



Current Student Survey

2009 Report



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Acknowledgments

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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Current Student Survey 2009 Report

Executive Summary

The Current Student Survey (CSS) for 2009 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 15 percent of currently enrolled students. Sixty-three percent of these students (N = 981) 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

- Sixty-two percent of the respondents were female, and 56 percent were below the age of 25. The mean age was 28.1 and the median age was 23. Age data is consistent with the 2008 Current Student Survey, at which time the mean age was 25.2 and the median age was 23. This is consistent with data from the Fall 2009 Enrollment Report, in which the average age of all students at Oakton has remained nearly consistent for each of the past 5 fall terms.
- Fifty-five percent of the respondents identified themselves as White, 18 percent as Asian, 11 percent as Hispanic/Latino, 3 percent as Native Hawaiian or Pacific Islander, 6 percent as Black/African-American, and the remaining 7 percent chose not to respond.
- Sixty 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, Korean, Urdu, and Assyrian. A total of 54 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 percentage consistent with the 2008 Current Student Survey
- Three-quarters (76%) 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 31 percent of students age 25 and above were first generation.

- Students were nearly evenly split in their class load. Thirty-three percent were enrolled full-time (12 credits or more), 32 percent were half-time (6-11 credits), and the remaining 35 percent were less than half time (1-5 credits). This shows a significant shift from Fall 2008 when significantly more students were enrolled full-time.
- More than half (53%) of the younger students (under age 25) were full-time. Conversely, more than half (58%) 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 (51%) of younger students enrolled in transfer curricula, compared to 25% enrollment in career curricula. The majority (50%) 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 (32%).
- Thirty-two percent of students were new to Oakton in the Fall semester.
- Thirty-three percent of students work full-time outside the home, 41percent work part-time, and 26 percent do not work outside the home. The average age of those not working is 25.2 years.

Educational Patterns, Planning, and Oakton Experiences

- Forty-six percent of respondents (and 67% of younger students) said their main objective at Oakton was to prepare to transfer. Of the remaining students, 46 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-nine percent of students have attended another college or university before Oakton. Of these individuals, 44 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, 84 percent say they want to complete a bachelor's degree or higher, and 84 percent say they expect to do so.
- In 2009, interest in health-related fields of study significantly increased. Health-related fields of study were selected by 31 percent of students (20 percent in 2008). Other popular majors that were reported as likely to be chosen by transfer students include business-related majors (20%), education-related majors (10%), and social/behavioral sciences (8%).

Skills Expected in Oakton Courses

- On average, Oakton students teach themselves how to use technology (46%) or they learned in high school (34%). Students were most likely to teach themselves how to use media (79%), search engines (71%), and file and folder management (63%). Oakton was most responsible for teaching students how to use library databases, though 33 percent of Oakton students do not know how to use library databases.
- In their coursework at Oakton, students most commonly use word processing software (86%), search engines (64%), file and folder management (52%), and presentation software (45%).

Student Engagement and Student Services

- Oakton students prefer learning about events, performances, and athletics at the College through traditional means. Only 15 percent would like to be notified via Facebook and 12 percent by text message.
- Though not largely aware of the College's Fitness Center, 65 percent of students were at least somewhat interested in using the Fitness Center.
- Students were largely satisfied with services received at the Cashier's Office. Between 76 and 83 percent of students expressed satisfaction in the following measures: staff members listened to their questions, staff members were knowledgeable, staff members were courteous, helpful, and professional, and they received the information they sought.

Oakton Core Values and Mission Statements

- From 95 to 98 percent of students 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.

Current Student Survey 2009 Report

Objective

Each fall, Oakton conducts the 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 concerns about college affordability and the economy; how students selected Oakton and their evaluation of services received during the enrollment process; where students learned to use different forms of technology and which of these technologies students use in their Oakton coursework; and involvement in student activities and organizations. Students were also asked about Oakton's core values.

Overview and 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 15 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 981 students, or 63 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 2009 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 2009. 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.¹ For students who provided their ID number but left one of those demographic variables blank, missing survey data were augmented with corresponding data from the college database. This year, 27 percent of respondents provided a valid ID (this percent is from the unweighted sample of 981 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.

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.46 (gender), Q.47 (birth year), and Q.43 (racial-ethnic identity).

Table 1.

Key Characteristics of Weighted Survey Respondents			
Demographic Characteristics	Age Group		All Ages
	24 or Younger (56%)	25 or Older (44%)	
Gender			
Male	47%	41%	37%
Female	53%	59%	62%
Race/Ethnicity			
American Indian or Alaskan Native	1%	0%	<1%
Asian	21%	16%	18%
Black or African-American	6%	6%	6%
Hispanic or Latino	13%	9%	11%
White	49%	64%	55%
Native Hawaiian or Pacific Islander	4%	1%	3%
Choose not to respond	7%	5%	6%
Class load			
Full-time	53%	11%	34%
Half-time	32%	32%	32%
Less than Half-time	15%	58%	34%
Curriculum			
Transfer	51%	50%	50%
Career	25%	32%	28%
Undecided	24%	18%	21%
Term at Oakton			
First term (Fall 2009)	41%	15%	28%
Returning (previously attended Oakton)	59%	85%	71%
Employment outside the home			
Full-time (35 hours/week or more)	18%	50%	33%
Part-time (20-34 hours/week)	28%	14%	22%
Part-time (1-20 hours/week)	25%	11%	19%
Not employed	28%	25%	26%
Parent education			
First generation (neither parent attended college or attended outside U.S.)	41%	31%	36%
Not first generation	59%	69%	64%
Students' highest level of education before Fall 2009			
High school	66%	31%	50%
Some college	26%	23%	25%
Associate degree	1%	5%	3%
Bachelor's degree or higher	7%	41%	22%

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, two-thirds (66%) 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 31 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 more transfer 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. These data present a changing picture of the class load that Oakton students take. In 2009, Oakton students were more likely to have a half-time or less than half-time class load than in 2008. Students in transfer curricula are nearly evenly distributed: 32 percent are enrolled full-time, 36 percent are half-time, and 31 percent are less than half-time. The percentage of full-time students in transfer curricula decreased nearly a quarter (23%) from 2008, while half-time enrollment increased 17 percent and less than half-time enrollment increased 15 percent. Similarly, 38 percent of career curricula students are enrolled full-time, a 7 percent decrease from 2008. Students who are undecided are also far more likely than in 2008 to enroll in half-time or less than half-time curricula: 39 percent enrolled full-time (compared to 64 percent in 2008), 37 percent enrolled half-time (compared to 18 percent in 2008), and 25 percent enrolled less than half-time (compared to 18 percent in 2008).

Table 2.

Survey Respondents by Class Load and Curriculum (Weighted Respondents)			
Class Load	Curriculum		
	Career	Transfer	Undecided
Full-time	38%	32%	39%
Half-time	38%	36%	37%
Less than half-time	24%	31%	25%
Total	100%	100%	100%

Native Language

In this year's survey, respondents were asked about the language(s) spoken at home. We learned that 60 percent of our students (based on weighted results) say that English is both their native language and the language mainly spoken at home. In total, respondents identified 54 different languages spoken at home; 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.

Survey
respondents
speak over 54
different
languages

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	52	Vietnamese	5	Pashto	2	Persian	1
Polish	45	Farsi	5	Punjabi	2	Swedish	1
Korean	23	Albanian	4	Yoruba	2	Thai	1
Urdu	23	Chinese	4	Hebrew	2	Tibetan	1
Assyrian	20	German	4	Asante	1	Yugoslavian	1
Russian	20	Mongolian	4	Azerbaijani	1		
Gujarati	16	Ukrainian	4	Belarusian	1		
Romanian	15	Croatian	4	Esan	1		
French	13	Filipino	3	Amharic	1		
Tagalog	12	Greek	3	Ilokano	1		
Serbian	11	Italian	3	Indonesian	1		
Hindi	8	Lithuanian	3	Japanese	1		
Bosnian	7	Malayalam	3	Kapangpagan	1		
Creole	7	Portuguese	3	Latvian	1		
Bulgarian	6	Armenian	2	Nepali	1		
Arabic	5	Khmer	2	Jamaican Patois	1		

Educational Patterns, Planning, and Oakton Experiences

Selecting Oakton and Enrolling at Oakton

For the first time, this year's Current Student Survey presented a series of questions asking how respondents selected Oakton and, once they enrolled at Oakton, their level of satisfaction with the enrollment process.

Students were asked to think about how certain they were in January 2009 that they would be attending Oakton during the fall 2009 semester. Sixty percent of students indicated that they were at least somewhat certain that they would be attending Oakton. Just over a quarter (28%) were very uncertain about attending Oakton. Thirty-nine percent of students decided that they would attend Oakton three to six months before the Fall semester began while 31 percent decided just two months before the Fall semester began. The remainder decided seven months to one year ago (14%) or more than one year ago (14%).

Students were also asked to indicate why they decided to attend Oakton. Table 4 details the results. Cost (54%) and location (46%) were the most decisive factors. The academic programs at Oakton were also important: 22 percent found the program they wanted at Oakton and 16 percent liked the quality of the academic programs.

Table 4.

Key Factors in Choosing Oakton	
	n
Cost of education at Oakton	54%
Wanted to stay close to home	46%
Offered a program that I wanted	22%
Quality of the academic programs	16%
Relative or friend attends Oakton	14%
Other reasons	14%
Financial aid package that I received	10%
Friendly faculty and staff	9%
Parents liked Oakton	9%
Friendly students	8%
Turned down by other schools	7%
Quality of faculty	7%
Employer encouraged me	4%

We also asked students who most influenced their decision to attend Oakton. A quarter selected “other” and specified that they themselves were most influential. Almost an additional quarter of students were most influenced by their mother. One in ten students was most influenced by a spouse, significant other, boyfriend, or girlfriend. The data show that family members are most decisive in students’ decisions to attend Oakton: while 58 percent reported that either their mother, father, spouse, significant other, siblings, or relatives had the greatest impact on their decision to attend Oakton, only 5 percent reported that high school teachers or counselors were key. These data hold for students age 24 or younger: 60 percent reported that family most influenced their decision to attend Oakton, while high school teachers or counselors influenced 9 percent of respondents.

Family members are most influential in students’ decision to attend Oakton.

Once students decided to attend Oakton, they used a variety of sources to learn more about the enrollment process at Oakton, which includes applying for admission to the college and registering for classes. Nearly half (45%) browsed Oakton’s website. Students were also likely to visit the Des Plaines campus (42%). In addition, just over a quarter of students each read Oakton’s class schedule or college catalog (28%), attended an Orientation or informational session (27%), and visited the Ray Hartstein campus in Skokie (26%). Only 17 percent of prospective students telephoned the college.

Students reported a high level of satisfaction with the enrollment process. When students visited College offices, they found that staff members listened to their questions (88%), were knowledgeable (85%), and were courteous, helpful, and professional (83%). Eighty-two percent of students received the information they needed. Students reported similar satisfaction when they telephoned the college: 84 percent found staff members courteous, helpful and professional, 83 said that staff members listened to their questions, 77 percent received the information that they needed, and 76 percent felt that staff members were knowledgeable.

Oakton launched a redesigned website in 2009. Because the website is the first point of contact with Oakton for most of our students, the website is a key source of information about the enrollment process. Students found that information on the website was accurate (89%), up to date (87%), complete (83%), easy to find from the home page (76%), and easy to find through a search (75%).

Educational Aspirations, Intentions, and Expectations

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, careers for which two years of college is adequate background, remediation of basic academic deficiencies,

or personal interest/self-development. As seen in Table 5 below, relatively few students say their primary objective at Oakton relates to personal interest /self-development or remediation. Most (67%) of Oakton’s younger students are enrolled to prepare for transfer to four-year colleges or universities, while over one-fourth (27%) 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 5.

Main Objective at Oakton by Age Group (Weighted Respondents)			
Main Objective at Oakton	Age Group		
	24 or Younger	25 or Older	All Ages
Prepare to transfer to a four-year college or university.	67%	19%	46%
Career-focused goals	27%	68%	46%
<i>Prepare for a new or different career.</i>	10%	42%	25%
<i>Improve present occupational skills.</i>	3%	21%	11%
<i>Explore courses to decide on a career.</i>	14%	5%	10%
Take courses for personal interest or self-development.	4%	12%	8%
Remedy or review academic skills deficiencies.	2%	1%	1%
Total	100%	100%	100%

The objectives of older students are significantly different than those of younger students. The majority of older students (68%) were pursuing career objectives, while only one-fifth (19%) were enrolled to prepare for transfer to four-year colleges or universities.

Table 6.

Older Students’ Reasons for Attending Oakton – Changes Over Time (Weighted Respondents)					
Main Objective at Oakton	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Prepare to transfer to a four-year college or university.	26%	26%	32%	20%	19%
Prepare for a new or different career.	34%	41%	34%	41%	42%
Improve present occupational skills.	17%	16%	14%	15%	21%
Take courses for personal interest or self-development.	18%	11%	11%	7%	13%
Explore courses to decide on a career.	4%	5%	7%	9%	5%
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 6. 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 2009, the percentage of older students attending Oakton to prepare to transfer to a four-year college or university reached its lowest level since Fall 2005. This decline is accompanied by a corresponding rise in the percentage 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 2009 marked the lowest percentage of older students preparing to transfer to a four-year college or university, the highest percentage of older students preparing for a new or different career or exploring courses to decide on a new career, and a markedly higher percentage 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 7 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 7.

Educational Aspirations and Expectations					
(Weighted Respondents, Excluding Respondents with Bachelor's Degree or Higher)					
Expectation (“As things stand now, how far in school do you <u>think you will get</u> ?”)	Aspiration (“Thinking ahead to the future, what is the <u>highest</u> degree you would <u>like to complete</u> ?”)				Total
	Less than Associate Degree	Associate degree	Bachelor's degree	Master's degree or higher	
Less than Associate's	18%	4%	52%	26%	100%
Associate degree	4%	17%	48%	31%	100%
Bachelors degree	1%	1%	54%	44%	100%
Masters degree or higher	1%	1%	2%	96%	100%

Likely Majors of Transfer Students

Table 8 presents intended majors for respondents who plan to transfer from the Current Student Surveys of 2005 through 2009. Health-related majors greatly increased in popularity to their highest level, and they continue to be the most popular major, selected by 31% of students. Other majors have also experienced slight declines, including engineering, education and undecided or other majors, while we see a slight increase in interest in humanities and fine arts, computer-related majors, and science or mathematics. 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 8.

Planned Majors by Year of Current Student Survey					
(Weighted Respondents)					
Planned Major	Survey Year				
	2005	2006	2007	2008	2009
Health-related	24%	28%	29%	25%	31%
Business-related	19%	25%	22%	20%	20%
Education	13%	10%	11%	12%	10%
Social and behavioral sciences	7%	6%	9%	8%	8%
Humanities, fine arts	10%	9%	9%	9%	10%
Computer-related	7%	4%	5%	4%	5%
Engineering	7%	5%	5%	6%	5%
Science or mathematics	5%	5%	5%	3%	5%
Undecided or other	8%	8%	5%	8%	5%

Affording a College Education

Given the current economic situation, Oakton and other colleges are paying increased attention to the impact of the economy on their students' ability to afford a college education. This year's Current Student Survey presented questions to gauge the effect of the economy on students' ability to afford Oakton and to afford a four-year college or university in the future.

Nearly half (48%) of Oakton students had a member of their household lose their job or have work hours reduced in the last year. Students were asked whether the current economic recession affected their plans for college this semester. Just over half of students (54%) reported that they had no change in plans due to the economy. An additional 20 percent planned to attend a four year public college or university but was unable to afford and 7 percent planned on attending a four year private institution but could not afford it. Eleven percent planned to work but lost their job or there was too little work available. The impact of the economy was rather significant on the Oakton student population: nearly half (48%) had a member of their household lose their job or have work hours reduced in the last year.

80 percent of Oakton students are at least moderately concerned with affording an education at a four-year institution.

Over half (55%) of Oakton students are at least moderately concerned about affording Oakton. About a quarter (26%) are not concerned and an additional 12 percent are slightly concerned. While Oakton students may not be overwhelmingly concerned about affording an Oakton education, they are greatly concerned about affording a four-year college or university. Of students who plan on attending a four-year institution, 80 percent are at least moderately concerned with affording an education there.

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 use technology. We are interested in knowing where you have been taught to use particular forms of technology. Please respond to the following questions by selecting whether you learned to use each form of technology in high school, at Oakton, at another college or university, at work, or if you taught yourself. If you don't know how to use it, let u know that as well." Table 9 shows results.

Table 9.

Where Students Acquired Technology Skills (Weighted Respondents)

Percents based on those who know how to use the skill level

<i>Where did you learn to use...</i>	High School	Oakton	Another College or University	At Work	Self-taught	Don't Know How to Use (% of total)
Word processing software such as Microsoft Word	43%	4%	6%	8%	39%	0%
Spreadsheets software such as Microsoft Excel	46%	7%	8%	13%	25%	10%
Presentation software such as Microsoft PowerPoint	48%	8%	7%	8%	28%	8%
Search engines such as Google or Yahoo Search	24%	1%	2%	2%	71%	0%
Library databases such as EBSCO Academic Search Premier	41%	29%	11%	1%	17%	33%
Adobe Acrobat	28%	5%	4%	13%	49%	25%
Media such as podcasts and YouTube videos	16%	2%	2%	1%	79%	9%
File and folder management	22%	4%	4%	7%	63%	2%

What do the data tell us?

- Most students learned how to use each form of technology in high school or they are self-taught. Students will likely need a refresher at Oakton in these technology forms, or they will need to learn complete and proper use of each technology.
- On average, 46 percent of students taught themselves how to use the technology forms, 34 percent learned in high school, 8 percent learned at Oakton, 7 percent learned at work, and 6 percent learned at another college or university.
- Library databases were the most common technology learned at Oakton (29%), though one-third of students reported not knowing how to use library databases.

Students were also asked which software applications that have used in their Oakton coursework. Table 10 displays the results. The results demonstrate that much of the coursework at Oakton integrates technology and software use. Instructors continue to expect students to use more traditional forms of technology, like word processing software (86%) but they are also integrating other technology forms such as new media (22%).

Table 10.

Software Applications Used in Oakton Coursework	
	n
Word processing software	86%
Search engines	64%
File and folder management	52%
Presentation software	45%
Spreadsheets software	26%
Library databases	26%
Media	22%
Adobe Acrobat	19%

Use of the Printed Catalog and Printed Class 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. Both the 2008 Current Student Survey and the 2009 Current Student Survey assessed how students perceived the impact of discontinuing printed paper copies of the college catalog and the course schedule. The results are comparable in both years.

Overall, reactions from students were mixed, with 31 percent of students finding that not having a printed catalog would make it more difficult to learn about Oakton and 33 percent of students reporting that they would not miss a printed version of the catalog. Similarly, 35 percent of students reported that not having a printed class schedule would make it more difficult to learn about Oakton, while 32 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-four percent of students reported using a copy of Oakton's catalog (with 28 percent reporting that they have not and 8 percent reporting that they don't remember). Nearly ten percent fewer (57%) students reported using the web version of Oakton's catalog (with 35 percent reporting that they have not and 8 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 (Weighted Respondents)			
<i>Primary use of the catalog...</i>	<i>Reaction to not producing a printed copy of the catalog</i>		
	Would make it more difficult to learn about Oakton	Would miss the catalog but this would not affect my learning about Oakton	Would not miss the catalog
Printed Version	36%	44%	20%
Web Version	25%	8%	37%

Table 12.

Reaction to Discontinuing Printed Course Schedule (Weighted Respondents)			
<i>Primary use of the class schedule...</i>	<i>Reaction to not producing a printed copy of the class schedule</i>		
	Would make it more difficult to learn about Oakton	Would miss the catalog but this would not affect my learning about Oakton	Would not miss the catalog
Printed Version	41%	38%	22%
Web Version	33%	34%	33%

Table 13.

Reaction to Discontinuing Paper Copies Based on Age (Weighted Respondents)				
	<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	31%	29%	34%	34%
Would miss but this would not affect my learning about Oakton	31%	42%	30%	38%
Would not miss	38%	29%	36%	29%

Student Engagement and Services

The 2009 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.

Students were asked how they would like to receive information and publicity about events, performances, and athletics happening at the college. Nearly one-third of students (62%) would like to see happenings at the college publicized on the Oakton website, about half (52%) would like to receive e-mails, one quarter (25%) would like announcements on myOakton, and one quarter (25%) would like to see posters throughout the college. Students were least receptive to notifications via Facebook (15%), text messages (12%), and advertisements in local newspapers (7%).

Performing Arts Center

Seventeen percent of students reported having attended an event at the Performing Arts Center at Oakton. All students were asked about the types of entertainment and performances they would like to see at Oakton. Sixty-four percent would like comedy performances, 44 percent musical performances, 29 percent dramas, and 28 percent open mic among others.

Athletics and the Fitness Center

Students were asked about their awareness of and interest in participating in athletic offerings at Oakton. About half of student respondents were not aware of intercollegiate athletics, intramural athletics, or physical education activity courses. At the same time, students were largely uninterested in participating: 36 percent of students were at least somewhat interested in participating in intercollegiate athletics, 35 percent were at least somewhat interested in intramural athletics, and 44 percent were at least somewhat interested in physical education activity courses.

Students were also asked about their awareness of Oakton's Fitness Center. Nearly half (46%) were not aware, and 65 percent of students were at least somewhat interested in using the Fitness Center.

Cashier's Office

Seventy-eight percent of students reported contacting Oakton's Cashier's Office either in person or by telephone. Of these students, 57 percent contacted the Cashier's Office to pay tuition, 35 percent inquired about a bill, 22 percent sought to find out when tuition or payments were due, and 13 percent ordered transcripts.

Students were largely satisfied with the services they received at the Cashier’s Office. When visiting the office, students found staff members listened to their questions (83%), the information they received was accurate (81%), staff members were knowledgeable (80%), and staff members were courteous, helpful, and professional (76%). When telephoning the office, staff members listened to their question (80%), students found staff members knowledgeable (78%), staff members were courteous, helpful, and professional (77%), and the information they received was accurate (77%). Overall, 80 percent of students reported satisfaction with the Cashier’s Office. Students were also asked about their use of the deferred payment plan for tuition and fees; 68 percent reported being satisfied with the plan.

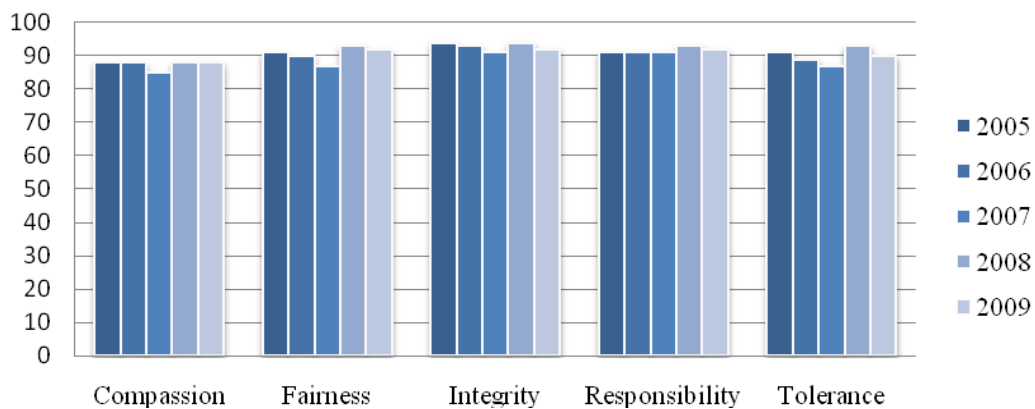
Oakton Mission and Core Values

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

In all years, the CSS was given in the third and fourth weeks of the fall semester, and in all years, about a third of the responses represented students who were new to Oakton that fall. Since returning or continuing students would have had a broader experience of the College than would new students, just the responses of the continuing students were used for the comparison shown in Figure 1. This 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.

Figure 1
Returning Students' Perceptions of Oakton Staff
 (Percent Responding 3 or 4 on 4-point scale, where 1=very poorly and 4=very well)



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.

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 2009. 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 2009 sample consisted of students enrolled in 97 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 11 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 1,548 different students, 15 percent of the 10,574 students enrolled for the fall semester with valid demographic information available.

Fall 2009 surveys were completed by 981 students, 63 percent of the 1,548 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, 27 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

Student Characteristics	Population (Total Enrollment*) (N = 10,574)	Students in Sampled Sections** (N = 1,548)	Actual Respondents (Unweighted) (N = 981)	Weighted Respondents	Difference*** Btwn Weighted Respondents and Population
Age					
Less than 23	48%	53%	60%	46%	-2%
23-24	9%	9%	9%	10%	1%
25-39	27%	24%	21%	28%	1%
40-54	11%	11%	7%	9%	-2%
55 or older	4%	4%	3%	5%	1%
Median Age	23	22	21	23	0.0
Mean Age	27.9	26.7	25.1	28.1	0.2
Gender					
Male	47%	46%	39%	37%	-10%
Female	53%	53%	60%	62%	9%
Racial Ethnic					
Black or African American	6%	6%	6%	6%	0%
Asian	17%	18%	20%	18%	1%
White	53%	52%	52%	55%	2%
Hispanic or Latino	9%	9%	11%	11%	2%
American Indian or Alaskan Native	<1%	<1%	1%	1%	0.7%
Native Hawaiian or Pacific Islander	2%	2%	3%	3%	1%
Choose Not to Respond	13%	12%	7%	7%	-6%
Enrollment Status					
Full-time	33%	37%	55%	34%	1%
Half-time	38%	37%	31%	32%	-6%
Less than half-time	29%	25%	14%	25%	-4%
Curriculum ***					
Transfer	44%	43%	48%	50%	6%
Career	35%	34%	29%	28%	-7%
Undecided	19%	21%	22%	21%	2%
Tenure					
New to Oakton	30%	30%	33%	28%	-2%
Returning	69%	69%	66%	71%	2%

* From an extract of Banner data as of the 10th day of fall semester 2009.

** The sample from randomly selected sections (1,548 unduplicated students, unweighted) is 15.0% of the total student population. The 981 respondents (unweighted) are 63.4% 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

Current Student Survey 2009 Results

1. What is your main objective in attending Oakton? (Response Rate = 99.9%)	%
Prepare to transfer to a four-year college or university	46%
Prepare for a new or different career	25%
Improve present occupational skills	11%
Explore courses to decide on a career	10%
Take courses for personal interest or self-development	8%
Remedy or review basic academic skills deficiencies	1%

2. Do you plan to complete an Oakton degree or certificate program, or only to take a few courses? (Response Rate = 98.2%)	%
Earn an Associate degree	48%
Take a few courses only, but not earn a complete Oakton degree or certificate	40%
Earn a certificate	13%

3. What is your current program at Oakton? (Response Rate = 86.0%)	%
Career programs	47%
Transfer programs	40%
Undecided	14%

4. This semester (Fall 2009), how many courses are you taking at Oakton? How many credit hours are you taking this semester? (Response Rate = 99.3%)		
	<u>Mean</u>	<u>Median</u>
Courses	3.22	4
Credit hours	10.39	12
Full-time (12 or more credits)	33%	
Half-time (6 to 11 credits)	32%	
Less than Half-time (5 or fewer credits)	35%	

5. During your time at Oakton (not just this semester), at which campus did you take most of your classes? (Response Rate = 99.6%)	%
Des Plaines campus	70%
Ray Hartstein campus in Skokie	28%
Most courses were online or at sites other than the Des Plaines or Skokie campuses	1%

6. When did you first attend Oakton after high school? (Response Rate = 93.8%)	%
Before this summer	67%
This summer (2009) or this fall semester	32%

7. Thinking back to January 2009, how certain were you about attending Oakton this semester? (Response Rate = 99.8% of those who first attended Oakton "This summer (2009) for this fall semester")	%
Very certain	29%
Somewhat certain	31%
Somewhat uncertain	11%
Very uncertain	28%

8. When did you decide that you would attend Oakton? (Response Rate = 99.8% of those who first attended Oakton "This summer (2009) for this fall semester")	%
Within the past two months	31%
Three to six months ago	39%
Seven months to one year ago	14%
More than one year ago	14%

9. Why did you decide to attend Oakton?	%
Cost of education at Oakton	54%
Wanted to stay close to home	46%
Offered a program that I wanted	22%
Quality of the academic programs	16%
Relative or friend attends Oakton	14%
Other reasons	14%
Financial aid package that I received	10%
Friendly faculty and staff	9%
Parents liked Oakton	9%
Friendly students	8%
Turned down by other schools	7%
Quality of faculty	7%
Employer encouraged me	4%

10. Of the people in your life, who <u>most</u> influenced your decision to attend Oakton?	%
(Response Rate = 99.8%)	
Other	25%
Mother	23%
Spouse or significant other/boyfriend/girlfriend	10%
Sibling(s)	9%
Relatives	9%
Father	7%
High school friends	6%
Employer	6%
High school teacher	3%
High school counselor	2%

11. We would like to understand your experiences with the enrollment process at Oakton. The enrollment process includes <u>admission</u> and <u>registration</u>. After making the decision to attend Oakton, where did you go for information in the enrollment process?	%
I browsed Oakton's website	45%
I visited the College (Des Plaines campus)	42%
I read Oakton's class schedule or college catalog	28%
I attended an Orientation or informational session	27%
I visited the College (Skokie campus)	26%
I telephoned the College	17%

12. We are also interested in knowing about your experiences with the enrollment process depending on acted the College. Please rate the services that you received during the enrollment process.

(Response Rate = 97.4%)

	Always	Often	Sometimes	Seldom	Never	Not Applicable (% of total)
In the enrollment process, when I visited College offices:						
Staff members were knowledgeable.....	39%	46%	12%	3%	0%	4%
Staff members were courteous, helpful, and professional.....	47%	36%	13%	3%	0%	4%
Staff members listened to my question.....	51%	37%	8%	3%	0%	4%
I received the information that I needed.....	43%	39%	14%	3%	1%	3%
In the enrollment process, when I telephoned College offices:						
Staff members were knowledgeable.....	41%	35%	19%	5%	0%	12%
Staff members were courteous, helpful, and professional.....	46%	38%	12%	3%	0%	13%
Staff members listened to my question.....	49%	34%	13%	3%	0%	13%
I received the information that I needed.....	44%	33%	19%	4%	1%	12%
In the enrollment process, when I sought information on Oakton's website:						
Information was up to date.....	55%	32%	10%	2%	0%	3%
Information was accurate.....	54%	35%	9%	1%	0%	3%
Information was complete.....	50%	33%	14%	2%	0%	3%
Information was easy to find from the home page.....	45%	31%	16%	8%	0%	3%
Information was easy to find through a search.....	45%	30%	15%	9%	1%	4%

13. Have you already earned a certificate or degree from Oakton?	%
(Response Rate = 97.0%)	
No, I have not earned a certificate or Associate degree from Oakton	90%
Yes, I have earned a certificate from Oakton	6%
Yes, I have earned an Associate degree from Oakton	3%
Yes, I have earned both a certificate and an Associate degree from Oakton	1%

14. Have you attended another college or university besides Oakton?	%
(Response Rate = 99.0%)	
No	50%
Yes	49%

14a. If you have ever attended another college or university, what was the <u>highest</u> level of education you completed there?	%
(Response Rate = 97.9%)	
Some college	49%
Bachelor's degree	34%
Master's degree or higher	10%
Associate (2-year) degree	6%

15. Thinking ahead to the future, what is the <u>highest</u> level of education you would <u>like to complete</u>?	%
(Response Rate = 82.8%)	
Master's degree or higher	52%
Bachelor's degree	32%
Associate (2-year) degree	9%
Some college	4%
A certificate (less than an Associate degree)	3%

16. Do you expect to transfer to a 4-year college or university?	%
(Response Rate = 96.0%)	
No	71%
Yes	29%

16a. If you do plan to transfer to a four-year program, in which of the following areas are you <u>most</u> likely to choose your major?	%
(Response Rate = 98.7%)	
Health-related	31%
Business-related	20%
Education	10%
Humanities or Fine Arts	10%
Social or Behavioral Sciences	8%
Sciences or Mathematics	5%
Computer-related	5%
Engineering	5%
Undecided	4%
Other	1%

17. As things stand now, what is the <u>highest level of education you believe you will realistically achieve?</u>	%
(Response Rate = 100%)	
Bachelor's degree	46%
Master's degree or higher	38%
Associate degree	11%
Some college	4%
A certificate (less than an Associate degree)	1%

18. One of Oakton's general education objectives is that students will be able to use technology. We are interested in knowing where you have been taught to use particular forms of technology. Please respond to the following questions by selecting whether you learned to use each form of technology in high school, at Oakton, at another college or university, at work, or if you taught yourself. If you don't know how to use it, let us know that as well.

Where did you learn to use...	High School	Oakton	Another College or University	At Work	Self-taught	Don't Know How to Use (% of total)
a. Word processing software such as Microsoft Word?	43%	4%	6%	8%	39%	0%
b. Spreadsheets software such as Microsoft Excel?	46%	7%	8%	13%	25%	10%
c. Presentation software such as Microsoft PowerPoint?	48%	8%	7%	8%	28%	8%
d. Search engines such as Google or Yahoo Search?	24%	1%	2%	2%	71%	0%
e. Library databases such as EBSCO Academic Search Premier?	41%	29%	11%	1%	17%	33%
f. Adobe Acrobat?	28%	5%	4%	13%	49%	25%
g. Media such as podcasts and YouTube videos?	16%	2%	2%	1%	79%	9%
h. File and folder management (copy, rename, move, create files and folders, etc.)?	22%	4%	4%	7%	63%	2%

19. Which of the following software applications do you use to complete assignments for your current Oakton courses and courses that you have taken at Oakton in the past?	%
Word processing software such as Microsoft Word	86%
Search engines such as Google or Yahoo Search	64%
File and folder management (copy, rename, move, create files and folders, etc.)	52%
Presentation software such as Microsoft PowerPoint	45%
Spreadsheets software such as Microsoft Excel	26%
Library databases such as EBSCO Academic Search Premier	26%
Media such as podcasts and YouTube videos	22%
Adobe Acrobat	19%

20. How would you like to receive information and publicity about events, performances, and athletics happening at the college?	%
Oakton website	62%
E-mails	52%
Announcements on myOakton	25%
Posters throughout the college	25%
U.S. mail	22%
Handouts in class	20%
On the campus television monitors	15%
Facebook	15%
Text messages	12%
Local newspapers	7%

21. Which radio stations do you regularly listen to?

	%		%
103.5 WKSC	64%	104.3 WJMK	9%
96.3 WBBM	42%	720AM WGN	7%
101.9 WTMX	34%	93.1 WXRT	7%
107.5 WGCI	31%	Satellite radio	6%
92.3 WPWX	27%	95.5 WNUA	6%
101.1 WKQX	23%	96.7 WFMT	5%
105.9 WCKG	17%	94.7 WZZN	5%
I only listen to an MP3 player and not the radio	17%	102.7 WVAZ	4%
93.9 WLIT	15%	103.1 WVIV	3%
91.5 WBEZ	13%	87.7 WLFM	3%
97.9 WLUP	12%	105.1 WOJO	3%
97.1 WDRX	11%	107.9 WLEY	3%
99.5 WUSN	10%	99.9 WRZA	2%
100.3 WILV	10%	106.3 WSRB	2%

22. The Performing Arts Center at Oakton offers a variety of theatrical productions and musical performances for both adults and children. We are interested in knowing what types of performances you would like to see at the college. Have you ever attended an event at the Performing Arts Center at Oakton?

	%
(Response Rate = 98.5%)	
Yes	17%
No	82%

23. What types of entertainment and performances would you like to see at Oakton?

	%
Comedy	64%
Music	44%
Drama	29%
Open Mic	28%
Original work	20%
Classical	19%
Game show	18%
Kids shows	11%
Other	8%

25. Oakton offers a variety of intercollegiate athletics, intramural athletics, and physical education activity courses. We would like to understand both your awareness and your interest in participating in each of these athletic offerings.

	Awareness			Interest in Participating		
	Very aware	Somewhat aware	Not aware	Very interested	Somewhat interested	Not interested
a. Intercollegiate Athletics	15%	36%	49%	12%	24%	64%
b. Intramural Athletics	12%	34%	54%	11%	24%	65%
c. Physical Education	17%	38%	45%	16%	28%	56%

Oakton has a Fitness Center available for use by students through either a Physical Education course or a personal membership. The Fitness Center offers a variety of equipment for use, including treadmills, stationary bikes, stair-steppers, and free weights.

27a. How would you rate your awareness about Oakton's Fitness Center?

(Response Rate = 97.8%)

Very aware	17%
Somewhat aware	36%
Not aware	46%

27b. How would you rate your interest in using the Fitness center?

(Response Rate = 97.8%)

Very interested	26%
Somewhat interested	39%
Not interested	34%

28. Have you ever contacted Oakton's Cashier's Office either in person or by phone?

(Response Rate = 97.7%)

In person only	39%
Both in person and by phone	27%
I have never contacted Oakton's Cashier's Office	22%

By phone only	10%
---------------	-----

28a. For which of the following reasons have you ever visited or telephoned the Cashier's Office?	%
Pay tuition	57%
Inquire about billing	35%
Find out when tuition or payments are due	22%
Order transcripts	13%

28b. Please indicate how strongly you agree or disagree with the following statements regarding services received from the Cashier's Office.

	Always	Often	Sometimes	Seldom	Never	Not Applicable
When I visited the office:						
1. Staff members were knowledgeable.....	41%	39%	16%	3%	1%	2%
2. Staff members were courteous, helpful, and professional.....	45%	31%	18%	6%	1%	2%
3. Staff members listened to my question.....	47%	36%	13%	3%	1%	2%
4. The information that I received was accurate.....	43%	38%	15%	3%	1%	2%
When I telephoned the office:						
5. Staff members were knowledgeable.....	41%	37%	17%	5%	1%	16%
6. Staff members were courteous, helpful, and professional.....	42%	35%	18%	4%	1%	17%
7. Staff members listened to my question.....	45%	35%	15%	5%	1%	16%
8. The information that I received was accurate.....	43%	34%	16%	5%	1%	16%
Overall, I am satisfied with my experience with the Cashier's Office:	43%	37%	14%	4%	1%	7%

29. Have you used the deferred payment plan to pay your tuition and fees?	%
Yes	25%
No	74%

29a. If you have used the deferred payment plan to pay your tuition and fees, how satisfied are you with this plan?	Rating				
	Very dissatisfied	2	3	4	Very satisfied
	8%	7%	17%	26%	42%

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.

30a. Have you used a printed copy of Oakton’s catalog?

(Response Rate = 95.7%)

	%
Yes	64%
No	28%
Don’t remember	8%

30b. Have you used the web version of Oakton’s catalog?

(Response Rate = 95.7%)

	%
Yes	57%
No	35%
Don’t remember	8%

<p>30c. 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?</p> <p style="text-align: right;">(Response Rate = 94.3%)</p>	%
Not having a printed catalog would make it more difficult for me to learn about Oakton.	31%
I would miss the catalog but this wouldn't affect my learning at Oakton.	36%
I wouldn't miss the catalog.	33%

<p>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.</p> <p>31a. Have you used a printed copy of Oakton's class schedule?</p> <p style="text-align: right;">(Response Rate = 97.0%)</p>	%
Yes	71%
No	21%
Don't remember	8%

<p>31b. Have you used the web to look up classes scheduled for the semester?</p> <p style="text-align: right;">(Response Rate = 97.0%)</p>	%
Yes	85%
No	12%
Don't remember	3%

31c. 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 = 97.1%)	
Not having a printed class schedule would make it more difficult for me to learn about Oakton.	35%
I would miss the class schedule but this wouldn't affect my learning at Oakton.	34%
I wouldn't miss the printed class schedule.	32%

32. In general, how concerned are you about affording Oakton?	%
(Response Rate = 97.3%)	
Very concerned	28%
Moderately concerned	27%
Slightly concerned	12%
Not concerned	26%

33. In general, how concerned are you about affording a four-year college or university in the future?	%
(Response Rate = 96.8%)	
Very concerned	62%
Moderately concerned	18%
Slightly concerned	12%
Not concerned	8%
I do not plan on attending a four-year college or university in the future. (% of total)	12%

34. The last year has been a difficult one for the nation's economy,	%
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and many people have unforeseen financial difficulties. Did the current economic recession affect your plans for college this semester?		
(Response Rate = 95.9%)		
No change in plans due to economy		54%
Planned to attend a four-year public college or university, but was unable to afford it		20%
Planned to work, but lost job or there was too little work available		11%
Planned to attend a four-year private college or university, but was unable to afford it		7%
Other		7%

35. Compared to a year ago, have you or your family found paying for college:		%
(Response Rate = 96.7%)		
More difficult		51%
About the same level of difficulty		43%
Less difficult		6%
Not applicable (% of total)		19%

36. Have you or a member of your household been laid off or had work hours reduced in the last year?		%
(Response Rate = 96.4%)		
Yes		48%
No		52%

37. In your experience at Oakton, how well have Oakton College staff members lived up to the following values?	Rating				Average Rating	
	Response Rate	Very Poorly		Very Well		
		1	2	3		4

Compassion	92%	3%	9%	47%	41%	3.29
Fairness	92%	2%	6%	45%	47%	3.40
Integrity	92%	2%	6%	41%	51%	3.46
Responsibility	92%	2%	6%	39%	53%	3.45
Tolerance	92%	3%	7%	40%	50%	3.39

38. What town do you live in?

(Response Rate = 96.5%)

Des Plaines	23%	Wilmette	3%
Skokie	15%	Northbrook	3%
Glenview	10%	Lincolnwood	2%
Evanston	10%	Winnetka	1%
Chicago	8%	Mount Prospect	1%
Niles	7%	Northfield	< 1%
Park Ridge	6%	Glencoe	< 1%
Other	6%	Golf	< 1%
Morton Grove	4%	Kenilworth	0%

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

%

(Response Rate = 96.1%)

I am not currently employed outside the home.	26%
1-19 hours per week	19%
20-34 hours per week	22%
35 or more hours per week	33%

39a. Town where you work

39b. Name of employer (optional)

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

	Mother (Response Rate = 92.4%)	Father (Response Rate = 88.3%)
H.S. diploma	20%	19%
Some college	19%	17%
Bachelor's degree	18%	16%

Graduate degree	11%	13%
Not educated in U.S.	32%	35%

41. Are you Hispanic or Latino?	%
(Response Rate = 94.5%)	
Yes, Hispanic or Latino	13%
No, Not Hispanic or Latino	87%

42. Are you from one or more of the following racial groups? (Select all that apply)	%
American Indian or Alaskan Native	3%
Asian	23%
Black or African American	7%
White	56%
Native Hawaiian or Pacific Islander	5%
Choose not to respond	7%

43. Please identify your primary racial/ethnic group.	%
(Response Rate = 94.8%)	
American Indian or Alaskan Native	1%
Asian	18%
Black or African American	6%
White	11%
Native Hawaiian or Pacific Islander	55%
Choose not to respond	9%

44. Are you in the United States on a Visa—Nonresident Alien? (Response Rate = 91.3%)	%
Yes, in the U.S. on a Visa	14%
No, not in the U.S. on a Visa	86%

45. Is English both your native language and the language mainly spoken in your home? (Response Rate = 95.5%)	%
Yes	60%
No	40%

46. Are you: (Response Rate = 94.8%)	%
Male	44%
Female	56%