



HLC Accreditation Evidence

- **Barton Cares**
- URL:

Office of Origin:

- Vice President of Student Services

Contact(s):

- Executive Director of Foundational Education

Barton Cares Initiative

Report on Results

Phase 1: Students in Transition

Phase 2: Online Students

Barton Community College

May 19, 2020

Beginning April 23, 2020, the Barton Student Academic Development program began the 2020 Barton Cares Initiative. The initiative rolled out in two phases: Phase 1 began communication with students in courses that transitioned from in-person course to the alternative course delivery formats; Phase 2 increased communication efforts by including fully online students. Phase 1 began with a collection of 40 Barton employees volunteering to phone all Barton Students affected by the transition to alternative delivery coursework. 1502 students were called, and contact was made with 606. Of these students, 526 responded to the survey over the phone. Callers completed one of two survey response trackers created in Microsoft Forms. A copy of the phone survey results can be found at the end of this report (Appendices A and B). Immediately following the phone surveys, a follow-up survey request was sent to all remaining 896 students via three different messages: bartoncougars.org email, Conversations in the Canvas LMS, and Course Announcements in Canvas SAD shell. The online survey used was created in Evaluation Toolkit. The online survey was available for one week. Of the remaining 896 students contacted, 146 students responded to the emailed version of the survey. A copy of the online survey results can be found at the end of this report (Appendix C). Of the total 1,502 students contacted for Phase 1, 602 responded. A response rate of 40% was achieved.

Phase 2 began on Monday, May 4, with the addition of an online survey specifically for fully online students. An Evaluation Toolkit survey was deployed, and an email link was sent to 2,496 fully online students. In total, online students were sent three different invitations: bartoncougars.org email, Conversations in the Canvas LMS, and Course Announcements in Canvas SAD shell. Of the 2,496 students contacted, 206 responded to the poll, a response rate of 8%. A copy of the survey results can be found at the end of this report (Appendix D).

Combining Phase 1 and Phase 2, Barton Community College reached out to 4,371 students across the institution. 878 students responded and completed the survey creating a combined response rate for all students contacted of 20%. Table 1 represents the breakdown of student respondents to Phase 1 and 2 of the Barton Cares Initiative:

Campus Affiliation	Total #	Percent Phase 1	Total Percent
College Credit at High School (Advantage Program)	36	5%	4%
Ft. Leavenworth	39	6%	5%
Ft. Riley	197	29%	23%
Great Bend	393	58%	46%
Fully Online	206		23%

The Barton Cares Initiative had three main areas of focus: to initiate contact with Barton students, to gauge the impact of the virus on student’s academic goals, and to gauge the success of Barton’s response to students as a result of the pandemic. Predominately, students were complimentary of Barton’s response and subsequent changes to Course Delivery Methods (CDMs) for their courses; however, they did note negative somewhat negative impacts the virus and course transitions had on their academic endeavors.

Barton's Response to the Pandemic

Phase 1: To gauge student's perceptions of a Barton's response to the pandemic, The Barton Cares surveys asked students indicate how clearly Barton communicated changes in policies and procedures and CDMs, how clearly instructors communicated changes in individual course expectations, and how they felt about the transition to CDMs in general. Responses (via a Likert scale) significantly indicated that respondents agreed that Barton clearly communicated changes in policies and procedures (81% in agreement) and CDMs (81% in agreement). Further, 77% indicated that instructors communicated changes in individual course expectations. On the question regarding how students felt about the transition to CDMs, 62% indicated that they felt "good" or "excellent." Negative responses to these questions were notably lower, and students responded in the neutral category in the following manner: 14% remained neutral regarding Barton's communication on policies and procedures, 11% remained neutral regarding Barton's communication on CDMs, and 12% remained neutral on faculty communication. However, 25% remained neutral or "ok" when asked how they felt about the transition.

While these results indicate a positive response in general, neutral position of many students may be reflected in their suggested improvements or identification of gaps during the transition as represented by student comments. Of 441 students offering comments, 53% identified gaps in the CDM, and 17% identified gaps in the transition to CDM. Specifically students noted the inconsistency of course expectations between their multiple courses. The largest gap in the transition noted through comments indicated students felt communication was delayed, through methods they did not utilize, or was conflicting based on the source of the communication. The positive survey results were also reflected in student comments. 37% of all students who commented were positive in their review of Barton, its quality of instruction, and its support of students. Many noted how "smooth" the transition was, highlighting specific faculty and staff members as well as departments, and complimenting Barton for "handl[ing] a difficult situation quite well."

To further evaluate the response of Barton to student needs during the transition, the Barton Cares survey asked students to consider the level of support provided to them for navigating the new CDMs. The question was presented in two different methods, and 84% of respondents indicated that they had received adequate support during the transition. This level of satisfaction was again mirrored in the student comments provided, and the limited number of questions remaining as a result of the transition. 13% of student comments asked questions regarding services, policies, and procedures as a result of the transition. Additionally, of the 126 student responses complimenting faculty and instructional departments, many noted the way their faculty members or departments answered questions and provided necessary support to encourage and check-in with their students.

Phase 2: To gauge online students' perceptions of Barton's response to the pandemic, the survey asked students to rate Barton on quality of instruction and academic support to students during the pandemic. Overwhelmingly, respondents agreed that Barton had continued to provide quality instruction (84%) and that Barton had provided adequate academic support (81%). Of the remaining responses, 13% remained neutral on the topic of quality instruction and 16% remained neutral regarding academic support.

This positive response rate was also reflected in the comments students shared in the survey. Of 52 comments offered, 40% were positive and in support of Barton as an institution, its quality of instruction, and its support of students. One student noted the support of Barton assisted in relieving the stress of the pandemic: “The staff has been extremely helpful (as usual) even during these trying times! Thank you all very much for easing the stress of this time!” Another student specifically noted the support of students, “I like how Barton Community College staff offer assistance to the online and on campus students during the crisis. It says a lot about this college.”

While Phase 1 and Phase 2 surveys asked significantly different questions, the questions regarding Barton’s communication to students and Barton’s academic support to students were asked in each phase. A clear majority of all students polled, responded positively, over 80% of students agreed that Barton communicated changes well and provided adequate support of their students during the COVID-19 pandemic.

Impact on Student Learning

Phase 1: To gauge the impact of the virus on student learning, Barton asked students to evaluate the effect they felt the transition to alternative CDMs would have on their final grade. 46% of respondents were concerned that the transition would have a negative effect, and 6% of students commented on this concern. Approximately 5% of students indicated in the comments that they dropped a course as a result of the transition. Although not asked about specifically in the Barton Cares survey, a number of students commented on the effects of the pandemic on their personal motivation, focus, and/or mental health that they feared would affect their course grades (7%).

One area of concern for Barton prior to the survey was the effect of a student’s technological needs on their ability to successfully complete coursework in the new CDMs. Only 15% of students indicated that they believed access to technology would have a negative effect on their grades because of the changes. This was also reflected in the comments, with 13% of the comments indicating technology and access as a concern for the student.

To gauge the desire of students to continue using multiple CDMs in the future, each survey asked students if they had interest in taking courses in the alternative formats in the future. The results were split: 41% indicated an interest, 34% indicated they did not have an interest, and 30% were unsure. However, student comments indicate that those who do not have an interest or are unsure of their interest level feel strongly about their desire to return to in-person coursework. A small collection of students (5%) indicated a desire to continue learning in the synchronous online format (“on Zoom”) in the future regardless of the pandemic, and nearly 20% of students offering comments indicated that they would prefer in-person classes.

Phase 2: To gauge the impact of the virus on online students, Barton asked students to rate the effect (via a Likert scale) of the virus on their ability to focus on general study tasks, their study environment, their ability to complete required assignments, and their final course outcome. In response to three out of the four questions, the majority of respondents indicated that there was no effect on their academic practice; however, for each question, more respondents indicated

a negative effect on their academic practice than positive. The academic practice that students indicated was the most negatively affected was their ability to focus on general study tasks. Nearly 50% of respondents indicated that the virus had a negative effect or strong negative effect on their academic focus.

The negative effect on the student's ability to focus on general study skills was reflected in multiple student comments. Many noted that the virus had changed their professional life requiring them to pick up more shifts or increase hours to cover for coworkers who could not come in to work. One student stated, "Because I work in healthcare, the pandemic has had an effect on my ability to focus on my remaining school classes." Another student stated, "I think COVID-19 has been though on me mostly because I work at a hospital and I'm working a ton and when I get home I have absolutely no energy to do my schoolwork."

Although the majority of respondents indicated no effect in the remaining academic practices (49% indicated no effect on their environment, 45% indicated no effect on their ability to complete assignments, and 53% indicated no effect on their final course outcome), nearly one third of all respondents indicated they experienced a negative effect in each. Student comments also reflected the many reasons why the pandemic had an effect such as changes to their schedules and daily structure, as well as more people in the home and loss of financial security. Notably, 15% of student comments referenced areas of mental health including stress, anxiety, and changes in personal motivation.

Because Phase 1 surveys did not ask students about the effects of the pandemic on their grades or study habits, it is difficult to compare the students who transitioned with fully online students in the areas of academic practice. Nevertheless, when comparing the comments made by students in Phase 1 and Phase 2, a pattern emerges. Both student populations commented on personal motivation, focus, and mental health concerns like stress and anxiety: 13% of all student comments discussed personal mental effects.

Summary of Comments Shared

Phase 1: Each survey gave students multiple opportunities to share comments regarding Barton's communication to and support of students and their academic experience as a result of COVID-19. A total of 414 students submitted comments for consideration; some students elected to comment multiple times. All comments were reviewed and categorized by themes. Each comment could include multiple themes. Repeated themes were tallied, and the results are shared in the table below:

Phase 1 Surveys: 414 Students Offered Comments	
Complimentary Comments	
General Positive Response	153
Positive Comments about Faculty	115
Positive Comments about Nursing, EMS, and Auto Programs	11
Positive Comments Ft. Riley and Ft. Leavenworth	5
Positive Comments about SAD or Student Support Services	4
Positive Comments about new delivery methods and desire to continue	21

Comments Identifying Gaps in Changing Course Delivery Methods	
Expressed a need or desire for in-person courses	96
Expressed difficulty in communication with faculty	43
Expressed difficulty with inconsistent course expectations	41
Identified increased workload or time commitment	26
Indicated a need for flexibility of course expectations	7
Indicated a need for physical textbook (not online reading materials)	7
Comments Regarding Personal Effects	
Indicated desire for interpersonal connections w/instructors and/or peers	38
Identified struggles with personal motivation, focus, and/or mental health	31
Identified Emotional Response	5
Comments Identifying Gaps in Transition	
Expressed problems with communication	30
Expressed difficulty with communication at different locations	15
Offered suggestions for communication methods	14
Expressed difficulty communicating with student services	13
Comments Expressing Negative Effects	
Expressed concern about effect on grades	28
Dropped a course as a result of transition	19
Other Frustrations	17
Questions regarding Processes, and Procedures	
Campus Re-opening	25
Textbook Return	14
Graduation	6
Transfer Credits	5
Housing Refund	3
Financial Aid	2
Concerns with Technology and Access	
Indicated difficulty with technology	23
Problems or concerns with zoom	17
Expressed difficulty with internet access	14

Phase 2: The final question of the survey asked students if they had additional comments to share about their academic experiences with Barton Community College during COVID-19. While a total of 81 responses were entered, 29 of those entries indicated the student did not have additional comments. The remaining 52 comments were reviewed and categorized by themes. Each comment could include multiple themes. Repeated themes were tallied, and the results are shared in the table below:

Phase 2: 52 Students Offered Comments	
General Review of Barton	
21 positive, 1 negative, 1 neutral	
Comments on Communication	
3 positive comments regarding communication to students	
Comments on Student Support	
3 noted Student Academic Development program	

Comments on Faculty
7 positive, 2 negative, 1 expressed concern for faculty
Comments on Personal Effects
2 concerned with finances
8 commented on mental health - 2 of whom wanted more reach-out from faculty
6 commented on changes in personal motivation
1 comment on improved personal safety
12 noted changes to life/schedule, 2 dropped as a result,
Additional Comments
6 commented on transitioned courses as well as online

Discussion and Recommendations

With a significant response rate of 40% for students in Phase 1 and 20% of all students, the results of the Barton Cares Initiative provide tremendous insight to Barton's response to the Coronavirus pandemic and the methods of communication to and support of students. By and large, Barton handled the transition well. Student responses were positive in regards to Barton's communication methods and support of students through the transition, and Barton's online student population felt Barton's communication, support, and quality of instruction for online students during the pandemic was successful as well. What may be more telling than the positive ratings for Barton in these areas, is the lack of low rankings. Less than 10% of respondents in each survey felt that Barton was did not communicate well, did not provide adequate support, or did not provide quality instruction.

Student respondent's high rankings of Barton's service and instruction suggest that Barton's commitment to quality instruction supported by consistent self-assessment partnered with the desire of individual members of faculty, staff, and administration to support student learning created a strong foundation to support the massive upheaval experienced by students and the institution as a result of the Coronavirus pandemic. These positive results should be publicized along with Barton's current online promotion of "Educating online since 1999," and Barton's promotion of new course delivery methods for the Summer and Fall 2020 semesters.

Although student responses to posed questions indicated adequate support for and communication to students is strong, student comments did provide insight to areas that can be continually developed. Specifically, Barton should review the following:

- Communication plans (including varying methods) regarding academic practices and student services during a normal academic year and in the event of future course interruptions.
- Clear definitions of expectations for students and faculty in the varying CDMs.
- Methods for providing support to students remotely to include all student populations and CDMs.
- Student support specific to online student population.
- Faculty professional development opportunities to instruction and support of students during times of national instability.

Appendix A - Phase 1 Phone Survey A

Forms

Barton Cares Feedback Survey - Saved

Barton Cares Feedback Survey

237

Responses

29:34

Average time to complete

Active

Status

1. Student ID

230

Responses

2. Please tell me your primary campus:

Great Bend	118
Ft. Leavenworth	17
Ft. Riley	76
College Credit at High School ...	20



3. As you have transitioned your coursework from taking place in a classroom to an alternative format, please share your level of agreement with the following statements:

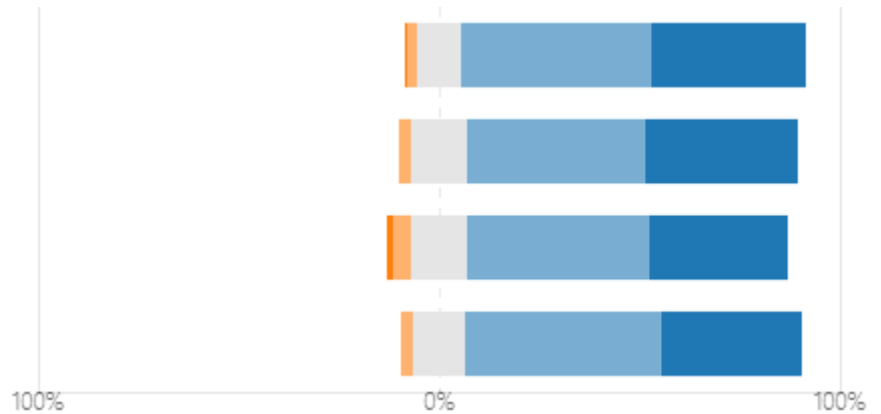
■ Completely Disagree
 ■ Disagree
 ■ Neutral
 ■ Agree
 ■ Completely Agree

Barton has clearly communicated changes in course delivery formats to its students:

Barton has clearly communicated changes in campus policies and procedures in response to the COVID-1...

Barton Faculty have clearly communicated changes in individual course expectations during this transition:

Barton has provided adequate support to students as they navigate the changing course formats:



4. Do you have any questions or concerns about your classes as a result of the transition?

195

Responses

5. What other supports could have been helpful as you navigated this transition?

192

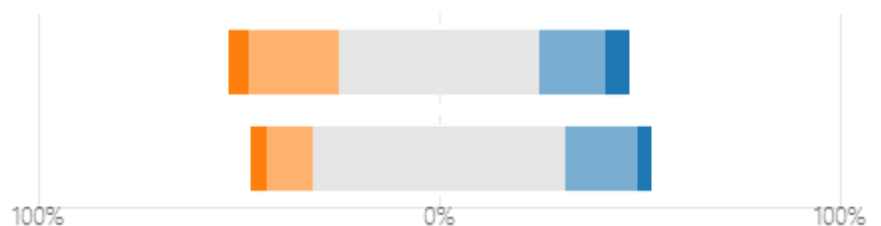
Responses

6. In considering your success in your classes, please rate the following:

■ Strong Negative Effect
 ■ Negative Effect
 ■ Not at All
 ■ Positive Effect
 ■ Strong Positive Effect

What effect do you believe the transition to alternative delivery formats will have on your grades...

What effect did access to necessary technology or software have on your grades as a result of the...



7. Do you have an interest in taking future courses in the alternative delivery format?

● Yes	93
● No	71
● Maybe/Unsure	62



8. Do you have any compliments, comments, or concerns that you would like to express?

206
Responses

Barton Cares Conversation Form

289

Responses

46:11

Average time to complete

Active

Status



Ideas

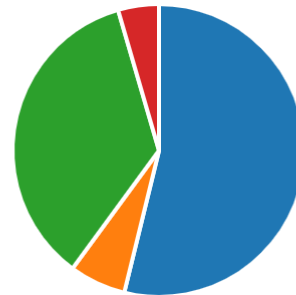
1. Student ID

279

Responses

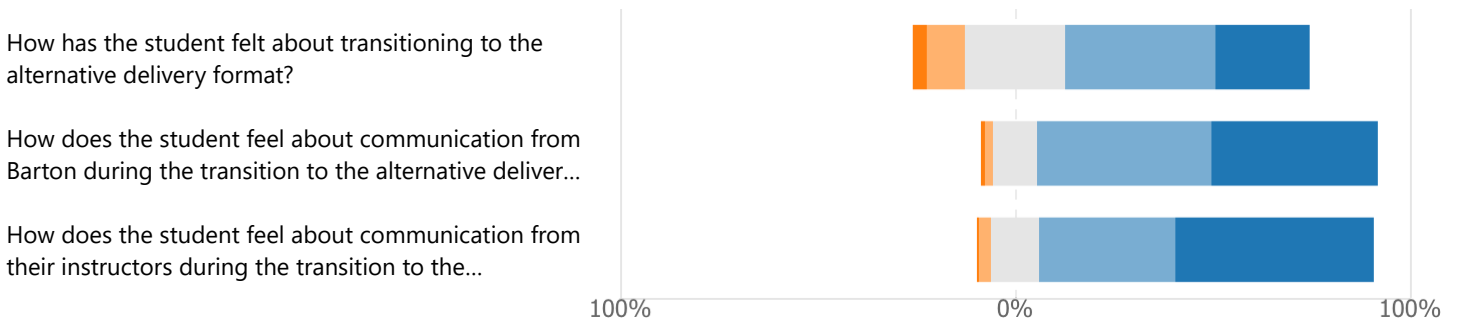
2. Student's Primary Campus

Great Bend	155
Ft. Leavenworth	18
Ft. Riley	102
College Credit at High School ...	13



3. During the course of conversation, determine the student's comfort level with alternative delivery format in these areas:

Terrible Not Good OK/Neutral Good Excellent



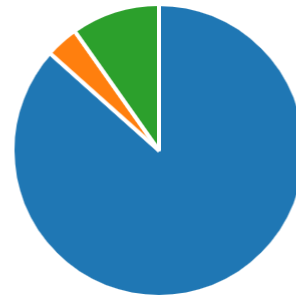
4. Are there any questions or concerns that student felt were left unanswered during the transition? Does the student have any remaining questions?

217

Responses

5. Does the student feel that he/she has received adequate support during the transition to the alternative delivery format?

● Yes	239
● No	10
● Maybe/Unsure	27



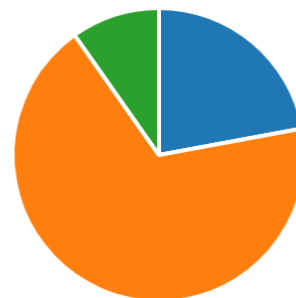
6. What type of support does student perceive as needed or not yet fulfilled?

169

Responses

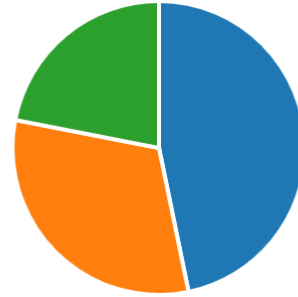
7. Does the student have concerns about the effects of the transition to the alternative delivery format on his/her grades?

● Yes	61
● No	188
● Maybe/Unsure	27



8. Does the student have interest in taking future courses in the alternative delivery format?

● Yes	130
● No	87
● Maybe/Unsure	61



9. Please add any compliments, comments, or concerns expressed by the student that were not adequately captured by previous questions.

233
Responses

Barton County Community College
Barton Cares Feedback Survey

1 - Please tell me your primary campus:

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Great Bend	(1)	120	82.19%		1.35
Ft. Leavenworth	(2)	4	2.74%		
Ft. Riley	(3)	19	13.01%		
College Credit at High School (College Advantage Program)	(4)	3	2.05%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
146/146 (100%)	1.35	0.78			

2 - As you have transitioned your coursework from taking place in a classroom to an alternative format, please share your level of agreement with the following statements:

Barton has clearly communicated changes in course delivery formats to its students:

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Completely Disagree	(1)	4	2.76%		4.12
Disagree	(2)	7	4.83%		
Neutral	(3)	18	12.41%		
Agree	(4)	54	37.24%		
Completely Agree	(5)	62	42.76%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
145/146 (99.32%)	4.12	0.99			

2 - As you have transitioned your coursework from taking place in a classroom to an alternative format, please share your level of agreement with the following statements:

Barton has clearly communicated changes in campus policies and procedures in response to the COVID-19 Pandemic:

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Completely Disagree	(1)	4	2.74%		4.18
Disagree	(2)	5	3.42%		
Neutral	(3)	21	14.38%		
Agree	(4)	46	31.51%		
Completely Agree	(5)	70	47.95%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
146/146 (100%)	4.18	0.99			

2 - As you have transitioned your coursework from taking place in a classroom to an alternative format, please share your level of agreement with the following statements:

Barton Faculty have clearly communicated changes in individual course expectations during this transition:

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Completely Disagree	(1)	7	4.83%		3.91
Disagree	(2)	14	9.66%		
Neutral	(3)	17	11.72%		
Agree	(4)	54	37.24%		
Completely Agree	(5)	53	36.55%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
145/146 (99.32%)	3.91	1.14			

Barton County Community College
Barton Cares Feedback Survey

2 - As you have transitioned your coursework from taking place in a classroom to an alternative format, please share your level of agreement with the following statements:

Barton has provided adequate support to students as they navigate the changing course formats:

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Completely Disagree	(1)	6	4.11%		4.02
Disagree	(2)	7	4.79%		
Neutral	(3)	22	15.07%		
Agree	(4)	54	36.99%		
Completely Agree	(5)	57	39.04%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
146/146 (100%)	4.02	1.05			

3 - In considering your ability to be successful in your classes, please rate the following:

What effect do you believe the transition to alternative delivery formats will have on your grades this semester?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strong Negative Effect	(1)	9	6.29%		2.90
Negative Effect	(2)	45	31.47%		
Not at All	(3)	51	35.66%		
Positive Effect	(4)	27	18.88%		
Strong Positive Effect	(5)	11	7.69%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
143/146 (97.95%)	2.90	1.03			

3 - In considering your ability to be successful in your classes, please rate the following:

What effect did access to necessary technology or software have on your grades as a result of the change to alternative delivery formats?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strong Negative Effect	(1)	4	2.78%		3.22
Negative Effect	(2)	17	11.81%		
Not at All	(3)	82	56.94%		
Positive Effect	(4)	26	18.06%		
Strong Positive Effect	(5)	15	10.42%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
144/146 (98.63%)	3.22	0.89			

4 - Do you have an interest in taking future courses in the alternative delivery format?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(1)	32	21.92%		2.21
No	(2)	52	35.62%		
Maybe/Unsure	(3)	62	42.47%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
146/146 (100%)	2.21	0.78			

Barton County Community College BartOnline
Barton Cares

2 - How many credit hours are you currently enrolled in?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
1-3	(1)	55	26.70%		2.06
4-9	(2)	94	45.63%		
10-15	(3)	47	22.82%		
16 or more	(4)	10	4.85%		
0 25 50 75 100					Question
Response Rate	Mean	STD			
206/206 (100%)	2.06	0.83			

3 - Please rate the level of effect your believe the COVID 19 Pandemic has had on your academic efforts in each of the following areas (Likert Scale):

Focus on general study tasks:

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strong Negative Effect	(1)	20	9.71%		2.64
Negative Effect	(2)	80	38.83%		
No Effect	(3)	75	36.41%		
Positive Effect	(4)	17	8.25%		
Strong Positive Effect	(5)	14	6.80%		
0 25 50 75 100					Question
Response Rate	Mean	STD			
206/206 (100%)	2.64	1.00			

3 - Please rate the level of effect your believe the COVID 19 Pandemic has had on your academic efforts in each of the following areas (Likert Scale):

Study environment or space:

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strong Negative Effect	(1)	25	12.20%		2.75
Negative Effect	(2)	48	23.41%		
No Effect	(3)	100	48.78%		
Positive Effect	(4)	18	8.78%		
Strong Positive Effect	(5)	14	6.83%		
0 25 50 75 100					Question
Response Rate	Mean	STD			
205/206 (99.51%)	2.75	1.01			

3 - Please rate the level of effect your believe the COVID 19 Pandemic has had on your academic efforts in each of the following areas (Likert Scale):

Ability to complete required assignments:

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strong Negative Effect	(1)	21	10.19%		2.80
Negative Effect	(2)	54	26.21%		
No Effect	(3)	93	45.15%		
Positive Effect	(4)	21	10.19%		
Strong Positive Effect	(5)	17	8.25%		
0 25 50 75 100					Question
Response Rate	Mean	STD			
206/206 (100%)	2.80	1.03			

Barton County Community College
BartOnline Barton Cares

3 - Please rate the level of effect your believe the COVID 19 Pandemic has had on your academic efforts in each of the following areas (Likert Scale):

Final Course Outcome (Grade):

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strong Negative Effect	(1)	14	6.83%		2.86
Negative Effect	(2)	48	23.41%		
No Effect	(3)	108	52.68%		
Positive Effect	(4)	23	11.22%		
Strong Positive Effect	(5)	12	5.85%		
0 25 50 75 100					Question
Response Rate	Mean	STD			
205/206 (99.51%)	2.86	0.92			

4 - Please share your level of agreement with the following statements regarding Barton's response to students (Likert Scale):

Necessary information has been communicated:

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Completely Disagree	(1)	3	1.46%		4.29
Disagree	(2)	0	0.00%		
Neutral	(3)	29	14.08%		
Agree	(4)	77	37.38%		
Completely Agree	(5)	97	47.09%		
0 25 50 75 100					Question
Response Rate	Mean	STD			
206/206 (100%)	4.29	0.81			

4 - Please share your level of agreement with the following statements regarding Barton's response to students (Likert Scale):

Quality of instruction has been maintained:

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Completely Disagree	(1)	3	1.47%		4.28
Disagree	(2)	2	0.98%		
Neutral	(3)	27	13.24%		
Agree	(4)	74	36.27%		
Completely Agree	(5)	98	48.04%		
0 25 50 75 100					Question
Response Rate	Mean	STD			
204/206 (99.03%)	4.28	0.84			

4 - Please share your level of agreement with the following statements regarding Barton's response to students (Likert Scale):

Academic support has met my needs:

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Completely Disagree	(1)	3	1.46%		4.22
Disagree	(2)	3	1.46%		
Neutral	(3)	33	16.10%		
Agree	(4)	72	35.12%		
Completely Agree	(5)	94	45.85%		
0 25 50 75 100					Question
Response Rate	Mean	STD			
205/206 (99.51%)	4.22	0.87			