

Oakton Current Student Survey

Fall 2005 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 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 Current Student Survey

Fall 2005 Report

Executive Summary

The Current Student Survey (CSS) for 2005 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 received and evaluated services from the Library, Advising and Counseling Center, Career Services, and the Fitness Center, spent time engaged in a variety of learning activities, perceived employees to be living up to Oakton's core values, and familiarity with Oakton's mission statements.

The survey was given during the third and fourth weeks of the fall semester to a sample of classes that included more than 21 percent of currently enrolled students. Seventy percent of these students (N = 1,409) 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.

Profile of Survey Respondents

- Fifty-two percent of the respondents were female, and 63 percent were below the age of 25. The mean age was 26.4 and the median age was 22.
- Fifty-two percent of the respondents identified themselves as White (non-Hispanic), 19 percent as Asian or Pacific Islander, 8 percent as Hispanic or Latino, 5 percent as Black (non-Hispanic), and the remaining 16 percent as Multiple or Other/Prefer Not to Answer.
- Sixty-one percent of the respondents said English is both their native language and the language mainly spoken at home.
- Forty-five 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 75 percent of these first generation students were so categorized because both parents were educated outside the U.S. Forty-three percent of the students age 24 or below were first generation and 48 percent of students age 25 and above were first generation.
- Respondents were divided nearly into thirds with respect to their enrollment status: 33 percent were full-time (12 credits or more), 33 percent were half-time (6-11 credits), and the remaining 34 percent were less than half time (1-5 credits).
- Nearly half (47%) of the younger students (under age 25) were full-time. Fifty-six percent of the older students (25 and older) took fewer than 6 credits.
- Younger students enrolled in more transfer curricula (44%) than career curricula (37%). The majority (56%) of older students enrolled in career curricula.
- One-third (35%) of younger students were new to Oakton in Fall 2005, while 24 percent of older students were new.

Educational Patterns and Planning

- Nearly half (48%) of all students (and 62% of younger students) planned to transfer to 4-year institutions. Of the remaining students, 9 percent were exploring courses to decide on careers, 9 percent were seeking to improve present job skills, 20 percent were preparing for new or different careers, and 12 percent were taking courses for personal interest or self-development.
- Nearly one-fifth (18%) of these current students held bachelor's or more advanced college degrees.
- Health-related fields of study have grown in popularity since 2001 and are now, for the first time, most often listed as the likely major after transfer, selected by 24% of students. Other popular likely major reported were business-related (19%), education-related (14%), and social/behavioral science-related (10%).

Use of Selected Oakton Services and Resources

- Most (70%) of the students reported that they visited the library at least once a semester with 31% of the students reporting that they visited the library four or more times a term.
- Overall, 39 percent of survey respondents had never used any Advising and Counseling Center (A.C.C.) service. However, for those who prepare to transfer to a four-year institution, 70 percent have used the Advising and Counseling Center.
- Most students are aware that individual career counseling (71%) and on-campus recruiting (61%) are available to the Office of Career Services. Of those who are aware of these services, 31 percent have actually visiting the office for individual career counseling and 16 percent have attending on-campus job fairs. However, approximately two-thirds of the respondents plan to use these services in the future.

Oakton Core Values and Mission Statements

- From 89 to 94 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 significant differences in ratings from minority and non-minority students.
- When asked to evaluate their level of familiarity and accuracy with each of 10 mission statements reflecting the College's mission and values, students reported that they were 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.

Oakton Current Student Survey

Fall 2005 Report

Objective

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

- develop profiles of current credit students in both the career and transfer programs,
- gain insights into the past experience that these students bring to their Oakton work,
- 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' use of Advising and Counseling Center, Office of Career Services, and the Oakton library. Students were also asked about Oakton's mission and 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 21 percent of the enrolled students. Most Oakton faculty members were cooperative, willing to devote class time to this project, knowing that it is an omnibus survey and that they will not be asked to do others in this same class. Responses were received from 1,409 students, or 70 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 A. Appendix B provides data for the fall 2005 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 2005. 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, 39 percent of the respondents provided a valid student ID or social security number. This percent continues to decline. In 2004, 41 percent provided a number, 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.

Profile of Survey Respondents

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

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, 52% of the (weighted) respondents are female. Note that a larger proportion of older students are female (56%) compared to younger students (50%).

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

Gender	Age Group		All Ages
	24 or Younger	25 or Older	
Female	50%	56%	52%
Male	50%	44%	48%
Total	100.0%	100.0%	100.0%

¹ These variables are the following survey items: Q.1 (main objective in attending Oakton), Q.3 (curriculum), Q. 4 (courses and credit hours of current enrollment), Q.7 (first semester at Oakton), Q.33 (racial-ethnic identity), Q.35 (gender), and Q. 36 (birth year).

Race/Ethnicity, Native Language and Family Education

Of survey respondents, 52 percent identified themselves as White, non-Hispanic, 19 percent as Asian or Pacific Islander, 8 percent as Hispanic or Latino, 5 percent as Black, non-Hispanic, and the remaining 16 percent as Other, Multiple or Prefer Not to Answer. More than half (61%) said English is both their native language and the language mainly spoken at home.

Students were also asked to rate how fluent they felt speaking, reading and writing in English. Table 2 compares these ratings for native versus non-native English speakers. As expected, native speakers rate themselves as “very fluent” in each method of communication significantly more than non-native speakers. However, all mean ratings for both native and non-native speakers are above 4, indicating that even non-native students at Oakton also consider themselves to be fairly fluent in reading, writing and speaking English.

Table 2
Fluency in English by English as Native Language
(Weighted Respondents)

English Communication	Ratings (Self-reported)					Mean Ratings
	Not Very Fluent 1	2	Somewhat Fluent 3	4	Very Fluent 5	
Reading						
Native speakers	1%	1%	5%	12%	80%	4.70
Non-Native speakers	1%	2%	14%	29%	53%	4.31
Writing						
Native speakers	1%	2%	6%	15%	76%	4.65
Non-Native speakers	2%	3%	22%	30%	44%	4.12
Speaking						
Native speakers	1%	1%	4%	9%	85%	4.76
Non-Native speakers	2%	3%	17%	26%	52%	4.23

To determine family education, we asked respondents the highest level of education attained in the U.S. by mothers and fathers. From these data, we looked at the percentage of first generation college students, whom we defined as respondents where both parents did not go to college at all and/or 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 45 percent of students to be first generation, using this definition. However, approximately 75 percent of first generation students were categorized this way because both parents were educated outside the United States. Forty-three percent of the students age 24 or below were first generation and 48 percent of students age 25 and above were first generation.

Table 3
First-Generation College Student Status
By Students' Age

Parents' Education Level	Student's Age		
	24 or younger	25 or older	Total
Both parents with no college experience in U.S.	43%	48%	45%
Both parents with no college experience at all	35%	33%	34%

Class Load

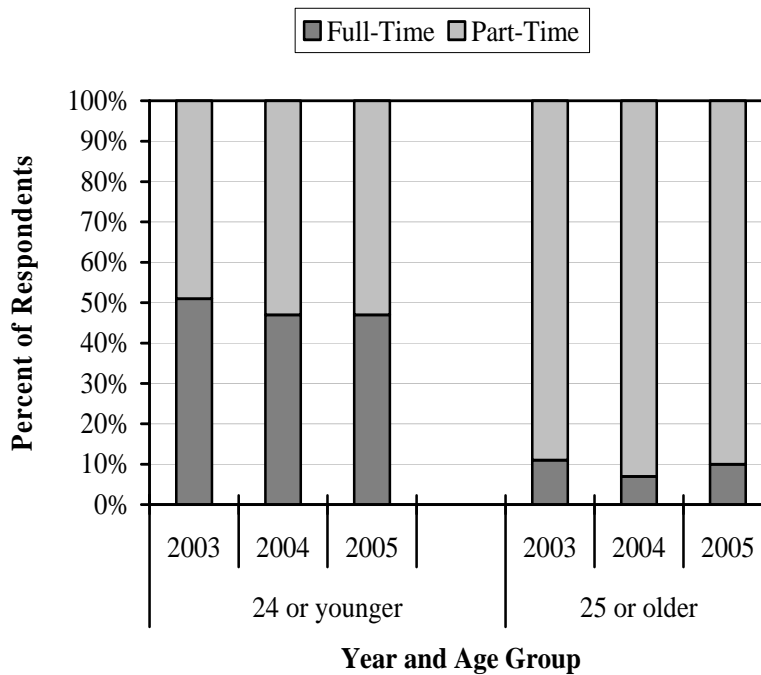
Most Oakton students enroll part-time. However, 33 percent of the weighted respondents indicated they were enrolled for 12 or more credit hours, the minimum for full time status. One third (33 %) were taking 6 to 11 credits, and 34 percent were enrolled for less than half time—fewer than six credits.

As expected and as in past years, significantly more younger students are full time (47%) than are older students (10%), and significantly more older students are less than half time (56%) than are younger students (19%). See Table 4 below. Figure 1 displays the class load for each age group over time.

Table 4
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%	10%	33%
Half-time	34%	34%	33%
Less than half-time	19%	56%	34%
Total	100.0%	100.0%	100.0%

Figure 1
Class Load over Time by Age Group



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 B show 46 percent of Oakton students choosing transfer programs, 31 percent selecting career curricula, and the remaining 23 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, 40 percent of respondents said they were in transfer curricula, 44 percent said career programs, and the remaining 16 percent said they were undecided.

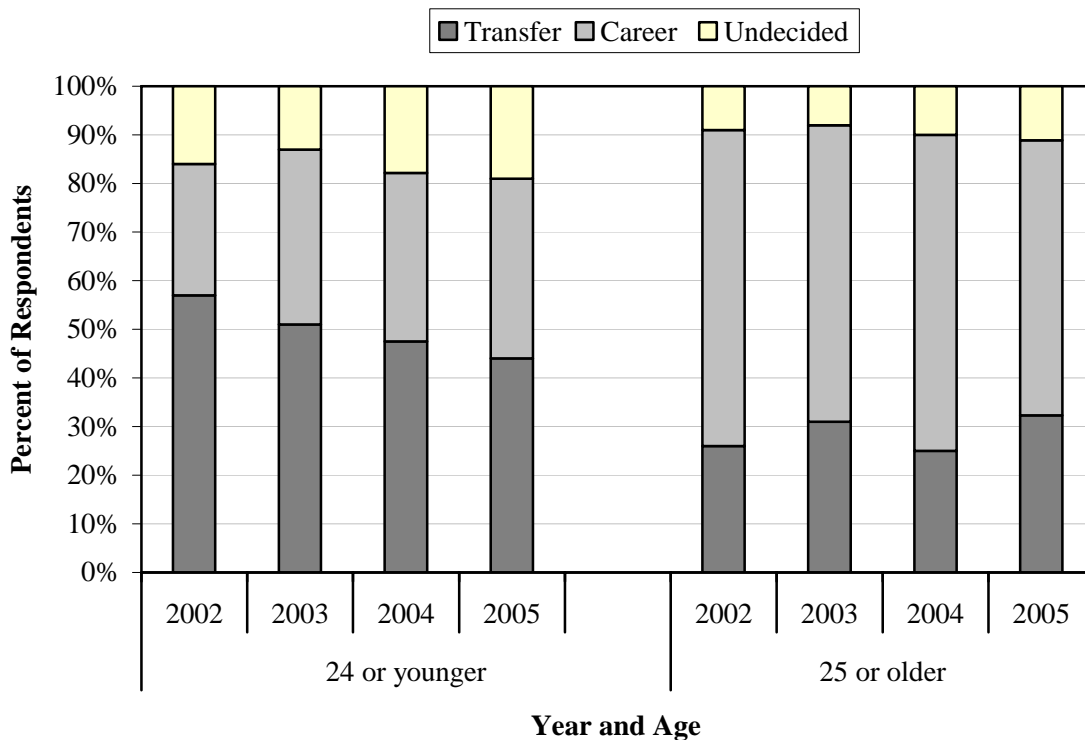
A significantly higher proportion (56%) of older students choose career programs than younger students (37%) while a greater proportion of younger students (44%) choose transfer programs than do older students (32%). Younger students are also more likely to be undecided than older students. See Table 5 below.

Table 5
Survey Respondents by Curriculum and Age Group
 (Weighted Respondents)

Age Group	Curriculum		
	Career	Transfer	Undecided
24 or Younger	37%	44%	19%
25 or Older	56%	32%	11%
All Ages	44%	40%	16%

Trends in self-identified programs of study have shifted slightly over time, as depicted in Figure 2. The percent of younger students who say they are in career programs has grown from 27 to 37 percent, and the percent who say they are in transfer programs has declined from 57 to 44 percent. Among older students, there appears to be the opposite trend. The percent of older students who say they are in career programs decreased over the last year from 65 to 56 percent, with a corresponding increase in the percent who say they are in transfer programs from 25 to 32 percent. 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.

Figure 2
Shifts in Self-identified Curricula by Year and Age

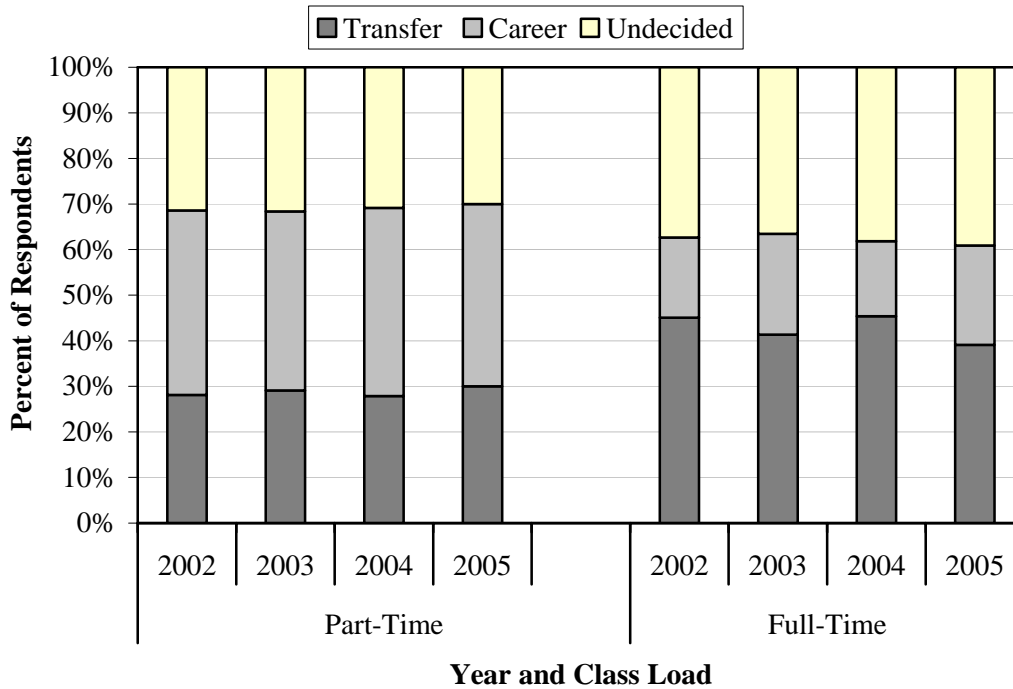


A significantly larger proportion (43%) of students enrolled in transfer programs are full-time compared to those in career programs (24%). A larger proportion (39%) of students enrolled in career programs are less than half-time than those enrolled in transfer programs (23%). See Table 6 below. Figure 3 depicts trends in the curriculum programs and class load for the past four survey years.

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

Class Load	Curriculum		
	Career	Transfer	Undecided
Full-time	24%	43%	43%
Half-time	37%	34%	27%
Less than half-time	39%	23%	30%
Total	100%	100.0%	100.0%

Figure 3
Class Load over Time by Curriculum



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 2005) was their first semester at Oakton. Since this information is on the College database (and by definition new students first attended in fall 2005), every respondent could be classified as new or returning. In the study body population as a whole, 28 percent of the students enrolled in fall 2005 were new; among survey respondents (weighted sample), 30 percent were new to Oakton.

Among younger students (age 24 or younger), 35 percent were new to Oakton and 65 percent were returning. Among older students (age 25 and older), 24 percent were new and 76 percent returning. (See Table 7 below.) In the past three 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 2005 students have attended Oakton previously, suggest that students do attend Oakton for more than one term, even if they take some time off.

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

Tenure at Oakton	Age Group		All Ages
	24 or Younger	25 or Older	
New	35%	24%	30%
Returning	65%	76%	70%
Total	100%	100%	100%

Work Status

Most (82%) of the survey respondents work outside their homes. Of those students who work, 47 percent are employed full time (35 or more hours per week), 33 percent work 20-34 hours per week, and 20 percent work 1-19 hours per week.

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 into 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. Nearly two-thirds (62%) of Oakton's younger students are enrolled to prepare for transfer to four-year colleges or universities, more than one-fourth (29%) have career goals, and the remaining nine 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.	62%	26%	48%
Prepare for a new or different career.	14%	34%	20%
Take courses for personal interest or self-development.	8%	18%	12%
Improve present occupational skills.	3%	17%	9%
Explore courses to decide on a career.	12%	4%	9%
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. More than half of older students (55%) were pursuing career objectives, while only one-fourth (26%) were enrolled to prepare for transfer to four-year colleges or universities. 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.

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

Main Objective at Oakton	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Prepare to transfer to a four-year college or university.	19%	22%	20%	26%
Prepare for a new or different career.	31%	36%	32%	34%
Improve present occupational skills.	30%	21%	24%	17%
Take courses for personal interest or self-development.	16%	15%	18%	18%
Explore courses to decide on a career.	3%	5%	5%	4%
Remedy or review academic skills deficiencies.	2%	<1%	1%	<1%
Total	101%	100%	100%	100%

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.	56%	12%	53%
Explore courses to decide on a career.	12%	12%	4%
Improve present occupational skills.	7%	20%	8%
Prepare for a new or different career.	22%	41%	11%
Remedy or review academic skills deficiencies.	<1%	1%	2%
Take courses for personal interest or self-development.	3%	14%	22%
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 (55%) 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 ("As things stand now, how far in school do you <u>think you will get</u> ?")	Aspiration ("Thinking ahead to the future, what is the <u>highest</u> degree you would <u>like to complete</u> ?")				Total
	Some college or a certificate (less than associate degree)	Associate degree	Bachelor's degree	Master's degree or higher	
Some college or a certificate (less than associate degree)	57%	18%	14%	12%	101%
Associate degree	4%	42%	37%	18%	101%
Bachelor's degree	1%	2%	70%	26%	99%
Master's degree or higher	<1%	<1%	1%	98%	100%
Total	7%	11%	38%	43%	100%

Prior Education and Prior Bachelor's Degrees

What preparation do Oakton students have before coming to the college? Table 12 shows that 18 percent of Fall 2005 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 (38%) than among younger students (5%).

Table 12
Highest Education Level Achieved Prior to Fall 2005
by Age Group
 (Weighted Respondents)

Education Level	Age Group		All Ages
	24 or Younger	25 or Older	
High school or equivalent	52%	14%	38%
Some college (at another college or university)	40%	40%	39%
Associate's (2-year) degree	3%	8%	4%
Bachelor's degree	5%	30%	14%
Master's degree or higher	<1%	8%	4%
Total	100%	100%	99%

Likely Majors of Transfer Students

Table 13 presents intended majors for respondents who plan to transfer from the Current Student Surveys of 2000 through 2005. Health-related majors have grown in popularity since 2001 and are now, for the first time, the most popular major, selected by 24% of students. Business majors are now the second most popular major, selected by 19% of the students. Computer-related, engineering, and social/behavioral science majors have all increased slightly in popularity since fall 2004. Computer-related and engineering majors were each selected by 7% of students, and social/behavioral science majors were chosen by 10% of students. The attraction of other majors has remained remarkably stable over the six 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. However, contrary to expectations, 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	Survey Year					
	2000	2001	2002	2003	2004	2005
Health-related	13%	11%	15%	20%	24%	24%
Business-related	24%	26%	25%	25%	25%	19%
Education	12%	10%	12%	12%	14%	13%
Social and behavioral sciences	8%	8%	9%	7%	7%	10%
Undecided or other	10%	9%	10%	11%	12%	8%
Computer-related	16%	16%	11%	8%	3%	7%
Engineering	6%	9%	8%	7%	4%	7%
Humanities, fine arts	8%	7%	6%	5%	6%	7%
Science or mathematics	3%	3%	4%	4%	5%	5%

Use of Selected Oakton Services and Resources

Student feedback regarding services and resources provided by Oakton is discussed in this section of the report. This year's survey asked students about services provided by the Library, Advising and Counseling Center, Office of Career Services, and Fitness Center.

Library

One of the primary topics of interest in the fall 2005 Current Student Survey was students' use of services provided by Oakton's Library. Most (70%) of the student reported that they visited the library at least once a semester with 31% of the students reporting that they visited the library four or more times a term. Of those who visit the library, 61% report that they visit the library in search of a place to study. Approximately 1/3 of the students visit the library to get their student ID, get help with their research, or check out and renew books. (See Table 14 below.)

Table 14
Reasons for Visiting the Library
 (Weighted Respondents)

Reason	Responses
Place to study.	61%
Get my student ID.	37%
Get help with my research.	35%
Check out and renew books.	31%
Use materials on reserve.	24%
Attend library instruction session for my class.	12%
Use a library conference room for group study.	9%
Check out and renew videos and DVDs.	8%
Other	8%

Less than half (45%) of the student reported that they visited the Oakton College Library Website at least once a semester with 14% of the students reporting that they visited the website four or more times a term. Of those who visited the website, approximately half of the students reported that they used the website to search for a journal or magazine article or books. See Table 15 for other reasons for visiting the library's website. For those who use this website, most (67%) visit the site from home and more than half (53%) visit on campus.

Table 15
Reasons for Visiting the Oakton Library Website
 (Weighted Respondents)

Reason	Response
Search for journal or magazine article	54%
Search for books	48%
Obtain general information on library services	27%
Request a book (hold for check out)	14%
Other	8%

Advising and Counseling Services

Another topic of interest in this year's survey was students' use of services provided by Oakton's Advising and Counseling Center (A.C.C.). Overall, 39 percent of respondents had never used any A.C.C. service, and just 11 percent had used an A.C.C. service four or more times. However, note that the use of the A.C.C. depends on the student's main objective in attending Oakton. For those who prepare to transfer to a four-year institution, 70 percent have used the A.C.C. For those whose main objective is to take courses for personal interest, only 39 percent have used an A.C.C. service. (See Table 16 below.)

Table 16
Use of Services Provided by the Advising and Counseling Center
by Main Objective at Oakton
 (Weighted Respondents)

Main Objective at Oakton	Number of Times Used A.C.C. Services				
	Never	Once	2-3	4-6	7+
Prepare to transfer to a four-year college or university.	30%	22%	33%	8%	6%
Prepare for a new or different career.	40%	22%	30%	7%	2%
Improve present occupational skills.	43%	31%	21%	2%	3%
Explore courses to decide on a career.	43%	18%	28%	8%	3%
Remedy or review academic skills deficiencies.	48%	17%	24%	10%	0%
Take courses for personal interest or self-development.	61%	23%	14%	2%	0%
Total	39%	23%	28%	7%	4%

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.

Career Services

In this year's survey, students were asked about their awareness and use of services and resources provided at Oakton's Office of Career Services. In Table 17, note that the most students are aware of the individual career counseling (71%) and the job fairs and on-campus

recruiting (61%) provided by the Office. Of those who are aware of these services, 31 percent have actually visiting the office for individual career counseling and 16 percent have attending on-campus job fairs. However, approximately 2/3 of the students plan to use these services in the future.

Table 17
Awareness and Use of Resources and Services from
the Office of Career Services
 (Weighted Respondents)

Career Service or Resource	Aware of Service	Have Participated	Would Participate
Individual career counseling	71%	31%	66%
View opportunities listed on CCJobNet.com	44%	30%	64%
Job fairs and on-campus recruiting	61%	16%	59%
Job search coaching	48%	13%	64%
Student employment	74%	12%	42%

Fitness Center

Students were asked their satisfaction with certain aspects of the Fitness Center at Oakton. Of only less than 20% of the students who use the Fitness Center, approximately half (48%) reported that they were satisfied to very satisfied, 16% reported that they were not satisfied, and the remaining 35% reported that they were neutral with the overall quality of the equipment, hours, and staff of the Fitness Center. See Appendix C, Question 27 for more details.

Enrollment in Selected Oakton Courses

Student feedback regarding enrolment in selected Oakton courses. This year's survey asked students about their enrollment in English composition and literature courses.

English Composition

This year's survey asked students about their enrollment in Oakton's English composition courses. As of fall 2005, just under half (46%) of the students reported that they have taken English Composition I (EGL 101) and approximately 1/3 have taken English Composition II (EGL 102). Students were also asked about their confidence in successfully completing certain writing assignments. Of these writing assignments, students reported the highest level of confidence with writing short papers outside of class. The lowest level of confidence was reported with writing technical reports, manuals, or memos. (See Table 18 below.)

Table 18
Confidence with Successfully Completing Writing Assignments
 (Weighted Respondents)

Writing assignment	Not Confident		Very Confident			Avg. Rating
	1	2	3	4	5	
Write short papers outside of class	1%	4%	16%	28%	50%	4.23
Work on group projects	2%	4%	17%	31%	46%	4.15
Analyze written materials	2%	5%	25%	33%	35%	3.95
Write essay exams in class	2%	7%	26%	33%	32%	3.86
Write long papers outside of class	4%	11%	26%	25%	34%	3.73
Write term or research papers	4%	9%	28%	29%	30%	3.72
Write technical reports, manuals, or memos	7%	13%	31%	26%	23%	3.45

Literature

Students were also asked about their enrollment in Oakton's literature courses. Only 38 percent reported that they have taken or would consider taking a Literature course. Of these, most (57%) stated that they have no interest in literature as the primary reason for not enrolling in a literature course. Other reasons are listed in Table 19 below.

Table 19
Reasons for Not Taking a Literature Course at Oakton
 (Weighted Respondents)

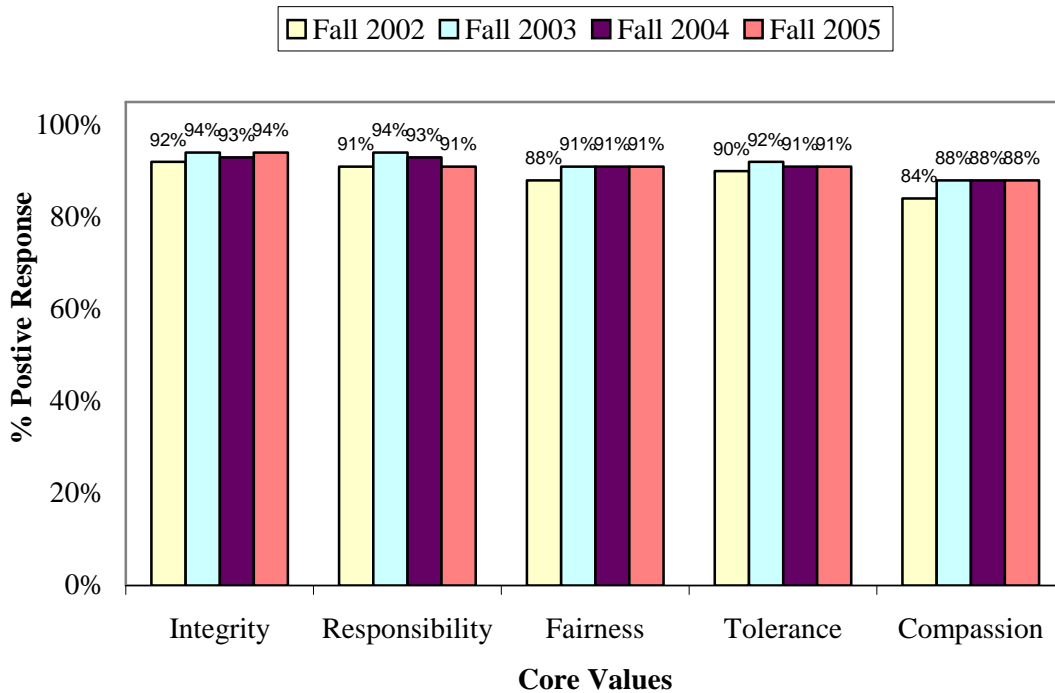
Reason	Percent
Have no interest in Literature.	57%
Expect that there would be too much writing.	11%
Expect that there would be too much reading.	9%
Expect the course to be too difficult.	8%
Other:	
Not needed in my area of study.	10%
Have taken course at another college.	7%
No time.	2%
Other reasons.	2%

Oakton Core Values and Mission Statements

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 4
Returning Students' Perceptions of Oakton Staff



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 4. 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 2005 varied by race/ethnicity. We found no differences in ratings among minority and non-minority students.

Oakton Mission Statements

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 students to think about one group of statements and the other half to think about the second group of statements. Table 18 presents the summary of these results. 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.

Table 18
Familiarity and Accuracy of Oakton's Mission Statements
 (Weighted Respondents)

Mission Statement	Mean Scores (5 = Highest level of familiarity/accuracy)	
	Familiarity	Accuracy
Oakton is dedicated to excellence in teaching and learning.	3.56	4.02
Oakton demands tolerance, fairness, responsibility, compassion, and integrity.	3.59	4.03
Oakton provides education and training for and throughout a lifetime.	3.29	3.87
Oakton expects students to assume responsibility for their own learning, to exercise leadership, and to apply ethical principles.	3.53	4.05
Oakton recognizes that education must be for the future.	3.52	4.06
Oakton encourages students to entertain and question ideas, think critically, solve problems, and engage with other cultures.	3.45	3.93
Oakton Challenges our students to experience the hard work and satisfaction of learning that leads to intellectual growth.	3.39	3.96
Oakton promotes a caring community of staff and faculty, students, administrators, and trustees who work together to fulfill our mission.	3.21	3.80
Oakton challenges our students to be capable global citizens.	3.22	3.80
Oakton seeks to improve and expand the services in the communities we serve.	3.11	3.67

Conclusion

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

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

List of Appendices

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

APPENDIX A

Research Methodology

With the generous cooperation of faculty members, the Current Student Survey (CSS) was conducted in a random sample of classes in the fall semester of 2005. 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 2005 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 eleven 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 C.

The College is fortunate in that most members of the faculty teaching the classroom sections in the sample were willing to administer the survey during class time, even though they are not required to participate. 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 2,005 different students, 21 percent of the 9,695 students enrolled for the fall semester.

Fall 2005 surveys were completed by 1,409 students, 70 percent of the 2,005 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, we weight individual responses for all statistical calculations. The responses to each item in the survey are weighted by an inverse function of the number of courses individual respondents are taking. Responses from students enrolled for four courses are given a weight equal to 1.0. Responses for students enrolled in only 3 courses are weighted by $4/3$ (or 1.333), those taking five courses by $4/5$ (or .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. Throughout this report, the percentages that reflect the weighted sum of the observations are given as a measure of the response to each specific question.

One survey item asked respondents for their student identification number. 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, 39 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.*

APPENDIX B

Comparison of Enrolled Population, Survey Sample, and Respondents

Student Characteristic	Population (Total Enrollment*) (N = 9,695)	Students in Sampled Sections** (N = 2,005)	Actual Respondents (Unweighted) (N = 1,409)	Weighted Respondents	Difference*** Btwn Weighted Respondents and Population
Age					
Less than 23	50 %	64 %	66 %	53 %	+ 3 %
23-24	9 %	9 %	9 %	10 %	+ 1 %
25-39	25 %	18 %	17 %	24 %	- 1 %
40-54	12 %	7 %	6 %	10 %	- 2 %
55 or older	4 %	2 %	1 %	2 %	- 2 %
Median Age	22	21	20	22	0
Mean Age	27.6	24.5	24.0	26.4	- 1.2
Gender					
Male	46 %	49 %	49 %	48 %	+ 2 %
Female	54 %	51 %	51 %	52 %	- 2 %
Racial Ethnic					
African American	5 %	5 %	4 %	5 %	+ 0 %
Asian or Pacific Islander	18 %	21 %	21 %	19 %	+ 1 %
Caucasian	50 %	49 %	52 %	52 %	+ 2 %
Hispanic	7 %	7 %	7 %	8 %	+ 1 %
Native American	<1%	<1%	<1%	<1%	+ 0 %
Multiple			3 %	3 %	+ 3 %
Other/No response	20 %	18 %	12 %	13 %	- 7 %
Enrollment Status					
Full-time	33 %	51 %	53 %	33 %	+ 0 %
Half-time	36 %	35 %	32 %	33 %	- 3 %
Less than half-time	31 %	15 %	14 %	34 %	+ 3 %
Curriculum ***					
Transfer	46 %	47 %	44 %	40 %	- 6 %
Career	31 %	28 %	40 %	44 %	+ 13 %
Undecided	23 %	25 %	17 %	16 %	- 7 %
Tenure					
New to Oakton	28 %	29 %	33 %	30 %	+ 2 %
Returning	72 %	71 %	67 %	70 %	- 2 %

* From an extract of OakStar data as of the 10th day of fall semester 2005.

** The sample from randomly selected sections (2,005 unduplicated students, unweighted) is 20.7 % of the total student population. The 1,409 respondents (unweighted) are 70.3% 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 C
Survey Instrument with Responses



Current Student Survey
Fall 2005

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 are 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.
- 9% Improve present occupational skills.
- 20% Prepare for a new or different career
- 48% 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%)

- 48% Earn an Associate degree
- 14% Earn a certificate
- 38% 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= 87%)

- 44% Career Programs

40% Baccalaureate Transfer Programs

16% Undecided

- 4. This semester** (Fall 2005), 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	2.5	2.0	99%	
Credit hours	8.2	7.0	99%	
Full time (12 or more credits)			33%	
Half time (6-11 credits)			33%	
Less than half time (1-5 credits)			34%	

- 5. Before this semester**, what was the highest level of education you had completed?
(Please mark only one.)
(Resp= 98%)

38% High school or equivalent (no college) **(Skip to Question 6.)**

39% Some college (at another college or university)

4% Associate's (2-year) degree

14% Bachelor's degree

4% 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= 97%)

74% Des Plaines Campus

26% Ray Hartstein Campus in Skokie

- 7.** Is this your first semester at Oakton?

(Resp= 99.5%)

30% Yes

70% No

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

(Resp= 98%)

- 3%** Some college
- 5%** A certificate (less than an associate degree)
- 10%** Associate degree
- 33%** Bachelor's degree
- 49%** Master's degree or higher

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

(Resp= 99%) 76% Yes 24% 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= 99%)

- 19% Business-related (accounting, finance, marketing, management, etc.)
- 7% Computer-related (computer information systems, computer programming, computer science, computerized graphic design, information technology, telecommunications).
For computer engineering, use engineering, # 4)
- 13% Education (early childhood, elementary, secondary, special, etc.)
- 7% Engineering (chemical, civil, computer, electrical, electronic, mechanical)
- 24% Health-related (nursing, medical technology, medical records, physical therapy, radiology, etc.)
- 7% Humanities, fine arts (art, communications, film, language, literature, music, philosophy, theater; also general liberal arts, cultural studies, etc.)
- 10% 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.)
- 1% Other: (*Please specify.*) _____
- 7% Undecided

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

(Resp= 97%)

- 3% Some college
- 7% A certificate (less than an associate degree)
- 18% Associate degree
- 37% Bachelor's degree
- 35% Master's degree or higher

Oakton Courses

11. At Oakton, did you take the following college English Composition courses?

English Composition I (EGL 101)?	(Resp= 99%)	46% Yes	54% No
English Composition II (EGL 102)?.....	(Resp= 90%)	31% Yes	69% No

12. How confident do you feel in successfully completing the following writing assignments? Use a 5-point scale where 1 means “Not at all Confident” and 5 means “Very Confident”.

	(Resp= 97 - 98%)				
	Not at all Confident		Very Confident		
Write essay exams in class.....	2%	7%	26%	33%	32%
Analyze written materials.....	2%	5%	25%	33%	35%
Work on group projects.....	2%	4%	17%	31%	46%
Write short papers (5 pages or less) outside of class.....	1%	4%	16%	28%	50%
Write long papers (over 5 pages) outside of class.....	4%	11%	26%	25%	34%
Write term or research papers.....	4%	9%	28%	29%	30%
Write technical reports, manuals or memos.....	7%	13%	31%	26%	23%

13. How fluent do you feel in reading, writing and speaking English?

	(Resp = 99%, for each)				
	Not Very Fluent		Somewhat Fluent		Very Fluent
Reading English.....	1%	1%	9%	19%	69%
Writing English.....	1%	2%	12%	21%	63%
Speaking English.....	2%	2%	9%	16%	72%

14. How satisfied were you with the following Physical Education (PED) courses that you may have completed at Oakton?

	Very Dissatisfied		Very Satisfied			Did not take
PED Activity Courses (Volleyball, Tennis, Conditioning, etc.).....	15%	10%	22%	22%	31%	92%
PED Health Courses (First Aid, Living with Health).....	13%	6%	22%	22%	37%	91%

PED Theory Courses
 (Theory and Practice of Baseball, Basketball, etc.) 19% 7% 32% 19% 23% 95%

15. At Oakton, have you taken or would you consider taking a Literature course?

(Resp= 98%)

38% Yes (If “Yes”, skip to Question 16.)
 62% No (If “No”, continue with Question 15a.)

15a. What are the reasons you have not or would not take a Literature course at Oakton?
 (Check all that apply.)

- 9% Expect that there would be too much reading.
- 11% Expect that there would be too much writing or too many papers.
- 8% Expect the course to be too difficult.
- 57% Have no interest in literature.
- 22% Other: _____

16. In order to fulfill your General Education course requirements, are you more likely to take a Humanities (HUM) class or an English (EGL) class?

(Resp= 96%)

- 24% English (or Literature)
- 40% Humanities (or Philosophy)
- 5% Neither
- 16% I have no preference
- 15% Not applicable

Oakton Services and Resources

17. Are you aware that Oakton has the following services and resources that can help with your career planning and job search? If so, have you ever participated or would you ever use these services or resources?

	Are you aware? (Resp=93-95%)	Have you participated? (Resp = 91-93%)	Would you participate? (Resp = 81-85%)
Individual career counseling (career exploration and decision making).....	71%	31%	66%
Job search coaching (write effective résumés and cover letters, interview and network successfully, etc.).....	48%	13%	64%

View job opportunities listed on CCJobNet.com	44%	30%	64%
Job Fairs and on-campus recruiting.....	61%	16%	59%
Student employment.....	74%	12%	42%

* Note that response rates to "Have Participated" are percentages of those who responded *that they were aware of the service* in the previous question, while the other response rates reflect the percentage of all students who completed a survey who answered the question.

18. On average, how many times per semester do you visit the Oakton College Library?

(Resp= 98%)

30% 0

39% 1 – 3 times per semester.

16% 4 – 6 times per semester.

15% 7 or more times per semester.

19. For which of the following reasons do you visit the Oakton College Library?

(Check all that apply.)

31% Check out and renew books.

8% Check out videos and DVDs.

24% Use materials on reserve.

61% Place to study.

12% Attend library instruction session for my class.

9% Use a library conference room for group study.

35% Get help with my research.

37% Get my student ID.

8% Other (please give reason): _____

20. For which of the following have you used Oakton's website?

(Please check all that apply.)

61% Obtain general information about Oakton.

43% Fill out an admissions application.

70% Register for summer 2005 and/or Fall 2005 classes.

32% Pay tuition and fees for summer 2005 and/or Fall 2005 classes.

24% To access the Oakton College Library website.

21. On average, how many times per semester do you visit the Oakton College Library Website?

(Resp= 95%)

55% 0 *(If you have never visited the Library's website, please skip to question 23.)*

- 31%** 1 – 3 times per semester.
- 8%** 4 – 6 times per semester.
- 6%** 7 or more times per semester.

22. For which of the following reasons do you visit the Oakton College Library Website?

(Check all that apply.)

- 54% Search for journal or magazine article.
- 48% Search for books.
- 14% Request a book (hold for check out).
- 27% Obtain general information on library services.
- 8% Other: _____

23. Where do you typically use the Oakton College Library Website?

(Check all that apply.)

- 53% On campus.
- 67% At home.
- 6% At work.

24. 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= 98%)

- 39% I have never used services provided by the Advising and Counseling Center.
- 23% Once
- 28% 2-3 times
- 7% 4-6 times
- 4% More than 6 times

Activities Outside of Class

25. How many hours per week do you typically work (on or off campus)?

(Please mark one.)

(Resp= 97%)

- 18% I am not currently employed outside the home.
- 17% 1-19 hours per week
- 27% 20-34 hours per week
- 39% 35 or more hours per week

Name of Employer (optional): _____

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

Talked outside of class with a faculty or staff member	(Resp = 95%)	52%
Used tutoring or other services in the Learning Center (formally called Instructional Support Services)	(Resp = 94%)	27%
Viewed works of art on display through out the campus	(Resp = 95%)	53%
Visited the art gallery at the Des Plaines campus	(Resp = 93%)	23%
Used the Fitness Center at Oakton	(Resp = 94%)	10%

27. If you have used Oakton's Fitness Center how satisfied were you with the following?

(Resp = 18-19%)	Not at all					Very				
	Satisfied					Satisfied				
Types and variety of equipment.....	11%	8%	35%	24%	21%					
Availability of equipment.....	11%	8%	35%	23%	24%					
Maintenance of equipment.....	9%	6%	34%	24%	27%					
Fitness Center hours.....	11%	9%	35%	20%	25%					
Assistance from Fitness Center staff.....	11%	5%	37%	22%	25%					
Overall quality.....	9%	7%	35%	26%	22%					

Oakton Values and Mission

28. 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.)

(Resp = 95% for each)	Very				Very			
	Poorly				Well			
Compassion.....	2%	9%	46%	43%				
Fairness.....	2%	6%	44%	48%				
Integrity.....	1%	5%	41%	53%				

Responsibility.....	1%	6%	40%	53%
Tolerance.....	2%	6%	41%	51%

29a. Oakton has developed a number of statements depicting the College’s mission and values. To what degree are you **familiar with each statement?**

(Resp = 94-95%)	Not at all Familiar					Very Familiar				
Oakton is dedicated to excellence in teaching and learning.....	13%	5%	24%	30%	28%					
Oakton challenges our students to experience the hard work and satisfaction of learning that leads to intellectual growth.....	15%	8%	24%	28%	25%					
Oakton encourages students to entertain and question ideas, think critically, solve problems, and engage with other cultures.....	14%	9%	25%	26%	27%					
Oakton expects students to assume responsibility for their own learning, to exercise leadership and to apply ethical principles.....	14%	6%	22%	28%	30%					
Oakton demands tolerance, fairness, responsibility, compassion, and integrity.....	13%	5%	23%	26%	32%					
Oakton provides education and training for and throughout a lifetime.....	20%	8%	25%	24%	23%					
Oakton seeks to improve and expand the services in the communities we serve.....	21%	11%	25%	24%	19%					
Oakton promotes a caring community of staff and faculty, students, administrators, and trustees who work together to fulfill our mission.....	18%	12%	26%	23%	22%					
Oakton recognizes that education must be for the future.....	16%	6%	24%	22%	32%					
Oakton challenges our students to be capable global citizens.....	19%	11%	24%	20%	25%					

29b. To what degree do you believe each statement describes Oakton?

(Resp = 92-95%)	Does not describe Oakton at all					Describes Oakton very accurately
Oakton is dedicated to excellence in teaching and learning.....	2%	5%	21%	36%	37%	
Oakton challenges our students to experience the hard work and satisfaction of learning that leads to intellectual growth.....	1%	5%	24%	35%	33%	
Oakton encourages students to entertain and question ideas, think critically, solve problems, and engage with other cultures.....	2%	5%	26%	35%	32%	
Oakton expects students to assume responsibility for their own learning, to exercise leadership and to apply ethical principles.....	2%	4%	23%	32%	39%	
Oakton demands tolerance, fairness, responsibility, compassion, and integrity.....	3%	5%	21%	32%	39%	
Oakton provides education and training for and throughout a lifetime.....	4%	6%	30%	29%	33%	
Oakton seeks to improve and expand the services in the communities we serve.....	5%	6%	35%	30%	24%	
Oakton promotes a caring community of staff and faculty, students, administrators, and trustees who work together to fulfill our mission.....	4%	7%	30%	30%	29%	
Oakton recognizes that education must be for the future.....	2%	2%	26%	30%	39%	
Oakton challenges our students to be capable global citizens.....	4%	6%	31%	29%	30%	

About You

30. What town do you live in?

(Resp=98%)

- 21% Des Plaines
- 6% Niles
- 15% Skokie
- 6% Morton Grove
- 9% Evanston
- 9% Glenview
- 2% Wilmette
- 1% Northfield
- 6% Park Ridge
- 11% Chicago
- 15% Other (Please specify: _____)

31. What cable or dish network service do you have in your home/apartment?

(Resp=95%)

- 22% None
- 51% Comcast Cable
- 2% WOW! Cable
- 8% Dish Network
- 8% DIRECTV
- 5% SBC
- 3% Other (Please specify: _____)

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

Mother:

(Please mark one.)

(Resp=93%)

- 20% H.S. diploma
- 19% Some college
- 14% Bachelor's degree
- 11% Graduate degree
- 36% Not educated in U.S.

Father:

(Please mark one.)

(Resp=90%)

- 17% H.S. diploma
- 18% Some college
- 15% Bachelor's degree
- 12% Graduate degree
- 37% Not educated in U.S.

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

- <1% American Indian or Alaskan Native
- 19% Asian or Pacific Islander
- 5% Black, non-Hispanic
- 8% Hispanic or Latino
- 52% White, non-Hispanic
- 13% Other/Prefer not to answer
- 3% Multiple Ethnicities

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

(Resp=96%) Yes 61% No 39%

35. Are you: (Resp=97%) Male 48% Female 52%

36. In what year were you born?

(Resp= 93%) Mean= 26.4 years old Median= 22 years old

37. What is your Oakton student ID number or social security number?
(For research purposes only.)

39% Provided their valid student identification number.

61% Did not provide a valid student identification number.

Thank you. We very much appreciate your cooperation.

Please return your completed form to your instructor.