

# Oakton Current Student Survey

## Fall 2007 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 2007 Report**

### **Executive Summary**

The Current Student Survey (CSS) for 2007 obtained evidence about students' academic goals at Oakton, their prior education, and likely major program of study after transfer (if applicable). This year's survey included questions about perceptions of math, writing and presentation skills expected of students in their Oakton courses, student activities, the Advising and Counseling Center, services desired in a One Stop student Services Center, and languages spoken at home. 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. Seventy-two percent of these students (N = 1,283) 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-eight percent of the respondents were female, and 66 percent were below the age of 25. The mean age was 25.3 and the median age was 21. Age data show a slight drop from the 2006 Current Student Survey, where the mean age was 25.6 and the median was 22. This is consistent with data from the Fall 2007 Enrollment Report, in which the average age of all students at Oakton has declined slightly for each of the past 5 fall terms.
- Forty-five percent of the respondents identified themselves as White (non-Hispanic), 22 percent as Asian or Pacific Islander, 11 percent as Hispanic, 4 percent as Black (non-Hispanic), and the remaining 18 percent as Multiple or Other/Prefer Not to Answer.
- Fifty-three 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, Assyrian, Urdu and Russian. A total of 61 different languages were named.
- Forty-six percent of the respondents were first-generation college students, defined as students where neither parent went to college at all and/or were not educated in the

United States. More than three-quarters (79%) of these first generation students were so categorized because both parents were educated outside the U.S. Forty-two percent of the students age 24 or below were first generation and 52 percent of students age 25 and above were first generation.

- Respondents were divided nearly into thirds with respect to their enrollment status: 41 percent were full-time (12 credits or more), 32 percent were half-time (6-11 credits), and the remaining 27 percent were less than half time (1-5 credits). This shows a slight shift from Fall 2006, when percentages were 39 percent full-time, 31 percent half-time and 30 percent less than half time.
- More than half (56%) of the younger students (under age 25) were full-time. Conversely, nearly half (49%) of the older students (25 and older) took fewer than 6 credits.
- The majority (52%) of younger students enrolled in transfer curricula, compared to 29% enrollment in career curricula. Older students, on the other hand, were equally likely to be enrolled in career curricula (46%) and transfer curricula (44%).
- Thirty-two percent of students were new to Oakton in the Fall semester.
- Thirty-five percent of students work full-time outside the home, 49 percent work part-time, and only 17 percent do not work outside the home. The average age of those not working is 25.7 years.

### **Educational Patterns and Planning**

- Fifty-seven percent of respondents (and 71% of younger students) said their main objective at Oakton was to prepare to transfer. Of the remaining students, 35 percent were taking courses to prepare for new jobs or improve their job skills, and 8 percent were taking courses for personal interest or self-development.
- Forty-six 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, 86 percent say they want to complete a bachelor's degree or higher, and 74 percent say they expect to do so.
- Health-related fields of study have grown in popularity since 2001 and continue from last year's survey as the most often listed likely major after transfer, selected by 29% of students. Other popular majors that were reported as likely to be chosen by transfer students include business-related (22%), education-related (11%), and social/behavioral science or humanities/fine arts (each selected by 9% of respondents).

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

- Most students report the level of math (71%), composition (81%), reading (79%) and presentation (80%) skills expected in their Oakton courses is "about right." However, 24 percent said they did not have to give speeches or presentations, 20 percent said they were not required to use math, 10 percent said they did not have to write and 10 percent said they did not have to read in their Oakton courses. The question itself asked students to consider all their Oakton courses, not just math, English or speech courses.

**Student Engagement Outside the Classroom**

- Only 13% of students reported involvement in any student groups or clubs. Of those who were not involved in any groups or clubs, the most frequent reason given for not participating was a lack of time due to work obligations (55%). Similarly, only 29% of students reported attending any Oakton-sponsored student activities on campus. Of those who did not participate in activities, the most frequent reason given for not participating was a lack of time due to work obligations (53%).
- Respondents expressed general satisfaction with services received at the Advising and Counseling Centers and have positive perceptions of counselors and staff. They offered more than 275 suggestions for how the Centers might be improved.
- Approximately one-quarter of students said they would be interested in an Oakton Alumni Association.

**Oakton Core Values and Mission Statements**

- From 87 to 92 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 2007 Report**

### **Objective**

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

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

In addition, each year the CSS includes questions related to particular topics of interest for the year and questions relevant to programs and departments conducting program reviews. This year's survey included questions about students' perceptions of the skill levels in math, composition, reading and giving presentations expected of them in all their Oakton courses; involvement in student activities and organizations; use of the Advising and Counseling Center; and desired services in a One-Stop Student Services Center. 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 1,283 students, or 72 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 2007 student population, sample and weighted sample.

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 2007. 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, 46 percent of respondents provided a valid ID (this percent is from the unweighted sample of 1,283 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 more likely to enroll part-time, is more likely to enroll in career programs, is more likely to be employed full-time, is more likely to possess an advanced degree, and is more likely to be a first-generation college student when compared to Oakton's younger students.

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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.26 (home town), Q.29 (racial-ethnic identity), Q.31 (gender), and Q. 32 (birth year).

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

Demographic Characteristic	Age Group		All Ages
	24 or Younger (66%)	25 or Older (34%)	
<b>Gender</b>			
Male	49%	29%	42%
Female	51%	71%	58%
<b>Race / Ethnicity</b>			
Black	4%	4%	4%
Asian	23%	23%	22%
Caucasian	46%	50%	45%
Hispanic	11%	12%	11%
Multiple, other, no response	15%	9%	17%
<b>Class load</b>			
Full-time	56%	13%	41%
Half-time	30%	38%	32%
Less than half-time	14%	49%	27%
<b>Curriculum</b>			
Transfer	52%	44%	35%
Career	29%	46%	50%
Undecided	19%	10%	15%
<b>Term at Oakton</b>			
First term (Fall 2007)	38%	20%	32%
Returning (previously attended Oakton)	62%	80%	68%
<b>Employment outside the home</b>			
Full-time (35 hours / week or more)	23%	57%	35%
Part-time (20-34 hours / week)	34%	17%	28%
Part-time (1-20 hours/week)	25%	12%	21%
Not employed	18%	14%	17%
<b>Parent education</b>			
First generation (neither parent attended college or attended outside U.S.)	42%	52%	46%
Not first generation	58%	48%	54%
<b>Students' highest level of education before Fall 2007</b>			
High School	71%	24%	54%
Some college	20%	33%	24%
Associate degree	3%	7%	5%
Bachelor's degree or higher	5%	35%	16%

### *Family Education*

To determine parent education, we asked respondents the highest level of education attained in the U.S. by mothers and fathers. From these data, we looked at the percentage of first generation college students, whom we defined as respondents where both parents did not go to college at all and/or were not educated in the United States, excluding from our calculations the respondents who did not provide the highest level of education for both parents. We found some 46 percent of students to be first generation, using this definition. However, more than three-quarters (79%) of first generation students were categorized this way because both parents were educated outside the United States. Forty-two percent of the students age 24 or below were first generation and 52 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 slightly 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 (47%) of students enrolled in transfer curricula are full-time, compared to those in career programs (35%). Undecided students are in-between, with 41% of such students enrolling full-time. At the median, students enrolled in transfer curricula enrolled in more hours (11 hours) than students enrolled in career curricula or undecided students (9 hours for each).

**Table 2**  
**Survey Respondents by Class Load and Curriculum**  
 (Weighted Respondents)

Class Load	Curriculum		
	Career	Transfer	Undecided
Full-time	35%	47%	41%
Half-time	39%	30%	32%
Less than half-time	26%	23%	27%
<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 1,283 respondents identified 61 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	76	Chinese	9	Bisaya	2	Cantonese	1
Polish	68	Serbian	7	Croatian	2	Gijocinuti **	1
Assyrian	37	French	6	Indian *	2	Hungarian	1
Urdu	36	Hindi	6	Japanese	2	Ilokano	1
Russian	33	Vietnamese	6	Laotian	2	Macedonian	1
Korean	29	Farsi	5	Nepali	2	Mandarin	1
Tagalog	27	Italian	5	Portuguese	2	Montenegrian	1
Romanian	22	Mongolian	5	Swedish	2	Moore	1
Gujarati	18	Albanian	4	Aramaic	1	Persian	1
Bulgarian	14	Cambodian	4	Armenian	1	Punjabi	1
Arabic	13	Hebrew	4	Asian *	1	Shanghainese	1
Bosnian	11	Thai	4	Barjali **	1	Slovak	1
Malayalam	11	Creole	3	Belorussian	1	Swahili	1
Filipino	10	German	3	Bemba	1	Taiwanese	1
Greek	10	Lithuanian	3	Bengali	1	Tamil	1
Ukrainian	10						

\* Language not specified

\*\* We don't recognize these languages but have presented them with students' spellings.

## **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 transfer, 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 (71%) of Oakton's younger students are enrolled to prepare for transfer to four-year colleges or universities, while one-fourth (24%) 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.	71%	32%	57%
Career-focused goals	24%	55%	35%
<i>Prepare for a new or different career.</i>	12%	34%	19%
<i>Improve present occupational skills.</i>	3%	14%	7%
<i>Explore courses to decide on a career.</i>	10%	7%	9%
Take courses for personal interest or self-development.	4%	11%	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 (55%) were pursuing career objectives, while only one-third (32%) 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 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Prepare to transfer to a four-year college or university.	19%	22%	20%	26%	26%	32%
Prepare for a new or different career.	31%	36%	32%	34%	41%	34%
Improve present occupational skills.	30%	21%	24%	17%	16%	14%
Take courses for personal interest or self-development.	16%	15%	18%	18%	11%	11%
Explore courses to decide on a career.	3%	5%	5%	4%	5%	7%
Remedy or review academic skills deficiencies.	2%	<1%	1%	<1%	<1%	1%

To gain more insights into the objectives of older students, responses from the past three Current Student Surveys were combined in Table 5. A notable finding is a consistent decline in the percent of older students taking courses to improve present occupational skills compared to Fall 2002. This decline is accompanied by a corresponding rise in the percent of older students who report taking courses to prepare for transfer during this same time period.

Why are these data important? Together with the other student data, such as the decline in mean and median ages and decline in percent of students attending less than half time, these findings suggest Oakton is experiencing a loss of adult learners attending the College for career-focused reasons. At the same time, Oakton is attracting more young students in traditional transfer curricula. However, neither trend is dramatic, but both bear watching and perhaps shifts in communications and marketing strategies both to build on Oakton as an important college for freshman-sophomore studies and to remind adults about the many courses and programs that deliver education and training directly associated with careers.

### ***Educational Aspirations and Expectations***

The discussion above focuses on students' objectives at Oakton. A different way to understand Oakton students' educational aims is to study their aspirations; i.e., the highest degree they would *like to complete*, and their expectations; i.e., 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.

Student's 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. Approximately 60% 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	39%	16%	25%	20%	100%
Associate degree	4%	40%	44%	12%	100%
Bachelors degree	1%	2%	57%	40%	100%
Masters degree or higher	1%	1%	2%	96%	100%

***Likely Majors of Transfer Students***

Table 7 presents intended majors for respondents who plan to transfer from the Current Student Surveys of 2000 through 2007. Health-related majors have grown in popularity since 2001 and continue to be the most popular major, selected by 29% of students. Business majors are the second most popular major, selected by 22% of the students, a slight decline from the prior year. Humanities/fine arts has grown in popularity, increasing three percent over 2006. The popularity of computer-related majors has decreased considerably since 2001. The attraction of other majors has remained remarkably stable over the last eight years, with only a percentage point or two variation from one year to the next.

In last year's Current Student Survey report we noted that Oakton had recently launched several new education courses, an Associate in Applied Science for Paraprofessional Educators, targeted to teacher aides, and several Associate of Arts in Teaching degrees, targeted to transfer students who plan to major in Education. To date, there has not been a growth of interest in education as a major among Oakton students. If anything, interest seems to have declined somewhat from its peak in 2004.

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

Planned Major	Survey Year							
	2000	2001	2002	2003	2004	2005	2006	2007
Health-related	13%	11%	15%	20%	24%	24%	28%	29%
Business-related	24%	26%	25%	25%	25%	19%	25%	22%
Education	12%	10%	12%	12%	14%	13%	10%	11%
Humanities, fine arts	8%	7%	6%	5%	6%	7%	6%	9%
Social and behavioral sciences	8%	8%	9%	7%	7%	10%	9%	9%
Computer-related	16%	16%	11%	8%	3%	7%	4%	5%
Engineering	6%	9%	8%	7%	4%	7%	5%	5%
Science or mathematics	3%	3%	4%	4%	5%	5%	5%	5%
Undecided or other	10%	9%	10%	11%	12%	8%	8%	5%

***Expected Level of Basic Academic Skills***

As an approach to determining how students evaluate what is expected of them in Oakton's courses with respect to basic academic skills, we posed this question: "Please consider the courses that you are currently enrolled in, and any that you have taken in previous terms at Oakton. Think about all of your courses, not just the ones in math, composition or speech. Please indicate whether the overall level of skill expected of you in each of the following areas was too easy, just right, or too hard for these courses." Table 8 shows results.

**Table 8**  
**Level of Basic Skills Expected of Students (based on weighted results)**

<i>Skill</i>	<i>Percents based on those who rated the skill level expected in Oakton courses</i>			<i>Of respondents, percent who said the skill was not applicable in their Oakton courses</i>
	<b>Too Easy</b>	<b>Just Right</b>	<b>Too Hard</b>	<b>Not Applicable</b>
Math skill expected of me was .....	16%	71%	13%	20%
Writing skill expected of me was .....	9%	81%	10%	10%
Reading skill expected of me was .....	14%	79%	7%	10%
Speech/Presentation skill expected of me was	11%	80%	10%	24%

What do data tell us?

- Most students find the level of skill expected of them in their Oakton courses to be about right.
- For three of the four skills, about the same percentage of students find expectations to be too easy as find them to be too hard.
- Twice the percentage of students find reading skill expectations to be too easy (14%) as compared to too hard (7%).

Nearly one quarter of students reported that they were not required to demonstrate speech or presentation skills, and one-fifth were not required to demonstrate math skills.

## **Student Engagement Outside the Classroom**

The 2007 Current Student Survey contained a number of items related to students' involvement in student activities, clubs and organizations, and use of the Advising and Counseling Center. Detailed results are provided to the responsible offices. In this report we summarize findings. Before doing so, we note that *Change Matters*, the College's strategic plan for 2008-2012, includes several goals and objectives directly related to student engagement and the provision of support services. They include the need to increase student engagement with faculty, to plan and construct one-stop student services centers, and to improve advising. Survey results can help to inform the College about students' current levels of involvement, use of services and desires for a one-stop, and to serve as benchmarks against which to measure progress in the future.

### ***Student Activities, Clubs and Organizations***

Respondents were asked if they had been members or held leadership positions in different types of student groups or attended various student activities and, if not, why. Table 9 depicts participation results. Note that 87 percent of students had not participated in any student groups/clubs, and 60 percent did not participate in any of the listed activities. Time constraints were most often cited as the reason for non-participation. More than half the

respondents said work obligations prevented them from participating. Approximately one-third cited schoolwork limited their time, and approximately 30 percent mentioned family responsibilities. About 20 percent said they didn't know about the group or activity, 14 percent said they weren't interested, and approximately 8 percent gave other reasons. Note respondents could give more than one reason.

Respondents listed a number of different activities and organizations in which they might be interested; interestingly, Oakton does offer many of these, suggesting the College needs to intensify efforts to inform students about the availability of extra- and co-curricular activities.

**Table 9**  
**Engagement in Clubs, Organizations and Activities**  
(Weighted respondents)

*Clubs and Organizations involved in:*

Campus organization <sup>1</sup>	5%
Student club <sup>2</sup>	3%
Intercollegiate athletics	5%
Intramural sports	2%
<b>None of the above</b>	<b>87%</b>

*Activities attended:*

Free food	20%
Live performances in cafeteria	14%
Fall fest	14%
Theater performances	11%
Free movies in TV room/cafeteria	10%
Lecture/poetry readings	6%
Music performances	5%
Make-your-own activities	4%
Club meeting that I wasn't member of	4%
Leadership workshops	3%
<b>None of the above</b>	<b>61%</b>

<sup>(1)</sup> For example, student government (BSA), Student Leaders (at the Skokie campus), the OCCurrence student newspaper, or the College Program Board.

<sup>(2)</sup> For example, Students for Social Justice, the South Asian Club, or the Nurses club.

To examine whether different subgroups of students may be more or less involved in student activities/clubs, various demographic characteristics of participants (anyone who has attended/participated in at least one club/activity) and non-participants are presented in Table 10 below. A more extensive analysis of student involvement by demographic subgroups may highlight disparities that could then be used to target methods of increasing student involvement. However, this analysis was not conducted because of the small proportion of respondents who were involved with any student activities.

**Table 10**  
**Students Who Participated One or More Activity by Age and Race / Ethnicity**  
 (Weighted respondents)

Demographic Characteristic	Participated in at least one student club/activity?	
	Yes	No
<i>Age</i>		
Below 25	75%	59%
25 or above	25%	41%
Average Age	24.5 years	25.9 years
<i>Gender</i>		
Male	44%	41%
Female	56%	59%
<i>Race/Ethnicity</i>		
Asian	25%	20%
Black	4%	4%
Caucasian	45%	45%
Hispanic	10%	12%
Multiple, other or no response	17%	19%
<i>Employment</i>		
35+ Hours	25%	42%
20-34 Hours	28%	27%
1-19 Hours	27%	16%
Not Employed	21%	14%

The data in Table 10 show that students who participated in student activities were slightly younger than those who didn't. Students who didn't participate, on the other hand, were much more likely to be employed full-time than those who didn't participate in any student activities. This makes sense, given that the most frequent reason that students gave for not attending events or participating in club activities was that they did not have enough time because of work commitments. There were no gender or racial/ethnic differences between the two groups.

### *Advising and Counseling Centers*

The Fall 2007 Current Student Survey also sought information about students' use and perceptions of services provided at the College's Advising and Counseling Centers. Sixty-two percent of students said they had visited or contacted the Advising and Counseling Center, most through in-person visits. A smaller portion had contacted the Center via telephone, email, or a combination of approaches.

Respondents who had contact with the Centers were asked to list up to three services they expected to receive during their most recent visits and their satisfaction with that service, using a 5-point scale where 5 = "very satisfied". Office of Research staff reviewed open-ended responses and created a number of response categories, which are presented in Table 11 below, along with satisfaction data for each service.

Data show that students are generally pleased with the services that they receive at the Advising and Counseling Center. With the CSS administered within a week or two of the end of the Advising and Counseling Centers "walk-in" registration period, which is when students can expect to experience the longest wait times, there is the possibility that frustration from the waiting that they experienced could have been particularly salient when responding to these questions on the CSS. It is interesting to note that there are a few services which students expect to receive which aren't traditionally provided by the Centers. (e.g., tutoring help, financial aid advice, etc.), suggesting that some students may be unfamiliar with the services provided by the Centers.

A different perspective on student satisfaction with the Advising and Counseling Centers was obtained by asking respondents who had visited the Centers to evaluate their overall experience. To do so, they were asked to use a 5-point scale to rate their level of agreement or disagreement with a number of statements regarding staff, advisors and counselors (they were professional, courteous, friendly, and made students feel welcome). Overall, respondents found staff and advisors to be professional, courteous and friendly, with nearly two-thirds (58% to 66%) of students agreeing with each of the statements listed (i.e., gave ratings of 4 or 5).

**Table 11**  
**Services Sought and Satisfaction – Advising and Counseling Centers**  
**Satisfaction Based on 5-point Scale; 5 = Very Satisfied**  
 (Weighted Respondents)

<b>Service</b>	<b>Pct. Seeking Service</b>	<b>Pct. Satisfied (rating of 4 or 5)</b>	<b>Mean Satisfaction</b>
Help with choosing classes	54%	58%	3.6
Needed info about transfer process	30%	49%	3.2
General advising/counseling (unspecified topic)	13%	53%	3.4
Other	11%	56%	3.4
Wanted to review progress toward my degree/cert	10%	59%	3.7
Wanted help choosing a field of study/major	8%	54%	3.4
Career-related questions/counseling	7%	47%	3.4
To get general help (unspecified topic)	5%	66%	3.5
General help with being a college/Oakton student	3%	70%	3.8
General questions (unspecified topic)	3%	84%	4.3
Had to fulfill a probation, suspension or dismissal	3%	50%	3.5
To get general information (unspecified topic)	3%	72%	3.9
Graduation requirements/application	2%	68%	4.1
Questions about placement	2%	65%	3.9
To discuss personal issues	2%	76%	4.1
Transcript help	2%	61%	3.9
Questions about grades	2%	40%	3.4
Financial aid questions	1%	55%	3.5
Needed tutoring help	1%	42%	3.7
Steps to enrolling/re-enrolling at Oakton	<1%	100%	5.0

Students contact the Advising and Counseling Centers for a variety of reasons, primarily related to selecting classes and obtaining advising about transfer or other reasons related to their academic program or progress at Oakton. They want staff, advisors and counselors to be professional, courteous, helpful and welcoming. Using ratings of 4 and 5 on a 5-point scale, it appears that slightly more than half the students are satisfied with services they receive, and nearly two-thirds have positive perceptions of staff and counselors. Respondents gave more than 275 recommendations for how Advising and Counseling might improve services to students. Many suggestions were general (“have more information about other schools”), refer to perceptions of employee friendliness and courtesy (“I would like them to be more friendly”), or relate to the student rather than the Center (“I think I need more advising and counseling”).

Data elicited from this survey provide useful indicators of student desires for and satisfaction with advising and counseling. In general, students report being satisfied with services provided by the Advising and Counseling Center. Fall 2007 Current Student Survey results

may serve as a benchmark as Oakton strives to improve advising; we anticipate that a repeat survey in 3-4 years should show even higher percentages of satisfied students.

### ***“One-Stop” Service Center***

*Change Matters* lists construction of One-Stop Service Centers as a strategic objective to be achieved within the next few years at Oakton. In both 2006 and 2007 the Current Student Survey contained a list of services often provided in such centers, and asked students to select their top five choices. The lists in the two years were similar but not identical. Table 12 presents results. Note that while the actual percent of respondents who included each service in the top five is different, the overall pattern remains similar. Academic advising, including specifically for transfer, career counseling and assistance with financial aid remain at the top of students’ lists. As we noted last year, the popularity of these choices may indicate that students desire help not only in selecting classes, but also in using services for academic and career planning early in their college experience.

**Table 12**  
**Information/Services to Include in a Student Service Center**  
 (Weighted Respondents)

Service	Percent of Respondents who included in Top 5	
	Fall 2006	Fall 2007
Academic Advising	67%	56%
Career Counseling	56%	46%
Transfer information	Not asked in 2006	45%
Financial aid	55%	44%
Scholarships	45%	34%
Registration	43%	28%
Tutoring	Not asked in 2006	27%
Admission	36%	29%
Payment options	36%	25%
Personal counseling	34%	22%
Placement tests	29%	25%
Orientation to college	Not asked in 2006	16%
Purchasing textbooks	24%	15%
Payment of Oakton bills	20%	Not asked in 2007
Clubs and organizations	20%	14%
Honors	16%	11%
Athletics	12%	13%
Services for disabled students	12%	8%

### ***Alumni Association***

An indirect indicator of students' evaluations of their Oakton experience might be gleaned from interest in an alumni association. Generally, it is believed that alumni who feel more connected with their colleges are more apt to join an alumni group or donate money. Current Student Survey respondents were asked if they would be interested in becoming a charter member of a new Oakton Alumni Association after leaving Oakton. Twenty-four percent (weighted sample) said yes. The survey including a list of possible activities in which alumni might engage. Respondents expressed interest in attending a reunion (45%), mentoring current students (40%), speaking with students about careers (32%), attending alumni breakfasts (31%), fundraising (30%), serving on a board of directors for an alumni association (24%), and being an advocate for the College at the state level (18%). Again, these results are from the weighted respondents.

### ***Surveys Completed by Oakton Students***

The Office of Research included two questions in the 2007 CSS to gauge students' perceptions about any in-class surveys that they are asked to complete during their tenure at Oakton. Students were first asked how many total surveys they have completed while at Oakton (excluding the 2007 CSS). Students reported completing an average of 1.9 surveys, with nearly half (45%) or the students never having been asked to complete a survey before this year's CSS. Respondents were next asked to rate how convenient it had been for them to complete the reported number of surveys on a 5-point scale, where 1 = "very inconvenient" and 5 = "very convenient". Only 16% of the respondents reported that these experiences had been "inconvenient" or "very inconvenient" (ratings of 1 or 2).

## **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.

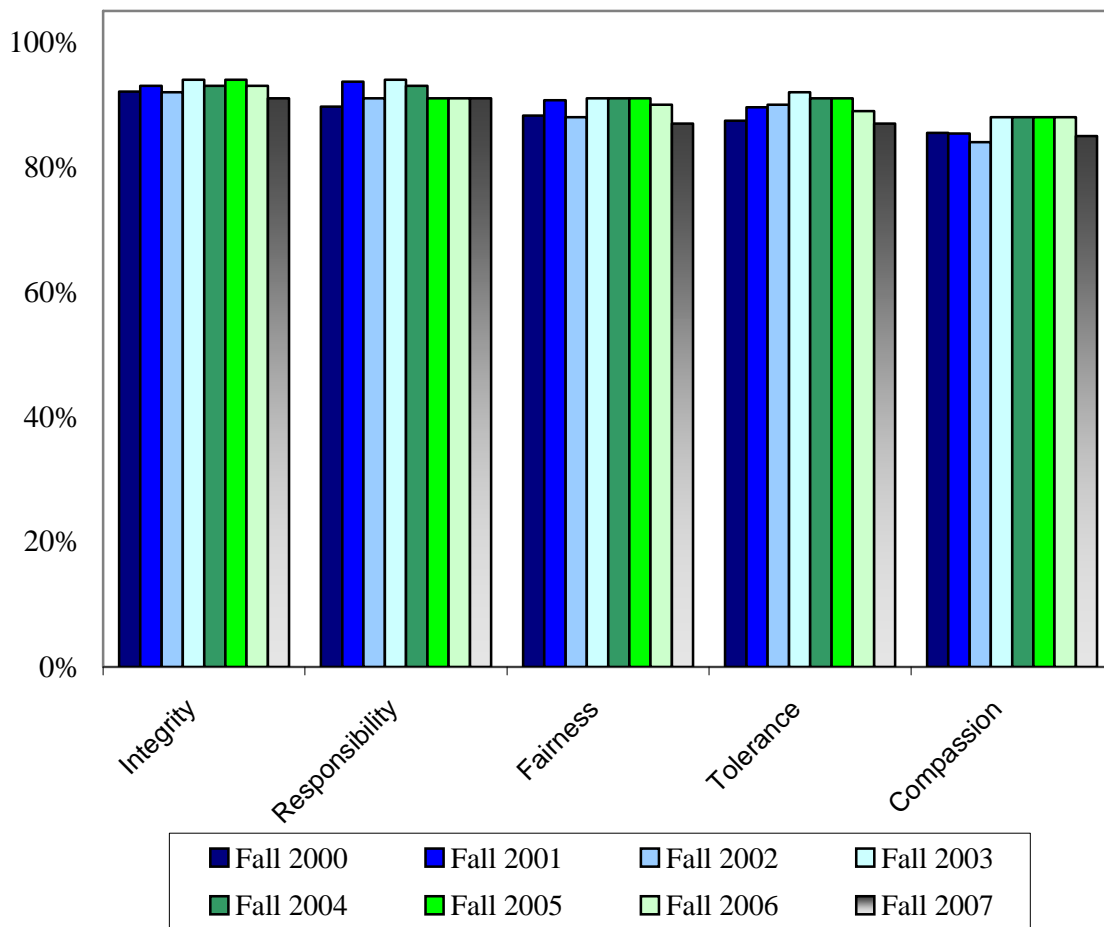
How well do currently enrolled students think College personnel (faculty, administrators, and other staff members) live up to the five core values the College has adopted? This question was asked in every Current Student Surveys beginning in 1999. In these surveys, students were asked to respond using 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.

To learn more about perceptions of Oakton’s core values we also examined whether responses in 2007 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 2007. 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 2007 sample consisted of students enrolled in 100 different classes, including classroom sections, five of which were media-based classes.

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

The survey 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 1,781 different students, 19 percent of the 9,377 students enrolled for the fall semester with valid demographic information available.

Fall 2007 surveys were completed by 1,283 students, 72 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*)</b> (N = 9,377)	<b>Students in Sampled Sections**</b> (N = 1,781)	<b>Actual Respondents (Unweighted)</b> (N = 1,283)	<b>Weighted Respondents</b>	<b>Difference*** Btwn Weighted Respondents and Population</b>
<b>Age</b>					
Less than 23	50%	67%	69%	57%	7%
23-24	10%	8%	7%	9%	-1%
25-39	25%	18%	18%	24%	-1%
40-54	10%	5%	4%	8%	-2%
55 or older	4%	2%	1%	2%	-2%
Median Age	23	20	20	21	-2.0
Mean Age	27.5	23.7	23.2	25.3	-2.2
<b>Gender</b>					
Male	46%	47%	44%	42%	-4%
Female	54%	53%	56%	58%	4%
<b>Racial Ethnic</b>					
African American	5%	5%	4%	4%	-1%
Asian or Pacific Islander	18%	19%	22%	22%	4%
Caucasian	45%	45%	45%	45%	0%
Hispanic	8%	7%	10%	11%	3%
Native American	<1%	<1%	<1%	<1%	0%
Multiple			3%	4%	4%
Other/No response	23%	23%	14%	14%	-9%
<b>Enrollment Status</b>					
Full-time	34%	58%	61%	41%	7%
Half-time	36%	30%	29%	32%	-4%
Less than half-time	29%	11%	10%	27%	-2%
<b>Curriculum ***</b>					
Transfer	43%	46%	51%	50%	7%
Career	35%	29%	34%	35%	0%
Undecided	22%	24%	15%	15%	-7%
<b>Tenure</b>					
New to Oakton	32%	35%	35%	32%	0%
Returning	68%	65%	65%	68%	0%

\* From an extract of Banner data as of the 10th day of fall semester 2007.

\*\* The sample from randomly selected sections (1,781 unduplicated students, unweighted) is 19.0 % of the total student population. The 1,283 respondents (unweighted) are 72.0% 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.

**Appendix C****Current Student Survey 2007 – Survey Instrument****Current Student Survey  
Fall 2007**

*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 = 99.5%)

- 9% Explore courses to decide on a career.
- 7% 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.
- 7% 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%)

- 56% Earn an Associate degree
- 8% Earn a certificate
- 36% Take a few courses only, but not earn a complete Oakton degree or certificate

3. What is your current program at Oakton?

(Response Rate = 89%)

- 35% Career programs
- 50% Transfer programs
- 15% Undecided

4. **This semester** (Fall 2007), 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%	2.74	3
Credit hours	99%	8.96	9
<b>Full-Time (12 or more credits)</b>		41%	
<b>Half-time (6 to 11 credits)</b>		32%	
<b>Less than Half-time (5 or fewer credits)</b>		27%	

5. During your time at Oakton (not just this semester) at which campus did you take most of your classes? (**Response Rate = 98%**)

73% Des Plaines Campus

26% 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%**)

32% Yes (If “yes”, please skip to question 7)

68% No (If “no”, please continue with question 6a)

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

(**Response Rate = 98% of those who answered “No” above**)

87% No, I have not earned a certificate or Associate degree from Oakton.

9% 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 = 96%**)

46% Yes

54% No (If “no”, skip to question 8)

**7a.** If you have ever attended another college or university, what was the highest level of education you completed there? **(Please mark only one)**  
**(Response Rate = 99% of those who answered “Yes” above)**

**54%** Some college.

**10%** Associate (2-year) degree

**28%** Bachelor’s degree

**8%** 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 = 88%)**

**3%** Some college

**1%** A certificate (less than an associate degree)

**10%** Associate degree

**34%** Bachelor’s degree

**52%** Master’s degree or higher

**9.** Do you expect to transfer to a 4-year college or university? **(Response Rate = 90%)**

**85%** Yes

**15%** 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)**

**22%** Business-related (accounting, finance, marketing, management, etc.)

**5%** Computer-related (computer information systems, computer programming, computer science, computerized graphic design, information technology, telecommunications).

*For computer engineering, mark “engineering”, # 4*

**11%** Education (early childhood, elementary, secondary, special, etc.)

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

**29%** Health-related (clinical research, medical technology, nursing, physical therapy, pre-dental, pre-medicine, radiology, etc.)

**9%** 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.)

**5%** Sciences or Mathematics (astronomy, biology, chemistry, environmental sciences, geology, physics, statistics, etc.)

**1%** Other: **(Please specify)** \_\_\_\_\_

**5%** 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 = 88%)**

**4%** Some college

**2%** A certificate (less than an Associate degree)

**18%** Associate degree

**41%** Bachelor’s degree

**34%** Master’s degree or higher

**Oakton Courses**

11. Please consider the courses you are currently enrolled in, and any that you have taken in previous terms, at Oakton. *Think about all your courses, not just the ones in math, composition or speech.* Please indicate whether the overall level of skill expected of you in each of the following areas was too easy, just right, or too hard for these courses. If any of these skills were not applicable in any of your Oakton courses, please choose “NA”.

Skill	Response Rate	Too easy	Just right	Too hard	Not applicable
Math skill expected of me was.....	91%	16%	71%	13%	20%
Writing skill expected of me was.....	91%	9%	81%	10%	10%
Reading skill expected of me was....	91%	14%	79%	7%	10%
Speech or presentation skill expected of me was.....	91%	11%	80%	10%	24%

**Student Activities**

12. Are you or have you ever been involved as a member or leader of any of the following types of student groups? **(Please mark all that apply)**

3% A campus organization, such as student government (BSA), Student Leaders (at the Skokie campus), the OCCurrence student newspaper, or the College Program Board  
**(if yes)** Which group(s)? \_\_\_\_\_

5% A Student club, such as Students for Social Justice, the South Asian Club, or the Nurses club?  
**(if yes)** Which club(s)? \_\_\_\_\_

5% Intercollegiate Athletics?  
**(if yes)** Which sport(s)? \_\_\_\_\_

2% Intramural Sports?  
**(if yes)** Which sport(s)? \_\_\_\_\_

87% None of the above **(please continue to Question 12a)**

12a. If you're not involved in any of the above types of student groups, please indicate why? **(Please mark all that apply)**

34% Don't have enough time because of schoolwork

29% Don't have enough time because of family responsibilities

55% Don't have enough time because of work responsibilities

13% Didn't know about any of these groups

18% There are no groups that I am interested in

9% Other **(Please specify):** \_\_\_\_\_

**13. Have you ever attended any of the following student activities?****(Please mark all that apply)**

- 14% Live performances in the cafeteria
- 11% Theater performances at Oakton's Performing Arts Center (PAC)
- 5% Music performance at Oakton (e.g., jazz, 6-piano ensemble, choral groups)
- 6% Lectures or poetry readings
- 3% Leadership workshops
- 14% Fall Fest or other outdoor Fest activities
- 20% Free food giveaways (popcorn, snow cones, etc.)
- 4% Make-your-own activities (sand art, caricatures, photo keepsakes, etc.)
- 10% Watched free movies in the TV room or cafeteria
- 4% Attended a meeting for a club or group that I wasn't a member of
- 61% None of the above **(please continue to Question 13a)**

**13a. If you haven't participated in any of the above activities or events, please indicate why? (Please mark all that apply)**

- 29% Don't have enough time because of schoolwork
- 27% Don't have enough time because of family responsibilities
- 53% Don't have enough time because of work responsibilities
- 21% Didn't know about any of these activities or events
- 17% There are no activities or events that I am interested in
- 8% Other **(Please specify)**: \_\_\_\_\_

**14. How have you heard/learned about student life activities or groups?****(Please mark all that apply)**

- 6% Club recruitment activities
- 33% Posters or flyers on bulletin boards
- 10% Ad or article in the OCCurrence
- 19% From an instructor
- 18% From a friend
- 5% Email notice
- 5% Postcard or written notice
- 9% "The Buzz" online activities calendar
- 20% Oakton's online home page
- 38% I haven't heard/learned anything about student life activities or groups

15. Which do you think is the best method to use to make students more aware of activities and student groups at Oakton? (**Please mark only one**)

(Response Rate = 97%)

- 33% Email notices
- 12% Postcard or other mailings
- 31% Teacher announcements in class
- 11% A common bulletin board
- 8% Announcement on Oakton's online home page
- 3% "The Buzz" online activities calendar
- 3% Other \_\_\_\_\_

16. Are there any activities, clubs, or events that aren't currently offered at Oakton that you would be interested in?

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### *Oakton Services and Resources*

17. Have you ever visited or contacted the Advising and Counseling Center (at either campus) for help? (Response Rate = 98%)

- 38% No (If "no", skip to question 20)
- 2% Yes, by phone or email only
- 47% Yes, in-person visit only
- 13% Yes, both in person and by phone/email

- 18.** If you've visited the Advising and Counseling Center, what service(s) did you expect to receive from the advisors and/or counselors during your most recent visit? (**please list up to 3 services**)

(Response Rate = 80%)

Service	Percent Reporting this Service	Level of Satisfaction with that Service?					Mean
		Very Dissatisfied 1	2	3	4	Very Satisfied 5	
Help with choosing classes	54%	10%	10%	21%	31%	27%	3.6
Needed info about transfer process	30%	17%	18%	17%	27%	21%	3.2
General advising/counseling (unspecified topic)	13%	10%	16%	20%	27%	26%	3.4
Other	11%	19%	8%	18%	28%	28%	3.4
Wanted to review progress toward my degree/cert	10%	9%	10%	22%	19%	40%	3.7
Wanted help choosing a field of study/major	8%	19%	11%	15%	22%	33%	3.4
Career-related questions/counseling	7%	3%	26%	23%	22%	26%	3.4
To get general help (unspecified topic)	5%	13%	13%	9%	44%	21%	3.5
General help with being a college/Oakton student	3%	3%	8%	18%	42%	28%	3.8
General questions (unspecified topic)	3%	0%	13%	3%	25%	59%	4.3
Had to fulfill a probation, suspension or dismissal	3%	14%	14%	22%	7%	42%	3.5
To get general information (unspecified topic)	3%	0%	16%	12%	37%	35%	3.9
Graduation requirements/application	2%	9%	12%	12%	0%	68%	4.1
Questions about placement	2%	0%	16%	19%	25%	40%	3.9
To discuss personal issues	2%	0%	5%	20%	38%	37%	4.1
Transcript help	2%	12%	0%	27%	7%	54%	3.9
Questions about grades	2%	14%	10%	35%	6%	35%	3.4
Financial aid questions	1%	8%	23%	14%	23%	32%	3.5
Needed tutoring help	1%	0%	8%	50%	8%	33%	3.7
Steps to enrolling/re-enrolling at Oakton	<1%	0%	0%	0%	0%	100%	5.0

19. Think about your overall experience(s) with the Academic Advising and Counseling Center staff, advisors, and/or counselors. Please rate your level of agreement with each of the following statements regarding the staff, advisors, and/or counselors (collectively) on each of the following aspects, using a scale where 1 = “strongly disagree” and 5 = “strongly agree”.

Statement	Response Rate	Strongly Disagree 1	2	3	4	Strongly Agree 5
The A.C.C. front desk staff.....						
were professional.	92%	4%	9%	27%	29%	31%
were courteous.	91%	3%	9%	26%	29%	32%
were friendly.	92%	4%	9%	24%	27%	36%
made me feel welcome.	91%	5%	11%	26%	26%	32%
The A.C.C. counselor(s)/advisor(s)....						
were professional.	91%	6%	10%	18%	27%	39%
were courteous.	91%	6%	9%	20%	27%	38%
were friendly.	91%	6%	9%	18%	27%	39%
made me feel welcome.	91%	8%	9%	19%	25%	39%

20. Do you have any recommendations for ways in which the Advising and Counseling Center can improve its services to Oakton’s students?

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

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

- |                                 |   |
|---------------------------------|---|
| 56% Academic advising           | 25% Placement tests (English and Math)                                    |
| 29% Admission                   | 15% Purchasing textbooks  |
| 13% Athletics                   | 28% Registration  |
| 46% Career counseling           | 34% Scholarships  |
| 14% Clubs and organizations     | 8% Services for disabled students   |
| 44% Financial aid               | 13% Support services for students unfamiliar with the college environment |
| 29% Graduation requirements     | 45% Transfer information  |
| 11% Honors program              | 27% Tutoring  |
| 16% Orientation to college life | 1% Other, please specify: _____   |
| 25% Payment options             |   |
| 22% Personal counseling         |   |

22. Would you be interested in becoming a charter member of a new Oakton Alumni Association after you leave Oakton? **(Response Rate = 96%)**

- 24% Yes
- 76% No

22a. If yes, what kinds of activities would interest you? **(Please mark all that apply)**

- 45% Attend reunion with graduates of my academic program
- 24% Serve on an Alumni Association Board of Directors
- 40% Mentor current students
- 31% Attend an annual alumni breakfast hosted by Oakton’s president
- 18% Be an advocate for the College with state and local government representatives
- 30% Participate in fundraising activities for the Oakton Education Foundation
- 32% Speaking with current students about my chosen career
- 1% Other: \_\_\_\_\_

23. Oakton’s Office of Research would like to know how many surveys students are asked to complete. Thinking back on your time spent at Oakton, how many Oakton-related surveys have you been asked to complete (**not** including this survey), either on-campus or at home (by phone or mail)? **(Please circle your response below)**

**(Response Rate = 93%)**

Number of Surveys								
0	1	2	3	4	5	6	7+	Can’t remember
45%	12%	11%	9%	7%	7%	2%	8%	0%

**Average = 1.9 surveys**

**Median = 1.0 surveys**

24. Thinking back on the number of surveys that you been asked to complete while at Oakton, please rate how convenient it has been to complete that many surveys. Please use a 5-point scale, where 1 = “very inconvenient” and 5 = “very convenient”.

**(Response Rate = 82%)**

Very Inconvenient					Very Convenient	Average Rating
1	2	3	4	5		
9%	7%	46%	21%	16%		3.3

**Oakton Values**

25. 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		Average
		1	2	3	4	
Compassion.....	92%	2%	11%	52%	35%	3.2
Fairness.....	93%	1%	10%	49%	40%	3.3
Integrity.....	92%	1%	8%	47%	44%	3.3
Responsibility.....	93%	1%	6%	47%	45%	3.4
Tolerance.....	93%	1%	10%	46%	42%	3.3

**About You**

26. What town do you live in? **(Response Rate = 96%)**

- |     |                |       |                        |
|-----|----------------|-------|------------------------|
| 22% | Des Plaines    | 4%    | Northbrook             |
| 6%  | Evanston       | 1%    | Northfield             |
| 1%  | Glencoe        | 5%    | Park Ridge             |
| 9%  | Glenview       | 16%   | Skokie                 |
| <1% | Golf           | 3%    | Wilmette               |
| <1% | Kenilworth     | 1%    | Winnetka               |
| 3%  | Lincolnwood    | 11%   | Chicago                |
| 6%  | Morton Grove   | 6%    | Other, please specify: |
| 1%  | Mount Prospect | _____ |                        |
| 6%  | Niles          | _____ |                        |

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

- 17% I am not currently employed outside the home.
- 21% 1-19 hours per week
- 28% 20-34 hours per week
- 35% 35 or more hours per week

27a. Town where you work: \_\_\_\_\_

27b. Name of Employer (optional): \_\_\_\_\_

28. What is the highest level of education attained in the U.S. by your:
- |  |  |
|--|--|
| <b>Mother:</b><br>(Please mark one)<br>(Response Rate = 92%) | <b>Father:</b><br>(Please mark one)<br>(Response Rate = 86%) |
| 16% H.S. diploma   | 16% H.S. diploma   |
| 19% Some college   | 16% Some college   |
| 18% Bachelor's degree  | 16% Bachelor's degree  |
| 10% Graduate degree  | 13% Graduate degree  |
| 36% Not educated in U.S.                                     | 40% Not educated in U.S.                                     |
29. In which racial/ethnic group(s) is your ancestry? (Please mark all that apply)
- <1% American Indian or Alaskan Native
  - 22% Asian or Pacific Islander
  - 4% Black, non-Hispanic
  - 11% Hispanic or Latino
  - 45% White, non-Hispanic
  - 4% Other (Please specify: \_\_\_\_\_)
  - 10% Prefer not to answer
  - 4% Multiple Ethnicities
30. Is English both your native language and the language mainly spoken in your home?  
(Response Rate = 96%)                      53% Yes                      47% No
- 30a. If no, what is your native language and/or the language spoken at home?  
\_\_\_\_\_
31. Are you:                                      42% Male                      58% Female  
(Response Rate = 96%)
32. In what year were you born?                      Median Age                      Mean Age  
(Response Rate = 93%)                                      21.0                                      25.3
33. 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)
- 46% Provided a valid ID
  - 54% Did not provide a valid ID

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