2022
- 2019
- 2016
- 2021
- 2018
- 2015 or earlier

Graduation date:

- Graduated in December 2023
- Other
- May 2024
- Not sure
- August 2024

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, X, 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

Program(s) of Study:

Major 1:

- | | | |
|--|---|--|
| <input type="checkbox"/> Aging Studies/Gerontology (BS) | <input type="checkbox"/> Art and Design (BFA) | <input type="checkbox"/> Biology (BA) |
| <input type="checkbox"/> Biology (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"/> Early Childhood Education (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"/> 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) | |

Program(s) of Study: [Continue]

Major 2:

- | | | |
|--|--|--|
| <input type="checkbox"/> Aging Studies/Gerontology (BS) | <input type="checkbox"/> Art and Design (BFA) | <input type="checkbox"/> Biology (BA) |
| <input type="checkbox"/> Biology (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"/> Early Childhood Education (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"/> 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"/> 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?

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

Has the COVID-19 pandemic impacted your academic success? [Continue]

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:

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), Twitter (twitter.com/bartoncollege), and Instagram (instagram.com/barton.college).

You can also join the Barton Alumni Network by visiting bartonalumni.com and creating a profile.