



# Current Student Survey

## 2010 Report



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## Acknowledgments

The Office of Research is grateful to the many faculty members who cooperate with us by distributing the Current Student Survey in their classes and giving students time to complete it. This cooperation is the primary reason we have a high rate of response and can accept survey findings as representative of the students enrolled at Oakton this past fall.

Please telephone, e-mail, or write us at the Office of Research with comments or questions about this report or suggestions for next year's survey of current students.

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# Current Student Survey 2010 Report

## Executive Summary

The Current Student Survey (CSS) for 2010 obtained evidence about students' academic goals at Oakton, their prior education, and likely major program of study after transfer (if applicable). This year's survey also included questions about students' technology knowledge and skills, the value of obtaining an Oakton credential or transferring, reasons for both enrolling at Oakton and for dropping courses at Oakton, and student preferences for learning. Student perceptions of how employees live up to Oakton's core values were also obtained.

The survey was given during the third and fourth weeks of the fall semester to a sample of classes that included 17 percent of currently enrolled students. Seventy-seven percent of these students (N = 1,448) responded to the survey. Note that students who received the survey in more than one class were directed to complete it only once. The 17 percent figure represents a duplicated headcount of students; thus a student enrolled in more than one course selected for the survey is counted multiple times in the 17 percent. Survey responses were statistically weighted in order to obtain results that are representative of the student population at Oakton. Demographic characteristics from the survey respondents and the survey sample are similar to the population of Oakton students, with the exception being that full-time, younger and career and technical education (as compared to transfer) students are somewhat over-represented. Results are presented from this weighted sample of respondents unless otherwise noted.

## Profile of Survey Respondents

These data reflect the characteristics of students who responded to the survey, not necessarily the characteristics of all students enrolled at Oakton. Unless specifically noted, we use the term 'students' to refer to survey respondents. Appendix B provides data comparing respondents to the Oakton population.

- Fifty-two percent of the respondents were female, and 74 percent were below the age of 25. The mean age was 27.7 and the median age was 21. Age data are consistent with the 2009 Current Student Survey, at which time the mean age was 28.1 and the median age was 23. This is consistent with data from the Fall 2010 Enrollment Report, in which the average age of all students at Oakton has remained nearly consistent for each of the past five fall terms.
- Forty-nine percent of the respondents identified themselves as White, 21 percent as Asian, 13 percent as Hispanic/Latino, 4 percent as Native Hawaiian or Pacific Islander, 5 percent as Black/African-American, and the remaining 7 percent chose not to respond.
- Sixty percent of the respondents said English is both their native language and the language mainly spoken at home. Languages cited most often (unweighted results) were Spanish, Polish, Korean, Urdu, and Russian. A total of 62 different languages were named.

- Forty-two percent of the respondents were first-generation college students, defined as students for whom neither parent went to college at all and/or were not educated in the United States—a percentage consistent with the 2009 Current Student Survey.
- Three-quarters (75%) of these first generation students were so categorized because both parents were educated outside the U.S. Forty-one percent of the students age 24 or below were first generation and 47 percent of students age 25 and above were first generation.
- Students were nearly evenly split in their class load. Forty-one percent were enrolled full-time (12 credits or more), 34 percent were half-time (6-11 credits), and the remaining 25 percent were less than half time (1-5 credits). This shows a significant shift from Fall 2009 when significantly fewer respondents were enrolled full-time.
- Students were enrolled in a comparable class load regardless of their age. Forty-three percent of students age 24 or below were enrolled full-time, and 35 percent of older students (25 and older) enrolled full-time. Thirty-one percent of older students took fewer than 6 credits.
- This year, younger students were more likely to report being enrolled in career programs (47%), and older students were more likely to enroll in transfer programs (47%). This is a significant shift from the 2009 Current Student Survey in which younger respondents were more likely to be enrolled in transfer programs and older students were more likely to enroll in career programs.
- Twenty-nine percent of students were new to Oakton in the Fall semester.
- Significantly fewer students report that they work full-time than in the 2009 Current Student Survey. Twenty percent of students work full-time outside the home (compared to 33 percent in 2009), 50 percent work part-time, and 30 percent do not work outside the home. The average age of those not working is 23 years.

## **Educational Patterns, Planning, and Oakton Experiences**

- Fifty-six percent of respondents (including 79 percent of younger students) said their main objective at Oakton was to prepare to transfer. Of the remaining students, 38 percent were taking courses to prepare for new jobs or improve their job skills, and 6 percent were taking courses for personal interest or self-development.
- Forty-five percent of students have attended another college or university before Oakton. Of these individuals, 45 percent have a bachelor's degree or higher.
- Students have high educational aspirations for themselves. Of students who don't already have a bachelor's degree or higher, 87 percent say they want to complete a bachelor's degree or higher, and 96 percent say they expect to do so.
- In 2010, student reports of their likely majors after transfer remained stable. Health-related fields of study were selected by 30 percent of students (31 percent in 2009). Other popular majors that were reported as likely to be chosen by transfer students include business-related majors (18%), education-related majors (9%), and social/behavioral sciences (9%).

## **Skills Expected in Oakton Courses**

- On average, Oakton students teach themselves how to use technology (44%) or they learned in high school (32%). Students were most likely to teach themselves how to use media

(76%), search engines (69%), and file and folder management (64%). Oakton was most responsible for teaching students how to use library databases, though 29 percent of Oakton students do not know how to use library databases.

- In their coursework at Oakton, students most commonly use word processing software (92%), search engines (70%), file and folder management (57%), and presentation software (48%).

## **Student Academic Engagement**

- Eighty-one percent of students report that they receive verbal encouragement from their professors at least some of the time, and 64 percent receive non-verbal encouragement.
- Sixty-five percent of students reported that it is very important to them to earn a degree or certificate from Oakton, including 44 percent who rated it “extremely important.” Additionally, 75 percent find it very important to transfer from Oakton, including 59 percent who find it “extremely important.”
- Students reported taking at least one course in Economics, Geography, and History in high school and, on average, they continue to take between one and three courses in these areas at Oakton. Students report high levels of satisfaction with Historical and Policy Studies courses, including History (85%), Geography (76%), and Economics (69%).

## **Oakton Core Values and Mission Statements**

- From 86 to 94 percent of students responded that Oakton faculty and staff do live up to the College’s five core values: integrity, responsibility, fairness, tolerance, and compassion. There were no significant differences in ratings from minority and non-minority students.

# Current Student Survey 2010 Report

## Objective

Each fall, Oakton conducts the Current Student Survey (CSS) using a sample of currently enrolled students. The purposes of the CSS are to:

- develop profiles of current credit students in both the career and transfer programs,
- gain insights into the past experience that these students bring to their Oakton work, and
- identify students' perceptions, present expectations, and satisfaction with their various experiences at Oakton.

In addition, each year the CSS includes questions related to particular topics of interest for the year and questions relevant to programs and departments conducting program reviews. This year's survey also included questions about students' technology knowledge and skills, the value of obtaining an Oakton credential or transferring, reasons for both enrolling at Oakton and for dropping courses at Oakton, and student preferences for learning. Students were also asked about Oakton's core values.

## Overview and Methodology

For the annual CSS, a random sample was drawn of credit classes taught in the fall semester. This included traditional classroom sections, as well as those taught using College media services. From this list, a random sample of classes was selected. This sample included 17 percent of the enrolled students. Most Oakton faculty members were cooperative, willing to devote class time to this project, knowing that it is an omnibus survey and that they will not be asked to do others in the same class. Responses were received from 1,448 students, or 77 percent of the students enrolled in the classes included in the sample. Note that some students were enrolled in more than one class that received the survey and were asked not to complete it more than once.

Since the sample was randomly drawn from a list of classes and not students, the responses are statistically weighted in order to obtain a sample that is representative of the student population at Oakton. In this procedure, weighted survey responses compensate for the relationship between inclusion in this sample and a student's course load, whereby the probability that a student is included in this sample increases as the number of courses that they are enrolled in increases. Further details of the procedures used are discussed in Appendix A. Appendix B provides demographic data for the Fall 2010 student population, students in the sampled courses, and the actual student responses.

Unless noted otherwise, all results in this report are presented for the weighted sample, the one most representative of the entire Oakton student population in Fall 2010. Students were asked,

but not required, to provide an identifier (their student ID numbers, social security numbers, or MyOakton login ID's) and could take the survey with complete anonymity. Eight of the questions in the survey asked for demographic variables that also are available from the College's student database.<sup>1</sup> For students who provided their ID number but left one of those demographic variables blank, missing survey data were augmented with corresponding data from the college database. This year, 27 percent of respondents provided a valid ID (this percent is from the unweighted sample of 1,448 respondents).

## Profile of Survey Respondents

Like most community colleges, Oakton serves a student population that is highly diverse not only in its demographic characteristics, but also in choices for academic curricula and course load. Appendix B provides comparative data for the entire student body, the survey sample, and the survey respondents on enrollment status (full-time, part-time), curricular program, and tenure (whether new or continuing at Oakton). As appropriate, missing survey data has been augmented with corresponding data from the student database, if a student provided some form of valid ID (See Overview of Methodology and Appendix A.)

We seek demographic information from respondents for two reasons. First, we want to validate that the weighted sample 'looks like' the total student population on key attributes such as gender, age, race/ethnicity, enrollment status and curriculum. Data in Appendix B indicate this is the case: except for the fact that the weighted sample somewhat over-represents young, full-time students in transfer curricula, we have confidence that results from the weighted sample are generally representative of the population of Oakton students. The second reason for seeking demographic information is to permit us to examine the association between students' demographic characteristics and responses to specific survey items.

Key characteristics of Oakton's weighted survey respondents are presented in Table 1. We present these divided by age (under age 25, and 25 and above). Overall, we see that Oakton's "younger" and "older" student subgroups represent two relatively distinct populations. The older student subgroup has a higher proportion of females to males, is less racially and ethnically diverse, is more likely to enroll part-time, is more likely to be employed full-time, and is more likely to possess an advanced degree.

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<sup>1</sup> These variables are the following survey items: Q.1 (main objective in attending Oakton), Q.3 (curriculum), Q. 4 (courses and credit hours of current enrollment), Q.6 (first semester at Oakton), Q.50 (gender), Q.51 (birth year), and Q.47 (racial-ethnic identity).

Table 1.

<b>Key Characteristics of Weighted Survey Respondents</b>			
Demographic Characteristics	Age Group		All Ages
	24 or Younger (75%)	25 or Older (25%)	
<b>Gender</b>			
Male	51%	37%	47%
Female	49%	63%	53%
<b>Race/Ethnicity</b>			
American Indian or Alaskan Native	1%	1%	<1%
Asian	22%	15%	21%
Black or African-American	4%	9%	5%
Hispanic or Latino	14%	12%	13%
White	47%	57%	49%
Native Hawaiian or Pacific Islander	5%	1%	4%
Choose not to respond	8%	5%	7%
<b>Class load</b>			
Full-time	43%	35%	41%
Half-time	34%	34%	34%
Less than Half-time	23%	31%	25%
<b>Curriculum</b>			
Transfer	42%	47%	43%
Career	47%	40%	45%
Undecided	12%	14%	12%
<b>Term at Oakton</b>			
First term (Fall 2009)	29%	28%	28%
Returning (previously attended Oakton)	71%	72%	71%
<b>Employment outside the home</b>			
Full-time (35 hours/week or more)	12%	40%	19%
Part-time (20-34 hours/week)	27%	25%	27%
Part-time (1-20 hours/week)	29%	10%	25%
Not employed	31%	25%	30%
<b>Parent education</b>			
First generation (neither parent attended college or attended outside U.S.)	41%	47%	42%
Not first generation	59%	53%	58%
<b>Students' highest level of education before Fall 2009</b>			
High school	57%	54%	56%
Some college	25%	24%	25%
Associate degree	4%	3%	4%
Bachelor's degree or higher	13%	19%	15%

## Family Education

To determine parent education, we asked respondents the highest level of education attained in the U.S. by their mother and father. From these data, we looked at the percentage of first generation college students, whom we defined as respondents where both parents did not go to college at all and/or were not educated in the United States, excluding from our calculations the respondents who did not provide the highest level of education for both parents. We found some 42 percent of students to be first generation, using this definition. However, three-quarters (75%) of first generation students were categorized this way because both parents were educated outside the United States. Forty-one percent of the students age 24 or below were first generation and 47 percent of students age 25 and above were first generation.

## Curricula Selected

Most years, CSS data and student body data from the student database differ somewhat with respect to students' choices between baccalaureate/transfer curricula and career/vocational curricula. This year's CSS sample includes more career students than is typical of Oakton's student body (see Appendix B). A central factor in this discrepancy is that the two sources of data describe students at different points in time. The population data are taken from applications for admission, whereas the survey reflects students' views at the time the survey was completed. This may be several years since the time of admission, during which time it is reasonable to expect that many students may change their program of study or that students who were originally undecided may settle on a program of study.

In Table 2, we present class load by curriculum. These data present a changing picture of the class load that Oakton students take. In 2010, Oakton students were more likely to have a full-time class load than in 2009. Students in transfer curricula are more likely to be enrolled full-time: 49 percent are enrolled full-time, 32 percent are half-time, and 19 percent are less than half-time. The percentage of full-time students in transfer curricula increased by 17 percent from 2009, while half-time enrollment decreased 4 percent and less than half-time enrollment decreased 12 percent.

In 2010, career curricula students were more likely to be enrolled half-time or less than half-time than in 2009. Thirty-three percent of career curricula students are enrolled full-time, a 6 percent decrease from 2009.

Students who are undecided are also far more likely than in 2009 to enroll in full-time curricula: 48 percent enrolled full-time (compared to 39 percent in 2009), 27 percent enrolled half-time (compared to 37 percent in 2008), and 25 percent enrolled less than half-time (the same percent as in 2009).

Table 2.

<b>Respondents by Class Load and Curriculum (Weighted Respondents)</b>			
<b>Class Load</b>	<b>Curriculum</b>		
	<b>Career</b>	<b>Transfer</b>	<b>Undecided</b>
<b>Full-time</b>	33%	49%	<b>48%</b>
<b>Half-time</b>	39%	32%	<b>27%</b>
<b>Less than half-time</b>	28%	19%	<b>25%</b>
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Native Language

In this year's survey, respondents were asked about the language(s) spoken at home. We learned that 60 percent of our students (based on weighted results) say that English is both their native language and the language mainly spoken at home. In total, respondents identified 62 different languages spoken at home; in cases where students reported multiple languages, each language is counted in the table below. The total number of different languages spoken by Oakton students is actually higher because additional languages are spoken by students not included in the survey. Table 3 provides results.

Survey respondents speak more than 62 different languages in their homes.

Table 3.

<b>Languages Spoken by Survey Respondents</b>							
<i>Language</i>	<i>N</i>	<i>Language</i>	<i>N</i>	<i>Language</i>	<i>N</i>	<i>Language</i>	<i>N</i>
Spanish	96	Ukrainian	7	Japanese	2	Hokkien	1
Polish	72	Farsi	6	Lithuanian	2	Hungarian	1
Korean	39	Filipino	6	Pashto	2	Illong	1
Urdu	37	Creole	5	Thai	2	Ilokano	1
Russian	36	French	5	Turkish	2	Marathi	1
Assyrian	34	German	5	Yoruba	2	Pangasinan	1
Tagalog	31	Vietnamese	5	Amharic	1	Serbo-Croatian	1
Gujarati	22	Armenian	3	Belarusian	1	Soli	1
Arabic	21	Greek	3	Bengali	1	Swedish	1
Romanian	21	Hebrew	3	Bosnian	1	Swiss German	1
Bulgarian	14	Portuguese	3	Burmese	1	Telugu	1
Hindi	10	Punjabi	3	Cambodian	1	Tibetan	1
Malayalam	11	Visaya	3	Croatian	1	Tigrina	1
Chinese	8	Albanian	2	Czech	1		
Serbian	8	Italian	2	Dari	1		
Mongolian	7	Jamaican Patois	2	Hinko	1		

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## Educational Patterns, Planning, and Oakton Experiences

### Selecting Oakton

In the 2009 Current Student Survey, we asked students a series of questions about how they selected Oakton. We continued this topic in the 2010 Current Student Survey, this time asking students who had already attended another community college why they chose Oakton. Fifteen percent of survey respondents indicated that they attended another community college before enrolling at Oakton.

More than half of respondents (54%) reported that they enrolled at Oakton because they moved out of the district of another community college and moved into Oakton’s district. Nineteen percent of respondents selected Oakton because Oakton offered academic or career programs that other community colleges they attended did not offer, and an additional 18 percent reported that Oakton offered course topics that other community colleges they attended did not offer.

Table 4 details the results.

Table 4.

<b>Key Factors in Choosing Oakton after Attending Another Community College</b>	
	<b>n</b>
<b>I moved out of the district of another community college and into Oakton’s district.</b>	54%
Oakton offered academic or career programs that other community college(s) I attended did not.	19%
<b>Oakton offered course topics that other community college(s) I attended did not.</b>	18%
Oakton has better quality professors than other community college(s) I attended.	14%
<b>Oakton had more courses available than other community college(s) I attended.</b>	12%
Oakton accepted transfer credit from other community college(s) I attended.	11%
<b>Tuition was cheaper at Oakton than other community college(s) I attended.</b>	11%
Student life at Oakton was better than other community college(s) I attended.	10%
<b>I took a job in Oakton’s district.</b>	9%
Other	3%

## Educational Aspirations, Intentions, and Expectations

Students come to Oakton with a variety of educational backgrounds and diverse goals and intentions. Those who plan to transfer to bachelor's degree programs at four-year colleges and universities have a great variety of majors in mind. The CSS gathered data helpful in detecting patterns in the preferences and decisions of Oakton students.

### *Goals and Intentions at Oakton*

Students' goals can be grouped into four clusters related mainly to: transferring, careers for which two years of college is adequate background, remediation of basic academic deficiencies, or personal interest/self-development. As seen in Table 5 below, relatively few students say their primary objective at Oakton relates to personal interest/self-development or remediation. Students are most likely to enroll at Oakton to prepare for transfer to four-year colleges or universities, regardless of age. Younger and older students were equally like to enroll at Oakton to prepare for transfer. Just over one-third of each age group have career goals (38% of students 24 or younger and 35% of students 25 or older). Six percent of students enroll at Oakton to take courses for personal interest or self-development, and one percent enroll to remedy or review academic skills deficiencies.

Table 5.

<b>Main Objective at Oakton by Age Group</b>			
(Weighted Respondents)			
<b>Main Objective at Oakton</b>	<b>Age Group</b>		
	<b>24 or Younger</b>	<b>25 or Older</b>	<b>All Ages</b>
Prepare to transfer to a four-year college or university.	56%	56%	56%
Career-focused goals	38%	35%	38%
<i>Prepare for a new or different career.</i>	20%	20%	20%
<i>Improve present occupational skills.</i>	7%	6%	7%
<i>Explore courses to decide on a career.</i>	11%	9%	11%
Take courses for personal interest or self-development.	5%	8%	6%
Remedy or review academic skills deficiencies.	1%	1%	1%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

The objectives of older students in Fall 2010 are significantly different from the objectives of older students in previous years. The number of older students who enrolled at Oakton to prepare for transfer to a 4-year institution tripled from the number reported in Fall 2009 (56 percent in Fall 2010, compared to 19 percent in Fall 2009). Similarly, the number of older students with career-focused goals decreased from 68 percent in Fall 2009 to 35 percent in Fall 2010. For the first time since Fall 2005, the majority of older students are pursuing transfer objectives—equal to the percentage of younger students who are also seeking to transfer.

Table 6.

<b>Older Students' Reasons for Attending Oakton – Changes Over Time</b>						
(Weighted Respondents)						
<b>Main Objective at Oakton</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>
Prepare to transfer to a four-year college or university.	26%	26%	32%	20%	19%	56%
Prepare for a new or different career.	34%	41%	34%	41%	42%	20%
Improve present occupational skills.	17%	16%	14%	15%	21%	6%
Take courses for personal interest or self-development.	18%	11%	11%	7%	13%	8%
Explore courses to decide on a career.	4%	5%	7%	9%	5%	9%
Remedy or review academic skills deficiencies.	<1%	<1%	1%	1%	1%	1%

Why are these data important? These findings indicate that Oakton continues to attract young students in traditional transfer curricula. At the same time, Oakton is experiencing a surge in the number of adult learners attending the College for transfer-focused reasons. Fall 2010 marked the highest percentage of older students preparing to transfer to a four-year college or university, the lowest percentage of older students preparing for a new or different career or exploring courses to decide on a new career, and a markedly lower percentage of older students seeking to improve their present occupational skills. Oakton may find itself home to a new population of older students who have few job prospects and who find the pursuit of long-term educational objectives to be a wise investment of their time given ongoing national economic concerns.

The percentage of older students who say they seek to transfer tripled from 2009 to 2010.

### *Educational Aspirations and Expectations*

The discussion above focuses on students' objectives at Oakton. A different way to understand Oakton students' educational aims is to study their aspirations (the highest degree they would *like to complete*) and their expectations (how far in school they *think they will get*). Table 7 presents data for both aspirations and expectations, excluding students who have already earned a bachelor's degree or higher.

Students' aspirations and expectations become more aligned with increasing expectations. This suggests that, in general, Oakton students have relatively high educational goals, even those who do not expect to be able to achieve such goals. Fifty-one percent of the students who expect to earn an Associate's degree or less would actually like to attain a higher level of education. As noted in previous CSS reports, this type of student may be one for whom Oakton can be especially important. If the College is able to identify individual students with this characteristic, the college can provide the information and support necessary for such students to achieve their aspiring levels of education. At the same time, it should be noted that some

students do have unrealistic aspirations; e.g., some students' academic or study skills are not yet at the level that would enable them to succeed in more rigorous academic coursework.

Table 7.

<b>Educational Aspirations and Expectations</b>					
<b>(Weighted Respondents, Excluding Respondents with Bachelor's Degree or Higher)</b>					
<b>Expectation</b> ("As things stand now, how far in school do you <u>think you will get</u> ?")	<b>Aspiration</b> ("Thinking ahead to the future, what is the <u>highest</u> degree you would <u>like to complete</u> ?")				<b>Total</b>
	Less than Associate Degree	Associate degree	Bachelor's degree	Master's degree or higher	
Less than Associate's	34%	15%	28%	23%	100%
Associate degree	3%	40%	41%	15%	100%
Bachelors degree	2%	2%	58%	38%	100%
Masters degree or higher	1%	1%	2%	96%	100%

### *Likely Majors of Transfer Students*

Table 8 presents intended majors for respondents who plan to transfer from the Current Student Surveys of 2006 through 2010. Likely majors of transfer students remain relatively stable since 2009. Health-related majors continue to be the most popular major, selected by 30 percent of students. Other majors experienced slight increases, including social/behavioral sciences, computer-related majors, and science or mathematics. We also see a slight decline in the number of likely majors in business-related fields, education, and humanities or fine arts. Attraction to each of these majors has remained remarkably stable over the last five years, with a variation of only a few percentage points from one year to the next.

Table 8.

<b>Planned Majors by Year of Current Student Survey</b>					
<b>(Weighted Respondents)</b>					
<b>Planned Major</b>	<b>Survey Year</b>				
	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
Health-related	28%	29%	25%	31%	30%
Business-related	25%	22%	20%	20%	18%
Education	10%	11%	12%	10%	9%
Social and behavioral sciences	6%	9%	8%	8%	9%
Humanities, fine arts	9%	9%	9%	10%	7%
Computer-related	4%	5%	4%	5%	6%
Engineering	5%	5%	6%	5%	5%
Science or mathematics	5%	5%	3%	5%	6%
Undecided or other	8%	5%	8%	5%	6%

## Level of Academic Knowledge and Skills

As an approach to determining how prepared students are for meeting the technology-related expectations of their education, we posed this question: “One of Oakton’s general education objectives is that students will be able to use technology. We are interested in knowing where you have been taught to use particular forms of technology. Please respond to the following questions by selecting whether you learned to use each form of technology in high school, at Oakton, at another college or university, at work, or if you taught yourself. If you don’t know how to use it, let us know that as well.” Table 9 shows results.

Table 9.

<b>Where Students Acquired Technology Skills</b> (Weighted Respondents)						
<i>Percents based on those who know how to use the skill level</i>						
<i>Where did you learn to use...</i>	<b>High School</b>	<b>Oakton</b>	<b>Another College or University</b>	<b>At Work</b>	<b>Self-taught</b>	<b>Don’t Know How to Use (% of total)</b>
Word processing software such as Microsoft Word	47%	4%	3%	5%	41%	0%
Spreadsheets software such as Microsoft Excel	45%	7%	7%	9%	22%	9%
Presentation software such as Microsoft PowerPoint	50%	5%	5%	5%	28%	7%
Search engines such as Google or Yahoo Search	25%	2%	2%	3%	69%	0%
Library databases such as EBSCO Academic Search Premier	29%	23%	8%	1%	10%	29%
Adobe Acrobat	21%	4%	3%	5%	38%	29%
Media such as podcasts and YouTube videos	15%	2%	2%	1%	76%	4%
File and folder management	24%	3%	3%	4%	64%	2%

What do the data tell us?

- Most students learned how to use each form of technology in high school or they are self-taught. Students may benefit from a refresher at Oakton in these technology forms, although whether they need or would take formal credit courses cannot be determined from these data.
- Students particularly need instruction in the use of library databases and Adobe Acrobat. For each of these technologies, 29 percent of students reported that they do not know how to use them. Using Acrobat to read documents or to transform documents into PDF files can be learned quickly. Again, it is unclear whether formal coursework, non-credit workshops or real-time, ‘at the moment’ instruction would adequately meet students’ needs.

Students were also asked which software applications they have used in their Oakton coursework. Table 10 displays the results. The results demonstrate that much of the coursework at Oakton integrates technology and software use. Students reported increased use from 2009 of software applications in their Oakton coursework—most notably, a 12 percent increase in the use of media, six percent increase in the use of word processing software, and a six percent increase in the use of search engines.

Table 10.

<b>Software Applications Used in Oakton Coursework</b>	
	<b>n</b>
Word processing software	92%
Search engines	70%
File and folder management	57%
Presentation software	48%
Media	34%
Library databases	31%
Spreadsheets software	29%
Adobe Acrobat	18%

## Student Preferences for Classroom Learning

We asked students about the learning style that works best for them. Forty-two percent of students reported that they comprehend information best when they **see** it, forty percent comprehend information best by **doing**, ten percent comprehend information best when they **hear** it, and eight percent comprehend information best when they **read** it.

We also asked students how helpful they found several teaching tools and approaches (Table 11). Students generally found most of the teaching tools helpful. The most helpful tools were: class lectures on Microsoft PowerPoint (73%), video or films (72%), slides (69%), incorporating media into course lectures (69%), and use of an overhead projector (63%). Fifty-four percent of students found group assignments to be helpful, and only about a third (36%) found in-class presentations by students to be helpful.

The teaching tools that students find most helpful are those that use visual imagery.

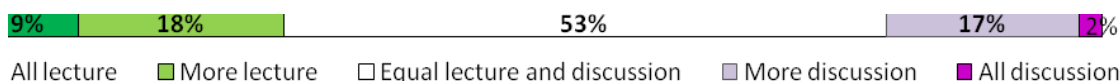
Student respondents may not have fully understood how each of these teaching tools is used in the classroom. For example, some students may define an overhead projector as any technology that projects a visual image, while other students may define an overhead projector as a technology that specifically uses transparencies to project information to students on a screen. This potential variation in understanding does not negatively impact the validity of these results.

When we look at the data together, we see that the teaching tools that students find most helpful are those that use visual imagery to augment teaching.

Table 11.

<b>Student Ratings of Teaching Tools and Approaches</b> (Weighted Respondents)			
	Helpful	Neither helpful nor unhelpful	Unhelpful
Class lectures on Microsoft PowerPoint	73%	19%	8%
Video or films	72%	19%	9%
Slides	69%	23%	8%
Incorporating media into course lectures	69%	22%	9%
Overhead projector	63%	25%	12%
Group assignments	54%	23%	21%
In-class presentations by students	36%	30%	34%

We also asked students about the one teaching approach that they most preferred in class. The majority of students (53%) prefer a balance with equal lecture and discussion. Students least prefer teaching approaches that lean entirely toward lecture (9%) or entirely toward discussion (2%).



Students reported all of the ways they prefer to be examined on course content. Students most prefer multiple choice exams (81%) and take-home exams (52%). They do not prefer oral exams (7%), essay exams (12%), class discussion exams (23%), group projects (25%), individual projects (30%), or short answer exams (35%). Students’ preferences for multiple choice over essay exams clearly conflicts with preparing them for essay tests after transfer or for writing in ‘real time’ that does not permit revisions.

## Receiving Encouragement

At the 2010 “Let’s Get Physical” College Breakfast, President Lee referenced a study by Michael Kraus, Cassy Huang, and Dacher Keltner (2010)<sup>2</sup> on the relationship between non-verbal communication, teamwork, and success. Communication in the form of physical contact—for example, a high-five or a pat on the back—often sends clearer messages of encouragement than words. Kraus, Huang, and Keltner reported that the best performing teams in the National Basketball Association shared more non-verbal encouragement than the worst

<sup>2</sup> Kraus, M., Huang, C., and Keltner, D. (2010). Tactile Communication, Cooperation, and Performance: An Ethological Study of the NBA. *Emotion* 10: 745-749.

performing teams. Players who offered the most non-verbal encouragement to other players tended to be the best performing in the league.

Because a growing amount of research finds an association between non-verbal communication and success, we asked students about the ways that professors encourage them at Oakton. Eighty-one percent of students report that they receive verbal encouragement at least some time from their professors, and 64 percent receive non-verbal encouragement. Positive and appropriate verbal and non-verbal communication send equally clear messages to students that encourage their success.

## The Value of Earning a Credential and Transferring

In the past year, an increasing amount of attention has focused on the desire to raise the college graduation rate in the United States. In 2010, President Barack Obama stated a goal of increasing the number of college graduates in America from 40 percent to 60 percent by 2020. Additionally, a number of new higher education initiatives, like Complete College America, focus their attention on increasing the number of Americans who earn a college credential. While colleges will become increasingly accountable for graduating students, we know that all students do not intend to earn a degree when they enroll at Oakton. For some students, Oakton is a launching pad for their education, and they intend to earn a degree when they transfer to a four-year college or university. We decided to determine how valuable it is for Oakton students to earn a degree or transfer.

One-quarter of respondents tell us they want **both** to earn an Oakton degree and to transfer.

Sixty-five percent of students reported that it is very important to them to earn a degree or certificate from Oakton, including 44 percent who rated it “extremely important.” Additionally, 75 percent find it very important to transfer from Oakton, including 59 percent who find it “extremely important.” Did students find it important to earn an associate degree or certificate and transfer? Of those students who find it “very important” to transfer from Oakton, 66 percent also find it very important to earn a credential. About one-quarter (27%) of all students find it extremely important to earn a credential and transfer. While preparing for transfer

may be the main objective for many students enrolling at Oakton, a great majority of them would also like to earn a credential at Oakton along the way. It may be useful in future research to try to unpack factors that affect students’ decisions to transfer before earning an Oakton degree, because many more students actually transfer without a degree than with one despite their assertions that earning a degree is important.

We also asked students how often professors, advisors, and other staff at Oakton talk to them about the importance of graduating from Oakton with an associate degree or certificate, as well as the importance of transferring from Oakton to a four-year college or university. Students report frequent discussions about the importance of graduation and transfer: 28 percent reported that they are talked to at least sometimes about earning an Oakton credential and transfer, and 36 percent report that they are talked to at least sometimes about transferring from Oakton to a four-year college or university.

## Distance Learning Courses

Twenty percent of students reported that they took a distance learning course at Oakton in the last two years, and nearly two-thirds (65%) reported that as their preference. We asked students why they chose to take distance learning courses at Oakton. Sixty-four percent reported the flexibility in the schedule of the courses, 28 percent reported that they could not take face-to-face courses because of personal conflicts, and 22 percent reported the convenience of the courses.

## Reasons for Dropping Courses

Over the course of the last year, in conversations with faculty, the Office of Research became increasingly interested in understanding why students who are successful in a course (defined as a grade of C or better) end up dropping the course. Fifteen percent of surveyed students dropped a course at Oakton in which they were earning a C or better. Table 12 details the variety of reasons why they dropped the course despite their successful performance. Seventeen percent of students responded “other,” and most of these students specified that they did not “like” the course.

Table 12.

<b>Reasons for Dropping a Course When Earning a “C” or Better</b>	
	<b>n</b>
I did not like the professor’s teaching style.	40%
The course required more work than I expected.	27%
The course was more difficult than I expected.	26%
The course conflicted with my personal obligations (e.g. caring for a child, ill relative).	20%
The course no longer fit with my schedule.	19%
Other	17%
I was dissatisfied with the grade I was earning.	13%
I was advised to drop the class.	9%

## Historical and Policy Studies Courses

In preparation for their Program Review this year, we asked students about their satisfaction with courses in Historical and Policy Studies. Students reported taking at least one course in Economics, Geography, and History in high school and, on average, they continue to take

between one and three courses in these areas at Oakton. Students report high levels of satisfaction with Historical and Policy Studies courses, including History (85%), Geography (76%), and Economics (69%).

## Student Engagement and Services

The 2010 Current Student Survey contained questions related to student engagement and student services. Oakton offers a number of activities and services to augment the educational experiences of our students. This year's survey asked students about their use of the library, as well as student preferences for the location of a new gathering center in conjunction with the Facilities Master Plan.

### Library

Almost one-third of students (30%) visit Oakton's library four or more times per semester, about one-third (35%) visit between one and three times per semester, and about one-third (35%) report that they do not visit Oakton's library. Students report visiting the library for a variety of reasons. The most common reasons are: a place to study (86%); to obtain their student ID (46%); to check out and renew books (37%); to get help with their research (32%); to search for a journal, magazine, or newspaper (31%); and to use materials on reserve (30%).

We also asked students about their use of study rooms in the library. Just over half (55%) were aware that the library had study rooms for Oakton students to use, but three-quarters (75%) had never used the library study rooms. It is likely that including questions in the Current Student Survey about the study rooms piqued students' interest, because 71 percent reported that they will use the study rooms in the future.

Almost half of survey respondents (47%) tell us that they visit the Oakton library website at least one time each semester. Of those who do, they usually use the website at home (73%) or on campus (55%). Students most commonly use the library website to search for journal or magazine articles (57%) and to search for books (38%).

### Student Gathering Center

Just over half of students (55%) would visit a student gathering center if Oakton had one. Students reported that they would visit the center more frequently if it was located on the first floor near other spaces that students use, rather than on the lower level. Fifty-nine percent of students would visit a first-floor student center at least once a week, while 48 percent would visit as often if it was on the lower level. In a related question, 86 percent of students say that it is at least somewhat easy to find where classrooms and offices are located at Oakton.

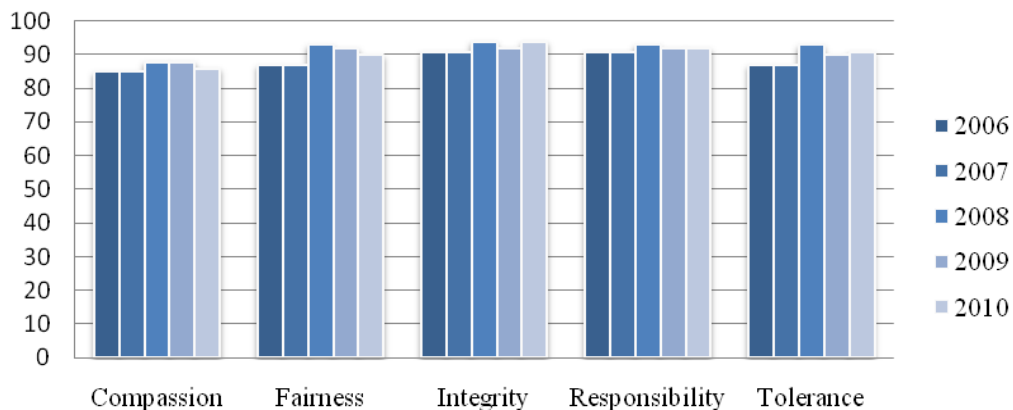
## Oakton Mission and Core Values

Some years ago, the College moved toward accepting some responsibility for helping students to develop basic values appropriate not only in college communities, but in the larger world as well. Five core values were selected: compassion, fairness, integrity, responsibility, and tolerance.

How well do currently enrolled students think College personnel (faculty, administrators, and other staff members) live up to the five core values the College has adopted? This question was asked in every Current Student Surveys beginning in 1999. In these surveys, students were asked to respond using a four-point scale that ranged from “Very poorly” to “Very well.”

In all years, the CSS was given in the third and fourth weeks of the fall semester, and in all years, about a third of the responses represented students who were new to Oakton that fall. Since returning or continuing students would have had a broader experience of the College than would new students, just the responses of the continuing students were used for the comparison shown in Figure 1. This figure shows that a high percentage of returning students selected one of the two positive response options for each of the values, and that this positive pattern has persisted over time.

Figure 1  
**Returning Students' Perceptions of Oakton Staff**  
(Percent Responding 3 or 4 on 4-point scale, where 1=very poorly and 4=very well)



## Conclusion

The annual Current Student Survey provides Oakton with information about its students that is valuable for planning new initiatives and improving existing programs. Much of this information can be obtained from no other source. Some of the information gathered serves also to validate the survey by comparing characteristics of survey respondents with independently known characteristics of the entire student body. By creating an omnibus survey, the research needs of many constituencies can be met with a single survey. This is important to prevent an over-surveying of students that might otherwise result.

Suggestions for next year's CSS are welcome and may be submitted to the Office of Institutional Research. Copies of this report are available at the College Office of Institutional Research and on the Oakton website at [www.oakton.edu/resource/oir/research](http://www.oakton.edu/resource/oir/research).

## List of Appendices

- *Appendix A.* Research Methodology
- *Appendix B.* Comparison of Enrolled Population, Survey Sample, and Respondents
- *Appendix C.* Survey Instrument with Responses

# Appendix A

## Research Methodology

With the generous cooperation of faculty members, the Current Student Survey (CSS) was conducted in a random sample of classes in the fall semester of 2010. To ensure that the sample would reflect opening fall enrollment, before many students would have withdrawn from their courses, the survey was scheduled in the third and fourth weeks of the term.

The sample included students from randomly drawn active sections of classes. Tandem and honors sections and media-based and cross-listed courses were identified, and only the first listing of a course or section number was used in drawing the sample. The 2010 sample consisted of students enrolled in 100 different classes, including classroom sections.

As soon as the sample was drawn, instructors of the classroom sections were notified of their inclusion in the sample and given more information about the process. In the case of the media-based courses, the instructors were notified for information only that the College would be contacting enrolled students by mail. So that they would have current information, the division deans were provided with copies of materials going to the faculty. Mailings were prepared for the students enrolled in the media-based courses. These included directions, the survey, and a postage-paid return envelope.

The survey itself consisted of 16 pages of questions, with an additional page that consisted of a program code list from which students were asked to indicate their primary area of study. The survey text is included in this report in Appendix C.

The College is fortunate in that most members of the faculty teaching the classroom sections in the sample were willing to administer the survey during class time, even though they are not required to participate. The full cooperation of most of the faculty enabled a much higher rate of response than would be possible otherwise.

Obtained from extract files in the College's Research database, class data were taken as of the tenth day of classes from operations transactions. The enrollment data used to describe the population to be surveyed were downloaded as of the tenth day, the end of the second week of the term.

The sampled sections included 1,870 different students, 17 percent of the 10,777 students enrolled for the fall semester with valid demographic information available.

Fall 2010 surveys were completed by 1,448 students, 77 percent of the 1,870 different students enrolled in the sections surveyed. Directions asked students to complete the survey only once even if they were enrolled in more than one of the classes included in the sample.

Although the survey is conducted in randomly selected classes, a correction is needed to take account of the fact that students enrolled in more classes have a greater probability of being included in the sample than do those enrolled for fewer courses. To compensate for these unequal probabilities, we weight individual responses for all statistical calculations. The responses to each item in the survey are weighted by an inverse function of the number of courses individual respondents are taking. Responses from students enrolled in the minimum number of courses to generally be considered full-time (that is, four courses) are given a weight equal to 1.0. The weighting value for respondents taking any more or less courses is simply four divided by the number of courses taken. For example, responses for students enrolled in only three courses are weighted by  $4/3$  (or 1.333), those taking five courses by  $4/5$  (or .80), etc. For students who provided a valid identification number, but did not respond to the survey item asking how many courses they were taking in the fall, the College's Research database was accessed to obtain this data. Throughout this report, the percentages that reflect the weighted sum of the observations are given as a measure of the response to each specific question.

One survey item asked respondents for their student identification number, social security number, or their MyOakton ID. This enabled us to download items of demographic or academic data and to use it to augment data obtained in the survey should such items have been left blank. This year, 24 percent (unweighted) of the respondents provided a valid ID. (In Fall 2002 the student ID was typically the student's social security number. In Spring 2003 the College began using a different student ID; Oakton student databases carry both the social security number and the College-assigned ID, and now also carry the MyOakton Login ID).

How can we be confident that the weighted responses from respondents in the randomly selected class sections are truly representative of the student body as a whole? Appendix 2 shows demographic data for the entire student body, for the respondents without weighting, and for the respondents weighted as explained above. Comparisons of the data in these three columns show that the weighted data for the respondents better approximate those of the entire population of enrolled students than do the non-weighted data. *Unless otherwise indicated, results reported in this CSS are based upon observations that have been weighted in this way.*

## APPENDIX B

### Comparison of Enrolled Population, Survey Sample, and Respondents

Student Characteristics	Population (Total Enrollment*)	Students in Sampled Sections**	Actual Respondents (Unweighted)	Weighted Respondents	Difference*** Btwn Weighted Respondents and Population
	(N = 10,777)	(N = 1,870)	(N = 1,448)		
<b>Age</b>					
Less than 23	48%	65%	69%	67%	19%
23-24	10%	9%	8%	7%	-3%
25-39	27%	20%	18%	18%	-9%
40-54	10%	6%	5%	6%	-4%
55 or older	4%	1%	1%	1%	-3%
Median Age	23	21	20	21	-2.0
Mean Age	27.5	23.9	26.2	27.7	0.2
<b>Gender</b>					
Male	47%	50%	48%	48%	1%
Female	53%	50%	52%	52%	-1%
<b>Racial Ethnic</b>					
Black or African American	6%	6%	5%	5%	-1%
Asian	18%	17%	21%	21%	3%
White	52%	50%	49%	49%	-3%
Hispanic or Latino	10%	13%	13%	13%	3%
American Indian or Alaskan Native	0%	<1%	1%	1%	1%
Native Hawaiian or Pacific Islander	2%	2%	3%	4%	2%
Choose Not to Respond	11%	12%	7%	7%	-4%
<b>Enrollment Status</b>					
Full-time	33%	60%	60%	41%	8%
Half-time	40%	28%	30%	34%	-6%
Less than half-time	27%	12%	10%	25%	-2%
<b>Curriculum ***</b>					
Transfer	45%	49%	45%	42%	-3%
Career	35%	30%	43%	46%	11%
Undecided	20%	22%	12%	12%	-8%
<b>Tenure</b>					
New to Oakton	29%	27%	32%	29%	0%
Returning	71%	73%	68%	71%	0%

\* From an extract of Banner data as of the 10th day of fall semester 2010.

\*\* The sample from randomly selected sections (1,870 unduplicated students, unweighted) is 17.4% of the total student population. The 1,448 respondents (unweighted) are 77.4% of that unweighted sample.

\*\*\* Curriculum data for the total population and the sampled sections are mainly from admissions applications (extracted from Banner). Survey data are from a later point in time and are expected to differ somewhat.

## Appendix C

### Current Student Survey 2010 Results

<b>1. What is your main objective in attending Oakton?</b> (Response Rate = 99%)	%
Prepare to transfer to a four-year college or university	56%
Prepare for a new or different career	20%
Explore courses to decide on a career	11%
Improve present occupational skills	7%
Take courses for personal interest or self-development	5%
Remedy or review basic academic skills deficiencies	1%

<b>2. Do you plan to complete an Oakton degree or certificate program, or only to take a few courses?</b> (Response Rate = 99%)	%
Earn an Associate degree	56%
Take a few courses only, but not earn a complete Oakton degree or certificate	36%
Earn a certificate	9%

<b>3. What is your current program at Oakton?</b> (Response Rate = 88%)	%
Career programs	46%
Transfer programs	42%
Undecided	12%

<b>4. This semester (Fall 2010), how many courses are you taking at Oakton? How many credit hours are you taking this semester?</b> (Response Rate = 98%)		
	<u>Mean</u>	<u>Median</u>
Courses	2.67	3
Credit hours	9.02	11
<b>Full-time (12 or more credits)</b>	<b>41%</b>	
<b>Half-time (6 to 11 credits)</b>	<b>34%</b>	
<b>Less than Half-time (5 or fewer credits)</b>	<b>25%</b>	

<b>5. During your time at Oakton (not just this semester), at which campus did you take most of your classes?</b>	%
(Response Rate = 99%)	
Des Plaines campus	65%
Ray Hartstein campus in Skokie	34%
Most courses were online or at sites other than the Des Plaines or Skokie campuses	1%

<b>6. Is this your first semester at Oakton?</b>	%
(Response Rate = 100%)	
No	71%
Yes	29%

<b>6a. Have you already earned a certificate or degree from Oakton?</b>	%
(Response Rate = 99%)	
No, I have not earned a certificate or Associate degree from Oakton	90%
Yes, I have earned a certificate from Oakton	7%
Yes, I have earned an Associate degree from Oakton	2%
Yes, I have earned both a certificate and an Associate degree from Oakton	1%

<b>7. Have you attended another college or university besides Oakton?</b>	%
(Response Rate = 97%)	
No	55%
Yes	45%

<b>7a. If you have ever attended another college or university, what was the <u>highest</u> level of education you completed there?</b>	%
(Response Rate = 99%)	
Some college	57%
Bachelor's degree	25%
Associate (2-year) degree	10%
Master's degree or higher	9%

<b>8. Thinking ahead to the future, what is the <u>highest</u> level of education you would <u>like to complete</u>?</b>	%
(Response Rate = 89%)	
Master's degree or higher	50%
Bachelor's degree	37%
Associate (2-year) degree	9%
Some college	3%
A certificate (less than an Associate degree)	2%

<b>9. Do you expect to transfer to a 4-year college or university?</b>	%
(Response Rate = 97%)	
Yes	87%
No	13%

<b>9a. If you do plan to transfer to a four-year program, in which of the following areas are you <u>most</u> likely to choose your major?</b>	%
(Response Rate = 99%)	
Health-related	30%
Business-related	18%
Education	9%
Social or Behavioral Sciences	9%
Humanities or Fine Arts	7%
Undecided	7%
Computer-related	6%
Sciences or Mathematics	6%
Engineering	5%
Other	1%

<b>10. As things stand now, what is the <u>highest</u> level of education you believe you will realistically achieve?</b>	%
(Response Rate = 98%)	
Bachelor's degree	44%
Master's degree or higher	35%
Associate (2-year) degree	15%
Some college	3%
A certificate (less than an Associate degree)	3%

**11. One of Oakton's general education objectives is that students will be able to use technology. We are interested in knowing where you have been taught to use particular forms of technology. Please respond to the following questions by selecting whether you learned to use each form of technology in high school, at Oakton, at another college or university, at work, or if you taught yourself. If you don't know how to use it, let us know that as well.**

Where did you learn to use...	High School	Oakton	Another College or University	At Work	Self-taught	Don't Know How to Use (% of total)
a. Word processing software such as Microsoft Word?	47%	4%	3%	5%	41%	0%
b. Spreadsheets software such as Microsoft Excel?	45%	7%	7%	9%	22%	9%
c. Presentation software such as Microsoft PowerPoint?	50%	5%	5%	5%	28%	7%
d. Search engines such as Google or Yahoo Search?	25%	2%	2%	3%	69%	0%
e. Library databases such as EBSCO Academic Search Premier?	29%	23%	8%	1%	10%	29%
f. Adobe Acrobat?	21%	4%	3%	5%	38%	29%
g. Media such as podcasts and YouTube videos?	15%	2%	2%	1%	76%	4%
h. File and folder management (copy, rename, move, create files and folders, etc.)?	24%	3%	3%	4%	64%	2%

<b>19. Which of the following software applications do you use to complete assignments for your current Oakton courses and courses that you have taken at Oakton in the past?</b>	%
Word processing software such as Microsoft Word	92%
Search engines such as Google or Yahoo Search	70%
File and folder management (copy, rename, move, create files and folders, etc.)	57%
Presentation software such as Microsoft PowerPoint	48%
Media such as podcasts and YouTube videos	34%
Library databases such as EBSCO Academic Search Premier	31%
Spreadsheets software such as Microsoft Excel	29%
Adobe Acrobat	18%

**13a. On a scale of 1 to 10, how important is it to you to earn an associate degree or certificate from Oakton?** (Response Rate = 98%)

It is <b>not at all important</b> for me to earn an associate degree or certificate from Oakton.	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	It is <b>extremely important</b> for me to earn an associate degree or certificate from Oakton.
	15%	3%	3%	2%	9%	3%	6%	7%	8%	44%	

**13b. On a scale of 1 to 10, how important is it to you to transfer to a 4-year college or university from Oakton?** (Response Rate = 98%)

It is <b>not at all important</b> for me to transfer to a 4-year college or university from Oakton.	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	It is <b>extremely important</b> for me to transfer to a 4-year college or university from Oakton.
	11%	2%	1%	2%	8%	2%	4%	5%	7%	59%	

<b>14. How often do professors, advisors, or other staff talk to you about the importance of <u>graduating from Oakton with an associate degree or certificate?</u></b>	%
(Response Rate = 98%)	
Often	8%
Sometimes	20%
Seldom	30%
Never	43%

<b>15. How often do professors, advisors, or other staff talk to you about the importance of <u>transferring from Oakton to a 4-year college or university?</u></b>	%
(Response Rate = 98%)	
Often	11%
Sometimes	25%
Seldom	27%
Never	36%

<b>16. Have you ever dropped a course at Oakton in which you were earning a C or better?</b>		%
(Response Rate = 99%)		
Yes		15%
No		85%

<b>16a. If you dropped a class in which you were earning a C or better, why did you drop the class?</b>	%
I did not like the professor's teaching style.	40%
The course required more work than I expected.	27%
The course was more difficult than I expected.	26%
The course conflicted with my personal obligations (e.g. caring for a child, ill relative).	20%
The course no longer fit with my schedule.	19%
Other	17%
I was dissatisfied with the grade I was earning.	13%
I was advised to drop the class.	9%

<b>17. Did you attend another <u>community college</u> before enrolling at Oakton?</b>		%
(Response Rate = 96%)		
Yes		15%
No		85%

<b>17a. If you have ever attended another community college, why did you enroll at Oakton?</b>	%
I moved out of the district of another community college and moved into Oakton's district.	46%
Other	20%
Oakton offered course topics that other community college(s) I attended did not offer.	18%
Oakton offered academic or career programs that other community college(s) I attended did not offer.	18%
Oakton has better quality professors than other community college(s) I attended.	14%
Oakton had more courses available than other community college(s) I attended.	12%
Oakton accepted transfer credit from other community college(s) I attended.	11%
Tuition at Oakton was cheaper than other community college(s) I attended.	11%
Student life at Oakton was better than other community college(s) I attended.	10%
I took a job in Oakton's district.	9%

<b>18a. How often do your professors at Oakton <u>verbally</u> encourage you? (e.g. telling you “good idea.”)</b>	%
(Response Rate = 98%)	
Always	12%
Often	33%
Sometimes	36%
Seldom	13%
Never	6%

<b>18b. How often do your professors at Oakton non-verbally encourage you? (e.g. a high-five or nodding head)</b>	%
(Response Rate = 98%)	
Always	6%
Often	22%
Sometimes	36%
Seldom	21%
Never	16%

<b>19. Have you taken an Oakton online course in the last two years?</b>	%
(Response Rate = 99%)	
Yes	19%
No	81%

<b>19a. Was it your preference to take the course online?</b>	%
(Response Rate = 100%)	
Yes	65%
No	35%

<b>19b. Why did you choose to take online courses at Oakton?</b>	<b>%</b>
Flexibility in the schedule of the courses	64%
Unable to take regular, face-to-face classes on campus because of work, travel, care-giving or other conflicts	28%
Convenience of the courses	22%
Preferred the format over regular, face-to-face classes	12%
Face-to-face courses were filled	7%
Other	4%

<b>20. What learning style do you think works best for you?</b>	<b>%</b>
(Response Rate = 98%)	
I comprehend information best when I see it.	42%
I comprehend information best by doing.	40%
I comprehend information best when I hear it.	10%
I comprehend information best when I read it.	8%

<b>21. How helpful do you find each of these teaching tools and approaches?</b>	<b>Response Rate</b>	<b>Rating</b>					<b>Average Rating</b>
		<b>Very helpful</b>		<b>Not at all helpful</b>			
		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
Class lectures on Microsoft PowerPoint	95%	45%	28%	19%	5%	3%	4.07
Video or films	95%	42%	30%	19%	7%	2%	4.03
Slides	95%	37%	32%	23%	6%	2%	3.96
Overhead projector	95%	34%	29%	25%	9%	3%	3.82
Group assignments	95%	29%	25%	25%	12%	9%	3.53
In-class presentations by students	94%	19%	17%	30%	21%	13%	3.08
Incorporating media into class lectures	95%	37%	32%	22%	6%	3%	3.94

<b>22. What type of teaching approach do you prefer in class?</b>	<b>%</b>
(Response Rate = 99%)	
Equal lecture and discussion	53%
More lecture than discussion	18%
More discussion than lecture	17%
All lecture	9%
All discussion	2%

<b>23. How would you prefer to be examined on course content?</b>	<b>%</b>
Multiple choice exams	81%
Take-home exams	52%
Short answer exams	35%
Individual projects	30%
Group projects	25%
Class discussion exams	23%
Essay exams	12%
Oral exams	7%
Other	3%

<b>24. Did you take any Economics courses in high school?</b>	<b>%</b>
(Response Rate = 98%)	
Yes	31%
No	69%

<b>24a. How many Economics courses did you take in high school?</b>	<b>Mean</b>
	1.5

<b>25. Have you taken any Economics courses at Oakton?</b>	<b>%</b>
(Response Rate = 96%)	
Yes	12%
No	88%

<b>25a. How many Economics courses have you taken at Oakton?</b>	<b>Mean</b>
	1.5

<b>25b. How would you rate your overall experience in your Economics courses at Oakton?</b>	<b>%</b>
(Response Rate = 100%)	
Excellent	23%
Good	46%
Fair	20%



<b>26. Which of the following Economics courses interest you?</b>	<b>%</b>
Elements of Economics	22%
Principles of Macroeconomics	18%
Principles of Microeconomics	14%
None of these courses interest me	53%

<b>27. Did you take any Geography courses in high school?</b>	<b>%</b>
(Response Rate = 98%)	
Yes	54%
No	46%

<b>27a. How many Geography courses did you take in high school?</b>	<b>Mean</b>
	1.6

<b>28. Have you taken any Geography courses at Oakton?</b>	<b>%</b>
(Response Rate = 96%)	
Yes	12%
No	88%

<b>28a. How many Geography courses have you taken at Oakton?</b>	<b>Mean</b>
	1.2

<b>28b. How would you rate your overall experience in your Geography courses at Oakton?</b>	<b>%</b>
(Response Rate = 100%)	
Excellent	31%
Good	45%
Fair	17%
Poor	7%

<b>29. Which of the following Geography courses interest you?</b>	<b>%</b>
World Regional Geography	44%
Cultural Geography	48%
Economic Geography	21%
None of these courses interest me	17%

<b>30. Did you take any History courses in high school?</b>	<b>%</b>
(Response Rate = 98%)	
Yes	91%
No	9%

<b>30a. How many History courses did you take in high school?</b>	<b>Mean</b>
	2.6

<b>31. Have you taken any History courses at Oakton?</b>	<b>%</b>
(Response Rate = 96%)	
Yes	30%
No	70%

<b>31a. How many History courses have you taken at Oakton?</b>	<b>Mean</b>
	1.4

<b>31b. How would you rate your overall experience in your History courses at Oakton?</b>	<b>%</b>
(Response Rate = 99%)	
Excellent	40%
Good	45%
Fair	12%
Poor	3%

<b>32. Which of the following History courses interest you?</b>	<b>%</b>
Social/Cultural History	70%
Political History	31%
Intellectual History	27%
Military History	27%
Economic History	24%
None of these courses interest me	8%

<b>33. On average, how many times per semester do you visit Oakton's library?</b>	<b>%</b>
(Response Rate = 97%)	
0	35%
1-3 times per semester	35%
4-6 times per semester	13%
7 or more times per semester	17%

<b>33a. When you visit the library, which campus library do you visit?</b>	<b>%</b>
Des Plaines	54%
Skokie	30%
Both Des Plaines and Skokie	16%

<b>34. For which of the following reasons do you visit Oakton's library?</b>	<b>%</b>
Place to study	86%
Get my student ID	46%
Check out and renew books	37%
Get help with my research	32%
Search for a journal, magazine, or newspaper	31%
Use materials on reserve	30%
Attend library instruction session for my class	15%
Use a library conference room for group study	15%
Check out DVDs	7%

Check out VHS videos	2%
Other	2%

<b>35. Are you aware that Oakton’s library has study rooms available for Oakton students to use?</b> (Response Rate = 97%)	%
Yes	55%
No	45%

<b>35a. Have you ever used the library study rooms at Oakton?</b> (Response Rate = 97%)	%
Yes	23%
No	77%

<b>35b. Will you use the library study rooms at Oakton in the future?</b> (Response Rate = 96%)	%
Yes	71%
No	29%

<b>36. On average, how many times per semester do you visit Oakton’s library website?</b> (Response Rate = 97%)	%
0	53%
1-3 times per semester	25%
4-6 times per semester	9%
7 or more times per semester	13%

<b>36a. For which of the following reasons do you visit the library’s website?</b>	%
Search for journal or magazine article	57%
Search for books	38%
Obtain general information on library services	23%
Request a book (hold for check out)	11%
Other	2%

<b>36b. Where do you typically use Oakton's library website?</b>	%
At home	73%
On campus	55%
At work	8%
Using a mobile device	3%

<b>37. On average, how many times per semester do you visit Oakton library's online database?</b>	%
(Response Rate = 93%)	
0	55%
1-3 times per semester	27%
4-6 times per semester	9%
7 or more times per semester	9%

<b>39a. If Oakton had a student gathering center, would you visit it?</b>	%
(Response Rate = 96%)	
Yes	55%
No	45%

<b>39b. How frequently would you visit the student gathering center if it was located on the <u>lower level</u>?</b>	%
(Response Rate = 100%)	
3 or more times per week	13%
1-2 times per week	35%
1-2 times per month	33%
Less than once a month	19%

<b>39c. How frequently would you visit the student gathering center if it was located on the <u>first floor</u> near other spaces that students use?</b>	%
(Response Rate = 100%)	
3 or more times per week	22%
1-2 times per week	37%
1-2 times per month	26%
Less than once a month	15%

<b>40. How easy is it finding where classrooms and offices are located at Oakton?</b>	%
(Response Rate = 97%)	
Very easy	36%
Somewhat easy	50%
Not very easy	10%
Not easy at all	3%

<b>41. In your experience at Oakton, how well have Oakton College staff members lived up to the following values?</b>	<b>Rating</b>					<b>Average Rating</b>
	<b>Response Rate</b>	<b>Very Poorly</b>			<b>Very Well</b>	
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
Compassion	97%	2%	12%	50%	36%	3.20
Fairness	97%	2%	8%	47%	43%	3.31
Integrity	96%	1%	5%	46%	48%	3.41
Responsibility	97%	1%	7%	42%	50%	3.41
Tolerance	97%	2%	8%	46%	45%	3.39

<b>42. What town do you live in?</b>			
(Response Rate = 98%)			
Skokie	19%	Wilmette	3%
Des Plaines	18%	Northbrook	3%
Chicago	11%	Other	3%
Evanston	8%	Glencoe	1%
Niles	8%	Mount Prospect	1%
Park Ridge	7%	Northfield	1%
Glenview	6%	Winnetka	1%
Morton Grove	6%	Golf	0%
Lincolnwood	4%	Kenilworth	0%

<b>43. How many hours per week do you typically work (on or off campus)?</b>	%
(Response Rate = 97%)	
I am not currently employed outside the home.	30%
1-19 hours per week	24%
20-34 hours per week	26%
35 or more hours per week	20%

**43a. Town where you work**

**43b. Name of employer (optional)**

<b>48. Are you in the United States on a Visa—Nonresident Alien?</b> (Response Rate = 90%)	%
Yes, in the U.S. on a Visa	17%
No, not in the U.S. on a Visa	83%

**44. What is the highest level of education attained in the U.S. by you:**

	<b>a. Mother</b> (Response Rate = 93%)	<b>b. Father</b> (Response Rate = 90%)
H.S. diploma	17%	14%
Some college	17%	18%
Bachelor's degree	17%	16%
Graduate degree	12%	13%
Not educated in U.S.	37%	40%

<b>45. Are you Hispanic or Latino?</b> (Response Rate = 96%)	%
Yes, Hispanic or Latino	16%
No, Not Hispanic or Latino	84%

<b>46. Are you from one or more of the following racial groups? (Select all that apply)</b>	%
American Indian or Alaskan Native	2%
Asian	25%
Black or African American	7%
White	57%
Native Hawaiian or Pacific Islander	5%

Choose not to respond	7%
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<b>47. Please identify your primary racial/ethnic group.</b>	%
(Response Rate = 96.5%)	
American Indian or Alaskan Native	1%
Asian	21%
Black or African American	5%
Hispanic or Latino	13%
White	49%
Native Hawaiian or Pacific Islander	4%
Choose not to respond	7%

<b>48. Are you in the United States on a Visa—Nonresident Alien?</b>	%
(Response Rate = 90%)	
Yes, in the U.S. on a Visa	17%
No, not in the U.S. on a Visa	83%

<b>49. Is English both your native language and the language mainly spoken in your home?</b>	%
(Response Rate = 97%)	
Yes	60%
No	40%

