



FACES OF THE FUTURE



Summary of Major Findings

This document is a summary of major findings from the survey. The *Full Report*, along with specific data, tables, and charts for each area, is available on-line or in paper from the Office of Institutional Effectiveness.

Office of Institutional Effectiveness

www.jjc.edu/admin/ie

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FACES OF THE FUTURE

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This is a summary of the Faces of the Future Report over the last seven years. Prominent information *not* highlighted in this summary, but included on-line and in the *Full Report*, includes information about the English Language status students, where JJC students live and who lives with them, and detailed charts for each section.



JOLIET JUNIOR COLLEGE SEVEN YEARS SUMMARY

Between Fall 1999, when JJC first administered the Faces of the Future Survey, and Fall 2005, JJC and the world has changed significantly. The JJC district (encompassing Will and Grundy Counties, and parts of Cook, Kankakee, Kendall, LaSalle, and Livingston Counties) is one of the fastest growing regions in the nation. Will County grew by 22% between July 2000 and July 2004, compared to a 2% rate of growth for the entire State of Illinois and 4% rate of growth for the U.S. Racial and linguistic minority people are the fastest growing population in the district. Between 2005 and 2017, Latinos are projected to increase by 57% and Asians by 53%, compared to 26% for African-Americans and 18% for White populations.

In contrast to flat growth in the State of Illinois, K-12 enrollment has and will continue to increase dramatically in the district, growing by 127% in Kendall County, 68% in Will County, and 36% in Grundy County over the next eight years. Between Fall 2001 and Fall 2005 at JJC, head count and credit hour enrollment grew by 8% and 17% at JJC. This rate of growth was faster than for all community colleges in Illinois, which witnessed a 5% growth in head count and 8% growth in credit hour enrollment. Minority enrollment at JJC has grown by 98% between Fall 1999 and 2005, compared to a 4% enrollment growth for White students. African-American, Asian, and Latino enrollments grew by 72%, 64%, and 140%, respectively, during the same time period.

As the labor market for services is growing, manufacturing jobs in the district are increasingly reliant on a highly-skilled workforce with postsecondary education. Historically, societies invested in development by devoting resources to physical capital (land, utilities, machinery, buildings, etc.). As the forces of productivity and globalism have accelerated, however, societies have been forced to switch strategies to investments in human capital. The quality of human capital in a region is clearly linked to investments in education. Regions that understand this will be the most successful in the new economy.

In the future, as in the past, society will continue to look towards JJC and other community colleges as leaders in addressing these agents of change and fulfilling their ultimate and unique role in society - changing people's lives. If JJC's past is any indication of the future, district residents can expect continued success in the future.

FACES OF THE FUTURE: BACKGROUND

The purpose of the Faces of the Future survey is to assess the current state of the JJC student population and explore the role JJC plays in the lives of its students. The Faces of the Future Survey provides valuable information about JJC students, allowing the college to identify what it is doing well and areas for improvement. It also allows JJC the ability to communicate how well the college is doing in meeting learning and other institutional goals with stakeholders, including students, parents, employers, government, and accreditation.

The Faces of the Future survey was created out of a partnership between ACT and the American Association of Community Colleges (AACC). Developed in 1998 and piloted in 1999, the survey was first administered in Fall 2000. JJC was one of 245 community colleges that first participated. Today, nearly 50,000 students at over 100 community colleges annually complete the survey. Including the pilot year, Fall 2005 marked JJC's seventh year of participation in the survey. The Faces of the Future survey is administered by the Office of Institutional Effectiveness. Before administration, a random sample of classroom sections is drawn from all for-credit courses offered in the Fall semester. Instructors are then contacted and assist in the administration of the survey during class periods. Attempts are made to ensure that all campuses, class-times, and programs are included. Completed surveys are then sent to ACT in Iowa City, IA for scanning. Results are sent back to Institutional Effectiveness for further analysis.

This summary is available on-line at <http://www.jjc.edu/admin/ie>. Paper copies are available upon request from the Office of Institutional Effectiveness.



FACES OF THE FUTURE SEVEN YEARS SUMMARY

JJC Students are Pragmatic

The top life goal for JJC students is “secure employment.” Enrollment at JJC is motivated more by pragmatic concerns (price, living at home, etc.) than by academic concerns. By far, the number one reason JJC students even go to college is to prepare for an occupation.

JJC Students Want to Learn

Students look to JJC to develop their intellect and learn. Intellectual development is the second most cited reason for deciding to go to college. After developing occupational skills, students state JJC’s greatest contribution to their learning is the development of academic competence.

JJC Students are Self-Reliant

Two of the top three life goals JJC students have are “being self-reliant” and “having time for personal and family interests.” JJC students are much more likely to utilize personal income and savings for college than students at other colleges.

Students Choose JJC for Three Reasons

1) Low Price 2) Close Proximity to Home 3) Availability of a Specific Program or Class.

JJC Students are Technology Competent

Over 90% of JJC students have internet access at home. Well over half are on the internet every day. Less than 0.5% of JJC students have never been on the internet.

JJC Students Rely on Quality for Information

JJC students learn the most about JJC before enrolling from high school teachers, counselors, friends, family, and the catalog. The provision of information should focus on quality and on the articulation of learning and other outcomes.

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

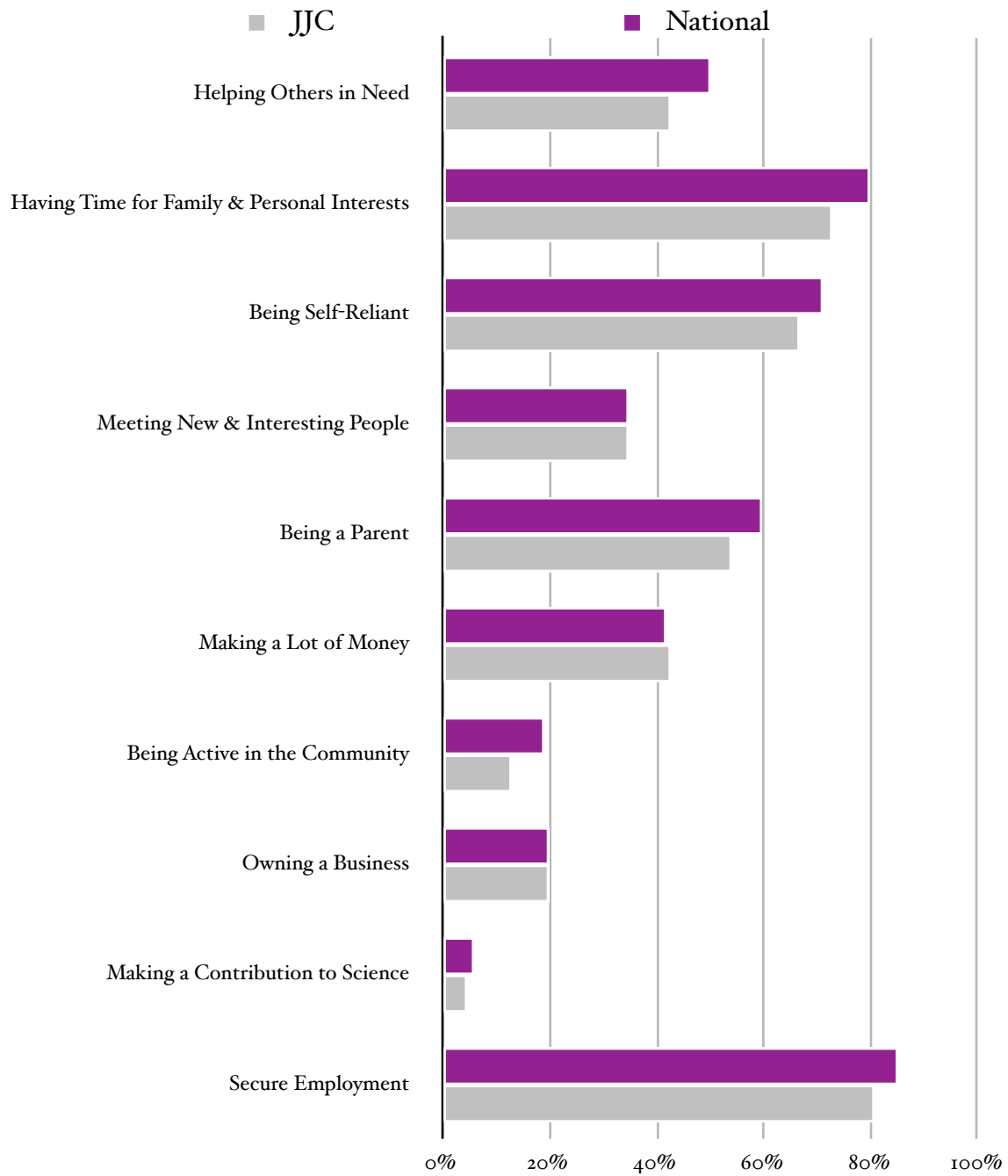
What this research shows is that contemporary college students are interested in obtaining secure employment that compensates them well, but only if that employment is consistent with their values and allows them the flexibility to spend time with their family, engage in personal interests, and help 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.

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



PARENTS & FIRST GENERATION STUDENTS

- Nearly 70% of JJC students are first-generation students. About 10% of JJC students' parents did not complete high school. The highest educational attainment for 45% of community college students' parents is a high school diploma. By contrast, only about 30% of students at four-year colleges and universities are first-generation college students.
- Higher percentages of students at other community colleges possess Bachelor's Degrees, but parents of JJC students are more likely to possess at least an Associate's Degree or have some college experience.

Information about first-generation students

First-generation students are important to take note of because they are different from students whose parents attended or graduated college in a variety of ways.³ First-generation students are motivated by a different set of goals, in particular upward mobility, financial stability, and providing better opportunities for their children. They lack the resources, direction, and knowledge about college processes and planning. First-generation students are geographically-constrained and look for colleges close to home and are less likely to apply for financial aid. First-generation students are also more pragmatic – they are more likely to indicate that making more money and securing employment is a very important reason for going to college. 37% of new first-generation students say they will probably work full-time in college, compared to only 15% of other students.

Nationally, about 40% of first-generation students leave college without a degree, compared to only 20% of students whose parents have degrees. 25% of first-generation students complete a Bachelor's Degree within eight years of graduating high school, compared to 70% of students whose parents possess degrees. Community colleges, with their low-tuition, close proximity to home, opportunity to work part-time, and open admissions are usually the institution of choice for first-generation students.

Researchers have conceptualized the difficulties first-generation students face under the framework of “integration and cultural transformation.”⁴ Because of their background, first-generation students can find integration into the academic and social college environment challenging. Because going to college is an explicit act of upward “cultural mobility,” first-generation students must also deal with tensions between family/peer culture and college culture.⁵

³ First-generation students are students whose parents have not completed college. The information included here was taken from the following sources: American Council on Education. (2006). *Missed opportunities revisited: New information on students who do not apply for financial aid*. Washington, DC.; Inman, W.E., & Mayes, L. (1999). *Characteristics of first-generation community college students*. *Community College Review*, 26.; U.S. Department of Education. (1998, 2005). *First-generation students: Undergraduates whose parents never enrolled in postsecondary education, First-generation students in postsecondary education: A look at their college transcripts*. Washington, DC: National Center for Education Statistics. Wimberly, G., & Noeth, R.J. (2004). *Schools involving parents in early postsecondary planning*. Iowa City, IA: ACT; UCLA Higher Education Research Center, *Annual National Survey of American First-Year Students*.

⁴ London, H.B. (1992). Cultural challenges faced by first-generation students. *New Directions for Community Colleges*, 80, 5-11.

⁵ U.S. Department of Education, 1998.

Programs and the provision of information based on assumptions that first-generation students will utilize and comprehend information in the same manner as students whose parents attended college will not be effective in assisting them reach their academic goals. All community colleges should be clear with first-generation students and parents about college planning, preparation activities, testing procedures, and financial aid.

Role of Parents

Parents play an important role in the education decisions of community college students. While involved, research indicates that parents play only a minor role when it comes to the ultimate decision.⁶ Research about the role of parents in college choice decisions⁷ indicates that parental *involvement* increases over a student's high school career, but the role of parents in a student's *decision-making* processes decreases over time as students move from internal/personal sources of information to external sources of information. Additionally, community college student parents may exhibit confusion about transfer and general education procedures and terms college officials may assume to be universal, like "A.A." or "catalog."

In a survey of parents attitudes about JJC, 80% of parents indicated JJC is a quality option for the first two years of colleges.⁸ From an enrollment management perspective, the best messages for parents are that community colleges are affordable, provide the opportunity for students to transfer, and that community colleges are an ideal place to receive a quality instruction *and* remediate academic deficiencies.

Educational Attainment for JJC Students' Parents, Fall 1999-2005

F A L L	M O T H E R S						F A T H E R S					
	< H.S.	H.S.	Some Col-lege	A.A./ Cert.	B.A.	Grad./ Prof.	< H.S.	H.S.	Some Col-lege	A.A./ Cert.	B.A.	Grad./ Prof.
1 9 9 9	10.5%	40.3%	17.9%	14.1%	12.2%	5.0%	12.4%	32.8%	21.1%	14.1%	11.7%	7.9%
2 0 0 0	10.1%	36.9%	21.1%	17.4%	8.5%	6.0%	13.5%	33.0%	13.1%	21.5%	11.9%	7.1%
2 0 0 1	9.5%	38.4%	17.5%	12.5%	16.2%	5.8%	9.3%	31.8%	17.2%	16.9%	14.4%	10.4%
2 0 0 2	7.9%	38.2%	22.2%	15.9%	9.5%	6.2%	12.2%	35.2%	17.5%	15.8%	10.5%	8.9%
2 0 0 3	8.1%	39.5%	16.5%	16.5%	12.9%	6.6%	11.1%	34.0%	14.8%	15.1%	18.2%	6.8%
2 0 0 4	8.2%	37.9%	21.2%	15.4%	11.8%	5.6%	10.2%	32.5%	19.1%	18.0%	12.7%	7.5%
2 0 0 5	11.2%	33.8%	18.2%	18.4%	12.1%	6.3%	13.3%	34.3%	14.0%	19.7%	11.7%	6.9%

⁶ Bers, T.H., & Smith, K. (1989). Parents and the college choice decisions of community college students. *College & University*, 64, 335-348.

⁷ Bers, T.H., & Galowich, P.M. (2002). Using survey and focus group research to learn about parents' roles in the community college choice process. *Community College Review*, 29.; Bers, T.H. (2005). Parents of traditionally-aged community college students. *Research in Higher Education*, 46, 413-436. Hossler, D., Schmit, J., & Vesper, N. (1999). *Going to college: How social, economic, and educational factors influence the decisions make*. Baltimore: Johns Hopkins University.

⁸ Joliet Junior College. (2001). *CLARUS Scan: Parental attitudes about JJC*.

SOURCES OF INFORMATION

JJC and community college students learn the most about JJC before enrolling from a general awareness of the college. For instance, about 66% of JJC students learn the most about the college from a family member, friend, high school teacher, or high school counselor. JJC has a long history with a large alumni base, so it should not be surprising that many JJC students

Sources of Information Used by Parents Based on Regional Data

SOURCE	PERCENT USING
College catalog	50.5%
College schedule	47.9%
High school counselor/teacher	35.5%
Friends/relatives	35.2%
Former students	34.4%
Siblings	25.8%
College brochures	26.1%
College website	21.3%
Employer/Co-Worker	7.9%
Local newspapers	5.5%
TV/Radio Ads	1.1%
Local cable ads	1.0%
Radio	0.8%

Source: Bers, T.H. (2005). Parents of traditionally aged community college students: Communications and choice. *Research in Higher Education*, 46, 413-436.

students have a more general familiarity with JJC than students at other community colleges. The percent of students stating they found the most information about JJC through the internet has increased significantly over the last seven years, increasing by 740% at Joliet Junior College and 156% nationally.

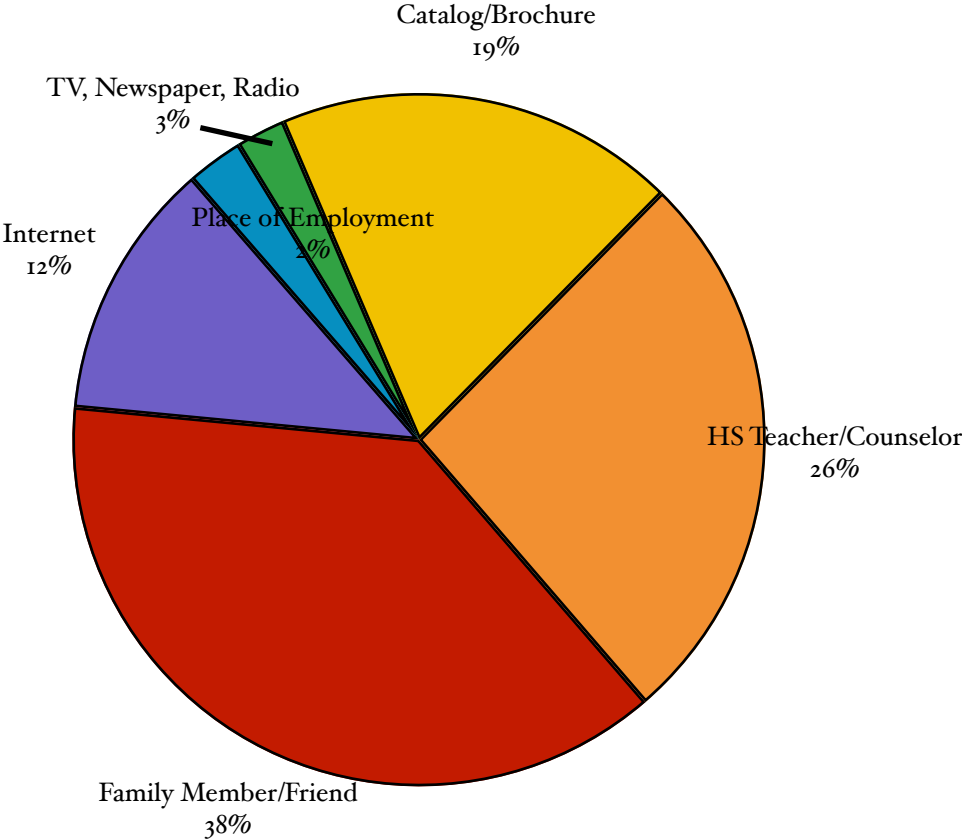
This survey and national data show that traditional forms of media, like television, radio, and newspaper, play an insignificant role in enrolling students.⁹ The same phenomenon occurs in regard to parents, as shown in table on the left. With the exception of unique cases (like advertising a new program), programs that utilize these methods should probably divert resources towards more effective strategies.

The results of this survey show that students learn the most about their community college from friends, family, teachers, and counselors. When managing enrollments, perhaps the most important thing

to be learned from this information is that that the articulation of program quality is the most effective strategy for recruiting and marketing to students.

⁹ Goff, B., Patino, V., & Jackson, G. (2004). Preferred information sources of high school students for community colleges and universities. *Community College Journal of Research and Practice*, 28.

Source from Which Students Learned the Most About Joliet Junior College before Enrolling, Fall 2005

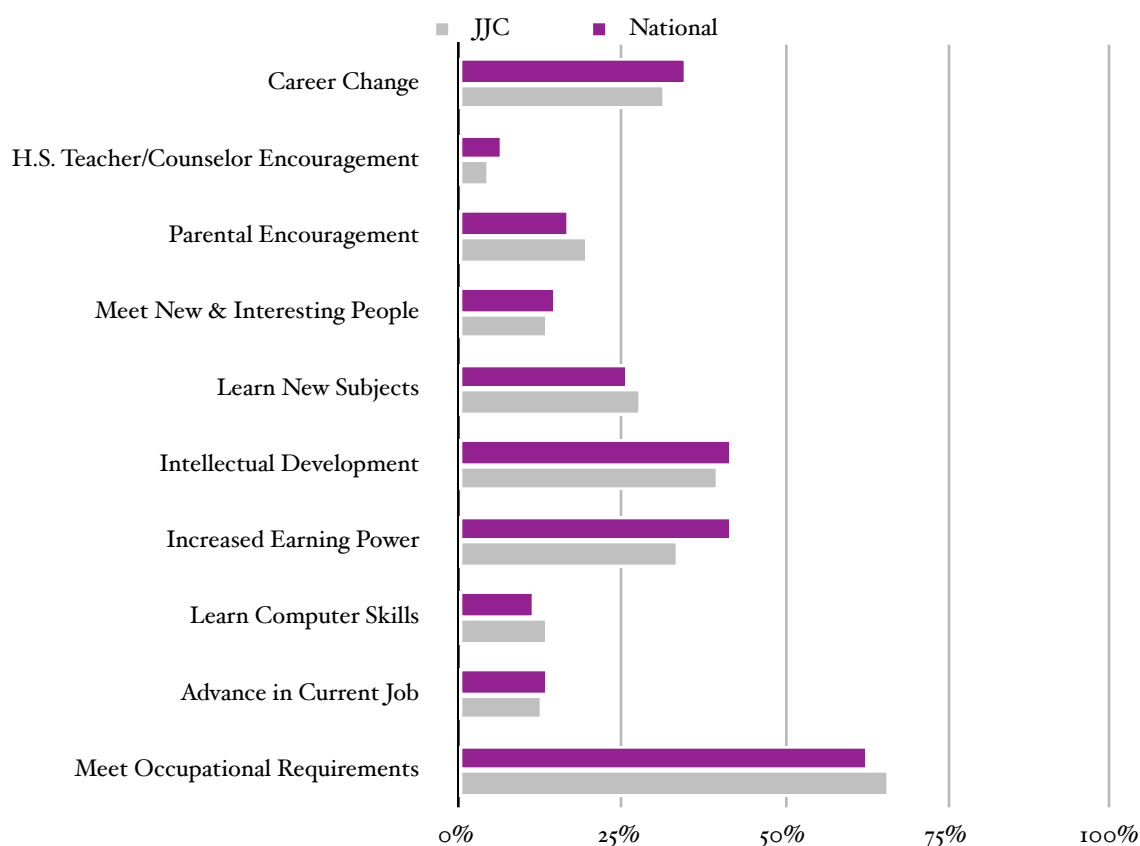


WHY STUDENTS ENROLL IN COLLEGE

The results of this survey indicate that JJC and community college students enroll in college for the following *primary reasons*. (These are not the reasons students specifically choose JJC, but why they enroll in college in general. Reasons as to why students choose JJC are covered in the section on college choice): 1) to meet occupational requirements for current or future job 2) intellectual development 3) increased earning power 4) desire for a career change and 5) the opportunity to study new and different subjects.

Secondary reasons for enrolling in college include parental encouragement, career advancement in current job, opportunity to meet new and interesting people, and to learn new computer and technology skills. This last area has decreased over the last seven years. As student competencies in computer and technology areas have surpassed instructors and staff at many levels of education,¹⁰ it could be that students have become less likely to place value on an institution's ability to provide skills in these areas.

Percent of Students who Stated the Following Reasons were a Major Reason for Enrolling in College, Fall 2005



¹⁰ National Science Foundation Board. (2002). *Science and engineering indicators: 2002*. Arlington, VA.

COLLEGE CHOICE

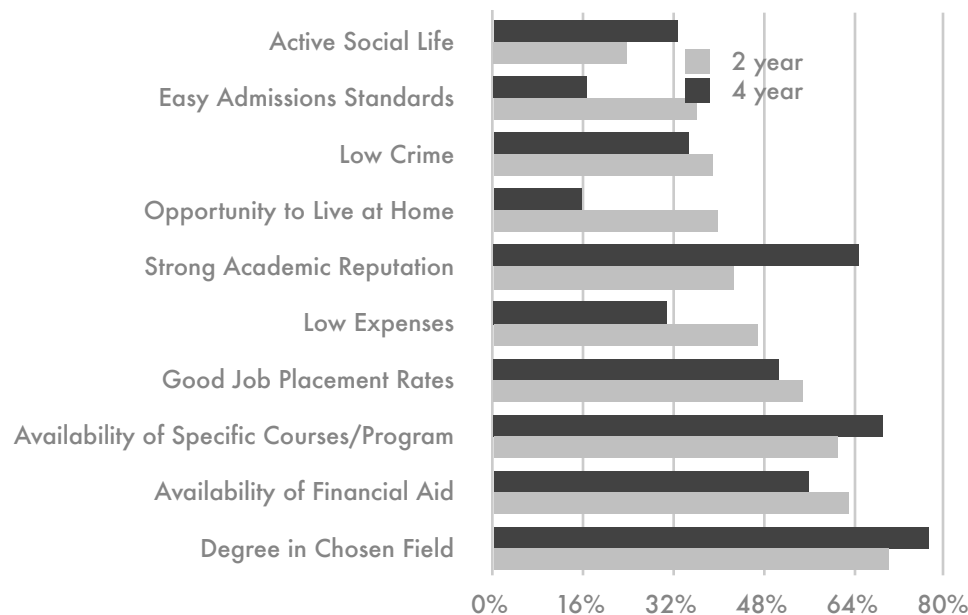
Students choose JJC for *three primary reasons*: 1) price 2) close proximity to home and 3) availability of a specific program of study. Secondary reasons for choosing JJC include the variety of courses offered, academic reputation, proximity to place of work, and the availability of financial aid or scholarship.

Over the last seven years, there have been changes in the role certain factors JJC and community college students in general place in their decision to attend college. Students are placing more importance on enrolling at colleges closer to home. More students are choosing community colleges based on their historical role of charging low tuition – the lowest among all sectors in higher education. The increasing importance of this factor is probably related to increasingly higher prices charged by four-year colleges and universities. In contrast to national data, the availability of financial aid plays a much lesser role. The most basic model to capture how students in general choose colleges is shown below.

Model for How Students Choose Colleges¹¹



Research indicates predispositions to college are formed as early as junior high. In fact, 60% of all 9th graders and 70% of all 10th graders follow through on plans they have for college.¹² The figure on the left

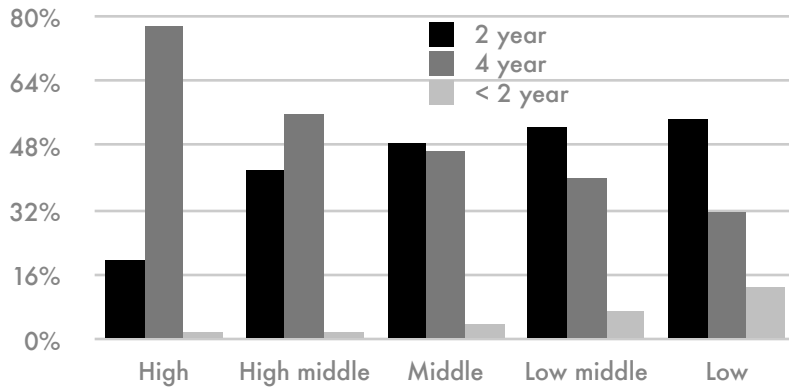


shows the level of importance high school seniors place on certain institutional characteristics during the search stage, depending on whether they attend a 2-year or 4-year college.

¹¹ Adapted from Hossler, D., Schmit, J., & Vesper, N. (1999). *Going to college: How social, economic, and educational factors influence decisions students make*. Baltimore: Johns Hopkins.

¹² Hossler, Schmit, & Vesper (1999).

*Enrollment by Income Quintile and College Type, Based on National Data*¹³



In terms of what type of students choose community colleges, research shows community college students are more likely to be first-generation. With the exception of Latinos, who are more likely to enroll at community colleges, there are no differences by race. The most significant differences, however, exist by income.

The “Cooling Out” Hypothesis & Community College Choice

Under the “cooling out” hypothesis, students enroll in community colleges because their grades are not good enough, they do not feel like they are ready for a residential university, or because they failed out of another institution. National data, however, shows this may not be the case for many community college students. While historical research showed that community colleges may lower educational aspirations, new models indicate that students who exhibit a higher levels of uncertainty about educational aspirations may be more likely to choose community colleges.

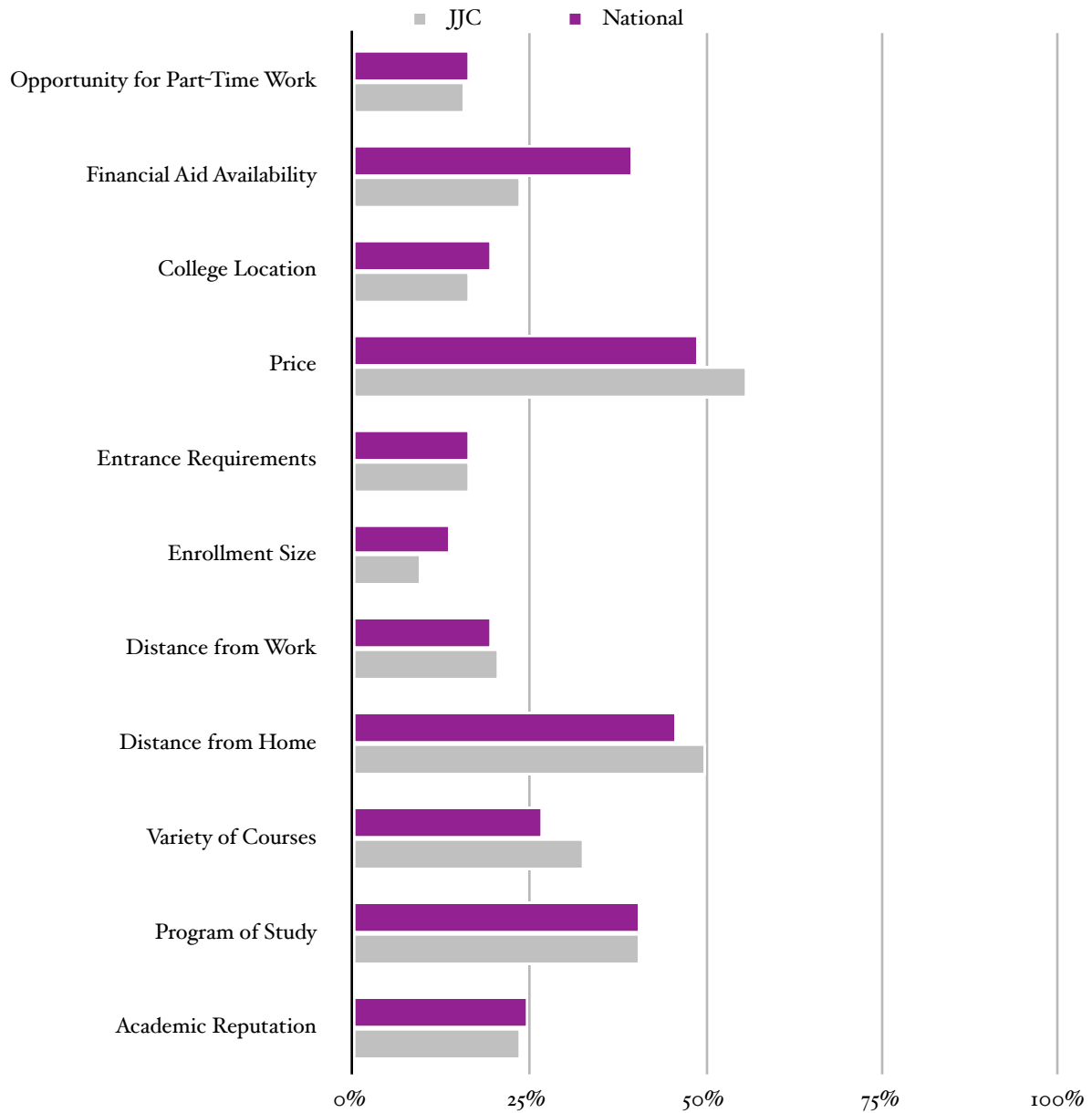
A recent longitudinal study by the U.S. Department of Education showed students who attend community colleges can raise their educational expectations. Another showed that nearly 40% of community college students are academically qualified to attend four-year colleges, with 24% scoring in the highest proficiency levels for math and 17% in reading during their senior year in high school. This means that between 20% and 25% of community college students are more than proficient in reading and math.

The results of this survey suggest students choose community colleges primarily for three reasons: low price, proximity to home, and the availability of a specific program. An open admissions policy and entrance requirements, college choice variables consistent with the “cooling out” hypothesis, play less significant roles in the decision to attend a community college. This seems to confirm that, rather than providing a place to “cool out” or “divert” other aspirations, practical considerations play a more prominent role in the college choice process for community college students.

Sources: Absher, K., & Crawford, G. (1996). Marketing the community college starts with understanding students’ perspectives. *Community College Review*, 23. Adelman, C. (2005). *Moving into town and moving on: The community college in the lives of traditional-age students*. Washington, DC: U.S. Department of Education. Romano, R.M. (2004). “Cooling out” revisited: Some evidence from survey research. *Community College Journal of Research & Practice*, 28.;

¹³ Adelman, C. (2005). *Moving into town and moving on: The community college in the lives of traditional-age students*. Washington, DC: U.S. Department of Education. Table adapted from page 33. Based on composites of the high school classes of 1972, 1982, and 1992.

Percent of Students who Reported Certain Characteristics were Very Important in the Decision to Attend their College, Fall 2005



COMPUTER USE & TECHNOLOGY

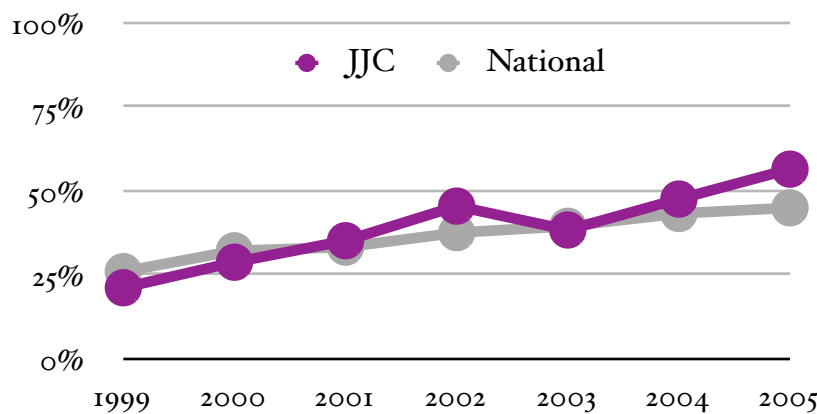
- The rates at which JJC students say they use JJC e-mail and internet services is significantly higher than national averages.
- The number of community college students, and in particular JJC students, reporting daily use of the internet and e-mail has increased dramatically over the last seven years. This coincides with increased usage of JJC computer labs. Between 2000 and 2004, the percent of users utilizing JJC computer labs increased significantly.¹⁴
- 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, even though digital divides still exist. 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. 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.

Sources: Pew Research Center's *Internet & American Life Project*, On-line: <http://www.pewinternet.org> ; U.S. Department of Education. (2005). *Internet access in U.S. public schools and classrooms*. Washington, DC: National Center for Ed. Statistics.

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



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.

¹⁴ Joliet Junior College Academic Computing, *Annual Usage Surveys, 2000-2005*.

EMPLOYMENT INFORMATION

- More JJC students report being employed than students at other community colleges.
- About 66% of community college students consider themselves students first and employees second.
- About half of JJC and community college students work 30 hours or less per week. The number of hours students work per week has not changed significantly over the last seven years.
- About 40% of JJC students work during the day (9AM - 5PM). Another 40% work in the second shift (5PM - 12AM).

National Research on the Role of Employment

Student Perceptions of Primary Role at Community Colleges, Based on National Data¹⁵

- About 80% of community college students are employed; about 50% of them full-time.¹⁶
- 46% of full-time students and 64% of part-time students work part-time. 77% of full-time students and 55% of part-time students work full-time.
- The 66% of community college students who consider themselves students first and employees second is lower than the national public 4-year college average of 82%.¹⁷ There are differences by age in terms of whether students view their primary role, as shown in the table below.

What Students Say about How Work Impacts College

National data suggests that students feel working while enrolled in college helps them with course-work and career preparation. Additionally, holding an on-campus job has a positive impact on aca-

AGE	PRIMARY ROLE: STUDENT	PRIMARY ROLE: EMPLOYEE
16-20	76%	24%
21-23	43%	57%
24-29	25%	75%
30+	26%	74%
ALL	62%	38%

ademic success and goal completion for community college students.¹⁸ As the number of hours a student works increases, however, students report negative impact on their grades, as shown in the table on the next page. Additionally, research indicates that 8% of community col-

¹⁵ Adelman, C. (2005). *Moving into town and moving on: The community college in the lives of traditional-age students*. Washington, DC: U.S. Department of Education.

¹⁶ American Association of Community Colleges. (2005). *National profile of community colleges: Trends & statistics*. Washington, DC.

¹⁷ U.S. Department of Education. (2004). *National postsecondary student aid study*. Washington, DC: National Center for Education Statistics.

¹⁸ Adelman (2005).

lege students who average 35 hours or more a week at work eventually obtain an Associate’s degree, compared to 20% of students who average 35 hours a week or less. Only 3% of community college students who average more than 35 hours working per week eventually obtain a Bachelor’s Degree, compared to 14% of community college students who work 35 hours a week or less.¹⁹

Working while Enrolled in College and Impact on Grades, Based on National Data²⁰

HOURS WORKED PER WEEK	POSITIVE EFFECT	NO EFFECT	NEGATIVE EFFECT
1-15	29.1%	57.1%	13.8%
16-20	26.9%	48.2%	24.9%
21-30	23.0%	39.7%	37.3%
OVER 30	22.6%	35.9%	41.5%
ALL STUDENTS	25.9%	47.1%	27.0%

Times Worked at Primary Job as Reported by Students, Fall 2005



Note. Weekdays (8AM-4PM; 9AM-5PM); Evenings (second shift, about 5PM-12AM); Overnight (third shift, about 12AM-8AM).

¹⁹ U.S. Department of Education. (2003). *Community college students: Goals, academic preparation, & outcomes*. Washington, DC: National Center for Education Statistics.

²⁰ U.S. Department of Education. (2003). *How families of low and middle-income undergraduates pay for college*. Washington, DC: National Center for Education Statistics. Table adapted from page 49.

COLLEGE FINANCES

The story of how JJC students pay for college is significantly different from how community college students at other institutions pay for college. Seven years of research from the Faces of the Future Survey has shown that JJC students report higher average household (or parent) income and are less likely to report encountering problems paying for books, personal, and college-related expenses. JJC students are much more likely to rely on personal income and savings to pay for college than financial aid.

Financial Aid Applicants

The story of how JJC students pay for college starts with in the lives of JJC students starts the number of students who apply for financial aid.

Research also shows that in general community college and low-income students are less like to apply for financial aid²¹ and this is also the case at JJC. In 2003-04, low-income students made up just 25% of all dependent financial aid applicants at JJC, compared to 40% of upper-income students.

Financial Aid Recipients

The second part of this story is how many JJC students receive financial aid. Only 7% of JJC students received a Pell Grant, compared to 12% of community college students in Illinois in 2003-04. Additionally, 22% of JJC students received financial aid, compared to 47% of all dependent students at community colleges nationally.²² As lower numbers of JJC students apply for financial aid, it should not be surprising that lower numbers of JJC students actually receive financial aid. However, even those who apply for financial aid are less likely to receive it. In 2003-2004, 48% of JJC students who applied for financial aid received a Pell Grant, compared to 62% of community college financial aid applicants in Illinois. JJC students are not making up the “gap” with student loans. In 2003-04, 2% of JJC students received a subsidized student loan, compared to 10% of Illinois community college students, 42% of 4-year public university students and 49% of 4-year private university students in Illinois. The average subsidized loan amount for a JJC student who did take a loan was \$2,161, lower than the Illinois community college average of \$2,241.²³

Net Price: What Students Actually Pay for College

The final part of the story concerns net price, or what students actually pay for college. Most students do not bear the full burden of what it costs to educate them. In 2004-05, for instance, it costs JJC, the

²¹ American Council on Education. (2006, February). *Missed opportunities revisited: New information on students who do not apply for financial aid*. Washington, DC. This report estimated that in 2003-2004, 1.5 million students nationally did not receive a Pell Grant, a financial aid program whose purpose is to serve low-income students.

²² 2000 is the most recent year this data is available nationally. The American Association of Community Colleges. (2005). *National profile of community colleges: Trends & statistics*. Washington, DC.; JJC Office of Institutional Effectiveness, *Financial Aid at JJC: 2004*, On-line: http://www.jjc.edu/admin/ie/information/Tuition_Financial_Aid/tuition_financial_aid.htm

²³ See chart on page 21 for source.

State of Illinois, and local taxpayers \$6999 to educate a full-time student enrolling in 30 hours.²⁴ The same student, not receiving financial aid, would have paid \$2040 in tuition and fees. This means the average student who does not receive financial aid receives a \$4959 subsidy to attend college. To use a business metaphor, JJC is selling a product at a much lower price than its cost of production.

If the student receives financial aid, the subsidy is even higher. In an analysis of the net price students pay by income quintile, it was found the average student in the lowest income quintile paid -\$1074 for tuition, fees, and books. In other words, financial aid covered all the costs of attending JJC, with dollars left over for cost of living expenses. Students in the second lowest income quintile who received financial aid paid -\$57, or basically nothing for tuition, fees, and books.²⁵

The impact on financial aid for low-income students is significant. Setting tuition prices and policies should be considered in light of net price, or what students actually pay.²⁶ For instance, 40% of all Illinois residents (or people from the lowest two income quintiles) will pay \$0 for tuition, fees, and books if they attend JJC and apply for and receive financial aid.

Role of Price in Student Enrollment

JJC students are less likely to apply for financial aid and are more likely to utilize personal sources of income. There are several possible reasons. Eligible low-income or first-generation students could just not be applying, which is generally the case nationally. Or, JJC may receive a high number of high-income, first-generation students who can afford the price of financial aid and may feel they are not be eligible for need-based aid, but because they are first-generation students are less likely to apply.²⁷ A third reason could be that many students see JJC as a close substitute to four-year colleges and, being pragmatic and acknowledging quality and reputation, are choosing JJC instead of four-year institutions.

The number one reason students choose JJC is its low price and by enrolling at JJC for their first two years of college, a student can save \$35,500 in tuition and fees over a four-year Illinois private college

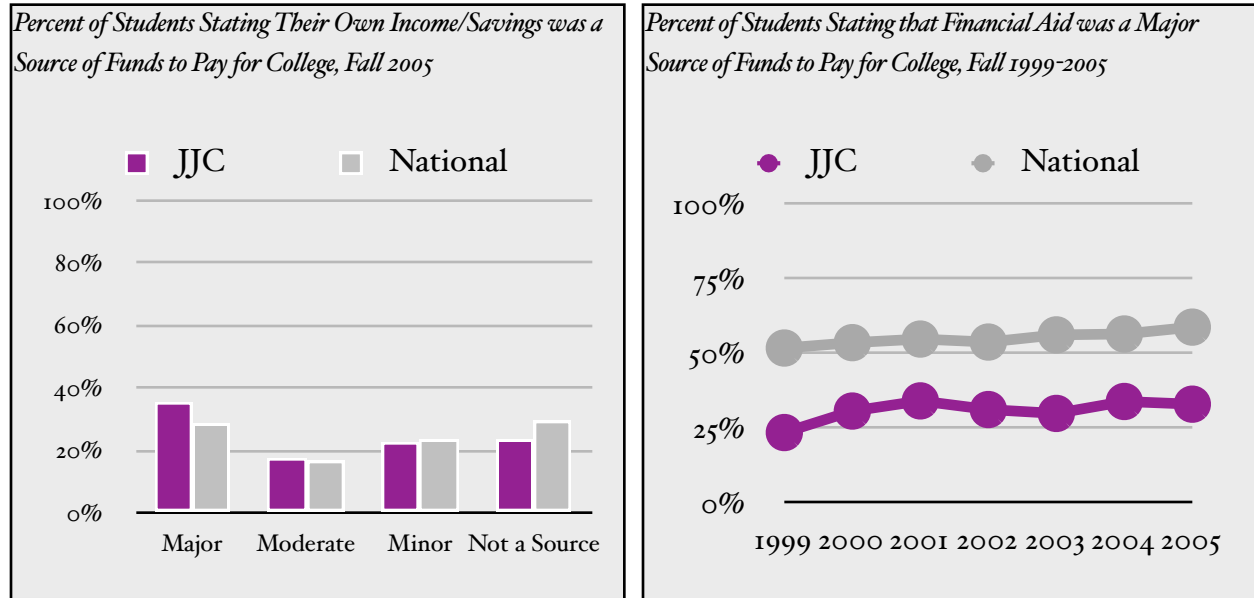
²⁴ Illinois Community College Board. (2006, February). *FY 2005 unit cost report*. On-line: <http://www.iccb.org>. Includes instructional costs only. Based on unit cost of \$233.29.

²⁵ JJC Office of Institutional Effectiveness, *2005 Performance Report*, On-line: <http://www.jjc.edu/admin/ie>

²⁶ National data shows that despite tuition increases in the 1990's, when financial aid grants are taken into account, tuition and fees at communities witnessed no increase. This was especially the case for low-income students. U.S. Department of Education. (2002). *What students pay for college: Changes in net price of college attendance*. Washington, DC: National Center for Education Statistics.

²⁷ Income and educational attainment data may add legitimacy to this. The percent of people who possess high school diplomas in Will and Grundy Counties is much higher than the state average (87% for each county versus 81% for Illinois). On the other hand, the percent of people with a Bachelor's, Professional, or Graduate degree in Will and Grundy Counties is below the state average (25.5% in Will, 15.2% in Grundy, and 26.1% in Illinois). Median household incomes in Will and Grundy Counties (\$62,000 and \$52,000) are also above the state average of \$47,000. This is unusual, as higher educational attainment is almost always tied to higher incomes in a region (see U.S. Census Bureau in general). If students come from high-income households that truly are or perceive to be ineligible for financial aid, and the parents do not have college experience, students and parents will be less familiar with financial aid policies and forms and consequently less likely to apply for financial aid. Data source: U.S. Census Bureau, *State & County Quick Facts*, <http://quickfacts.census.gov/qfd/>.

and \$8700 over a four-year public Illinois college.²⁸ Clearly, low tuition plays a prominent role at community colleges, but even more so at JJC. This information shows the importance of articulating course, program, and college-level quality in recruitment, marketing, accountability, and, especially, the design of learning environments.



²⁸ Based on data from JJC Office of Institutional Effectiveness, *Tuition and Fees at JJC and Illinois Institutions: 1999-2000 through 2005-2006*. On-line: www.jjc.edu/admin/ie. Further analysis is included in the 2005 Performance Report.

STUDENT OPINIONS ABOUT SERVICES & INSTRUCTION

The Faces of the Future Survey asks students about the following services and instruction at JJC, including the following:

- *Computing Services*: Over the last seven years, JJC students in general have reported that computing services are open at times convenient to them.
- *Course Time Availability*: In general, about 60% of JJC students report that courses are available at times they need them -- a rate comparable to national averages. Only about 10-15% JJC students annually disagree that courses are not available at times they need them. Of course, it should be noted this question only asks currently enrolled students.
- *Campus Security & Safety*: JJC students have been less likely to agree they feel safe and secure on campus than national averages, although this rate has increased in the past three years.
- *Advising*: Over the last seven years, the average percentage of JJC students agreeing that academic advising is of high quality has been about 15%, lower than the national average of about 20% (although there has been improvement in the past three years). These results are similar to other surveys.²⁹
- *Registration Process*: Historically, JJC students were less likely to agree that the registration process is student friendly than students at other community colleges. JJC rates have increased in the this area in the past three years and in Fall 2005 were almost comparable with national averages.
- *Financial Aid Applications*: JJC students were less likely to agree that they received all they help they needed to complete applications for financial aid, although these responses may stem from the fact that comparably low numbers of JJC students apply for financial aid.
- *Quality of Instruction*: The percent of JJC students agreeing that instruction is of high quality has been just below national averages the past seven years. When asked to agree or disagree to the statement that instruction is of high quality, higher percentages of JJC students indicate being neutral.
- *Instructor Availability Outside of Class*: JJC students in general agree that instructors are available outside of course in rates comparable to national averages.

²⁹ JJC Office of Institutional Effectiveness. (2005). *ACT non-returning student survey*. On-line: <http://www.jjc.edu/admin/ie/>

Enrollment Processes

In summary, JJC students acknowledge the existence and utility of services and instruction, but are reluctant to place a high value on them. It would be erroneous to pinpoint an exact focus for the differences between JJC and national student responses. Rather, it appears the root cause of indifferent or lower-rated responses is probably systemic. (Although again it should be noted that within the past three years, there has been improvement in many areas).

When delivering student services and instruction, it is important to differentiate between developmental and informational processes. From an *informational* perspective, students receive information about their college and about what they need to do to reach institutional requirements for completion (grades, credit hours, course-seat time, etc.). The method of delivery for services and instruction in this context are merely a series of disconnected programs and events that have little to do with each other, program goals, or larger institutional learning goals.

In the *developmental* context, students are viewed from an ecological perspective and are encouraged to interact with the college's environment through interconnected processes. A listing of requirements is only part of the learning process. From this perspective, enrollment should be managed by an organizational concept and systematic set of activities designed to enable a college to influence its enrollment in a manner consistent with institutional values and students learning goals.³⁰ The results of this survey suggests students desire this experience and want an academic blueprint for their educational career, a blueprint that views one's educational experiences as a process for reaching larger learning and occupational goals.

³⁰ Partially quoted from Hossler, D. (1990). *The strategic management of college enrollments*. San Francisco: Jossey Bass. p. 5.

STUDENT OPINIONS ABOUT JJC

Researchers have generally defined satisfaction as the congruence between institutional and student values³¹ Higher education's historic role, however, is more about helping students develop and form their own preferences, rather than merely satisfying them. It is important that colleges remember this distinction and ensure the delivery of services and instruction are driven by 1) an approach that is consistent with an institution's mission & goals and 2) that assumptions about what students expect are not misinformed. If these two conditions are not met, satisfaction rates will fall, regardless of the time and effort expended in programs designed to meet them.

Satisfaction Rates by Semester, Fall 1999-2000

F A L L	J J C				N A T I O N A L			
	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Satisfied	Satisfied	Neutral	Dissatisfied
1 9 9 9	27.1%	51.5%	18.2%	3.2%	31.2%	52.1%	13.8%	2.9%
2 0 0 0	26.6%	50.0%	20.5%	2.9%	31.2%	51.6%	14.2%	2.9%
2 0 0 1	18.2%	59.5%	19.4%	2.9%	31.9%	51.2%	14.1%	2.7%
2 0 0 2	26.1%	55.2%	16.1%	2.5%	31.8%	51.3%	14.2%	2.7%
2 0 0 3	22.3%	59.1%	14.9%	3.6%	31.6%	51.5%	14.1%	2.8%
2 0 0 4	26.6%	50.7%	20.9%	1.6%	31.7%	51.1%	14.4%	2.8%
2 0 0 5	26.2%	55.4%	14.4%	4.0%	33.2%	50.4%	13.6%	2.7%

Note. Dissatisfied is a composite of "Dissatisfied" and "Very Dissatisfied."

Percent of Students Who Agree/Strongly Agree with the Following Statements About Their College, Fall 2005

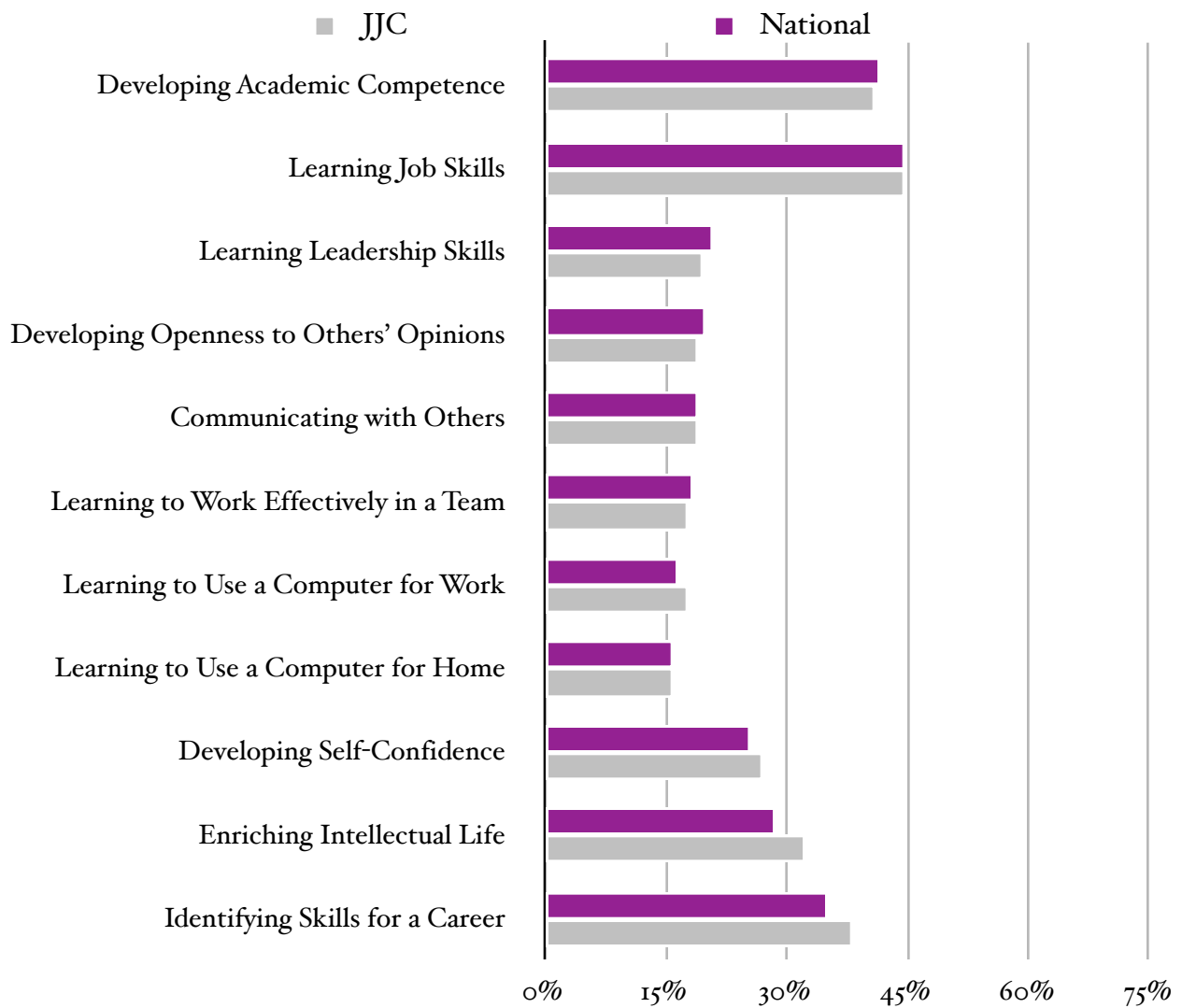
A R E A	J J C	N A T I O N A L
THIS COLLEGE HAS A GOOD REPUTATION IN THE COMMUNITY	72.2%	73.3%
CONCERN IS SHOWN FOR STUDENTS AT THIS COLLEGE	62.6%	66.1%
I WOULD RECOMMEND THIS COLLEGE TO FRIENDS/FAMILY	75.7%	78.2%
I FIT IN AT THIS COLLEGE	64.7%	71.5%
MY PROGRAM OF STUDY HAS BEEN CHALLENGING	54.2%	61.7%
MY ACADEMIC EXPERIENCES HAVE BEEN POSITIVE	70.5%	73.5%

³¹ Schertzer, C.B., & S.M.B. Schertzer. (2004). Student satisfaction and retention: A model. *Journal of Marketing for Higher Education*, 14.

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.

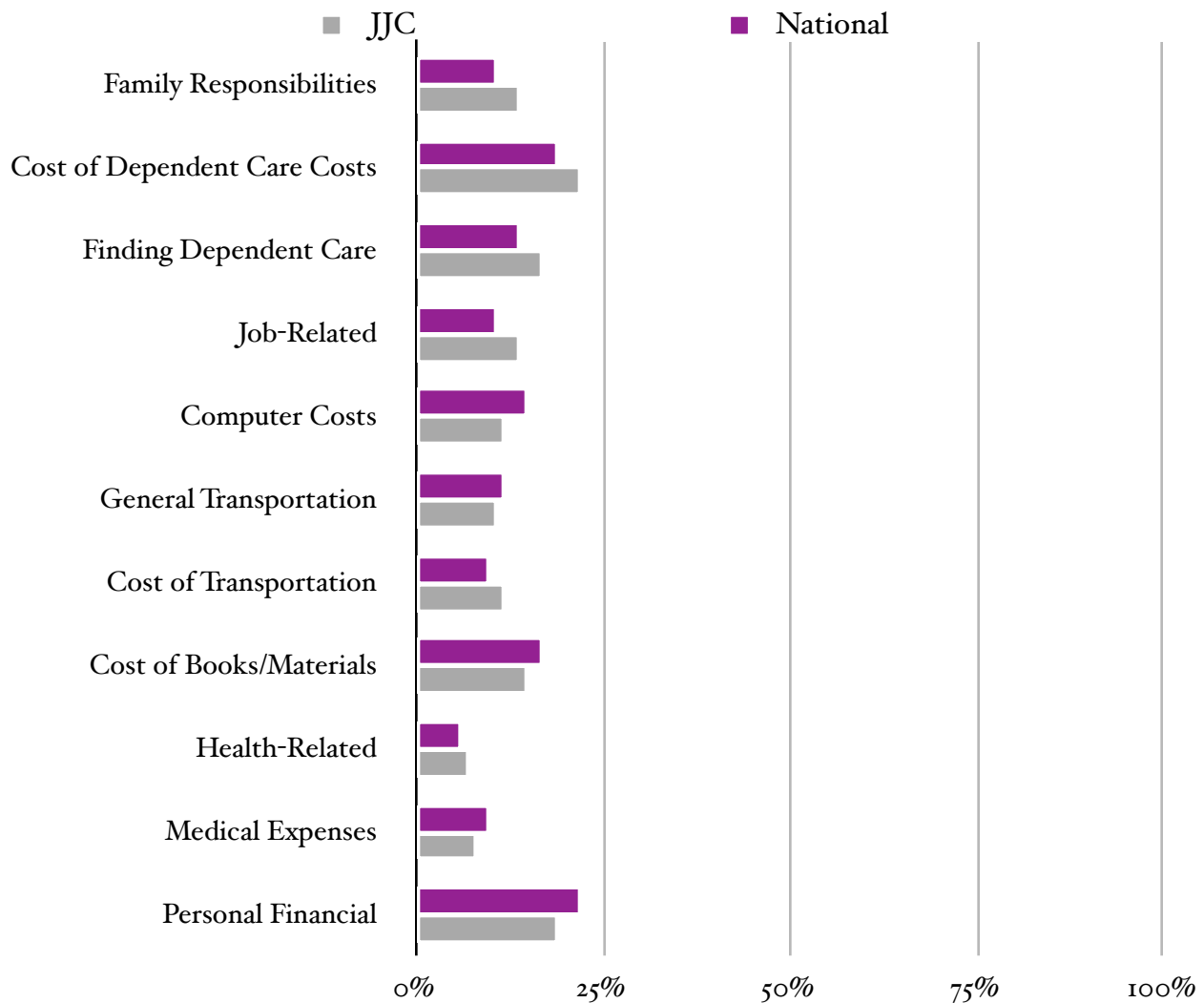
Percent of Students Stating Their College Made a Major Contribution to Learning & Growth in Specific Areas, Fall 2005



PROBLEMS ENCOUNTERED WHILE IN COLLEGE

Comparatively, JJC students have reported fewer personal and college-related problems over the last seven years, particularly in regard to financial problems.

Percent of Students who Reported Major Problems in the Following Areas, Fall 2005

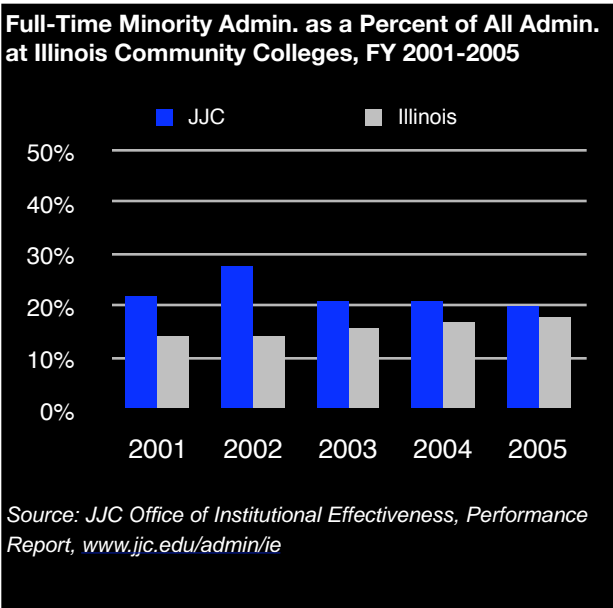
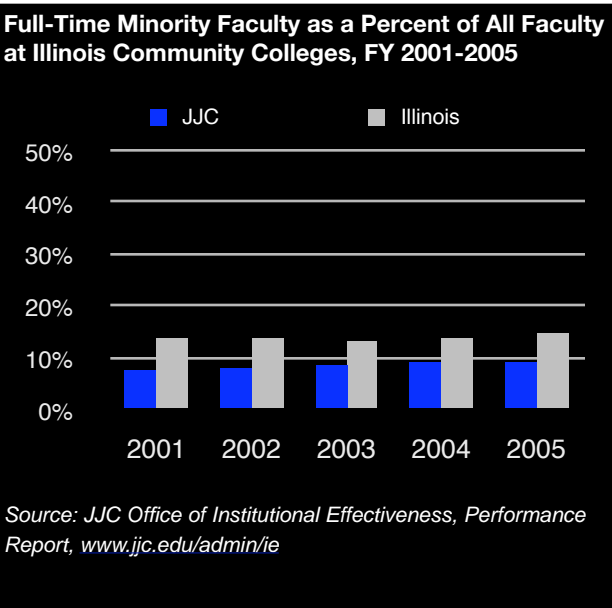


Note. Students were allowed to select the option “Does not apply” for this question. Those responses were removed from this table. Thus, the data represented in this table are only for students who replied that this area was applicable to them.

RACIAL, GENDER, & OPINION DIVERSITY

In general, students indicate they feel students in their racial group are respected by faculty, staff, administrators, and other students. Students also respond positively when asked if other students in the gender group are respected by faculty, staff, and administrators.

As the figures below show, minority full-time faculty have been underrepresented at JJC in the past five years. Conversely, the percent of minority full-time administrators have been higher than the state average over the last five years. As the JJC District and student body becomes increasingly diverse (racial, linguistic, income, geographic origin, etc.) in the next 10 years, JJC will need to ensure its faculty truly represents the district population and student body.



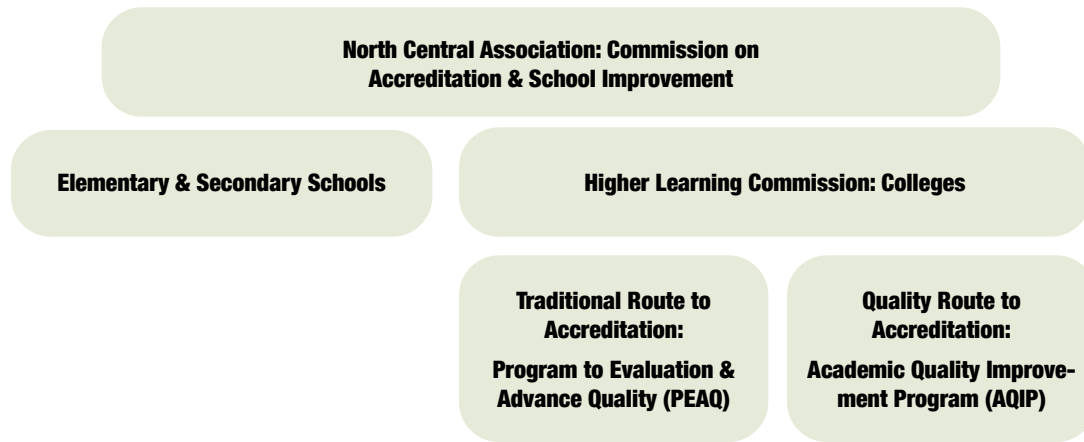
A diverse faculty is important for two reasons: learning and economic. First, a diverse faculty translates into better learning outcomes. New research is conclusive: students learn better in environments where diversity is valued and practiced.³² Secondly, a global and increasingly interconnected environment is quickly replacing a regional and disconnected one. In the process, artificial borders that demarcate state and regional boundaries are increasingly becoming blurred. Historically, this phenomenon would have facilitated the movement of human capital and physical capital over regional boundaries. While some local and city governments still design socioeconomic structures in this context, the ability of individuals to cross borders and markets to work outside of them has increased dramatically. A domestic economy simply doesn't exist anymore. Regions will soon no longer be able to value diversity as an end in itself, but as a requirement for success in the workplace. If community college districts do not address the issue of diversity in learning, their graduates will not be prepared to function in a globalized environment.

³² Pascarella, E., & Terenzini, P. (2005). *How college affects students*. San Francisco: Jossey Bass.

MODEL OF ACCOUNTABILITY ACTIVITIES

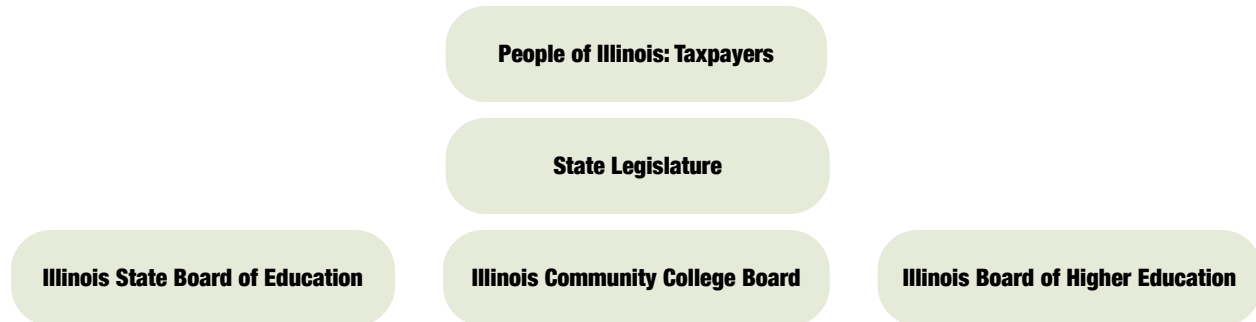
Accreditation

Accreditation is a voluntary process whereby external stakeholders, including taxpayers, state & federal governments, and students & parents, are assured a college or university meets criteria for academic quality. In order to receive federal dollars or provide the ability for students to transfer credits and credentials to other institutions, a college must be accredited. Founded in 1895, the North Central Association ensures quality at over 9,000 public and private schools in 19 states. In addition to being accredited as an institution by AQIP, many academic programs receive their own accreditation. Many other programs related to specific occupational areas require licensing exams prior to entry to a career.



Governments

As a public institution that receives public tax dollars, Joliet Junior College is also accountable to the local taxpayers of Community College District 525, the State of Illinois, and the U.S. In order to ensure accountability, Joliet Junior College must submit pertinent data and information. Additionally, the State of Illinois requires all colleges participate in various quality initiatives, like Program Review, Assessment of Learning, and Accreditation. All data and reports are submitted to the State of Illinois through the Illinois Community College Board. Through the Illinois Community College Board, Joliet Junior College also submits information about enrollment, finances, and graduation rates to the U.S. Department of Education.



LINKS TO COLLEGE GOALS

The purpose of the Faces of the Future Survey is to assess the current state of the JJC student population. As such, information provided in the survey should inform college goals and plans as articulated on the previous page. The link between college goals and Faces of the Future areas are included in the *Full Report*, available on-line.

COLLEGE GOALS

1. Internal goals are developed by JJC students, faculty, staff, and other stakeholders for the main purpose of improvement. These goals are stated in the JJC Strategic Plan and mission. Core Values are an articulation of the values that integrate JJC and distinguish it from other institutions. As JJC's Core Values are intrinsic and unique, they do not require external evaluation.
2. External goals ensure JJC is accountable to its many stakeholders. These goals are stated through the Illinois Commitment and accreditation through the Higher Learning Commission's Academic Quality Improvement Program (AQIP).

Illinois Commitment: State goals (evaluated in the Annual Performance Report - www.jjc.edu/admin/ie)

1. Higher education will help business and industry sustain strong economic growth
2. Higher education will join elementary and secondary education to improve teaching and learning
3. No Illinois citizen will be denied an opportunity for a college education because of financial need
4. Illinois will increase the number and diversity of citizens completing training and education programs
5. Illinois colleges and universities will be accountable for providing high quality academic programs and the systematic assessment of student learning outcomes while holding students to even higher expectations for learning and growth
6. Illinois colleges and universities will continually improve productivity, cost-effectiveness, and accountability

AQIP: Accreditation Goals (evaluated in the AQIP Systems Portfolio - www.jjc.edu/aqip).

1. Helping students learn
2. Accomplishing other distinctive objectives
3. Understanding students' and other stakeholders' needs
4. Valuing people
5. Leading and communicating
6. Supporting institutional operations
7. Measuring effectiveness
8. Planning continuous improvement
9. Building collaborative relationships

Core Values

Respect, Innovation, Collaboration, Humor, Integrity, & Quality

JJC Mission

Joliet Junior College is committed to providing a quality education that is affordable and accessible to the diverse student population it serves. Through a rich variety of educational programs and support services, JJC prepares its students for success in higher education and employment. As part of this College's commitment to lifelong learning and services to its community, it also provides a broad spectrum of transitional, extension, adult, continuing and work force education.