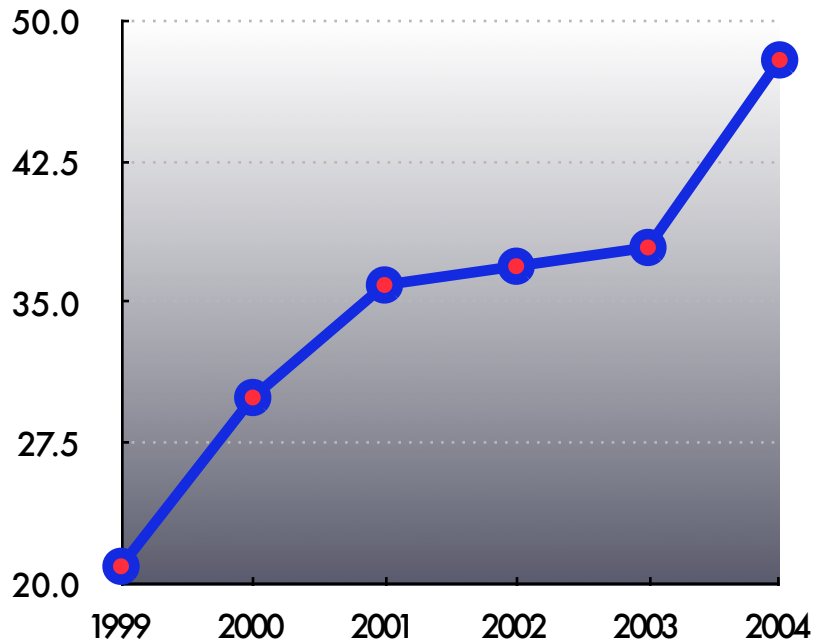


# FACES OF THE FUTURE

## FALL 2004

The purpose of the Faces of the Future survey is to assess the current state of the Joliet Junior College student population and explore the role Joliet Junior College plays in the lives of students.

Figure 1. Percent of JJC Students who Use the Internet or World Wide Web Daily, Fall 1999-2004



## Internet and Computer Use Among Joliet Junior College Students

The number of JJC students who report using a computer has grown significantly over the past 5 years.

As Figure 1 shows, the percent of students who indicated daily use of the internet has nearly doubled in the past 5 years. In fact, only 1% of JJC students indicate they have never accessed the internet. Nearly 88% of JJC students indicate they have access to the internet at home.

The results confirm other research and show that community colleges play a significant role in exposing students to computers and the internet. According to the Pew Research Center (2002), well over 90% of all college students had been on-line as of 2001, compared to only 60% of the general population. Only 33% of all elementary aged school children had access to the internet in their

school in 1994, compared to over 99% of all elementary aged school children today (National Center for Education Statistic, 2002).

### COMPUTERS IN STUDENTS' LIVES

Over 90% of today's college students own their own computer and about 75% of them prefer to use e-mail over the telephone when communicating with other people (Pew, 2002). In fact, communicating socially is the number one reason college students use the internet - nearly 20% of college students have established a relationship with another person on-line without having ever physically met.

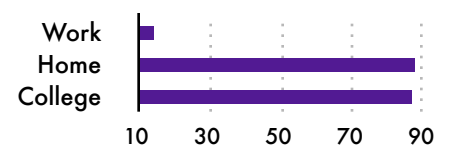
### COMPUTERS IN THE CLASSROOM

Researchers refer to college students as "digital natives" (Caruso, 2004). Digital natives have grown up with technology and find it difficult to envision a life without it. Many college instructors, staff, and administrators, on the other hand, are sometimes referred to

as "digital immigrants." As a result, students are likely to see technology in a more holistic context that incorporates social, personal, work, and college, whereas many instructors may view technology much differently.

Contemporary students will continue to have high expectations for technology use in the classroom and in student services, expecting technology be used as a tool for improving student learning rather than exclusively as a convenience for organizing course materials.

Figure 2. Percent of Students Who Have Access to the Internet or E-mail by Location



## FACES OF FUTURE SURVEY



The Faces of the Future Survey was created out of a partnership between ACT and the American Association of Community Colleges (AACCC). Developed in 1998 and piloted in 1999, the survey was first administered in the Fall 2000 semester. JJC was one of 245 community colleges that first participated. Today, nearly 60,000 students at over 160 community colleges annually complete the survey. Including the pilot year, Fall 2004 marked JJC's sixth year of participation in the survey.

# Employment Status of JJC Students

Figure 3. Student Employment Status

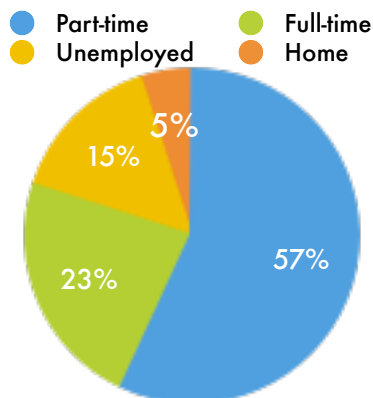


Figure 4. Number of Jobs Held by Employed Students

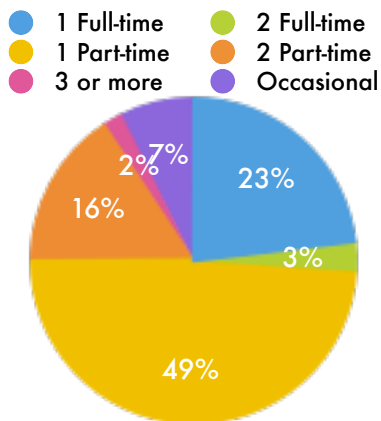


Figure 5. Hours Worked by Employed Students

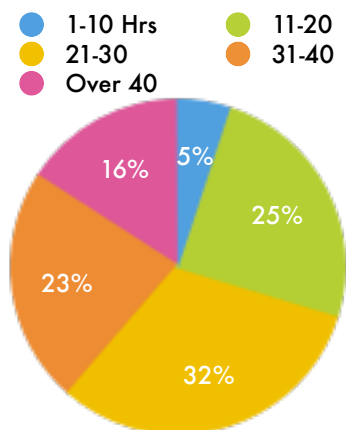
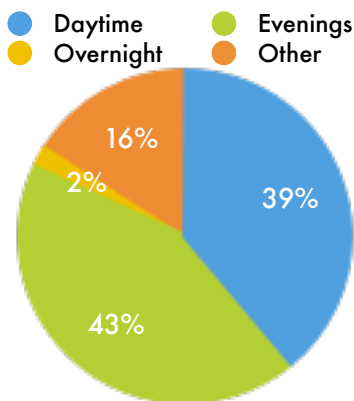


Figure 6. Shifts Worked by JJC Students



## WHERE STUDENTS WORK

Most JJC students work in the following occupational areas:

- Business (25%)
- Hospitality (11%)
- Personal and Customer Services (10%)
- Health-related fields (9%)
- Education (8%)
- Construction (4%)
- Building Maintenance & Repair (3%)
- Arts (3%)
- Social & Government Services (3%)

## OTHER EMPLOYMENT INFORMATION

- 9% of students receive full or partial tuition reimbursement from their employers.
- 70% of students have worked for their employer for less than 2 years; only 2% of students have worked for their current employer for more than 10 years.
- 73% of students consider themselves primarily a college student and a employee/worker secondarily.

## SURVEY METHODOLOGY

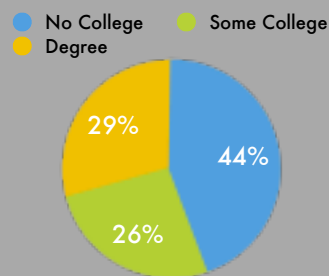
The Faces of the Future Survey was administered by the Office of Institutional Effectiveness (OIE). Before administration, a random sample of classroom sections were drawn from all for-credit course sections offered in the Fall 2004 semester. Instructors were then contacted and assisted OIE in administering the survey in classrooms at a variety of times, including courses offered during the day, evening, and weekend at multiple locations.

Completed surveys were mailed to ACT in Iowa City, IA, the agency responsible for entering and scanning the surveys. Results were mailed back to OIE in a text file format. The text file was imported into Microsoft Excel for further analysis.

## Parents' Education

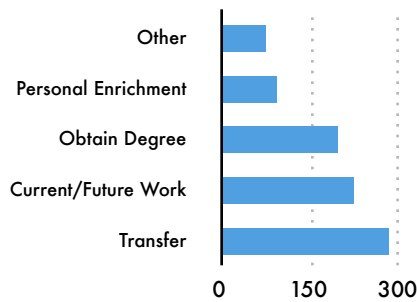
Research suggests about 61% of JJC students are the first in their family to attend college, or are "first-generation" students (OIE, 2004). The results of the Faces of the Future survey show that about 30% of JJC students' parents hold at least an Associate's, Bachelor's, or advanced degree. Recognizing the unique needs of first-generation students is important because research indicates they may encounter more problems navigating the collegiate environment (Terenzini, et al., 1995).

Figure 7. Educational Attainment of JJC Students' Parents



## Enrolling at JJC

Figure 8. Reasons for Taking Courses at JJC - Number of Responses\*



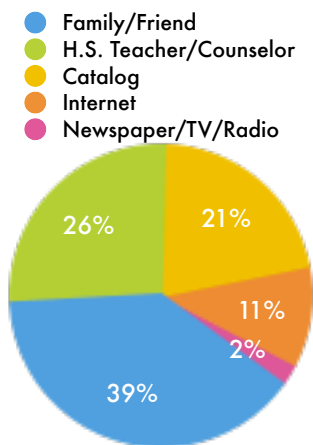
### Why Students Enrolled in a Particular Course or Program, with 5 being "major" and 1 "minor."

- ❖ Requirements for chosen occupation (3.32)
- ❖ Develop intellect (2.92)
- ❖ Increase earning power (2.55)
- ❖ Study new subjects (2.45)
- ❖ Make a career change (2.09)
- ❖ Meet new and interesting people (2.06)

### Why Students Choose JJC, with 5 being "very important" and 1 "not important."

- ❖ Price of college (4.01)
- ❖ Distance from home (3.86)
- ❖ Variety of courses offered (3.43)
- ❖ Particular program of study (3.32)
- ❖ Academic reputation (3.14)

Figure 9. Source from Which Students Learned the Most about JJC



\*multiple response item

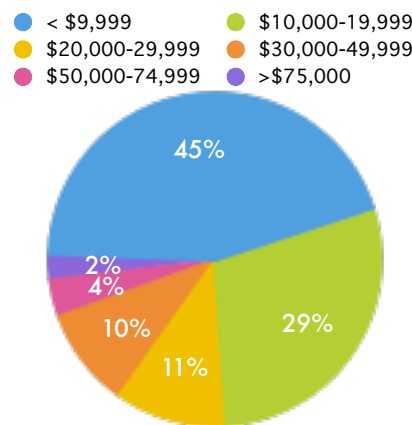
## Paying for College

The following table shows the percent of students who indicated the following is a "major" source of funds to pay for college.\*

Parents 41%	Personal 41%	Financial Aid 26%
Loans 6%	Employer 5%	Public Assist. 1%

About 22% of all JJC students receive financial aid, with the percent of financial aid recipients increasing significantly over the past 4 years (OIE, 2004).

Figure 10. Student Income



### PAYING FOR & ENROLLING IN COLLEGE SUMMARY

Students attend community colleges for three reasons: price, proximity to home, and program. JJC students also selected "academic reputation" as an important reason in choosing JJC.

Students learn the most about JJC before enrolling from family, friends, and high school teachers and counselors. This confirms research suggesting family and peer group recommendations are the most powerful variables affecting institutional choice (Schertzer & Schertzer, 2004).

Only about 1 in 5 JJC students receive state or federal financial aid, although the number of students who do receive financial aid has increased significantly over the last 4 years.

## Current Enrollment Trends

Along with many other community colleges, JJC has witnessed significant changes in the makeup of its students in the past five years. Three trends stand out.

The JJC student body is more diverse.

16% of the JJC student body were from a minority population in Fall 1998. Just 5 years later, 25% of students were from minority populations. The number of Latino students attending JJC doubled during that time period.

JJC students are younger and enrolled full-time.

Full-time student enrollment has increased 11% over the past two years; part-time enrollment has fallen 7%. Enrollment of students under 24 has increased 4% over the past 2 years, compared to a 8% decrease in the number of students over 25.

More JJC students are enrolled in transfer programs.

The fastest growing programs are in English, Math, and Social and Behavioral Sciences.

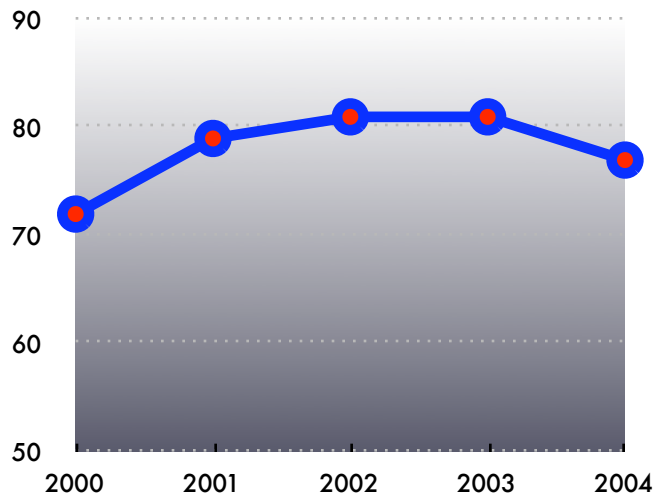
These enrollment trends suggest more students – and in particular minority students – are enrolling at JJC with the goal of eventually earning a 4-year degree, as opposed to obtaining a for-credit credential or short-term skill development. Since minority and first-generation students are more likely to enroll at a community college, JJC should be cognizant of the important role it plays in students' lives. Below is a listing of life goals indicated by students on the Faces of the Future Survey. A college degree is essential for many of the goals, especially job security and having free time.

### STUDENT LIFE GOALS IN ORDER OF IMPORTANCE

- ❖ Have a steady secure job
- ❖ Time for Personal/Family Interests
- ❖ Self-reliance
- ❖ Be a parent
- ❖ Help others in need
- ❖ Make a lot of money
- ❖ Meet new and interesting people

## Overall Satisfaction and Impact

Figure 11. Overall Satisfaction with JJC - Percent of Students who Indicated "Very Satisfied" or "Satisfied"



While the percent of students who indicated they were "very satisfied" or "satisfied" with JJC fell from 81% in Fall 2003 to 77% in Fall 2004, the percent of students who indicated they were "very satisfied" rose from 22% to 27%.

## Level of Agreement with the Following Statements

Students were likely to agree most strongly with the following statements:

- Instructors and administrators treat students in my gender/racial/ethnic group with respect.
- I feel a sense of general safety and security while on campus.
- I would recommend this college to friends and relatives.
- This college has a good reputation in the community.

On the other hand, students were less likely to agree with the following statements:

- I could not have attended this college without the financial aid I received.
- Academic advising is of high quality.
- Overall, my program of study at this college has been sufficiently challenging.
- Courses are available at the time I need them.
- The registration process is student friendly.

Students clearly feel a sense of safety and security at JJC. This is important because research shows students learn better in environments where they feel comfortable and where they feel the college has a genuine interest in helping them achieve their academic goals.

Figure 12. JJC's Contribution to Student Growth - Top 5 Areas



Students were asked to identify JJC's contribution to their academic and personal growth on a 5 point scale, with 5 representing a "major contribution" and 1 "no contribution." Clearly, students felt JJC's contribution to their academic and intellectual life was the most significant.

On the other hand, students felt JJC's contribution to their personal and academic growth in the following areas was less:

- Learning to use a computer for personal and work reasons.
- Learning how to work effectively as a team.
- Communicating with others in a work setting.
- Learning effective leadership skills.

## Summary

Overall, JJC students are satisfied with JJC and feel the institution makes a significant contribution to their personal and intellectual growth. Students also indicate college instructors, staff, administrators, and other students genuinely care about helping them achieve their academic goals. While students enroll to enhance their intellect and develop skills directly tied to an occupation, students are clear about JJC's main impact - academic competence and intellectual enrichment.

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