

Baccalaureate Alumni Survey

2011 Report



Office of Research 1600 East Golf Road, Des Plaines, IL 60016

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Please telephone the Office of Research at 847-635-1894 or e-mail tbers@oakton.edu or jholderf@oakton.edu with comments, questions, or suggestions for items that might be included in the next annual survey.

Trudy Bers
Jim Holderfield

Baccalaureate Alumni Survey 2011 Report

Executive Summary

Annually, the Office of Research surveys transfer program alumni with at least 30 Oakton credits or an associate's degree and who were last enrolled one or three years ago. In 2011, 610 individuals responded to the survey, which was conducted by telephone and through an online survey during the summer of 2011. This is the third year we used an online survey, and 67 transfer program alumni completed the survey online while the other 545 responded to telephone interviewers (two completed the survey twice so that some data are based on 612 responses – this makes little difference in percentages). The survey required no more than 15 minutes to complete, and the College greatly appreciates those alumni who gave their time to this project. The 30-credit criterion (about half an associate's degree program) ensures that the alumni surveyed were fairly knowledgeable about the College. Of the 610 respondents, 227 (37%) last attended Oakton in 2007-08 while 383 (63%) last attended in 2009-10. Over time it has become more difficult to locate alumni who have been away from the College for more than a year, in part because they have moved to mobile rather than landline telephones. Survey findings include the following:

Profile of the Population Selected for the Baccalaureate Alumni Survey

- At the median, baccalaureate program alumni enrolled at age 19 and left at age 24.¹ Those who responded to the survey were on average one year older at the start of their Oakton experience than the general alumni population. More than half of the program alumni are women. Caucasians made up over half of the alumni surveyed, with the largest minority group consisting of students of Asian ancestry.
- At the median, the surveyed alumni earned 57.5 credits at Oakton and a 2.98 GPA (on a 4.0 scale). Seventeen percent of these alumni officially completed an associate's degree at Oakton.
- Of the survey respondents, 63 percent came to Oakton with no prior college enrollment and 37 percent had prior college experience. Among the 223 students (37% of respondents) who indicated they had some college experience prior to Oakton, 65 said they had earned a bachelor's degree before they last attended Oakton.

Preparation for Transfer and Experience at Transfer Institutions

- Among those surveyed, 468 (77%) reported they had attended at least one other college or university after Oakton. There were 401 transfers to baccalaureate institutions, 39 enrolled at another associate degree institution, 19 went to schools offering both associate and

¹ "At the median" means that half the group is below this age and half the group is above it.

baccalaureate degrees, and nine could not be determined. In total, 227 graduated from another institution after leaving Oakton. Put another way, 37 percent of all respondents and 49 percent of students who transferred graduated after leaving Oakton. Since some students left the College just a year ago the number of graduates will undoubtedly rise as additional alumni complete their studies after transfer.

- Respondents' time at Oakton ranged from one year to 33 years. Note this timeframe refers to the time between a student's entry to the College and departure. We did not determine whether they had enrolled continuously or stopped out.
- The primary reason alumni left Oakton before earning a degree was that they achieved their goals at Oakton (73%) and were able to transfer their credits and decided to enroll elsewhere (62%). Only 10 percent said dissatisfaction with Oakton prompted them to leave without the degree.
- Credit transfer was the most important objective for 86 percent of alumni. Of the 390 respondents who said they had not earned an associate degree, who had not earned an associate degree, only 67 (17%) were interesting in knowing how close they are to completing the degree and what courses they would need.
- Of the 62 respondents who took English as a Second Language or developmental reading and writing courses, 95 percent said these courses helped while at Oakton, and 53 percent said these courses helped after transfer.
- Transfer institutions place greater emphasis on "work on group projects" and "write long papers (more than five pages) outside of class" compared to Oakton. Sixty-nine percent of transfer alumni said that they were graded on grammar and the quality of their writing at Oakton more often than not or "always or almost always," compared to 74 percent at their transfer institutions.
- One-third of the respondents recalled talking to an Oakton faculty or staff member about the importance of completing a certificate or degree at Oakton.
- The 445 students who transferred to at least one other college or university after Oakton included 37 out of the 65 students who already had a bachelor's degree when they enrolled at Oakton. This high percentage (57%) may indicate an increase in individuals seeking retraining or upgrading of skills or the use of Oakton for additional work to prepare for graduate programs.
- The most popular majors for Oakton alumni after transfer are in the fields of business, health-related areas, social/behavioral sciences, education, and humanities/fine arts.

Assessment of the Oakton Experience

- Overall, alumni perceive that Oakton is living up to its core values of compassion (91%), fairness (96%), integrity (96%), responsibility (95%), and tolerance (95%).

- Alumni report positive experiences with diversity, equity, and inclusion at Oakton. They said the College routinely creates opportunities for students of color to voice opinions about their college experience (99%), front-line staff and faculty are sensitive to culturally diverse students (98%), and the College consistently demonstrates a commitment to treating all students equally (98%).
- Of all respondents, 42 percent reported that they felt “connected” or “very connected” to the College. Respondents cited a number of factors that helped them feel connected to Oakton, including friendly and available faculty and staff, and involvement in activities,
- Eighty-nine percent of alumni say they would be “likely” or “very likely” to attend Oakton again if they had to make their college-choice decision again. Fifty-seven percent also indicated they would consider returning to Oakton for credit courses on campus.

Baccalaureate Alumni Survey

2011 Report

This year's report of the 2011 survey of baccalaureate program alumni includes five sections. The first section provides overview information about the survey and methodology. Section II describes baccalaureate program alumni. Section III presents information about alumni preparation at Oakton and experiences at the transfer institution. Section IV summarizes alumni assessments of their Oakton experience. Section V concludes the report with an editorial summary. Appendices provide additional information about the methodology as well as detailed statistics of the respondents' and alumni's demographics.

Overview and Methodology

Each summer, Oakton conducts a survey of baccalaureate transfer program alumni. To be considered a "baccalaureate program alumnus," a student must have earned at least 30 credits or an associate's degree in a transfer program at Oakton and must have last enrolled in either 2007-08 or 2009-10. The 67 students who completed the survey online were not required to provide identifying information; therefore, we were unable to match all respondents with the College's student information management system. Of the 610 respondents, 227 (37%) last attended Oakton in 2007-08; 209 could be matched to the Oakton Student Information Management System data. Three hundred and eighty-three respondents (63%) last attended in 2009-10; 351 could be matched to the Oakton data base. In 2011, 2,560 alumni met these criteria, and 610 responded to telephone interviews or completed the survey online. The survey is not intended to reach all alumni; rather, Oakton strives to obtain 300 responses from each year's alumni.

Purposes of the survey are to:

- investigate perceptions of alumni about their experiences and satisfaction with various Oakton programs and services;
- gain information about their experience at the colleges and universities to which they transferred to complete baccalaureate degree programs or additional courses; and,
- gather information for program reviews of Oakton programs and services.

The questionnaire was developed in consultation with administrators and instructional programs and support service departments scheduled for program review in 2011-2012.² Appendix A provides more detailed information about the survey methodology and Appendix B provides data about survey

² Oakton also surveys career program alumni as mandated by the Illinois Community College Board (ICCB). These surveys are done by program on five-year cycles tied to the Program Review schedule. While ICCB only requires surveys of graduates, Oakton augments the state procedure in two ways: in addition to graduates, we survey career alumni who took courses but did not complete programs. In addition to the questions in the state survey, we add a few questions developed collaboratively with program chairpersons and their deans, to whom the results are reported for discussion in their reports of program review.

respondents compared to the overall population of alumni eligible to be surveyed. Respondents were generally representative of the overall population in terms of race, gender, ethnicity, age, and academic achievements at Oakton. Consequently, we have not differentiated in the following discussion between the population and survey respondents with respect to demographics and credits at Oakton.

When responses do not differ by year of last enrollment, the combined responses of alumni from the two years can be reasonably interpreted as evidence for alumni last enrolled throughout the three years, including the middle year not surveyed. Differences by year of last enrollment may be evidence of change that will warrant further inquiry. In this report, the survey responses are presented in Appendix C. Throughout the survey, scales were consistently constructed so that the highest values represented the most positive responses.

Profile of Baccalaureate Program Alumni

Demographic information was extracted from the College's database. The survey is the source for information about the purposes and intentions of these alumni as students. Detailed data about the alumni population that met criteria for inclusion in the survey and the actual survey respondents is provided in Appendix B.

Age, Gender, and Racial-ethnic Identity

Data on age, gender, and racial-ethnic identity come from the College's official student records, based on information provided by students on their Application for Admission. Four out of five alumni were first enrolled at the College before they were 24 years of age, and about half had completed their work at Oakton before age 24. These data suggest students who take the equivalent of one year or more of coursework in baccalaureate transfer programs tend to be of traditional college age. This year, a slightly higher proportion of older students (up +4% relative to the baccalaureate program alumni pool) chose to participate in this survey, as did female students (up +1%). Of the three highest responses to race-ethnicity, slightly more than half the baccalaureate alumni identified themselves as Caucasian, 22 percent self-identified as Asian, and 16 percent chose not to respond.

Purposes and Intentions

It helps to understand the thought process as to why alumni enrolled at the College. The survey includes two questions to provide some insight into objectives of these alumni when they were enrolled as students. The first of these questions asked students what their main objective was while attending Oakton. Note that survey respondents were asked to think back to when they first came to Oakton and to identify their objectives at that time. Of survey respondents, 85 percent said their main objective was to take coursework for transfer to another college, six percent were seeking to obtain skills needed for a new or different job, and five percent were taking courses for personal interest or self-development. The second question asked when they first enrolled, whether they planned to earn an Oakton associate's degree or merely take courses; 45 percent said they planned to earn a degree. Respondents were then

asked if they were successful in achieving their objective. /Eighty-five percent of alumni reported that they were successful or very successful in achieving their objectives.

Credits, Grades, and Oakton Degrees Earned

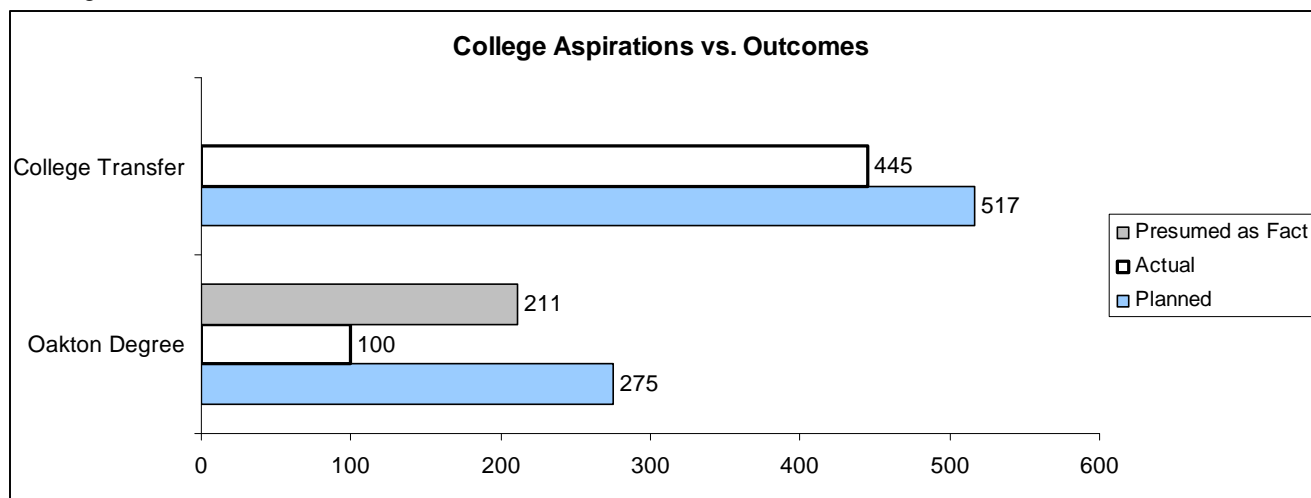
Academic data illustrate the extent of the experience of alumni at Oakton. Twenty-eight percent earned 30-44 credits, another 25 percent earned 45-59 credits, and 47 percent earned 60 or more credits. The mean number of credits for the respondents was 57.5. The data indicate students had a substantial experience at Oakton, an expected finding since the survey includes only students with 30 or more credits.³ The mean GPA for the respondents was 2.98 and the median was 3.02 (half the alumni earned GPAs above 3.02 and the other half below 3.02).

A common indicator of institutional performance is degrees awarded. Oakton, like community colleges nationwide, confers relatively few degrees to its students. Figure 1 provides interesting findings regarding transfer and completion. Of the 275 respondents who planned to earn a degree, 157 (57%) believed they had earned one. The differences between the planned and actual outcomes related to associates' degrees may also stem from:

- Financial aid regulations that require students to state they are degree-seeking so they can get monetary assistance;
- Social cachet linked to degree-seeking process; or the
- Discovery that a degree is not necessary for credits to transfer to other colleges or universities.

Of particular interest is that Oakton's records show that only 100 associate's degrees were awarded to these students. Even allowing for respondents who could not be matched to the College's student information management system (N = 50), a large number of respondents claimed degrees they had not earned. This is an intriguing finding that bears additional research; *why do alumni claim to have earned degrees they did not receive?*

Figure 1



³ Grade point average and credits are based on college-level courses in which a grade was awarded (A, B, C, D, F). Remedial courses and courses from which a student withdrew or was dropped are not included. Consequently many students in the alumni group will actually have taken more courses at Oakton than are counted in the GPA or number of credits earned.

Oakton has been very successful in helping students achieve their learning goals. Of the 517 (86%) alumni respondents who said their main objective while at Oakton was to take courses for transfer, 410 achieve their goal of transferring to another the College (79%). Seventy-six percent of alumni who left the College in 2007-08 and 70 percent of alumni who left in 2009-10 had transferred.

While students' time at Oakton ranged from one year to 33 years, the median timeframe before these alumni left Oakton was 5 years. The average number of years at Oakton was seven years. Note this refers to the time between their entry to the College and their departure; we did not determine in how many intervening years students enrolled. Length of time at Oakton showed few differences in terms of sex and ethnicity although 59 percent of White Non-Hispanic students stayed longer than four years. Table 1 shows a higher proportion of those students who enrolled when they were under 24 years of age left Oakton earlier than those over 39 years at time of enrollment. Prolonged time at Oakton among older students suggests it may be related more to their work and family commitments outside of school. It is also consistent with national findings that older students and students who delay entry to college after high school are more at-risk for not completing their degrees.

Table 1.

| Length of Stay at Oakton | | Age Group | | | | Median Years at Oakton |
|---|-----|------------|-------------|-------------|------------|------------------------|
| | | < 24 Years | 24-25 Years | 26-39 Years | ≥ 40 Years | |
| Less than 5 years before leaving Oakton | 257 | 85% | 2% | 11% | 2% | 5 Years |
| 5 or more years before leaving Oakton | 303 | 75% | 4% | 15% | 6% | |

This year's survey explored the importance of students' reasons for leaving Oakton before earning an associate degree. The most important reason, as indicated by 73 percent of the respondents, was "achieved my goals at Oakton." The next highest responses were for "Able to transfer my credits and decided to enroll elsewhere" (62% of respondents) and "didn't see a value in staying at Oakton to earn the associate degree" (31% of respondents).

This feedback may reflect student awareness of the ways in which credit can be accepted in transfer. For example, courses can be accepted toward total minimum count, but not to meet certain prerequisites or certain general education requirements. Certain Oakton courses have been "articulated" with particular public and private universities in Illinois, enabling students to know in advance the precise way in which credits will be accepted in transfer. Since there is often no advantage to presenting a degree over simply presenting the constituent courses, many students are more concerned with transferring at a convenient time than with how many credits they can transfer or earning an Oakton degree.

The perceived lack of value in an associate degree is also indicated in responses to two other survey questions. Only 19 percent of alumni who had not claimed to have earned an Oakton degree indicated an interest in completing the degree with credits from other colleges or universities, including transfer institutions. And just 17 percent were interesting in knowing how close they were to completing the associate degree and what courses they needed.

The national and state call for more college graduates presents a challenge to all colleges and universities except the most selective, which have high graduation rates already.

Educational Experiences before Oakton, at Oakton and after Transfer

Educational Experiences before Oakton

The survey asked alumni to indicate whether they attended another college or university or earned a bachelor's degree before their last enrollment at Oakton.⁴ Thirty-seven percent of survey respondents said they had attended another college or university before Oakton. Of all respondents, 11 percent said they had already earned a bachelor's degree before they last attended Oakton. A student may have taken most Oakton credits prior to earning the bachelor's degree, transferred to earn the bachelor's degree, and then later returned to Oakton for a course or a few courses and technically met criteria for inclusion in the alumni population survey.

Educational Experiences at Oakton and after Transfer

Developmental or English as a Second Language Courses

We asked transfer alumni if they had taken any developmental or English as a second language reading or writing classes while at Oakton. Only 13 percent of respondents said they had done so, and two-thirds of them were under 24 years of age. Among those who answered "Yes" to taking reading and writing courses numbered below 100, 62 had taken both while at Oakton. Ninety-five percent of this group said these courses helped while at Oakton, and 53 percent said these courses helped after transfer.

Reading

Alumni were asked about the quality of the readings done for their classes at Oakton. Sixty-nine percent rated them as either "Very simple" or "Simple". Only two percent rated them as "Very difficult".

Writing

Table 2 depicts the types of writing assignments that transfer alumni completed in their courses at Oakton and at their transfer institution. To simplify the comparison, we collapsed their answers into three categories: "Few" (ratings of 1 or 2 indicating less than 26% of the course), "Some" (rating of 3 indicating 26-50% of the course), and "Many" (ratings of 4 or 5 indicating 51-100% of the course).

⁴ The survey script listed the four 2-year and eleven 4-year area institutions most often mentioned in previous surveys, and provided space to write in two additional institutions. A standard coding system (federal FICE codes) was used to avoid varied abbreviations of same institutions and to facilitate accurate tallies by institution. However, sometimes students give college names or acronyms that could apply to a number of schools so we count these as 'other'.

Table 2.

Comparison of Writing Activities by Venue

(Data depict the percentage of respondents; e.g., 38 percent said they wrote essay exams in fewer than 26 percent of their Oakton courses)

| <i>Type of Writing Assignment</i> | <i>Venue</i> | Few Fewer than 26 % of courses | Some 26-50% of courses | Many More than 50% of courses |
|---|----------------------|---|------------------------------|--|
| Write essay exams in class | Oakton | 38% | 30% | 32% |
| | Transfer Institution | 34% | 20% | 46% |
| Summarize written materials | Oakton | 34% | 30% | 36% |
| | Transfer Institution | 27% | 23% | 50% |
| Turn in rough drafts of papers before completing the final copies | Oakton | 47% | 25% | 28% |
| | Transfer Institution | 52% | 19% | 29% |
| Work on group projects | Oakton | 34% | 29% | 37% |
| | Transfer Institution | 21% | 23% | 56% |
| Write short papers (5 pages or less) outside of class | Oakton | 26% | 28% | 46% |
| | Transfer Institution | 25% | 23% | 52% |
| Write long papers (more than 5 pages) outside of class | Oakton | 43% | 29% | 28% |
| | Transfer Institution | 28% | 23% | 49% |
| Write term or research papers | Oakton | 53% | 24% | 23% |
| | Transfer Institution | 34% | 24% | 42% |
| Write technical reports, manuals or memos | Oakton | 83% | 11% | 6% |
| | Transfer Institution | 63% | 19% | 18% |

According to our alumni, transfer institutions place greater emphasis on “work on group projects” than Oakton as indicated by the 19 point difference between the two venues. Transfer institutions also require term or research papers in more classes, a 19 point difference between the two venues. An even greater difference of 21 percentage points shows that transfer institutions make more assignments to “write long papers (more than five pages) outside of class” compared to Oakton. It may be that transfer institutions require group work, research papers and long papers in more courses than Oakton is due to students taking upper division (junior-senior) courses after transfer, where the workload is different. A future research project might be to compare the percent of lower division (freshman-sophomore) courses requiring these assignments at Oakton and transfer institutions.

We also sought to understand whether transfer alumni are graded on grammar and the quality of their writing at their transfer institution as frequently as they were at Oakton. Sixty-nine percent of transfer alumni said that they were graded on grammar and the quality of their writing at Oakton more often than not or “always or almost always,” compared to 74 percent at their transfer institution. The small difference suggests Oakton and transfer institution faculty are similar in their emphasis on grammar and writing quality.

Alumni also were asked about the type of on-the-job writing assignments they’ve done since leaving Oakton. Seventy-six percent reported they have “written work-related e-mails” and 40 percent or more reported they have “written a technical report, business letter or memo,” “conducted research and reported the findings,” and/or “written PowerPoint presentations (not necessarily designed them).”

Speeches and Presentations

Half the survey respondents had taken Speech 103: Introduction to Speech at Oakton. Most (84%) were under 24 years of age. Of transfer students, more than half (53%) reported they were required to give speeches in presentations in at least two-thirds of their courses after transfer, and only 19 percent said this requirement existed in fewer than one-third of their courses. Nearly three in five alumni (59%) reported they had given a speech or presentation at work. While the survey did not permit probing the nature of these presentations, the data suggest that the ability to give an oral presentation is an important workplace skill and is consistent with statements by employers, who indicate that communication of all types is important for successful employees.

Business

Of the 98 alumni who transferred and stated their most recent major was business-related, 51 (52%) had taken Business 101 while at Oakton. Twenty-four reported they were able to transfer this course towards their major, 18 were able to transfer the course as an elective, and nine students did not transfer this course for any form of credit. Twenty-five of the 51 students are from the 2007-8 cohort; 60 percent of these successfully transferred this course to their major. However, only 35 percent of the 26 students from the 2009-10 cohort did so. We recognize that Business 101 is not a required course at most colleges of business and some are reluctant even to grant elective credit, driven primarily by The Association to Advance Collegiate Schools of Business (AACSB), which accredits colleges of business at research universities and many other universities as well. The Accreditation Council for Business Schools & Programs (ACBSP), which accredits business programs at institutions not focused on research, including community colleges, is more receptive to Business 101.. The likelihood of affecting the AACSB to change its policy is relatively remote; what is critical, therefore, is that Oakton students be provided with accurate information about the transferability of Business 101.

Forty alumni took Business 101 at Oakton but chose not to major in this field upon transfer. Fourteen of these chose to major in social/behavioral science, nine in a health-related career, and six in education while the rest (11 alums) were distributed among other majors. Seven of the 40 were able to transfer Business 101 credits to their major and 27 transferred this course as an elective.

Encouragement to Graduate

Slightly more than one-third (34%) of the respondents recalled talking to a faculty or staff member about the importance of completing a certificate or degree at Oakton. As noted above, both the federal and state governments are placing increasing emphasis on expanding the number of college graduates. And also as noted, alumni of Oakton baccalaureate programs do not appear to value the associate degree, as evidenced by their transferring without the degree. While many may go on to complete their bachelor's degrees, national data indicate many students do not finish. Thus these students, who earn neither associate nor bachelor's degrees, might benefit from greater encouragement to complete at least their associate degree to have a college credential.

Effectiveness in Transfer Preparation

This year asked alumni to think back on their experiences at Oakton and indicate how well they thought Oakton prepared them for various learning activities at their transfer institution. Table 3 consolidates all

valid answers into three categories to gain a better understanding of how students view Oakton’s effectiveness.

Table 3.

| Thinking back on your experiences at Oakton, how well do you think Oakton prepared you for each of the following at your transfer institution? | Poor or Very Poorly | Adequately | Well or Very Well | Average Rating |
|--|--|------------|-------------------|----------------|
| | 1-2 | 3 | 4-5 | |
| | Taking short answer or multiple choice exams | 8% | 20% | 72% |
| Writing papers outside of class | 6% | 26% | 68% | 3.96 |
| Giving oral presentation or speeches | 10% | 21% | 69% | 3.92 |
| Taking essay exams | 12% | 19% | 69% | 3.90 |
| Reading textbooks and other types of instructional materials | 8% | 26% | 66% | 3.87 |
| Using electronic resources for research | 13% | 22% | 65% | 3.82 |
| Working collaboratively on group projects | 9% | 30% | 61% | 3.77 |
| Preparing presentation materials (e.g., PowerPoint) | 13% | 27% | 60% | 3.76 |
| Using the library for research | 15% | 23% | 62% | 3.73 |
| Obtaining information about the transfer institution (e.g., registration, financial aid, academic assistance such as tutoring) | 19% | 21% | 60% | 3.64 |

As a whole, about two-thirds of alumni perceive Oakton prepared them well for a variety of assignments at their transfer institutions. Conversely, fewer than 15 percent perceive Oakton to be doing a poor job, with the caveat that 19 percent perceive Oakton is doing a poorer job of providing information about transfer institutions. Alumni consider Oakton to be most effective in preparing them for short answer or multiple choice exams, writing papers outside of class oral presentation or speeches,. They perceived Oakton was least effective in helping students gather information about potential transfer institutions, though even here the mean rating was just .35 below the highest-rated item.

Transfer Institutions Attended and Degrees Earned

Respondents were asked whether they had attended another college or university after Oakton and, if so, whether they earned a degree. Table 4 presents results, which includes duplicated headcounts. That is, a student who attended more than one institution is counted for each institution. (Appendix D contains the complete list of transfer schools identified by respondents.)

Table 4.

| Colleges and Universities After Oakton | | |
|---|-----------------------------|----------------|
| | Total Students Attending | Pct. Graduated |
| Northeastern Illinois University | 86 | 36% |
| University of Illinois at Chicago | 58 | 53% |
| DePaul University | 45 | 49% |
| Loyola University | 26 | 50% |
| Roosevelt University | 21 | 81% |
| University of Illinois at Urbana Champaign | 18 | 50% |
| National Louis University | 15 | 67% |
| Columbia College | 13 | 38% |
| North Park University | 12 | 67% |
| Harper College | 11 | 27% |
| Northern Illinois University | 11 | 64% |
| Chamberlain College of Nursing | 9 | 10% |
| Elmhurst College | 8 | 88% |

Of the 601 respondents who answered the question about transfer after Oakton, 422 (70%) reported they attended another other college or university after Oakton while another 23 (4%) attended more than one college or university after Oakton. These transfers include 37 of the 65 students (57%) who already had a bachelor's degree when they enrolled at Oakton. This high percent may indicate an increase in individuals seeking retraining or upgrading of skills. Of the 468 institutions mentioned, 401 transferred to a baccalaureate institution, 39 to another associate degree institution, 19 to schools offering both associate and baccalaureate degrees, and nine could not be determined. Chicago-area institutions drew most alumni, with University of Illinois at Chicago and Northeastern Illinois University attracting the largest number of transfers.

In Table 5 we present data from the last seven alumni surveys indicating self-reported majors selected at institutions after Oakton. Business-related curricula continue to draw a large percentage of transfers, with Health-related majors drawing the second-highest percentage of Oakton transfers. The majors that increased from FY2010 were in Humanities/Fine Arts majors (3% increase), Computer-related majors (2% increase), and Biological Sciences (2% increase). Business-related majors declined seven percent from their peak in FY2010, and Education, Social and Behavioral Sciences, and Health each declined from prior years.

Table 5.

| Major after Transfer | | | | | | | | |
|------------------------------|---------|---------|---------|---------|---------|---------|---------|--|
| Survey Year | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | |
| Area of Major | (n=336) | (n=380) | (n=391) | (n=421) | (n=359) | (n=442) | (n=453) | |
| Business-related | 23% | 20% | 21% | 22% | 25% | 29% | 22% | |
| Computer-related | 7% | 8% | 5% | 5% | 4% | 2% | 4% | |
| Education | 13% | 12% | 10% | 10% | 11% | 14% | 12% | |
| Social & Behavioral Sciences | 15% | 16% | 17% | 16% | 18% | 16% | 14% | |
| Humanities, Fine Arts | 11% | 13% | 13% | 12% | 13% | 8% | 11% | |
| Health-related | 8% | 11% | 11% | 13% | 10% | 17% | 16% | |
| Engineering | 5% | 6% | 6% | 5% | 5% | 3% | 4% | |
| Sciences* | 5% | 7% | 8% | 11% | 10% | 8% | 11% | |
| <i>Biological Sciences</i> | 4% | 5% | 3% | 6% | 7% | 6% | 8% | |
| <i>Physical Sciences</i> | 1% | 2% | 5% | 5% | 3% | 2% | 3% | |
| Mathematics | 1% | 1% | 1% | 1% | 0% | 0% | 1% | |
| Other, including undecided | 6% | 5% | 7% | 5% | 5% | 3% | 5% | |

* Prior to 2004 included mathematics

Persistence in Education

Of 408 students who transferred and did not already have a bachelor's degree, 163 (40%) reported they have earned a degree at the time of this survey. As expected due to the greater time away from Oakton, 53 percent of the 2007-2008 alumni group had graduated compared to 21 percent of the 2009-2010 cohort. There was little significant difference among graduates' demographic characteristics: 34 percent for both males and females; 32 percent for Whites, 37 percent for Blacks, 34 percent for Asians and 29 percent for Hispanic alumni.

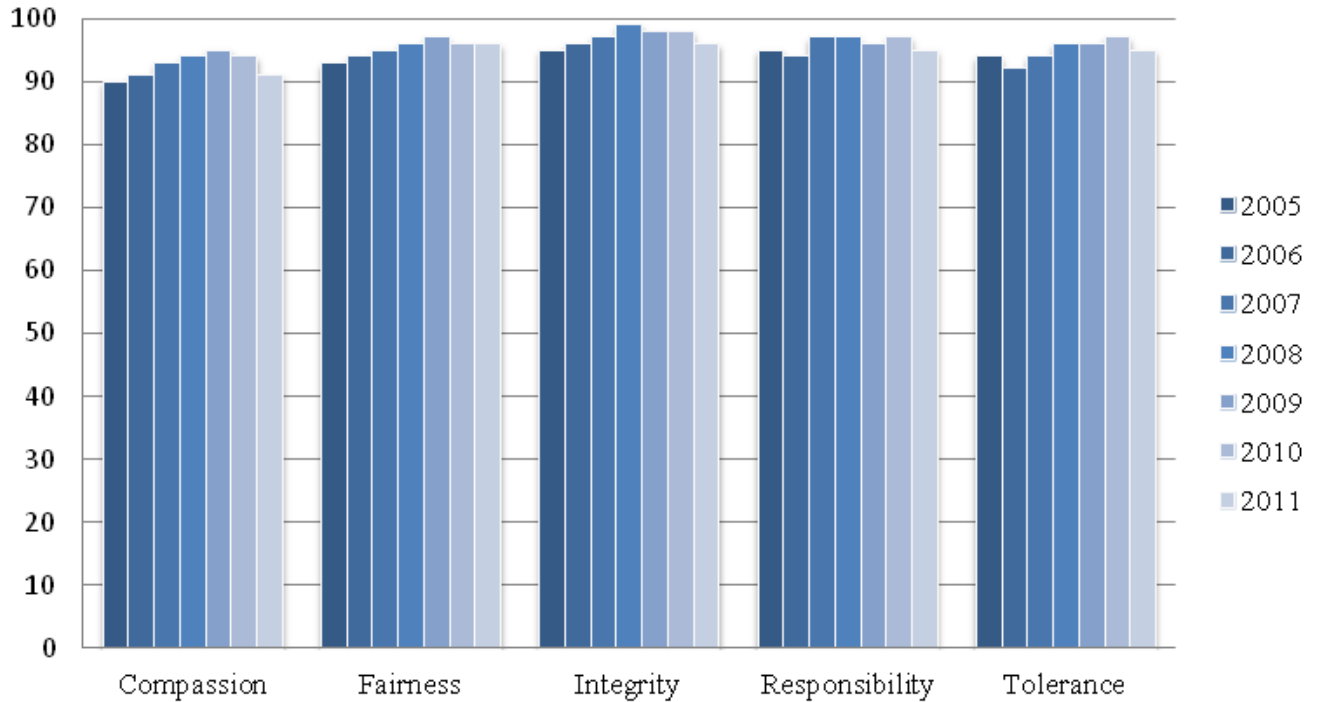
Assessments of the Oakton Experience

Living up to Core Values

First ratified in 1998, Oakton's core values are basic to achieving its institutional purposes in an exemplary manner. The values of compassion, fairness, integrity, responsibility, and tolerance help to promote an environment of excellence in personnel, programs and work and to foster ethical conduct among individuals. As in the past, respondents to the baccalaureate alumni survey were asked to rate College staff members (faculty, administrators, and others) on the extent to which they lived up to these values. Figure 2 provides a comparison of the findings from surveys of the past seven years.

A comparison of these findings from surveys over seven years shows relative stability across the values. It should be noted that a relatively small shift in the number of respondents providing a rating can affect the percentages. Unless changes are fairly dramatic, variations in the percentage of respondents giving scores of 3 and 4 should be interpreted as random fluctuations across time.

Figure 2: Living up to Oakton’s Core Values by Survey Year
 Percent Responding 3 or 4 on a 4-point scale, where 1=very poorly and 4 = very well.



This year’s survey also sought to understand how Oakton students experience diversity, equity, and inclusion at the College. Table 6 details the responses. Because this is the first time these questions were asked on the alumni survey, there is no way to determine whether Oakton has made progress in each of these areas. And, because there are no national data depicting alumni responses, the College has no way to compare the perceptions of Oakton alumni with the perceptions of alumni from other institutions. It is probably heartening to learn that the vast majority of alumni (from 73% to 87% of respondents) give Oakton high ratings for their experiences with diversity, equity and inclusion.

Table 6.

| Experiences with Diversity, Equity, and Inclusion | | | | | | |
|---|----------|----------|----------|----------|----------|----------|
| <i>Criteria</i> | n | Disagree | | | Agree | |
| | | 1 | 2 | 3 | 4 | 5 |
| The College consistently demonstrates a commitment to treating all students equally. | 583 | 2% | 11% | 87% | | |
| Faculty are sensitive to culturally diverse students. | 568 | 2% | 13% | 85% | | |
| Front-line staff are sensitive to culturally diverse students. | 569 | 2% | 17% | 81% | | |
| Faculty members hold high expectations for the success of all students. | 583 | 5% | 15% | 80% | | |
| Student support services are effective for a diverse student population. | 553 | 3% | 21% | 76% | | |
| At Oakton, there is a sense of community among diverse groups of students. | 585 | 5% | 21% | 74% | | |
| The College routinely creates opportunities for students of color to voice opinions about their college experience. | 481 | 1% | 26% | 73% | | |

Outstanding Persons, Courses, or Events

As it has for some years, alumni were asked to identify and describe any “especially outstanding person, course, or event” at Oakton. The 612 respondents named more than 300 different individuals, courses, and departments in their comments. Almost all comments were highly laudatory and provide additional evidence of the general satisfaction of our alumni with their experience at Oakton. Individuals named were sent copies of the comments. Sample comments reflect the general tone of comments received:

- [NAME] – Anatomy and Physiology. She was excellent and thorough and she gave us as much information as she thought we could handle; she made a difficult subject easy to understand.
- [NAME] – the finest teacher I have ever met in my life. He was extremely fair and he wasn't easy; he had this finesse about him; he always had time and prepared you well.
- All the professors I had at Oakton were outstanding people and role models who awed and inspired me.
- Despite its ... reputation, I had a really good time. I left [UNIVERSITY] and went to Oakton and received better services and help at Oakton than at [UNIVERSITY]. The student support staff and front offices are better at Oakton than at [UNIVERSITY].

Overall Satisfaction with Oakton

To elicit alumni perceptions of their experience at the College as a whole, we asked two questions: “When you were at Oakton, how connected did you feel to the college?” and “If you had it to do over, how likely would you be to attend Oakton again?” Of all respondents, 42 percent said that they felt either “connected” or “very connected” to the college. Sample comments include:

- It was a very warm environment. The teachers were so helpful. They gave a lot of personal attention. The teachers may you feel that. They encourage you to achieve your goals in your personal like and workplace.
- Many of my friends were there and it is close to home.
- My first time entering Oakton Community College, I knew I had made the right decision. Oakton has a very welcoming environment with great faculty and staff who are always willing to help and guide. The diversity at Oakton makes it very easy to feel connected.
- Small classes and a lot of interaction between students and teachers.
- Skokie campus was small and everything was connected and you see the same faces everyday everyone went out of their way for you there was more focus on students.

To learn more about the characteristics of students who felt they were or were not connected to Oakton, we collapsed their answers into three categories: “not connected” (ratings of 1 or 2), “somewhat connected” (rating of 3), and “connected” (ratings of 4 or 5). We then cross-tabulated responses to this question with student characteristics of age (below 24, or 24 and above), gender, and race/ethnicity. Table 7 provides results.

The data show some differences in ratings of “connectedness to Oakton.” Surprisingly, older students (age 24 and over) are more likely to rate themselves as being connected with Oakton than younger students. Similarly, female students are slightly more likely to rate themselves as being connected with Oakton than male students. This year’s survey also examined connectedness to Oakton for each race/ethnicity group. On average, Blacks and Hispanic students are less likely to rate themselves as being connected to Oakton than any other group. About two-thirds of these two groups report feeling some connection compared to three-fourths of White, Asian and Other student populations.

Table 7.

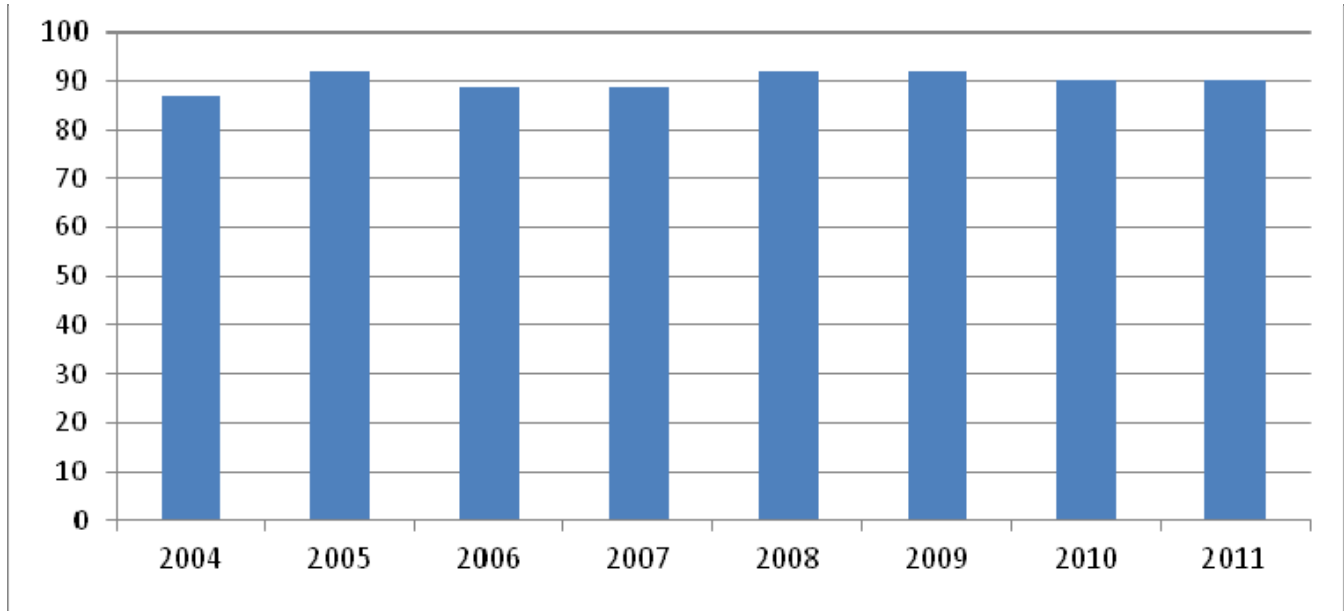
| When you were at Oakton, how connected did you feel to the college? | N | Rating | | | Average |
|---|-----|---------------|-----|-----------|---------|
| | | Not Connected | | Connected | |
| | | 1-2 | 3 | 4-5 | |
| 2008 Cohort | 209 | 25% | 31% | 44% | 3.26 |
| 2010 Cohort | 351 | 28% | 32% | 40% | 3.21 |
| Male | 269 | 27% | 35% | 38% | 3.19 |
| Female | 291 | 27% | 29% | 45% | 3.26 |
| Under 24 Years of Age | 445 | 28% | 32% | 40% | 3.18 |
| 24 Years and Over | 115 | 21% | 30% | 49% | 3.42 |
| White Non-Hispanic | 294 | 26% | 33% | 41% | 3.23 |
| Black Non-Hispanic | 19 | 37% | 16% | 47% | 3.16 |
| Asian | 124 | 27% | 33% | 40% | 3.24 |
| Hispanic | 28 | 32% | 29% | 39% | 3.04 |
| Other/No Response | 95 | 25% | 31% | 44% | 3.28 |

For the second question, asked for many years on the Baccalaureate Alumni Survey, a seven-point scale was used (1 = “Very unlikely”, 7 = “Very likely”). Eighty-nine percent responded at the 5, 6 or 7 level, indicating that they would be likely to attend Oakton again. Figure 4 presents results from eight years. Data show that, over time, the percent of alumni who, if they had it to do over again, would still have attended Oakton remains high, between 87 and 92 percent.⁵

This year’s Alumni Survey posed a new question: “As you think ahead to continuing needs for education and training, would you consider returning to Oakton for (check all that apply).” Returning for “credit courses on campus” elicited the highest positive response (57%) followed by “non-credit courses, workshops or seminars on campus or in the community” (35%). Returning for online credit courses (32%) or online non-credit courses (21%) was of less interest to alumni. Respondents appear to value being a part of Oakton’s on-campus community over the convenience of online education.

⁵ Again, findings refer to alumni who meet criteria for inclusion in the annual Baccalaureate Alumni survey.

Figure 3: Percent That Would Attend Oakton Again by Survey Year



Conclusion

The annual Baccalaureate Alumni survey continues to provide Oakton with information about and perceptions of alumni of baccalaureate transfer programs. What respondents tell us is valuable in planning for new initiatives and improving existing programs. Much of this information can be obtained from no source other than direct feedback from alumni. Alumni survey topics and specific questions are constructed in consultation with administrators, departments, and offices doing program reviews. In this way, the research needs of many constituencies can be met with a single survey.

Alumni perceptions of Oakton continue to be highly positive, both in terms of overall evaluations of the College and comments about individuals who made a significant impact on students. The College can take pride in the quality of its programs and services, the high regard alumni have for faculty and staff, and the institution's commitment to continuing its research to identify not just strengths, but also areas in need of attention.

Additional copies of this report are available at the College Office of Research. The Report is also posted on the Office of Research web site at <http://www.oakton.edu/resource/oir/>.

Appendix A

Collection and Analysis of Data

As has been the case for some years, baccalaureate program alumni were selected for the survey if they had last attended the College either one or three years previously, and either had been awarded an associates' degree or had earned at least 30 college-level credit hours at Oakton. The sample selection process began in June 2011 when student ID numbers, home phone numbers, names and other relevant biographic-demographic variables were downloaded from files extracted from the College's student database. These additional variables included gender, birth year, race-ethnicity, first and last terms of enrollment, curriculum⁶, earned credit, cumulative GPA, and Oakton degree information.⁷

Telephone lists were prepared, with separate lists for each year of last enrollment. Telephone interviewing was out-sourced to a firm specialized in such surveys. In July, the telephone lists, survey scripts, and a list of commonly used college and university FICE were sent to the interviewing firm. The firm used trained telephone interviewers who did the calling on site, with a supervisor present. Oakton asked for no more than 600 interviews, approximately 300 respondents for each year of last enrollment.

The Office of Research also gave this sample of baccalaureate program alumni the opportunity to complete the survey online. This year is the third year that an online version of the survey was used. In June, the Office of Research sent emails to alumni with a link to the online survey, and postcards to all alumni who had earned a degree. Sixty-seven alumni completed the online survey. Note this is the first time we have used email to communicate with alumni for the survey.

The postcard



Of the 2,560 baccalaureate program alumni who met the survey criteria, 1,168 were last enrolled in 2007-2008 and 1,392 in 2009-2010. Of these, 381 alumni had earned Associate's degrees from Oakton.

Where possible, messages were left, and where changed telephone numbers were available, they were followed up. Nonetheless, our vendor experienced 661 disconnected, missing, or otherwise invalid

⁶ If a student was not awarded a degree, then the self-reported major during the last term of enrollment (from the term table of the student database) represents that student's curriculum. If a student was awarded a degree, the curriculum code for the degree awarded (from the awards table of the student database) always superseded the curriculum code from the term table. If more than one degree was awarded, the code for the most recent degree program was selected.

⁷ A significant advantage to using the telephone method for this survey is that data from the student database can be reliably associated with each respondent.

telephone numbers.⁸ The vendor indicated this percentage of disconnected or invalid numbers is typical for a population like Oakton's baccalaureate alumni.

Subtracting these 661 alumni reduced the effective survey population to approximately 1,899 alumni. Altogether, the vendor completed 545 interviews, and 67 alumni completed the survey online—a total of 612 respondents. Note two individuals completed the survey twice, reducing the actual number of respondents to 610. Thus, 32 percent of the 1,899 alumni in the effective population completed the survey.

Interview responses were entered on forms with pre-coded response positions. Upon completion of the telephoning, the vendor entered student identification numbers from identity codes on each survey, and college code numbers for those colleges less often attended. The vendor then outsourced these forms for keying to electronic files. The electronic data files were read into databases using SAS software by Office of Research staff. The student identification number was used to merge the survey data and the biographic-demographic data. Data were analyzed using standard statistical procedures of SAS software. Microsoft Word and Excel were used in preparing the report, tables, figures, and appendices. Appendix C contains the overall numeric results for each item.

Responses

The 612 alumni with whom telephone and online interviews were completed constituted 24 percent of the 2,560 alumni in the effective survey population, not significantly different than in prior years. Lacking email addresses, the surveys were mailed out and gave respondents an online option to respond rather than be reached via telephone. It does not allow for the potential bias, often associated with mail surveys, of under-sampling respondents who procrastinate by setting aside mail surveys to be done "later". However, out-of-date telephone numbers and public skepticism engendered by telemarketers claiming to be "conducting a survey" have also adversely affected response rates. The online survey method has the advantage of allowing survey respondents to complete the survey at their convenience, but the method is reserved for those with Internet connectivity or who are familiar with completing online services. Similar to the telephone survey method, out-of-date addresses limit the number of baccalaureate program alumni who receive notice of the online survey.

Response rates were slightly greater for alumni who earned an Oakton degree (26%) than for those who had not (21%), and were weaker for those away from the college for three years (18%) than for those last enrolled in 2009-2010 (25%).

Response Bias

Can information about these respondents be interpreted as representative of the population surveyed when interviews were completed with only a subset of the population? The argument that it can depends on the comparison between the 612 respondents and the whole population (N = 2,560) on a variety of key demographic variables.

⁸ Data available in the student database do not reflect phone numbers changed since last enrollment.

Appendix B shows the data for these two groups. On all of the standard demographic variables — gender, racial-ethnic identity, age at entry, age at exit,⁹ credit earned, grade point average, and whether awarded an Oakton degree — differences between the two groups are small, suggesting that the respondent group is highly representative of all alumni who met criteria for inclusion in the study.

⁹ Ages when first and last enrolled were calculated as the year of the first or last enrollment minus the birth year. This takes account of differences for alumni last enrolled three years or one year before the survey.

Appendix B

Alumni Demographic Characteristics of Population and Survey Respondents

| Student Characteristic | Population (N= 2560) | | Survey Respondents (N= 560) ¹⁰ | | Difference Btw Respondents and Population |
|-------------------------------|-------------------------|-----|--|-----|---|
| | n | % | n | % | |
| Gender | | | | | |
| Male | 1242 | 49% | 269 | 48% | -1% |
| Female | 1312 | 51% | 291 | 52% | +1% |
| Entry Age | | | | | |
| Less than 24 | 2146 | 84% | 445 | 79% | -5% |
| 24-25 | 83 | 3% | 17 | 3% | 0% |
| 26-39 | 258 | 10% | 75 | 13% | +3% |
| 40-59 | 65 | 3% | 23 | 4% | +1% |
| 60 or older | 3 | <1% | 0 | 0% | 0% |
| Median Age | 19 | | 19 | | 0 |
| Mean Age | 21.0 | | 22.0 | | +1.0 |
| Exit Age | | | | | |
| Less than 24 | 1232 | 48% | 264 | 47% | -1% |
| 24-25 | 395 | 15% | 71 | 13% | -2% |
| 26-39 | 692 | 27% | 152 | 27% | 0% |
| 40-59 | 208 | 8% | 63 | 11% | +3% |
| 60 or older | 29 | 1% | 10 | 2% | +1% |
| Median Age | 24 | | 24 | | 0 |
| Mean Age | 27.0 | | 27.5 | | +0.5 |
| Ethnicity | | | | | |
| Black Non-Hispanic | 119 | 5% | 19 | 3% | -2% |
| Asian | 532 | 21% | 124 | 22% | +1% |
| White Non-Hispanic | 1346 | 53% | 294 | 53% | 0% |
| Hispanic | 171 | 7% | 28 | 5% | -2% |
| Am. Indian or Alaskan Native | 9 | <1% | 1 | <1% | 0% |
| Pacific Islander | 29 | 1% | 7 | 1% | 0% |
| No Response/Other | 350 | 14% | 87 | 16% | +2% |
| Credit Hours Earned | | | | | |
| 30-44 hours | 751 | 29% | 155 | 28% | -1% |
| 45-59 hours | 679 | 27% | 139 | 25% | -2% |
| 60 or more hours | 1125 | 44% | 266 | 48% | +4% |
| Median Hours | 56 | | 58 | | +2 |
| Mean Hours | 57.0 | | 56.1 | | +0.50 |
| Grade Point Average | | | | | |
| Median | 2.88 | | 3.02 | | +0.14 |
| Mean | 2.84 | | 2.98 | | +0.14 |
| Oakton Degree Received | | | | | |
| AA | 361 | 14% | 92 | 16% | +2% |
| AFA | 2 | <1% | 0 | 0% | 0% |
| AS | 18 | 1% | 8 | 1% | 0% |
| ASE | 0 | 0% | 0 | 0% | 0% |

¹⁰ Fifty-two of the 610 survey respondents could not be identified. Two responded twice.

Appendix C

Baccalaureate Alumni Survey 2011 Results

| 1. Which one of the following was your main objective in attending Oakton? | Responses | |
|---|------------------|-------------|
| | n | % |
| a. Take coursework for transfer to another college | 517 | 85% |
| b. Obtain skills needed for new or different job | 38 | 6% |
| c. Take courses for personal interest or self-development | 31 | 5% |
| d. Improve skills needed in present career | 16 | 3% |
| e. Explore courses to decide on a career | 9 | 1% |
| Total | 611 | 100% |

| 2. When you first enrolled at Oakton, was your plan to earn a degree or just to take courses? | Responses | |
|--|------------------|-------------|
| | n | % |
| Take courses but not to earn a degree | 335 | 55% |
| Earn a degree | 275 | 45% |
| Total | 610 | 100% |

| 3. How successful were you in achieving your objective? | n | Not Successful | Neutral | Successful |
|--|------------|----------------|---------|------------|
| | 600 | 5% | 10% | 85% |

| 4. Did an Oakton faculty or staff member talk to you about the importance of completing a certificate or degree at Oakton? | Responses | |
|---|------------------|-------------|
| | n | % |
| Yes | 202 | 34% |
| No | 331 | 55% |
| Don't remember | 68 | 11% |
| Total | 601 | 100% |

| 5. Did you take English developmental or English as a second language reading courses at Oakton? (These are English reading courses numbered below 100; for example, English 072, English 094) | Responses | |
|---|------------------|-------------|
| | n | % |
| Yes | 67 | 13% |
| No | 462 | 87% |
| Total | 529 | 100% |

| 6. Did you take English developmental or English as a second language writing courses at Oakton? (These are English reading courses numbered below 100; for example, English 075, English 097) | Responses | |
|--|------------|-------------|
| | n | % |
| Yes | 71 | 14% |
| No | 421 | 86% |
| Total | 492 | 100% |

| 7. Do you think these courses helped you to succeed in College? Check all that apply. | Responses | |
|--|------------|-------------|
| | n | % |
| a. Yes, they helped at Oakton | 72 | 17% |
| b. Yes, they helped me after I transferred | 41 | 9% |
| c. No, they did not help me | 2 | 1% |
| d. Did not take English composition courses numbered below 100 | 314 | 73% |
| Total | 429 | 100% |

| 8. Think about the readings you did for your classes at Oakton. Were they | Rating | | | | Average Rating |
|---|--------|-------------|-----|----------------|----------------|
| | | Very Simple | | Very Difficult | |
| | n | 1 | 2 | 3 | |
| 465 | 12% | 58% | 28% | 2% | 2.21 |

| 9. Please think about all the courses you took at Oakton. In about what percent of your courses did you: | n | Frequency | | | | |
|--|------------|-----------|-----|--------|-----|---------|
| | | 0% | | 26-50% | | 76-100% |
| | | 1 | 2 | 3 | 4 | 5 |
| a. Write essay exams in class | 600 | 9% | 29% | 30% | 16% | 16% |
| b. Summarize written materials | 600 | 10% | 24% | 30% | 17% | 19% |
| c. Turn in rough drafts of papers before completing the final copies | 598 | 16% | 31% | 25% | 14% | 14% |
| d. Work on group projects | 600 | 7% | 27% | 29% | 19% | 18% |
| e. Write short papers (5 pages or less) outside of class | 599 | 7% | 19% | 28% | 21% | 25% |
| f. Write long papers (more than 5 pages) outside of class | 599 | 11% | 32% | 29% | 15% | 13% |
| g. Write term or research papers | 599 | 18% | 35% | 24% | 13% | 10% |
| h. Write technical reports, manuals or memos | 594 | 55% | 28% | 11% | 2% | 4% |

| | | Frequency | | | | |
|------------|--|-----------------------|----|-----|-----|-------------------------|
| | | Never or Almost Never | | | | Always or Almost Always |
| n | | 1 | 2 | 3 | 4 | 5 |
| 599 | | 5% | 7% | 19% | 31% | 38% |

| 11. In either your full-time or part-time jobs since leaving Oakton, have you done any of the following? | Responses | | |
|--|-----------|-----|-----|
| | n | Yes | No |
| a. Conducted research and reported the findings | 494 | 41% | 59% |
| b. Read and summarized articles, reports, books or materials on web pages | 494 | 38% | 62% |
| c. Written a technical report, business letter or memo | 490 | 49% | 51% |
| d. Written PowerPoint presentations (not necessarily designed them) | 494 | 40% | 60% |
| e. Written work-related emails | 493 | 76% | 24% |
| f. Written work-related web pages | 490 | 29% | 71% |

| 12. Did you take Speech 103 (SPE 103) at Oakton? | Responses | |
|--|------------|-------------|
| | n | % |
| Yes | 299 | 50% |
| No | 301 | 50% |
| Total | 600 | 100% |

| 13. Since leaving Oakton, have you given a speech or presentation at work? | Responses | |
|--|------------|-------------|
| | n | % |
| Yes | 319 | 59% |
| No | 223 | 41% |
| Total | 542 | 100% |

| 14. Have you earned an associate degree at Oakton? | Responses | |
|--|------------|-------------|
| | n | % |
| Yes | 211 | 35% |
| No | 390 | 65% |
| Total | 601 | 100% |

LEFT OAKTON WITHOUT ASSOCIATE DEGREE

| 15. If you left Oakton before you earned an associate degree, please indicate the importance of each of the following reasons for your departure prior to earning a degree | n | Rating | | | | Average Rating |
|--|-----|----------------------|-----|----------------|-----|----------------|
| | | Not Important at All | | Very Important | | |
| | | 1 | 2 | 3 | 4 | |
| a. I achieved my goals at Oakton | 383 | 9% | 5% | 13% | 73% | 3.51 |
| b. I was not doing well academically | 384 | 79% | 4% | 5% | 12% | 1.51 |
| c. I was able to transfer my credits and decided to enroll elsewhere | 383 | 29% | 2% | 7% | 62% | 3.02 |
| d. I didn't see a value in staying at Oakton to earn the associate degree | 383 | 44% | 13% | 12% | 31% | 2.30 |
| e. I didn't receive the financial aid (scholarships, grants and/or loans) I needed to continue | 384 | 78% | 3% | 4% | 15% | 1.55 |
| f. I needed to take time off from school to take care of family | 382 | 75% | 4% | 3% | 18% | 1.64 |
| g. I needed to take time off from school to work | 379 | 74% | 4% | 3% | 19% | 1.66 |
| h. I needed to take time off from school for health or other personal reasons | 380 | 80% | 3% | 1% | 16% | 1.53 |
| i. I moved out of Oakton's area | 382 | 77% | 2% | 3% | 18% | 1.61 |
| j. I was tired of school | 381 | 84% | 4% | 2% | 10% | 1.38 |
| k. I was dissatisfied with Oakton | 377 | 78% | 8% | 4% | 10% | 1.47 |

| 16. If you did not complete your associate degree at Oakton, are you interested in completing the degree with credits transferred to Oakton from other colleges and universities you attended, including ones to which you transferred after Oakton? | Responses | |
|--|------------|-------------|
| | n | % |
| Yes | 73 | 19% |
| No | 298 | 76% |
| Not sure | 21 | 5% |
| Total | 392 | 100% |

| 17. If you did not complete your associate degree at Oakton, would you like to know how close you are to completing the degree and what courses you need? (Remember, you may be able to transfer courses you have already taken or will take at other colleges and universities.) | Responses | |
|---|------------|-------------|
| | n | % |
| Yes | 67 | 17% |
| No | 309 | 80% |
| Not sure | 13 | 3% |
| Total | 389 | 100% |

EVERYONE

| 18. Had you attended another college or university BEFORE coming to Oakton? | Responses | |
|---|------------|-------------|
| | n | % |
| Yes | 223 | 37% |
| No | 374 | 63% |
| Total | 597 | 100% |

| 19. Had you already earned a bachelor's degree before you last attended Oakton? | Responses | |
|---|------------|-------------|
| | n | % |
| Yes | 65 | 11% |
| No | 532 | 89% |
| Total | 597 | 100% |

| 20. Did you attend any colleges or universities AFTER leaving Oakton? | Responses | |
|---|------------|-------------|
| | n | % |
| Yes | 445 | 74% |
| No | 156 | 26% |
| Total | 601 | 100% |

(See Appendix D for list of colleges/universities attended)

| 21. Since you transferred, what has been your most recent major? | Responses | |
|--|------------|-------------|
| | n | % |
| a. Business-Related | 98 | 22% |
| b. Health-related | 71 | 16% |
| c. Social or Behavioral Sciences | 64 | 14% |
| d. Education | 53 | 12% |
| e. Humanities/Fine Arts | 49 | 11% |
| f. Biological Sciences | 39 | 8% |
| g. Engineering | 18 | 4% |
| h. Computer-related | 17 | 4% |
| i. Physical Sciences | 14 | 3% |
| j. Mathematics | 5 | 1% |
| k. Other or Undecided | 25 | 5% |
| Total | 453 | 100% |

| 22. Did you take BUS 101: Introduction to Business at Oakton? | Responses | |
|---|------------|-------------|
| | n | % |
| Yes | 91 | 21% |
| No | 340 | 79% |
| Total | 431 | 100% |

| 23. If you took BUS 101 at Oakton, did the course: | Responses | |
|--|-----------|-------------|
| | n | % |
| Transfer as an elective | 45 | 48% |
| Transfer in your major | 31 | 33% |
| Not transfer | 19 | 20% |
| Total | 95 | 100% |

| 24. In about how many course at your transfer institution have you been required to give speeches or presentations? | Responses | |
|---|------------|-------------|
| | n | % |
| a. All or nearly all courses | 143 | 32% |
| b. About 2/3 of courses | 94 | 21% |
| c. About 1/2 of courses | 57 | 13% |
| d. About 1/3 of courses | 64 | 14% |
| e. Few or none | 84 | 19% |
| f. Did not transfer after Oakton | 5 | 1% |
| Total | 447 | 100% |

| 25. Think about all the courses you took at your transfer institution after Oakton. In about what percent of your courses did you do each of the following writing assignments: | n | Frequency | | | | |
|---|------------|-----------|-----|-----------|-----|-----|
| | | 26 – 50% | | 76 – 100% | | |
| | | 1 | 2 | 3 | 4 | 5 |
| a. Write essay exams in class | 443 | 12% | 22% | 20% | 16% | 30% |
| b. Summarize written materials | 443 | 9% | 18% | 23% | 18% | 32% |
| c. Turn in rough drafts of papers before completing the final copies | 443 | 24% | 28% | 19% | 12% | 17% |
| d. Work on group projects | 443 | 6% | 15% | 23% | 16% | 40% |
| e. Write short papers (5 pages or less) outside of class | 443 | 6% | 19% | 23% | 16% | 36% |
| f. Write long papers (more than 5 pages) outside of class | 441 | 9% | 19% | 23% | 15% | 34% |
| g. Write term or research papers | 443 | 13% | 21% | 24% | 16% | 26% |
| h. Write technical reports, manuals or memos | 441 | 42% | 21% | 19% | 9% | 9% |

| 26. Think about all your courses at your transfer institution in which you wrote a paper. How often would you say your instructors graded you on grammar and the quality of your writing? | Frequency | | | | | |
|---|-----------|-------------|----|-----|------------|-----|
| | | Very Rarely | | | Very Often | |
| | n | 1 | 2 | 3 | 4 | 5 |
| | 442 | 6% | 5% | 15% | 25% | 49% |

| 27. Thinking back on your experiences at Oakton, how well do you think Oakton prepared you for each of the following at your transfer institution? | N | Ratings (Average Rating excludes those who answered N/A) | | | | | | Average Rating |
|--|-----|---|----|-----|-----------|-----|-----|----------------|
| | | Very Poorly | | | Very Well | | | |
| | | 1 | 2 | 3 | 4 | 5 | N/A | |
| a. Taking essay exams | 443 | 2% | 9% | 17% | 31% | 30% | 11% | 3.90 |
| b. Taking short answer or multiple choice exams | 443 | 1% | 6% | 19% | 34% | 32% | 8% | 3.99 |
| c. Writing papers outside of class | 444 | 1% | 4% | 24% | 30% | 33% | 8% | 3.96 |
| d. Preparing presentation materials (e.g., PowerPoint) | 440 | 4% | 7% | 23% | 23% | 28% | 15% | 3.76 |
| e. Giving oral presentation or speeches | 443 | 3% | 6% | 19% | 28% | 31% | 13% | 3.92 |
| f. Using the library for research | 441 | 5% | 9% | 19% | 25% | 27% | 15% | 3.73 |
| g. Using electronic resources for research | 443 | 3% | 9% | 19% | 30% | 29% | 10% | 3.82 |
| h. Working collaboratively on group projects | 443 | 2% | 7% | 28% | 30% | 26% | 7% | 3.77 |
| i. Reading textbooks and other types of instructional materials | 443 | 1% | 7% | 24% | 32% | 29% | 7% | 3.87 |
| j. Obtaining information about the transfer institution (e.g., registration, financial aid, academic assistance such as tutoring) | 444 | 6% | 7% | 16% | 21% | 22% | 28% | 3.64 |

| 28. When you were at Oakton, how connected did you feel to the college? | N | Ratings | | | | | Average Rating |
|---|---|----------------------|-----|-----|-----|----------------|----------------|
| | | Not at all Connected | 2 | 3 | 4 | Very Connected | |
| | | 601 | 12% | 16% | 30% | 22% | |

| 29. How well did Oakton College staff members (faculty, administrators and others) live up to the following values? | N | Rating | | | | Average Rating |
|---|-----|-------------|----|-----------|-----|----------------|
| | | Very Poorly | | Very Well | | |
| | | 1 | 2 | 3 | 4 | |
| Compassion | 598 | 2% | 7% | 29% | 62% | 3.51 |
| Fairness | 599 | 1% | 3% | 25% | 71% | 3.65 |
| Integrity | 598 | 1% | 3% | 21% | 75% | 3.70 |
| Responsibility | 598 | 1% | 4% | 25% | 70% | 3.64 |
| Tolerance | 599 | 1% | 3% | 27% | 68% | 3.62 |

| 30. We would like to understand how students experience diversity, equity, and inclusion at Oakton. Please indicate the extent to which you agree with each statement. | N | Rating | | | | | Average Rating |
|--|-----|-------------------|----|-----|----------------|-----|----------------|
| | | Strongly Disagree | | | Strongly Agree | | |
| | | 1 | 2 | 3 | 4 | 5 | |
| a. At Oakton, there is a sense of community among diverse groups of students. | 585 | 2% | 3% | 21% | 28% | 46% | 4.12 |
| b. The College consistently demonstrates a commitment to treating all students equally. | 583 | <1% | 1% | 11% | 24% | 63% | 4.47 |
| c. Front-line staff are sensitive to culturally diverse students. | 569 | 0% | 2% | 17% | 27% | 54% | 4.33 |
| d. Faculty are sensitive to culturally diverse students | 568 | <1% | 1% | 13% | 31% | 54% | 4.38 |
| e. Student support services are effective for a diverse student population. | 553 | <1% | 2% | 21% | 29% | 47% | 4.19 |
| f. Faculty members hold high expectations for the success of all students. | 583 | 1% | 4% | 15% | 29% | 51% | 4.25 |
| g. The College routinely creates opportunities for students of color to voice opinions about their college experience. | 481 | 0% | 1% | 26% | 24% | 49% | 4.20 |

| 31. As you think ahead to continuing needs for education and training, would you consider returning to Oakton for (check all that apply): | N | Ratings | | | | | Average Rating |
|---|-----|-------------------|-----|-----|----------------|-----|----------------|
| | | Strongly Disagree | | | Strongly Agree | | |
| | | 1 | 2 | 3 | 4 | 5 | |
| a. Credit courses on campus | 598 | 18% | 11% | 14% | 17% | 40% | 3.49 |
| b. Credit courses online | 595 | 40% | 14% | 14% | 14% | 18% | 2.58 |
| c. Non-credit courses, workshops or seminars on campus or in the community | 594 | 34% | 10% | 21% | 12% | 23% | 2.78 |
| d. Non-credit courses, workshops or seminars online | 592 | 50% | 14% | 15% | 7% | 14% | 2.22 |

| 32. If you had it to do over, how likely would you be to attend Oakton again? | n | Ratings | | | | | | Average Rating | |
|---|---|---------------|----|----|----|----|-----|----------------|-------------|
| | | Very Unlikely | 2 | 3 | 4 | 5 | 6 | | Very Likely |
| | | 595 | 2% | 1% | 2% | 6% | 12% | | 16% |

Appendix D

All Institutions Attended after Oakton

(Note: total count includes students who attended multiple institutions after leaving Oakton)

| School | Total Students Attending | Pct. Graduated |
|--|--------------------------------|-------------------|
| Total Number Attending | 468 | 49% |
| Northeastern Illinois University | 86 | 36% |
| University of Illinois at Chicago | 58 | 53% |
| DePaul University | 45 | 49% |
| Loyola University | 26 | 50% |
| Roosevelt University | 21 | 81% |
| University of Illinois at Urbana Champaign | 18 | 50% |
| National Louis University | 15 | 67% |
| Columbia College | 13 | 38% |
| North Park University | 12 | 67% |
| Harper College | 11 | 64% |
| Northern Illinois University | 11 | 27% |
| Chamberlain College of Nursing | 10 | 10% |
| Elmhurst College | 8 | 88% |
| Indiana University | 7 | 57% |
| Bradley University | 6 | 33% |
| Northwestern University | 6 | 17% |
| Ambria College of Nursing (formerly Americare Institute) | 4 | 0% |
| Argosy University | 4 | 50% |
| College of Lake County | 4 | 0% |
| Lewis University | 4 | 25% |
| Triton College | 4 | 50% |

Three students attended each of these institutions:

The California State University Campuses, DeVry University, ITT Technical Institute, Illinois State University, Lake Forest College, Southern Illinois University-Carbondale, Truman College of the City Colleges of Chicago, University of Phoenix

Two students attended each of these institutions:

Chicago State University, Kendall College, Midwestern University, Robert Morris University, Rush University, University of Illinois at Springfield, West Suburban College of Nursing, Western Illinois University, Wright College of the City Colleges of Chicago

One student attended each of these institutions:

Boston University, Colorado Technical University, College of DuPage, Concordia College, Dominican University, East West University, Eastern Illinois University, Fox College, Gainesville State College, Governor State University, Grinnell College, Harold Washington College of the City Colleges of Chicago, John A. Logan College, Liberty University, Loras College, Malcolm X College of the City Colleges of Chicago, Mesa Community College, Milwaukee School of Engineering, Montana, Moody Bible Institute, Moraine Valley Community College, Murray State University, National State University, Parkland College, PCCTI AKA PC Center Training Institute, Prairie State Community College, Quincy University, School of the Art Institute of Chicago, St. Ambrose University, St. Augustine College, St. Louis University, South Suburban College, State University of New York at Binghamton, , University of California-Los Angeles, University of Chicago, University of New England, University of Southern California, University of St. Francis-Joliet, University of Texas, University of Wisconsin-Madison, Valparaiso University, Washington, Western Michigan University, Wisconsin Lutheran College, Worsham College of Mortuary Science

Two students attended a college outside of the U.S.

Five students attended a college but the name of the institution could not be determined.