

# Baccalaureate Alumni Survey 2005 Report

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## **Acknowledgments**

This is the eighteenth annual survey of alumni of Oakton's baccalaureate program. The College very much appreciates the participation of College alumni. The survey requires extensive behind-the-scenes support from staff members at the Office of Research. Particular thanks are due to the Office's support staff persons, Pat Miller and Brenda Manfredini, who handled the preparation and mailing of the comments given in response to the open-ended item about "outstanding" persons, courses, or events at the College to the faculty and staff members remembered and to their administrative supervisors.

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# **Baccalaureate Alumni Survey 2005 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 2005, 491 alumni responded to the survey, which was conducted by telephone during the summer of 2005. The survey required 10 to 15 minutes to complete, and the College very much appreciates these alumni giving their time to this project. The 30-credit criterion (about half an associate's degree program) ensures that the alumni surveyed were sufficiently experienced at Oakton to be fairly knowledgeable about the College. 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. \* Slightly more than half are women. Sixty percent are white and the largest minority group is of Asian or Pacific Island ancestry.
- At the median, these alumni earned 56 credits at Oakton and a GPA of 2.97. Seventeen percent of these alumni completed associate's degrees at Oakton.
- Sixty percent of survey respondents came to Oakton with no prior college enrollment. Twenty-nine percent had some college experience elsewhere before coming to Oakton, and another eleven percent had already earned a bachelor's degree before their last enrollment at Oakton. Students with the bachelor's degree may have taken most of their Oakton courses before earning that degree, but returned to Oakton for just a course or two afterwards.

### **Preparation for Transfer and Experience at Transfer Institutions**

- Respondents who transferred rated the utility of skills learned at Oakton for their courses after transfer. The percent who said each skill was useful were: writing 71%, speech 69%, mathematics 62%, problem-solving 61%, teamwork 61%, and computer skills 53%.
- Respondents who transferred rated the extent to which, while at Oakton, they improved skills in several areas. The percent who said they improved in each skill was writing 63%, speech 58%, mathematics 54%, problem-solving 52%, teamwork 50%, and computer skills 44%.

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\* "At the median" means that half the group is below this range and half the group is above it.

- Of the 491 survey respondents, 336 (68%) reported that they attended another college or university after Oakton, and 169 (50%) of the transfers say they earned a bachelor's or associate degree after transfer. Because a number of respondents had been away from Oakton for only one year, they probably had insufficient time to complete their bachelor's degree prior to the survey and are still attending college.
- Most alumni transferred to schools in the Chicago area. Northeastern Illinois University and University of Illinois at Chicago drew a combined 37 percent of the transfers.
- Of students who did not already have a bachelor's degree and who transferred, 75 percent who last attended Oakton in 2001-2002 had earned their bachelor's degree since leaving Oakton, compared to 36 percent of those who last attended in 2003-2004.
- The most popular majors for Oakton alumni are in business, social/behavioral sciences, education, humanities/fine arts, and health-related areas.

### **Assessment of the Oakton Experience**

- For those alumni who have reported that they used services from the Oakton Library, 73% to 86% reported that they were satisfied or very satisfied with these services.
- Alumni perceive that, overall, Oakton is living up to its core values of fairness (93%), integrity (95%), responsibility (95%), tolerance (92%) and compassion (90%).
- Alumni were asked to rate their familiarity with a number of statements in Oakton's mission and values statement, and whether the statements accurately reflected the College. Respondents were familiar (every rating was 3.1 or higher on a 5-point scale measuring familiarity). And, they perceive the statements accurately reflect Oakton (every rating was 4.0 or higher on a 5-point scale measuring accuracy).
- Eighty-two percent of respondents report that had they to do it over, they would again choose to attend Oakton.

# **Baccalaureate Alumni Survey**

## **2005 Report**

This year's report of the 2005 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's preparation at Oakton and experiences at the transfer institution. Section IV summarizes alumni's assessments of their Oakton experience, and a fifth and final section concludes the report. A number of appendices provide additional information about the methodology as well as detailed statistics of the responses and alumni demographics.

### **I. Overview and Methodology**

Each summer, Oakton Community College conducts a telephone survey of baccalaureate program alumni. To be considered a "baccalaureate program alumnus," a student must have earned at least 30 credits or an associate degree in a transfer program at Oakton, and last have enrolled in either 2001-02 or 2003-04. This year 2,591 alumni met these criteria, and 491 completed telephone interviews. The survey is not intended to reach all alumni; rather, they are randomly sampled.

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;
- 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 2005-2006.<sup>1</sup> Appendix A provides more detailed information about the survey methodology and Appendix B provides data about survey respondents compared to the overall population of alumni eligible to be surveyed. Respondents were very representative of the overall population in terms of race, gender, ethnicity, age, and academic achievements at Oakton.

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<sup>1</sup> 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.

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 text and overall responses are presented in Appendix C. Throughout this survey, scales were consistently constructed so that the highest values represented the most positive responses.

## **II. 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 are 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 Applications for Admission. Eight-one percent of alumni eligible for the survey (alumni population), and 74 percent of actual respondents, were first enrolled at the College before they were 24 years of age. Forty-nine percent of the population and 45 percent of the respondent group had completed their work at Oakton before age 24. The median entry age for both groups was 19. The median exit age for the both groups was 24. As in past years, women comprised slightly more than half the alumni population and respondents (52% and 53% respectively). Fifty-five percent of the population and 60 percent of the respondents identified themselves as Caucasian. The largest minority group (19% of the population and 16% of the respondent group) comprised students of Asian or Pacific Island ancestry, and 19 percent of the population and 18 percent of the respondents either did not give a race-ethnic category or responded "other."

### ***Purposes and Intentions***

It helps to understand the purposes alumni had when they enrolled at the College. The survey includes two questions to provide some insight into objectives of these alumni when they were enrolled as students. Note that survey respondents were asked to think back to when they first came to Oakton and to identify their objectives at that time. Seventy percent of survey respondents said their main objective was to take coursework for transfer to another college, 21 percent were taking courses for occupational or career reasons, and 9 percent were taking courses for personal interest or self-development. The second question asked whether, when they first enrolled, they planned to earn an Oakton associate's degree or merely to take courses. Thirty-nine percent said they planned to earn a degree.

### ***Credits, Grades, and Oakton Degrees Earned***

Academic data show how the extent of the experience of these alumni at Oakton. Thirty-one percent earned 30-44 credits, another 25 percent earned 45-59 credits, and forty-four percent earned 60 or more credits. The mean number of credits for the respondents was 56. These data indicate students had a substantial experience at Oakton, an expected finding since the survey

includes only students with 30 or more credits.<sup>2</sup> Students did relatively well, as measured by their grade point averages. The mean GPA for the respondents was 2.97.

A common indicator of institutional performance is degrees awarded, yet Oakton, like community colleges nationwide, confers relatively few degrees on its students. Alumni data indicate that only 15 percent of students eligible to be surveyed received an Oakton associate's degree, and 17 percent of survey respondents did so. Because it would make little sense for a person who already had a bachelor's degree to earn an associate degree later, we backed out the 54 respondents who already had bachelor's degrees when they last attended Oakton. Of the 437 respondents remaining, 19 percent of those last enrolled in 2003-2004 and 18 percent of those last enrolled in 2001-2002 earned associate degrees at Oakton.

Of the 70 percent of alumni respondents who said their main objective while at Oakton was to take courses for transfer, nearly all (85%) did, in fact, transfer after leaving the College. Others might still transfer though they had not done so by summer 2005.

Of the 192 (39%) of the respondents who said they intended to earn a degree at Oakton, just 65 (34%) did so. How might we explain the apparent discrepancy between plans and reality? First, to be eligible for financial aid, a student must be seeking a degree or certificate, so that financial aid rather than educational considerations might be prompting students to say they are degree-seeking. Second, it may be socially acceptable for students to say they are seeking a degree. Third, students may plan to earn an associate's degree but then discover they can transfer without the degree and decide to do so.

There are different 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 certain 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 much credit they can present.

### **III. Preparation for Transfer and Experiences at Transfer Institution**

#### *Educational Experiences before Oakton*

The survey asked these alumni to indicate whether they attended another college or university or earned a bachelor's degree before their last enrollment at Oakton.<sup>3</sup> Forty 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

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<sup>2</sup> 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.

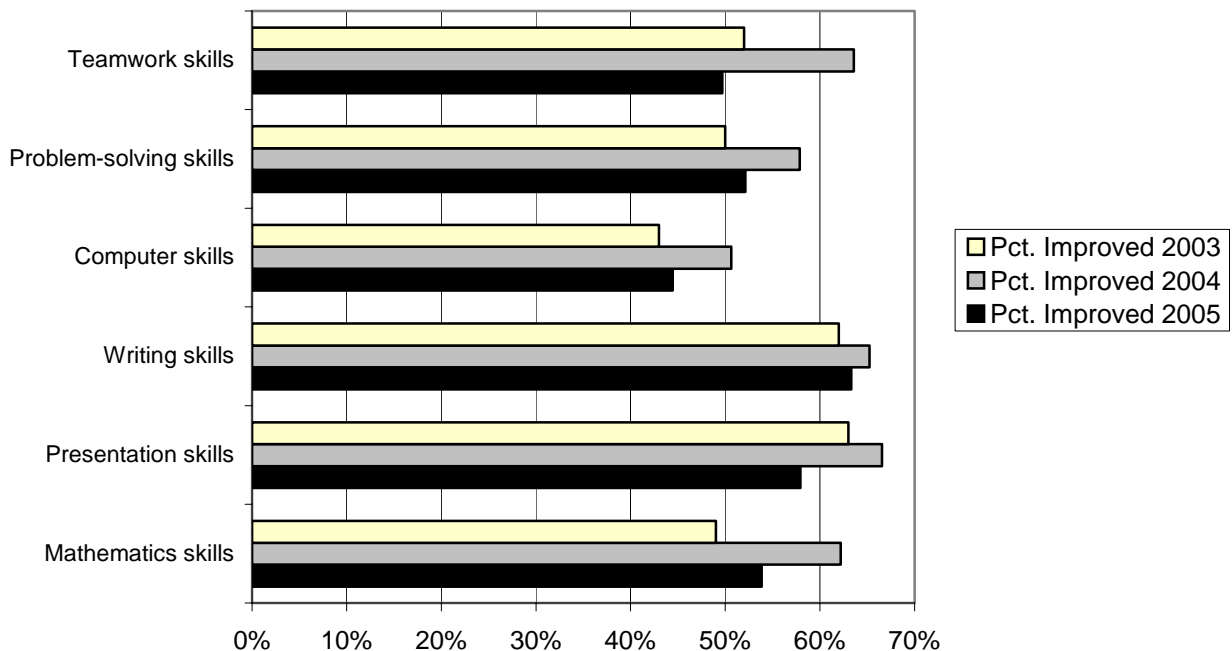
<sup>3</sup> The survey script listed the four 2-year and eleven 4-year area institutions most often mentioned in previous surveys, and provided space to write in two additional institutions. A standard coding system (federal FICE codes) was used to avoid varied abbreviations of same institutions and to facilitate accurate tallies by institution.

attended Oakton. A student may have taken most Oakton credits prior to earning the bachelor's degree, then earned 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*

This year's survey again asked alumni to rate, on a 5-point scale, the extent to which they improved general education skills at Oakton (5 = significant improvement; 1 = did not improve). Figure 1 provides a graphical description of the percent of respondents who said they improved their skill at Oakton (ranked the skill 4 or 5 on a 5-point scale), excluding responses from students who said the skill was not applicable.

**Figure 1**  
**Percent Saying They Improved Skills at Oakton**  
**By Year of Survey**



This year's survey asked alumni to rate their improvement in English skills on a five-point scale. Overall, roughly half of the respondents reported that there was "Improvement" or "Significant Improvement" in their ability to write (54%), read (53%) and speak (52%) English. As displayed in Table 1 below, those whose native language was *not* English (ESL) reported greater improvements in reading, writing, and speaking English than their native-speaking counterparts.

**Table 1**  
**Percent Saying They Improved English Skills at Oakton**

<b>English Skill</b>	<b>Non-ESL</b>	<b>ESL</b>	<b>All Respondents</b>
Reading	47%	63%	53%
Writing	51%	59%	54%
Speaking	49%	59%	52%

This year's survey also asked alumni about their enrollment in Oakton's literature courses. Thirty-five percent of respondents who transferred enrolled in Literature courses with the highest proportion being those who reported that their most recent major after leaving Oakton was in either Education (55%) or Humanities & Fine Arts (48%). The top two reasons for not enrolling in a Literature course were no interest in the subject (44%) and literature was not required for their degree/program (24%).

***Utility of Oakton Experience to Courses at Transfer Institution***

The majority (82%) of alumni enrolled in English Composition at Oakton. Of these, 76% stated that it prepared them "Well" or "Very Well" for courses that they had taken at the four-year institution to which they transferred.

Beginning in 2001, alumni survey respondents were asked to rate the utility of general education skills in courses after transfer, enabling us to compare the percentages from the five surveys who said skills learned at Oakton were useful after transfer. This year's survey again asked alumni to rate, on a 5-point scale, how useful these skills were in courses taken after transfer (5 = extremely useful; 1 = not very useful). Respondents could also indicate they did not apply a skill after transfer. Note the survey did not ask respondents specifically whether a skill was required of them in courses taken after transfer. Table 2 presents data, excluding responses from students who said the skill was not applicable after transfer.

**Table 2**  
**Usefulness of Skills Learned at Oakton in Courses Taken After Transfer**  
**By Year of Survey**  
(Percent Indicating Skill was Useful after Transfer)

<b>Skill</b>	<b>Survey Year</b>				
	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
Speaking (presentation) skills	74%	70%	67%	72%	69%
Writing skills	69%	69%	66%	66%	71%
Teamwork skills	50%	61%	58%	69%	61%
Problem-solving skills	62%	65%	56%	65%	61%
Mathematics skills	68%	61%	54%	62%	62%
Computer skills	53%	50%	50%	59%	53%

To learn more about the usefulness of what was learned at Oakton we also looked at the percentage of respondents who indicated they did not apply these skills after transfer, with results presented in Table 3. The table reveals that the percent of respondents who said these skills were not applied after transfer varied, with the 2005 respondents less likely than respondents from a year ago to indicate skills were not applied. It is also clear that key skills of speaking/giving presentations, working in teams, problem solving and writing are expected after transfer, whereas computer and mathematics skills are not as widely expected. This may in part be due to students' majors after transfer.

**Table 3**  
**Skills Not Applied After Transfer**  
**By Year of Survey**  
 (Percent Who Indicated Skill Not Applied After Transfer)

Skill	Survey Year		
	2003	2004	2005
Computer skills	25%	36%	26%
Mathematics skills	21%	35%	19%
Speaking (presentation) skills	11%	17%	9%
Teamwork skills	12%	15%	6%
Problem-solving skills	8%	14%	8%
Writing skills	8%	12%	6%

### ***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 are 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). Of the 491 respondents, 336 (68%) reported they had attended at least one other college or university after Oakton. Of these alumni, 169 (50%) said they graduated. When we back out students who already had a bachelor's degree when they last attended Oakton, the percentage of students who transferred goes up to 73 percent. Chicago area institutions drew most alumni, with Northeastern Illinois University and the University of Illinois at Chicago drawing 40 percent of the transfers. The attractiveness of local colleges and universities to Oakton alumni remains consistent over time.

**Table 4**  
**Colleges and Universities After Oakton**

College / University	Total Who Attended	Number Who Graduated	Percent Who Graduated
Northeastern Illinois U	67	21	31%
University of IL at Chicago	66	37	56%
DePaul University	32	17	53%
Loyola University	17	7	41%
University of IL at Urbana-Champaign	13	7	54%
Northern Illinois U	11	7	64%
DeVry Inst of Tech	10	4	40%
Illinois State University	10	8	80%
National-Louis University	10	4	40%
Roosevelt University	10	7	70%
Columbia College	9	6	67%
Dominican University (Rosary C)	5	5	100%
Elmhurst College	5	0	0%
Kendall College	5	2	40%
William Rainey Harper College	5	1	20%
North Park University	4	0	0%
Northwestern U	4	0	0%
Triton College	4	1	25%
College of Lake County	3	1	33%
Eastern Illinois University	3	2	67%
Rush University	3	0	0%
Western Illinois University	3	1	33%
Wilbur Wright College, CCC	3	1	33%
Other schools	41	25	41%

To gain more insight into the extent to which Oakton students earned bachelor's degrees we again backed out the survey respondents who said they had a bachelor's degree before they were last at Oakton and then, for the remaining alumni, looked at the year they were last at Oakton and subsequent attainment of a bachelor's degree. Table 5 presents findings. Results show students who left Oakton three years before the survey and transferred to four-year institutions were more than twice as likely to have completed their bachelor's degrees than students who last attended Oakton only one year before the survey. Clearly students who last attended Oakton in 2003-04 may not have had time to complete bachelor's degree yet, and even students who left in 2001-02 may still be working toward their degrees on a part-time basis.

**Table 5**  
**Transfers Who Earned Degrees after Oakton**  
 (Excluding Those Who Had Bachelor's Degree Before Last at Oakton)

Last at Oakton	Type of Institution			
	Two-year		Four-year	
	Total Who Attended	Pct. Graduated	Total Who Attended	Pct. Graduated
2001-2002	12	58%	111	75%
2003-2004	22	32%	180	36%

In Table 6 we present data from the past seven alumni surveys indicating majors selected at institutions after Oakton. Business-related curricula continue to draw a large percentage of transfers, and computer-related majors continued to decline from the 2001 peak. Social and Behavioral Sciences majors continue to draw the second-highest percentage of Oakton transfers.

**Table 6**  
**Major after Transfer by Year of Survey**  
 (Percent of Transfers)

Area of Major	Survey Year						
	1999 (N=331)	2000 (N=134)	2001 (N=227)	2002 (N = 385)	2003 (N=373)	2004 (N=378)	2005 (N=336)
Business-related	18 %	25 %	21 %	20%	19%	23%	20%
Computer-related	*	10 %	16 %	11%	9%	7%	8%
Education	8 %	10 %	15 %	16%	13%	13%	12%
Social & Behavioral Sciences	19 %	18 %	12 %	19%	17%	15%	17%
Humanities, Fine Arts	15 %	9 %	9 %	14%	10%	11%	13%
Health-related	11 %	11 %	8 %	6%	10%	8%	11%
Sciences or mathematics	12 %	7 %	6 %	5%	8%	6%	8%
Engineering	7 %	3 %	5 %	5%	6%	5%	6%
Other, including undecided	10 %	5 %	8 %	6%	8%	6%	5%

\* Computer-related majors were not separately identified prior to the year 2000 survey.

#### IV. Assessments of the Oakton Experience

Survey items discussed in this section of the report were asked of all alumni, regardless of whether they transferred after they departed from Oakton. This year's survey asked these alumni about services provided by the Library and Office of Career Services. They were also asked about core values they experienced at the College and their familiarity with Oakton's mission

statements. Lastly, they were asked about their general satisfaction with Oakton and to identify and describe any “especially outstanding person, course, or event”.

***Assessment of Selected Oakton Services Provided by the Library and Office of Career Services***

For those alumni who have reported that they used services from the Oakton Library, Table 7 shows the level of satisfaction with each service. It should be noted that a sizable proportion of the students sampled did not use each of the library services. Only 56% of respondents searched for journal articles in the online library database, 65% sought help at the reference desk, 66% checked out books, 66% sought information for a class assignment, and 67% used the library to study.

**Table 7**  
**Satisfaction with Library Services**

Library Service	Level of Satisfaction			Did not use service % of Total
	Dissatisfied	Neutral	Satisfied	
Checking out and renewing books	2%	11%	86%	34%
Using the library to study alone or with a group	6%	9%	85%	33%
Finding journal articles in the online library database	8%	18%	73%	44%
Finding information for a class assignment	5%	16%	79%	34%
Getting help from a librarian at the reference desk	5%	10%	85%	35%

Alumni were also asked if they had ever used Career Services while at Oakton. Interestingly, only 17% of all respondents said that they had. For those who reported that they had used these services, Table 8 shows their level of satisfaction with each key service provide by the Office of Career Services.

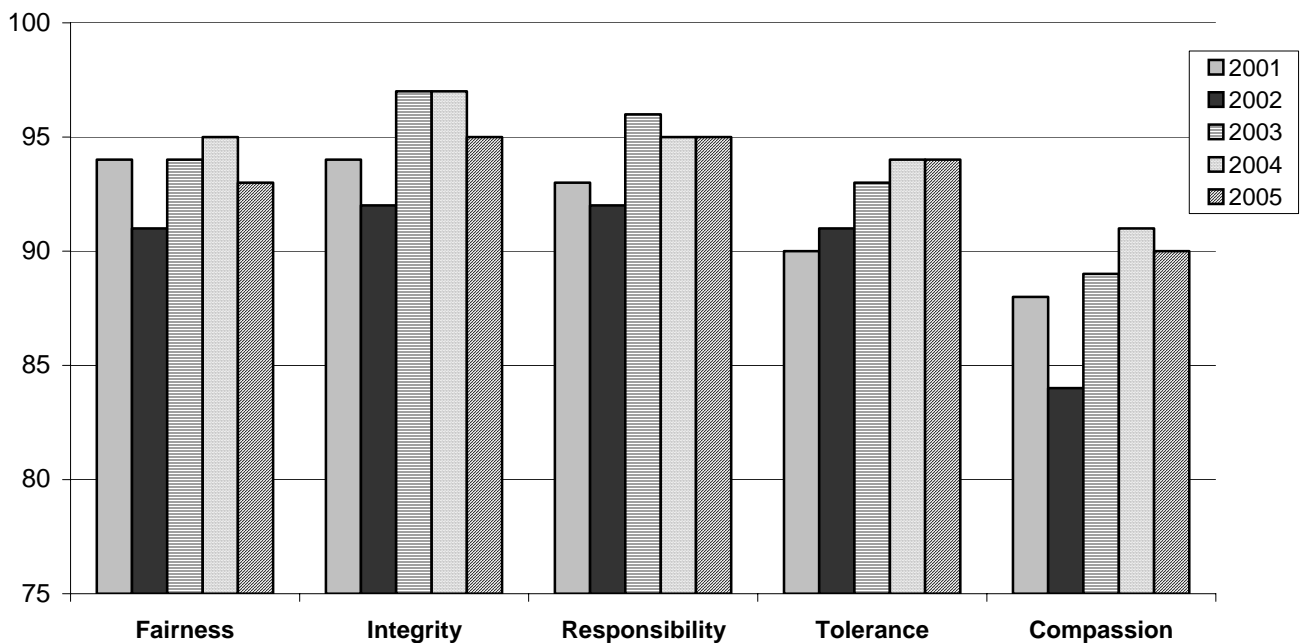
**Table 8**  
**Satisfaction with Career Services**

Career Service	Level of Satisfaction			Did not use service % of Total
	Dissatisfied	Neutral	Satisfied	
Individual career counseling	8%	23%	68%	85%
Job search coaching	15%	28%	58%	92%
Postings of job opportunities online	10%	23%	68%	92%
Job fairs and on-campus recruiting	11%	32%	57%	91%

### *Living up to Core Values*

Oakton has placed substantial emphasis on its core values, which are central to ethical conduct. College values fairness, integrity, tolerance, responsibility, and compassion. Beginning in 1999, respondents to the baccalaureate alumni survey were asked to rate College staff members on the extent to which they lived up to these values. Figure 2 provides a comparison of the findings from surveys of the past five years.

**Figure 2**  
**Living up to Oakton's Core Values by Survey Year**  
 (Percent Responding 3 or 4 on 4-point scale, where 1 = very poorly and 4 = very well)



A comparison of these findings from surveys over five 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.

### *Oakton Mission and Values*

All respondents were asked to evaluate their level of familiarity with each of 10 statements reflecting the College's mission and values on a five-point rating scale. Students were then asked to rate how accurately that statement described Oakton, on a similar five-point scale. In order to make the survey a reasonable length, we divided the mission statements into two groups and randomly selected half the alumni to think about one group of statements and the other half to think about the second group of statements. Table 9 presents the summary of these results.

**Table 9**  
**Familiarity and Accuracy of Oakton's Mission Statements**

Mission Statement	Mean Scores (5 = Highest level of familiarity/accuracy)	
	Familiarity	Accuracy
Oakton is dedicated to excellence in teaching and learning.	3.93	4.47
Oakton demands tolerance, fairness, responsibility, compassion, and integrity.	3.70	4.47
Oakton provides education and training for and throughout a lifetime.	3.48	4.41
Oakton expects students to assume responsibility for their own learning, to exercise leadership, and to apply ethical principles.	3.65	4.41
Oakton recognizes that education must be for the future.	3.53	4.33
Oakton encourages students to entertain and question ideas, think critically, solve problems, and engage with other cultures.	3.48	4.27
Oakton Challenges our students to experience the hard work and satisfaction of learning that leads to intellectual growth.	3.32	4.24
Oakton promotes a caring community of staff and faculty, students, administrators, and trustees who work together to fulfill our mission.	3.41	4.24
Oakton challenges our students to be capable global citizens.	3.17	4.08
Oakton seeks to improve and expand the services in the communities we serve.	3.13	4.07

It appears that students are somewhat familiar with each of Oakton's mission statements. However, perhaps more importantly, the ratings concerning the accuracy of each of these statements are consistently high.

### ***Outstanding Persons, Courses, or Events***

As it has for some years, the survey included an open-ended qualitative item providing alumni an opportunity to identify and describe any "especially outstanding person, course, or event" at Oakton. The telephone interviewers were asked to probe to elicit as complete a response as possible. Alumni mentioned more than 100 different individuals 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.

Sample comments reflect the general tone of comments received:

- Too many great instructors to mention. All were fantastic.
- Oakton provided a good, inexpensive education.
- Physical therapy instructors were outstanding.
- My math teacher was very good and took the time to explain the lessons to his students.
- My world religion teacher made the course interesting and easy to understand
- My counselor took time to help me out, and kept me on track on what I had to do.
- [NAME] was the best teacher I ever had. She would work overtime to help her students.
- Chemistry with [NAME]. It changed my life!
- My literature teacher, [NAME], was the smartest person I have ever met. She picked out excellent literature for the class to read and I learned more from her than I did all throughout high school. She's a positive role model for students.
- [NAME], my English teacher, was helpful, caring, went out of her way for students.
- [NAME] made the class fun. He would bring the real world into the class and made it interesting and easy to understand.
- [NAME], my Anthropology teacher, had an excellent teaching style. She was enthusiastic about the course content and motivated students to achieve.
- An advisor, [NAME], was very helpful, sweet, and very understanding.

The Office of Research consolidated comments about any single individual and sent memos and letters conveying these comments to the recipient. Copies were provided for administrative supervisors. Anecdotal feedback from recipients indicates that this mailing is much appreciated by members of the College faculty, staff, and administration.

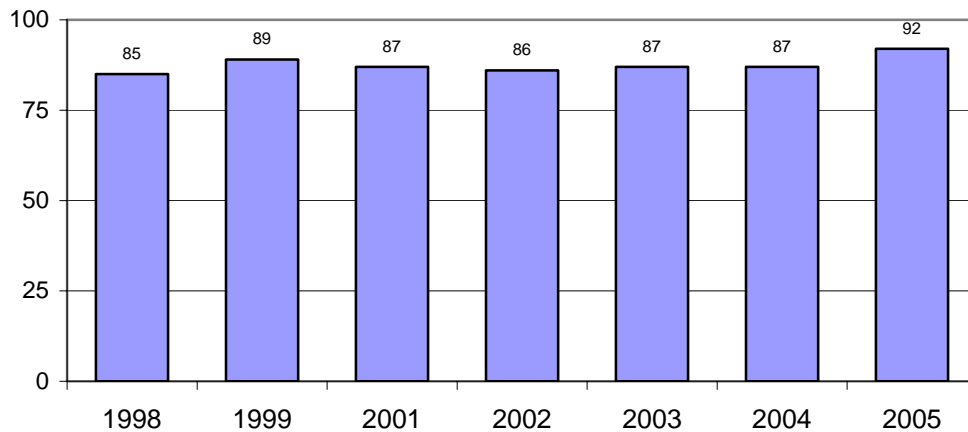
### ***Overall Satisfaction with Oakton***

To elicit alumni perceptions of their experience at the College as a whole, we asked "If you had it to do over, how likely would you be to attend Oakton again?" A seven-point scale was used, (1 = "Very unlikely", 7 = "Very likely"). Ninety-two percent responded at the 5, 6 or 7 level. The same question was asked in the previous six baccalaureate alumni surveys as well. Figure 3 presents results from these years and 2005. 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 85 and 92 percent.<sup>4</sup>

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<sup>4</sup> Again, findings refer to alumni who meet criteria for inclusion in the annual Baccalaureate-Transfer Alumni survey.

**Figure 3**  
**Percent Who Would Attend Oakton Again**  
**By Survey Year**



## V. 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 programs and services provided, 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.<sup>5</sup> Initially, in June 2005, 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, curriculum, earned credit, cumulative GPA, and Oakton degree information.<sup>6</sup>

For this year's survey, four telephone lists were prepared, with separate lists for each year of last enrollment and for two versions of the survey. In order to make the survey a reasonable length, we divided the questions related to the mission statements into two versions of the questionnaire. Approximately half of the alumni were randomly selected to respond to one group of statements and the other half to think about the second group of statements. Telephone interviewing was out-sourced to a firm specialized in such surveys. Survey forms and telephone lists were prepared in matching colors, a set for each of the two years of last enrollment at Oakton. In July, the phone 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 150 for each of the four lists of alumni.

Of the 2,591 baccalaureate program alumni who met the survey criteria, 1,135 were last enrolled in 2001-2002 and 1,456 in 2003-2004. Of these, 380 alumni had earned Associate's degrees from Oakton.

Telephone logs show that some alumni were called as often as fourteen times. Where possible, messages were left, and where changed telephone numbers were available, they were followed up. Nonetheless, our vendor experienced 983 disconnected or otherwise invalid telephone numbers.<sup>7</sup> The vendor indicated this percentage of disconnected or invalid numbers is typical for a population like Oakton's baccalaureate alumni.

Subtracting these 983 alumni reduced the effective survey population to 1,608 alumni. Altogether, the vendor completed 491 interviews. Thus, 31% of the 1608 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

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<sup>5</sup> Since curriculum codes are carried forward in the student base from previous terms unless updated, codes were initially selected from the term table for the last term of enrollment. Then, since new codes are entered when degrees or certificates are awarded, any award table codes superseded term table codes. If more than one degree was awarded, the code for the most recent degree program was selected.

<sup>6</sup> An advantage to using the telephone method for this survey is that data from the student database can be associated reliably with each respondent.

<sup>7</sup> Data available in the student database do not reflect phone numbers changed since last enrollment.

each survey, and college code numbers for those colleges less often attended. The vendor then outsourced the forms for keying to electronic files. The data were read into databases using SAS software by Office of Research staff. The Oakton 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 survey instrument and the over-all numeric results for each item.

### ***Responses***

The 491 alumni with whom telephone interviews were completed constituted 31 percent of the 1,608 alumni in the effective survey population, not significantly different than the prior two years and slightly more than has been obtained before 2002 (30% in 2004, 31% in 2003, 30% in 2002, 21% in 2001, and 27% in 2000). The telephone survey method has shown itself to have several advantages over the mail survey method. It is not biased against those who set aside mail surveys to be done “later,” and reduces the time frame for responding to “now.” However, out-of-date telephone numbers and public skepticism engendered by telemarketers claiming to be “conducting a survey” appear to adversely affect responses.

Responses were slightly stronger for alumni who earned an Oakton degree (22%) than for those who had not (18%), and was slightly weaker for those away from the college for three years (16%) than that for those last enrolled one year previously (21%).

### ***Response Bias***

Can information about these respondents be interpreted as representative of the population surveyed when interviews were completed with 19 percent of the population? The argument that it can depends on comparison on a variety of key demographic variables for the 491 respondents and for the whole population (N = 2,591).

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,<sup>8</sup> credit earned, grade point average, and whether awarded an Oakton degree — differences between the two groups are small, suggesting the respondent group is highly representative of all alumni who met criteria for inclusion in the study.

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<sup>8</sup> 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**  
**Student Characteristics—Alumni Population and Survey Respondents**

Characteristic	Alumni Population (N=2591)		Survey Respondents (N=491)		Difference Between Respondents and Population
	n	%	n	%	
<b>Gender</b>					
Female	1,357	52 %	262	53 %	+ 1 %
Male	1,234	48 %	229	47 %	- 1 %
<b>Entry Age</b>					
Less than 24	2,099	81 %	361	74 %	- 7 %
24-25	91	4 %	19	4 %	+ 0 %
26-39	254	10 %	60	12 %	+ 2 %
40-59	136	5 %	47	10 %	+ 4 %
60 or older	11	<1 %	4	1 %	+ 0 %
Mean Age	19.0		19.0		0.0
Median Age	22.0		23.5		+ 1.5
<b>Exit Age</b>					
Less than 24	1,260	49 %	222	45 %	- 3 %
24-25	342	13 %	51	10 %	- 3 %
25-39	670	26 %	117	24 %	- 2 %
40-59	275	11 %	81	16 %	+ 6 %
60 or older	44	2 %	20	4 %	+ 2 %
Mean Age	24.0		24.0		0.0
Median Age	27.6		30.2		2.6
<b>Ethnicity</b>					
African American	83	3 %	10	2 %	- 1 %
Asian or Pacific Island	481	19 %	79	16 %	- 2 %
Caucasian	1,434	55 %	293	60 %	+ 4 %
Hispanic	116	4 %	19	4 %	- 1 %
Native American	6	<1 %	1	<1 %	+ 0 %
Other/No Response	471	18 %	89	18 %	- 0 %
<b>Credit Hours Earned</b>					
30-44 hours	923	36 %	151	31 %	- 5 %
45-59 hours	653	25 %	124	25 %	+ 0 %
60 or more hours	1,015	39 %	216	44 %	+ 5 %
Mean Hours	54.4		56.0		1.6
Median Hours	53.0		56.0		3.0
<b>Grade Point Average</b>					
Mean	2.82		2.97		0.15
Median	2.77		2.92		0.15
<b>Oakton Degree Received</b>					
AA	362	14 %	79	16 %	+ 2 %
AFA	3	<1 %	2	<1 %	+ 0 %
AS	15	<1 %	2	<1 %	+ 0 %

## Appendix C

## Summer 2005 Telephone Survey with Results Transfer Program Follow-Up

*From call list:*

Call list counter: \_\_\_\_\_

Respondent ID: \_\_\_\_\_

Hello, this is \_\_\_\_\_ calling former students from Oakton Community College.

May I speak to \_\_\_\_\_ please? **(Make usual note on log.)**

\_\_\_\_\_ **If you find that a former student is deceased, please enter a code 2 at the left.**

Hi \_\_\_\_\_. I am calling on behalf of Oakton Community College. The College is surveying students formerly enrolled in courses that transfer to 4-year colleges or universities. Information and insights you have are important to the College as it reviews its programs and services. We have some questions about your experience at the college that we'd like to ask you. *There are no right or wrong answers.* We are interested in your honest opinion. Your privacy will be fully protected. Responses will be statistically summarized along with those of other former students, and nothing will be reported that could identify you individually. Is that OK?

**(CIRCLE ONLY ONE RESPONSE) unless otherwise directed**

### EVERYONE (Questions 1 – 6)

1. Which one of the following was your main objective in attending Oakton? **(Circle one.)**

(N=488)

- 70% Take coursework for transfer to another college.
- 8% Explore courses to decide on a career.
- 7% Improve skills needed in my present job.
- 6% Obtain skills needed for entry into a new or different job.
- 9% Take courses for personal interest or self-development.

2. When you first enrolled at Oakton, did you plan to earn an Oakton degree, or only to take courses?

(N=488)                      39%    **Degree**                      61%    **Courses only**

3. How successful were you in achieving your objective? Please use a 5-point scale where 1 means "Not at all Successful" and 5 means "Very Successful."

	<b>Not at all Successful</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Very Successful</b>
(N=490)		1%	3%	10%	24%	63%	

4. Had you attended another college or university BEFORE coming to Oakton?

(N=491)                      40%    **Yes**                      60%    **No**

**(If "No", skip to Question 6.)**

5. Had you already earned a bachelor's degree before you last attended Oakton?

(N=198)                      27%    **Yes**                      73%    **No**

6. Did you attend any colleges or universities AFTER leaving Oakton?

(N=491)                      68%    **Yes**                      32%    **No**

**(If "Yes", continue with Questions 6a, 6b. If "No", skip to Question 14.)**

**6a.** Which colleges or universities have you attended after leaving Oakton?

**6b.** Did you GRADUATE (earn a degree) from these colleges/universities?

(For each school mentioned, check column if attended and earned degree. Read back for accuracy. If an "other" school is mentioned, probe for its city, state, country).

*See Appendix D for survey of institutions attended and Table 1 for graduation rates.*

**FOUR-YEAR TRANSFERS ONLY (Questions 7 – 13)**

7. Since you transferred, what has been your most recent major?

**(Do not read list; circle the best fit for the response.)**

(N=336)

- 20% 1. **Business-related** (accounting, finance, marketing, management, etc.)  
 8% 2. **Computer-related** (computer information systems, computer programming, computer science, computerized graphic design, information technology, telecommunications. Note: For computer engineering, use # 4 engineering.)  
 12% 3. **Education** (early childhood, elementary, secondary, special, etc.)  
 6% 4. **Engineering** (chemical, civil, computer, electrical, mechanical, etc.)  
 11% 5. **Health-related** (nursing, allied health, medical technology and records, etc.)  
 13% 6. **Humanities, fine arts** (art, communications, film, language, literature, music, philosophy, theater; also general liberal arts, cultural studies, English, etc.)  
 17% 7. **Social and behavioral sciences, studies** (anthropology, economics, geography, history, political science, psychology, sociology, social problem studies, etc.)  
 2% 8. **Physical sciences** (astronomy, chemistry, ecology, physics, etc.)  
 5% 9. **Biological sciences** (biology, zoology, etc.)  
 1% 10. **Mathematics**  
 5% 11. Other, including undecided: **(Please specify)** \_\_\_\_\_

8. At Oakton, did you take English Composition (English 101 or 102)?

(N=335)            82%    **Yes**                    18%    **No**    **(If “No”, skip to Question 9.)**

8a. How well do you feel that these Oakton English Composition courses prepared you for courses that you have taken at the four-year college (or university) to which you transferred? Use a 5-point scale where 1 means “Very poorly and 5 means “Very well.”

	Very Poorly	1	2	3	4	5	Very Well
(N=272)		1%	3%	20%	40%	36%	

9. At Oakton, did you take a Literature course?

(N=331)            35%    **Yes**                    65%    **No**    **(If “Yes”, skip to Question 10.)**

9a. What are the reasons you did not take any Literature courses at Oakton?  
**(Check all that apply.)**

(N=215)

- 2%    Expected that there would be too much reading.  
 2%    Expected that there would be too much writing or too many papers.  
 0%    Expected the course to be too difficult.  
 44%    No interest in literature.  
 30%    Other: \_\_\_\_\_

24% Not required for degree/program  
6% Other reasons

10. Since you transferred from Oakton, how many Literature courses have you taken at your transfer institution?

(N=334)	<b>0</b>	<b>1</b>	<b>2</b>	<b>3 or more</b>
	63%	16%	11%	10%

11. Think about the courses you have taken since leaving Oakton. In about what percent of your courses did you do each of the following writing assignments:

(N=330-333)	<b>0%</b>	<b>1-25%</b>	<b>26-50%</b>	<b>51-75%</b>	<b>76-100%</b>
Write essay exams in class.....	12%	29%	19%	13%	27%
Analyze written materials.....	10%	18%	19%	17%	36%
Work on group projects.....	6%	23%	25%	19%	27%
Write short papers (5 pages or less) outside of class.....	7%	22%	22%	18%	32%
Write long papers (over 5 pages) outside of class.....	11%	35%	24%	11%	19%
Write term or research papers.....	14%	34%	20%	14%	17%
Write technical reports, manuals or memos.....	50%	29%	10%	5%	7%

12. To what degree did you learn or improve at Oakton in each of the following skills: Please use a 5-point scale where 1 means “Did not improve” and 5 means “Significant improvement”. (If respondents say this does not apply or doesn’t much apply, mark “0.”)

(N=334)	<b>Did not improve</b>	<b>Significant improvement</b>					<b>Did not apply</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>0</b>	
Mathematics skills	8%	10%	28%	29%	25%	14%	
Presentation skills	4%	7%	31%	33%	25%	7%	
Writing skills	3%	7%	27%	40%	23%	5%	
Computer skills	14%	15%	26%	23%	21%	25%	
Problem-solving skills	6%	10%	32%	36%	16%	8%	
Teamwork skills	8%	11%	32%	29%	21%	6%	

13. Thinking back over what you learned at Oakton, what has been especially useful to you in courses you have taken at your transfer institution? Please rate the following on a 5-point scale where 1 means “Not very Useful”, and 5 means “Extremely Useful.” Or if this does not apply for you, please tell me that. (If respondents say this does not apply or doesn’t much apply, mark “0.”)

(N=327-331)	<b>Not very Useful</b>	<b>Extremely Useful</b>				<b>Did not apply</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>0</b>
Mathematics skills	9%	6%	23%	32%	30%	19%
Presentation Skills	2%	7%	22%	36%	33%	9%
Writing skills	2%	6%	21%	35%	36%	6%
Computer skills	10%	12%	26%	26%	27%	26%
Problem-solving skills	4%	8%	27%	36%	25%	8%
Teamwork skills	8%	6%	25%	31%	29%	6%

**EVERYONE (Questions 14 – End)**

- 14.** Are you planning to enroll in college in the coming year?  
(N=483)      52% **Yes**                      48% **No**

- 15.** How satisfied were you with the following services provided by the Oakton Community College Library? Use a 5-point scale where 1 means “Very Dissatisfied” and 5 means “Very Satisfied”.

(N=490)

<b>Service</b>	<b>Very Dissatisfied</b>				<b>Very Satisfied</b>		<b>Did not use 0</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>		
Checking out and renewing books.....	1%	2%	11%	23%	63%	34%	
Using the library to study alone or with a group.....	2%	4%	9%	25%	60%	33%	
Finding journal articles in the online library databases.....	3%	5%	18%	27%	46%	44%	
Finding information for a class assignment.....	2%	3%	16%	28%	51%	34%	
Getting help from a librarian at the reference desk.....	2%	3%	10%	26%	59%	35%	

- 16.** While at Oakton, did you use Career Services?  
(N=489)      17% **Yes**                      83% **No**

**(If “No”, skip to Question 17.)**

- 16a.** How satisfied were you with the following services and resources provided by Career Services at Oakton Community College? Use a 5-point scale where 1 means “Very Dissatisfied” and 5 means “Very Satisfied”.

(N=80-81)

<b>Service/Resource</b>	<b>Very Dissatisfied</b>				<b>Very Satisfied</b>		<b>Did not use 0</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>		
Individual career counseling (career exploration and decision making).....	4%	4%	23%	27%	41%	10%	
Job search coaching (learning how to write effective resumes and cover letters, interview successfully, capitalize on networking, and locate job leads).....	8%	8%	28%	25%	33%	50%	
Postings of job opportunities on CCJobNet.com or Career Corner Online...	5%	5%	23%	30%	38%	51%	
Job Fairs and on-campus recruiting.....	2%	9%	32%	25%	32%	46%	

17. At Oakton, did you:

(N=488-490)

	Yes	No
Visit the art gallery at the Des Plaines Campus?	43%	57%
View other works of art exhibited throughout the campus?	66%	34%

18. In either full-time or part-time jobs since leaving Oakton, have you done any of the following?

(N=490)

Subject Area	Yes	No
Written a technical report, business letter or memo?	49%	51%
Conduct and report on research findings?	32%	68%
Read and summarize articles or books?	40%	60%

19. Is English your native language and the language mainly spoken in your home?

(N=489)      70%   **Yes**                      30%   **No**

20. While at Oakton, to what degree did you improve in reading, writing, and speaking English? Use a 5-point scale where 1 means “Did not improve” and 5 means “ Significant improvement”.

(N=490)

	Did not improve				Significant improvement	Did not apply
	1	2	3	4	5	0
Reading English.....	11%	11%	25%	33%	20%	31%
Writing English.....	8%	13%	26%	31%	22%	27%
Speaking English.....	11%	11%	26%	31%	22%	31%

21. How well did Oakton College staff members (faculty, administrators, and others) live up to the following values? (This time, please use a 4-point scale where 1 means “Very Poorly” and 4 means “Very Well”.)

(N=486-487)

	Very Poorly		Very Well	
	1	2	3	4
Compassion	1%	8%	31%	59%
Fairness	1%	6%	28%	65%
Integrity	1%	4%	22%	73%
Responsibility	1%	4%	23%	72%
Tolerance	1%	5%	25%	69%

- 22.** Would you be interested in becoming a charter member of the new Oakton Alumni Association?  
 (N=486)      17%    **Yes**                      83%    **No**      **(If “No”, skip to Question 23.)**

**22a.** If yes, what kinds of activities would interest you? **(Check all that apply)**  
 (N=84)

- 51% Attend reunion with graduates of my academic program.
- 57% Serve on an Alumni Association Board of Directors.
- 88% Mentor current students.
- 55% Attend annual alumni breakfast hosted by President Lee.
- 51% Be an advocate for the College with state and local government representatives.
- 56% Participate in fundraising activities for the Oakton Education Foundation.
- 83% Be willing to come to campus and speak with currently enrolled students about your chosen career.

- 23.** Was there an especially outstanding person, course, or event at Oakton? Please describe:  
**(Probe)**

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- 24.** If you had it to do over, how likely would you be to attend Oakton again? Please use a 7-point scale where 1 means “Very Unlikely” and 7 means “Very Likely.”  
 (N=488)

<b>Very Unlikely</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>Very Likely</b>
	2%	1%	2%	4%	10%	15%	67%	

25. Oakton has developed a number of statements depicting the College’s mission and values. For each statement, please indicate if you **are familiar with each statement**.

Use a 5-point scale where 1 means “Not at all Familiar” and 5 means “Very Familiar”.

(N=231-239)	<b>Not at all Familiar</b>				<b>Very Familiar</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
• Oakton is dedicated to excellence in teaching and learning.....	11%	5%	12%	23%	49%
• Oakton challenges our students to experience the hard work and satisfaction of learning that leads to intellectual growth.....	22%	11%	15%	18%	34%
• Oakton encourages students to entertain and question ideas, think critically, solve problems, and engage with other cultures.....	20%	7%	16%	20%	38%
• Oakton expects students to assume responsibility for their own learning, to exercise leadership and to apply ethical principles.....	19%	5%	11%	20%	44%
• Oakton demands tolerance, fairness, responsibility, compassion, and integrity.....	16%	5%	14%	24%	41%
• Oakton provides education and training for and throughout a lifetime.....	22%	6%	13%	18%	41%
• Oakton seeks to improve and expand the services in the communities we serve.....	28%	9%	17%	16%	31%
• Oakton promotes a caring community of staff and faculty, students, administrators, and trustees who, work together to fulfill our mission.....	23%	6%	16%	16%	39%
• Oakton recognizes that education must be for the future.....	22%	8%	9%	19%	43%
• Oakton challenges our students to be capable global citizens.....	28%	8%	14%	18%	31%

26. Oakton has developed a number of statements depicting the College’s mission and values. For each statement, please indicate if you **believe it describes Oakton**.

Use a 5-point scale where 1 means “Does not describe Oakton at all” and 5 means “Describes Oakton very accurately”.

(N=230-238)	<b>Does not describe Oakton at all</b>				<b>Describes Oakton very accurately</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
• Oakton is dedicated to excellence in teaching and learning.....	0%	3%	6%	31%	60%
• Oakton challenges our students to experience the hard work and satisfaction of learning that leads to intellectual growth.....	1%	4%	16%	27%	51%
• Oakton encourages students to entertain and question ideas, think critically, solve problems, and engage with other cultures.....	2%	3%	12%	30%	52%
• Oakton expects students to assume responsibility for their own learning, to exercise leadership and to apply ethical principles.....	1%	2%	10%	28%	59%
• Oakton demands tolerance, fairness, responsibility, compassion, and integrity.....	0%	2%	10%	28%	60%
• Oakton provides education and training for and throughout a lifetime.....	2%	3%	8%	26%	61%
• Oakton seeks to improve and expand the services in the communities we serve.....	4%	5%	21%	19%	51%
• Oakton promotes a caring community of staff and faculty, students, administrators, and trustees who, work together to fulfill our mission.....	5%	2%	12%	26%	55%
• Oakton recognizes that education must be for the future.....	3%	3%	9%	27%	58%
• Oakton challenges our students to be capable global citizens.....	6%	5%	13%	26%	50%

**(Please Say)** Thank you for participating in this survey. Oakton very much appreciates your help.

**Appendix D**  
**Institutions Attended After Oakton**  
**(In Alphabetical Order)**

<b>Institution</b>	<b>Total Who Attended</b>	<b>Institution</b>	<b>Total Who Attended</b>
Arizona State University	1	Northeastern Illinois U	67
Chicago College of Professional Psychology	1	Northern Illinois U	11
College of DuPage	1	Northwestern U	4
College of Lake County	3	Parkland College	2
Columbia College	9	Ravenswood Hospital - College of Nursing	1
Concordia University	1	Robert Morris College	1
DePaul University	32	Rockford College	1
DeVry Inst of Tech	10	Roosevelt University	10
Dominican University (Rosary C)	5	Rush University	3
Eastern Illinois University	3	Savannah College of Art & Design, GA	1
Elmhurst College	5	School of the Art Institute of Chicago	1
Eureka College	1	Southern Illinois University at Carbondale	1
Grinnell College, IA	1	St. Francis Medical Center College of Nursing	1
Harrington College of Design	1	Trinity Christian College	1
Harry S Truman College, CCC	1	Trinity International University	1
IL Institute of Technology	1	Triton College	4
Illinois State University	10	University of Chicago	2
Indiana University at Bloomington	1	University of IL at Chicago	66
Johns Hopkins University, MD	1	University of IL at Urbana-Champaign	13
Kendall College	5	University of Iowa	2
Kennedy-King College, CCC	1	University of Nevada - Las Vegas, NV	2
Lake Forest College	1	University of Tennessee	1
Lincoln College	1	University of WI - Madison	1
Loras College, IA	1	Western Illinois University	3
Loyola University	17	Westwood College of Technology	1
Michigan State University	1	Wilbur Wright College, CCC	3
Midstate College	1	William Rainey Harper College	5
Midwestern University (Chgo C of Osteo Med)	1	U.S., non-Illinois, not identified	10
Milwaukee School of Engineering, WI	2	Outside of the United States	1
National-Louis University	10	Name Not Given	5
North Park University	4		