



Baccalaureate Alumni Survey

2009 Report



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Please telephone the Office of Research at 847-635-1894 or e-mail tbbers@oakton.edu, mevans@oakton.edu, or jholderf@oakton.edu with comments, questions, or suggestions for items that might be included in the next annual survey.

This report is also available on the Office of Research web site at <http://www.oakton.edu/resource/oir/research.htm>

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Baccalaureate Alumni Survey 2009 Report

Executive Summary

Annually, the Office of Research surveys transfer program alumni with at least 30 Oakton credits or an associate's degree and who were last enrolled one or three years ago. In 2009, 598 alumni responded to the survey, which was conducted by telephone and through an online survey during the summer of 2009. This year provided the first opportunity to use an online survey, and 38 transfer program alumni completed the survey online. The survey required 10 to 15 minutes to complete, and the College very much appreciates that these alumni gave their time to this project. The 30-credit criterion (about half an associate's degree program) ensures that the alumni surveyed were sufficiently experienced at Oakton to be fairly knowledgeable about the College. Survey findings include the following:

Profile of the Population Selected for the Baccalaureate Alumni Survey

- At the median, baccalaureate program alumni enrolled at age 19 and left at age 23.¹ Slightly more than half of the program alumni are women. Caucasians made up just over half of the alumni surveyed, with the largest minority group consisting of students of Asian ancestry.
- At the median, the surveyed alumni earned 56 credits at Oakton and a 3.03 GPA (on a 4.0 scale). Seventeen percent of these alumni completed an associate's degree at Oakton.
- Of the survey respondents, 66 percent came to Oakton with no prior college enrollment. Before coming to Oakton, 25 percent had some college experience elsewhere, and another 9 percent had already earned a bachelor's degree before their last enrollment at Oakton. Students with a bachelor's degree before coming to Oakton may have taken most of their Oakton courses before earning that degree, but returned to Oakton for just a course or two after earning their bachelor's degree.

Preparation for Transfer and Experience at Transfer Institutions

- Of the 598 survey respondents, 392 (66%) reported that they attended another college or university after Oakton. Of the 375 students who did not already have a bachelor's degree and who transferred, 163 (43%) earned their bachelor's degree after leaving Oakton. Of the 163, 105 last attended Oakton in 2005-2006 and 58 last attended in 2007-2008.

¹ "At the median" means that half the group is below this age and half the group is above it.

- Transfer alumni rated their preparedness for using different skills during coursework at their new institutions. The following percentages reflect the top six areas in which students said that they were sufficiently prepared to apply each skill: critical thinking 79%, giving presentations 78%, writing papers 78%, reading textbooks and other assignments 77%, note-taking 76%, and using math 75%.
- Of the transfer respondents, 76 percent reported little to no initial difficulty in adjusting to the differences between Oakton and their transfer institution during their first semester or year at that institution.
- Most alumni transferred to schools in the Chicago area. The University of Illinois at Chicago and Northeastern Illinois University combined to draw more than a quarter (28%) of the transfer students.
- The most popular majors for Oakton alumni after transfer are in the fields of business, social/behavioral sciences, humanities/fine arts, education, and health-related areas.

Assessment of the Oakton Experience

- Some alumni continued taking courses at their transfer institution in disciplines in which they took courses at Oakton, including 38% of Humanities course-takers, 31% of Philosophy course-takers, 24% of Modern Languages course-takers, 23% of Art course-takers, and 16% of Music course-takers.
- Of all respondents, 54 percent reported that they felt “connected” or “very connected” to the College. Many respondents reported that they merely attended classes at Oakton and did not become engaged with the campus community. Respondents cited work obligations and family responsibilities as obstacles to their connecting with the college.
- Overall, alumni perceive that Oakton is living up to its core values of compassion (95%), fairness (97%), integrity (98%), responsibility (96%), and tolerance (96%).
- Ninety-two percent of alumni say they would be “likely” or “very likely” to attend Oakton if they had to make their college-choice decision again.

Baccalaureate Alumni Survey

2009 Report

This year's report of the 2009 survey of baccalaureate program alumni includes five sections. The first section provides overview information about the survey and methodology. Section II describes baccalaureate program alumni. Section III presents information about alumni preparation at Oakton and experiences at the transfer institution. Section IV summarizes alumni assessments of their Oakton experience. Section V concludes the report with an editorial summary. Appendices provide additional information about the methodology as well as detailed statistics of the responses and alumni demographics.

Overview and Methodology

Each summer, Oakton Community College conducts a survey of baccalaureate transfer program alumni. To be considered a "baccalaureate program alumnus," a student must have earned at least 30 credits or an associate's degree in a transfer program at Oakton and must have last enrolled in either 2005-06 or 2007-08. This year, 2,625 alumni met these criteria, and 598 completed telephone interviews or online surveys. This year provided the first opportunity to use an online survey, and 38 transfer program alumni completed the survey online. The survey is not intended to reach all alumni; rather, they are randomly sampled.

Purposes of the survey are to:

- investigate perceptions of alumni about their experiences and satisfaction with various Oakton programs and services;
- gain information about their experience at the colleges and universities to which they transferred to complete baccalaureate degree programs or additional courses; and,
- gather information for program reviews of Oakton programs and services.

The questionnaire was developed in consultation with administrators and instructional programs and support service departments scheduled for program review in 2009-2010.² Appendix A provides more detailed information about the survey methodology and Appendix B provides data about survey respondents compared to the overall population of alumni eligible to be surveyed. Respondents were very representative of the overall population in terms of race, gender, ethnicity, age, and academic achievements at Oakton. Consequently, we have not differentiated

² Oakton also surveys career program alumni as mandated by the Illinois Community College Board (ICCB). These surveys are done by program on five-year cycles tied to the Program Review schedule. While ICCB only requires surveys of graduates, Oakton augments the state procedure in two ways: in addition to graduates, we survey career alumni who took courses but did not complete programs. In addition to the questions in the state survey, we add a few questions developed collaboratively with program chairpersons and their deans, to whom the results are reported for discussion in their reports of program review.

in the discussion below between the population and survey respondents with respect to demographics and credits at Oakton.

When responses do not differ by year of last enrollment, the combined responses of alumni from the two years can be reasonably interpreted as evidence for alumni last enrolled throughout the three years, including the middle year not surveyed. Differences by year of last enrollment may be evidence of change that will warrant further inquiry. In this report, the survey responses are presented in Appendix C. Throughout this survey, scales were consistently constructed so that the highest values represented the most positive responses.

Profile of Baccalaureate Program Alumni

Demographic information was extracted from the College's database. The survey is the source for information about the purposes and intentions of these alumni as students. Detailed data about the alumni population that met criteria for inclusion in the survey and the actual survey respondents are provided in Appendix B.

Age, Gender, and Racial-ethnic Identity

Data on age, gender and racial-ethnic identity come from the College's official student records, based on information provided by students on their Application for Admission. Four out of five alumni were first enrolled at the College before they were 24 years of age, and half had completed their work at Oakton before age 24. These data suggest students who take the equivalent of one year or more of coursework in baccalaureate transfer programs tend to be of traditional college age. This year, women comprised slightly more than half (56%) of the baccalaureate alumni. Of the three highest responses to race-ethnicity, slightly more than half the baccalaureate alumni identified themselves as Caucasian, 20 percent identified themselves as Asian, and 19 percent chose not to respond.

Purposes and Intentions

87 percent of alumni say they were successful or very successful in achieving their objectives.

It helps to understand the purposes alumni had when they enrolled at the College. The survey includes two questions to provide some insight into objectives of these alumni when they were enrolled as students. The first of these questions asked students what their main objective was while attending Oakton. Note that survey respondents were asked to think back to when they first came to Oakton and to identify their objectives at that time. Of survey respondents, 78 percent said their main objective was to take coursework for transfer to another college, 11 percent were taking courses for personal interest or self-development, and 5 percent were seeking to obtain skills needed for a new or different job. Overall, 87 percent of alumni reported that they were successful or very successful in achieving their objectives. The second question asked whether, when they first enrolled, they planned to earn an Oakton

associate's degree or merely take courses; 40 percent said they planned to earn a degree (a five percent increase from 2008).

Credits, Grades, and Oakton Degrees Earned

Academic data illustrate the extent of the experience of these alumni at Oakton. Thirty percent earned 30-44 credits, another 28 percent earned 45-59 credits, and 42 percent earned 60 or more credits. The mean number of credits for the respondents was 56. These data indicate students had a substantial experience at Oakton, an expected finding since the survey includes only students with 30 or more credits.³ Students did relatively well, as measured by their grade point averages. The mean GPA for the respondents was 2.94.

A common indicator of institutional performance is degrees awarded, yet Oakton, like community colleges nationwide, confers relatively few degrees. Alumni data indicate that only 14 percent of students eligible to be surveyed received an Oakton associate's degree, and 17 percent of survey respondents did so. Because it would make little sense for a person who already had a bachelor's degree to earn an associate's degree later, we backed out the 56 respondents who already had bachelor's degrees when they last attended Oakton. Of the 542 respondents remaining, 18 percent of those last enrolled in 2007-2008 and 15 percent of those last enrolled in 2005-2006 earned associate's degrees at Oakton.

Of the 78 percent of alumni respondents who said their main objective while at Oakton was to take courses for transfer, eighty percent did, in fact, transfer after leaving the College. Others might still transfer though they had not done so by summer 2008.

Of the 239 (40% of total) respondents who said they intended to earn a degree at Oakton, just 81 (34%) did so. How might we explain the apparent discrepancy between plans and reality? First, to be eligible for financial aid, a student must be seeking a degree or certificate, so that financial aid rather than educational considerations might be prompting students to say they are degree-seeking. Second, it may be socially acceptable for students to say they are seeking a degree. Third, students may plan to earn an associate's degree but then discover they can transfer without the degree and decide to do so. Interestingly, of those alumni who intended to earn a degree but did not, 87 percent still reported that they were successful in meeting their objectives, which appears to provide support for the third explanation for the discrepancy mentioned above.

There are different ways in which credit can be accepted in transfer. For example, courses can be accepted toward total minimum count, but not to meet certain prerequisites or certain general education requirements. Certain Oakton courses have been "articulated" with particular public and private universities in Illinois, enabling students to know in advance the precise way in which credits will be accepted in transfer. Since there is often no advantage to presenting a

³ Grade point average and credits are based on college-level courses in which a grade was awarded (A, B, C, D, F). While an F grade does not result in credits accrued toward a degree or certificate, we use the term 'earned' because the credits and grade are used in calculating a student's grade point average. Developmental courses and courses from which a student withdrew or was dropped are not included. Consequently many students in the alumni group will actually have taken more courses at Oakton than are counted in the GPA or number of credits earned.

degree over simply presenting the constituent courses, many students are more concerned with transferring at a convenient time than with how much credit they can present.

Preparation for Transfer and Experiences at Transfer Institution

Educational Experiences before Oakton

The survey asked alumni to indicate whether they attended another college or university or earned a bachelor's degree before their last enrollment at Oakton.⁴ Thirty-four percent of survey respondents said they had attended another college or university before Oakton. Of all respondents, 9 percent said they had already earned a bachelor's degree before they last attended Oakton. A student may have taken most Oakton credits prior to earning the bachelor's degree, then earned the bachelor's degree and then later returned to Oakton for a course or a few courses and technically met criteria for inclusion in the alumni population survey.

Utility and Quality of Oakton Experience to Courses at Transfer Institution

Beginning in 2001, alumni survey respondents were asked to rate the usefulness of general education skills in courses after transfer. This year's survey asked transfer alumni to rate, on a 5-point scale, the extent to which they were prepared to apply general education skills acquired at Oakton (5 = very well; 1 = very poorly). Respondents could also indicate whether a skill was required of them in courses taken after transfer. Table 1 presents data.

Table 1 data indicate that most transfer alumni report being prepared in each of the skill areas.

At least 88% of transfer alumni report being prepared for work at their transfer institutions in academic skill areas.

Transfer alumni are most sufficiently prepared in critical thinking (97%), writing papers (96%), and reading textbooks and other assignments (96%). The lowest level of preparation was reported in take-home essay exams, though 88 percent of transfer alumni still reported being at least sufficiently prepared in this skill area.

⁴ The survey script listed the four 2-year and eleven 4-year area institutions most often mentioned in previous surveys, and provided space to write in two additional institutions. A standard coding system (federal FICE codes) was used to avoid varied abbreviations of same institutions and to facilitate accurate tallies by institution.

Table 1.

Preparedness in Each Skill Area				
	Poorly Prepared	Prepared	Well-Prepared	Did not use skill (% of total)
Critical thinking	3%	18%	79%	6%
Writing papers	5%	18%	78%	9%
Giving presentations	7%	15%	78%	16%
Reading textbooks and other assignments	4%	19%	77%	8%
Note-taking	7%	17%	76%	9%
Using math	7%	17%	75%	19%
Time management	9%	19%	73%	9%
Problem-solving	5%	24%	71%	10%
Taking in-class essay exams	9%	20%	71%	17%
Using computers	10%	20%	70%	22%
Teamwork assignments	10%	24%	66%	13%
Take-home essay exams	11%	22%	66%	13%

These data are particularly compelling when they are compared to results from the 2008 Baccalaureate Alumni Survey. A comparison of data from 2008 and 2009 reveals that transfer alumni are increasingly using each of the general skills at their transfer institution. For example, in 2008, 42 percent of transfer alumni reported that they did not have take-home essay exams at their transfer institution. In 2009, just 13 percent of respondents reported not using this skill area—a 29 percent decrease from 2008. Transfer alumni are also more prepared to apply these skills in their coursework. On average, the number of respondents reporting that they were “well-prepared” in each skill area increased by 6 percent between 2008 and 2009.

Continuing Studies in Selected Disciplines

This year’s survey asked alumni who transferred to another institution about their courses in particular disciplines (those doing program review in 2009-10) and how prepared they were to continue study in these areas upon transfer. The data reveal that some (fewer than half) transfer alumni continue to take courses in these disciplines at their transfer institutions.

Music

Thirteen percent of transfer alumni took at least one music course while at Oakton. Of these 46 transfer alumni, seven continued to study music at their transfer institution. All of these transfer alumni felt they were well-prepared for continued study in music.

Art

Twenty percent of transfer alumni took at least one art course while at Oakton. Of these 79 transfer alumni, 19 continued to take art courses at their transfer institution. More than 80 percent of these 19 transfer alumni felt that they were well-prepared for continued study in art at their transfer institution.

Philosophy

Nearly two-thirds of transfer alumni took at least one philosophy course while at Oakton. Of these 248 transfer alumni, 77 (31%) continued to study philosophy at their transfer institution. Of these 77 transfer alumni, 87 percent reported that their Oakton courses prepared them for continued study in philosophy. All respondents who took at least one philosophy course while at Oakton were asked how well their Oakton philosophy courses prepared them in several knowledge areas. Table 2 reports their responses.

Table 2.

Preparedness in Philosophy Knowledge Areas				
	n	Poorly Prepared	Prepared	Well-Prepared
Understand and evaluate viewpoints fundamentally different from your own	247	5%	11%	84%
Understand some of the diversity of thought within our global society	247	7%	11%	83%
Think critically	248	6%	11%	82%
Apply ethical concepts to new situations	247	7%	13%	81%
Develop and present your own views	246	6%	17%	78%

Humanities

Nearly two-thirds of transfer alumni took at least one Humanities course while at Oakton. Of these 246 transfer alumni, 94 (38%) continued to take Humanities courses at their transfer institution. Of the 94 transfer alumni who continued to take Humanities courses, 91 percent reported that their Oakton courses prepared them for continued study in Humanities. All respondents who took at least one Humanities course while at Oakton were asked how well their Oakton Humanities courses prepared them in several knowledge areas. Table 3 reports their responses.

Table 3.

Preparedness in Humanities Knowledge Areas				
	n	Poorly Prepared	Prepared	Well-Prepared
Understand and evaluate viewpoints fundamentally different from your own	245	7%	12%	80%
Understand some sense of the cultural and artistic diversity within our global society	244	5%	16%	79%
Think critically	245	8%	15%	77%
Derive more enjoyment from literature, art, theater, film, or music	245	7%	17%	76%

Modern Languages

Nineteen percent of transfer alumni took at least one Modern Language course while at Oakton. Of these 76 transfer alumni, only 18 continued to study modern languages at their transfer institution. These transfer alumni reported that they were most well-prepared in listening (77%) and reading (77%), followed by writing (71%) and speaking (70%).

Technology Preparedness and Use

An important focus of the 2009 survey is technology use by alumni. All alumni were asked where they learned to use particular forms of technology (Table 4), and transfer alumni only were asked whether they used these software applications at their transfer institution (Table 5).

Table 4.

Where Learned to Use Technology						
	n	High School	Oakton	Another College or University	Self-taught	Don't Know How to Use
Word processing software such as Microsoft Word	598	56%	6%	3%	36%	1%
Spreadsheets software such as Microsoft Excel	597	49%	13%	7%	31%	6%
Presentation software such as Microsoft PowerPoint	598	49%	17%	5%	29%	6%
Library databases such as EBSCO Academic Search Premier	598	42%	30%	7%	20%	8%
Search engines such as Google or Yahoo Search	598	39%	4%	2%	56%	1%
Adobe Acrobat	597	38%	17%	4%	41%	18%
File and folder management	598	36%	11%	3%	50%	7%
Media such as podcasts and YouTube videos	598	28%	9%	3%	60%	10%

Alumni are likely to know how to use technology before they arrive at Oakton and even less likely to have learned how to use technology at another college or university. Many respondents

Alumni learn software in high school or are self-taught. They do not learn software at Oakton or other colleges and universities.

learned how to use the following technologies in high school: word processing software (56%), spreadsheeting software (49%), presentation software (49%), and library databases (42%). Respondents were more likely to have taught themselves to use media (60%), search engines (56%), file and folder management (50%), and Adobe Acrobat (41%). What was the highest ranking technology that students learned at Oakton? Thirty percent of respondents learned how to use library databases at Oakton—the most of any technology learned at Oakton. A key finding is that these alumni learn to use software in high school or through teaching themselves, and not at Oakton or another college or university.

Alumni who transferred after Oakton were also asked to report which software applications they use to complete assignments for courses at their current college or university. Table 5 displays the numbers and percentage who use each software application.

Table 5.

Technology Use at Transfer Institution		
	n	%
Word processing software such as Microsoft Word	364	93%
Search engines such as Google or Yahoo Search	349	89%
Presentation software such as Microsoft PowerPoint	318	81%
Library databases such as EBSCO Academic Search Premier	286	73%
File and folder management	256	65%
Spread sheeting software such as Microsoft Excel	256	65%
Adobe Acrobat	240	61%
Media such as podcasts and YouTube videos	161	41%

Transfer alumni most commonly use word processing software (93%), search engines (89%), presentation software (81%), and library databases (73%). Use of each of these software applications might be incorporated into coursework at Oakton (where applicable) so that students are prepared for coursework at their transfer institution. Transfer alumni are least likely to use media (41%). As Oakton transfer alumni are using these technologies at their transfer institution but are likely to have either self-taught or learned how to use them in high school, continued use and additional instruction at Oakton can serve as a bridge and ensure that their skills are both current and sufficient upon transfer.

98 percent of alumni report all or most of their courses transferred as expected.

Respondents were also asked about the transition from Oakton to a 4-year institution. Seventy-six percent of transfer alumni reported little to no difficulty in adjusting to the differences between Oakton and their transfer institution. The transition to their transfer institution may have been facilitated by the ease with which their courses transferred: 98 percent of transfer alumni reported that either all or most of their courses transferred as expected.

In both 2008 and 2009, nearly 20 percent of comments that alumni provided on how Oakton could better prepare them for transfer focused on advising and counseling at Oakton. While the college is working to improve advising, it is important to note two dimensions to their comments. First, alumni said they would like advisors to express a greater interest in students and foster positive relationships with them. They appreciate advisors who take time to understand their personal circumstances, goals, and interests and believe these advisors are more likely to provide accurate advice. We understand that students must also make an effort to establish a relationship with their advisors and be forthcoming about their circumstances and goals. Second, alumni were concerned about the accuracy of information they received. We understand that students may not offer the correct information to an advisor regarding their majors or transfer institutions, so the information they receive is not accurate for where they, in

fact, end up. This suggests that advisors should help clarify and focus the questions that students ask in order to sharpen the accuracy of information they provide. It also suggests the importance of connecting students with transfer institutions' web sites and other sources of transfer information so as much as possible the information comes directly from the transfer institution itself rather than being filtered through an Oakton advisor.

Transfer Institutions Attended and Degrees Earned

Respondents were asked whether they had attended another college or university after Oakton and, if so, whether they earned a degree. Table 6 presents results, which are duplicated headcounts. That is, a student who attended more than one institution is counted for each institution. (Appendix D contains the complete list of transfer schools identified by respondents.) Of the 598 respondents, 392 (66%) reported they had attended at least one other college or university after Oakton. Because it would make little sense for a person who already had a bachelor's degree to earn an associate's degree later, we backed out the 56 respondents who already had bachelor's degrees when they last attended Oakton. Of the 542 respondents remaining, 384 (71%) reported they had attended at least one other college or university after Oakton. Chicago-area institutions drew most alumni, with the University of Illinois at Chicago and Northeastern Illinois University attracting the largest number of transfers.

Table 6.

Colleges and Universities After Oakton		
	Total Students Attending	Pct. Graduated
Northeastern Illinois University	80	31%
DePaul University	55	60%
University of Illinois at Chicago	54	37%
Loyola University	19	58%
National Louis University	18	67%
Northern Illinois University	16	63%
University of Illinois at Urbana-Champaign	15	53%
Roosevelt University	10	30%
Northwestern University	11	36%
Columbia College	9	44%
DeVry	8	50%
Harper College	8	0%

In Table 7 we present data from the last eight alumni surveys indicating self-reported majors at institutions after Oakton. Business-related curricula continue to draw a large percentage of transfers, with Social and Behavioral Sciences majors continuing to draw the second-highest percentage of Oakton transfers. Computer-related majors continued declines from their peak in

2003. Majors in the Sciences, doubled from 2004 but still remain at only 10% of all majors.

Table 7.

Major after Transfer						
Survey Year	2004 (n=378)	2005 (n=336)	2006 (n=380)	2007 (n=391)	2008 (n=421)	2009 (n=359)
Area of Major						
Business-related	19%	23%	20%	21%	22%	25%
Computer-related	9%	7%	8%	5%	5%	4%
Education	13%	13%	12%	10%	10%	11%
Social & Behavioral Sciences	17%	15%	16%	17%	16%	18%
Humanities, Fine Arts	10%	11%	13%	13%	12%	13%
Health-related	10%	8%	11%	11%	13%	10%
Engineering	6%	5%	6%	6%	5%	5%
Sciences	5%	5%	7%	8%	11%	10%
<i>Biological Sciences</i>	4%	4%	5%	3%	6%	7%
<i>Physical Sciences</i>	1%	1%	2%	5%	5%	3%
Mathematics	2%	1%	1%	1%	1%	0%
Other, including undecided	8%	6%	5%	7%	5%	5%

43 percent of alumni who transferred have already earned their bachelor's degrees.

Of the 598 survey respondents, 392 (66%) reported that they attended another college or university after Oakton. Of the 375 students who did not already have a bachelor's degree and who transferred, 163 (43%) earned their bachelor's degree after leaving Oakton. Of the 163, 105 last attended Oakton in 2005-2006 and 58 last attended in 2007-2008.

Assessments of the Oakton Experience

Alumni and Oakton's Performing and Visual Arts

Baccalaureate program alumni were asked about their visits to Oakton's Performing Arts Center, the art gallery, and other works of art exhibited throughout the campus.

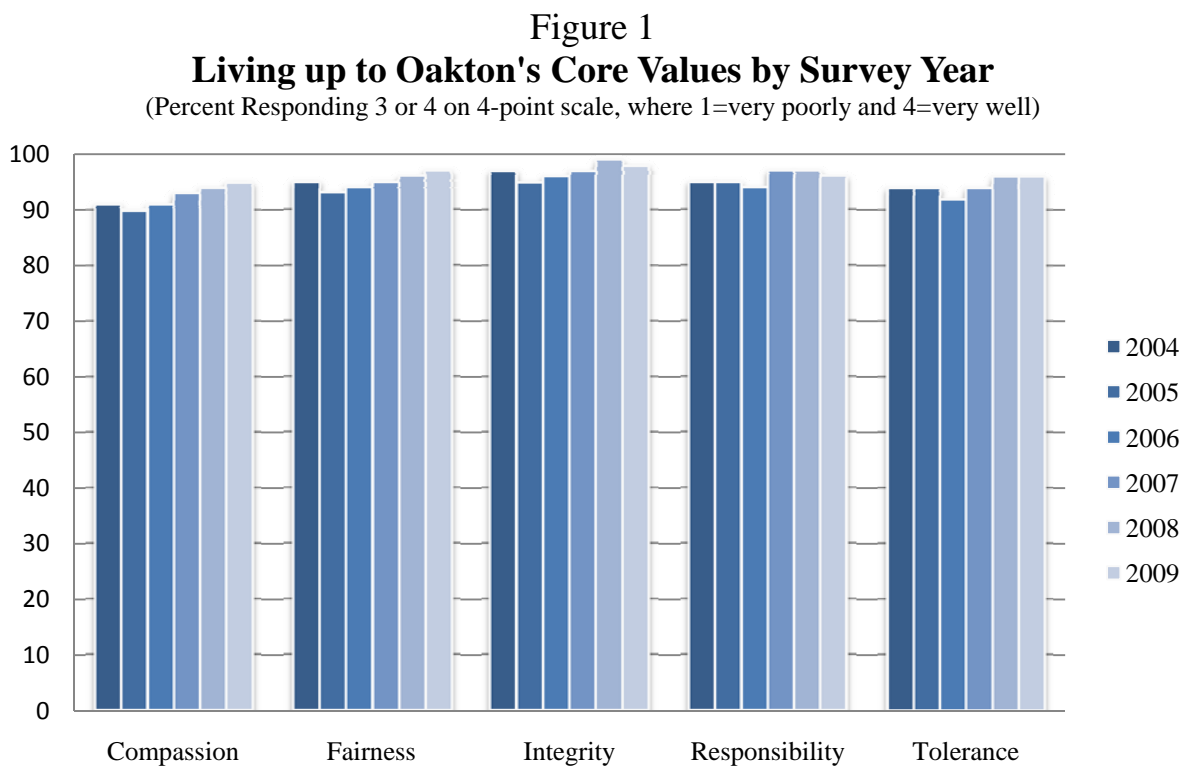
Nearly one-third of respondents had attended an event at the Performing Arts Center. Alumni most frequently visited the Performing Arts Center because of personal interest (59%) or because

extra credit was offered in a course they were taking (53%). Alumni who had not visited the Performing Arts Center while an Oakton student most commonly cited that they did not have time to attend (53%) or they had no interest in the performances (43%).

One-half of baccalaureate program alumni reported visiting the art gallery at the Des Plaines campus while a student at Oakton. Personal visits were the most common reason for visiting (86%), followed by class visits (22%) and class assignments (19%). Sixty-one percent of alumni also visited works of art exhibited throughout campus, overwhelmingly for a personal visit (93%).

Living up to Core Values

Oakton has placed substantial emphasis on its core values, which are central to ethical conduct. The College values fairness, integrity, tolerance, responsibility, and compassion. As in the past, respondents to the baccalaureate alumni survey were asked to rate College staff members (faculty, administrators, and others) on the extent to which they lived up to these values. Figure 1 provides a comparison of the findings from surveys of the past six years.



A comparison of these findings from surveys over six years shows relative stability across the values. It should be noted that a relatively small shift in the number of respondents providing a rating can affect the percentages. Unless changes are fairly dramatic, variations in the percentage of respondents giving scores of 3 and 4 should be interpreted as random fluctuations across time.

Outstanding Persons, Courses, or Events

As it has for some years, the survey included an open-ended qualitative item providing alumni an opportunity to identify and describe any “especially outstanding person, course, or event” at Oakton. The telephone interviewers were asked to probe to elicit as complete a response as possible. Alumni mentioned nearly 400 different individuals, courses, and departments in their comments. Almost all comments were highly laudatory and provide additional evidence of the general satisfaction of our alumni with their experience at Oakton. Sample comments reflect the general tone of comments received:

- “So many teachers touched my life. I can’t comment on one or even a few. They were all wonderful.”
- “[Name] motivated me to take the major that I am now, and he also gave me the confidence to know that I can do this for a living.”
- “[Name] who taught my Anatomy class was very knowledgeable and very encouraging to the students. I was very, very pleased with my experience at Oakton and would encourage any older person to go and learn a new skill.”
- “[Name] in English ignited my passion for writing with her passion, and [Name] who taught Creative Fiction gave me good grounding to produce works of fiction.
- “[Name] who taught Introduction to Fiction taught me critical thinking and my writing went through the roof. I learned how to write in that class.”
- “[Name] was my counselor. She was very patient and a good listener. I had such a good relationship with her.”

The Office of Research consolidated comments about any single individual and sent memos and letters conveying these comments to the recipient. Comments about former instructors and staff members were sent to them or their surviving family members. Copies were provided for administrative supervisors. Anecdotal feedback from recipients indicates that this mailing is much appreciated by members of the College faculty, staff, and administration.

Overall Satisfaction with Oakton

To elicit alumni perceptions of their experience at the College as a whole, we asked two questions:

“When you were at Oakton, how connected did you feel to the college?” and “If you had it to do over, how likely would you be to attend Oakton again?” Of all respondents, 42 percent said that they felt either “connected” or “very connected” to the college (ratings of 4 or 5 on a 5-point scale). Reasons that these individuals gave included:

- “I found other adults at Oakton who were my own age and had the same goals as me.”
- “The faculty and students were very welcoming, warm, and happy to see me there.”
- “I always wanted to be at a place like Oakton where it was easy to form long-lasting friendships.”
- “I appreciated the small school atmosphere. I could go into an office and have my questions answered.”
- “When I first came to Oakton, being an older student, the advisors and other staff were so welcoming and reassuring and made me feel so connected to the college.”

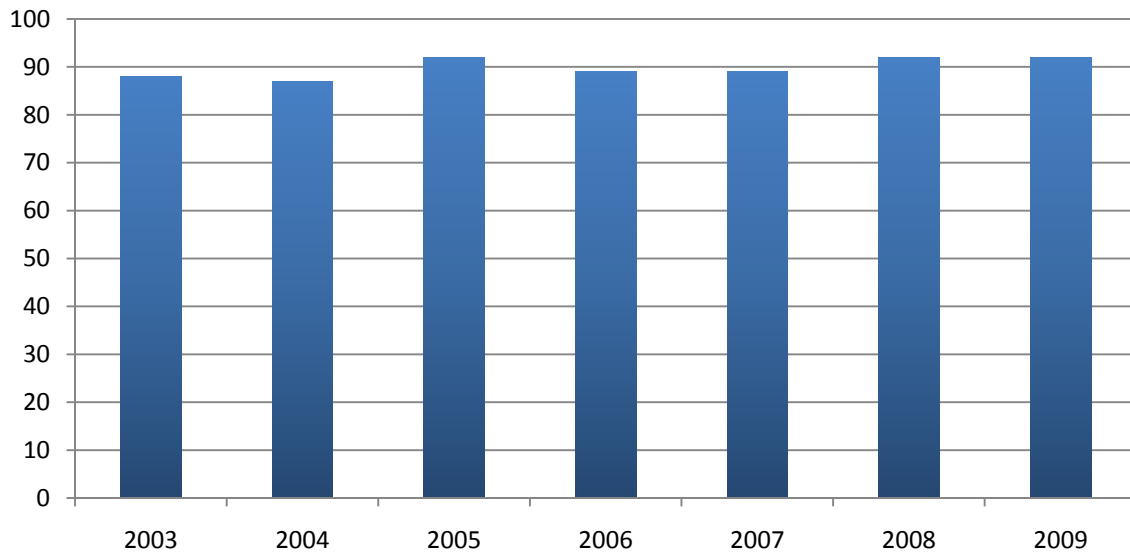
42% of alumni felt connected or very connected to Oakton. There were few differences across age, gender or race/ethnicity subgroups.

To learn more about the characteristics of students who felt they were or were not connected to Oakton, we collapsed their answers into three categories: “not connected” (ratings of 1 or 2), “somewhat connected” (rating of 3), and “connected” (ratings of 4 or 5). We then cross-tabulated responses to this question with student characteristics of age (below 24, or 24 and above), gender, and race/ethnicity. The data show that there are no pronounced differences in ratings of “connectedness to Oakton.” by age or gender. Latino students are more likely to rate themselves as being connected to Oakton than any other group (64% Latino, 53% Asian, 52% Caucasian, 50% Black).

For the second question, asked for many years on the Baccalaureate Alumni Survey, a seven-point scale was used (1 = “Very unlikely”, 7 = “Very likely”). Ninety-two percent responded at the 5, 6 or 7 level, indicating that they would be likely to attend Oakton again. Figure 2 presents results from seven years. Data show that, over time, the percent of alumni who, if they had it to do over again, would still have attended Oakton remains high, between 87 and 92 percent.⁵

⁵ Again, findings refer to alumni who meet criteria for inclusion in the annual Baccalaureate Alumni survey.

Figure 2
Percent Who Would Attend Oakton Again by Survey Year



Conclusion

The annual Baccalaureate Alumni survey continues to provide Oakton with information about and perceptions of alumni of baccalaureate transfer programs. What respondents tell us is valuable in planning for new initiatives and improving existing programs. Much of this information can be obtained from no source other than direct feedback from alumni. Alumni survey topics and specific questions are constructed in consultation with administrators, departments, and offices doing program reviews. In this way, the research needs of many constituencies can be met with a single survey.

Alumni perceptions of Oakton continue to be highly positive, both in terms of overall evaluations of the College and comments about individuals who made a significant impact on students. The College can take pride in the quality of programs and services provided, the high regard alumni have for faculty and staff, and the institution's commitment to continuing its research to identify not just strengths, but also areas in need of attention.

Additional copies of this report are available at the College Office of Research. The Report is also posted on the Office of Research web site at <http://www.oakton.edu/resource/oir/>.

Appendix A

Collection and Analysis of Data

As has been the case for some years, baccalaureate program alumni were selected for the survey if they had last attended the College either one or three years previously, and either had been awarded an associates' degree or had earned at least 30 college-level credit hours at Oakton. The sample selection process began in June 2009 when student ID numbers, home phone numbers, names and other relevant biographic-demographic variables were downloaded from files extracted from the College's student database. These additional variables included gender, birth year, race-ethnicity, first and last terms of enrollment, curriculum⁶, earned credit, cumulative GPA, and Oakton degree information.⁷

Two telephone lists were prepared, with separate lists for each year of last enrollment. Telephone interviewing was out-sourced to a firm specialized in such surveys. In July, the telephone lists, survey scripts, and a list of commonly used college and university FICE were sent to the interviewing firm. The firm used trained telephone interviewers who did the calling on site, with a supervisor present. Oakton asked for no more than 600 interviews, approximately 300 respondents for each year of last enrollment.

The Office of Research also gave this sample of baccalaureate program alumni the opportunity to complete the survey online. This year is the first year that an online version of the survey was used. In June, the Office of Research sent postcards to all alumni included on the telephone lists inviting them to complete the survey online before telephone interviewing began. Thirty-eight alumni completed the online survey, including one alumnus who did not last attend Oakton during the specified years.

Of the 2,625 baccalaureate program alumni who met the survey criteria, 1,187 were last enrolled in 2005-2006 and 1,438 in 2007-2008. Of these, 377 alumni had earned Associate's degrees from Oakton.

Telephone logs show that some alumni were called as often as twelve times. Where possible, messages were left, and where changed telephone numbers were available, they were followed up. Nonetheless, our vendor experienced 817 disconnected or otherwise invalid telephone numbers.⁸ The vendor indicated this percentage of disconnected or invalid numbers is typical for a population like Oakton's baccalaureate alumni.

Subtracting these 928 alumni reduced the effective survey population to approximately 1,808 alumni. Altogether, the vendor completed 560 interviews, and 38 alumni completed the survey online—a total of 598 respondents. Thus, 33 percent of the 1,808 alumni in the effective population completed the survey.

⁶ If a student was not awarded a degree, then the self-reported major during the last term of enrollment (from the term table of the student database) represents that student's curriculum. If a student was awarded a degree, the curriculum code for the degree awarded (from the awards table of the student database) always superseded the curriculum code from the term table. If more than one degree was awarded, the code for the most recent degree program was selected.

⁷ A significant advantage to using the telephone method for this survey is that data from the student database can be reliably associated with each respondent.

⁸ Data available in the student database do not reflect phone numbers changed since last enrollment.

Interview responses were entered on forms with pre-coded response positions. Upon completion of the telephoning, the vendor entered student identification numbers from identity codes on each survey, and college code numbers for those colleges less often attended. The vendor then outsourced these forms for keying to electronic files. The electronic data files were read into databases using SAS software by Office of Research staff. The student identification number was used to merge the survey data and the biographic-demographic data. Data were analyzed using standard statistical procedures of SAS software. Microsoft Word and Excel were used in preparing the report, tables, figures, and appendices. Appendix C contains the overall numeric results for each item.

Responses

The 598 alumni with whom telephone and online interviews were completed constituted 33 percent of the 1,917 alumni in the effective survey population, not significantly different than in prior years. The telephone survey method has shown itself to have several advantages over the mail survey method. It does not allow for the potential bias, often associated with mail surveys, of under-sampling respondents who procrastinate by setting aside mail surveys to be done “later”. However, out-of-date telephone numbers and public skepticism engendered by telemarketers claiming to be “conducting a survey” have also adversely affected response rates. The online survey method has the advantage of allowing survey respondents to complete the survey at their convenience, but the method is reserved for those with Internet connectivity or who are familiar with completing online services. Similar to the telephone survey method, out-of-date addresses limit the number of baccalaureate program alumni who receive notice of the online survey.

Response rates were comparable for alumni who earned an Oakton degree (27%) and those who had not (22%), and were slightly weaker for those away from the college for three years (21%) than for those last enrolled in 2007-2008 (25%).

Response Bias

Can information about these respondents be interpreted as representative of the population surveyed when interviews were completed with only a subset of the population? The argument that it can depends on the comparison between the 598 respondents and the whole population (N = 2,625) on a variety of key demographic variables.

Appendix B shows the data for these two groups. On all of the standard demographic variables — gender, racial-ethnic identity, age at entry, age at exit,⁹ credit earned, grade point average, and whether awarded an Oakton degree — differences between the two groups are small, suggesting that the respondent group is highly representative of all alumni who met criteria for inclusion in the study.

⁹ Ages when first and last enrolled were calculated as the year of the first or last enrollment minus the birth year. This takes account of differences for alumni last enrolled three years or one year before the survey.

Appendix B

Alumni Demographic Characteristics of Population and Survey Respondents

Student Characteristic	Population (N=2625)		Survey Respondents (N=597)		Difference Btw Respondents and Population
	n	%	n	%	
Gender					
Male	1218	46%	260	44%	-2%
Female	1407	54%	337	56%	-2%
Entry Age					
Less than 24	2193	84 %	481	81 %	- 3 %
24-25	96	4 %	29	5 %	+ 1 %
26-39	267	10 %	58	10 %	0 %
40-59	68	3 %	29	5 %	+ 2 %
60 or older	1	0 %	0	0 %	0 %
Median Age		19.0		19.0	0
Mean Age		21.1		21.8	+ 0.7
Exit Age					
Less than 24	1344	51 %	299	50 %	- 1 %
24-25	361	14 %	81	14 %	0 %
26-39	673	26 %	135	23 %	- 3 %
40-59	218	8 %	66	11 %	+ 3 %
60 or older	29	1 %	16	3 %	+ 2 %
Median Age		23.0		23.0	0.0
Mean Age		26.6		27.9	+ 1.3
Ethnicity					
Black Non-Hispanic	107	4 %	18	3 %	- 1 %
Asian	557	21 %	119	20 %	- 1 %
White Non-Hispanic	1302	50 %	312	52 %	+ 2 %
Hispanic	167	6 %	33	6 %	0 %
Am. Indian or Alaskan Native	7	0 %	0	0 %	0 %
No Response	485	18 %	115	19 %	+ 1 %
Credit Hours Earned					
30-44 hours	896	34 %	177	30 %	- 4 %
45-59 hours	662	25 %	165	28 %	+ 3 %
60 or more hours	1067	41 %	255	43 %	+ 2 %
Median Hours		54.0		56.0	+ 2.0
Mean Hours		55.3		56.4	+ 1.1
Grade Point Average					
Median		2.85		3.03	+ 0.18
Mean		2.78		2.94	+ 0.16
Oakton Degree Received					
AA	358	14 %	92	15 %	+ 1 %
AFA	2	0 %	7	1 %	+ 1 %
AS	15	0 %	1	0 %	0 %
ASE	2	0 %	0	0 %	0 %

Appendix C

Baccalaureate Alumni Survey 2009 Results

Which one of the following was your main objective in attending Oakton?	Responses	
	n	%
Take coursework for transfer to another college	464	78%
Take courses for personal interest or self-development	66	11%
Obtain skills needed for new or different job	30	5%
Improve skills needed in present career	21	4%
Explore courses to decide on a career	16	3%
Total	597	101%

	n	Not Successful	Neutral	Successful
How successful were you in achieving your objective?	597	4%	9%	87%

When you first enrolled at Oakton, did you plan to earn a degree or only to take courses?	Responses	
	n	%
Degree	239	40%
Courses Only	359	60%
Total	598	100%

Had you attended another college or university BEFORE coming to Oakton?	Responses	
	n	%
Yes	205	34%
No	393	66%
Total	598	100%

Had you already earned a bachelor's degree before you last attended Oakton?	Responses	
	n	%
Yes	56	28%
No	141	72%
Total	197	100%

Did you attend any colleges or universities AFTER leaving Oakton?	Responses	
	n	%
Yes	392	68%
No	188	32%
Total	580	100%

(See Appendix D for list of colleges/universities attended)

If yes, did you graduate (earn a degree) from these colleges/universities?	Responses	
	n	%
Yes	171	44%
No	221	56%
Total	392	100%

Since you transferred, what has been your most recent major?	Responses	
	n	%
Business-Related	90	25%
Social and Behavioral Sciences	63	18%
Humanities/Fine Arts	46	13%
Education	39	11%
Health-related	35	10%
Biological Sciences	25	7%
Engineering	19	5%
Other or Undecided	17	5%
Computer-related	15	4%
Physical Sciences	10	3%
Mathematics	0	0%
Total	359	100%

How well did your coursework at Oakton prepare you for the level of work that was expected of you at your transfer institution in each of the following general skills areas?	Ratings (percentages exclude those where skills did not apply)						Does not apply	Average Rating
	Very Poorly				Very Well			
	n	1	2	3	4	5		
Using math	372	2%	5%	17%	38%	37%	19%	4.01
Giving presentations	372	1%	6%	15%	39%	39%	16%	4.10
Writing papers	372	1%	4%	18%	37%	41%	9%	4.11
Using computers	372	3%	7%	20%	31%	39%	22%	3.96
Problem-solving	372	1%	4%	24%	37%	34%	10%	4.01
Teamwork assignments	372	2%	8%	24%	31%	35%	13%	3.90
Reading textbooks and other assignments	372	1%	3%	19%	37%	40%	8%	4.13
Taking in-class essay exams	372	1%	8%	20%	34%	37%	17%	3.98
Take-home essay exams	372	1%	10%	22%	35%	31%	37%	3.86
Time management	372	3%	6%	19%	37%	36%	9%	3.96
Note-taking	372	3%	4%	17%	38%	38%	9%	4.05
Critical thinking	371	1%	2%	18%	38%	41%	6%	4.16

Did you take any Modern Language courses at Oakton?	Responses	
	n	%
Yes	76	21%
No	293	79%
Total	369	100%

Which languages did you study? (For respondents who took a Modern Language course at Oakton)	Responses	
	n	%
Arabic	4	5%
Chinese	1	1%
French	4	5%
German	7	9%
Hebrew	1	1%
Italian	4	5%
Japanese	4	5%
Korean	1	1%
Polish	6	8%
Russian	0	0%
Spanish	5	6%

Does your transfer institution or major require language for graduation? (For respondents who took a Modern Language course at Oakton)	Responses	
	n	%
Yes	37	49%
No	39	51%
Total	76	100%

What was the highest level language course you completed at Oakton? (For respondents who took a Modern Language course at Oakton)	Responses	
	n	%
Language 101 or 1 st semester	31	42%
Language 102 or 2 nd semester	19	26%
Language 201 or 3 rd semester	6	8%
Language 202 or 4 th semester	6	8%
Language 205 or higher	4	5%
Don't remember	8	11%
Total	74	100%

How well did your Oakton Modern Language course(s) prepare you for continued study at your transfer institution in each of these skills areas?	n	Ratings (percentages exclude those where skills did not apply)					Average Rating
		Very Poorly		Very Well			
		1	2	3	4	5	
Speaking	17	6%	12%	12%	35%	35%	3.82
Listening	17	0%	0%	24%	24%	53%	4.29
Reading	17	0%	0%	24%	24%	53%	4.29
Writing	17	0%	6%	24%	18%	53%	4.18

Have you continued to study this language (these languages) at your transfer institution? (For respondents who took a Modern Language course at Oakton)	Responses	
	n	%
Yes	18	24%
No	58	76%
Total	76	100%

Did you take any art courses at Oakton?	Responses	
	n	%
Yes	79	21%
No	293	79%
Total	369	100%

Which art courses did you take? (For respondents who took an art course at Oakton)	Responses	
	n	%
Painting	11	14%
Drawing	22	28%
Dimensional Art	4	5%
3 Dimensional Art	8	10%
Ceramics	10	13%
Art History	45	57%
Museum Studies	3	4%

Since you transferred from Oakton, have you continued to study art? (For respondents who took an art course at Oakton)	Responses	
	n	%
Yes	19	23%
No	58	77%
Total	77	100%

How well did your Oakton art course(s) prepare you for continued study at your transfer institution?	Rating					
	n	Very poorly	2	3	4	Very Well
	18	0%	0%	17%	39%	44%

Did you take any music courses at Oakton?	Responses	
	n	%
Yes	46	13%
No	321	87%
Total	369	100%

Since you transferred from Oakton, have you continued to study music? (For respondents who took a music course at Oakton)	Responses	
	n	%
Yes	7	16%
No	38	84%
Total	45	100%

How well did your Oakton music course(s) prepare you for continued study at your transfer institution?	Rating					
	n	Very poorly	2	3	4	Very Well
	7	0%	0%	0%	29%	71%

Did you take any philosophy courses at Oakton?	Responses	
	n	%
Yes	248	67%
No	123	33%
Total	371	100%

Which philosophy courses did you take? (For respondents who took a philosophy course at Oakton)	Responses	
	n	%
Introduction to Philosophy	112	45%
Ethics	89	36%
Logic	58	23%
World Religions	130	52%
Any other philosophy courses	18	7%

How well did your Oakton philosophy course(s) prepare you to do the following?	n	Ratings (percentages exclude those where skills did not apply)					Average Rating
		Very Poorly		Very Well			
		1	2	3	4	5	
Think critically	248	2%	4%	11%	34%	48%	4.23
Develop and present your own views	246	2%	4%	17%	31%	47%	4.18
Understand and evaluate viewpoints fundamentally different from your own	247	1%	4%	11%	36%	48%	4.25
Apply ethical concepts to new situations	247	3%	4%	13%	39%	42%	4.13
Understand some of the diversity of thought within our global society	247	3%	4%	11%	34%	49%	4.22

If you have taken philosophy classes at the institution to which you transferred, did the classes that you took at Oakton prepare you for this class?	Responses	
	n	%
Yes	67	87%
No	10	13%
Did not take any other philosophy courses	169	69%

Did you take any humanities courses at Oakton?	Responses	
	n	%
Yes	246	66%
No	126	34%
Total	372	100%

How well did your Oakton humanities course(s) prepare you to do the following?	n	Ratings (percentages exclude those where skills did not apply)					Average Rating
		Very Poorly		Very Well			
		1	2	3	4	5	
Think critically	245	3%	5%	15%	31%	46%	4.11
Understand viewpoints fundamentally different from your own	245	3%	4%	12%	32%	48%	4.18
Derive more enjoyment from literature, art, theater, film, or music	245	3%	4%	17%	30%	46%	4.11
Understand some sense of the cultural and artistic diversity within our global society	244	2%	3%	16%	27%	52%	4.23

If you have taken humanities classes at the institution to which you transferred, did the classes that you took at Oakton prepare you for this class?	Responses	
	n	%
Yes	87	92%
No	8	8%
Did not take any other philosophy courses	159	63%

Which of the following software applications do you use to complete assignments for courses at your current college or university? (out of 392 respondents)	Responses	
	n	%
Word processing software such as Microsoft Word	364	93%
Spreadsheets software such as Microsoft Excel	256	65%
Presentation software such as Microsoft PowerPoint	318	81%
Search engines such as Google or Yahoo Search	349	89%
Library databases such as EBSCO Academic Search Premier	286	73%
Adobe Acrobat	240	61%
Media such as podcasts and YouTube videos	161	41%
File and folder management (copy, rename, move, create files and folders, etc.)	256	65%

Thinking of courses you took at Oakton, what was your general experience in transferring them to your four-year college or university?	Responses	
	n	%
All courses transferred as expected for general education, my major, or as elective credits	205	55%
Most courses transferred as expected for general education, my major, or as elective credits	157	43%
Few of my courses transferred as expected for general education, my major, or as elective credits	7	2%

How much initial difficulty did you experience, if any, in adjusting to the differences between Oakton and your transfer institution during your first semester or year at that institution?	Rating					
	n	None at all	2	3	4	A lot
	367	56%	20%	12%	8%	4%

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.

Where did you learn to use:

	n	High School	Oakton	Another College or University	Self-taught	Don’t Know How to Use
Word processing software such as Microsoft Word	598	56%	6%	3%	36%	1%
Spreadsheets software such as Microsoft Excel	597	49%	13%	7%	31%	6%
Presentation software such as Microsoft PowerPoint	598	49%	17%	5%	29%	6%
Search engines such as Google or Yahoo Search	598	39%	4%	2%	56%	1%
Library databases such as EBSCO Academic Search Premier	598	42%	30%	7%	20%	8%
Adobe Acrobat	597	38%	17%	4%	41%	18%
Media such as podcasts and YouTube videos	598	28%	9%	3%	60%	10%
File and folder management (copy, rename, move, create files and folders, etc.)	598	36%	11%	3%	50%	7%

Have you ever attended any events at Oakton’s Performing Arts Center?	Responses	
	n	%
Yes	187	31%
No	411	69%
Total	598	100%

What are the reasons that you did attend a performance?	Responses	
	n	%
For respondents who did attend an event at Oakton’s Performing Arts center		
Encouraged to attend by friends	38	20%
An advertisement for the performance	29	16%
Extra credit offered in a course	99	53%
Personal interest	111	59%
Other reasons	13	7%

What are the reasons that you did not attend a performance?	Responses	
	n	%
For respondents who did not attend an event at Oakton's Performing Arts center		
Cost of the performances was too high	10	2%
Did not have time to attend	216	53%
Lack of publicity about the performances	74	18%
No interest in the performances	177	43%
Other reasons	6	1%

Did you visit the art gallery at the Des Plaines campus while a student at Oakton?	Responses	
	n	%
Yes	299	50%
No	299	50%
Total	598	100%

What was the reason for your visit to the art gallery?	Responses	
	n	%
For respondents who did visit the art gallery at the Des Plaines campus		
Class visit	66	22%
Class assignment	57	19%
Personal visit	256	86%

At Oakton, did you visit other works of art exhibited throughout the campus?	Responses	
	n	%
Yes	366	61%
No	231	39%
Total	598	100%

What was the reason for your visit to other works of art exhibited throughout the campus?	Responses	
	n	%
For respondents who did visit other works of art exhibited throughout the campus		
Class visit	16	4%
Class assignment	15	4%
Personal visit	341	93%

Are you planning to enroll in college, any college, in the coming year?	Responses	
	n	%
Yes	366	62%
No	225	38%
Total	591	100%

How connected did you feel to Oakton?	n	Rating				
		Not at all Connected	2	3	4	Very Connected
	596	7%	12%	28%	29%	25%

How well did Oakton College staff members live up to the following values?	n	Rating				Average Rating
		Very Poorly			Very Well	
		1	2	3	4	
Compassion	590	1%	4%	29%	66%	3.61
Fairness	590	1%	3%	26%	71%	3.67
Integrity	590	0%	2%	22%	76%	3.74
Responsibility	590	0%	4%	22%	74%	3.70
Tolerance	588	1%	3%	24%	72%	3.68

If you had it to do over, how likely would you be to attend Oakton again?	n	Rating						
		Very Unlikely	2	3	4	5	6	Very Likely
	597	1%	2%	2%	3%	10%	15%	67%

Appendix D

All Institutions Attended after Oakton

(Note: total count includes students who attended multiple institutions after leaving Oakton)

School	Total Students Attending	Pct. Graduated
University of Illinois at Chicago	60	30%
Northeastern Illinois University	51	27%
DePaul University	41	34%
University of Illinois-Urbana Champaign	21	57%
Loyola University	17	41%
Roosevelt University	16	43%
Columbia College	15	47%
National Louis University	14	50%
Northern Illinois University	14	29%
Elmhurst College	13	62%
Southern Illinois University-Carbondale	11	55%
Triton College	11	36%
Harper College	9	11%
North Park University	8	25%
DeVry	7	43%
Illinois State University	7	43%
Dominican University	4	50%
Northwestern University	4	50%
Rush University	4	50%

Three students attended each of these institutions:

City Colleges of Chicago-Wright College, Lake Forest College, Robert Morris University, Saint Xavier University, Trinity Christian College

Two students attended each of these institutions:

Chicago College of Osteopathic Medicine at Midwestern University, Eastern Illinois University, Indiana University-Bloomington, Northwestern Business College, Purdue University, Quincy College, School of the Art Institute of Chicago, Western Illinois University, Western Michigan University

One student attended each of these institutions:

Benedictine University, Chicago State University, City Colleges of Chicago-Daley College, City Colleges of Chicago-Malcolm X College, City Colleges of Chicago-Truman College, College of Lake County, Concordia University, Cornell University, East West University, Elgin Community College, Florida State University, Grinnell College, Hawaii Pacific University, Ithaca College, Johns Hopkins University, Kendall College, Kishwaukee College, Long Island University-Brooklyn, Loras College, McHenry County College, Murray State University, Norwich University, Olivet Nazarene University, Portland State University, University of Arizona, University of Delaware, University of Iowa, University of Maryland-College Park, University of Missouri-Columbia, University of Notre Dame, University of Oklahoma-Norman, University of Texas-Austin, University of Washington, University of Wisconsin-Whitewater, Waubensee Community College

Twenty-four students attended another U.S. institution outside of Illinois that they did not identify

Twelve of these students (50%) reported that they graduated from their respective institutions.

One student attended a college outside of the U.S.