

ACT Faces of the Future Survey For Credit Students:  
2001 Results-Executive Summary

**Purpose**

The Faces of the Future Survey was intended to provide information about Joliet Junior College's students including their use of computers, their perceived importance of attaining certain career and educational goals, and their employment while attending college. The survey also sought information about their current college experiences.

**Method**

The ACT Faces of the Future Survey was distributed in November 2001 to 40 randomly selected credit sections stratified by department. Both day and evening sections were solicited, as were sections from all three campuses. Three hundred twenty-nine surveys were completed/returned from nine of the academic departments.

**Profile:**

Almost two-thirds of the respondents (68.1%) of the ACT Faces of the Future Survey were 20 years of age or under and nearly one fifth were age 25 or older (17.0%). Just fewer than seventy percent of the respondents (78.8%) were of white non-Hispanic background. The JJC sample was comparable to the demographics of the 2001 national community college sample.

Sixty-two percent of the students (62.6%) were full-time taking four or five courses for credit at JJC. Twenty-three percent of those responding (23.3%) had completed 13-30 credit hours at JJC. Over one quarter of the students (28.4%) have taken at least one non-credit course at JJC.

About one quarter of the group (24.1%) considered themselves to be employed on a full-time basis. Nine percent of the respondents reported that they worked 40-50 hours per week (8.8%) and 3.2% of the respondents worked over 50 hours per week. For the 2001 national community college sample, 29.5% of the students were employed full-time.

**Results:**

*Internet/Computer Usage:*

Nearly all the respondents (98.1%) reported that they had used the Internet. Thirty-six percent of those surveyed use the Internet or WWW daily, this represents a *six-percentage point increase* to last year's survey and a *15% increase* from 1999.

When asked whether they had an e-mail address through the college, home, or at work, about two-fifths (39.3%) responded that they had not set up an e-mail address through the college. This was a decrease of 17.1% from 2000. Almost three-fourths (71.9%) had an e-mail address at home and over four-fifths (80.1%) had access to an e-mail address at work. These results were very similar to the 2001 national community college sample with the exception of the e-mail at work response. Only fifteen percent (15.2%) of the 2001 national community college sample had access to e-mail at work.

*Career Goals:*

When asked to rate the importance of attaining certain accomplishments or goals on a 5-point scale (where 5=very important, =moderately important, and 1=not important), the highest average rating was to have time for personal/family interests (average = 4.68) followed by being self-reliant (average = 4.57). Indeed, almost three-fourths (73.6%) of the respondents rated having a steady job as *very important* and over three-fifths of the sample rated being self-reliant (68.4%) as *very important*. Seventy-five percent (75.4%) felt it to be *very important* to have time for personal/family interests. Again, this was very similar to the 2001 national community college sample.

*Current Employment:*

The respondents were asked to indicate the number of hours they worked per week. Thirty percent (30.1%) worked between twenty-one and thirty hours during the semester. Over one-third of the survey completers (37.3%) worked between the hours of 8AM-4PM/9AM-5PM and another thirty-nine percent of the survey completers (39.5%) work evenings/second shift. This is comparable to last year's student sample.

When questioned on what their employers would pay for; almost two-thirds of the respondents (65.3%) answered their employer *does not pay* for any of their education/training expenses. This is an increase of five percent from last year. Nine (8.8%) percent indicated that their employer paid for part of their tuition. This is also a slight decrease from last year.

*Reason for Attending College:*

Students were asked to rate the reasons for taking the current course/program using a 4-point scale: 4=major reason, 3=moderate reason, 2=minor reason, and 1=not a reason). The top five were as follows:

<b>Reason</b>	<b>Average of JJC Respondent Ratings 2001</b>	<b>Average of JJC Respondent Ratings 2000</b>	<b>2001 Average of ACT National Sample Ratings</b>
To meet requirements for my chosen occupation	3.13	3.22	3.16
To develop my mind and intellectual abilities	2.96	3.00	3.10
To increase my earning power	2.41	2.84	2.87
To study new & different subjects	2.51	2.43	2.55
To make a career change	1.96	2.07	2.32

The averages posted for 2001 are slightly lower than 2000. This may partly attributed to the slight increase in the number of younger, traditional students who may not be as focused on career or future aspirations.

Using a 5-point scale (where 5=very important, 3=moderately important, and 1=not important), those surveyed were then asked to rate how important certain factors were in helping them to decide whether to attend JJC, the top five were as follows:

<b>Factors</b>	<b>Average of JJC Respondent Ratings 2001</b>	<b>Average of JJC Respondent Ratings 2000</b>	<b>2001 Average of ACT National Sample Ratings</b>
Cost of attending JJC	3.88	3.87	3.80
Distance of the college from permanent residence	3.95	3.77	3.75
Variety of courses offered	3.41	3.44	3.30
Particular program of study	3.03	3.38	3.59
Academic reputation of JJC	2.89	3.09	3.16

Again using a 5-point scale (where 5=strongly agree, 4=agree, 3=neutral, 2=disagree, and 1=strongly disagree), those surveyed were asked their agreement level about certain aspects of JJC, the top five were as follows:

<b>Statements</b>	<b>Average of JJC Respondent Ratings 2001</b>	<b>Average of JJC Respondent Ratings 2000</b>	<b>2001 Average of ACT National Sample Ratings</b>
Instructors treat students in my racial/ethnic group with respect	4.11	4.31	4.09
I would recommend this college to friends and relatives	3.88	4.25	4.10
The college has a good reputation	3.90	4.19	3.96
Instructors treat students in my gender group with respect	4.04	4.19	4.12
I feel a sense of general safety on campus	3.93	4.06	4.06

As seen, the JJC respondents ranked most of these statements slightly less favorable than the 2001 national community college sample and in comparison to 2000. These ratings are also lower than the ratings posted in 1999.

*Marketing Information:*

When questioned on the source from which they learned most about JJC before enrolling,  
 34.2% said through a family member/friend,  
 22.5% answered through a high school teacher/counselor,  
 15.1% responded through a college catalogue/brochure/flier.

Only two percent of the respondents (1.8%) said that they heard about JJC through newspaper/television/radio advertisements. Likewise, only three percent (3.2%) learned about JJC from the Internet. These results were analogous to the results of the 2001 national community college sample and that posted by the 2000 Faces of the Future survey.

*Satisfaction Level:*

When asked to rate their overall satisfaction with JJC, over three-fourths (78.9%) of those surveyed responded with very satisfied or satisfied with JJC. This is an increase of six percent from the 2000 results (72.3%) and on par with the 1999 survey results. Eighty-three percent (83.1%) of the 2001 national community college sample rated the college they attended as very satisfied or satisfied.

Comparably, three percent of the respondents (2.9%) indicated that they were dissatisfied. This was an one percent increase from last year (2.1%) and a 0.7% decrease from 1999 (3.6%).