

ACT Faces of the Future Survey For Credit Students:  
2002 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 October and November 2002 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 eighty-one surveys were completed/returned from nine of the academic departments.

**Profile:**

Over half of the respondents (56.8%) of the ACT Faces of the Future Survey were 20 years of age or under and nearly one fifth were age 25 or older (11.7%). Four-fifths of the respondents (80.1%) were of white non-Hispanic background. The JJC sample was comparable to the demographics of the 2002 national community college sample.

Over half of the respondents (54.8%) were full-time taking four or more courses for credit at JJC. Twenty percent of those responding (20.5%) had completed 13-30 credit hours at JJC with one-tenth (8.8%) completing more than 50 credits at JJC. Over one quarter of the students (24.6%) have taken at least one non-credit course at JJC.

About one quarter of the group (27.8%) considered themselves to be employed on a full-time basis. One fourth of the respondents reported that they worked 40 or more hours per week (24.8%). For the 2002 national community college sample, 29.2% of the students were employed full-time.

**Results:**

*Internet/Computer Usage:*

Nearly all the respondents (98.1%) reported that they had Internet and email access through work or home (86.7%). When asked whether they had an e-mail address through the college, home, or at work, almost one-half (48.4%) responded that they had not set up an e-mail address through the college. This was a decrease of 9.1% from 2001. These results were very similar to the 2002 national community college sample.

*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 a *steady, secure job* (average = 4.70) followed by *time for personal/family interests* (average = 4.61). This is slightly different than the 2001 sample that rated time for *personal/family interests* (average = 4.68) followed by *being self-reliant* (average = 4.57) as the most important goals.

Indeed, over three-fourths (78.5%) of the respondents rated having a steady job as *very important*. This is slightly less than the national community sample. Over four-fifths (83%) of the national community college sample indicated that having a steady, secure job was very important. Over three-fifths of the sample rated being self-reliant (68.2%) as *very important*. Seventy percent (70.1%) felt it to be *very important* to have time for personal/family interests. This was very similar to the 2001 JJC sample and the national community college sample.

*Current Employment:*

The respondents were asked to indicate the number of hours they worked per week. Only one-fourth (23.2%) of the respondents worked between twenty-one and thirty hours during the semester. This is a seven percent decrease from the 2001 respondents. Over two-fifths of the survey completers (40.9%) worked between the hours of 8AM-4PM/9AM-5PM and another forty percent of the survey completers

(43.2%) work evenings/second shift. This is a comparable to last year's student sample, [(37.3%) (39.5%) respectively].

When questioned on what their employers would pay for, almost three-fourths (74.5%) of the respondents answered their employer *does not pay* for any of their education/training expenses. This is an increase of almost ten percent (65.3%) from last year. Twenty-two percent (22.2%) percent indicated that their employer paid for all or part of their tuition. Correspondingly, this is 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 2002</b>	<b>Average of JJC Respondent Ratings 2001</b>	<b>Average of JJC Respondent Ratings 2000</b>	<b>2002 Average of ACT National Sample Ratings</b>
To meet requirements for my chosen occupation	3.14	3.13	3.22	3.15
To develop my mind and intellectual abilities	2.91	2.96	3.00	3.09
To increase my earning power	2.16	2.41	2.84	2.86
To study new & different subjects	2.39	2.51	2.43	2.55
To make a career change	2.16	1.96	2.07	2.34

The averages posted for 2002 are comparable to those compiled in 2001. Ironically, the item, *increase my earning power*, (2.39 vs. 2.51) had a lower importance rating in 2002 than 2001 yet to *make a career change* (2.16 vs. 1.96) had a higher rating. The JJC respondents posted a lower average than that of the national community college sample on the items: *increase my earning power*, and *study new & different subjects*, and *make a career change*.

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 2002</b>	<b>Average of JJC Respondent Ratings 2001</b>	<b>Average of JJC Respondent Ratings 2000</b>	<b>2002 Average of ACT National Sample Ratings</b>
Cost of attending JJC	3.96	3.88	3.87	3.81
Distance of the college from permanent residence	3.81	3.95	3.77	3.74
Variety of courses offered	3.30	3.41	3.44	3.32
Particular program of study	3.30	3.03	3.38	3.59
Academic reputation of JJC	3.04	2.89	3.09	3.15

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 2002</b>	<b>Average of JJC Respondent Ratings 2001</b>	<b>Average of JJC Respondent Ratings 2000</b>	<b>2002 Average of ACT National Sample Ratings</b>
Instructors treat students in my racial/ethnic group with respect	4.10	4.11	4.31	4.17
I would recommend this college to friends and relatives	4.05	3.88	4.25	4.12
The college has a good reputation	3.99	3.90	4.19	3.95
Instructors treat students in my gender group with respect	4.03	4.04	4.19	4.16
I feel a sense of general safety on campus	3.96	3.93	4.06	4.05

As seen, the JJC respondents ranked most of these statements comparably or slightly more favorable than the 2001 JJC and slightly less than 2002 national community college sample. These ratings are also slightly lower than the ratings posted in 2000.

*Marketing Information:*

When questioned on the source from which they learned most about JJC before enrolling,

<b>Source</b>	<b>2002</b>	<b>2001</b>	<b>2002 ACT National Sample</b>
Family member/friend	29.9%	38.1%	30.6%
High school teacher/counselor	26.1%	25.1%	17.9%
Co-Worker	3.7%	0.9%	4.4%
College catalogue/brochure/flier.	18.7%	16.8%	23.0%
Newspaper/TV/Radio	4.0%	2.1%	4.4%
Internet	5.5%	3.5%	4.2%
Other	12.1%	13.3%	15.4%

As seen, the percent of respondents who learned about JJC from a family member decreased in 2002 compared to 2001. On the other hand, respondents that learned from a High School teacher, Counselor, or co-worker increased by four percent (3.9%) in 2002 compared to. Also, the percent of respondents who learned about JJC by using the Internet increased modestly (2.0%). These results were analogous to the results of the 2002 national community college sample although the 2002 national community college sample are more likely to respond that they learned about their institution from the college catalogue/brochure/flyer.

*Satisfaction Level:*

When asked to rate their overall satisfaction with JJC, over four-fifths (81.3%) of those surveyed responded with very satisfied or satisfied with JJC. This is an increase of two percent over from the 2001 results (78.3%) and eight percent higher than the 2000 sample (72.3%). Eighty-three percent (83.1%) of the 2002 national community college sample rated the college they attended as very satisfied or satisfied.

Comparably, three percent of the 2002 respondents (2.5%) indicated that they were dissatisfied. This was less than one percent decrease from last year (2.9%) and a 0.4% decrease from 2000 (2.1%).