

Oakton Current Student Survey

Fall 2006 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 2006 Report

Executive Summary

The Current Student Survey (CSS) for 2006 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 math, computer programming and speech courses; service learning; and the extent to which students received and evaluated services from the Oakton Website, Office of Student Financial Assistance, Bookstore and Admissions. Student perceptions of how employees live up to Oakton's core values and their familiarity with Oakton's mission statements were also obtained.

The survey was given during the third and fourth weeks of the fall semester to a sample of classes that included nearly 21 percent of currently enrolled students. Seventy-three percent of these students (N = 1,473) 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-seven percent of the respondents were female, and 65 percent were below the age of 25. The mean age was 25.6 and the median age was 22.
- Fifty percent of the respondents identified themselves as White (non-Hispanic), 21 percent as Asian or Pacific Islander, 7 percent as Hispanic/Latino, 6 percent as African-American, and the remaining 16 percent as Multiple or Other/Prefer Not to Answer.
- Fifty-seven percent of the respondents said English is both their native language and the language mainly spoken at home.
- Forty-three 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. Nearly three-quarters of these first-generation students were so categorized because both parents were educated outside the U.S. Forty-one percent of the students age 24 or below were first-generation, and 46 percent of students age 25 and above were first-generation.
- Respondents were divided nearly into thirds with respect to their enrollment status: 39 percent were full-time (12 credits or more), 31 percent were half-time (6-11 credits), and the remaining 30 percent were less than half time (1-5 credits).
- More than half (54%) of younger students (under age 25) were full-time. Conversely, more than half (54%) of the older students (25 and older) took fewer than 6 credits.
- Younger students were equally likely to be enrolled in transfer and career curricula (45% each). The majority (62%) of older students, however, enrolled in career curricula.
- Approximately one-third (36%) of younger students were new to Oakton in Fall 2006, while 20 percent of older students were new.

Educational Patterns and Planning

- Nearly half (49%) of all students (and 61% of younger students) planned to transfer to 4-year institutions. The other half of students surveyed were preparing for new or different careers (25%), exploring courses to decide on careers (10%), seeking to improve present job skills (9%), or taking courses for personal interest or self-development (8%).
- Nearly one-fifth (19%) of these current students held bachelor's or more advanced college degrees.
- Health-related fields of study have grown in popularity since 2001 and continue from last year's survey as the most often listed likely major after transfer, selected by 28% of transfer students. Other popular majors that were reported as likely to be chosen by transfer students include business-related (25%), education-related (10%), and social/behavioral science-related (9%).

Perceptions of Selected Oakton Services, Resources and Weekend Course Offerings

- Sixty-three percent or more of students rated various Oakton Web Services as "Easy" or "Very easy" to use.
- When asked to indicate what information they would like offered in a new student center, students most often selected academic advising (67%), career counseling (56%), financial aid (55%), scholarships (45%) and registration (43%).
- The most common ways students learn about financial aid are through a friend or Oakton student (21%) and parent or family member (18%).
- Less than half the students (43%) are aware they could purchase their Oakton textbooks online.
- About half the respondents (48%) have had contact with the admissions office, and one-third (31%) have had contact with the financial aid office.
- Of students who participated in a service learning activity (16% of respondents), the most commonly-reported benefit was learning a new skill (49%).
- Approximately one-fourth of all students were "Interested" or "Very interested" in taking general education courses during weekend time slots, with Saturday mornings garnering the most interest (28% of respondents) and Sunday mornings the least (19%).

Oakton Core Values and Mission Statements

- 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 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 all higher than the ratings of their familiarity.

Oakton Current Student Survey Fall 2006 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 satisfaction with their various experiences at Oakton.

In addition, each year the CSS includes questions related to particular topics of interest for the year and questions relevant to programs and departments conducting program reviews. This year's survey included questions about students' use and experience with student support services (including web-based services) at Oakton. 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. This included traditional classroom sections, as well as those taught using College media services. From this list, a random sample of classes was selected. This sample included 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 the same class. Responses were received from 1,473 students, or 73 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 relationship between inclusion in this sample and a student's course load, whereby the probability that a student is included in this sample increases as the number of courses that they are enrolled in increases. Further details of the procedures used are discussed in Appendix A. Appendix B provides demographic data for the Fall 2006 student population, sample and weighted sample. Appendix C provides a copy of the survey instrument, annotated with student response data.

Unless noted otherwise, all results in this report are presented for the weighted sample, the one most representative of the entire Oakton student population in Fall 2006. Students were asked, but not required, to provide an identifier (their student ID numbers, social security

numbers, or MyOakton login ID's) and could take the survey with complete anonymity. 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 a valid ID but left one of those demographic variables blank, missing survey data were augmented with corresponding data from the college database. This year, 48 percent of respondents provided a valid ID.

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 have been augmented with corresponding data from the student database, if a student provided some form of valid ID (See Overview of Methodology and Appendix A.)

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. Approximately two-thirds of older students are female (65%), while the proportion of males and females among younger students is nearly equal (47% and 53%, respectively).

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

Gender	Age Group		All Ages
	24 or Younger	25 or Older	
Female	53%	65%	57%
Male	47%	35%	43%
Total	100%	100%	100%

Race/Ethnicity, Native Language and Family Education

Of survey respondents, 50 percent identified themselves as White (non-Hispanic), 21 percent as Asian or Pacific Islander, seven percent as Hispanic, six percent as African-American, and the remaining 16 percent as Other, Multiple ethnicity or Prefer Not to Answer. More than

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.6 (first semester at Oakton), Q.35 (racial-ethnic identity), Q.37 (gender), and Q. 38 (birth year).

half (57%) 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. From these data, we looked at the percentage of first-generation college students, whom we defined as respondents where both parents did not go to college at all and/or were not educated in the United States, excluding from our calculations the respondents who did not provide the highest level of education for both parents. We found some 43 percent of students to be first-generation, using this definition. However, nearly three-quarters of the first generation-students were categorized this way because both parents were educated outside the United States. Forty-one percent of the students age 24 or below were first-generation, and 46 percent of students age 25 and above were first-generation.

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 had a less extensive experience of the College than would be the case for continuing students.

To distinguish new and returning students, the survey asked if the current term (Fall 2006) was their first semester at Oakton. Since this information is on the College database (and by definition new students first attended in Fall 2006), every respondent could be classified as new or returning. In the study population as a whole, 26 percent of the students enrolled in Fall 2006 were new. Among survey respondents (weighted sample), 30 percent were new to Oakton.

Among younger students (age 24 or younger), 36 percent were new to Oakton, and 64 percent were returning. Among older students (age 25 and older), 24 percent were new and 80 percent returning. See Table 2 below for results. 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 2006 students have attended Oakton previously, suggest that students do attend Oakton for more than one term, even if they take some time off.

Table 2
New and Returning Students by Age Group
(Weighted Respondents)

Tenure	Age Group	All Ages
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	24 or Younger	25 or Older	
New	36%	20%	30%
Returning	64%	80%	70%
Total	100%	100%	100%

Class Load

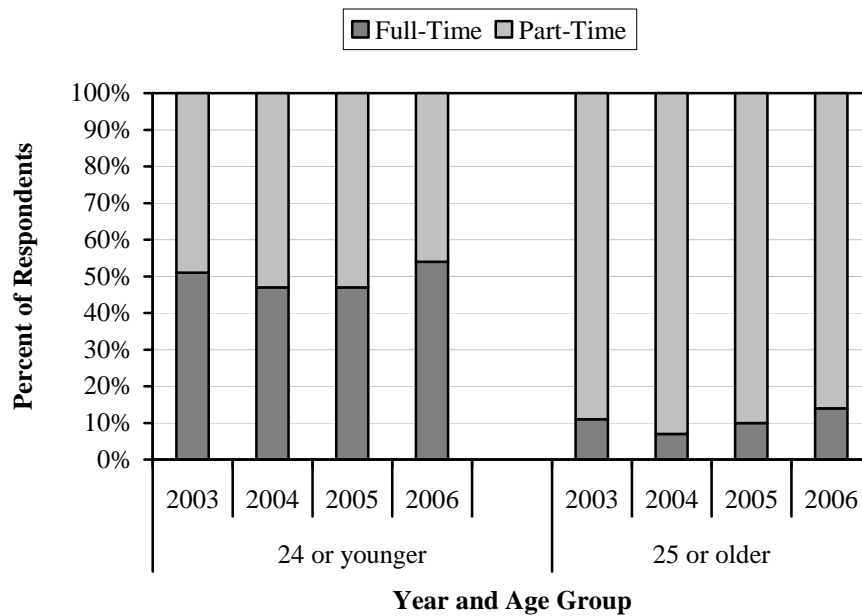
Most Oakton students enroll part-time. However, 39 percent of the weighted respondents indicated they were enrolled for 12 or more credit hours, the minimum for full-time status. Nearly one-third (31 %) were taking 6 to 11 credits, and 30 percent were enrolled for less than half-time—fewer than six credits.

The data show an interaction between age and class load. As in past years, significantly more younger students are full-time (54%) than are older students (14%), and significantly more older students are less than half-time (54%) than are younger students (15%). See Table 3 below. Figure 1 displays the class load for each age group over the last few years.

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	54%	14%	39%
Half-time	31%	32%	31%
Less than half-time	15%	54%	30%
Total	100%	100%	100%

Figure 1
Class Load over Time by Age Group



Curricula Selected

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

The population data reported in Appendix B show 43 percent of Oakton students choosing transfer programs, 34 percent selecting career curricula, and the remaining 23 percent being undecided. In the survey, 41 percent of respondents said they were in transfer curricula, 51 percent said career programs, and the remaining eight percent said they were undecided. The discrepancy in the percentage of students selecting career and undecided curricula between the population and the survey respondents may be due to a combination of factors. The population data represents information that was provided by an Oakton student on their admission application. For most students, there is a significant amount of time that passes between the completion of the admission application and the administration of the present survey. Students who are enrolled at Oakton longer have more opportunity to decide on a curriculum path or choose a new one by the time they complete the survey. Indeed, the data show that new students were undecided about their curricula at more than twice the rate of returning students (14% versus 6%), while new students were less likely to select career curricula than returning students (44% versus 54%).

A significantly higher proportion (62%) of older students choose career programs than younger students (45%), while a greater proportion of younger students (45%) choose

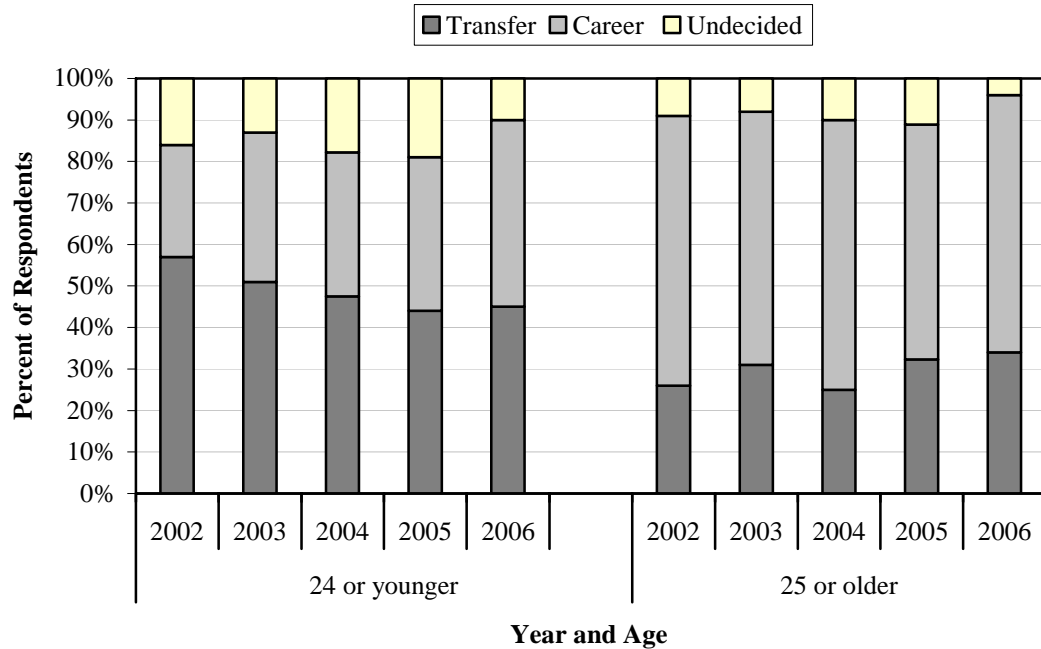
transfer programs than do older students (34%). Younger students are also slightly more likely to be undecided than older students. See Table 4 below.

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

Age Group	Curriculum		
	Career	Transfer	Undecided
24 or Younger	45%	45%	10%
25 or Older	62%	34%	4%
All Ages	51%	41%	8%

Trends in self-identified programs of study have also 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 45 percent, and the percent who say they are in transfer programs has declined from 57 to 45 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 Curriculums by Year and Age

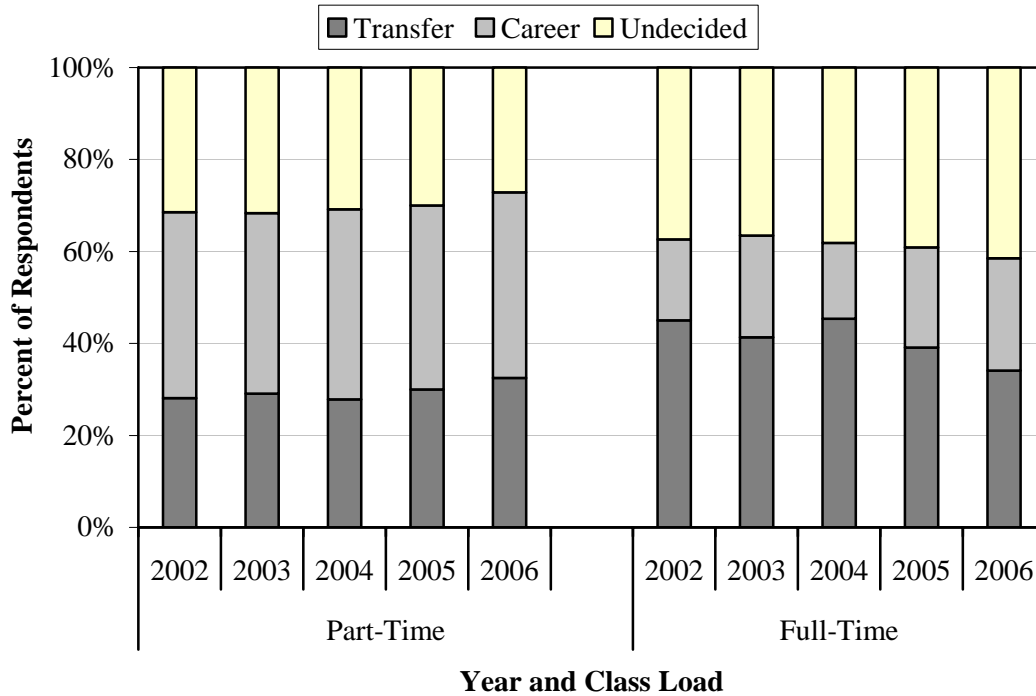


A significantly larger proportion (46%) of students enrolled in transfer programs are full-time compared to those in career programs (33%). Students enrolled in career programs are more likely to be enrolled less than half-time than students enrolled in transfer programs (34% versus 24%). See Table 5 below. On average, students enrolled in transfer curricula were enrolled in more credit hours than students in career curricula (9.4 and 8.3 hours, respectively). Interestingly, undecided students enrolled in more credit hours, on average, than either career or transfer students (10.0 hours). Figure 3 depicts trends in the curriculum programs and class load for the past five survey years.

Table 5
Survey Respondents by Class Load and Curriculum
 (Weighted Respondents)

Class Load	Curriculum		
	Career	Transfer	Undecided
Full-time	33%	46%	56%
Half-time	33%	30%	21%
Less than half-time	34%	24%	24%
Total	100%	100%	100%

Figure 3
Class Load over Time by Curriculum



Work Status

Most (82%) of the survey respondents work outside their homes. Of these students who work, 46 percent are employed full-time (35 or more hours per week), 33 percent work 20 to 34 hours per week, and 21 percent work 1 to 19 hours per week.

Living Expenses, College Costs, and Commuting Distance

An area of interest in this year’s survey was the students’ monthly expenditures, both in terms of cost-of-living expenses and educational expenses.

Students were asked to estimate their monthly expenditures in five broad categories: rent/mortgage, utilities, groceries, personal expenses, and credit card debt. Students were provided with a checklist that grouped each cost into \$100 increments. Weighted averages for each of these costs were calculated by using the midpoint of each of these categories. Thus, the following means can only be considered as best estimates. Oakton students spend an estimated average of \$359 per month on rent/mortgage, \$179 for utilities, \$183 for groceries, \$241 for personal expenses, and \$239 for credit card payments. Oakton students also spent an estimated average of \$310 on textbooks and supplies for the Fall 2006 term. The detailed results are presented in Appendix C.

Students were also asked to estimate the number of miles that they drive per round trip to Oakton, and how many times in a week they travel to Oakton. Respondents reported making

four round trips to Oakton each week, at the median. Each of these round trips was a total of eight miles, at the median.

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 baccalaureate 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, to remediation of basic academic deficiencies, or to personal interest/self-development. As seen in the Table 6 below, relatively few students say their primary objective at Oakton relates to personal interest /self-development or remediation. Most (61%) of Oakton's younger students are enrolled to prepare for transfer to four-year colleges or universities, while one-third (33%) have career goals, and the remaining six percent are enrolled to remedy skills deficiencies or for personal interest or self-development. Note students who indicate they have career-focused goals may also be planning to transfer, though these multiple objectives are not reflected in the data.

Table 6
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.	61%	26%	49%
Career-focused goals:	33%	62%	44%
<i>Prepare for a new or different career.</i>	16%	41%	25%
<i>Improve present occupational skills.</i>	5%	16%	9%
<i>Explore courses to decide on a career.</i>	12%	5%	10%
Take courses for personal interest or self-development.	5%	11%	6%
Remedy or review academic skills deficiencies.	1%	<1%	1%
Total	100%	100%	100%

The objectives of older students are significantly different from those of younger students. Nearly two-thirds of students (62%) 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 7. 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 decline is accompanied by a slight rise in the percent of older students who report taking courses to prepare for transfer during this same time period and a notable drop in the percent of older students who report taking courses for personal interest/self-development in Fall 2006.

Table 7
Older Students' Reasons for Attending Oakton - Changes over Time
(Weighted Respondents)

Main Objective at Oakton	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Prepare to transfer to a four-year college or university.	19%	22%	20%	26%	26%
Prepare for a new or different career.	31%	36%	32%	34%	41%
Improve present occupational skills.	30%	21%	24%	17%	16%
Take courses for personal interest or self-development.	16%	15%	18%	18%	11%
Explore courses to decide on a career.	3%	5%	5%	4%	5%
Remedy or review academic skills deficiencies.	2%	<1%	1%	<1%	<1%
Total	101%	100%	100%	100%	100%

As seen in the Table 8, 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 8
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.	52%	16%	57%
Career-focused goals	45%	77%	27%
<i>Explore courses to decide on a career.</i>	<i>10%</i>	<i>16%</i>	<i>6%</i>
<i>Improve present occupational skills.</i>	<i>7%</i>	<i>22%</i>	<i>7%</i>
<i>Prepare for a new or different career.</i>	<i>28%</i>	<i>39%</i>	<i>14%</i>
Remedy or review academic skills deficiencies.	<1%	<1%	3%
Take courses for personal interest or self-development.	3%	7%	13%
Total	100%	100%	100%

Educational Aspirations and Expectations

The discussion above focused 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 9 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 (54%) 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 provide them with information and support to achieve their aspirations. At the same time, it should be noted that some students 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 9
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 degree you would 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)	51%	15%	19%	16%	101%
Associate degree	5%	40%	42%	13%	100%
Bachelor’s degree	1%	<1%	64%	35%	100%
Master’s degree or higher	1%	1%	1%	98%	101%
Total	6%	10%	37%	48%	101%

Prior Education and Prior Bachelor’s Degrees

What preparation do Oakton students have before coming to the College? Table 10 shows that 17 percent of Fall 2006 Oakton students held bachelor’s degrees or more advanced graduate/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 (4%).

Table 10
Highest Education Level Achieved Prior to Fall 2006
by Age Group
 (Weighted Respondents)

Education Level	Age Group		All Ages
	24 or Younger	25 or Older	
High school or equivalent	71%	30%	56%
Some college (at another college or university)	23%	28%	24%
Associate's (2-year) degree	2%	4%	3%
Bachelor's degree	4%	25%	12%
Master's degree or higher	<1%	13%	5%
Total	100%	100%	100%

Likely Majors of Transfer Students

Table 11 presents intended majors for respondents from the Current Student Surveys of 2000 through 2006 who plan to transfer. Health-related majors have grown in popularity since 2001 and continue to be the most popular major, selected by 28% of students. Business majors are the second most popular major, selected by 25% of the students. Education and social/behavioral science majors were each chosen by approximately 10% of students who intend to transfer. Meanwhile, the popularity of computer-related majors has decreased considerably since 2001. The attraction of other majors has remained remarkably stable over the last seven years, with only a percentage point or two variation from one year to the next.

Oakton has recently launched several new education programs: an Associate in Applied Science for Paraprofessional Educators, targeted to teacher aides, and several 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. Contrary to expectations, there has not been a surge of interest in this field among Oakton students. Rather, interest seems to have declined somewhat.

Table 11
Planned Majors by Year of Current Student Survey
(Weighted Respondents)

Planned Major	Survey Year						
	2000	2001	2002	2003	2004	2005	2006
Health-related	13%	11%	15%	20%	24%	24%	28%
Business-related	24%	26%	25%	25%	25%	19%	25%
Education	12%	10%	12%	12%	14%	13%	10%
Social and behavioral sciences	8%	8%	9%	7%	7%	10%	9%
Undecided or other	10%	9%	10%	11%	12%	8%	8%
Computer-related	16%	16%	11%	8%	3%	7%	4%
Engineering	6%	9%	8%	7%	4%	7%	5%
Humanities, fine arts	8%	7%	6%	5%	6%	7%	6%
Science or mathematics	3%	3%	4%	4%	5%	5%	5%

Utilization of Selected Oakton Services and Resources

Student feedback regarding services and resources provided by Oakton is significant in determining which services are most important to students. This year's survey asked students about their use of Oakton Web Services, most-desired services to include in a One-Stop Service Center, online textbook ordering and their experiences with the admissions and financial aid offices.

Oakton Web Services

In this year's survey students rated the ease of use of Oakton's Website. Students were asked to rate the ease of use of ten tasks that could be completed via Oakton's Website, on a scale of one ("Very difficult to use") to five ("Very easy to use"). Ratings were universally high for all tasks, with at least 63% of students responding that each service was "Easy" or "Very easy" to use (see Table 12 below).

Table 12
Ease of Using Oakton's Web Services
 (Weighted Respondents)

Oakton Web Service	Ease of Use					Percent Using Service	Average Rating
	Very Difficult to Use				Very Easy to Use		
	1	2	3	4	5		
View my class schedule	4%	5%	17%	21%	53%	90%	4.14
Register for classes	4%	7%	15%	22%	53%	88%	4.13
View grades	4%	6%	15%	21%	53%	74%	4.13
View schedule of classes	4%	6%	16%	21%	52%	90%	4.12
View academic transcript	4%	7%	17%	23%	48%	73%	4.05
View announcements	5%	6%	21%	22%	47%	69%	4.01
Pay my tuition and fees	5%	7%	19%	22%	47%	74%	3.99
View financial records	6%	6%	20%	22%	46%	68%	3.96
Update mailing address	7%	7%	21%	22%	43%	65%	3.86
Update E-mail address	7%	7%	23%	20%	43%	66%	3.83

Student Service Center and Admissions

With the recent interest in consolidating services for new students under an umbrella of a One-Stop Service Center, this year's survey ascertained student interest in the services provided by such a center. Respondents were asked to select their top five choices from a list of 15 services provided by various departments within the college that could be included in a One-Stop Center. Academic advising (67%), career counseling (56%), financial aid (55%), scholarships (45%), and registration (43%) were the services most frequently included in respondents' top five choices. The popularity of these choices may indicate that students desire help not only in selecting classes, but also in using services for academic and career planning early in their college experience.

About one-third (34%) of respondents included personal counseling in their top five, which may indicate student need for support beyond academic and career areas. Information about extracurricular activities (clubs and organizations, athletics), honors, and services for students with disabilities were selected less frequently than other services in respondents' top five choices. See Table 13.

Table 13
Information/Services to Include in a Student Service Center
(Weighted Respondents)

Service	Percent of Respondents who included service in Top 5
Academic Advising	67%
Career Counseling	56%
Financial aid	55%
Scholarships	45%
Registration	43%
Admission	36%
Payment options	36%
Personal counseling	34%
Placement tests	29%
Purchasing textbooks	24%
Payment of Oakton bills	20%
Clubs and organizations	20%
Honors	16%
Athletics	12%
Services for disabled students	12%
Other	2%

Students were also asked about their experiences with Oakton's Admissions Office. About half of the respondents (48%) indicated they have had contact with a staff member from the

office. Of these students, 56 percent did not have their first contact until after they had completed their Oakton admission application. The most common method of first contacting a staff member was an in-person visit to the Admissions Office (59% of respondents), followed by telephone contact (32% of respondents).

Purchasing Textbooks Online

Two questions were included in this year's survey to assess student awareness and use of the online purchasing option on the Oakton Bookstore Website. Less than half (43%) of the respondents knew they could purchase their textbooks through the Oakton Bookstore Website. Only 41 percent of respondents said they have or would consider ordering their books online from the Oakton Bookstore Website.

Financial Aid

Several questions about financial aid were included in this year's survey. Students were asked how they first heard about the availability of financial aid at Oakton. Interestingly, more than one-quarter of respondents (27%) reported they were not aware of the availability of financial aid. Of the students who knew of the availability of financial aid at Oakton, the most common source of initial information was a friend or former Oakton student (21% of respondents), followed closely by a parent or family member (18%). See Table 14 below for results. Note that the financial aid office itself was intentionally excluded as a possible response to this question so that answers would reflect external sources of information about financial aid.

Table 14
Learning about Financial Aid

(Weighted Respondents)

Source	Percent*
Friend or Oakton student	21%
Parent or family member	18%
High school teacher/counselor	13%
Oakton admissions office	12%
On campus posting	7%
Oakton College website	7%
Oakton visit, tour, open house or orientation	7%
Oakton publication	6%
Oakton professor/instructor	3%
Public library	<1%
Other	5%

* Of those who were aware of the availability of Financial Aid at Oakton

Additional questions concerned utilization of and satisfaction with Oakton's financial aid office. Nearly one-third of the respondents (31%) indicated they had contacted the Office of Financial Assistance at least once during their time at Oakton. Students who had contact with the office or website were asked to rate their level of agreement with statements describing the services provided. As seen below in Table 15, these responses are generally positive. At least 52 percent of those who had contacted the Office of Financial Assistance indicated they "Agreed" or "Strongly agreed" with each statement. Looking more closely at the numbers shows that there was a slightly higher degree of agreement, on average, to all statements concerning in-person contact with staff than with corresponding statements describing contact via the telephone.

Table 15
Student Perceptions of Financial Aid Services
 (Weighted Respondents)

Statement	Level of Agreement					Percent Using Service*	Average Rating
	Strongly Disagree 1	2	3	4	Strongly Agree 5		
When I visited the office:							
Staff were knowledgeable	8%	77%	22%	32%	31%	94%	3.70
Staff were courteous, helpful, professional	7%	8%	20%	31%	34%	94%	3.77
Staff listened to my questions	5%	6%	21%	29%	40%	93%	3.93
I received information I needed	7%	6%	21%	30%	36%	93%	3.82
When I telephoned the office:							
Staff were knowledgeable	9%	9%	26%	31%	24%	66%	3.53
Staff were courteous, helpful, professional	7%	10%	23%	29%	30%	66%	3.64
Staff listened to my questions	7%	8%	21%	34%	31%	64%	3.74
I received information I needed	11%	7%	26%	28%	28%	64%	3.56
Financial Assistance Website:							
Was easy to use	9%	9%	27%	22%	33%	63%	3.62
Is well-organized	8%	8%	28%	24%	32%	62%	3.64
Contains accurate information	7%	7%	27%	26%	33%	62%	3.71
Other:							
Special requests were handled in a reasonable and timely manner	11%	15%	20%	27%	27%	71%	3.43
Printed materials provided thorough and accurate information	8%	10%	24%	26%	32%	77%	3.64
Overall, I am satisfied with my experience with the office	10%	10%	24%	25%	31%	88%	3.57

* Of those who had contacted the office of Financial Assistance

Enrollment in Selected Oakton Courses

Interest in Weekend Courses

In this year's survey, students were asked to indicate their level of interest in taking general education courses on the weekends by rating specific parts of the day for Friday, Saturday, and Sunday offerings on a scale from one ("Not at all interested") to five ("Very interested"). Overall, students have little interest in general education courses offered on the weekends. Table 16 shows the time slot with the highest level of interest, Saturday mornings, received "interested" or "very interested" ratings from only 28 percent of students. The time slot with the lowest level of interest, Sunday mornings, received "Interested" or "Very interested" ratings from only 19 percent of respondents.

Table 16
Student Interest in Weekend General Education Courses
 (Weighted Respondents)

Course Times During Fall and Spring Semesters:	Level of Interest				
	Not at all Interested				Very Interested
Friday evening	56%	7%	16%	7%	15%
Saturday morning	49%	8%	15%	9%	19%
Saturday afternoon	53%	8%	15%	8%	16%
Sunday morning	67%	5%	9%	5%	14%
Sunday afternoon	63%	6%	11%	6%	14%

Participation in Non-credit Courses

Students were asked about their participation in non-credit courses at Oakton. Very few students indicated they had participated in any of the non-credit programs. Six percent of respondents had taken Alliance for Lifelong Learning courses, two percent had participated in a Business Institute course/seminar, and one percent had taken an Emeritus course. These findings appear to indicate that there is not a large degree of overlap between students enrolled in credit courses and students enrolled in non-credit courses at Oakton.

Mathematics and Computer Programming Courses

In this year's survey, students were specifically asked about objectives in math and computer programming courses. All students were first asked how important a list of mathematics program objectives were to their general education, regardless of whether they had taken any math courses at Oakton. At least 54 percent of respondents rated each of these objectives as "Important" or "Very important" to their general education, indicating that students attach a

universal importance to the expressed objectives of courses within the math program that extends more broadly to their academic careers. The results are presented in Table 17.

Table 17
Importance of Math Course Objectives to Students' General Education
 (Weighted Respondents)

Objectives	Level of Importance					Average Rating
	Not at all Important				Very Important	
Learn how to apply mathematics to solve real-life problems	8%	6%	19%	19%	48%	3.94
Learn how to determine if a solution is reasonable for a given problem	7%	7%	20%	27%	40%	3.87
Draw conclusions about the meaning of values that have been calculated	8%	8%	25%	25%	35%	3.71
Become skilled at using mathematical rules or procedures to arrive at results	8%	8%	27%	21%	37%	3.70
Understand the kind of solution being looked for in a particular math problem	8%	8%	25%	22%	36%	3.70
Determine an appropriate mathematical rule or procedure to apply	9%	10%	26%	23%	33%	3.62
Calculate values using formulas	10%	10%	23%	22%	34%	3.61
Understand or interpret graphs	10%	8%	25%	23%	33%	3.61
Become skilled in the use of technology in solving mathematical problems	11%	11%	24%	19%	35%	3.57

Students responded to a similar question that applied to specific objectives for computer programming courses. Because experience with computer programming courses was anticipated to be much lower than in math courses, students were first asked whether they had taken any computer programming courses at Oakton before rating the importance of the objectives. Only 11% of respondents indicated they had taken a computer programming course at Oakton. At least 46% of these respondents thought that each of the objectives was "Important" or "Very important."

Math Placement

Satisfaction with math placement was also addressed in this survey. Students were asked how they were placed into their first math class at Oakton. The most common placement method was the math placement test (54%). Eleven percent were placed through Transcript/ACT evaluation by the Math Advisor, and five percent were placed using Transcript/ACT evaluation and math placement test. In addition, students were asked how satisfied they were with their first math placement, using a five-point scale from one ("Very dissatisfied") to five ("Very satisfied"). Overall, the responses fell equally across the rating

scale. Forty percent of students who were placed were “Satisfied” or “Very satisfied” with their placement into their first math course, but another 35% of respondents were either “Very dissatisfied” or “Dissatisfied.” Those who were placed via the math placement test expressed more satisfaction with the placement (54% of respondents were “Satisfied” or “Very satisfied”) than students who were placed via their transcripts or a combination of placement test and transcript (38% and 37%, respectively).

Speech Courses

Survey results indicate that 29% of respondents had taken a speech course at Oakton. Students who had made presentations after completing the speech course were asked to evaluate how well the course prepared them for future presentations. Nearly three-quarters (73%) of respondents thought the speech course had prepared them “Well” or “Very well” for subsequent presentations.

Service Learning

Another topic of interest in this year’s questionnaire was students’ participation and experience in service learning activities. Service learning allows students to become involved in projects where they actively apply their knowledge from the classroom to real community needs. Only 16 percent of students indicated they had participated in a service learning project for an Oakton class. Those who participated were asked to indicate, from a list of ten choices, any experiences or skills they gained from the service learning activity. The most common gain was learning a new skill, which nearly half the students (49%) reported. Other common gains included meeting new people (37% of respondents), better understanding of information learned in the classroom (37%), and valuable work experience (35%).

Oakton Core Values and Mission Statements

Core Values

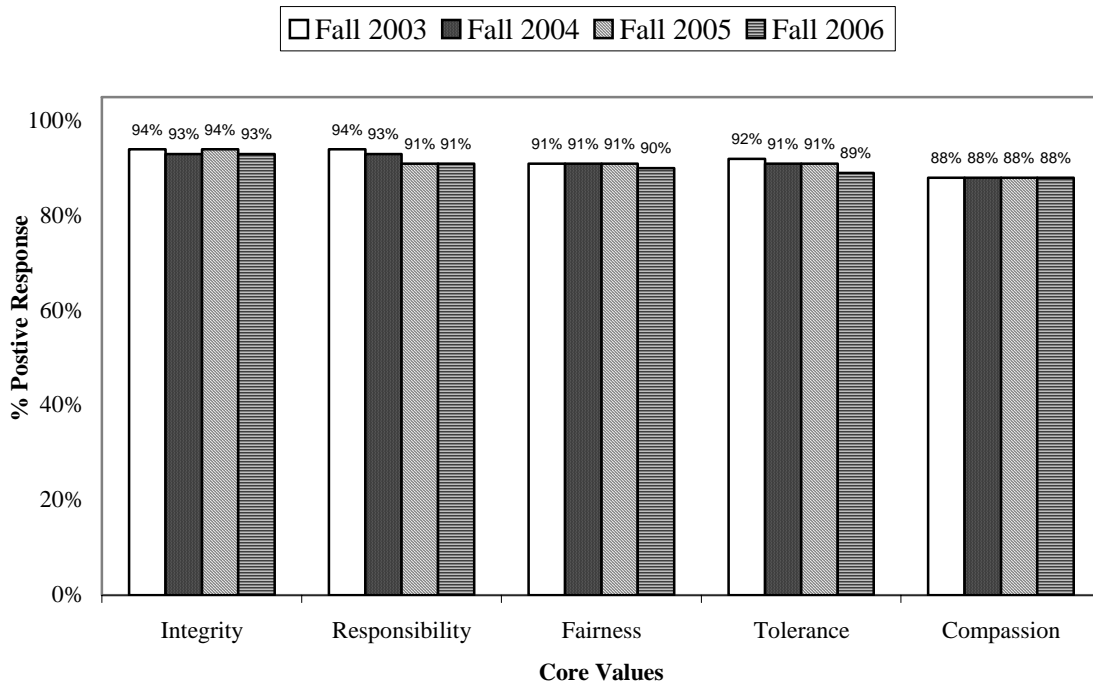
Some years ago, the College moved toward accepting some responsibility for helping students develop basic values appropriate not only in college communities, but in the larger world as well. Five core values were selected: compassion, fairness, integrity, responsibility, and tolerance.

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

In all years, the CSS was given in the third and fourth weeks of the fall semester, and in all years, about a third of the responses represented students who were new to Oakton that fall. Since returning or continuing students would have had a broader experience of the College than would new students, just the responses of the continuing students were used for the comparison shown in Figure 4. This figure shows that a high percentage of returning students selected one of the two positive response options for each of the values and that this positive pattern has persisted over time.

To learn more about perceptions of Oakton’s core values we also examined whether responses in 2006 varied by race/ethnicity. We found no differences in ratings among minority and non-minority students.

Figure 4
Returning Students’ Perceptions of Oakton Staff



Oakton Mission Statements

Respondents were asked to evaluate their level of familiarity with 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 consider one group of statements and the other half to consider 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.	3.50	3.85
Oakton demands tolerance, fairness, responsibility, compassion, and integrity.	3.65	3.95
Oakton provides education and training for and throughout a lifetime.	3.15	3.75
Oakton expects students to assume responsibility for their own learning, to exercise leadership, and to apply ethical principles.	3.64	3.95
Oakton recognizes that education must be for the future.	3.41	3.82
Oakton encourages students to entertain and question ideas, think critically, solve problems, and engage with other cultures.	3.45	3.84
Oakton challenges our students to experience the hard work and satisfaction of learning that leads to intellectual growth.	3.41	3.79
Oakton promotes a caring community of staff and faculty, students, administrators, and trustees who work together to fulfill our mission.	3.15	3.62
Oakton challenges our students to be capable global citizens.	3.13	3.55
Oakton seeks to improve and expand the services in the communities we serve.	3.01	3.55

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 2006. 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 2006 sample consisted of students enrolled in 105 different classes, eight of which were media-based classes.

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 thirteen 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 included in this report in Appendix C.

The College is fortunate in that most members of the faculty teaching the classroom sections in the sample were willing to administer the survey during class time, even though they are not required to participate. 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 2,021 different students, 21 percent of the 9,710 students enrolled for the fall semester with valid demographic information available.

Fall 2006 surveys were completed by 1,473 students, 73 percent of the 2,021 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 a valid identification number, but did not respond to the survey item asking how many courses they were taking in the fall, the College's Research database was accessed to obtain this data. Throughout this report, the percentages that reflect the weighted sum of the observations are given as a measure of the response to each specific question.

One survey item asked respondents for their student identification number, social security number, or, new to the 2006 survey, their MyOakton ID. This enabled us to download items of demographic or academic data and to use it to augment data obtained in the survey should such items have been left blank. This year, 45 percent of the respondents provided a valid ID. (In Fall 2002 the student ID was typically the student's social security number. In Spring 2003 the College began using a different student ID; Oakton student databases carry both the social security number and the College-assigned ID, and now also carry the MyOakton Login ID).

How can we be confident that the weighted responses from respondents in the randomly selected class sections are truly representative of the student body as a whole? Appendix B 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 Population, Survey Sample, and Respondents

Student Characteristic	Population (Total Enrollment*) (N = 9,710)	Students in Sampled Sections** (N = 2,021)	Actual Respondents (Unweighted) (N = 1,473)	Weighted Respondents	Difference*** Btwn Weighted Respondents and Population
Age					
Less than 23	51 %	66 %	67 %	54 %	+ 3 %
23-24	10 %	10 %	10 %	11 %	+ 1 %
25-39	24 %	17 %	18 %	25 %	+ 1 %
40-54	11 %	5 %	4 %	7 %	- 4 %
55 or older	4 %	2 %	1 %	3 %	- 1 %
Median Age	22	20	20	22	0
Mean Age	27.3	23.5	23.3	25.6	- 1.7
Gender					
Male	46 %	49 %	46 %	43 %	- 3 %
Female	54 %	51 %	54 %	57 %	+ 3 %
Racial Ethnic					
African American	5 %	5 %	5 %	6 %	+ 1 %
Asian or Pacific Islander	18 %	22 %	23 %	21 %	+ 3 %
Caucasian	49 %	47 %	50 %	50 %	+ 1 %
Hispanic	8 %	7 %	7 %	7 %	- 1 %
Native American	<1%	<1%	<1%	<1%	0 %
Multiple			3 %	3 %	+ 3 %
Other/No response	20 %	19 %	12 %	13 %	- 7 %
Enrollment Status					
Full-time	34 %	56 %	58 %	39 %	+ 5 %
Half-time	36 %	31 %	29 %	31 %	- 5 %
Less than half-time	30 %	12 %	12 %	30 %	0 %
Curriculum ***					
Transfer	43 %	46 %	44 %	41 %	- 2 %
Career	34 %	33 %	48 %	51 %	+ 17 %
Undecided	23 %	21 %	9 %	8 %	- 15 %
Tenure					
New to Oakton	26 %	28 %	33 %	30 %	+ 4 %
Returning	74 %	72 %	67 %	70 %	- 4 %

* From an extract of Banner data as of the 10th day of fall semester 2006.

** The sample from randomly selected sections (2,021 unduplicated students, unweighted) is 20.8 % of the total student population. The 1,473 respondents (unweighted) are 72.9% of that unweighted sample.

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

APPENDIX C

Survey Instrument with Responses

**Current Student Survey
Fall 2006**

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.

Today's date: _____ / _____ / 2006

Academic Plans

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

(Response Rate = 99%)

10% Explore courses to decide on a career.

9% Improve present occupational skills.

25% Prepare for a new or different career.

49% Prepare to transfer to a four-year college or university.

1% Remedy or review basic academic skills deficiencies.

6% 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.)*

(Response Rate = 99%)

55% Earn an Associate degree

13% Earn a certificate

32% Take a few courses only, but not earn a complete Oakton degree or certificate

3. What is your current program at Oakton? **(Response Rate = 90%)**

51% Career programs

41% Transfer programs

8% Undecided

4. **This semester** (Fall 2006), how many courses are you taking at Oakton?
How many credit hours are you taking this semester? *(Please fill in both blanks.)*

		Mean	Median	Response Rate
Courses	2.7	3.0	99%	
Credit hours	8.7	9.0	99%	
Full time (12 or more credits)			39%	
Half time (6-11 credits)			31%	
Less than half time (1-5 credits)			30%	

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

(Response Rate = 99%)

76% Des Plaines Campus

24% Ray Hartstein Campus in Skokie

6. Is this your first semester at Oakton?

(Response Rate = 99%)

30% Yes (If "yes", skip to question 7)

70% No (If "no", continue with question 6a).

6a. Have you already earned a certificate or degree from Oakton? *(Mark only one.)*

(Response Rate = 98%, of those who answered "No" to above)

89% No, I have not earned a certificate or Associate degree from Oakton.

- 8% Yes, I have earned a certificate.
- 2% Yes, I have earned an Associate degree.
- 1% Yes, I have earned both a certificate and an Associate degree from Oakton.

7. Have you attended another college or university besides Oakton?

(Response Rate = 96%) **46%** Yes **54%** No *(If “no”, skip to question 8.)*

7a. If you have ever attended another college or university, what was the highest level of education you had completed there? *(Please mark only one.)*

(Response Rate = 98% of those who answered “Yes” above)

- 56% Some college
- 6% Associate (2-year) degree
- 27% Bachelor’s degree *(If “Bachelor’s or Master’s degree”,*
- 11% Master’s degree or higher *skip to question 11.)*

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

(Response Rate = 92%)

- 2% Some college
- 4% A certificate (less than an associate degree)
- 10% Associate degree
- 35% Bachelor’s degree
- 49% Master’s degree or higher

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

(Response Rate = 95%) 81% Yes 19% No (If “no”, skip to question 10.)

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.*)

(Response Rate = 98% of those who answered “Yes” above)

25% Business-related (accounting, finance, marketing, management, etc.)

4% Computer-related (computer information systems, computer programming computer science, computerized graphic design, information technology, telecommunications). *For computer engineering, mark engineering, # 4*

10% Education (early childhood, elementary, secondary, special, etc.)

5% Engineering (chemical, civil, computer, electrical, electronic, mechanical)

28% 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.)

9% 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.)

2% Other: (*Please specify.*) _____

6% Undecided

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

(Response Rate = 94%)

- 3% Some college
- 6% A certificate (less than an Associate degree)
- 20% Associate degree
- 40% Bachelor's degree
- 32% Master's degree or higher

Oakton Courses

11. Oakton offers courses on Friday evenings, Saturdays and even Sundays during the fall and spring semesters. How interested would you be in taking a general education course at one of these times?

Response Rate	Not at all Interested					Very Interested				
	1	2	3	4	5	1	2	3	4	5
(94%) Friday evening.....	56%	7%	16%	7%	15%					
(94%) Saturday morning.....	49%	8%	15%	9%	19%					
(93%) Saturday afternoon.....	53%	8%	15%	8%	16%					
(92%) Sunday morning.....	67%	5%	9%	5%	14%					
(93%) Sunday afternoon.....	63%	6%	11%	6%	14%					

12. Have you taken courses from any of the following programs? (Check all that apply.)

- 6% Alliance for Lifelong Learning (ALL; continuing education and non-credit classes).
- 2% Business Institute (customized seminars, events and training held on campus or at a company's site).
- 1% Emeritus Program (credit or noncredit courses designed for older adults).
- 92% None of the above.

13. Some instructors require students to participate in a service learning project. In a service learning project, the student actively applies the knowledge gained in the classroom to real community needs through involvement in community service projects. Have you participated in a service learning project for an Oakton class? **(Response Rate = 99%)**

16% Yes 84% No (If "no" skip to question 14.)

13a. If you participated in a service learning project, what do you think you gained from this experience? *(Please mark all that apply.)*

- 29% I was able to explore majors and careers that interested me.
- 35% I gained valuable work experience.
- 25% I improved my chances of getting a job.
- 49% I learned new skills.
- 37% I gained a better understanding of what I learned in the classroom.
- 28% I saw how the material I learned in the classroom can be used in everyday life.
- 24% I learned things I'll never forget and that will benefit me for the rest of my life.
- 23% I improved my self-esteem and sense of personal satisfaction.
- 26% I saw how I can become more actively involved in my community.
- 37% I met new people.
- 9% Other: _____

14. How important to you are each of the following objectives to your general education?
Please rate from 1="not important at all", to 5="very important".

<u>Response Rate</u>					
	Not at all Important			Very Important	
(96%) Become skilled at using mathematical rules or procedures to arrive at results.....	8%	8%	27%	21%	37%
(96%) Understand the kind of solution being looked for in a particular mathematical problem.....	8%	8%	25%	22%	36%
(95%) Determine an appropriate mathematical rule or procedure to apply.....	9%	10%	26%	23%	33%
(95%) Draw conclusions about the meaning of values that have been calculated.....	8%	8%	25%	25%	35%
(95%) Learn how to determine if a solution is reasonable for a given problem.....	7%	7%	20%	27%	40%
(95%) Calculate values using formulas.....	10%	10%	23%	22%	34%
(95%) Understand or interpret graphs.....	10%	8%	25%	23%	33%
(95%) Become skilled in the use of technology (graphing calculators, computer algebra software) in solving mathematical problems.....	11%	11%	24%	19%	35%
(95%) Learn how to apply mathematics to solve real-life Problems.....	8%	6%	19%	19%	48%

15. How were you placed into your first math class at Oakton?
(Please mark only one.)

(Response Rate = 98%)

- 11% Transcript/ACT evaluation by Math Advisor
- 54% Math placement (assessment) test
- 5% Transcript/ACT evaluation and math placement test
- 7% I can't remember.
- 24% I have not been placed into a math class yet. (Skip to question 16.)

15a. How satisfied were you with your placement into your first math class at Oakton?

(Response Rate = 95% of those who answered "Yes" above)

Very Dissatisfied	1	2	3	4	5	Very Satisfied
	20%	15%	26%	17%	23%	

*Note that percentages reflect responses only from students who had been placed and remembered their placement method from above.

16. Have you taken any computer programming courses at Oakton?

(Response Rate = 98%) 11% Yes 89% No (If "no" skip to question 17.)

(*Note that all responses to part "a" below reflect percentages only for those who answered "Yes" to Question 16 above.)

16a. If you have taken Oakton courses in computer programming, how important to you are each of the following objectives? Please rate from 1="not important at all", to 5="very important".

<u>Response Rate</u>	<u>Not at all Important</u>	<u>Very Important</u>
(95%) Become exposed to more than one operating system (MS Windows, Unix, etc.).....	8%	40%
(95%) Understand the programming skills necessary for solving a particular computational problem	8%	45%
(94%) Determine the validity of a computational result.....	7%	34%
(95%) Know how to create an algorithm that will result in solving a given problem.....	13%	34%
(95%) Learn how to create Graphics User Interfaces (GUI).....	12%	38%
(95%) Learn how to program in more than one language (C++, Java, FORTRAN).....	18%	27%
(94%) Understand object-oriented paradigms from a design rather than a language level.....	12%	36%

17. Have you taken any Speech courses at Oakton?

(Response Rate = 97%) 29% Yes 71% No (If “no” skip to question 18.)

17a. How well do you think Oakton Speech courses prepared you for presentations that you have needed to make since then?

(Response Rate = 92% of those who answered “Yes” above)

Very Poorly					Very Well	Have not made any presentations
	1	2	3	4	5	0
	2%	5%	20%	30%	43%	8%

*Of those respondents who answered “Yes” to Question 17. Respondents who answered “0” to Question 17a were removed from calculation of rating percentages.

Oakton Services and Resources

18. Oakton provides a variety of Web services to support students during their academic careers. Please rate the ease of use for each of the Oakton Web services that you may have used:

Response Rate	Oakton Web Service	Very Difficult to Use					Very Easy to Use	Did Not Use
		1	2	3	4	5		
(96%)	View the online schedule of classes.....	4%	6%	16%	21%	52%	6%	
(96%)	Register for classes.....	4%	7%	15%	22%	53%	8%	
(96%)	View my class schedule.....	4%	5%	17%	21%	53%	6%	
(96%)	Pay my tuition and fees.....	5%	7%	19%	22%	47%	22%	
(96%)	View campus or personal announcements.....	5%	6%	21%	22%	47%	27%	
(96%)	Update my mailing address.....	7%	7%	21%	22%	43%	31%	
(96%)	Update my E-mail address.....	7%	7%	23%	20%	43%	29%	
(96%)	View my academic transcript.....	4%	7%	17%	23%	48%	22%	
(96%)	View my grades.....	4%	6%	15%	21%	53%	22%	
(96%)	View my financial records.....	6%	6%	20%	22%	46%	28%	

*Note that any “0” or missing responses are excluded from calculations of rating scale percentages.

19. Oakton is considering creating a Student Service Center to help students get started at Oakton. What information would be the most helpful to include in a Student Service Center?

(Please mark **your top five** choices.)

- 67%** Academic advising
- 36%** Admission
- 12%** Athletics
- 56%** Career counseling
- 16%** Clubs and organizations
- 55%** Financial aid
- 13%** Honors program
- 20%** Payment of Oakton bills

- 36%** Payment options
- 34%** Personal counseling
- 29%** Placement tests
(English and Math)
- 24%** Purchasing textbooks
- 43%** Registration
- 45%** Scholarships
- 12%** Services for disabled
students
- 2%** Other, please
specify: _____

20. Where did you first learn about the availability of financial aid at Oakton?

(Please mark only one.)

(Response Rate = 96%)

18% Parent or family member

21% Friend or Oakton student

13% High school teacher or counselor

3% Oakton professor / instructor

12% Oakton admissions office

7% On campus posting

7% Oakton College website

1% Public library

7% Oakton visit, tour, open house or orientation session

6% Oakton publication (Class Schedule, Catalog, Student Handbook)

5% Other, please specify: _____

27% I have not heard anything about financial aid.

(*Note that students who answered that they had not heard about financial aid were excluded from the calculations of the response percentages above)

21. Have you ever contacted Oakton's Office of Financial Assistance (Financial Aid), either in person or by phone, or visited the office's website?

(Response Rate = 96%)

31% Yes

69% No

(If "no", skip to question 22).

24. Have you had contact with a staff member from Oakton’s Admission office?

(Response Rate = 97%)

48% Yes

52% No

(If “no”, skip to question 25a on next page.)

(*Note that all responses to parts “a”, “b” and “c” below reflect percentages only for those who answered “Yes” to Question 24 above.)

24a. When was your first contact with the staff from Oakton’s Admission office?

(Mark one.)

(Response Rate = 99%)

44% Before completing the Oakton application for admission.

56% After completing the Oakton application for admission.

24b. How did you make your first contact with a staff member from Oakton’s Admission office?

(Please mark one.)

(Response Rate = 99%)

32% Phone.

3% Email.

59% In-person visit to the office.

2% Oakton admission staff member’s visit to your high school

1% On-campus event at Oakton

1% Oakton “Open House”

1% “College Day/Night” program (not at Oakton)

1% Other, please specify: _____

24c. Please indicate how strongly you agree or disagree with the following statements regarding services received from the staff in the Admission office:

Response Rate	Strongly Agree					Strongly Disagree	Not Applicable
(99%) The staff made me feel welcome.....	18%	11%	28%	21%	23%	1%	
(99%) The staff was helpful and courteous...	17%	11%	22%	25%	24%	1%	
(99%) The staff provided information in a timely manner.....	17%	12%	24%	22%	24%	1%	
(99%) Overall, I was satisfied with the services that I received from the staff in the Admission office.....	19%	10%	25%	22%	24%	1%	

Oakton Values and Mission

25a. Oakton has developed a number of statements depicting the College's mission and values. To what degree are you **familiar with each statement**?

Response Rate		Not at all Familiar					Very Familiar				
		1	2	3	4	5	1	2	3	4	5
(95%)	Oakton is dedicated to excellence in teaching and learning.....	13%	8%	26%	23%	29%					
(95%)	Oakton challenges our students to experience the hard work and satisfaction of learning that leads to intellectual growth.....	15%	9%	28%	24%	24%					
(95%)	Oakton encourages students to entertain and question ideas, think critically, solve problems, and engage with other cultures.....	14%	9%	27%	23%	27%					
(95%)	Oakton expects students to assume responsibility for their own learning, to exercise leadership and to apply ethical principles.....	13%	7%	20%	27%	33%					
(95%)	Oakton demands tolerance, fairness, responsibility, compassion, and integrity.....	12%	7%	24%	25%	32%					
(94%)	Oakton provides education and training for and throughout a lifetime.....	17%	9%	32%	23%	19%					
(93%)	Oakton seeks to improve and expand the services in the communities we serve.....	18%	14%	32%	22%	14%					
(93%)	Oakton promotes a caring community of staff and faculty, students, administrators, and trustees who work together to fulfill our mission.....	16%	12%	31%	25%	16%					
(93%)	Oakton recognizes that education must be for the future.....	14%	8%	27%	27%	24%					
(93%)	Oakton challenges our students to be capable global citizens.....	20%	11%	29%	21%	19%					

25b. To what degree do you believe each statement describes Oakton?

Response Rate		Does not describe Oakton at all			Describes Oakton very accurately	
		1	2	3	4	5
(95%)	Oakton is dedicated to excellence in teaching and learning.....	3%	4%	26%	36%	30%
(95%)	Oakton challenges our students to experience the hard work and satisfaction of learning that leads to intellectual growth.....	3%	5%	29%	32%	30%
(95%)	Oakton encourages students to entertain and question ideas, think critically, solve problems, and engage with other cultures....	3%	6%	26%	34%	32%
(95%)	Oakton expects students to assume responsibility for their own learning, to exercise leadership and to apply ethical principles.....	2%	5%	22%	36%	35%
(95%)	Oakton demands tolerance, fairness, responsibility, compassion, and integrity....	2%	6%	24%	31%	37%
(95%)	Oakton provides education and training for and throughout a lifetime.....	3%	5%	30%	32%	30%
(93%)	Oakton seeks to improve and expand the services in the communities we serve.....	4%	8%	37%	29%	22%
(94%)	Oakton promotes a caring community of staff and faculty, students, administrators, and trustees who work together to fulfill our mission.....	4%	7%	33%	33%	23%
(94%)	Oakton recognizes that education must be for the future.....	1%	4%	30%	34%	30%
(94%)	Oakton challenges our students to be capable global citizens.....	5%	9%	34%	27%	25%

26. 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.)

Response Rate	Very Poorly		Very Well	
	1	2	3	4
(95%) Compassion.....	3%	10%	47%	41%
(96%) Fairness.....	2%	8%	45%	45%
(95%) Integrity.....	1%	6%	43%	50%
(96%) Responsibility.....	1%	8%	42%	49%
(96%) Tolerance.....	3%	8%	40%	49%

Living Expenses and College Costs

27. Please estimate your average monthly costs for each of the living expenses listed below. Please respond knowing that this information is reported in totals and that it is never identified with any specific persons.

Response Rate	Monthly Costs							
	\$0-\$99	\$100-199	\$200-299	\$300-399	\$400-499	\$500-599	\$600-699	\$700+
(89%) Rent or mortgage.....	31%	2%	5%	5%	7%	5%	4%	40%
(88%) Utilities (phone, heating, electricity, refuse/sewer, water).....	30%	25%	19%	9%	6%	4%	2%	4%
(88%) Groceries.....	24%	26%	20%	13%	7%	4%	2%	4%
(89%) Personal Expenses (toiletries, laundry, entertainment, insurance, car payment, clothing).....	16%	23%	23%	12%	9%	7%	3%	8%
(88%) Credit card payments.....	29%	17%	13%	11%	8%	6%	2%	13%

28. How much did your textbooks and supplies cost you for the Fall 2006 semester at Oakton?

(Response Rate = 95%)

14%	\$0-\$99	15%	\$400-\$499
19%	\$100-\$199	8%	\$500-\$599

19% \$200-\$299

3% \$600-\$699

20% \$300-\$399

3% \$700+

About You

29. What town do you live in?

(Response Rate = 97%)

24% Des Plaines

6% Niles

11% Evanston

5% Northbrook

1% Glencoe

<1% Northfield

7% Glenview

5% Park Ridge

<1% Golf

14% Skokie

0% Kenilworth

2% Wilmette

1% Lincolnwood

10% Chicago

5% Morton Grove

6% Other, please specify: _____

1% Mount Prospect

30. How many miles do you drive per round trip commuting to Oakton? (*Write in.*)

(Response Rate = 88%)

<u>Median</u>	<u>Mean</u>
8.0	13.3

31. How many round trips do you typically make to campus in a week? (*Write in.*)

(Response Rate = 93%)

<u>Median</u>	<u>Mean</u>
4.0	6.9

32. Which best describes your living arrangements while attending Oakton? (Response Rate = 96%)

59% I live with parent(s) or other relative(s).

20% I rent an apartment or house.

18% I own a home.

2% Other, please specify: _____

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

(Response Rate = 95%)

18% I am not currently employed outside the home.

17% 1-19 hours per week

27% 20-34 hours per week

37% 35 or more hours per week

Name of Employer (optional): _____

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

Mother: (Please mark one.)

Father: (Please mark one.)

(Response Rate = 90%)

(Response Rate = 83%)

20% H.S. diploma

16% H.S. diploma

21% Some college

16% Some college

17% Bachelor's degree

17% Bachelor's degree

10% Graduate degree

15% Graduate degree

33% Not educated in U.S.

35% Not educated in U.S.

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

<1% American Indian or Alaskan Native

21% Asian or Pacific Islander

6% Black, non-Hispanic

7% Hispanic or Latino

50% White, non-Hispanic

3% Multiple

13% Other/No Response

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

(Response Rate = 95%)

57% Yes

43% No

37. Are you:

(Response Rate = 95%)

43% Male

57% Female

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

(Response Rate = 92%)

Median Age

Mean Age

20.0

23.3

39. What is your Oakton "myOakton" login ID, Oakton email address, Oakton student ID number, or social security number? (Please note that this is for research purposes only.) (Write in.)

48% Provided a valid ID

52% Did not provide a valid ID

Thank you. We very much appreciate your cooperation.

Please return your completed form to your instructor.