



# FACES OF THE FUTURE



*Findings from Seven Years of Research  
Fall 1999-Fall 2005*

Computer Use & Technology  
Office of Institutional Effectiveness

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

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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>

# COMPUTER USE & TECHNOLOGY

- The rates at which JJC students say they use JJC e-mail and internet services is significantly higher than national averages.
- The number of community college students, and in particular JJC students, reporting daily use of the internet and e-mail has increased dramatically over the last seven years. This coincides with increased usage of JJC computer labs. Between 2000 and 2004, the percent of users utilizing JJC computer labs increased significantly.<sup>1</sup>
- 91% of JJC students have access to the internet at home.
- The percent of students who say they learn the most about JJC from the internet has increased significantly over the last seven years.
- For most JJC students (about 70%), the cost of buying a computer is not a significant problem.

## **Computer and Internet Use in Society & Schools**

Over the last seven years, internet and computer use has increased significantly across all age, income, and minority groups; still digital divides do exist.<sup>2</sup> There is good reason to believe new students will continue to expect the integration in learning and services. 99.9% of all public schools have internet access.<sup>3</sup> As of 2003, 93% of all public school classrooms had internet access, with almost all of the connections being high-speed and nearly a third being wireless. All public schools have a 4.4 to 1 computer-to-student ratio, down from 12 to 1 in 1998. Half of all public schools provide internet and computer access to students outside of normal school hours. Nearly 90% of public schools have and use a website to communicate with their community.

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<sup>1</sup> Joliet Junior College Academic Computing, *Annual Usage Surveys, 2000-2005*.

<sup>2</sup> See in general, Pew Research Center's *Internet & American Life Project*, On-line: <http://www.pewinternet.org>

<sup>3</sup> U.S. Department of Education. (2005). *Internet access in U.S. public schools and classrooms*. Washington, DC: National Center for Education Statistics.

# Internet Use

*Percent of Students who Use the Internet Every Day, Fall 1999-2005*



F A L L	J J C			N A T I O N A L		
	Daily	Several per Week	Less than Weekly	Daily	Several per Week	Less than Weekly
1 9 9 9	21.6%	26.4%	52.0%	26.4%	27.3%	46.3%
2 0 0 0	29.2%	31.0%	39.8%	32.6%	30.5%	36.9%
2 0 0 1	35.6%	33.8%	30.6%	33.7%	29.9%	36.4%
2 0 0 2	45.9%	30.1%	24.0%	38.0%	30.5%	31.5%
2 0 0 3	38.8%	32.8%	28.4%	39.9%	30.5%	29.6%
2 0 0 4	48.0%	30.1%	21.9%	43.7%	31.3%	25.0%
2 0 0 5	56.9%	30.6%	12.5%	45.4%	31.1%	23.5%

*Note.* The percent of Joliet Junior College students who stated they have “never” been on the internet decreased from 10.3% in Fall 1999 to 0.4% in Fall 2005.

# E-mail Access through College

*Percent of Students who Have an E-mail Address through their College, Fall 2000-2005*



FALL	JJC	NATIONAL
2000	42.0%	33.8%
2001	40.5%	31.4%
2002	51.6%	27.8%
2003	67.9%	29.6%
2004	87.8%	38.2%
2005	93.2%	45.8%

*Note.* This question was not asked in the 1999 survey.

# E-mail Access at Home

*Percent of Students who Have E-mail Access at Home, Fall 2000-2005*



FALL	JJC	NATIONAL
2000	76.2%	73.2%
2001	83.5%	75.5%
2002	87.8%	80.5%
2003	84.4%	81.9%
2004	88.4%	84.2%
2005	88.4%	85.1%

*Note.* This question was not asked in the 1999 survey.

# E-mail Access at Work

*Percent of Students who Have E-mail Address through Work, Fall 2000-2005*



FALL	JJC	NATIONAL
2000	16.1%	15.7%
2001	13.1%	15.2%
2002	18.2%	15.7%
2003	13.5%	15.4%
2004	15.6%	16.1%
2005	20.5%	15.9%

*Note.* This question was not asked in the 1999 survey.

# Internet Access at College

*Percent of Students who Have Internet Access through their College, Fall 2000-2005*



FALL	JJC	NATIONAL
2000	74.4%	71.8%
2001	71.9%	71.1%
2002	74.9%	72.3%
2003	79.3%	73.6%
2004	90.4%	78.5%
2005	91.2%	81.1%

*Note.* This question was not asked in the 1999 survey.

# Internet Access at Home

*Percent of Students who Have Internet Access at Home, Fall 2000-2005*



FALL	JJC	NATIONAL
2000	76.7%	70.6%
2001	82.1%	72.6%
2002	85.6%	77.1%
2003	86.2%	78.8%
2004	88.3%	80.8%
2005	90.5%	81.7%

*Note.* This question was not asked in the 1999 survey.

# Internet Access at Work

*Percent of Students who Have Internet Access at Work, Fall 2000-2005*

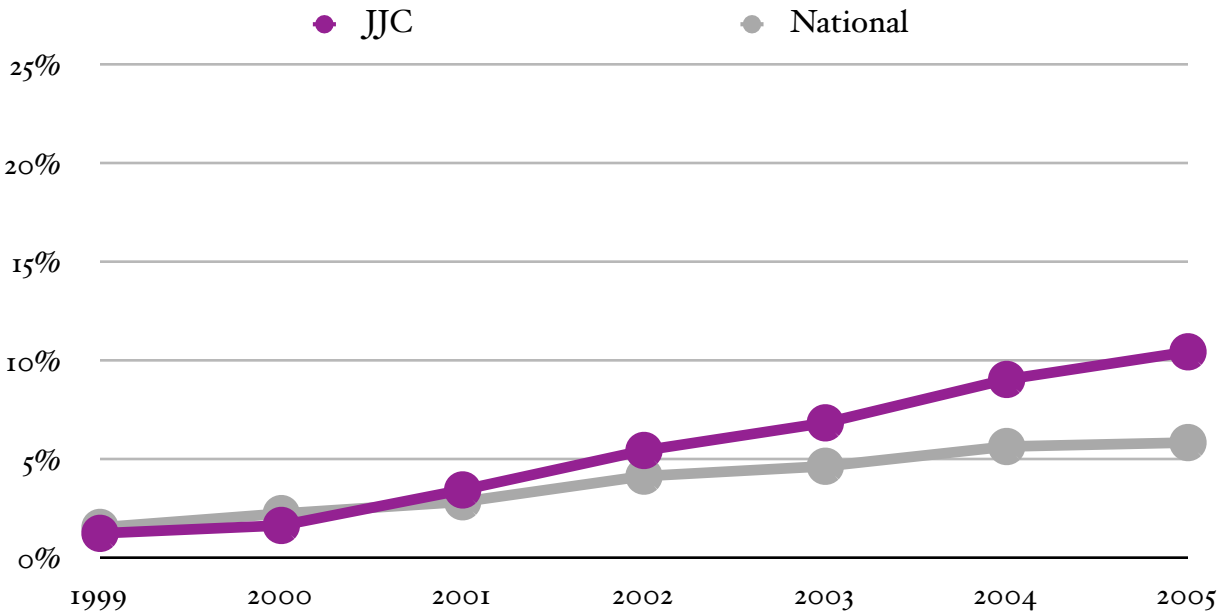


FALL	JJC	NATIONAL
2000	27.7%	25.5%
2001	24.8%	25.4%
2002	31.8%	27.3%
2003	30.0%	27.1%
2004	28.5%	29.2%
2005	37.7%	29.8%

*Note.* This question was not asked in the 1999 survey.

# Internet as a Source of Information about JJC

*Percent of Students who Learned the Most About their College from the Internet before Enrolling in College, Fall 1999-2005*



*Note.* This chart is also included in the section on *Source of Information*.

# Learning to Use a Computer for Personal Tasks

*Percent of Students Reporting their College Makes a Major Contribution in Learning to Use a Computer for Personal Tasks, Fall 2000-2005*

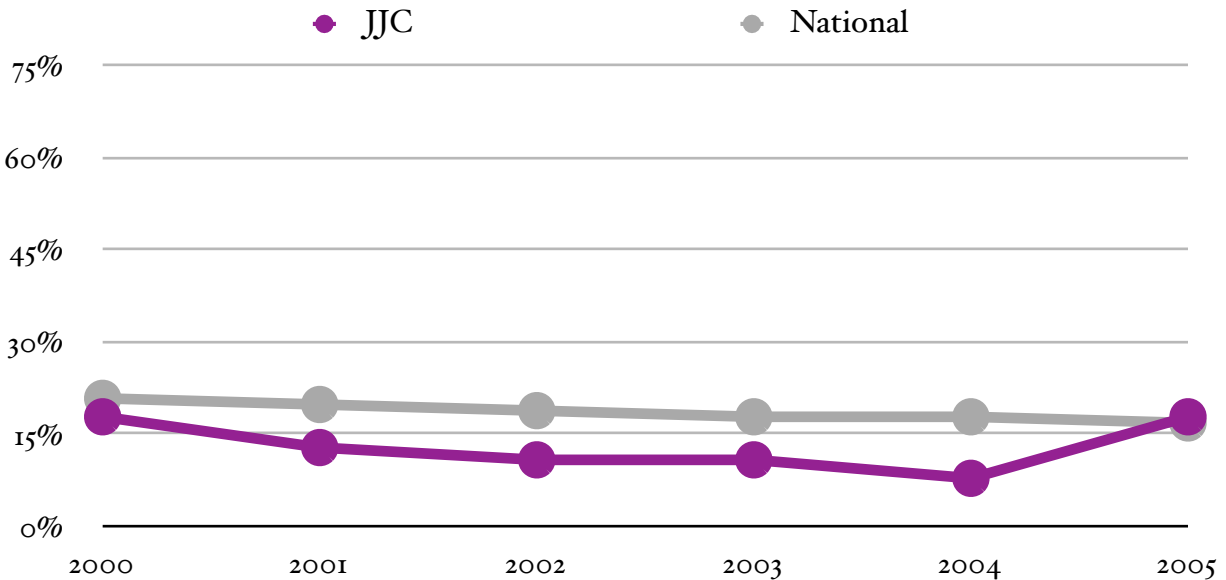


FALL	JJC			NATIONAL		
	Major Contribution	Moderate Contribution	No Contribution	Major Contribution	Moderate Contribution	No Contribution
2000	18.3%	51.4%	30.3%	20.4%	53.1%	26.5%
2001	11.5%	47.9%	40.6%	19.5%	52.1%	28.4%
2002	10.2%	49.3%	40.5%	17.8%	51.0%	31.2%
2003	10.3%	47.6%	42.1%	17.2%	50.9%	31.9%
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.* This chart is also included in the section on *Contributions to Learning & Growth*. 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 Reporting their College Makes a Major Contribution in Learning to Use a Computer for Work-Related Tasks, Fall 2000-2005*

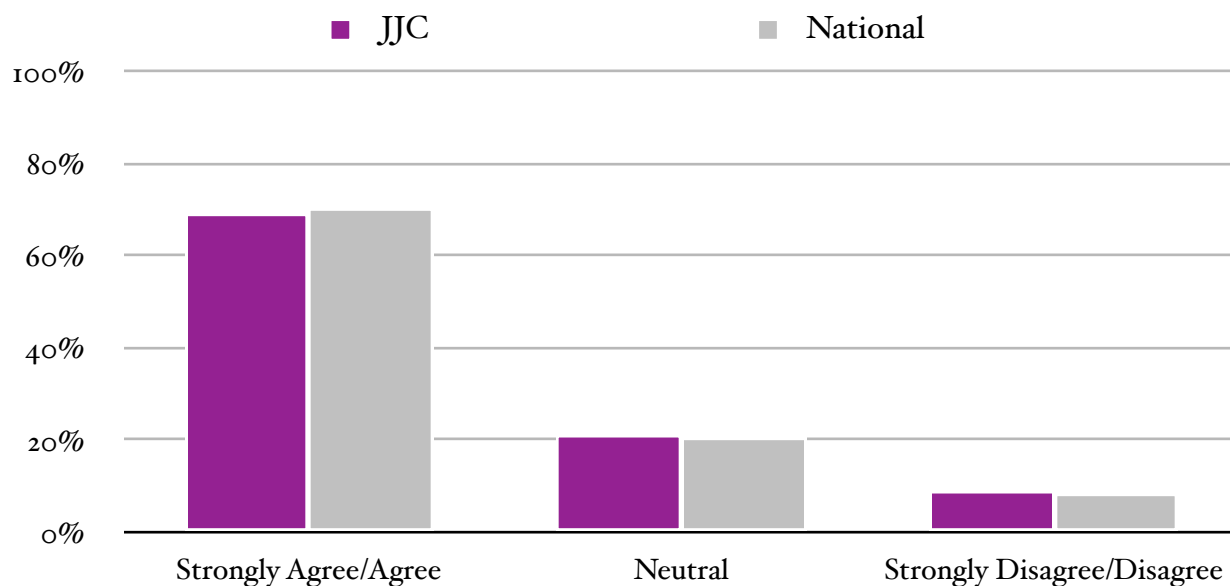


FALL	JJC			NATIONAL		
	Major Contribution	Moderate Contribution	No Contribution	Major Contribution	Moderate Contribution	No Contribution
2000	18.2%	48.7%	33.1%	20.7%	47.0%	32.4%
2001	13.3%	38.3%	48.4%	20.1%	45.8%	34.1%
2002	11.2%	44.9%	43.8%	18.7%	45.3%	36.1%
2003	11.3%	42.1%	46.6%	18.2%	45.2%	36.6%
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.* This chart is also included in the section on *Contributions to Learning & Growth*. 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.

# Computing Services & Facilities

*Students who Agree that Computing Services and Facilities are Available at the Times they Need Them, Fall 2005*

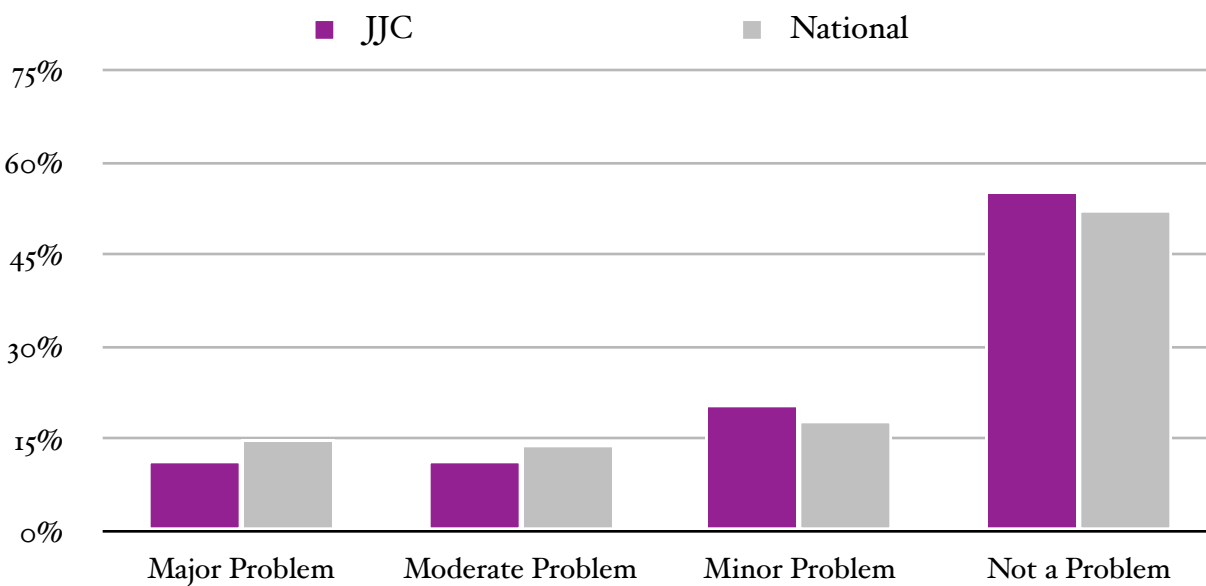


FALL	JJC				NATIONAL			
	Strongly Agree	Agree	Neutral	Disagree	Strongly Agree	Agree	Neutral	Disagree
1999	29.9%	41.8%	23.1%	5.2%	30.0%	36.4%	22.9%	10.7%
2000	33.9%	39.0%	17.5%	9.5%	32.0%	36.5%	21.4%	10.1%
2001	33.4%	34.6%	24.5%	7.5%	32.2%	35.9%	22.1%	9.8%
2002	30.1%	35.5%	26.2%	8.1%	32.6%	35.9%	22.1%	9.5%
2003	29.7%	37.9%	24.2%	8.2%	32.5%	35.9%	22.2%	9.5%
2004	29.5%	42.8%	19.3%	8.4%	34.7%	34.0%	25.1%	6.2%
2005	33.5%	35.7%	21.2%	9.5%	34.8%	35.5%	20.8%	8.9%

*Note.* Students were asked to respond on a five-point scale to this question. In this table, “Disagree” includes “Disagree” and “Strongly Disagree.” Students were also given the option to reply “Does not apply.” These responses are not included in the percentages in the table or chart.

# Problems with the Costs of Computer

*Percent of Students who Reported Problems with Computer Costs while Enrolled in College, Fall 2005*

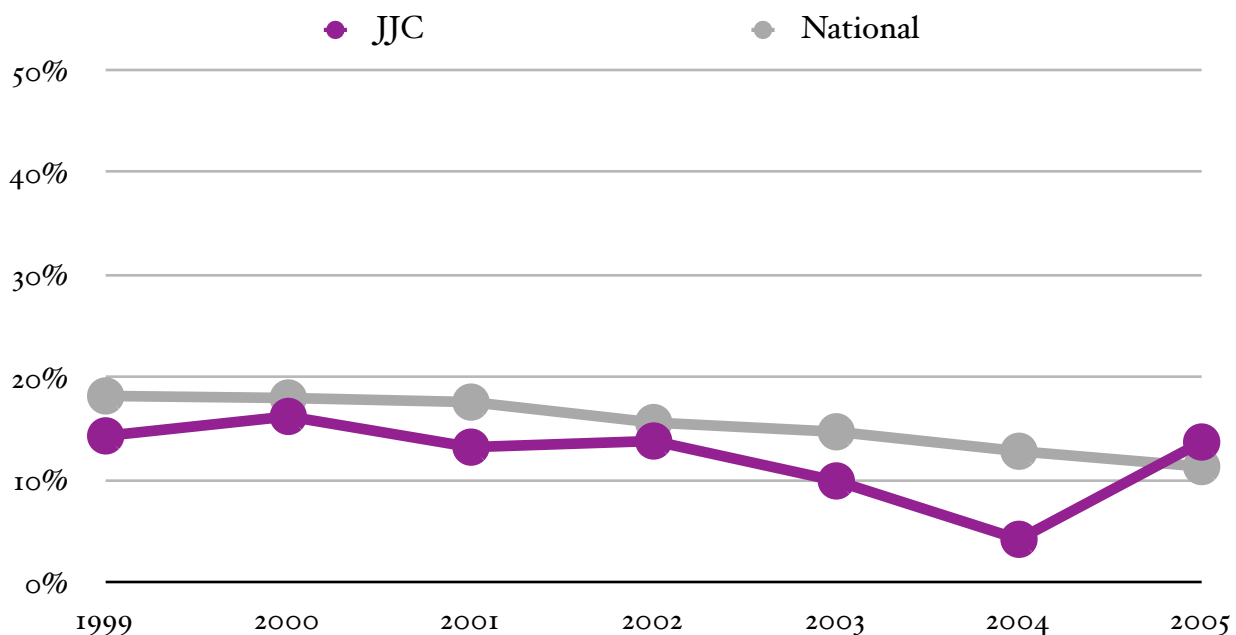


FALL	JJC				NATIONAL			
	Major Problem	Moderate Problem	Minor Problem	Not a Problem	Major Problem	Moderate Problem	Minor Problem	Not a Problem
1999	14.6%	12.8%	11.8%	60.8%	20.8%	15.0%	16.1%	48.1%
2000	10.9%	14.1%	22.7%	52.3%	18.8%	14.5%	16.3%	50.5%
2001	9.3%	7.1%	17.2%	66.4%	18.3%	13.7%	16.0%	52.1%
2002	9.4%	9.8%	14.5%	66.3%	17.2%	13.5%	16.6%	52.6%
2003	11.6%	12.0%	15.3%	61.2%	16.9%	13.6%	16.7%	52.8%
2004	10.8%	12.0%	19.0%	58.1%	16.3%	14.0%	18.0%	51.6%
2005	11.5%	11.8%	20.9%	55.7%	15.3%	14.1%	18.0%	52.6%

*Note.* This chart & table are also in the section on *Problems Associated with Dependent Care, Health, Transportation, Employment, & Finances*. Students were allowed to select the option “Does not apply” for this question. Those responses were removed from this table. Thus, the data represented in this table are only for students who replied that this area was applicable to them.

# Learning Computer Skills

*Percent of Students who Stated the Development of Computer/Technological Skills was a Major Reason for Enrolling in College, Fall 1999-2005*



FALL	JJC				NATIONAL			
	Major Reason	Moderate Reason	Minor Reason	Not a Reason	Major Reason	Moderate Reason	Minor Reason	Not a Reason
1999	14.4%	11.9%	14.4%	59.4%	18.3%	15.6%	16.1%	50.0%
2000	16.3%	14.0%	14.6%	55.1%	18.1%	15.3%	16.1%	50.4%
2001	13.3%	14.7%	14.7%	57.3%	17.7%	14.6%	15.7%	52.0%
2002	13.9%	10.5%	13.6%	62.0%	15.7%	13.7%	15.1%	55.4%
2003	10.0%	6.0%	17.5%	66.5%	14.8%	13.6%	15.5%	56.1%
2004	4.3%	11.8%	14.5%	69.5%	12.9%	12.9%	15.9%	58.3%
2005	13.8%	10.9%	13.6%	61.7%	11.4%	12.5%	16.2%	60.0%

Note. This chart & table are also in the section on *Why Students Enroll in College*.