



FACES OF THE FUTURE



Students' Life Goals

Office of Institutional Effectiveness

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>

STUDENTS' LIFE GOALS

Based on the questions in the Faces of the Future survey, JJC students indicate that accomplishing the following life goals are, in order of importance, the *most important*: 1) having a steady, secure job 2) having time for family & personal interests 3) being self-reliant 4) being a parent 5) helping others in need and 6) making a lot of money.

In only one area -- making a theoretical or practical contribution to science -- did JJC and national community college students place little importance. One category -- helping others in need -- has grown in the past seven years for JJC and all community college students. The largest longitudinal survey of U.S. first-year students shows that 66% of students feel helping others in difficulty is an essential life goal, the highest percent in 25 years.¹

What this research shows is that contemporary college students are interested in obtaining secure employment that compensates them well, but only if that employment is consistent with their values and allows them the flexibility to spend time with their family, engage in personal interests, and help others in need. The table below articulates differences in how traditionally society has approached the organization of work, family, and personal interests and how contemporary college students view the new organization of life and work.²

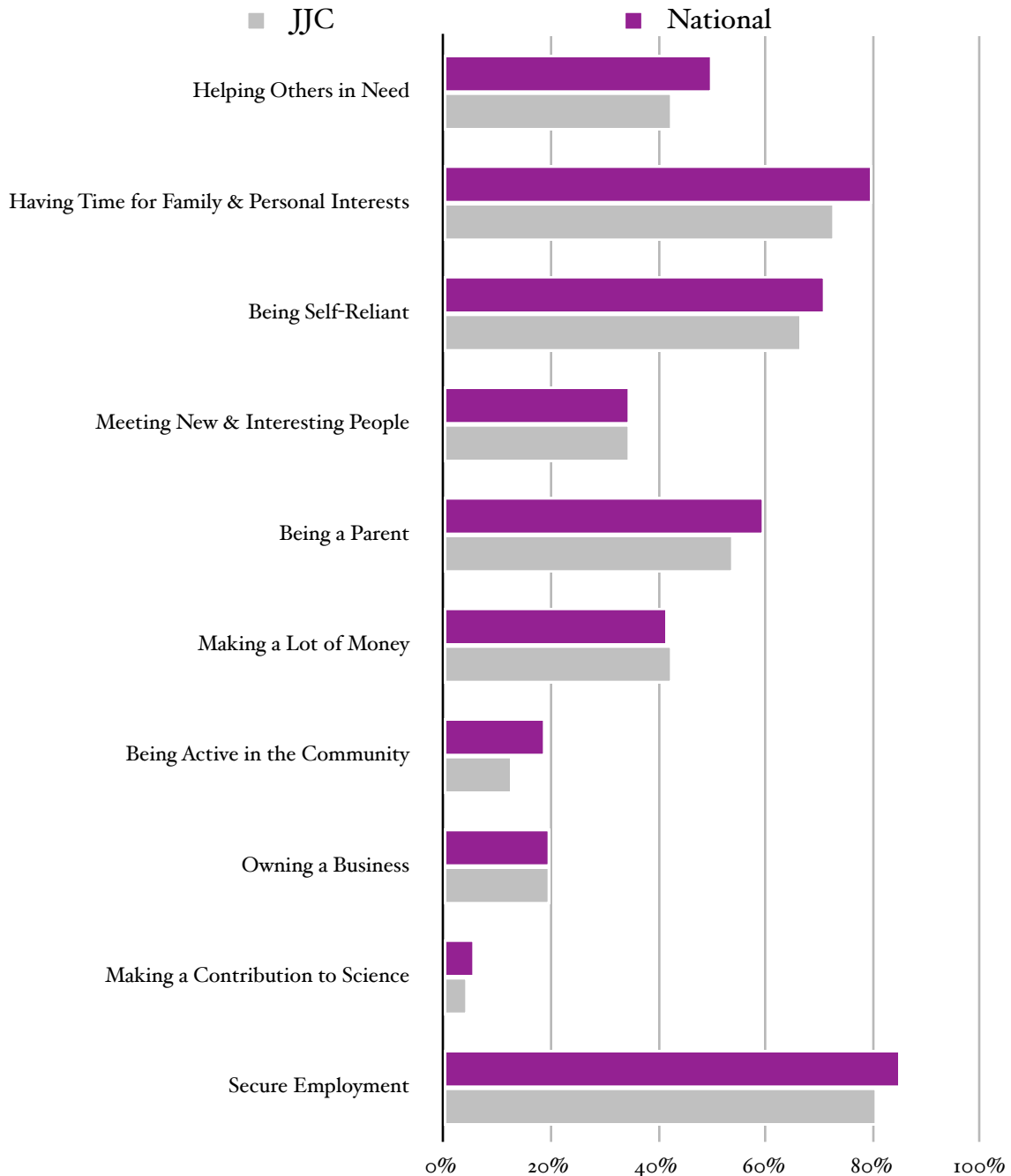
	HISTORICAL	CONTEMPORARY
PRODUCTIVITY	Based on seat time (9-5)	Based on competencies.
COMPENSATION	People are paid for what they do.	People are paid for what they know.
LOCATION	Work is done in an office.	Location is irrelevant.
GEOGRAPHY	Organizations are geographically fixed.	Networks are more important.
COMPETITION	Regional.	Global.
EXPERTISE	Consulted out.	Learned by in-house, skilled workers.
LEADERSHIP	Authoritative, centralized, hierarchical, and vertical. Leaders direct activities.	Participatory, decentralized, and horizontal. Leaders are servants and advocates.
STRATEGY	Rational, quantitative, and focused on formulation.	<i>Politically</i> rational, creative, and focused on implementation.
CAREER REWARDS	Title, salary, corner office, & more staff.	Meaningful work & tied to compensation.

¹ Hoover, E. (2006, February 3). Freshman survey: More students plan to lend a hand. *Chronicle of Higher Education*, p. A40. Based on the UCLA Higher Education Research Institute's annual survey of American first-year students.

² From JJC Office of Institutional Effectiveness, Change in the Community College presentation, On-line: <http://www.jjc.edu/admin/ie>; DeBard, R. (2005). Millennials going to college. In *Serving the millennial generation*. San Francisco: Jossey Bass.

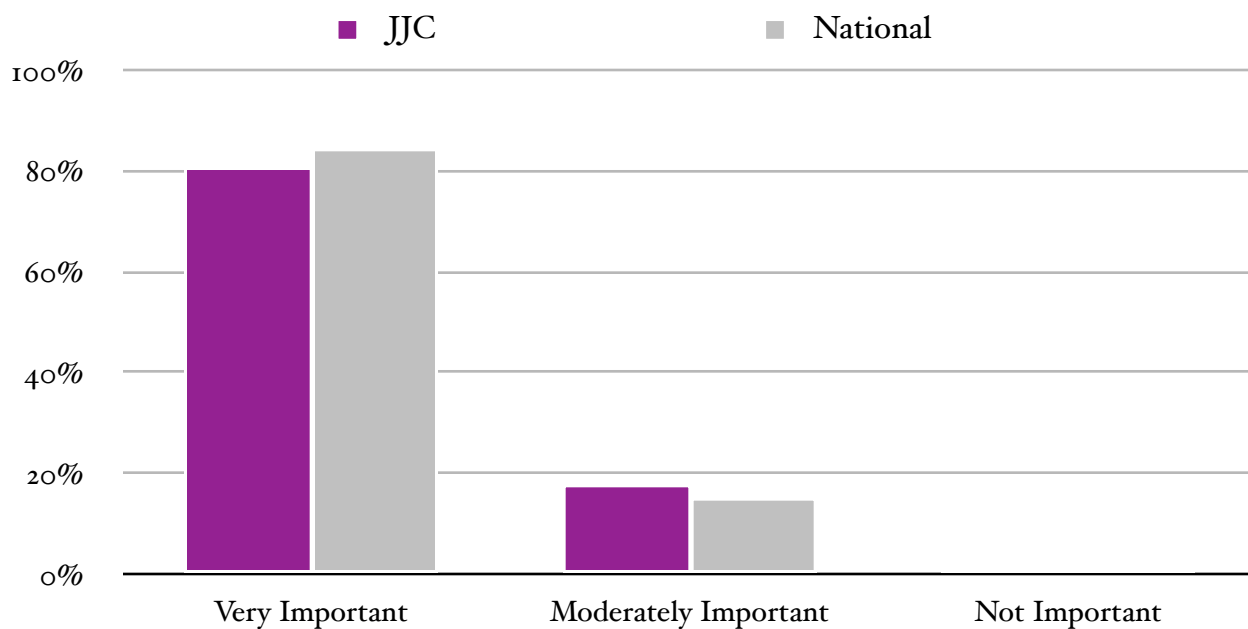
Life Goals Summary

Percent of Students Indicating the Following Life Goals are Very Important, Fall 2005



Having a Steady, Secure Job

Percent of Students who Indicate that Having a Steady, Secure Job is an Important Life Goal, Fall 2005

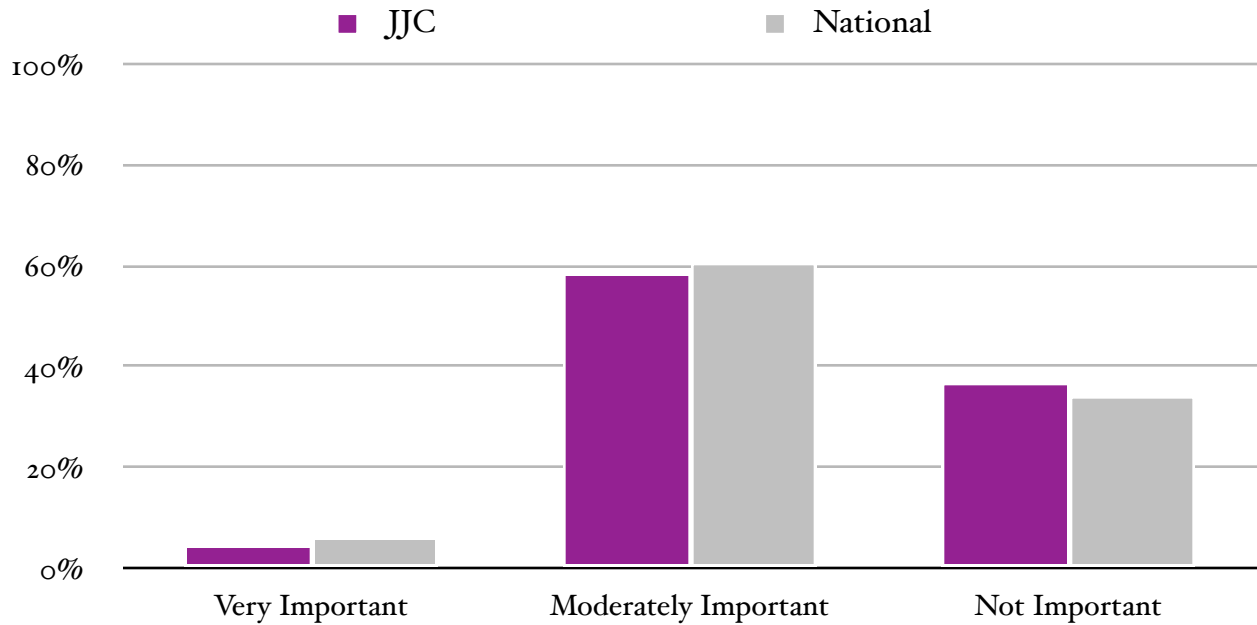


FALL	JJC			NATIONAL		
	Very Important	Moderately Important	Not Important	Very Important	Moderately Important	Not Important
1999	92.8%	4.5%	1.9%	81.3%	17.3%	1.4%
2000	76.5%	22.9%	0.9%	81.5%	17.0%	1.5%
2001	73.9%	24.0%	2.4%	82.4%	16.2%	1.4%
2002	80.6%	19.4%	1.3%	83.0%	15.6%	1.4%
2003	83.3%	15.8%	1.8%	83.1%	15.6%	1.2%
2004	83.4%	15.7%	0.9%	83.1%	15.7%	1.2%
2005	80.9%	17.8%	1.5%	84.5%	15.1%	1.1%

Note. Students were asked to respond to a five-point scale for this question. 1 = very important; 2, 3, & 4 = moderately important; 5 = not important.

Making a Contribution to Science

Percent of Students who Indicate that Making a Theoretical or Practical Contribution to Science is an Important Life Goal, Fall 2005

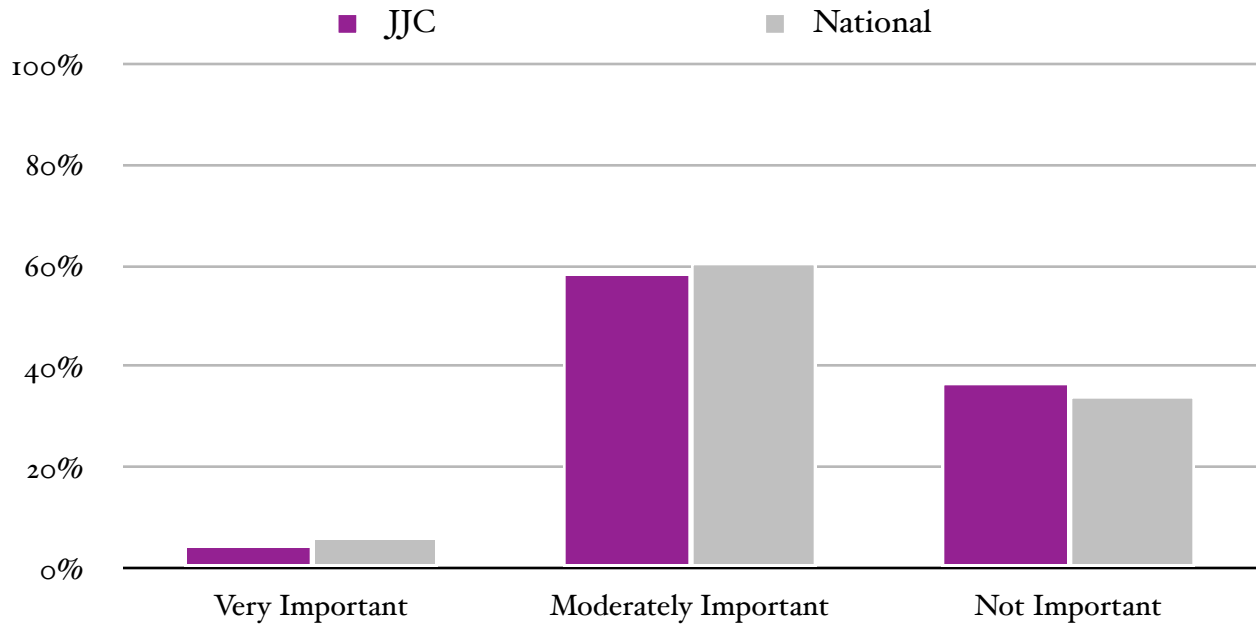


	JJC			NATIONAL		
FALL	Very Important	Moderately Important	Not Important	Very Important	Moderately Important	Not Important
1999	4.5%	32.0%	63.6%	5.1%	55.5%	39.4%
2000	4.0%	56.9%	39.7%	5.8%	59.8%	34.5%
2001	5.6%	56.0%	38.7%	5.7%	59.6%	34.7%
2002	4.7%	59.7%	37.8%	5.9%	59.5%	34.6%
2003	4.8%	55.4%	41.7%	5.7%	59.7%	34.6%
2004	5.6%	57.1%	37.6%	6.3%	60.8%	32.9%
2005	4.7%	58.7%	37.2%	6.1%	60.8%	34.5%

Note. Students were asked to respond to a five-point scale for this question. 1 = very important; 2, 3, & 4 = moderately important; 5 = not important.

Owning a Business

Percent of Students who Indicate that Owning and Operating their Own Business is an Important Life Goal, Fall 2005

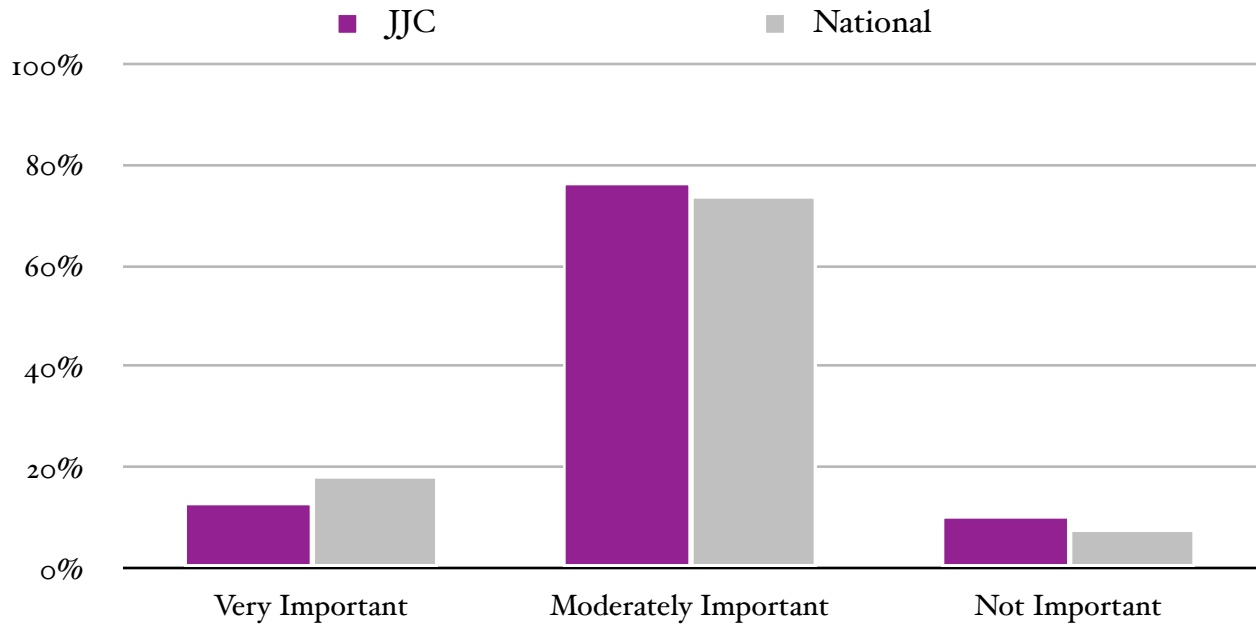


	JJC			NATIONAL		
FALL	Very Important	Moderately Important	Not Important	Very Important	Moderately Important	Not Important
1999	25.3%	31.8%	42.9%	18.4%	56.9%	24.6%
2000	15.2%	59.8%	26.0%	20.3%	55.9%	23.8%
2001	17.2%	60.6%	22.8%	19.6%	55.9%	24.5%
2002	24.1%	54.7%	22.3%	19.9%	56.1%	24.1%
2003	22.5%	56.4%	21.9%	19.6%	56.4%	23.9%
2004	16.4%	59.6%	24.0%	20.7%	56.1%	23.3%
2005	20.0%	56.9%	23.6%	20.0%	56.7%	24.2%

Note. Students were asked to respond to a five-point scale for this question. 1 = very important; 2, 3, & 4 = moderately important; 5 = not important.

Being Active in the Community

Percent of Students who Indicate that Being Active in Their Community is an Important Life Goal, Fall 2005

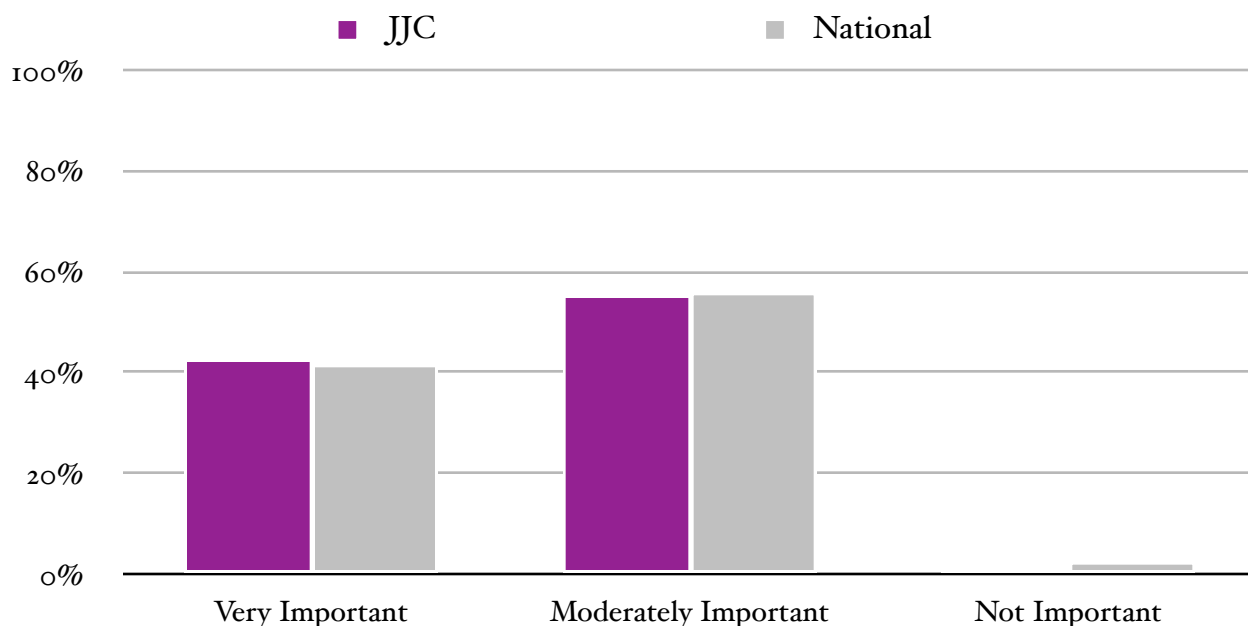


FALL	JJC			NATIONAL		
	Very Important	Moderately Important	Not Important	Very Important	Moderately Important	Not Important
1999	17.2%	63.5%	19.3%	18.4%	56.9%	24.6%
2000	10.6%	76.0%	14.6%	17.5%	74.1%	8.4%
2001	14.5%	73.5%	12.6%	17.2%	73.9%	8.9%
2002	15.0%	71.6%	14.5%	16.8%	74.2%	9.0%
2003	12.8%	74.7%	13.1%	16.8%	74.3%	8.8%
2004	15.3%	77.2%	7.4%	17.9%	73.7%	8.3%
2005	13.0%	76.6%	10.8%	18.7%	74.2%	8.0%

Note. Students were asked to respond to a five-point scale for this question. 1 = very important; 2, 3, & 4 = moderately important; 5 = not important.

Making a Lot of Money

Percent of Students who Indicate that Making a Lot of Money is an Important Life Goal, Fall 2005

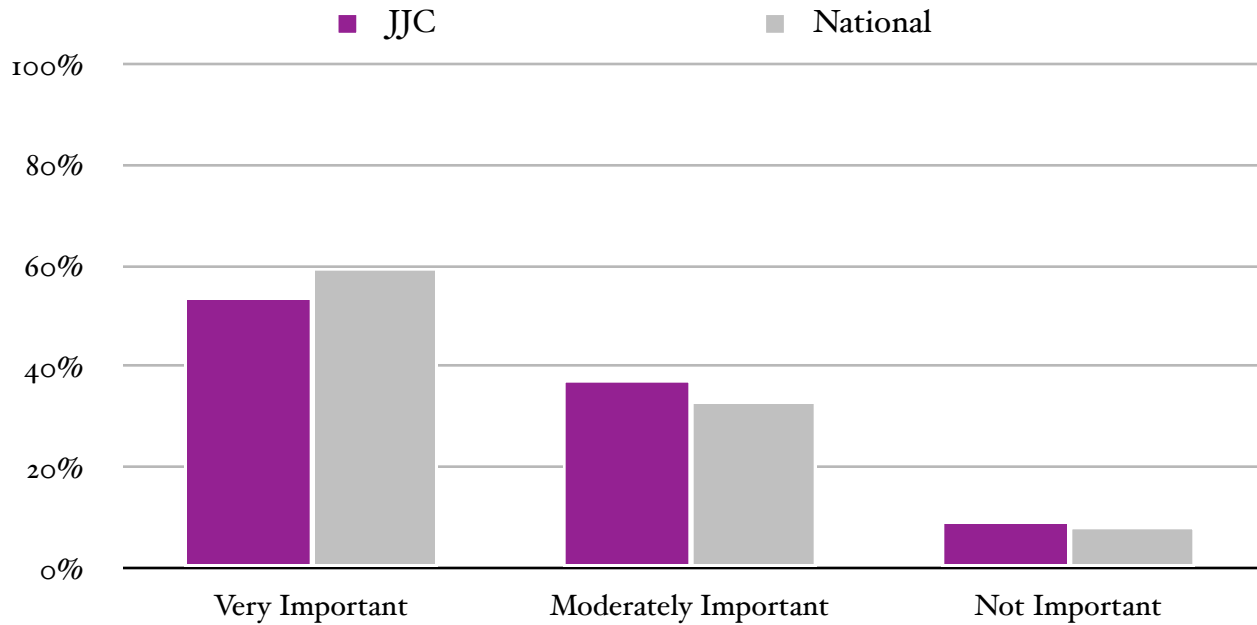


FALL	JJC			NATIONAL		
	Very Important	Moderately Important	Not Important	Very Important	Moderately Important	Not Important
1999	53.5%	41.6%	4.8%	40.1%	56.8%	3.1%
2000	39.4%	58.1%	2.8%	41.8%	55.5%	2.8%
2001	37.6%	58.4%	4.3%	41.3%	55.8%	2.9%
2002	43.2%	56.0%	1.9%	41.9%	55.3%	2.8%
2003	39.5%	57.3%	3.8%	41.9%	55.4%	2.8%
2004	37.0%	59.8%	3.2%	42.0%	55.2%	2.7%
2005	43.0%	55.7%	1.6%	41.9%	56.3%	2.7%

Note. Students were asked to respond to a five-point scale for this question. 1 = very important; 2, 3, & 4 = moderately important; 5 = not important.

Being a Parent

Percent of Students who Indicate that Being a Parent is an Important Life Goal, Fall 2005

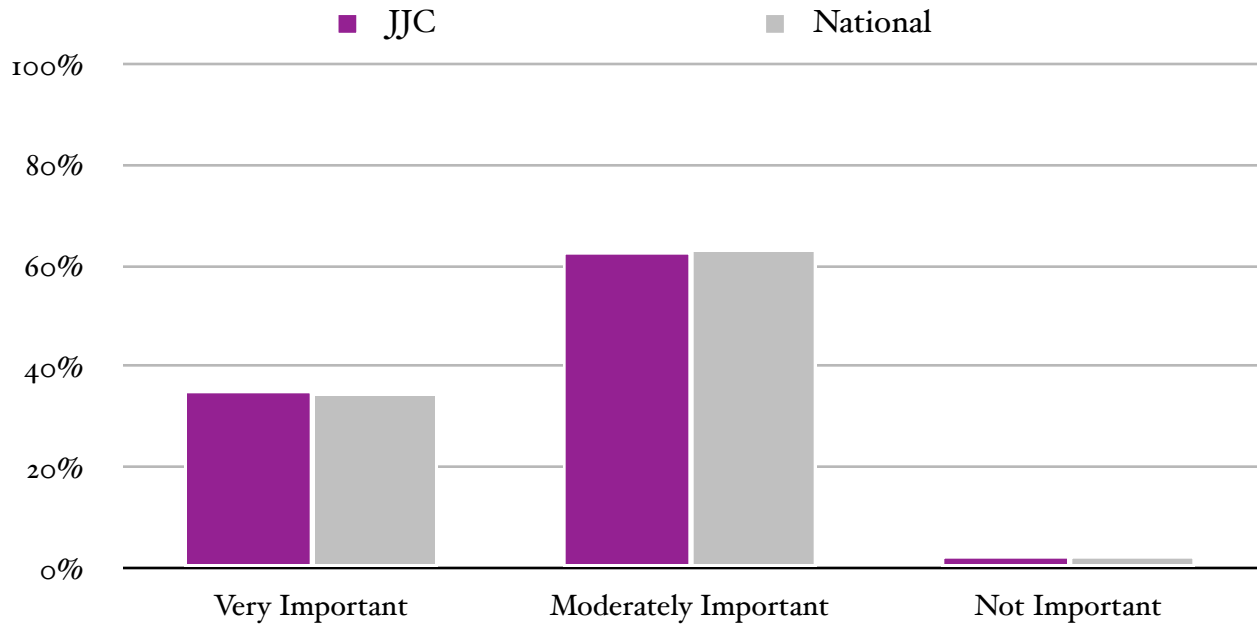


FALL	JJC			NATIONAL		
	Very Important	Moderately Important	Not Important	Very Important	Moderately Important	Not Important
1999	65.9%	20.4%	13.7%	54.6%	35.3%	10.1%
2000	52.0%	39.7%	8.9%	55.9%	34.5%	9.6%
2001	46.1%	44.8%	9.3%	57.0%	33.6%	9.4%
2002	49.6%	42.0%	10.4%	56.9%	33.8%	9.4%
2003	51.5%	36.8%	12.9%	57.1%	33.6%	9.2%
2004	56.0%	36.8%	7.2%	56.8%	34.3%	9.0%
2005	54.0%	37.5%	9.3%	59.7%	33.2%	8.3%

Note. Students were asked to respond to a five-point scale for this question. 1 = very important; 2, 3, & 4 = moderately important; 5 = not important.

Meeting New & Interesting People

Percent of Students who Indicate that Meeting New and Interesting People is an Important Life Goal, Fall 2005

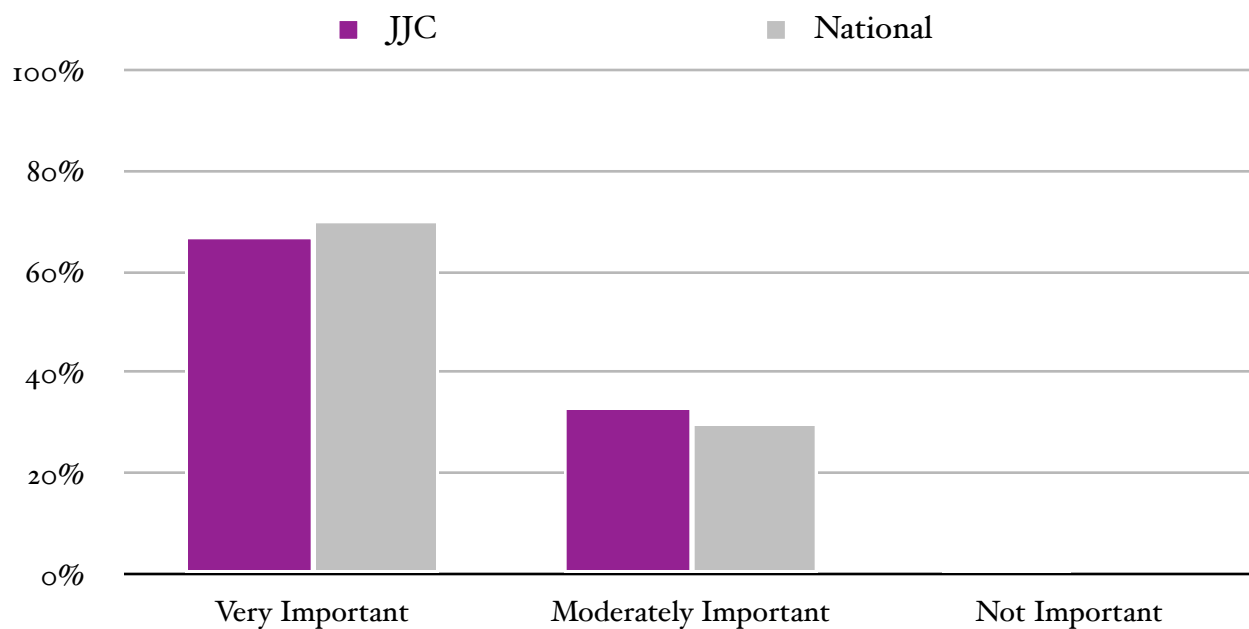


	JJC			NATIONAL		
FALL	Very Important	Moderately Important	Not Important	Very Important	Moderately Important	Not Important
1999	54.3%	40.7%	5.0%	34.6%	62.6%	2.8%
2000	34.1%	63.5%	3.4%	34.7%	62.4%	2.9%
2001	37.3%	61.9%	1.3%	34.4%	62.8%	2.9%
2002	33.8%	63.3%	4.0%	34.2%	62.9%	2.9%
2003	33.9%	64.9%	2.0%	34.2%	63.0%	2.9%
2004	35.3%	62.3%	2.3%	34.9%	62.3%	2.8%
2005	35.2%	63.0%	2.5%	35.0%	63.3%	2.7%

Note. Students were asked to respond to a five-point scale for this question. 1 = very important; 2, 3, & 4 = moderately important; 5 = not important.

Being Self-Reliant

Percent of Students who Indicate that Being Self-Reliant is an Important Life Goal, Fall 2005

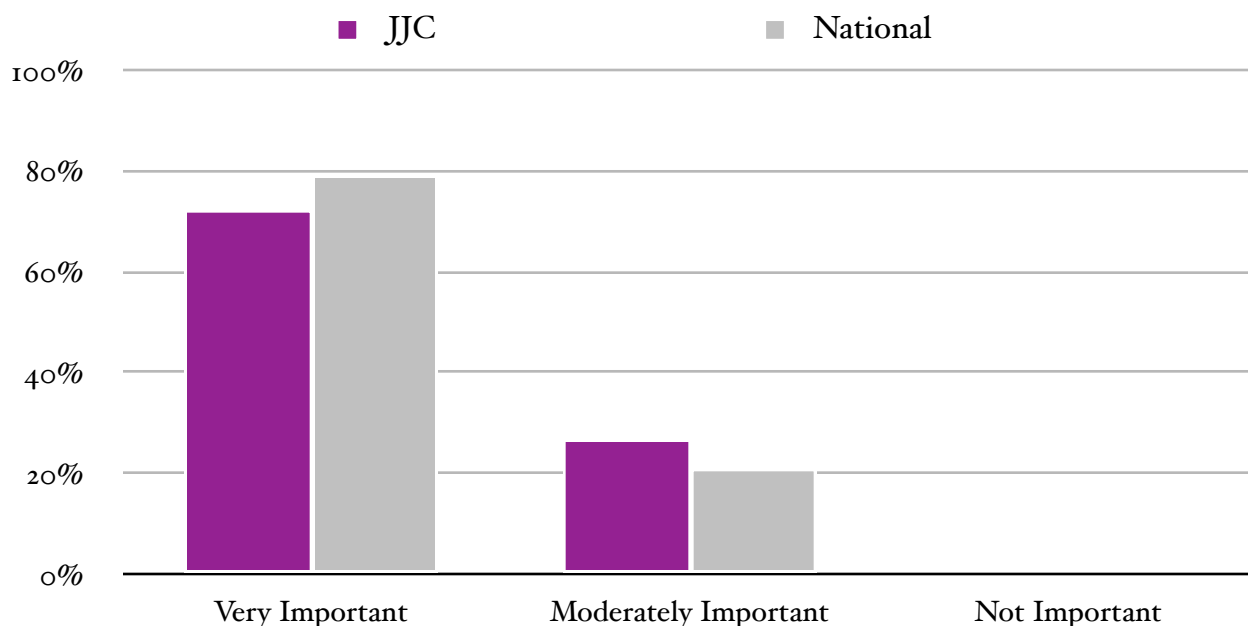


	JJC			NATIONAL		
FALL	Very Important	Moderately Important	Not Important	Very Important	Moderately Important	Not Important
1999	88.8%	10.9%	0.3%	69.0%	30.1%	0.9%
2000	66.9%	32.5%	1.5%	70.0%	29.1%	0.9%
2001	69.5%	31.0%	0.3%	70.1%	29.1%	0.8%
2002	70.5%	30.4%	0.8%	70.3%	28.9%	0.8%
2003	70.8%	29.2%	0.3%	70.3%	29.0%	0.7%
2004	66.1%	33.7%	0.6%	69.8%	29.5%	0.8%
2005	67.0%	33.2%	1.1%	70.6%	30.0%	0.7%

Note. Students were asked to respond to a five-point scale for this question. 1 = very important; 2, 3, & 4 = moderately important; 5 = not important.

Having Time for Family & Personal Interests

Percent of Students who Indicate that Having Time for Personal and Family Interests is an Important Life Goal, Fall 2005



	JJC			NATIONAL		
FALL	Very Important	Moderately Important	Not Important	Very Important	Moderately Important	Not Important
1999	90.9%	8.2%	0.9%	77.0%	22.5%	0.5%
2000	72.6%	26.5%	1.5%	78.1%	21.3%	0.5%
2001	76.2%	24.4%	0.5%	78.2%	21.3%	0.5%
2002	71.6%	28.4%	1.1%	78.0%	21.5%	0.5%
2003	77.0%	23.5%	0.0%	78.1%	21.5%	0.4%
2004	75.3%	24.3%	0.4%	77.7%	21.8%	0.5%
2005	72.7%	27.1%	0.4%	79.5%	21.2%	0.5%

Note. Students were asked to respond to a five-point scale for this question. 1 = very important; 2, 3, & 4 = moderately important; 5 = not important.

Helping Others in Need

Percent of Students who Indicate that Helping Others who Are in Need is a Very Important Life Goal, Fall 2000-Fall 2005



FALL	JJC			NATIONAL		
	Very Important	Moderately Important	Not Important	Very Important	Moderately Important	Not Important
1999	58.7%	38.4%	2.9%	44.0%	54.5%	1.5%
2000	35.5%	62.4%	2.4%	46.7%	52.0%	1.3%
2001	39.5%	58.4%	2.4%	46.8%	51.9%	1.3%
2002	37.3%	61.1%	2.4%	46.3%	52.3%	1.4%
2003	40.9%	57.6%	2.3%	46.4%	52.2%	1.3%
2004	44.3%	54.9%	0.9%	47.3%	51.4%	1.3%
2005	42.7%	55.3%	2.2%	49.6%	50.1%	1.2%

Note. Students were asked to respond to a five-point scale for this question. 1 = very important; 2, 3, & 4 = moderately important; 5 = not important.