

Oakton Current Student Survey Fall 2004 Report

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Special Acknowledgement

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

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

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Oakton Community College Current Student Survey, Fall 2004

Executive Summary

The Current Student Survey (CSS) for 2004 obtained evidence about students' academic goals at Oakton, their prior education, and likely major program of study after transfer (if applicable). This year's survey included questions about the extent to which students used Oakton's website, received and evaluated services from the Advising and Counseling Center, spent time engaged in a variety of learning activities, participated in Oakton-sponsored junior and senior high school programs/events, and perceived employees to be living up to Oakton's core values.

The survey was given during the third and fourth weeks of the fall semester to a sample of classes that included more than 18 percent of currently enrolled students. Seventy-seven percent of these students (N = 1,408) responded to the survey. Survey responses were statistically weighted in order to obtain results that are representative of the student population at Oakton. Results are presented from this weighted sample of respondents.

Demographic and Enrollment Information of Survey Respondents

- Fifty-seven percent of the respondents were female, and 57 percent were below the age of 25. The mean age was 28.6 and the median age was 23.
- Fifty-six percent of the respondents identified themselves as White (non-Hispanic), 22 percent as Asian or Pacific Islander, 9 percent as Hispanic or Latino, 4 percent as Black (non-Hispanic), and the remaining 9 percent as Other, Multiple or Prefer Not to Answer.
- Nearly 60 percent of the respondents said English is both their native language and the language mainly spoken at home.
- Forty-eight percent of the respondents were first-generation college students, defined as students where neither parent went to college at all and/or were not educated in the United States. About 72 percent of these first generation students were so categorized because both parent were educated outside the U.S. Forty-five percent of the students age 24 or below were first generation and 51 percent of students age 25 and above were first generation.
- Respondents were divided nearly into thirds with respect to their enrollment status: 29 percent were full-time (12 credits or more), 33 percent were half-time (6-11 credits), and the remaining 38 percent were less than half time (1-5 credits).
- Nearly half (47%) of the younger students (under age 25) were full-time. Sixty-two percent of the older students (25 and older) took fewer than 6 credits.
- Nearly half (48%) of the younger students enrolled in transfer curricula. The majority (65%) of older students enrolled in the career curricula.
- One-third (36%) of younger students were new to Oakton in Fall 2004, while 21 percent of older students were new.

Educational Patterns and Planning of Survey Respondents

- More than 40% of all students (and 60% of younger students) planned to transfer to 4-year institutions. Of the remaining students, 9 percent were exploring courses to decide on careers, 13 percent were seeking to improve present job skills, 23 percent were preparing for new or different careers, and 12 percent were taking courses for personal interest or self-development.
- Nearly one quarter (22%) of these current students held bachelor's or more advanced college degrees.
- Fields of study most often listed as the likely major after transfer were business-related (25%), health-related (24%), education-related (14%), and social/behavioral science-related (7%). Interestingly, the percent who said they planned to major in a computer-related field after transfer continued to decline, from 16 percent in the 2000 and 2001 surveys to 11 percent in 2002, to 8 percent in 2003, to 3 percent in 2004.

Core Values

- From 88 to 93 percent of continuing students (those who had attended Oakton before the fall semester) responded that Oakton faculty and staff do live up to the College's five core values: integrity, responsibility, fairness, tolerance, and compassion. There were no differences in ratings from minority and non-minority students.

Website Usage

- Ninety-five percent of the students surveyed reported that they had used Oakton's website. Sixty-three percent of respondents used Oakton's website to obtain information about the College, 58 percent to register for summer 2004 and/or fall 2004 classes, 33 percent to perform library or other research of course assignments, 29 percent to complete an admission application, and 22 percent to pay tuition and fees for summer 2004 and/or fall 2004 classes.

Participation in Learning and Related Activities

- More than half of the respondents said they had been required to do a group or team assignment (63%), talked outside of class with a faculty member (60%), discussed topics such as ethics or integrity in a class (60%), or discussed subjects such as diversity or multiculturalism in a class (54%). More than 40 percent said they had been required to give a presentation or speech in a class other than speech or theater (42%).
- In interpreting these findings, it is important to note that 79 percent of respondents work outside their homes, 14 percent 1-19 hours per week, 25 percent 20-34 hours per week, and 40 percent 35 or more hours per week.
- Nearly one third of Oakton students (30%) have used tutoring or other services from the Learning Center.

Oakton Community College

Current Student Survey, Fall 2004

Report

Objective

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

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

In addition, each year the CSS includes questions related to particular topics of interest for the year and questions relevant to programs and departments conducting program reviews. This year's survey included questions about students' experiences in a variety of classroom and co-curricular activities, participation in events planned for high school students while they themselves were in high school, Oakton experiences related to diversity, use of advising and counseling services, and Oakton's core values.

Overview of Methodology

For the annual CSS, a random sample was drawn of credit classes taught in the fall semester, including classroom sections as well as those taught using College media services. From this list, a random sample of classes was selected. This sample included 18 percent of the enrolled students. Most Oakton faculty members were cooperative, willing to devote a half period of class time to this project, knowing that it is an omnibus survey and that they will not be asked to do others in this same class. Responses were received from 1,408 students, or 77 percent of the students enrolled in the classes included in the sample.

Since the sample was randomly drawn from a list of classes and not students, the responses are statistically weighted in order to obtain a sample that is representative of the student population at Oakton. In this procedure, weighted survey responses compensate for the greater probability that students enrolled in a number of courses would be included in the sample. Further details of the procedures used are discussed in Appendix 1. Appendix 2 provides data for the Fall 2004 student population, sample and weighted sample.

Unless noted otherwise, all results are presented for the weighted sample, the one most representative of the entire Oakton student population in Fall 2004.

Students were asked but not required to provide their student ID numbers, and could take the survey with complete anonymity. Seven of the questions in the survey asked for demographic variables that also are available from the College's student database.¹ For students who provided their ID number but left one of those demographic variables blank, missing survey data were augmented with corresponding data from the college database. This year, 41 percent of the respondents provided a valid student ID or social security number. This percent continues to decline. In 2003, 53 percent provided a number and in 2002 and 2001, 61 percent provided it. Clearly, students are becoming more reluctant to share identification information.

Demographics of Survey Respondents

Important demographic variables describing currently enrolled students include age, gender, and racial-ethnic identity. Appendix 2 provides comparative demographic data for the entire student body, the sample, and the survey respondents.

Gender and Age

Students responding to the survey can be broken down by gender and by age group, 24 and younger, 25 or older. As seen in Table 1 below, 57% of the (weighted) respondents are female. Note that a larger proportion of older students are female (64%) compared to younger students (51%).

Table 1
Survey Respondents by Gender and Age Group
(Weighted Respondents)

Gender	Age Group		All Ages
	24 or Younger	25 or Older	
Female	51%	64%	57%
Male	49%	36%	43%
Total	100%	100%	100%

¹ These variables are Q. 1 (main objective in attending Oakton), Q. 3 (curriculum), Q. 4 (courses and credit hours of current enrollment), Q. 7 (first semester at Oakton), Q. 23 (racial-ethnic identity), Q. 25 (gender), and Q. 26 (birth year). Q. 5 asks students for their highest level of education completed prior to the Fall 2004 term; the student data base contains a variable about highest level of education completed prior to the most recent application to the College. The data are not updated and therefore may not reflect a student's current education status.

Race/Ethnicity, Native Language and Family Education

Of survey respondents, 56 percent identified themselves as White, non-Hispanic, 22 percent as Asian or Pacific Islander, 9 percent as Hispanic or Latino, 4 percent as Black, non-Hispanic, and the remaining 9 percent as Other, Multiple or Prefer Not to Answer. Nearly three-fifths (59%) said English is both their native language and the language mainly spoken at home.

To determine family education, we asked respondents the highest level of education attained in the U.S. by mothers and fathers. Table 2 presents results. In addition, we looked at the percentage of first generation college students, whom we defined as respondents where both parents did not go to college at all and/or who were not educated in the United States, excluding from our calculations the respondents who did not provide the highest level of education for both parents. We found some 48 percent of students to be first generation, using this definition. However, approximately 72 percent of first generation were categorized this way because both parents were educated outside the United States. Forty-five percent of the students age 24 or below were first generation and 51 percent of students age 25 and above were first generation.

Table 2
Education Levels of Mother and Father by Student Age

Student Age Parent Education level	Mother			Father		
	24 or younger	25 or older	Total	24 or younger	25 or older	Total
H.S. diploma	18%	27%	22%	16%	24%	20%
Some college	18%	19%	19%	16%	11%	14%
Bachelor's degree	16%	12%	15%	16%	14%	15%
Graduate degree	10%	7%	8%	14%	16%	15%
Not educated in U.S.	37%	35%	36%	37%	36%	37%

Enrollment Information

Like most community colleges, Oakton serves a student population that is highly diverse not only in its demographic characteristics, but also in choices for academic curricula and course load. Appendix 2 provides comparative data for the entire student body, the sample, and the survey respondents on enrollment status (full-time, part-time), curricular program, and tenure (whether new or continuing at Oakton). As appropriate, missing survey data has been augmented with corresponding data from the student database, if a student provided an ID number.

Class Load

Most Oakton students enroll part-time. However, 29 percent of the weighted respondents indicated they were enrolled for 12 or more credit hours, the minimum for full time status. One third (33 %) were taking 6 to 11 credits, and 38 percent were enrolled for less than half time—fewer than six credits. These data show some fluxuation from the enrollment status of Current Student Survey respondents in Fall 2003, when respondents reported this status: 32 percent enrolled for 12 or more credits, 33 percent enrolled for 6-11 credits, and 35 percent enrolled for 1-5 credits.

As expected, significantly more younger students are full time (47%) than are older students (7%), and significantly more older students are less than half time (62%) than are younger students (18%). See Table 3 below.

Table 3
Survey Respondents by Class Load and Age Group
(Weighted Respondents)

Class Load	Age Group		All Ages
	24 or Younger	25 or Older	
Full-time	47%	7%	30%
Half-time	35%	31%	33%
Less than half-time	18%	62%	37%
Total	100%	100%	100%

Curricula Selected

Most years CSS data and student body data based on the student database differ somewhat with respect to students' choices between baccalaureate/transfer curricula and career/vocational curricula. A central factor in this is that the two sources of data describe students at different points in time. The population database is taken from applications for admission whereas the survey reflects students' views at the time the survey was completed. In some cases, this may be several years since the time of admission.

The population data reported in Appendix 2 show 48 percent of Oakton students choosing transfer programs, 31 percent selecting career curricula, and the remaining 21 percent being undecided. The college added the 'undecided' category to the Admission Application only a few years ago. In part, the growing percent of undecided students is due to the fact that many continuing students applied before this option was available and never updated their records. As these students leave the college and are replaced by newer students who choose the undecided category, the percent of undecided students among the population increases. In the survey, 37 percent of respondents said they were in transfer curricula, 49 percent said career programs, and the remaining 14 percent said they were undecided.

A significantly higher proportion (65%) of older students choose career programs than younger students (35%) while a greater proportion of younger students (48%) choose transfer programs than do older students (25%). Younger students are more likely to be undecided than older students. See Table 4 below.

Table 4
Survey Respondents by Curriculum and Age Group
(Weighted Respondents)

Age Group	Curriculum		
	Career	Transfer	Undecided
24 or Younger	35%	48%	18%
25 or Older	65%	25%	10%
All Ages	48%	38%	14%

Trends in self-identified programs of study have shifted slightly over time, as depicted in Table 5. The percent of younger students who say they are in career programs has grown from 27 to 35 percent, and the percent who say they are in transfer programs has declined from 57 to 48 percent. Among older students, the percent who identify themselves in each program has remained stable. Because we cannot be sure that students clearly understand distinctions between career and transfer programs, these shifts should be treated with caution. A more accurate examination of shifts or stability in curricular choices should be based on course enrollments, a study outside the domain of the Current Student Survey.

Table 5
Shifts in Self-identified Programs by Curriculum and Age Group
(Weighted Respondents)

Age Group	Curriculum								
	Career			Transfer			Undecided		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
24 or Younger	27%	36%	35%	57%	51%	48%	16%	13%	18%
25 or Older	65%	61%	65%	26%	31%	25%	9%	8%	10%

A significantly larger proportion (44%) of students enrolled in transfer programs are full-time compared to those in career programs (16%). A larger proportion (47%) of students enrolled in career programs are less than half time than those enrolled in transfer programs (26%). In 2003, 23 percent of Career program respondents were enrolled full-time. It is tempting to suggest the decline in full-time students in career programs is due to a stronger economy than last year, but this would be a premature assertion. See Table 6 below.

Table 6
Survey Respondents by Class Load and Curriculum
 (Weighted Respondents)

Class Load	Curriculum		
	Career	Transfer	Undecided
Full-time	16%	44%	37%
Half-time	36%	30%	28%
Less than half-time	47%	26%	34%
Total	100%	100%	100%

New or Previously Enrolled at Oakton

New and previously enrolled students may bring different perspectives to CSS questions. New students know what brought them to the College, but with only three or four weeks in attendance prior to the survey, they would have so far had a less extensive experience of the college than would students continuing at the College after previous enrollment.

To distinguish new and returning students, the survey asked if the current term (Fall 2004) was their first semester at Oakton. Since this information is on the College database (and by definition new students first attended in Fall 2004), every respondent could be classified as new or returning. In the population as a whole, 28 percent of the students enrolled in Fall 2004 were new; among survey respondents (weighted sample), 29 percent were new to Oakton.

Among younger students (age 24 or younger), 37 percent were new to Oakton and 64 percent were returning. Among older students (age 25 and older), 21 percent were new and 79 percent returning. See Table 7 below. In the past two years, Oakton focused on the issue of retention, variously defined as student persistence from one term to the next, or completion of a course (persistence through the entire course), or attendance at Oakton for more than one term even if a student stopped out for one or more terms. The data from the Current Student Survey, indicating that 70 percent of Fall 2004 students have attended Oakton previously, suggest that students do attend Oakton for more than one term, even if they take some time off. As with other questions explored on the Current Student Survey, CSS results about retention provide just one perspective on the topic. More extensive studies of student retention have been done and will need to be done in the future to gain a more comprehensive and richer understanding of this phenomenon.

Table 7
New and Returning Students by Age Group
 (Weighted Respondents)

Tenure	Age Group		All Ages
	24 or Younger	25 or Older	
New	37%	21%	30%
Returning	64%	79%	70%
Total	100%	100%	100%

Educational Patterns and Planning

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

Goals and Intentions at Oakton

Students' goals can be grouped in four clusters: related mainly to transfer, to careers for which two years of college is adequate background, to remediation of basic academic deficiencies, or to personal interest or self-development. As seen in the Table 8 (below), relatively few students say their primary objective at Oakton relates to personal interest and self-development or remediation. Three-fifths (60%) of Oakton's younger students are enrolled to prepare for transfer to four-year colleges or universities, one-third (33 %) are enrolled primarily for career or occupational reasons, and the remaining seven percent are enrolled to remedy skills deficiencies or for personal interest or self-development.

Table 8
Main Objective at Oakton by Age Group
 (Weighted Respondents)

Main Objective at Oakton	Age Group		All Ages
	24 or Younger	25 or Older	
Prepare to transfer to a four-year college or university.	60%	20%	43%
Prepare for a new or different career.	15%	32%	22%
Improve present occupational skills.	5%	24%	14%
Take courses for personal interest or self-development.	7%	18%	12%
Explore courses to decide on a career.	13%	5%	10%
Remedy or review academic skills deficiencies.	<1%	1%	1%
Total	100%	100%	100%

The objectives of older students are significantly different than those of younger students. Three-fifths (61%) of older students were pursuing career objectives. To gain more insights into the objectives of older students, responses from the past three Current Student Surveys were combined in Table 9. A notable finding is the general decline in the percent of older students taking courses to improve present occupational skills compared to Fall 2002. This suggests that an increasing number of older students may be attending Oakton to facilitate a change in careers rather than to move ahead in their current jobs.

Table 9
Older Students' Reasons for Attending Oakton - Changes Over Time
(Weighted Respondents)

Main Objective at Oakton	Fall 2002	Fall 2003	Fall 2004
Prepare to transfer to a four-year college or university.	19%	22%	20%
Prepare for a new or different career.	31%	36%	32%
Improve present occupational skills.	30%	21%	24%
Take courses for personal interest or self-development.	16%	15%	18%
Explore courses to decide on a career.	3%	5%	5%
Remedy or review academic skills deficiencies.	2%	<1%	1%
Total	101%	99%	100%

(Totals vary due to rounding)

As seen in the Table 10, degrees or certificates are more important to students with career goals than to those planning to transfer. While about half the students who say they plan to transfer also say they plan to earn an Oakton degree, in reality the vast majority of transfer students move to another college or university after Oakton without earning the Oakton degree. This is typical of community colleges, and is particularly likely to reflect student attendance patterns at community colleges located in metropolitan areas, where students have many choices of colleges to attend.

Table 10
Main Objective at Oakton by Plan
(Weighted Respondents)

Main Objective at Oakton	Plan to Complete		
	Degree	Certificate	Neither
Prepare to transfer to a four-year college or university.	47%	14%	46%
Explore courses to decide on a career.	12%	10%	6%
Improve present occupational skills.	12%	30%	9%
Prepare for a new or different career.	25%	36%	15%
Remedy or review academic skills deficiencies.	<1%	1%	1%
Take courses for personal interest or self-development.	3%	9%	24%
Total	100%	100%	100%

Educational Aspirations and Expectations

The discussion above focuses on students' objectives at Oakton. A different way to understand Oakton students' educational aims is to study their aspirations; i.e., the highest degree they would *like to complete*, and their expectations; i.e., as things stand now, how far in school they *think they will get*. Table 11 presents data for both aspirations and expectations, excluding students who have already earned a bachelor's degree or higher.

For the most part, student's aspirations and expectations are aligned; that is, students expect to earn the highest-level degree they would like to complete. One exception, noted in the shaded cell, is that of the students who think they will achieve an associate degree. Note that more than half (53%) of students who expect to earn no more than an associate degree would actually like to complete a bachelor's degree or higher.

This type of student may be one for whom Oakton can be especially important, if the College can find ways to identify individual students whose aspirations exceed their expectations and to provide them with information and support to achieve their aspirations. At the same time, it should be noted that some students do have unrealistic aspirations; e.g., some students' academic or study skills are not yet at the level that would enable them to succeed in more rigorous academic coursework.

Table 11
Educational Aspirations and Expectations
(Weighted Respondents, Excluding Respondents with Bachelor's Degree or Higher)

Expectation Question: "As things stand now, how far in school do you <u>think you will get</u> "	Aspiration Question: Thinking ahead to the future, what is the <u>highest</u> degree you would <u>like to complete</u> ?				
	Some college or a certificate (less than associate degree)	Associate degree	Bachelor's degree	Master's degree or higher	Total
Some college or a certificate (less than associate degree)	61%	22%	7%	10%	100%
Associate degree	1%	46%	43%	10%	100%
Bachelor's degree	1%	3%	63%	34%	100%
Master's degree or higher	<1%	1%	2%	97%	100%
Total	10%	13%	33%	44%	100%

Prior Education and Prior Bachelor's Degrees

What preparation do Oakton students have before coming to the college? Table 12 shows that 21 percent of Fall 2004 Oakton students held bachelor's degrees or more advanced graduate or professional degrees. Note that among students 25 years of age or older, the number who already hold bachelor's degrees or higher is significantly higher (42%) than among younger students (6%).

Table 12
Education Level by Age Group
 (Weighted Respondents)

Education Level The question asks for the highest level of education completed prior to the Fall 2004 semester.	Age Group		All Ages
	24 or Younger	25 or Older	
High school or equivalent	47%	16%	33%
Some college (at another college or university)	45%	35%	41%
Associate's (2-year) degree	3%	8%	5%
Bachelor's degree	5%	28%	15%
Master's degree or higher	1%	14%	6%
Total	100%	99%	100%

Likely Majors of Transfer Students

Table 13 presents intended majors for respondents who plan to transfer from the Current Student Surveys of 2000 through 2004. Business-related fields continue to be the most popular majors, selected by 25 percent of students. Health-related fields have grown in popularity, now attracting 24 percent of students. Conversely, the popularity of computer-related fields continues to decline, with only three percent of students selecting this area for their majors. The attraction of other majors has remained remarkably stable over the four years, with only a percentage point or two variation from one year to the next.

Oakton has recently launched several new education courses, an Associate in Applied Science for Paraprofessional Educators, targeted to teacher aides, and will soon offer one or more Associate of Arts in Teaching degrees, targeted to transfer students who plan to major in Education. In the Current Student Survey Report for 2003, we suggested the combination of statewide concern about teacher shortages, new Oakton course and program offerings, and two and four-year college partnerships to facilitate transfer for education majors may prompt an increase in the number of Oakton students who plan to major in Education. While the percent has increased slightly, there has not been a surge of interest in this field among Oakton students.

Table 13
Planned Majors by Year of Current Student Survey
 (Weighted Respondents)

Planned Major	2000	2001	2002	2003	2004
Business-related	24%	26%	25%	25%	25%
Computer-related	16%	16%	11%	8%	3%
Education	12%	10%	12%	12%	14%
Engineering	6%	9%	8%	7%	4%
Health-related	13%	11%	15%	20%	24%
Humanities, fine arts	8%	7%	6%	5%	6%
Social and behavioral sciences	8%	8%	9%	7%	7%
Science or mathematics	3%	3%	4%	4%	5%
Undecided or other	10%	9%	10%	11%	12%

Use of Advising and Counseling Services at Oakton

One of the primary topics of interest in the Fall 2004 Current Student Survey was students' use of services provided by Oakton's Advising and Counseling Center, or A.C.C. (previously known as the Student Services Center). Eighty-five percent of respondents said they were aware of at least one service provided by the A.A.C. Of these students, 30 percent have never used any A.C.C. service, and just 14 percent have used an A.C.C. service four or more times (see Table 14 below).

It should be noted that respondents may not be accurate in their understandings about what constitutes an A.A.C. service. For example, a student might be advised by a student development faculty member in the A.C.C. and define this as an A.C.C. service. Another student might receive advising by the same faculty member in a faculty office, and not define this as an A.C.C. service. Therefore, caution must be used in interpreting responses regarding use of A.C.C. services.

Table 14
Use of Services Provided by the Advising and Counseling Center (A.C.C.)
 (of those students who reported that they were aware of the A.C.C.)
 (Weighted Respondents)

How many times since you have been at Oakton have you used the services provided by the Advising and Counseling Center?	Percent
Never	30%
Once	25%
2 to 3 times	31%
4 to 6 times	9%
More than 6 times	5%

To learn more about students' perceptions of Academic and Counseling Center and related services, respondents were asked to evaluate, for services used, how well Oakton did in providing the help or service wanted. Table 15 provides results. In examining data in the table, note that some services were used by only a small percent of respondents. Overall, respondents give relatively high ratings to services received, with mean scores ranging from 3.18 to 3.91 on a five-point scale, with five being the most positive rating.

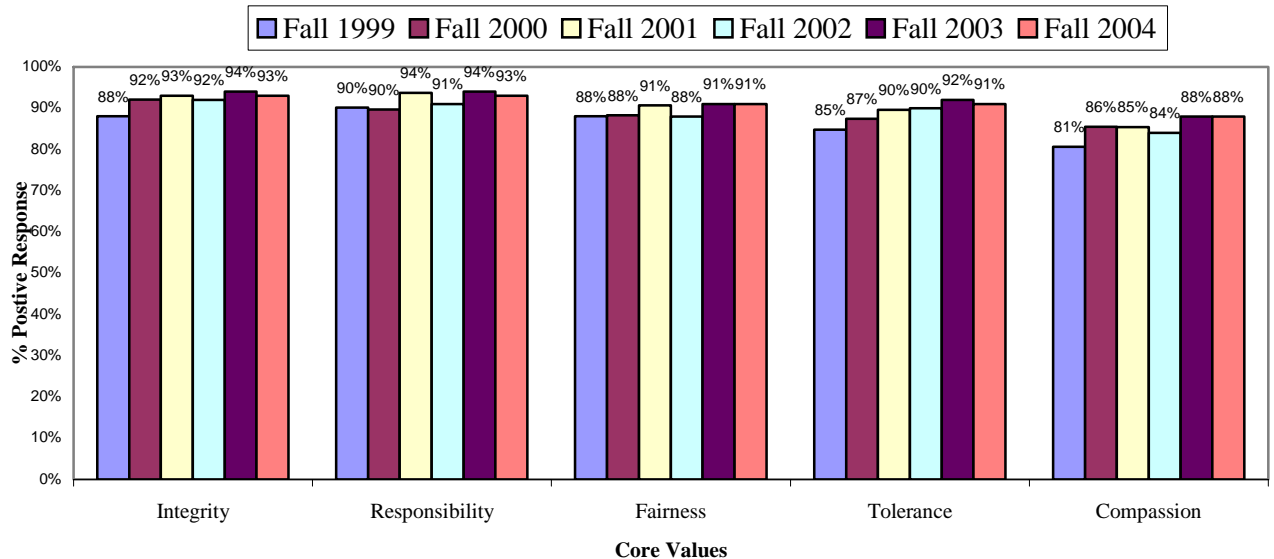
Table 15
Degree of Help Provided by Academic and Counseling Services
5-point scale (1 = Very Poorly; 5 = Very Well)
 (Weighted Respondents)

Service	Percent Using Service	Percent saying Very Well or Well (Rating \geq 4)	Average (Mean) Rating
Selecting courses to take at Oakton	80%	67%	3.86
Arranging class schedule	63%	68%	3.91
Getting information on course transferability	56%	61%	3.67
Planning for transfer	44%	56%	3.68
Career advising	40%	53%	3.55
Advising at workshop for new students	37%	60%	3.72
Coping with academic stress	26%	46%	3.38
Finding a job	25%	43%	3.18
Using the Transfer Center at the RH campus	23%	46%	3.39
Dealing with family stress	23%	44%	3.30
Obtaining a referral for mental health issues	20%	44%	3.34

Core Values

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

Figure 1
Returning Students' Perceptions of Oakton Staff
Fall Terms 1999-2003



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

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

To learn more about perceptions of Oakton’s core values we also examined whether responses in 2004 varied by race/ethnicity. We found no differences in ratings among minority and non-minority students.

Diversity at Oakton

One of Oakton's strategic goals is diversity, with the goal statement "We will recognize, embrace and build on the rich diversity of students and communities in Oakton's district, and continue to work to enhance the diversity of Oakton's employees. In the Fall 2004 Current Student Survey, respondents were asked to indicate the extent of their agreement or disagreement to a number of statements about their experiences at Oakton. Table 18 provides the statements and percent of respondents giving a rating of four or five on the 5-point scale.

What is perhaps most interesting about students' responses is the low percent who perceive discrimination at the College; that is, fewer than six percent of respondents disagree or strongly disagree with any of the diversity statements. Disagreement would indicate the respondent does perceive discriminatory attitudes or behaviors. It is also interesting that a relatively high percentage of respondents (ranging from 26% to 55%) are not sure whether they agree or disagree with the statements. It stands to reason that not all respondents would have had experiences that would permit them to evaluate the accuracy of these statements.

These are new questions for the Current Student Survey. Moreover, the College has not held a broad based conversation about what percent of students *should* agree with a statement to indicate that Oakton is "doing a good job" in these areas of diversity. Diversity is a key concern at Oakton. Diversity statements in the 2004 Current Student Survey will be repeated on subsequent CSS questionnaires to enable the College to track changes in students' perceptions and experiences over time.

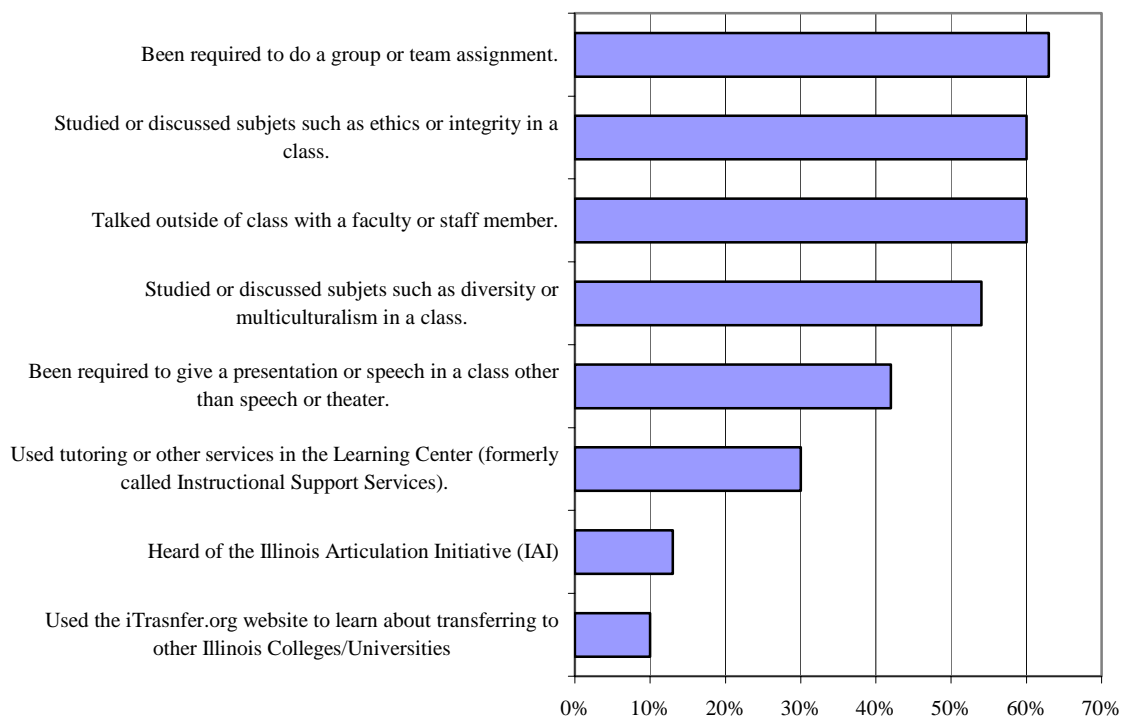
Table 16
Student Agreement with Statements Concerning Oakton's Level of Diversity
5-point scale (1 = Strongly Disagree; 3 = Not Sure; 5 = Strongly Agree)
 (Weighted responses)

Statement	Percent saying Strongly Agree or Agree (Rating \geq 4)	Percent saying Not Sure (Rating = 3)	Percent saying Strongly Disagree or Disagree (Rating $<$ 2)	Average (Mean) Rating
Faculty Members at Oakton do not discriminate against students of my race/ethnicity	71%	26%	3%	4.12
Administration at Oakton does not discriminate against students of my race/ethnicity	68%	29%	3%	4.07
Students at Oakton do not discriminate against students of my race/ethnicity	57%	37%	6%	3.81
The college makes an effort to attract students of diverse racial/ethnic backgrounds	56%	41%	3%	3.79
There is little or no discrimination based on race/ethnicity at Oakton	56%	39%	5%	3.79
There is administrative support of minority groups organizations and programs at Oakton	41%	56%	3%	3.56
There is open discussion of racial/ethnic issues at Oakton	40%	55%	5%	3.51

Participation in Learning and Related Activities

Oakton encourages faculty to use a broad array of teaching approaches and assignments, provides many academic support services for students, and asserts that values such as ethics, integrity and honoring diversity are of great importance. To learn more about students' experiences both within and outside the classroom, the survey included a number of items and asked respondents to indicate whether, since they first came to Oakton, they had done any of them. Figure 2 presents the percentage of respondents (from the weighted sample) who said yes.

Figure 2
Participation in Learning and Related Activities
 (Percent saying yes)

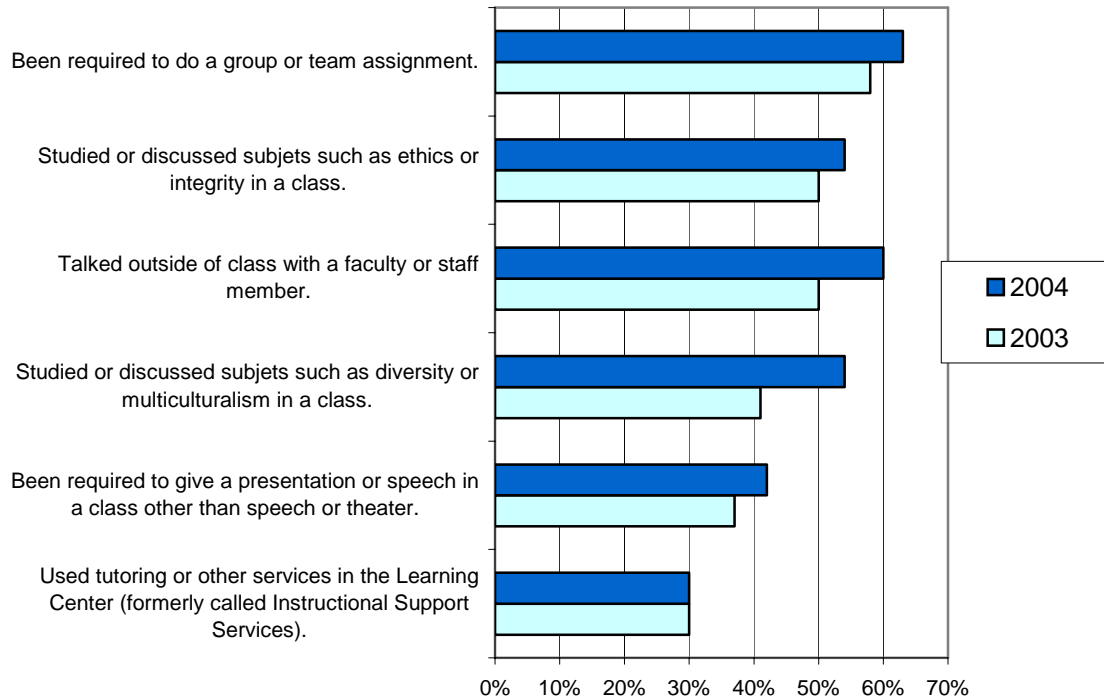


A number of the items in Figure 2 relate to Oakton's general education objectives or core values (group or team assignments, studying or discussing subjects such as ethics or integrity, studying or discussing diversity or multiculturalism, giving a required presentation or speech). It is difficult to determine whether the percent of students who indicated they have engaged in each activity at Oakton is a "good" or "desired" percent; faculty and staff might wish to discuss the meaning of these data in the context of assessing Oakton's general education objectives and core values.

In interpreting the findings, it may be helpful to note that 79 percent of Oakton's students work outside their homes, 14 percent 1-19 hours per week, 25 percent 20-34 hours per week, and 40 percent 35 or more hours per week. Put another way, 40 percent of Oakton students are employed full time in addition to attending school.

In 2003, the Current Student Survey sought data about the extent to which students had done many of these same activities. Figure 3 presents comparative data for learning and related activities studied in both 2003 and 2004. It is interesting to note that the percentage of students who say they have engaged in the activities was larger in 2004 than in 2003 for all items except one. While it is premature to note a "trend" for just two years, it is encouraging to find evidence that more students seem to be exposed to these critical learning approaches and content areas.

Figure 3
Comparison of Participation in Learning and Related Activities
2003 to 2004
(Percent saying yes)



Website Usage

Another area of inquiry in the Fall 2004 Current Student Survey was student use of the Oakton website. To set responses regarding the website into context, it should be noted that beginning with the Fall 2003 semester, students could complete and submit an Oakton application online, register for classes online, obtain information about programs and courses online, and access a host of department and faculty websites. The capability to pay bills via the website was introduced for the Spring 2004 semester).

How have students used Oakton's website? Sixty-three percent have used it to obtain general information about Oakton, 58 percent to register for summer 2004 and/or fall 2004 classes, 33 percent to perform library or other research for Oakton course assignments, 29 percent to fill out an admission application, and 22 percent to pay tuition and fees for summer and/or fall 2004 classes. The survey did not include questions about satisfaction with the website.

Experiences with Oakton as a Grade or High School Student

Over the past decade Oakton has offered a variety of special programs for junior and high school students. Many of these programs are one-day events that bring high school students to the College for competitions in a subject area such as accounting or mathematics, or for informational sessions and tours for prospective Oakton students.

Eighteen percent of respondents said they had participated in an Oakton new student orientation session held at the Oakton campus, 13 percent said they had participated in a field trip to Oakton while in high school, and seven percent said they had participated in an Oakton program for high school seniors preparing to come to Oakton. Other events drew 4 percent or fewer respondents. However, a total of 12.4 percent of students had participated in at least one event other than an orientation session, field trip to Oakton or program for high school seniors (they may also have participated in one or more of these activities as well). Appendix 3 contains the complete list of events and percent of students who had participated in each.

Advice About Oakton

Anecdotal evidence frequently suggests students obtain advice about how to succeed at Oakton from a variety of sources, some of whom may not be knowledgeable or offer accurate information. To gain insights into students' sources of information, the Current Student Survey asked respondents to indicate the best and the worst advice they received about how to succeed at Oakton, and from whom they received this advice.

More than 900 comments were received. Examples representative of information noted by large numbers of respondents follow.

Best Advice Examples:

- "Try your best and have a quiet, clean area to study"
- "Don't get stressed over small things"
- "Do homework regularly, don't wait till just before exams"
- "Make sure classes I take at Oakton will transfer to the 4-year university I plan on going to"
- "To be successful in college, being organized is 90% of the struggle"
- "Be on time and go to all of your classes"
- "That there is always someone here to help if you need it"

Worst Advice Examples:

- “That [Oakton] was easy and you don’t really have to do anything”
- “Just show up [to class] for tests and quizzes”
- “Buy the class notes”
- “You don’t have to go to class if you don’t feel like it”
- “It is really easy”
- “To cheat on something”

Conclusion

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

Suggestions for next year’s CSS are welcome and may be submitted to the Office of Research. Copies of this report are available at the College Office of Research and on the Oakton web site at www.oakton.edu/resource/oir/.

List of Appendices

- Appendix 1. Research Methodology
- Appendix 2. Comparison of Enrolled Population, Sample Surveyed, and Respondents
- Appendix 3. Report of Survey Responses

APPENDIX 1**Research Methodology**

With the generous cooperation of faculty members, the Current Student Survey (CSS) was conducted in a random sample of classes in the fall semester of 2004. To ensure that the sample would reflect opening fall enrollment, before many students would have withdrawn from their courses, the survey was scheduled in the third and fourth weeks of the term.

The sample included students from randomly drawn active sections of classes. Tandem and honors sections and media-based and cross-listed courses were identified, and only the first listing of a course or section number was used in drawing the sample. The 2004 sample consisted of students enrolled in 105 different classes, including classroom sections, seven media-based courses.

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

The survey was presented as eight pages of questions with a back page of code numbers from which students were asked to indicate their primary area of study. The survey text is embedded in the Report of Survey Responses in Appendix 3.

The College is fortunate in that most members of the faculty teaching the classroom sections in the sample were willing to administer the survey during class time, even though they are not required to participate. Collection boxes were conveniently located at both the Des Plaines and Ray Hartstein campuses for students who did not complete the survey in class, whether because of class absence or because an instructor distributed the surveys, but did not have them completed during class. The full cooperation of most of the faculty enabled a much higher rate of response than would be possible otherwise.

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

The sampled sections included 1,827 different students, 18 percent of the 9,963 students enrolled for the fall semester.

Fall 2004 surveys were completed by 1,408 students, 77 percent of the 1,827 different students enrolled in the sections surveyed. Directions asked students to complete the survey only once even if they were enrolled in more than one of the classes included in the sample.

Although the survey is conducted in randomly selected classes, a correction is needed to take account of the fact that students enrolled in more classes have a greater probability of being included in the sample than do those enrolled for fewer. To compensate for these unequal probabilities, responses to each item in the survey are weighted by an inverse function of the number of courses individual respondents are taking.¹ Throughout this report, the percentages are given of the weighted sum of the observations, are given as a measure of the response to each specific question.

One survey item asked respondents for their student identification number. This enabled us to download items of demographic or academic data and to use it to augment data obtained in the survey should such items have been left blank. This year, 41 percent of the respondents provided this number. (In Fall 2002 the student ID was typically the student's social security number. In Spring 2003 the College began using a different student ID; Oakton student databases carry both the social security number and the College-assigned ID).

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

¹ To compensate for this inequality, we weight individual responses for all statistical calculations. Responses from students enrolled for four courses are given a weight equal to 1.0. Responses for students enrolled in only 3 courses are weighted by 4/3, 1.333, those taking five courses by 4/5, .80, etc. For students who provided their identification number, but did not respond to the survey item asking how many courses they were taking in the fall, the College's Research database was accessed to obtain this data. If this information was unavailable from either source, a default weight (1.0) was used, the lowest of the three measures of central tendency (mean, median, and mode) for the number of courses in which enrolled.

APPENDIX 2
Comparison of Students' Demographic Characteristics

Student Characteristic	Population (Total Enrollment) (N = 9,963)	Students in Sampled Sections (N = 1,827)	Actual Respondents (Unweighted) (N = 1,408)	Weighted Respondents	Difference Btwn Weighted Respondents and Population
Age					
Less than 23	49 %	60 %	60 %	47 %	- 2 %
23-24	9 %	8 %	9 %	10 %	+ 1 %
25-39	25 %	21 %	20 %	25 %	+ 0 %
40-54	12 %	8 %	8 %	13 %	+ 1 %
55 or older	5 %	3 %	3 %	5 %	+ 1 %
Median Age	23	21	21	23	0
Mean Age	28	25.5	25.5	28.6	+ 0.6
Gender					
Male	46 %	46 %	45 %	43 %	- 3 %
Female	54 %	54 %	55 %	57 %	+ 3 %
Racial Ethnic					
African American	5 %	5 %	4 %	4 %	- 1 %
Asian or Pacific Island	18 %	20 %	24 %	22 %	+ 4 %
Caucasian	50 %	47 %	53 %	56 %	+ 5 %
Hispanic	8 %	8 %	9 %	9 %	+ 1 %
Native American	<1%	<1%	<1%	<1%	+ 0 %
Multiple			4 %	4 %	+ 4 %
Other/No response	19 %	20 %	5 %	5 %	- 15 %
Enrollment Status					
Full-time	32 %	48 %	49 %	29 %	- 2 %
Half-time	35 %	35 %	34 %	33 %	- 3 %
Less than half-time	33 %	17 %	17 %	38 %	+ 5 %
Curriculum ***					
Transfer	48 %	49 %	43 %	37 %	- 11 %
Career	31 %	28 %	42 %	49 %	+ 18 %
Undecided	21 %	23 %	14 %	14 %	- 7 %
Tenure					
New to Oakton	28 %	27 %	32 %	29 %	+ 1 %
Returning	72 %	73 %	68 %	71 %	- 1 %

* From an extract of OakStar data as of the 10th day of fall semester 2004.

** The sample from randomly selected sections (1,827 unduplicated students, unweighted) is 18.3 % of the total student population. The 1,408 respondents (unweighted) are 77.1% of that unweighted sample.

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

APPENDIX 3
Report of Survey Responses**Current Student Survey
Fall 2004**

Each year Oakton surveys students in a randomly selected sample of fall semester classes. Your perceptions as reported on this survey help us evaluate and improve our programs and services. Your insights and information is very important to us. There are no right or wrong answers. Your responses are confidential; all results are reported in totals and not identified with any specific person. If you have already done this survey in another class, please do not complete it again.

1. What is your main objective in attending Oakton? *(Please mark only one response.)*

(Resp= 99.5%)

- 9% Explore courses to decide on a career.
- 13% Improve present occupational skills.
- 23% Prepare for a new or different career
- 42% Prepare to transfer to a four-year college or university.
- 1% Remedy or review basic academic skills deficiencies.
- 12% Take courses for personal interest or self-development.

2. Do you plan to complete an Oakton degree or certificate program or only to take a few courses? *(Please mark only one.)*

(Resp= 99.5%)

- 46% Earn an Associate degree
- 15% Earn a certificate
- 39% Take a few courses only, but not earn a complete Oakton degree or certificate

3. What is your current program at Oakton?

_____ (Enter the 3 letter code from the list on the last page.)

(Resp= 91%)

49% Career Programs

37% Baccalaureate Transfer Programs

14% Undecided

4. **This semester** (Fall 2003), how many courses are you taking at Oakton?
 How many credit hours are you taking this semester? (Please fill in both blanks.)

	Mean	Median	% Resp
Courses	2.4	2.0	99%
Credit hours	7.8	7.0	96%

Full time (12 or more credits) **29%**

Half time (6-11 credits) **33%**

Less than half time (1-5 credits) **38%**

5. **Before this semester**, what was the highest level of education you had completed?

(Resp= 99%)

33% High school or equivalent (no college) **(Skip to Question 6.)**

40% Some college (at another college or university)

5% Associate's (2-year) degree

15% Bachelor's degree

7% Master's degree or higher

5A. Before you first enrolled at Oakton, had you ever been enrolled in a college or university that offered bachelor's degree (four-year) programs?

(Resp= 99%)

64% Yes

36% No

6. During your time at Oakton (not just this semester) at which campus did you take most of your classes?

(Resp= 96%)

82% Des Plaines Campus

18% Ray Hartstein Campus in Skokie

7. Is this your first semester at Oakton?

(Resp= 99%)

29% Yes

71% No

8. Thinking ahead to the future, what is the highest degree you would like to complete?
(Mark only one.)

(Resp= 97.5%)

- 4% Some college
- 7% A certificate (less than an associate degree)
- 12% Associate degree
- 28% Bachelor's degree
- 48% Master's degree or higher

9. Do you expect to transfer to a 4-year college or university?

(Resp= 99%)

62% Yes

38% No

9A. If you do plan to transfer to a four-year program, in which of the following areas are you most likely to choose your major? (Mark only one.)

(Resp= 100%)

- 25% Business-related (accounting, finance, marketing, management, etc.)
- 3% Computer-related (computer information systems, computer programming, computer science, computerized graphic design, information technology, telecommunications).
For computer engineering, use engineering, # 4)
- 14% Education (early childhood, elementary, secondary, special, etc.)
- 4% Engineering (chemical, civil, computer, electrical, electronic, mechanical)
- 24% Health-related (nursing, medical technology, medical records, physical therapy, radiology, etc.)

- 6% Humanities, fine arts (art, communications, film, language, literature, music, philosophy, theater; also general liberal arts, cultural studies, etc.)
- 7% Social and behavioral sciences or studies (anthropology, economics, geography, history, political science, psychology, sociology, social problem area studies, etc.)
- 5% Sciences or mathematics (astronomy, biology, chemistry, environmental sciences, geology, physics, statistics, etc.)
- 7% Other: *(Please specify.)* _____
- 5% Undecided

10. As things stand now, how far in school do you think you will get?
(Mark only one.)

(Resp= 95%)

- 6% Some college
- 9% A certificate (less than an associate degree)
- 17% Associate degree
- 33% Bachelor's degree
- 35% Master's degree or higher

11. For which of the following have you used Oakton's website? *(Please check all that apply.)*

- 63% Obtain general information about Oakton.
- 29% Fill out an admissions application.
- 58% Register for summer 2004 and/or Fall 2004 classes.
- 22% Pay tuition and fees for summer 2004 and/or fall 2004 classes.
- 33% Perform library or other research for Oakton course assignments.

12. How many hours per week do you typically work (on or off campus)? (*Please mark one.*)

(Resp= 99%)

21% I am not currently employed outside the home.

14% 1-19 hours per week

25% 20-34 hours per week

40% 35 or more hours per week

Name of Employer (optional): _____

13. In the time since you first came to Oakton, have you done any of the following?

(Resp= 94-97%)

	<u>Yes</u>	<u>No</u>
Talked outside of class with a faculty or staff member.....	60%	40%
Used tutoring or other services in the Learning Center (formally called Instructional Support Services).....	30%	70%
Been required to give a presentation or speech in a class <u>other than speech or theater</u>	42%	58%
Been required to do a group or team assignment.....	63%	37%
Studied or discussed subjects such as diversity or multiculturalism in a class.....	54%	46%
Studied or discussed subjects such as ethics or integrity in a class....	60%	40%
Heard of the Illinois Articulation Initiative (IAI).....	14%	86%
Used the iTransfer.org website to learn about transferring to other Illinois colleges and universities.....	10%	90%

14. Oakton offers a number of programs and events for junior high and high school students. If you have graduated from high school in the last 10 years, please tell us if you participated in any of these events. *(Please check all that apply.)*

- 3% **Futures Unlimited** program for 8th grade girls to explore careers in sciences, math, technologies, or related fields.
- 2% **Accounting competition** for high school accounting students.
- 1% **WYZE competition** for high school engineering and technology students.
- 1% **Drafting competition** for high school drafting or CAD students.
- 1% **Computer Techathon** - computer application program begun in 2003.
- <1% **Technology Showcase** - electronics & technology project showcase begun in 2003.
- 3% **Early Childhood Education conference** for high school students and faculty.
- 3% **DECCA competition** in business and marketing.
- 2% **FCCLA program** for high school students.
- 1% **Media.com** program to explore careers in communications and the arts.
- 3% **Mathematics competition.**
- 7% **Oakton program for high school for seniors** preparing to come to Oakton; includes some placement testing and advising.
- 13% **Field trip** to Oakton while you were in high school.
- 18% **Oakton new student orientation** held at Oakton campus; includes placement testing, advising and registration.

15. In your experience at Oakton, how well have Oakton College staff members (faculty, administrators, and other staff members) lived up the following values? *(Please circle one answer for each.)*

	Very Poorly		Very Well	
	1	2	3	4
Compassion.....	1%	11%	50%	38%
Fairness.....	1%	8%	44%	47%
Integrity.....	1%	6%	42%	50%
Responsibility.....	1%	6%	42%	51%
Tolerance.....	1%	8%	42%	48%

16. One of Oakton's key goals is to recognize, embrace and build on the rich diversity of students. In your experiences at Oakton, how would you agree to the following statements related to this key goal? *(Please circle one for each.)*

(Resp= 95-98%)

	Strongly Disagree		Not Sure		Strongly Agree	
	1	2	3	4	5	
There is administrative support of minority group organizations and programs at Oakton.....	1%	2%	56%	20%	20%	
The College makes an effort to attract students of diverse racial/ethnic backgrounds.....	1%	2%	41%	29%	27%	
There is open discussion of racial/ethnic issues at Oakton.....	2%	3%	55%	21%	18%	
There is little or no discrimination based on race/ethnicity at Oakton.....	2%	3%	39%	26%	30%	
<u>Administration</u> at Oakton does not discriminate against students of my race/ethnicity.....	2%	1%	29%	24%	44%	
<u>Faculty members</u> at Oakton do not discriminate against students of my race/ethnicity.....	1%	2%	26%	25%	46%	
<u>Students</u> at Oakton do not discriminate against other students of my race/ethnicity.....	2%	4%	37%	24%	32%	

17. Are you aware of any of the services provided by the Advising and Counseling Center (formally called the Student Services Center)?

(Resp= 99%) 85% Yes 15% No

18. How many times since you have been at Oakton have you used the services provided by the Advising and Counseling Center (formally called the Student Services Center)? *(Mark only one.)*

(Resp= 99%)

30% I have never used services provided by the Advising and Counseling Center.

26% Once

31% 2-3 times

9% 4-6 times

5% More than 6 times

19. The section below contains a list of academic advising and counseling services you might have used while at Oakton. If you used any of these services at Oakton, how well did Oakton do in providing you with the help or service you wanted? *(Please circle one for each).*

(Resp= 92-96%)

	Very Poorly		Very Well			Did not use
	1	2	3	4	5	0
Planning for transfer.....	9%	8%	25%	24%	35%	56%
Selecting courses to take at Oakton.....	6%	8%	20%	28%	39%	20%
Getting information on course transferability.....	8%	10%	22%	29%	32%	44%
Arranging class schedule.....	5%	7%	21%	28%	40%	37%
Advising at workshop for new students.....	6%	9%	24%	27%	33%	63%
Using the Transfer Center at the Ray Hartstein Campus.....	10%	11%	33%	23%	24%	77%
Career advising.....	9%	12%	27%	22%	31%	60%
Finding a job.....	19%	11%	28%	21%	23%	75%
Coping with academic stress.....	12%	11%	31%	19%	27%	74%
Dealing with family stress.....	13%	11%	31%	21%	24%	77%
Obtaining a referral for mental health issues.....	14%	8%	34%	17%	27%	80%

20. What was the best advice that you have received about how to succeed at Oakton?

21.

From whom did you receive this advice? _____

22. What was the worst advice that you have received about how to succeed at Oakton?

From whom did you receive this advice? _____

22. What is the *highest* level of education attained in the U.S. by your:

(Resp=91%)

(Resp=89%)

Mother:

Father:

(Please mark one.)

(Please mark one.)

22% H.S. diploma

20% H.S. diploma

18% Some college

13% Some college

14% Bachelor's degree

15% Bachelor's degree

8% Graduate degree

15% Graduate degree

37% Not educated in U.S.

37% Not educated in U.S.

23. In which racial/ethnic group(s) is your ancestry? *(Mark all that apply.)*

1% American Indian or Alaskan Native

22% Asian or Pacific Islander

4% Black, non-Hispanic

9% Hispanic or Latino

56% White, non-Hispanic

5% Other/Prefer not to answer

4% Multiple

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

(Resp= 97%)

59% Yes

41% No

25. Are you:

43% Male

57% Female

(Resp= 98%)

26. In what year were you born? (*Write in.*) **19** _____

(Resp= 95%)

Mean= **28.6**

Median= **23** years old

27. What is your Oakton student identification number or social security number?
(For research purposes only.) (*Write in.*)

41% Provided their valid student identification number.

59% Did not provide a valid student identification number.