



Faces of the Future

A Portrait of Joliet Junior College Students
Fall 2003
Executive Summary

The purpose of the Faces of the Future survey is to assess the current state of the Joliet Junior College (JJC) student population and explore the role JJC plays in the lives of its students. The survey collects background information about students and their experiences in regard to access, learning, satisfaction, outcomes, and transitions to college.

Faces of the Future was created out of a partnership between ACT and the American Association of Community Colleges (AACC). Developed in 1998 and piloted in early 1999, the survey was first administered in the Fall 2000 semester. JJC was one of 245 community colleges that participated in the inaugural survey. Including the pilot year, Fall 2003 marked JJC's fifth year of participation in the survey.

Method

In October 2003, 32 courses representing nine departments were randomly selected for participation in the survey. Surveys were distributed to all sections. Day and evening sections were selected from all campuses. The surveys (371 total) were completed and returned to the Office of Institutional Effectiveness. Once completed, the surveys were sent to ACT for analysis. ACT returned the results to JJC in December 2003. Twenty-three surveys were discounted for incomplete responses or other errors.

Student Background

Demographics

Age	N	%
20 or under	164	47.4%
21-24	63	18.2%
25-29	24	6.9%
30-39	43	12.4%
40-49	33	9.5%
over 50	11	3.2%
Blank	8	2.3%
Total	346	100.0%

Race	N	%
African-American	27	7.6%
Asian	10	2.8%
Native American	2	0.6%
White	276	78.2%
Did not respond	28	7.9%
Blank	10	2.8%
Total	353*	100.0%

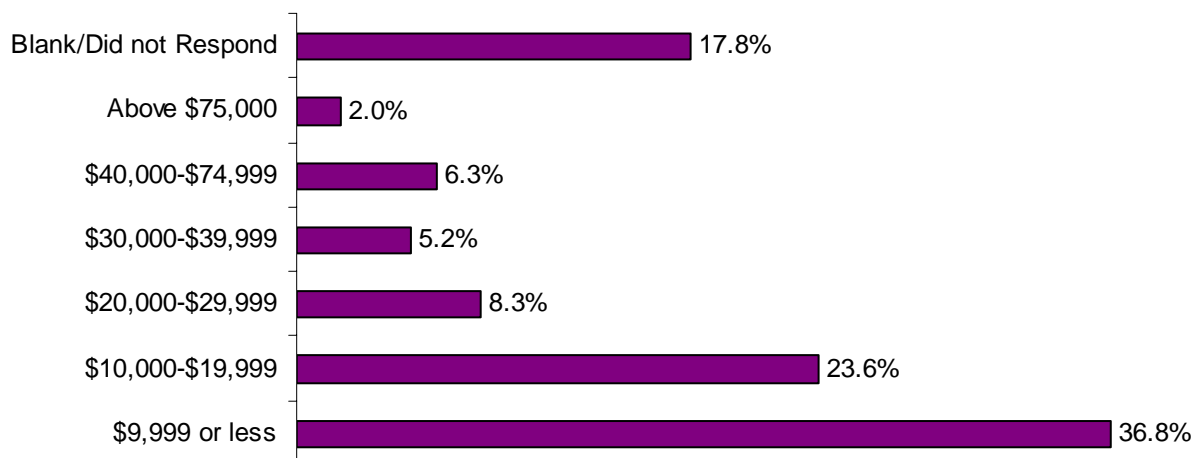
*Some students may have indicated multiple races.

- 6% of those surveyed report a language other than English as their native language. 6% also reported Hispanic identity.
- Nationally, 11.5% of Faces of the Future recipients were African-American, 5.6% Asian, and 71% White.
- 58% of survey respondents were female and 42% male.

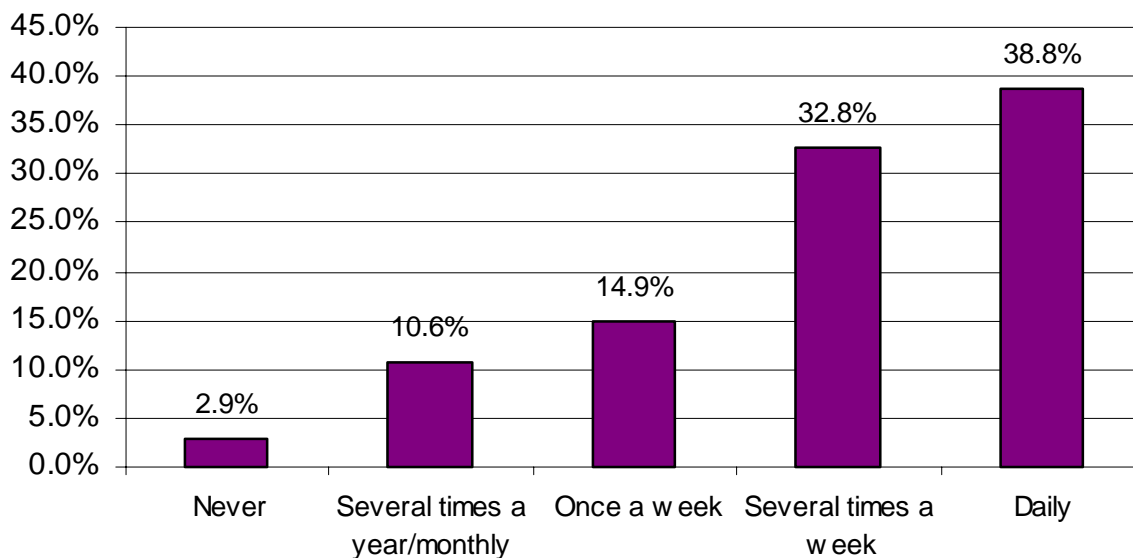
Residency

- 58% of JJC students reported living at home with their parents, compared to 46% of national survey participants.
- More JJC students reported living with a sibling (32%) than the national average (22%).
- 22% of the JJC respondents had children 17 years or younger, compared to a 27.5% national average.

Average Individual Income



Use of Internet or World Wide Web



- 84% of students indicated they have access to the internet and an e-mail address at home. JJC student use of the internet closely resembles national trends.

Career and Life Goals

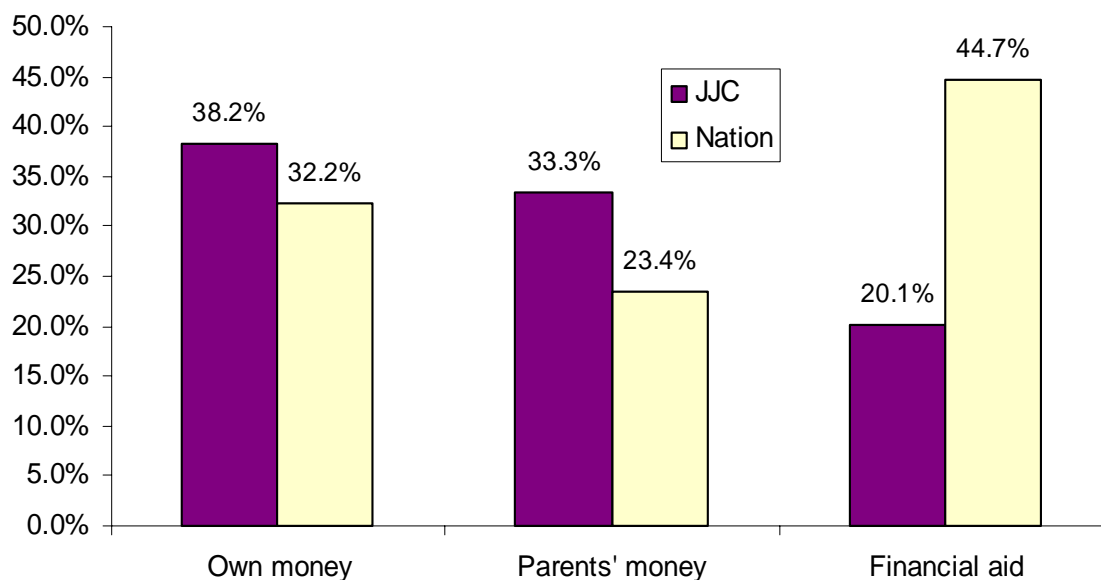
The Faces of the Future survey asks students to list their 10 most important life and career goals on a scale from “very important (5)” to “not important (1).” Below are items ranked as most important by students at JJC on a scale of 1 to 5, along with the percentage of students referring to an item as “very” to “moderately important.”

Item	Scale Average	%
1. Have a steady, secure job	4.70	88.5%
2. Have time for personal/family interests	4.68	91.3%
3. Be self-reliant	4.59	89.4%
4. Help others who are in need	3.99	69.2%
5. Make a lot of money	3.92	63.0%
6. Meet new and interesting people	3.87	65.5%
7. Be a parent	3.84	65.2%
8. Own and operate my own business	3.00	36.8%
9. Be active in my community	2.99	29.6%
10. Make a theoretical or practical contribution to science	2.11	12.1%

* Differences in rank order between scale average and % are due to number of students who answered question or selected “does not apply.”

Paying for College

At JJC and nationwide, students reported three major sources of funds to pay for college: their own income and savings, parents’ income and savings, and student financial aid. The following table suggests JJC students are more reliant on their own funds to pay for college than students nationwide.



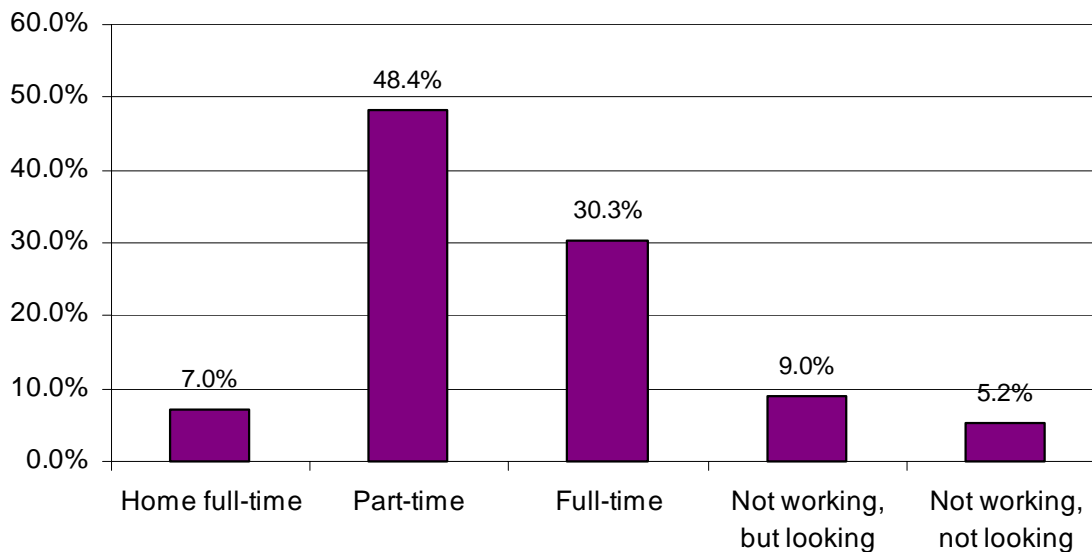
Problems Encountered while Attending College

Students were asked to respond to a 4-point scale, from “major problem (4)” to “not a problem (1),” if they have had problems dealing with 11 items. The following table lists student responses, with scale averages and the number of students who answered each item (did not select “does not apply”).

Item	Scale Average	N
1. Personal financial	2.14	289
2. Cost of child care & other dependent care	2.08	60
3. Job-related responsibilities	2.07	286
4. Cost of books and other course related materials	2.07	307
5. Transportation (access to public trans., parking, etc.)	1.99	272
6. Family responsibilities	1.97	281
7. Finding acceptable child care	1.92	65
8. Computer costs	1.74	242
9. Transportation costs	1.67	261
10. Medical expenses	1.61	207
11. Health-related problems	1.49	235

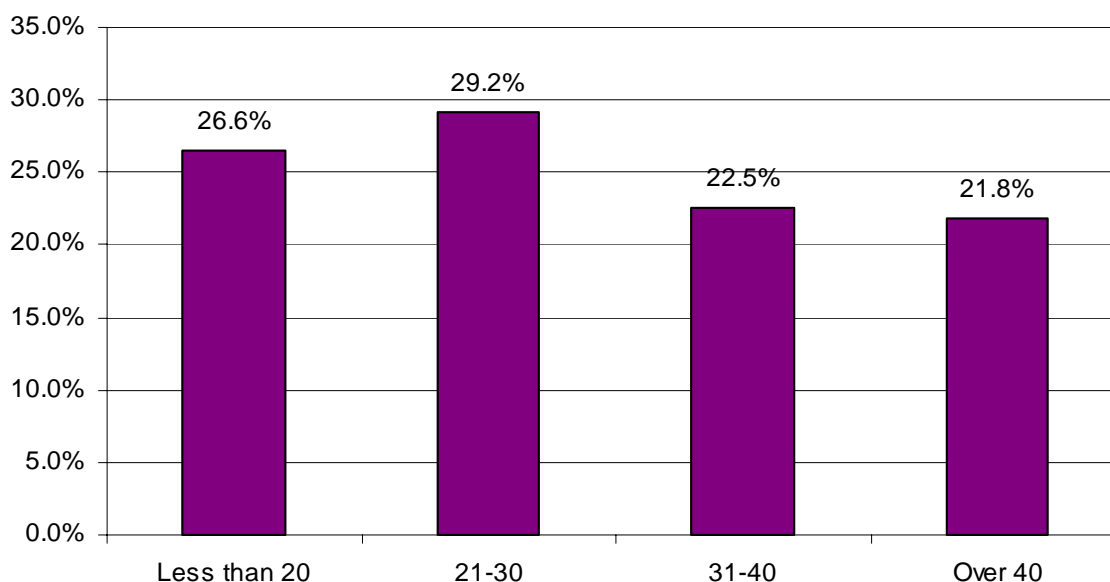
Employment

Employment Status of Survey Respondents



- 55% of respondents consider their “primary status” as student (compared to 67% of national survey participants), while 31% consider their primary status as an employed and, secondarily, as a student.
- Equal percentages of JJC students – 31% -- work regular hours (8AM-5PM) and the second shift.

Number of Hours Worked per Week for Employed Students



Reasons for Attending College

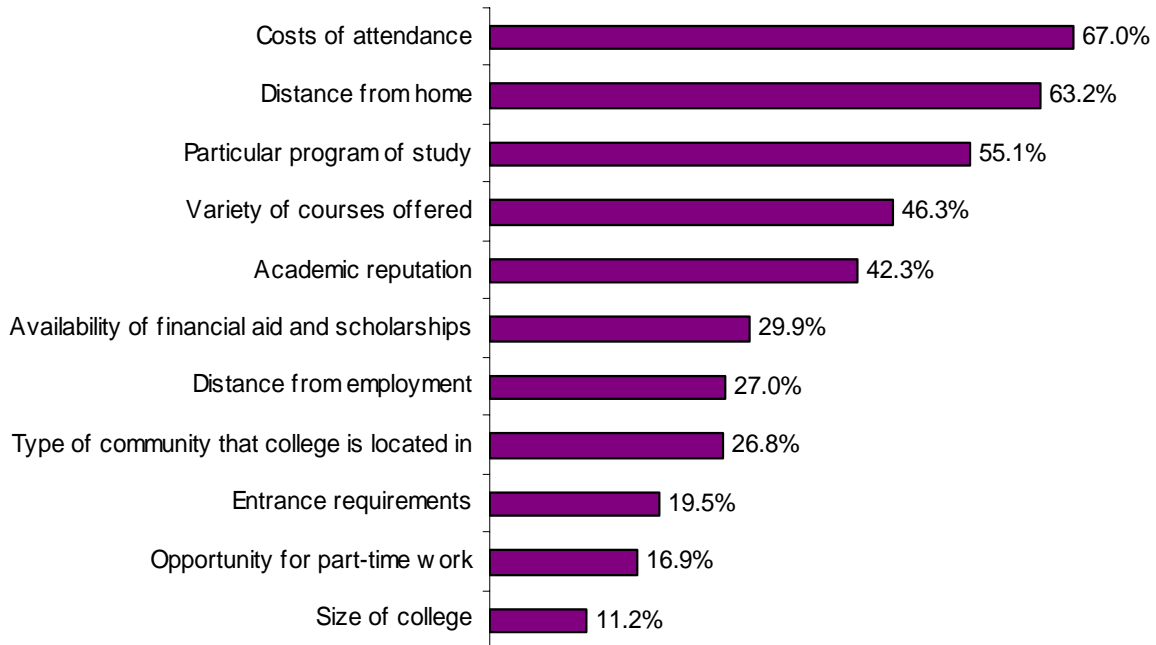
Students were asked to respond on a 4-point scale, ranging from “major reason (4)” to “not a reason (1),” why they were enrolled in their current program of study. Below lists the top five reasons based on scale average along with the percentage of students indicating the reason was a “major reason.”

Item	Scale Average	%
1. Meet requirements for my chosen occupation	3.27	63.8%
2. Develop my mind and intellectual abilities	2.08	33.3%
3. Increase my earning power	2.07	37.4%
4. Study new and different subjects	2.07	20.4%
5. Make a career change	1.99	33.0%

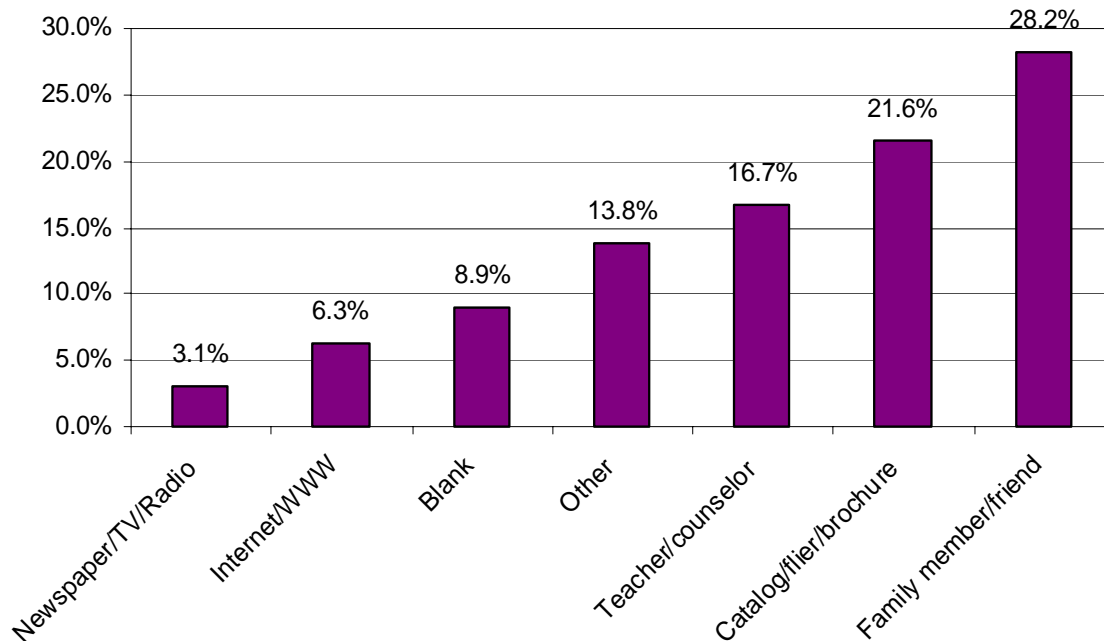
* Differences in rank order between scale average and % are due to number of students who answered question or selected “does not apply.”

- While the rank order closely resembles the national survey rank order, the mean responses were different.
 - 44% of national survey respondents indicated the development of their “mind and intellectual abilities” as a major reason for attending college, compared to 33% of JJC students.
 - 43% of respondents stated they planned on obtaining an Associates Degree and 42% plan on transferring to a 4-year college.

Students were asked, on a 5-point scale ranging from “very important (5)” to “not important (1),” the importance of certain factors in their decision to attend JJC. The following graphic displays the percentage of students who responded that a particular item was “very important” or “important” in their decision to attend JJC.



Source from Which Survey Respondents Learned the Most about JJC



College Experiences

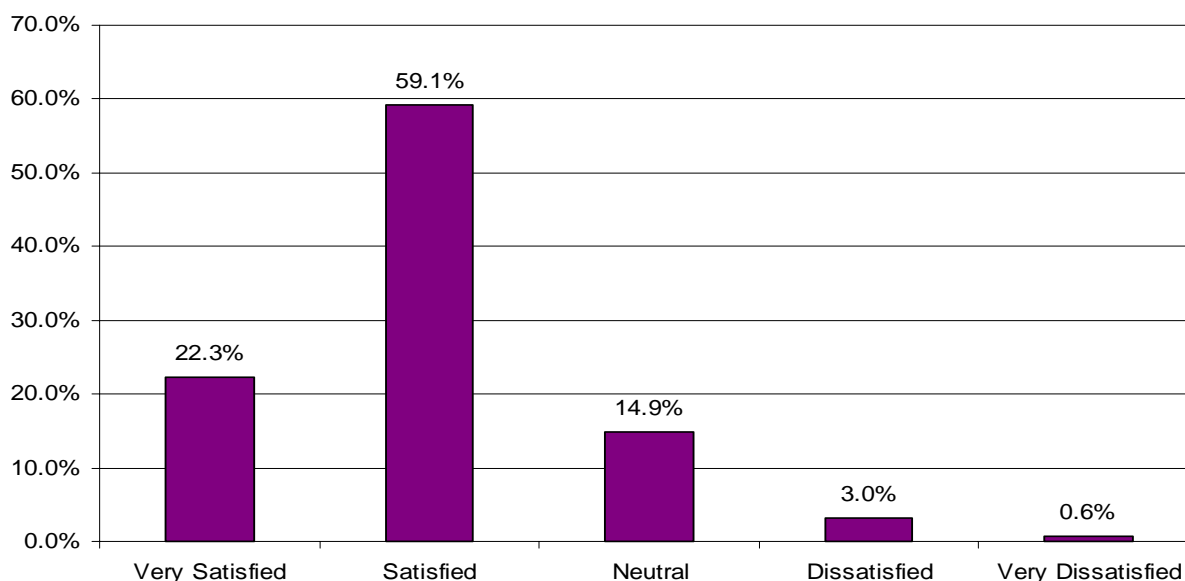
Students responded on a 4-point scale by indicating whether JJC had a “major contribution (4)” to “no contribution (1)” to their personal growth. The top five responses, as measured by average scale response, are listed below.

Item	Scale Average
1. Increasing my academic competence	3.72
2. Learning skills needed specifically for employment	3.72
3. Identifying skills required for a career that fits my abilities/interests	3.51
4. Enriching my intellectual life	3.32
5. Developing self-confidence	3.12

Survey respondents also responded to questions about their level of agreement with statements on a 5-point scale, from “strongly agree (5)” to “strongly disagree (1).” The top 5 average scale responses are listed below.

Item	Scale Average
1. I would recommend this college to friends and relatives	4.08
2. Administrators & instructors treat my gender group with respect	4.08
3. Instructors treat students in my racial/ethnic group with respect	4.07
4. Administrators/staff treat students in my racial/ethnic group with respect	4.03
5. This college has a good reputation in the community	4.00

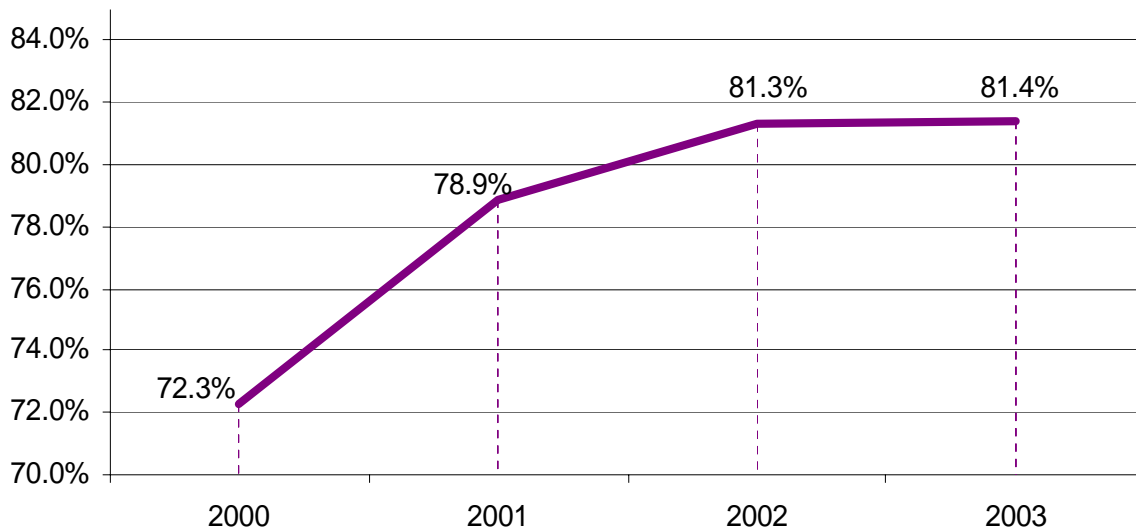
Overall Satisfaction with JJC



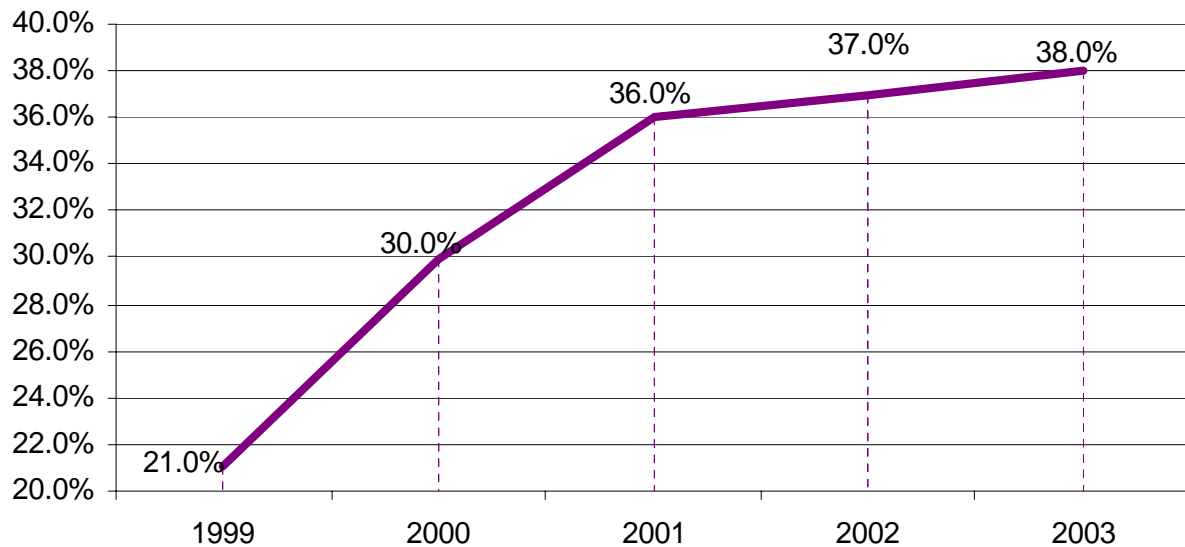
- Nationally, 83.1% of community college students reported being very satisfied or satisfied with their college, compared to 81.4% at JJC.

Longitudinal Trends

Overall Satisfaction with JJC, Fall 2000-Fall 2003: Percent of Respondents Indicating "Very Satisfied" or "Satisfied" with JJC



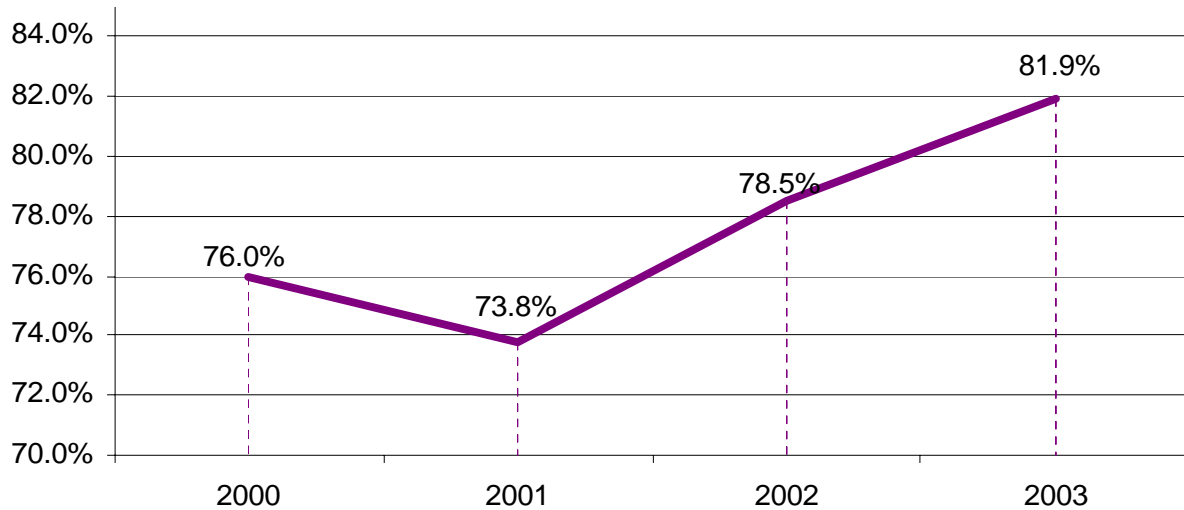
Percent of Students Indicating Daily Use of the Internet or World Wide Web, Fall 1999-Fall 2000*



*Includes Fall 1999, Pilot year

Longitudinal Trends

Percent of Students Stating that Having a Steady and Secure Job as “Very Important” in their Career and Life Goals, Fall 2000-Fall 2003



Students Indicating “Increased Earning Power” as the Reason for Enrolling their Particular Program of Study, Fall 2000-Fall 2003 (Based on a 4-point scale, with 4 indicating a “major reason” and 1 “not a reason.”)

