



# FACES OF THE FUTURE



Contributions to Learning and Growth  
Office of Institutional Effectiveness

[www.jjc.edu/admin/ie](http://www.jjc.edu/admin/ie)

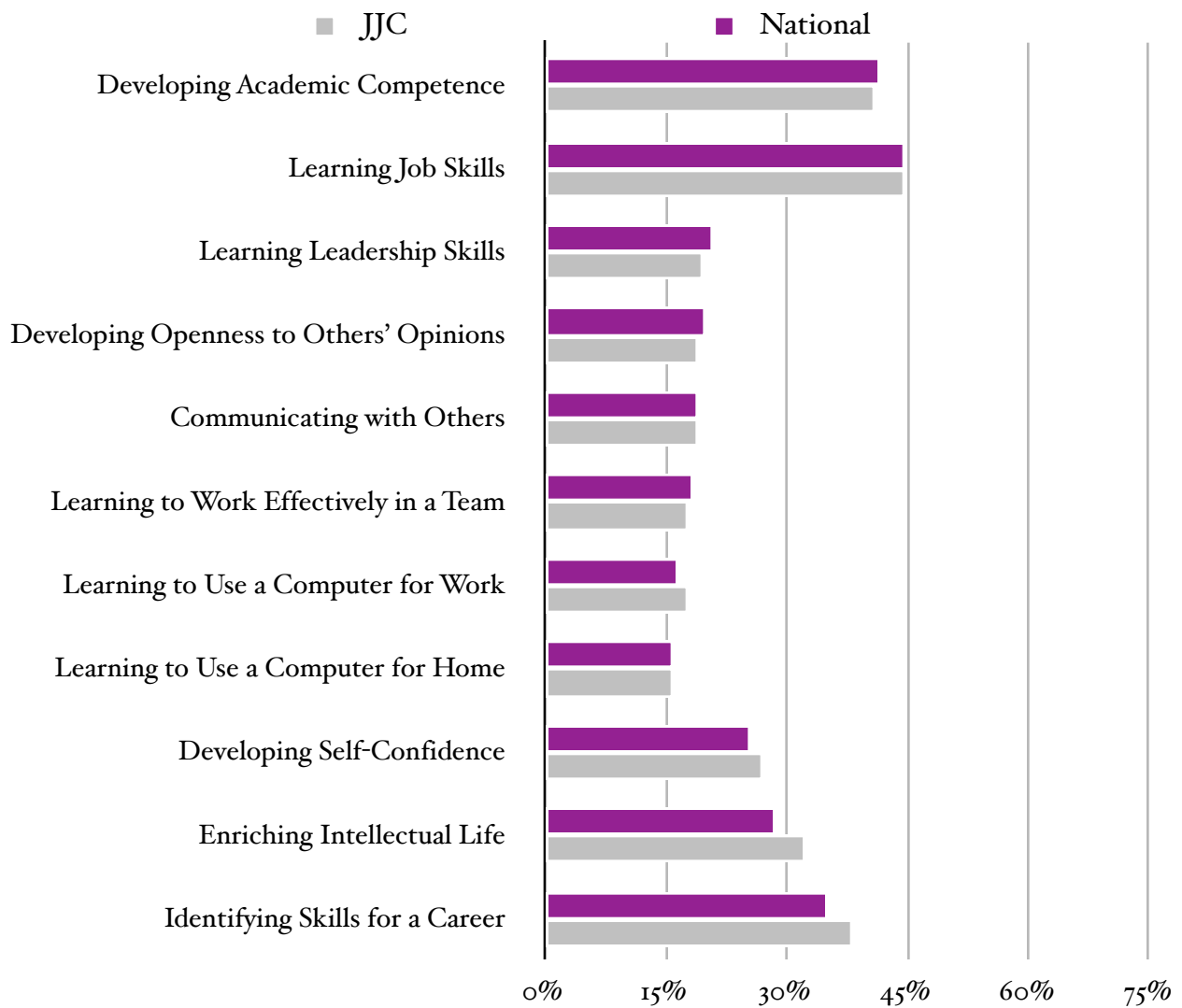
March 2006

This summary is part of a larger analysis related to the Faces of the Future Survey available on-line at <http://www.jjc.edu/admin/ie/information/Surveys/surveys.htm>

# CONTRIBUTIONS TO LEARNING & GROWTH

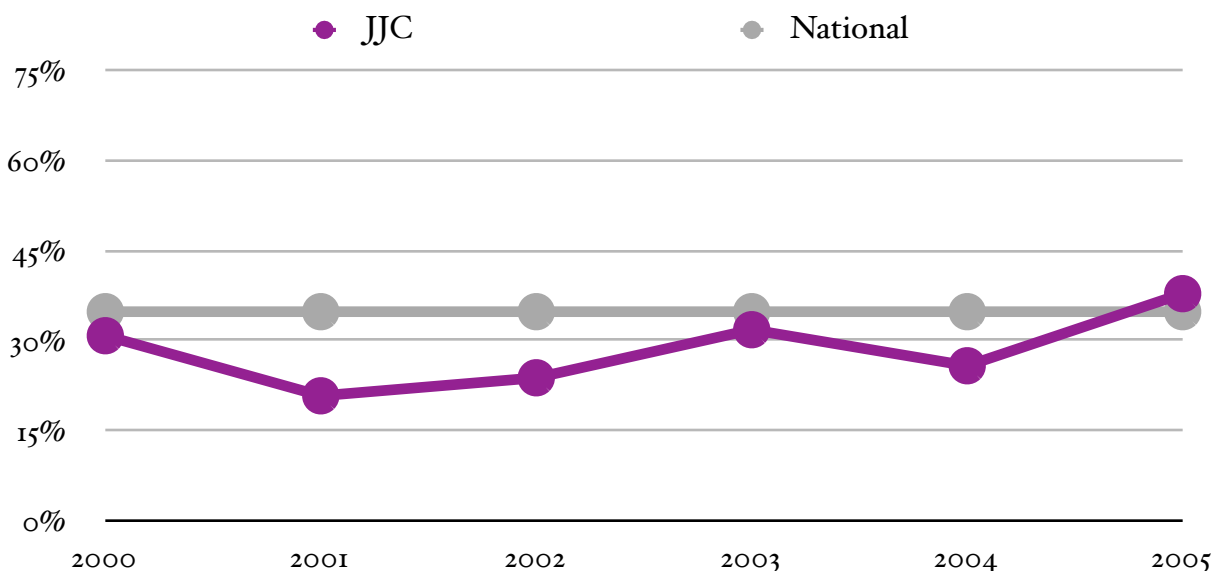
Historically, JJC students reported JJC contributed less to their learning in a variety of areas. In general, however, students reported higher contributions to learning over the last three years and in Fall 2005, learning contribution rates at JJC overtook national rates. JJC has clearly made significant progress in this area over the last three years.

*Percent of Students Stating Their College Made a Major Contribution to Learning & Growth in Specific Areas, Fall 1999-2005*



# Identifying Skills for a Career

*Percent of Students Stating Their College Made a Major Contribution in Helping them Identify Skills Required for a Career, Fall 1999-2005*

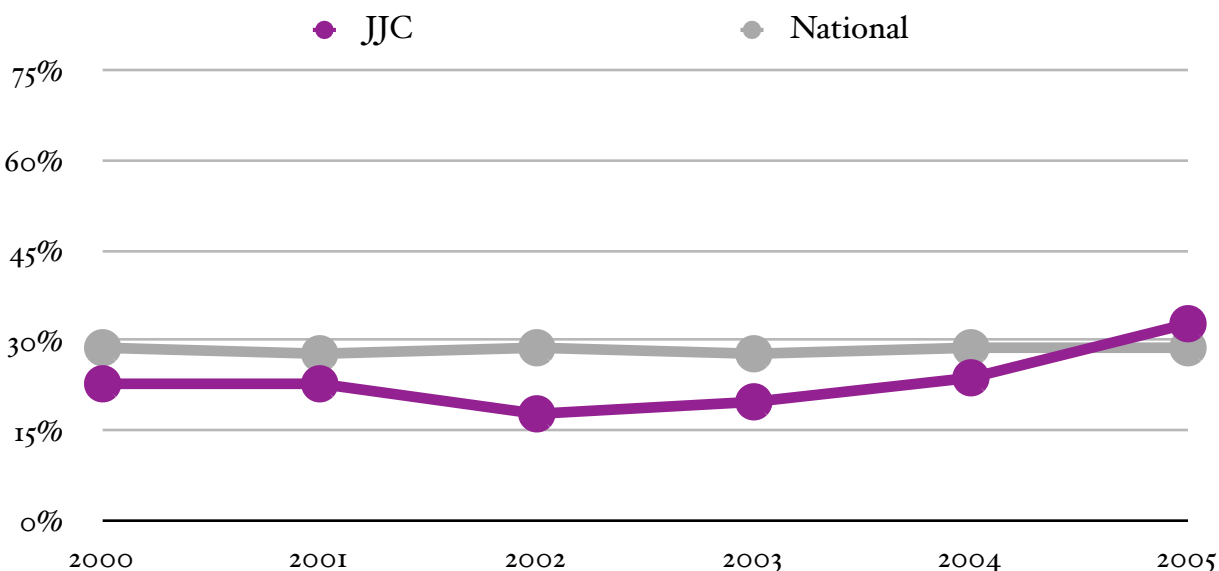


FALL	JJC			NATIONAL		
	Major Contribution	Moderate Contribution	No Contribution	Major Contribution	Moderate Contribution	No Contribution
2000	30.7%	60.0%	9.3%	34.8%	55.4%	9.8%
2001	20.5%	66.9%	12.6%	34.8%	55.3%	9.9%
2002	23.5%	63.9%	12.5%	35.0%	55.0%	10.0%
2003	31.9%	57.5%	10.6%	34.6%	55.5%	9.9%
2004	25.6%	61.0%	13.4%	35.1%	55.3%	9.6%
2005	38.3%	50.9%	10.8%	35.2%	55.4%	9.5%

*Note.* Although this question was asked in Fall 1999, the JJC scales and national scales were different. Thus, 1999 is not included in this analysis. Level of contribution is based on a 5-point scale, with “moderate contribution” being a composite of 2, 3, and 4 on the scale. Percents do not include “does not apply” responses.

# Enriching Intellectual Life

*Percent of Students Stating Their College Made a Major Contribution in Enriching Their Intellectual Life, Fall 1999-2005*

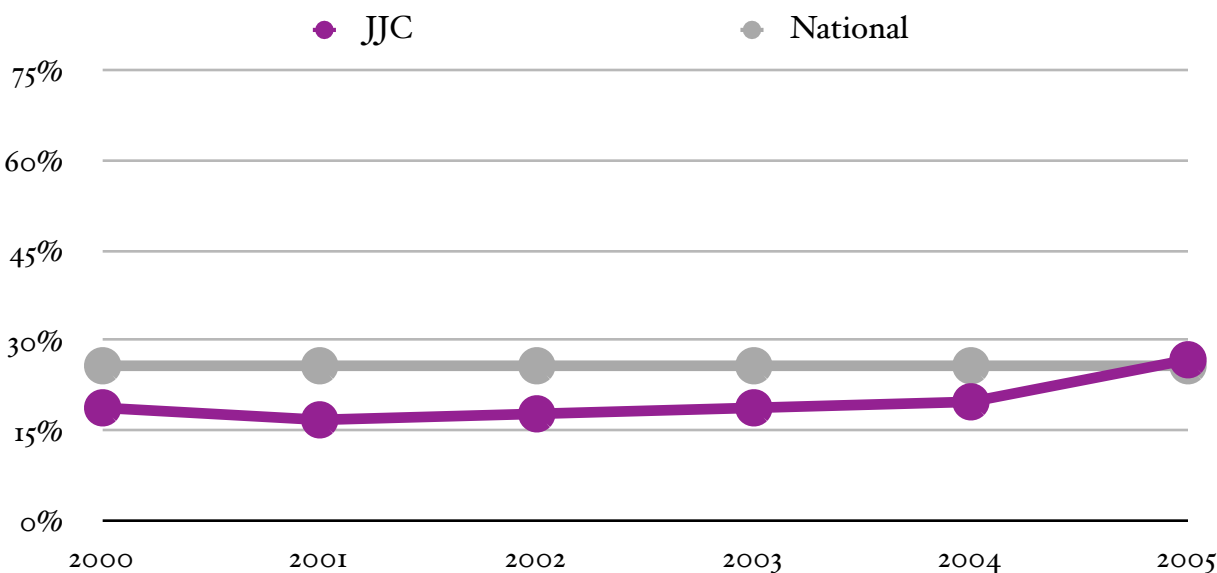


FALL	JJC			NATIONAL		
	Major Contribution	Moderate Contribution	No Contribution	Major Contribution	Moderate Contribution	No Contribution
2000	22.9%	67.3%	9.8%	28.6%	64.5%	6.9%
2001	22.5%	68.3%	9.2%	28.4%	64.4%	7.2%
2002	17.6%	73.1%	9.2%	28.7%	64.2%	7.1%
2003	20.4%	69.9%	9.7%	28.2%	64.6%	7.2%
2004	24.1%	68.8%	7.2%	28.5%	64.6%	6.9%
2005	32.5%	59.9%	7.6%	28.6%	64.5%	7.0%

*Note.* Although this question was asked in Fall 1999, the JJC scales and national scales were different. Thus, 1999 is not included in this analysis. Level of contribution is based on a 5-point scale, with “moderate contribution” being a composite of 2, 3, and 4 on the scale. Percents do not include “does not apply” responses.

# Developing Self-Confidence

*Percent of Students Stating Their College Made a Major Contribution in Helping Them Develop Self-Confidence, Fall 1999-2005*

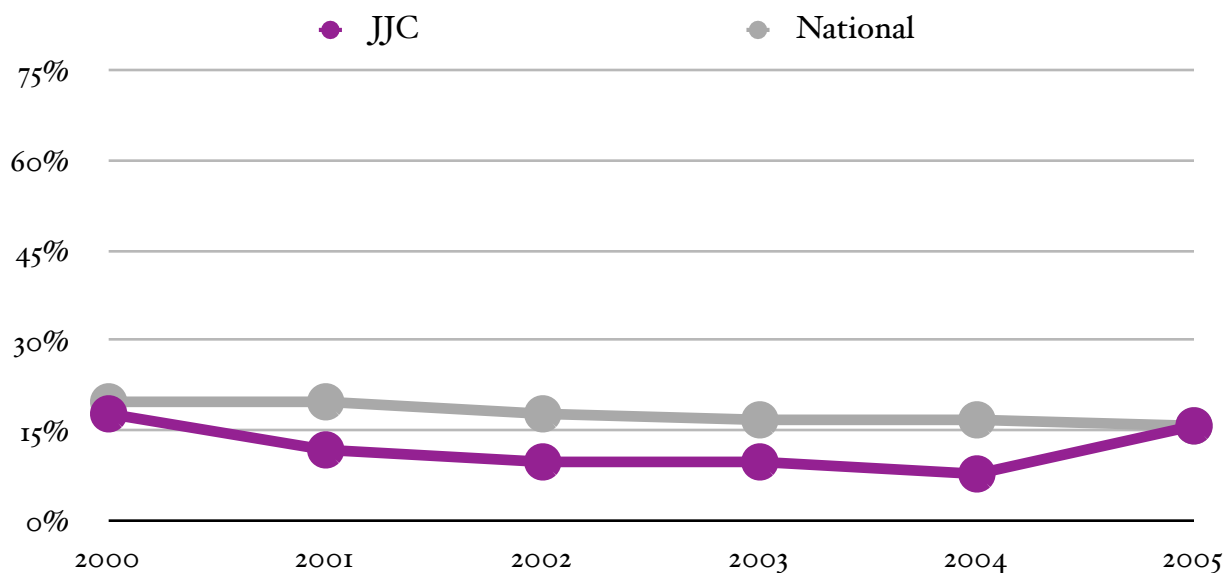


FALL	JJC			NATIONAL		
	Major Contribution	Moderate Contribution	No Contribution	Major Contribution	Moderate Contribution	No Contribution
2000	18.8%	68.6%	12.6%	26.1%	62.6%	11.3%
2001	16.9%	68.3%	14.8%	26.3%	62.0%	11.7%
2002	18.1%	64.7%	17.2%	26.2%	61.5%	12.3%
2003	19.3%	63.4%	17.4%	25.8%	61.9%	12.3%
2004	19.9%	63.6%	16.5%	25.7%	62.0%	12.2%
2005	27.1%	57.5%	15.3%	25.7%	62.1%	12.2%

*Note.* Although this question was asked in Fall 1999, the JJC scales and national scales were different. Thus, 1999 is not included in this analysis. Level of contribution is based on a 5-point scale, with “moderate contribution” being a composite of 2, 3, and 4 on the scale. Percents do not include “does not apply” responses.

# Learning to Use a Computer for Personal Tasks

*Percent of Students Stating Their College Made a Major Contribution in Helping Them Learn to Use a Computer for Personal Tasks, Fall 1999-2005*

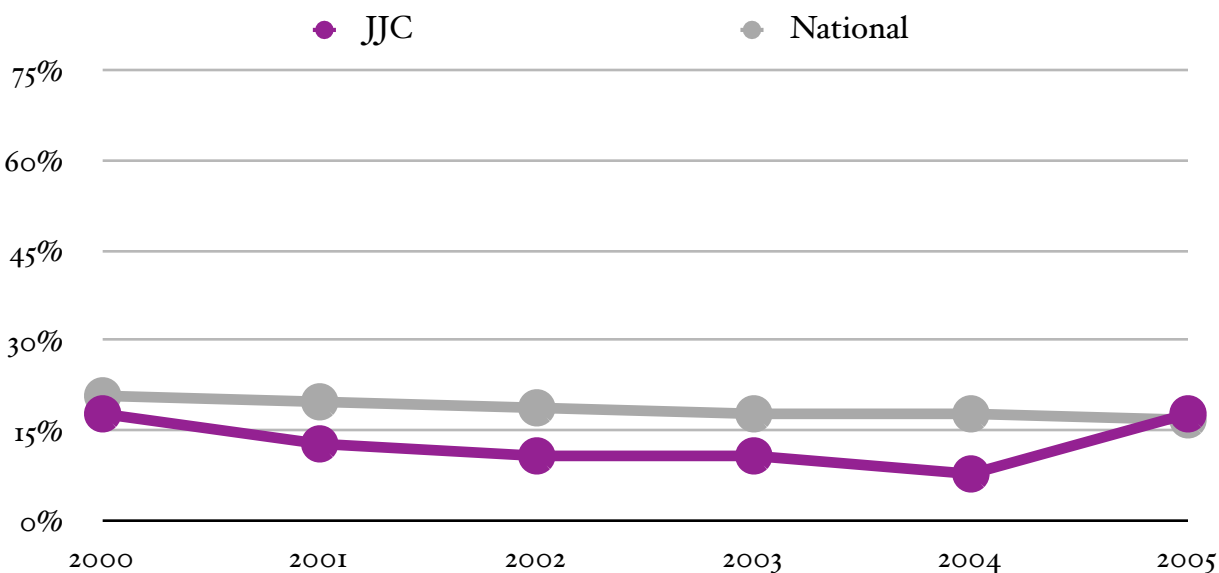


FALL	JJC			NATIONAL		
	Major Contribution	Moderate Contribution	No Contribution	Major Contribution	Moderate Contribution	No Contribution
2000	18.3%	51.4%	30.3%	20.4%	53.1%	26.5%
2001	11.5%	47.9%	40.6%	19.5%	52.1%	28.4%
2002	10.2%	49.3%	40.5%	17.8%	51.0%	31.2%
2003	10.3%	47.6%	42.1%	17.2%	50.9%	31.9%
2004	7.7%	49.4%	42.8%	16.7%	51.1%	32.2%
2005	16.2%	47.6%	36.2%	15.9%	50.6%	33.5%

*Note.* Although this question was asked in Fall 1999, the JJC scales and national scales were different. Thus, 1999 is not included in this analysis. Level of contribution is based on a 5-point scale, with “moderate contribution” being a composite of 2, 3, and 4 on the scale. Percents do not include “does not apply” responses.

# Learning to Use a Computer for Work Tasks

*Percent of Students Stating Their College Made a Major Contribution in Helping Them Learn to Use a Computer for Work-Related Tasks, Fall 1999-2005*

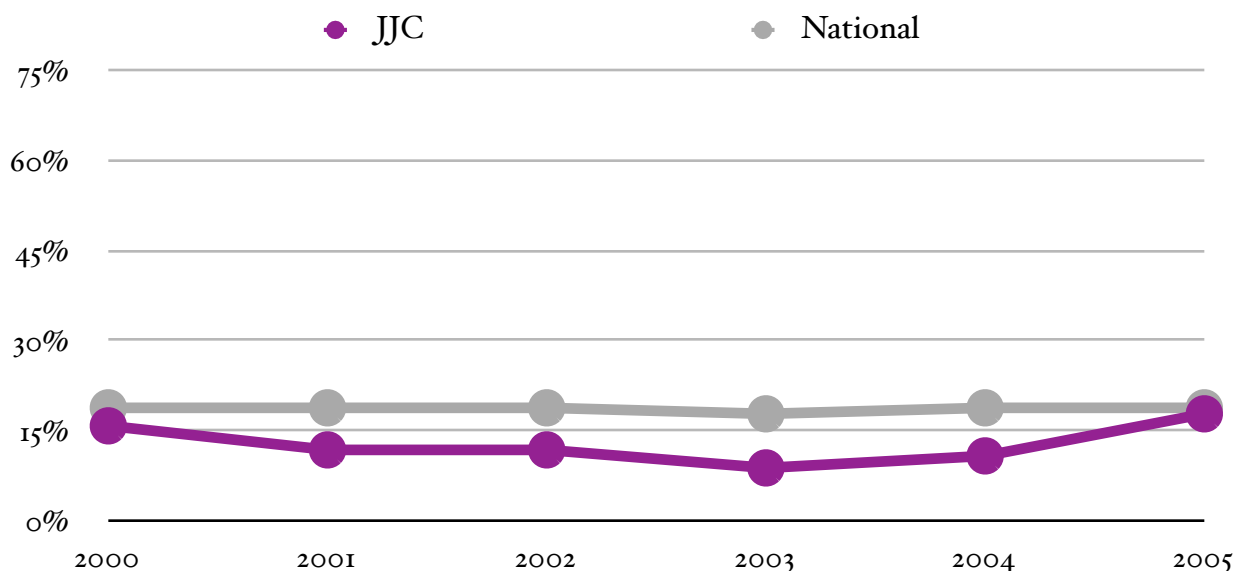


FALL	JJC			NATIONAL		
	Major Contribution	Moderate Contribution	No Contribution	Major Contribution	Moderate Contribution	No Contribution
2000	18.2%	48.7%	33.1%	20.7%	47.0%	32.4%
2001	13.3%	38.3%	48.4%	20.1%	45.8%	34.1%
2002	11.2%	44.9%	43.8%	18.7%	45.3%	36.1%
2003	11.3%	42.1%	46.6%	18.2%	45.2%	36.6%
2004	7.7%	44.5%	47.9%	17.7%	45.7%	36.6%
2005	17.9%	44.1%	38.0%	16.8%	45.5%	37.7%

*Note.* Although this question was asked in Fall 1999, the JJC scales and national scales were different. Thus, 1999 is not included in this analysis. Level of contribution is based on a 5-point scale, with “moderate contribution” being a composite of 2, 3, and 4 on the scale. Percents do not include “does not apply” responses.

# Learning to Work as a Team

*Percent of Students Stating Their College Made a Major Contribution in Helping Them Learn to Work Effectively as a Team, Fall 1999-2005*

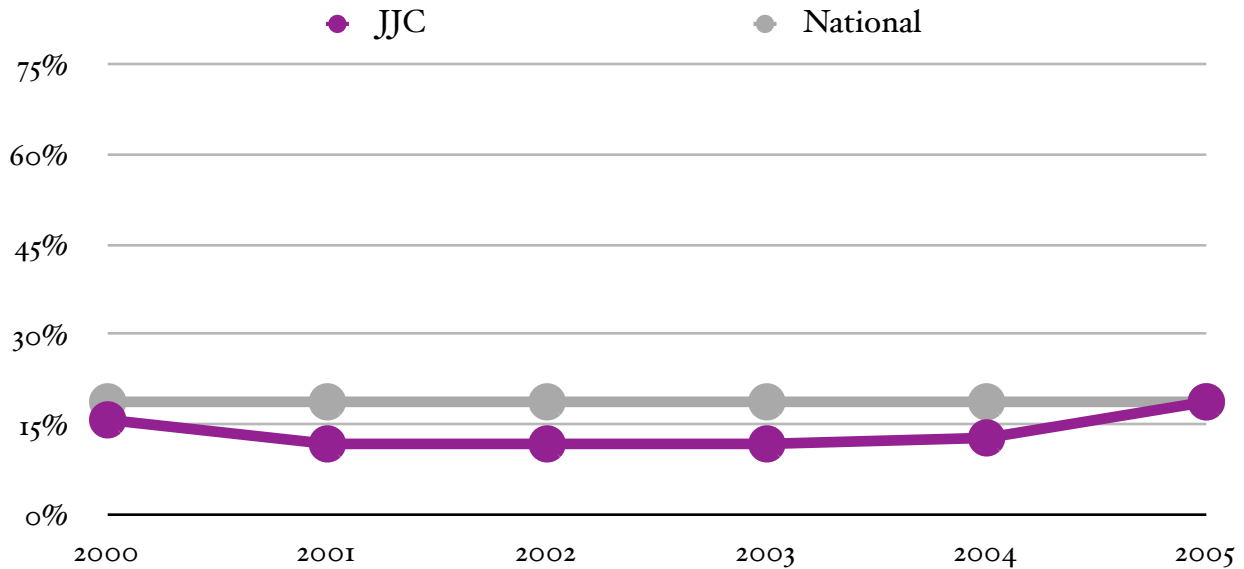


FALL	JJC			NATIONAL		
	Major Contribution	Moderate Contribution	No Contribution	Major Contribution	Moderate Contribution	No Contribution
2000	16.0%	58.9%	25.1%	19.0%	59.5%	21.4%
2001	11.5%	55.9%	32.6%	18.8%	58.6%	22.6%
2002	11.7%	55.6%	32.7%	18.5%	58.0%	23.4%
2003	9.3%	63.8%	26.9%	18.2%	58.0%	23.7%
2004	10.5%	62.5%	27.0%	18.8%	58.3%	22.9%
2005	17.8%	54.9%	27.3%	18.6%	58.2%	23.2%

*Note.* Although this question was asked in Fall 1999, the JJC scales and national scales were different. Thus, 1999 is not included in this analysis. Level of contribution is based on a 5-point scale, with “moderate contribution” being a composite of 2, 3, and 4 on the scale. Percents do not include “does not apply” responses.

# Learning to Communicate with Others

*Percent of Students Stating Their College Made a Major Contribution in Helping Them Learn to Communicate with Others in a Work Setting, Fall 1999-2005*

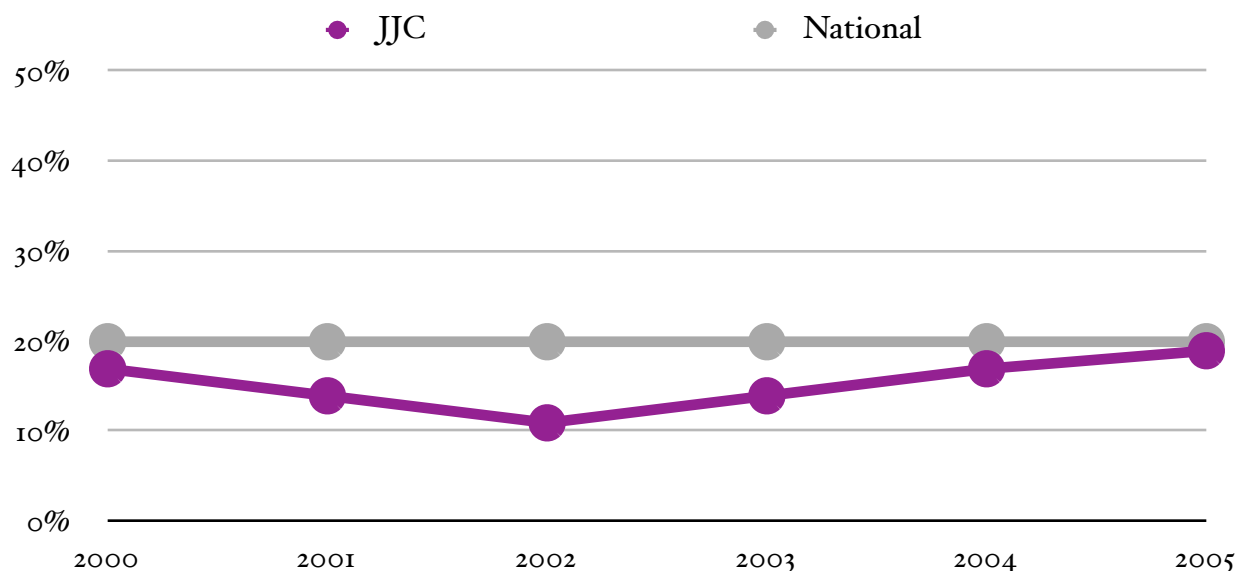


FALL	JJC			NATIONAL		
	Major Contribution	Moderate Contribution	No Contribution	Major Contribution	Moderate Contribution	No Contribution
2000	15.6%	58.7%	25.7%	19.4%	60.1%	20.5%
2001	11.6%	57.2%	31.2%	19.2%	59.4%	21.4%
2002	11.5%	58.7%	29.8%	19.1%	58.8%	22.1%
2003	11.9%	66.0%	22.1%	18.6%	59.0%	22.4%
2004	12.9%	61.6%	25.5%	19.3%	58.9%	21.8%
2005	19.1%	59.1%	21.8%	19.2%	59.0%	21.8%

*Note.* Although this question was asked in Fall 1999, the JJC scales and national scales were different. Thus, 1999 is not included in this analysis. Level of contribution is based on a 5-point scale, with “moderate contribution” being a composite of 2, 3, and 4 on the scale. Percents do not include “does not apply” responses.

# Developing an Openness to Others' Opinions

*Percent of Students Stating Their College Made a Major Contribution in Helping Them Develop an Openness to Opinions other Than Their Own, Fall 1999-2005*

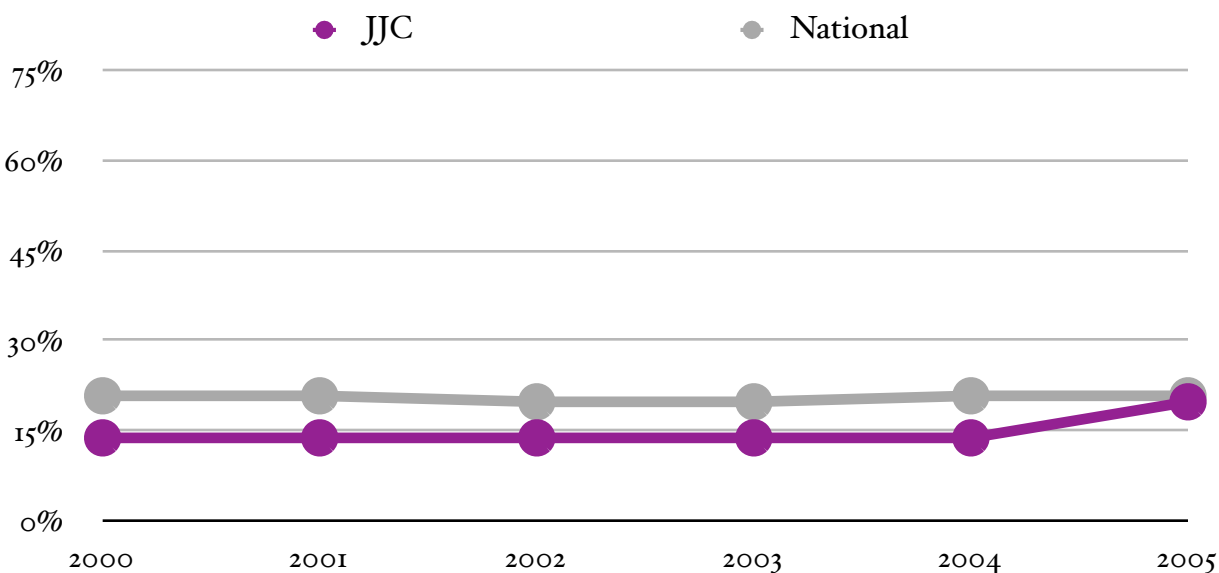


FALL	JJC			NATIONAL		
	Major Contribution	Moderate Contribution	No Contribution	Major Contribution	Moderate Contribution	No Contribution
2000	16.9%	63.3%	19.8%	20.2%	63.8%	16.0%
2001	14.0%	65.2%	20.7%	19.9%	63.4%	16.7%
2002	10.9%	68.9%	20.2%	19.9%	63.2%	16.9%
2003	13.7%	64.9%	21.4%	19.5%	63.3%	17.1%
2004	16.8%	64.7%	18.5%	20.1%	63.4%	16.5%
2005	19.2%	61.9%	18.9%	20.0%	63.2%	16.8%

*Note.* Although this question was asked in Fall 1999, the JJC scales and national scales were different. Thus, 1999 is not included in this analysis. Level of contribution is based on a 5-point scale, with “moderate contribution” being a composite of 2, 3, and 4 on the scale. Percents do not include “does not apply” responses.

# Learning Leadership Skills

*Percent of Students Stating Their College Made a Major Contribution in Helping Them Learn Effective Leadership Skills, Fall 1999-2005*

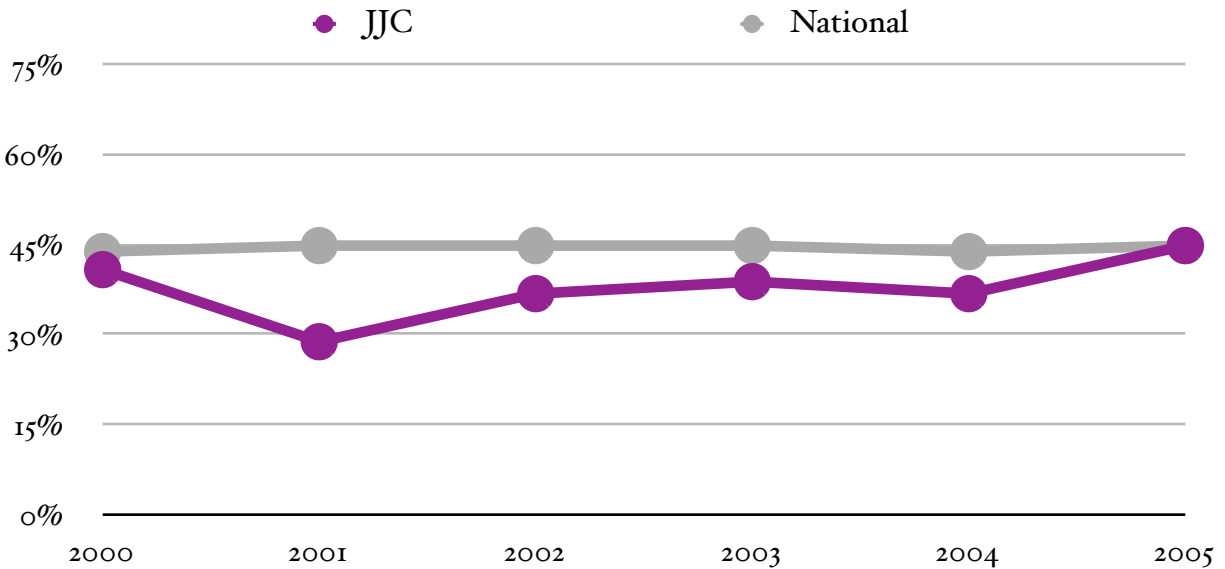


FALL	JJC			NATIONAL		
	Major Contribution	Moderate Contribution	No Contribution	Major Contribution	Moderate Contribution	No Contribution
2000	14.2%	63.7%	22.1%	20.7%	60.5%	18.9%
2001	13.8%	58.0%	28.2%	20.7%	59.7%	19.6%
2002	13.8%	57.5%	28.7%	20.4%	59.5%	20.2%
2003	13.9%	61.0%	25.1%	20.1%	59.6%	20.3%
2004	13.7%	62.5%	23.8%	20.8%	59.4%	19.9%
2005	19.9%	59.6%	20.5%	20.9%	59.4%	19.7%

*Note.* Although this question was asked in Fall 1999, the JJC scales and national scales were different. Thus, 1999 is not included in this analysis. Level of contribution is based on a 5-point scale, with “moderate contribution” being a composite of 2, 3, and 4 on the scale. Percents do not include “does not apply” responses.

# Identifying Skills for a Job

*Percent of Students Stating Their College Made a Major Contribution in Helping Them Learn Skills Needed Specifically for Their Current or Future Job, Fall 2000-2005*

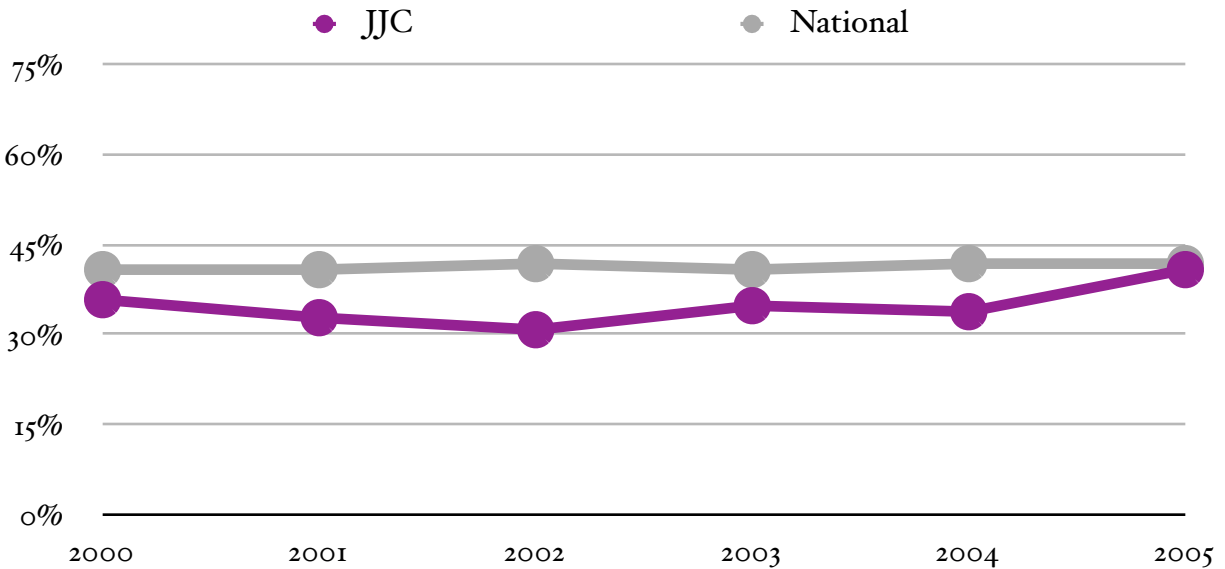


FALL	JJC			NATIONAL		
	Major Contribution	Moderate Contribution	No Contribution	Major Contribution	Moderate Contribution	No Contribution
2000	41.2%	49.7%	9.2%	44.4%	44.0%	11.6%
2001	28.9%	49.5%	21.6%	45.1%	43.2%	11.7%
2002	36.9%	48.3%	14.7%	45.1%	43.0%	11.9%
2003	39.4%	49.5%	11.0%	44.8%	43.1%	12.0%
2004	36.6%	50.4%	13.1%	44.4%	43.7%	11.9%
2005	44.9%	44.4%	10.7%	44.8%	43.5%	11.7%

*Note.* Although this question was asked in Fall 1999, the JJC scales and national scales were different. Thus, 1999 is not included in this analysis. Level of contribution is based on a 5-point scale, with “moderate contribution” being a composite of 2, 3, and 4 on the scale. Percents do not include “does not apply” responses.

# Increasing Academic Competence

*Percent of Students Stating Their College Made a Major Contribution in Helping Them Increase Their Academic Competence, Fall 1999-2005*



FALL	JJC			NATIONAL		
	Major Contribution	Moderate Contribution	No Contribution	Major Contribution	Moderate Contribution	No Contribution
2000	36.0%	56.9%	7.1%	41.4%	52.8%	5.7%
2001	33.3%	56.9%	9.8%	41.2%	53.0%	5.9%
2002	30.8%	58.5%	10.7%	41.6%	52.4%	5.9%
2003	35.0%	58.4%	6.6%	41.4%	52.6%	6.0%
2004	34.3%	59.3%	6.4%	41.5%	52.5%	6.0%
2005	41.2%	52.4%	6.3%	41.7%	52.4%	5.9%

*Note.* Although this question was asked in Fall 1999, the JJC scales and national scales were different. Thus, 1999 is not included in this analysis. Level of contribution is based on a 5-point scale, with “moderate contribution” being a composite of 2, 3, and 4 on the scale. Percents do not include “does not apply” responses.