

# Oakton Current Student Survey

## Fall 2008 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 2008 Report

### Executive Summary

The Current Student Survey (CSS) for 2008 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 also included questions about the ability of students to apply technology knowledge and skills, use of library services, preparedness for achieving college success, and satisfaction with various support services. Student perceptions of how employees live up to Oakton's core values were also obtained.

The survey was given during the third and fourth weeks of the fall semester to a sample of classes that included 19 percent of currently enrolled students. Sixty percent of these students (N = 1,107) responded to the survey. Survey responses were statistically weighted in order to obtain results that are representative of the student population at Oakton. Demographic characteristics from the survey respondents and the survey sample are similar to the population of Oakton students, with the exception being that full-time, younger and transfer (as compared to career and technical education) students are somewhat over-represented. A brief discussion of why this may be is presented on page 4 as well as in Appendix A. Note that these three attributes are associated with one another (full-time status, age and being in transfer curricula); that is, full-time students tend to be young and in transfer programs. Results are presented from this weighted sample of respondents unless otherwise noted.

#### Profile of Survey Respondents

- Fifty-five percent of the respondents were female, and 74 percent were below the age of 25. The mean age was 25.1 and the median age was 21. Age data is consistent with the 2007 Current Student Survey, at which time the mean age was 25.3 and the median age was 21. This is consistent with data from the Fall 2008 Enrollment Report, in which the average age of all students at Oakton has declined slightly for each of the past 5 fall terms.
- The 2008 Current Student Survey provided the first opportunity for the Office of Research to describe the racial and ethnic identity of our students using new reporting categories mandated by the federal government. Fifty-five percent of the respondents identified themselves as White (non-Hispanic), 19 percent as Asian, 10 percent as Hispanic/Latino, 4 percent as Native Hawaiian or Pacific Islander, 3 percent as Black/African-American, and the remaining 8 percent chose not to respond.
- Fifty-seven percent of the respondents said English is both their native language and the language mainly spoken at home. Languages cited most often (unweighted results) were Spanish, Polish, Gujarati, Russian, and Korean. A total of 59 different languages were named.
- Thirty-six percent of the respondents were first-generation college students, defined as students for whom neither parent went to college at all and/or were not educated in the United States—a ten percent decrease in the first generation student population in 2007. Nearly three-quarters (71%) 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 41 percent of students age 25 and above were first generation. Thus, the overall decrease in the number of first generation college students at Oakton largely stems from an eleven percent decrease in the number of first generation college students age 25 and older.

- The majority of students (61%) were enrolled full-time (12 credits or more), 22 percent were half-time (6-11 credits), and the remaining 17 percent were less than half time (1-5 credits). This shows a significant shift from Fall 2007 when fewer students were full-time (41%) and more students were half-time (32%) and less than half-time (27%).
- More than half (64%) of the younger students (under age 25) were full-time. Conversely, nearly half (43%) of the older students (25 and older) took fewer than 6 credits.
- Both younger and older students were more likely to enroll in transfer curricula. The majority (64%) of younger students enrolled in transfer curricula, compared to 17% enrollment in career curricula. The majority (56%) of older students were also more likely to enroll in transfer curricula, but they were also more likely than younger students to enroll in career curricula (30%).
- Thirty-five percent of students were new to Oakton in the Fall semester.
- Twenty-six percent of students work full-time outside the home, 54 percent work part-time, and only 20 percent do not work outside the home. The average age of those not working is 25.6 years.

### **Educational Patterns and Planning**

- Fifty-seven percent of respondents (and 69% of younger students) said their main objective at Oakton was to prepare to transfer. Of the remaining students, 34 percent were taking courses to prepare for new jobs or improve their job skills, and 9 percent were taking courses for personal interest or self-development.
- Forty-seven percent of students have attended another college or university before Oakton. Of these individuals, 36 percent have a bachelor's degree or higher.
- Students have high educational aspirations for themselves. Of students who don't already have a bachelor's degree or higher, 87 percent say they want to complete a bachelor's degree or higher, and 77 percent say they expect to do so.
- Students in 2008 expressed a similar likelihood of enrolling in each major upon transfer as students in 2007. Health-related fields of study were selected by 25 percent of students. Other popular majors that were reported as likely to be chosen by transfer students include business-related majors (20%), education-related majors (12%), and social/behavioral sciences (9%).

### **Skills Expected in Oakton Courses**

- The vast majority of students reported that they possess at least basic knowledge of various forms of technology, including new technologies such as downloading media (82%), social networking (85%), and text messaging (90%), as well as traditional technologies such as e-mailing (98%), using search engines (99%), and using word processing software (97%). The technology forms that the most students did not use or know how to use included downloading media (16%), installing freeware (16%), and spreadsheeting (16%).
- Older students rated themselves as less likely to know how to use all twelve forms of technology assessed in the survey. On average, knowledge of traditional technology is 17 percent lower for students age 55 and older than for students under age 23. The difference is 71 percent for new forms of technology.

- Similarly, students largely expressed confidence in different areas related to success in college, with the lowest level of confidence in asking for academic help (82%) and the highest in fulfilling one's educational goals (95%). However, only 74 percent of students reported being likely to seek help at Oakton about any of the areas related to college success.

### **Student Engagement and Student Services**

- Students were surveyed on their participation in four special events at Oakton, and 85 percent of students reported not attending any of the events. Of those who did not participate in any of the events, the most frequent reason given for not participating was a lack of interest in the events and activities (31%), followed by a lack of time due to work responsibilities (28%), a lack of knowledge about events and activities (26%), and a lack of time because of schoolwork (23%).
- Respondents expressed a general interest in both athletics at Oakton and the Honors Program. More than 120 students offered suggestions for intercollegiate and intramural sports that they would like to see at Oakton. Additionally, the majority of respondents (53%) expressed an interest in participating in the Honors Program at Oakton.
- Students also expressed satisfaction with various services offered at Oakton. The vast majority of students were satisfied with Oakton food service, including the hours of operation (79%), the variety of offerings (78%), and the price of food offerings (64%). Similarly, students who were connected to the Oakton Call Center prior to the start of the Fall semester described the Call Center agent as courteous (91%), professional (90%), welcoming (89%), and knowledgeable (87%).
- Students expressed comparable levels of satisfaction with support services offered through the Learning Center, including the Testing Center (87%), tutoring (84%), College Success courses (82%), Services for Students with Disabilities (76%), and the TRiO program (73%).

### **Oakton Core Values and Mission Statements**

- From 87 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.

# Oakton Current Student Survey

## Fall 2008 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, and
- 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 student use and knowledge of different technology forms; confidence in areas related to college success; use of Learning Center services; understanding of various science objectives; and involvement in student activities and organizations, among others. Students were also asked about Oakton's 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 19 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 1,107 students, or 60 percent of the students enrolled in the classes included in the sample. Note that some students were enrolled in more than one class that received the survey and were asked not to complete it more than once.

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 2008 student population, students in the sampled courses, and the actual student responses.

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 2008. 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. Eight of the questions

in the survey asked for demographic variables that also are available from the College's student database.<sup>1</sup> 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, 49 percent of respondents provided a valid ID (this percent is from the unweighted sample of 1,107 respondents).

## 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 some form of valid ID (See Overview of Methodology and Appendix A.)

We seek demographic information from respondents for two reasons. First, we want to validate that the weighted sample 'looks like' the total student population on key attributes such as gender, age, race/ethnicity, enrollment status and curriculum. Data in Appendix B indicate this is the case: except for the fact that the weighted sample somewhat over-represents young, full-time students in transfer curricula, we have confidence that results from the weighted sample are generally representative of the population of Oakton students. The second reason for seeking demographic information is to permit us to examine the association between students' demographic characteristics and responses to specific survey items.

Key characteristics of Oakton's weighted survey respondents are presented in Table 1. We present these divided by age (under age 25, and 25 and above). Overall, we see that Oakton's "younger" and "older" student subgroups represent two relatively distinct populations. The older student subgroup has a higher proportion of females to males, is less racially and ethnically diverse, is more likely to enroll part-time, is more likely than younger students to enroll in career programs, is more likely to be employed full-time, and is more likely to possess an advanced degree.

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<sup>1</sup> 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.32 (gender), Q.33 (birth year), and Q.36 (racial-ethnic identity).

**Table 1**  
**Key Characteristics of Weighted Survey Respondents**

Demographic Characteristic	Age Group		All Ages
	24 or Younger (74%)	25 or Older (26%)	
<b>Gender</b>			
Male	47%	37%	45%
Female	53%	63%	55%
<b>Race / Ethnicity</b>			
American Indian or Alaskan Native	<1%	0%	<1%
Black/African-American	4%	3%	4%
Native Hawaiian or Pacific Islander	6%	<1%	5%
Asian	21%	17%	20%
Hispanic/Latino	11%	7%	10%
Caucasian	50%	66%	55%
Choose not to respond	8%	7%	8%
<b>Class load</b>			
Full-time	76%	20%	61%
Half-time	16%	38%	22%
Less than half-time	8%	43%	17%
<b>Curriculum</b>			
Transfer	64%	56%	62%
Career	17%	30%	21%
Undecided	19%	14%	18%
<b>Term at Oakton</b>			
First term (Fall 2008)	38%	24%	34%
Returning (previously attended Oakton)	62%	76%	65%
<b>Employment outside the home</b>			
Full-time (35 hours / week or more)	17%	46%	25%
Part-time (20-34 hours / week)	37%	19%	32%
Part-time (1-20 hours/week)	26%	14%	23%
Not employed	19%	21%	20%
<b>Parent education</b>			
First generation (neither parent attended college or attended outside U.S.)	41%	41%	36%
Not first generation	59%	59%	64%
<b>Students' highest level of education before Fall 2008</b>			
High School	64%	23%	53%
Some college	25%	26%	25%
Associate degree	6%	6%	6%
Bachelor's degree or higher	5%	46%	16%

### *Family Education*

To determine parent education, we asked respondents the highest level of education attained in the U.S. by their mother and father. 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 36 percent of students to be first generation, using this definition. However, more than three-quarters (83%) of 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 41 percent of students age 25 and above were first generation.

### *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. This year's CSS sample includes significantly more transfer students and slightly fewer undecided students than is typical of Oakton's student body (see Appendix B). A central factor in this discrepancy 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. This may be several years since the time of admission, during which time it is reasonable to expect that many students may change their program of study or that students who were originally undecided may settle on a program of study.

In Table 2, we present class load by curriculum. A significantly larger proportion (65%) of students enrolled in transfer curricula are full-time, compared to those in career programs (45%). Sixty-four percent of undecided students also enrolled full-time—a 23 percent increase from 2007. At the median, students enrolled in transfer curricula and those who were undecided enrolled in more hours (12 hours for each) than students enrolled in career curricula (10 hours).

**Table 2**

**Survey Respondents by Class Load and Curriculum**  
(Weighted Respondents)

Class Load	Curriculum		
	Career	Transfer	Undecided
Full-time	45%	65%	64%
Half-time	34%	19%	18%
Less than half-time	21%	16%	18%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

### *Native Language*

In this year's survey, respondents were asked about the language(s) spoken at home. We learned that only 53 percent of our students (based on weighted results) say that English is both their native language and the language mainly spoken at home. The 1,107 respondents identified 59 different languages; in cases where students reported multiple languages, each language is counted in the table below. The total number of different languages spoken by Oakton students is actually higher because additional languages are spoken by students not included in the survey. Table 3 provides results.

**Table 3: Languages Spoken by Survey Respondents**

<i>Language</i>	<i>N.</i>	<i>Language</i>	<i>N.</i>	<i>Language</i>	<i>N.</i>	<i>Language</i>	<i>N.</i>
Spanish	66	Bulgarian	8	Czech	2	Foulbe	1
Polish	66	Filipino	8	Ilokano	2	Gaelic	1
Gujarati	34	Serbian	8	Macedonian	2	Haitian	1
Russian	33	Ukrainian	7	Mandarin	2	Hungarian	1
Korean	31	Farsi	6	Nepali	2	Italian	1
Urdu	26	Punjabi	5	Persian	2	Japanese	1
Tagalog	23	Italian	5	Serbo-Croatian	2	Konkani	1
Assyrian	22	Chinese	5	Slovene	2	Montenegrin	1
Romanian	16	Albanian	4	Thai	2	Slovak	1
Malayalam	13	French	4	Amharic	1	Swahili	1
German	11	Mongolian	4	Armenian	1	Taiwanese	1
Bosnian	10	Cantonese	4	Belorussian	1	Tamil	1
Greek	10	Portuguese	3	Bengali	1	Yoruba	1
Vietnamese	10	Turkish	3	Chaldean	1		
Hindi	9	Croatian	2	Creole	1		
Arabic	8						

### **Educational Patterns, Planning and Oakton Experiences**

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: transferring, to careers for which two years of college is adequate background, to remediation of basic academic deficiencies, or to personal interest/self-development. As seen in the Table 4 below, relatively few students say their primary objective at Oakton relates to personal interest /self-development or remediation. Most (69%) of Oakton's younger students are enrolled to prepare for transfer to four-year colleges or universities, while over one-fourth (26%) have career goals, and the remaining five 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 4**  
**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.	69%	20%	56%
Career-focused goals	26%	61%	34%
<i>Prepare for a new or different career.</i>	<i>13%</i>	<i>41%</i>	<i>19%</i>
<i>Improve present occupational skills.</i>	<i>2%</i>	<i>15%</i>	<i>6%</i>
<i>Explore courses to decide on a career.</i>	<i>11%</i>	<i>5%</i>	<i>9%</i>
Take courses for personal interest or self-development.	4%	18%	7%
Remedy or review academic skills deficiencies.	1%	1%	1%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

The objectives of older students are significantly different than those of younger students. The majority of older students (61%) were pursuing career objectives, while only one-third (20%) were enrolled to prepare for transfer to four-year colleges or universities.

**Table 5**  
**Older Students' Reasons for Attending Oakton - Changes Over Time**  
 (Weighted Respondents)

Main Objective at Oakton	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Prepare to transfer to a four-year college or university.	20%	26%	26%	32%	20%
Prepare for a new or different career.	32%	34%	41%	34%	41%
Improve present occupational skills.	24%	17%	16%	14%	15%
Take courses for personal interest or self-development.	18%	18%	11%	11%	7%
Explore courses to decide on a career.	5%	4%	5%	7%	9%
Remedy or review academic skills deficiencies.	1%	<1%	<1%	1%	1%

To gain more insights into the objectives of older students, responses from the past five Current Student Surveys were combined in Table 5. A notable finding is a significant decline in the percent of older students taking courses to prepare to transfer to a four-year college or university compared to Fall 2007. In Fall 2008, the percentage of older students attending Oakton to prepare to transfer to a four-year college or university reached its lowest level since Fall 2004. This decline is accompanied by a corresponding rise in the percent of older students who report taking courses to prepare for a new or different career.

Why are these data important? These findings indicate that Oakton continues to attract young students in traditional transfer curricula. At the same time, Oakton is experiencing a surge in the number of adult learners attending the College for career-focused reasons. Fall 2008 marked the lowest level of older students preparing to transfer to a four-year college or university, the highest level of older students preparing for a new or different career or exploring courses to decide on a new career, and one of the lowest levels of older students seeking to improve their *present* occupational skills. Given the turning tides of the national economy and potentially changing financial outlooks for our students and their families, Oakton may find a dually important role of attracting older students who are seeking new career pathways, as well as younger students who are necessarily cost-conscious about their education.

### *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 (the highest degree they would *like to complete*) and their expectations (how far in school they *think they will get*). Table 6 presents data for both aspirations and expectations, excluding students who have already earned a bachelor's degree or higher.

Students' aspirations and expectations become more aligned with increasing expectations. This suggests that, in general, Oakton students have relatively high educational goals, even those who don't expect to be able to achieve such goals. Sixty-four percent of the students who expect to earn an Associate's degree or less would actually like to attain a higher level of education. As noted in previous CSS reports, this type of student may be one for whom Oakton can be especially important. If the College is able to identify individual students with this characteristic, the college can provide the information and support necessary for such students to achieve their aspiring levels of education. 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 6**  
**Educational Aspirations and Expectations**  
(Weighted Respondents, Excluding Respondents with Bachelor's Degree or Higher)

<b>Expectation</b> (“As things stand now, how far in school do you <u>think you will get</u> ?”)	<b>Aspiration</b> (“Thinking ahead to the future, what is the <u>highest</u> degree you would <u>like to complete</u> ?”)				<b>Total</b>
	Less than Associate Degree	Associate degree	Bachelor's degree	Master's degree or higher	
Less than Associate's	40%	11%	29%	20%	100%
Associate degree	2%	34%	49%	15%	100%
Bachelors degree	2%	1%	60%	37%	100%
Masters degree or higher	0%	0%	4%	96%	100%

## Likely Majors of Transfer Students

Table 7 presents intended majors for respondents who plan to transfer from the Current Student Surveys of 2004 through 2008. Health-related majors have declined in popularity, though they continue to be the most popular major, selected by 25% of students. Other majors have also experienced slight declines, including business-related majors, social and behavioral sciences, computer-related majors, and science or mathematics majors, while we see a slight increase in interest in education, engineering, and undecided or other majors. Attraction to each of these majors has remained remarkably stable over the last five years, with a variation of only a few percentage points from one year to the next.

**Table 7**  
**Planned Majors by Year of Current Student Survey**  
 (Weighted Respondents)

Planned Major	Survey Year				
	2004	2005	2006	2007	2008
Health-related	24%	24%	28%	29%	25%
Business-related	25%	19%	25%	22%	20%
Education	14%	13%	10%	11%	12%
Social and behavioral sciences	6%	7%	6%	9%	8%
Humanities, fine arts	7%	10%	9%	9%	9%
Computer-related	3%	7%	4%	5%	4%
Engineering	4%	7%	5%	5%	6%
Science or mathematics	5%	5%	5%	5%	3%
Undecided or other	12%	8%	8%	5%	8%

## Level of Academic Knowledge and Skills

As an approach to determining how prepared students are for meeting the technology-related expectations of their education, we posed this question: “One of Oakton’s general education objectives is that students will be able to gather, analyze, and interpret data/information using a variety of resources and methods, including technology. In addition, we know that it’s almost impossible to avoid the use of technology in some form or another, at school, work, and in personal lives. We are interested in the extent to which you believe you know about and use various forms of technology.” Table 8 shows results.

**Table 8**  
**Level of Technology Knowledge and Skills (based on weighted results)**

<i>Technology Form</i>	<i>Percents based on those who rated the skill level</i>		
	<b>Basic User or Knowledge</b>	<b>Advanced User or Knowledge</b>	<b>Don't Use or Know</b>
Search engines such as Google or Yahoo Search	17%	82%	1%
Email with attachments	21%	77%	1%
Word processing software such as Microsoft Word	22%	75%	2%
File and folder management	25%	71%	4%
Presentation software such as Microsoft PowerPoint	37%	55%	9%
Text messaging	21%	69%	10%
Searching library databases for magazine, journal, or newspaper articles	45%	44%	10%
Social networking; for example, MySpace, Facebook	25%	60%	15%
Legal and ethical uses of technology	47%	39%	15%
Installing freeware such as Adobe Acrobat	39%	46%	16%
Downloading media such as iTunes	37%	45%	16%
Word processing software such as Microsoft Word	22%	75%	2%

What do the data tell us?

- Most students are at least basic users of each form of technology.
- Of the new technologies, students have the most knowledge of text messaging (90%), followed by social networking (85%), and downloading media (82%).
- On average, knowledge of traditional technology is 17 percent lower for students age 55 and older than for students under age 21. The difference is 71 percent for new forms of technology.

*Achieving College Success*

The 2008 Current Student Survey also measured how confident Oakton students are in different areas related to college success. Table 9 presents results.

**Table 9**  
**Confidence in Achieving College Success (based on weighted results)**

<i>Area of college success...</i>	<b>Response Rate</b>	<b>Confident</b>	<b>Not Confident</b>	<b>Not Applicable</b>
Fulfilling my educational goals	99%	95%	5%	1%
Knowing how I learn best	99%	95%	5%	1%
Taking class notes	99%	94%	6%	<1%
Understanding the main ideas in my textbook	99%	93%	7%	<1%
Getting the grades I want in my classes	99%	91%	9%	1%
Studying for exams	98%	88%	12%	1%
Managing my study time	99%	87%	13%	<1%
Working in groups with my classmates	99%	87%	13%	1%
Writing papers	99%	87%	13%	1%
Sharing my point of view	99%	86%	14%	1%
Asking for academic help	99%	83%	17%	1%

Oakton students are largely confident about their ability to achieve academic success. They are most confident in their ability to fulfill their educational goals (95%) and least confident in their ability to ask for academic help (83%), though an impressive number are still confident in this area. At a maximum, only one percent of students found that any area of college success was not applicable to their educational experience. Additionally, 74 percent of students reported that they would be likely to seek help at Oakton about any of the areas of college success, compared to 26 percent of students who would not.

*Achieving Science Objectives*

Fifty-two percent of students reported taking a science course at Oakton (courses in biology, chemistry, earth science, natural science, or physics). These students were asked how well they had achieved particular science-related objectives. Table 10 shows results.

**Table 10**  
**Achievement of Science Objectives (based on weighted results)**  
**(Have Taken a Science Course at Oakton)**

<i>Science objectives...</i>	<b>Response Rate</b>	<b>Well</b>	<b>Poorly</b>
Collect, analyze, and classify information	98%	94%	6%
Explain and apply the scientific method	98%	91%	9%
Use appropriate mathematical reasoning to analyze scientific problems	98%	81%	19%
Explain and use core science concepts such as matter and energy, causality, scale and proportion, dynamic equilibrium, change, and evolution	98%	81%	19%
Place scientific knowledge in its historical context, and recognize the ongoing nature of scientific discovery	98%	81%	19%
Develop hypotheses, construct models, and evaluate theories	98%	60%	40%
Recognize the limits in scientific understanding	98%	58%	42%

Oakton students are also mostly confident about how well they have achieved various science objectives, with the most students reporting that they achieved the ability to collect, analyze, and classify information (94%) and the fewest students reporting that they have achieved the ability to recognize the limits in scientific understanding (58%).

*College Catalog and Course Schedule*

One of Oakton's strategic goals is to become a green college, and in order to help fulfill this goal, the College is considering publishing the college catalog and course schedule on the website in order to discontinue printing paper copies. Overall, reactions from students were mixed, with 29 percent of students finding that not having a printed catalog would make it more difficult to learn about Oakton, and 35 percent of students reporting that they would not miss a printed version of the catalog. Similarly, 37 percent of students reported that not having a printed class schedule would make it more difficult to learn about Oakton, while 30 percent reported that they would not miss a printed version of the class schedule. Table 11 displays student responses to discontinuing printed copies of the college catalog based on whether students primarily use the printed version or

web version of the catalog now. Table 12 displays the same for the printed course schedule. Sixty-five percent of students reported using a copy of Oakton's catalog (with 25 percent reporting that they have not and 10 percent reporting that they don't remember). Nearly ten percent fewer (58%) students reported using the web version of Oakton's catalog (with 34 percent reporting that they have not and 9 percent reporting that they don't remember). Table 13 shows that the results were also mixed based on the age of the student.

**Table 11**  
**Reaction to Discontinuing Printed College Catalog (based on weighted results)**

<i>Primary use of the catalog...</i>	<i>Reaction to not producing a printed copy of the catalog</i>		
	<b>Would make it more difficult to learn about Oakton</b>	<b>Would miss the catalog but this would not affect my learning about Oakton</b>	<b>Would not miss the catalog</b>
Printed Version	36%	40%	24%
Web Version	24%	40%	36%

**Table 12**  
**Reaction to Discontinuing Printed Course Schedule (based on weighted results)**

<i>Primary use of the class schedule...</i>	<i>Reaction to not producing a printed copy of the class schedule</i>		
	<b>Would make it more difficult to learn about Oakton</b>	<b>Would miss the class schedule but this would not affect my learning about Oakton</b>	<b>Would not miss the class schedule</b>
Printed Version	44%	36%	20%
Web Version	28%	37%	35%

**Table 13**  
**Reaction to Discontinuing Paper Copies based on Age (based on weighted results)**

	<i>Course Catalog</i>		<i>Class Schedule</i>	
	Under 25	25 and older	Under 25	25 and Older
Would make it more difficult to learn about Oakton	30%	28%	38%	33%
Would miss but this would not affect my learning about Oakton	35%	37%	33%	33%
Would not miss	35%	35%	29%	33%

## Student Engagement and Student Services

The 2008 Current Student Survey contained a number of items related to student engagement and student services. Oakton offers a number of activities and services to augment the educational experiences of our students. This year's survey measured student use of these services, satisfaction with these services, and, in some cases, requested student feedback in order to help improve these services.

### *Student Activities, Clubs and Organizations*

Respondents were asked if they had ever attended particular special events at Oakton. Eighty-five percent reported that they had not. Respondents were given the opportunity to indicate why they had never participated in any of the activities or events. Twenty-three percent reported that they did not have enough time because of schoolwork, 15 percent did not have enough time because of family responsibilities, 28 percent did not have enough time because of work responsibilities, 26 percent did not know about any of the activities or events, and 31 percent were not interested in any of the activities or events. The majority of responses under "other" reiterated the choices that they were offered, in addition to students who reported being new to Oakton.

Students also reported several events or programs that are not currently offered at Oakton that they would be interested in. These events and programs include:

<ul style="list-style-type: none"> <li>• More sports clubs</li> <li>• Intramural sports</li> <li>• Language clubs</li> <li>• Video game club</li> <li>• Nursing club</li> <li>• Writing/poetry club</li> <li>• Vocal lessons</li> </ul>	<ul style="list-style-type: none"> <li>• More career fairs</li> <li>• Support group for adult students</li> <li>• LGBTQ Events</li> <li>• Workshops for students with disabilities</li> <li>• Activism groups</li> <li>• Technology week</li> <li>• More environmental programming</li> </ul>	<ul style="list-style-type: none"> <li>• Volunteer Spring Break trip</li> <li>• Variety shows</li> <li>• Open Mic shows</li> <li>• Battle of the Bands</li> <li>• Musical festivals for different cultures</li> <li>• More guest speakers</li> </ul>	<ul style="list-style-type: none"> <li>• Religious clubs</li> <li>• School dances</li> <li>• Cooking club</li> <li>• Car club</li> <li>• Concerts</li> <li>• Arts week</li> <li>• Health Day</li> </ul>
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Respondents were also asked how aware they are of Oakton's athletic offerings. Forty-eight percent reported not being aware, 39 percent reported being somewhat aware, and 13 percent were very aware. Additionally, 11 percent reported being very interested in participating in Oakton athletics, 32 percent were somewhat interested, and 57 percent were not interested. Respondents offered almost 20 additional sports that they would like to see offered at the intercollegiate level, and over 25 additional sports that they would like to see offered at the intramural level.

### *Oakton Food Service*

Students were asked to give their views about three different aspects of Oakton food service: the hours of operation, the variety of offerings, and the price of food offerings. Approximately one-third of students reported that none of these aspects of Oakton food service were applicable to them. Of those who responded, 78 percent agreed that the hours of operation met their needs, 79% agreed that the variety of offerings met their needs, and 64 percent agreed that the price of food offerings is a good value.

### *Library Research Assistance*

Students were also asked about the opportunities they have used to receive research instruction or assistance from an Oakton librarian. Forty-five percent of all students receive some type of research assistance or instruction at the college's library. Twenty-three percent received help at the Oakton library reference desk, 21 percent were enrolled in a class in which they met with an Oakton librarian, 11 percent got help from the Oakton library website, and 7 percent attended a Got Research workshop. Of those students who reported receiving research instruction or assistance from an Oakton library, 23 percent received help in more than one way.

### *Oakton Call Center*

During Fall 2008, Oakton launched a Call Center to handle telephone inquiries about applications, registration, tuition and fee payments, and other questions associated with attending Oakton. Nineteen percent of students reported that they called Oakton and were connected to the Call Center. Of this 19 percent, 77 percent reported that the Call Center agent answered their question or directed them to someone who could help them. Table 14 displays how students rated their experience with the Oakton Call Center agent on three four different measures: courteousness, welcoming, professionalism, and knowledge. Both new and returning students reported favorable experiences with the Oakton Call Center.

**Table 14**  
**Attributes of Oakton Call Center Agents (based on weighted results)**

<i>The Call Center agent was...</i>	<b>Agree</b>	<b>Disagree</b>	<b>Don't remember</b>
Courteous	91%	9%	5%
Welcoming	90%	10%	4%
Professional	89%	11%	4%
Knowledgeable	87%	13%	4%

## **Oakton Core Values and Mission Statements**

### *Core Values*

Some years ago, the College moved toward accepting some responsibility for helping students to 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.

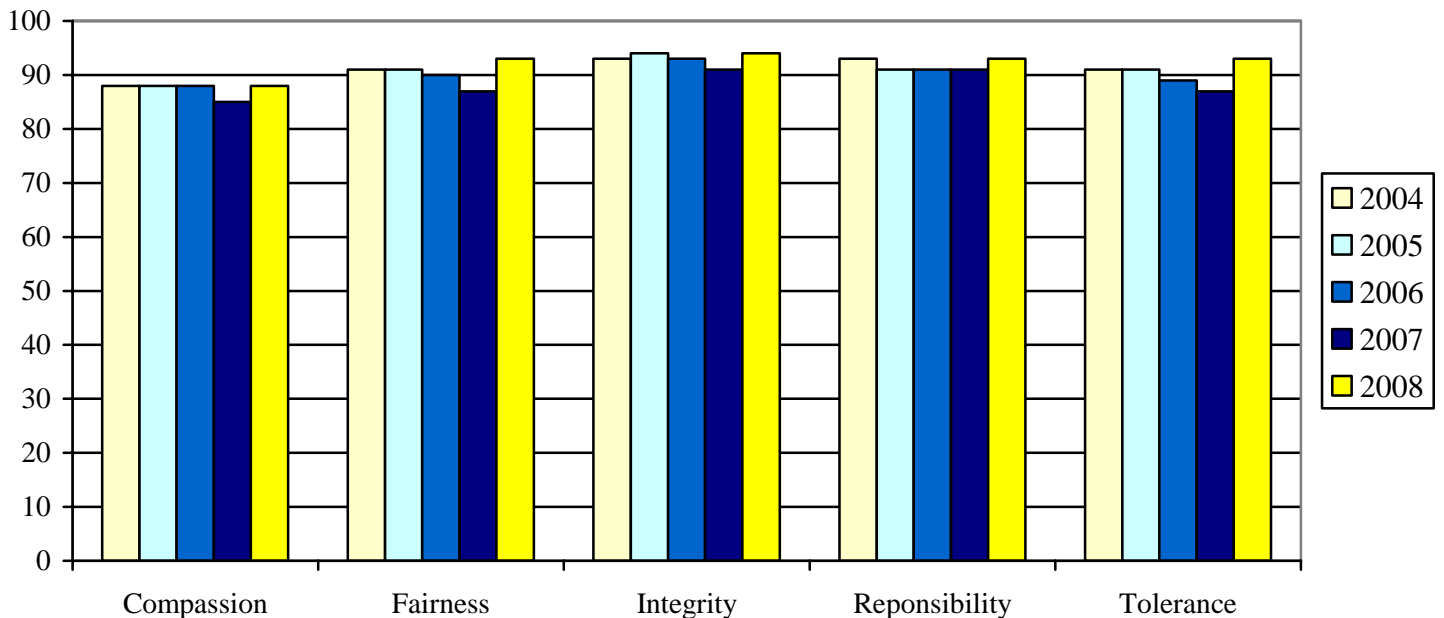
How well do currently enrolled students think College personnel (faculty, administrators, and other staff members) live up to the five core values the College has adopted? This question was asked in

every Current Student Survey beginning in 1999. In these surveys, students were asked to respond using a four-point scale that ranged from “Very poorly” to “Very well.”

In all years, the CSS was given in the third and fourth weeks of the fall semester, and in all years, about a third of the responses represented students who were new to Oakton that fall. Since returning or continuing students would have had a broader experience of the College than would new students, just the responses of the continuing students were used for the comparison shown in Figure 1. This 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 2008 varied by race/ethnicity. We found no differences in ratings among minority and non-minority students.

**Figure 1**  
**Returning Students’ Perceptions of Oakton Staff**



## **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/research](http://www.oakton.edu/resource/oir/research).

## **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 2008. 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 2008 sample consisted of students enrolled in 70 different classes, including classroom sections.

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 itself consisted of 14 pages of questions, with an additional page that consisted of a program code list 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 1,857 different students, 19 percent of the 9,825 students enrolled for the fall semester with valid demographic information available.

Fall 2008 surveys were completed by 1,107 students, 60 percent of the 1,781 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 courses. 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 in the minimum number of courses to generally be considered full-time (that is, four courses) are given a weight equal to 1.0. The weighting value for respondents taking any more or less courses is simply four divided by the number of courses taken. For example, responses for students enrolled in only three 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 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, 46 percent (unweighted) 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 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**

<b>Student Characteristics</b>	<b>Population (Total Enrollment*) (N = 9,825)</b>	<b>Students in Sampled Sections** (N = 1,857)</b>	<b>Actual Respondents (Unweighted) (N = 1,107)</b>	<b>Weighted Respondents</b>	<b>Difference*** Btwn Weighted Respondents and Population</b>
<b>Age</b>					
Less than 23	50%	83%	61%	64%	14%
23-24	10%	5%	11%	10%	0%
25-39	25%	9%	18%	16%	-9%
40-54	11%	3%	7%	7%	-4%
55 or older	4%	2%	3%	3%	-1%
Median Age	23	19	21	21	-2.0
Mean Age	27.4	20.7	25.2	25.1	0.7
<b>Gender</b>					
Male	46%	47%	44%	45%	-1%
Female	53%	53%	56%	55%	2%
<b>Racial Ethnic</b>					
African American	5%	7%	4%	3% African-American****	--
Asian or Pacific Islander	17%	16%	4%	4% Pacific Islander****	--
Caucasian	45%	39%	53%	55% Caucasian****	--
Hispanic	8%	10%	10%	10% Hispanic****	--
Native American	<1%	<1%	<1%	<1% Native American****	--
Multiple	--	--	20%	19% Asian****	--
Other/No response	24%	26%	8%	8% Choose not to respond****	--
<b>Enrollment Status</b>					
Full-time	34%	65%	56%	61%	27%
Half-time	36%	29%	31%	22%	-14%
Less than half-time	29%	5%	13%	17%	-12%
<b>Curriculum ***</b>					
Transfer	43%	56%	42%	62%	-1%
Career	35%	26%	43%	22%	8%
Undecided	21%	18%	15%	17%	-6%
<b>Tenure</b>					
New to Oakton	32%	54%	32%	35%	3%
Returning	68%	46%	68%	65%	-3%

\* From an extract of Banner data as of the 10th day of fall semester 2008.

\*\* The sample from randomly selected sections (1,857 unduplicated students, unweighted) is 19.0 % of the total student population. The 1,107 respondents (unweighted) are 60.0% 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.

\*\*\*\* The 2008 Current Student Survey marked the first opportunity for the Office of Research to learn the racial/ethnic identity of our students using new federally mandated categories. Because this was the first opportunity, race/ethnicity data for the total student population and students in sampled sections were collected using the old categories (listed on the left). Race/ethnicity data for the actual respondents and the weighted respondents was collected using the new categories (listed on the right). Both categories are included as a means of comparison.

**Appendix C**  
**Current Student Survey 2008 – Survey Instrument**

**Current Student Survey**  
**Fall 2008**



*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 responses will be reported in totals and not identified with any specific person.*

**Academic Plans**

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

**(Response Rate = 99.6%)**

- 9% Explore courses to decide on a career.
- 6 % Improve present occupational skills.
- 19% Prepare for a new or different career.
- 57% Prepare to transfer to a four-year college or university.
- 1% Remedy or review basic academic skills deficiencies.
- 8% 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 = 99.6%)**

- 52% Earn an Associate degree
- 9% Earn a certificate
- 39% Take a few courses only, but not earn a complete Oakton degree or certificate

3. What is your current program at Oakton?

**(Response Rate = 82%)**

- 21% Career programs
- 64% Transfer programs
- 15% Undecided

4. **This semester** (Fall 2008), how many courses are you taking at Oakton?  
How many credit hours are you taking this semester? **(Please fill in both blanks)**

	<u>Response Rate</u>	<u>Mean</u>	<u>Median</u>
Courses	99%	3.20	4
Credit hours	99%	10.46	12
<b>Full-Time (12 or more credits)</b>		<b>61%</b>	
<b>Half-time (6 to 11 credits)</b>		<b>22%</b>	
<b>Less than Half-time (5 or fewer credits)</b>		<b>17%</b>	

5. During your time at Oakton (not just this semester) at which campus did you take most of your classes? **(Response Rate = 93%)**

71% Des Plaines Campus

28% Ray Hartstein Campus in Skokie

<1% Most courses were online or at sites other than the Des Plaines or Skokie Campuses

6. Is this your first semester at Oakton? **(Response Rate = 99 %)**

34% Yes **(If “yes”, please skip to question 7)**

65% No **(If “no”, please continue with question 6a)**

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

**(Response Rate = 100% of those who answered “No” above)**

91% No, I have not earned a certificate or Associate degree from Oakton.

5% Yes, I have earned a certificate from Oakton.

3% Yes, I have earned an Associate degree from Oakton.

<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 = 97%)**

47% Yes

52% 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 completed there? **(Please mark only one)**  
(Response Rate = 96% of those who answered “Yes” above)

54% Some college  
12% Associate (2-year) degree  
24% Bachelor’s degree  
9% Master’s degree or higher



**If Bachelor’s degree or higher, skip to question 11**

- 8.** Thinking ahead to the future, what is the highest level of education you would like to complete? **(Please mark only one)**

(Response Rate = 86%)

2% Some college  
1% A certificate (less than an associate degree)  
7% Associate degree  
38% Bachelor’s degree  
49% Master’s degree or higher

- 9.** Do you expect to transfer to a 4-year college or university? (Response Rate = 87%)

82% Yes      %17 No      (If “no”, please 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? **(Please mark only one)**

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

- 20%** 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*
- 12%** Education (early childhood, elementary, secondary, special, etc.)
- 6%** Engineering (chemical, civil, computer, electrical, electronic, mechanical)
- 25%** Health-related (clinical research, medical technology, nursing, physical therapy, pre-dental, pre-medicine, radiology, etc.)
- 8%** Humanities or Fine Arts (art, communications, film, language, literature, music, philosophy, theater; also general liberal arts, cultural studies, etc.)
- 9%** Social or Behavioral Sciences (anthropology, economics, geography, history, political science, pre-law, psychology, sociology, social problem area studies, etc.)
- 3%** Sciences or Mathematics (astronomy, biology, chemistry, environmental sciences, geology, physics, statistics, etc.)
- 4%** Other
- 4%** Undecided

**10.** As things stand now, what is the highest level of education you believe you will realistically achieve? **(Please mark only one)**

**(Response Rate = 87%)**

- 3%** Some college
- 3%** A certificate (less than an Associate degree)
- 14%** Associate degree
- 49%** Bachelor’s degree
- 29%** Master’s degree or higher

## About Your Knowledge and Skills

- 11.** One of Oakton's general education objectives is that students will be able to gather, analyze, and interpret data/information using a variety of resources and methods, including technology. In addition, we know that it's almost impossible to avoid the use of technology in some form or another, at school, work, and in personal lives. We are interested in the extent to which you believe you know about and use various forms of technology. Please respond to the following questions, using a scale of 1 = Don't use or know; 2 = Basic user or knowledge; 3 = Advanced users or knowledge.

<b>How would you rate your knowledge and use of</b>	<b>Response Rate</b>	<b>Basic user or knowledge</b>	<b>Advanced user or knowledge</b>	<b>Don't Use or Know</b>
a. Downloading media such as iTunes?	98%	37%	45%	16%
b. Email with attachments?	98%	21%	77%	1%
c. File and folder management (copy, rename, move, create files and folders, etc.)?	98%	25%	71%	4%
d. Installing freeware such as Adobe Acrobat?	98%	39%	46%	16%
e. Legal and ethical uses of technology?	99%	47%	39%	15%
f. Searching library databases for magazine, journal, or newspaper articles?	98%	45%	44%	10%
g. Presentation software such as Microsoft PowerPoint?	98%	37%	55%	9%
h. Search engines such as Google or Yahoo Search?	98%	17%	81%	1%
i. Social networking; for example, MySpace, Facebook?	98%	25%	60%	15%
j. Spreadsheets (formulas, functions, charting) software such as Microsoft Excel?	98%	50%	34%	16%
k. Text messaging?	98%	21%	69%	10%
l. Word processing software such as Microsoft Word?	98%	22%	72%	2%

**12.** If you received research instruction or assistance from an Oakton librarian, how did you receive this help? Check all that apply.

- 21%** A class that I took met with an Oakton librarian
- 7%** I attended a Got Research workshop
- 23%** I got help at the Oakton library reference desk
- 0%** I called the Oakton library reference desk
- 11%** I got help from the Oakton library website
- 48%** None of the above

**13.** We are interested in knowing how confident you are in different areas related to success in college. Please respond to the following questions, using a scale of 1 = Not at all confident and 5 = Very confident.

	<b>Response Rate</b>	<b>Not at all confident</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Very Confident</b>	<b>Not Applicable</b>
a. Managing my study time	99%	2%	11%	37%	29%	20%	<1%
b. Taking class notes	99%	1%	5%	23%	36%	35%	<1%
c. Understanding the main ideas in my textbook	99%	2%	5%	28%	37%	27%	<1%
d. Knowing how I learn best	99%	1%	4%	23%	34%	37%	1%
e. Working in groups with my classmates	99%	3%	10%	27%	33%	26%	1%
f. Studying for exams	99%	3%	9%	33%	32%	22%	1%
g. Writing papers	99%	4%	9%	26%	34%	25%	1%
h. Getting the grades I want in my classes	99%	1%	8%	32%	37%	21%	1%
i. Sharing my point of view	99%	3%	11%	27%	30%	29%	1%
j. Fulfilling my educational goals	99%	1%	4%	24%	35%	36%	1%
k. Asking for academic help	99%	5%	12%	27%	27%	28%	1%

**14.** How likely would you be to seek help at Oakton about any of the topics listed in the question above? **(Response Rate = 96%)**

<b>Not at all likely</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Very Likely</b>
<b>12%</b>	<b>14%</b>	<b>32%</b>	<b>24%</b>	<b>18%</b>

**15.** Oakton offers an array of support services to help students succeed. Many of these services are provided through the Learning Centers at both campuses. If you have used any of these services, please rate your satisfaction with each using a scale of 1 = Not at all satisfied and 5 = Very satisfied.

	<b>Response Rate</b>	<b>Not at all satisfied</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Very satisfied</b>	<b>Did not use</b>
Tutoring	<b>97%</b>	<b>7%</b>	<b>9%</b>	<b>28%</b>	<b>28%</b>	<b>28%</b>	<b>57%</b>
Testing Center	<b>96%</b>	<b>5%</b>	<b>8%</b>	<b>26%</b>	<b>29%</b>	<b>32%</b>	<b>46%</b>
College Success Course	<b>95%</b>	<b>6%</b>	<b>12%</b>	<b>32%</b>	<b>26%</b>	<b>24%</b>	<b>72%</b>
TRiO Program	<b>96%</b>	<b>12%</b>	<b>15%</b>	<b>35%</b>	<b>14%</b>	<b>24%</b>	<b>78%</b>
Services for Students with Disabilities	<b>95%</b>	<b>11%</b>	<b>11%</b>	<b>33%</b>	<b>15%</b>	<b>28%</b>	<b>80%</b>

**16.** Are you familiar with the terms “prior learning assessment” or “portfolio assessment?”

**26%** Yes                      **(Response Rate = 99%)**  
**73%** No

**17.** Do you believe you would be able to earn college credit for learning you gained from life and/or work experience?      **(Response Rate = 99%)**

**74%** Yes  
**25%** No **(If no, please skip to Question 20)**

**18.** Have you taken any science courses at Oakton (courses in biology, chemistry, earth science, natural science, or physics)?      **(Response Rate = 99%)**

**47%** Yes  
**52%** No

19. How well do you feel that you have achieved the following objectives? Please respond using a scale of 1 = Very poorly and 5 = Very well.

	<b>Response Rate</b>	<b>Very Poorly</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Very Well</b>
a. Collect, analyze, and classify information	98%	1%	5%	30%	41%	24%
b. Explain and apply the scientific method	98%	2%	7%	29%	39%	23%
c. Develop hypotheses, construct models, and evaluate theories	98%	1%	9%	31%	38%	21%
d. Recognize the limits in scientific understanding	98%	3%	9%	33%	35%	20%
e. Use appropriate mathematical reasoning to analyze scientific problems.	98%	6%	13%	30%	31%	20%
f. Explain and use core science concepts such as matter and energy, causality, scale and proportion, dynamic equilibrium, change, and evolution	98%	5%	14%	32%	30%	20%
g. Place scientific knowledge in its historical context, and recognize the ongoing nature of scientific discovery.	98%	6%	13%	31%	32%	19%

## Oakton Events, Activities, and Programs

**20. Special Events.** Have you ever attended any of the following Oakton events? **(Please mark all that apply)** (Response Rate = 85%)

- 0% Men's Day
- 0% Women's History Month Programs
- 8% Cultures Week programs
- 0% International Education Week programs
- 85% None of the above **(please continue to Question 13a)**

**20a.** If you haven't participated in any of the above activities or events, please indicate why. **(Please mark all that apply)**  
(Response Rate = 98% of those who answered "Yes" above)

- 23% Don't have enough time because of schoolwork
- 15% Don't have enough time because of family responsibilities
- 28% Don't have enough time because of work responsibilities
- 26% Didn't know about any of these activities or events
- 31% Not interested in any of these events of activities
- 5% Other **(Please specify):** \_\_\_\_\_

**21.** Are there any special events or programs that aren't currently offered at Oakton that you would be interested in?

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**22. Athletics.** Oakton offers a variety of athletics, including intercollegiate cross-country, men's and women's soccer, men's and women's basketball, golf, track, softball and baseball, as well as intramural sports such as badminton, basketball, table tennis, and volleyball.

**22a.** How aware do you think you are about Oakton's athletic offerings?  
(Response Rate = 96%)

- 13% Very aware
- 39% Somewhat aware
- 48% Not aware

**22b.** How interested were you in participating in Oakton athletics?

(Response Rate = 96%)

- 11% Very interested
- 32% Somewhat interested
- 57% Not interested

**22c.** Are there specific intercollegiate or intramural sports you would like to see Oakton offer?

Intercollegiate: \_\_\_\_\_

Intramural: \_\_\_\_\_

**23. Oakton Food Service.** Oakton offers food service at both campuses. Please give us your views about our food service using a scale of 1 = Strongly disagree and 5 = Strongly agree.

	Response Rate	Strongly disagree	2	3	4	Strongly agree	Not Applicable
a. Hours of operation meet my needs.	96%	10%	12%	29%	25%	25%	29%
b. Variety of offerings meet my needs.	96%	8%	13%	31%	26%	21%	29%
c. Price of food offerings is a good value.	96%	19%	17%	32%	18%	14%	28%

**24. Honors Program.** Oakton offers an Honors Program for students who meet two of the following criteria: 3.5 GPA at any college, ACT score of 25 or higher, graduation in top 20% of high school class or GED of 300, instructor recommendation. Students admitted to Honors may participate in two ways: take one or several Honors classes in areas of their interest (designated on the transcript as Honors courses), or pursue the Honors Program Certificate, which requires 18 hours of Honors course work including one Honors Core Seminar.

**24a.** How aware do you think you are about Oakton's Honors Program?  
(Response Rate = 97%)

- 13% Very aware
- 37% Somewhat aware
- 50% Not aware

**24b.** How interested are you in participating in Oakton's Honors Program?  
(Response Rate = 97%)

- 14% Very interested
- 39% Somewhat interested
- 47% Not interested

**24c.** If you are interested, are there specific questions you have or obstacles you see in being involved?

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**24d.** If you are eligible for the Honors Program but have not joined, what are your reasons?

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**25.** Each year Oakton prints a 350-page college catalog that provides information about admission requirements, financial assistance, academic and student support services, curricula and course descriptions. The catalog is also available on Oakton's website. In support of Oakton's strategic goal of becoming a green college, we are considering putting the catalog on the website but not printing paper copies. We are interested in your views about this.

**25a.** Have you used a printed copy of Oakton's catalog?  
(Response Rate = 97%)

- 65% Yes
- 25% No
- 10% Don't remember

**25b.** Have you used the web version of Oakton's catalog? (**Response Rate = 97%**)

- 58%** Yes
- 34%** No
- 9%** Don't remember

**25c.** If Oakton were to stop producing the printed copy of the catalog (it would still be available on the web), what do you think your reaction would be?

(**Response Rate = 97%**)

- 29%** Not having a printed catalog would make it more difficult for me to learn about Oakton.
- 36%** I would miss the catalog but this wouldn't affect my learning about Oakton.
- 35%** I wouldn't miss the catalog.

**26.** Each semester Oakton mails a class schedule to homes and businesses in the district. The schedule lists every course being offered that semester. The class schedule is also available on Oakton's website. In support of Oakton's strategic goal of becoming a Green College, we are considering doing away with the printed class schedule. Instead, we would send a postcard to homes and businesses that directs students to the Oakton website to find the classes being offered that semester. We are interested in your views about this.

**26a.** Have you used a printed copy of Oakton's class schedule?

(**Response Rate = 97%**)

- 72%** Yes
- 21%** No
- 7%** Don't remember

**26b.** Have you used the web to look up classes scheduled for the semester?

(**Response Rate = 97%**)

- 84%** Yes
- 11%** No
- 4%** Don't remember

**26c.** If Oakton were to stop producing the printed class schedule (it would still be available on the web), what do you think your reaction would be?

(**Response Rate = 96%**)

- 37%** Not having a printed class schedule would make it more difficult for me to learn about Oakton.
- 33%** I would miss the class schedule but this wouldn't affect my enrolling in classes.
- 30%** I wouldn't miss the printed class schedule.

## Oakton Call Center

This fall, Oakton launched a Call Center to handle telephone inquiries about applications, registration, tuition and fee payments and other questions associated with attending Oakton. The center was in operation August 18-August 30. We are interested in learning your perceptions about the Center.

- 27.** Did you call Oakton and get connected to the Call Center (the agent responding would have identified himself or herself as working at the Center)?

(Response Rate = 95%)

**19%** Yes

**81%** No

**If yes,**

- 27a.** Did the Call Center agent answer your question or direct you to someone who could help you? (Response Rate = 99%)

**77%** Yes

**15%** No

**8%** Don't remember

- 27b.** Think about your overall experience(s) with the Call Center. Please rate your level of agreement with the following statement regarding the Call Center agent, using a scale where 1 = "strongly disagree" and 5 = "strongly agree."

The Call Center agent was	Response Rate	Strongly disagree	2	3	4	Strongly agree	Don't remember
1. Courteous	99%	4%	5%	24%	26%	41%	5%
2. Welcoming	99%	4%	6%	22%	22%	45%	4%
3. Professional	99%	5%	6%	18%	28%	44%	4%
4. Knowledgeable	99%	8%	5%	23%	21%	43%	4%

**Oakton Values**

**28.** In your experience at Oakton, how well have Oakton College staff members (faculty, administrators, and other staff members) lived up to the following values?  
**(Please mark only one for each value)**

	Response Rate	Very Poorly			Very Well	
Compassion.....	91%	2%	10%	46%	42%	
Fairness.....	91%	2%	6%	44%	49%	
Integrity.....	91%	1%	5%	42%	51%	
Responsibility.....	91%	2%	5%	42%	51%	
Tolerance.....	91%	2%	7%	41%	50%	

**About You**

**29.** How many hours per week do you typically work (on or off campus)? **(Please mark one)**  
**(Response Rate = 96%)**

- 20%** I am not currently employed outside the home.
- 23%** 1-19 hours per week
- 31%** 20-34 hours per week
- 26%** 35 or more hours per week

**29a.** Town where you work: \_\_\_\_\_

**29b.** Name of Employer (optional): \_\_\_\_\_

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

**Mother:**

*(Please mark one)*

**(Response Rate = 93%)**

**21%** H.S. diploma

**21%** Some college

**16%** Bachelor's degree

**11%** Graduate degree

**21%** Not educated in U.S.

**Father:**

*(Please mark one)*

**(Response Rate =88%)**

**19%** H.S. diploma

**17%** Some college

**16%** Bachelor's degree

**14%** Graduate degree

**33%** Not educated in U.S.

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

**(Response Rate =88%)**

**57%** Yes

**43%** No

**31a.** If no, what is your native language and/or the language spoken at home?

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**32.** Are you: **45%** Male  
**(Response Rate =95%)**

**55%** Female

**33.** In what year were you born? **(Please write in)** **19** \_\_\_\_\_

The federal government has created new questions to help Oakton learn the race/ethnicity of students and employees. We ask that you complete these questions so the College has a better understanding of the students we serve.

**34.** Are you Hispanic or Latino? (OR Are you of Spanish origin?)

**(Response Rate =93%)**

**13%** Yes, Hispanic or Latino

**87%** No, Not Hispanic or Latino

**35. Are you from one or more of the following racial groups? (Select all that apply)**

- 2%** American Indian or Alaskan Native
- 4%** Black or African American
- 54%** White
- 21%** Asian
- 4%** Native Hawaiian or Pacific Islander
- 9%** Choose not to respond

**36. Please identify your primary racial/ethnic group (Select one)****(Response Rate =93%)**

- <1%** American Indian or Alaskan Native
- 3%** Black or African American
- 4%** Native Hawaiian or Pacific Islander
- 8%** Choose not to respond
- 19%** Asian
- 10%** Hispanic or Latino
- 55%** White

**37. Are you in the United States on a Visa—Nonresident Alien?****(Response Rate =93%)**

- 18%** Yes, in the US on a Visa                      **82%** No, Not in the US on a Visa

If Yes, in the US on a Visa, what is your home country of origin?

**38. 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)**

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**Thank you. We very much appreciate your cooperation.**

Please return your completed form to your instructor.