



OAKLAND  
COMMUNITY  
COLLEGE

**DIFFERENTIATING GENERAL EDUCATION MODELS  
THE GENERAL EDUCATION SURVEY**

**Prepared by:  
The Office of Institutional Research  
October, 1998**

**Differentiating General Education Models**  
**The General Education Survey**  
(October 1998)

ORIENTATION COURSE

- There is considerable support for the provision of a orientation course. Sixty-one percent of respondents (61%) agree that there should be a general orientation course. Close to 66% of those surveyed indicated that it would be appropriate for such a course to contain general information about College services, in addition to information pertaining to the General Education Attributes.
- More than half of respondents (58%) felt that students should be required to include the orientation course within their first 15 credit hours.
- It was the general sentiment among those surveyed, that an orientation course for General Education should not hold a high credit value. Thirty percent of respondents indicated that orientation course should only be worth one credit and 26% felt that no credit value should be assigned to this type of course. Only 19% of respondents believed that an orientation course should NOT be required.

CAPSTONE COURSE

- There was little support for a general capstone course. Sixty-six percent (113/172) of those asked did not feel that there should be a capstone course to assess student attributes. Consequently, only 18% of those surveyed felt that a capstone course should be a required element.
- When asked about the number of credits that should be assigned to a capstone course, the most frequent response provided was 'zero'.
- Most respondents were of the opinion that the content and credit of the capstone course should be an expansion of existing courses.

OTHER ISSUES

- Overall, most respondents favor the development of interdisciplinary courses, separate course requirements for math and science as well as the inclusion of a distinct technology component for General Education.
- The proposal of increased variability in Associates Degrees' General Education Content Distributions was only slightly more likely to be rejected than supported (45% vs. 39%)
- Slightly more than half (56%) of those responding felt that fewer general education requirements were needed with Applied Science Degrees.
- Forty percent of all participants indicated that General Education Attributes should be listed on students' transcripts, while 41% of respondents feel that these attributes, if listed on transcripts, should be marked as students completed them.

- Fifty-six percent of respondents believed that General Education Attributes should NOT be required for certificates.
- Among the 35% who did feel that General Education Attributes should be required for certificates, just over half (53%) indicated that this requirement should be reduced from that of the norm.
- Most people (58%) agreed with the provision of competency tests to exempt students from particular attributes.
- It was accepted by most (56%), that students should be required to take specific courses, especially in English, Math, Political Science, Computer Science and Science.
- It was generally the belief that students should not be allowed to use a course for more than two attributes.
- Over 2/3 of survey participants agree that General Education courses should be college level transferable courses.
- Respondents were almost equally divided on how General Education Content course information should be communicated to students. Thirty-six percent felt that a catalog description would be the most effective means to disseminate this information, while 39% thought that students would be best informed through the Schedule of Classes. Twenty percent of those surveyed selected both communication options.
- Only a small majority of respondents ( 45% 'yes' vs. 36% 'no' ) indicated that all disciplines in the General Education groupings should agree on two common attributes. Twenty percent of those asked did NOT provide a response for this question.
- It was generally agreed that courses not included on the General Education Content List should be allowed to qualify to fulfill general education requirements. Only 29% of survey participants did not support this proposal.

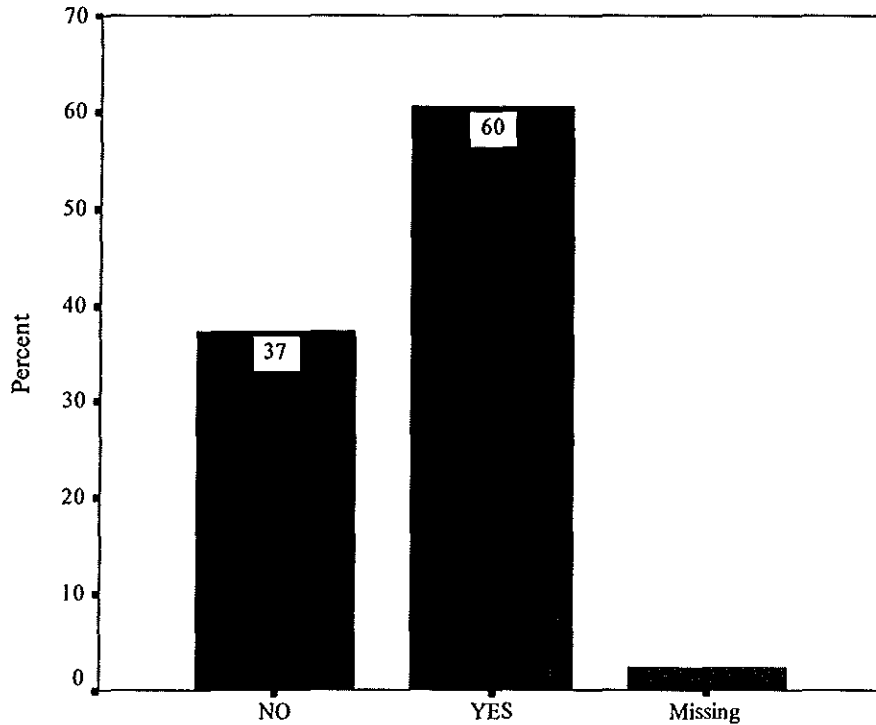
### Study Limitations

There are serious cautions which must be taken when interpreting the results of this study. On several occasions, participants failed to provide responses for many of the survey items. Many respondents indicated directly on their surveys that they were unclear as to the meaning of particular questions. Thus, ambiguity and misunderstanding hindered people's ability to respond to some of the issues of interest. As a consequence, the opinions of all those taking the survey could not be accurately represented.

**DIFFERENTIATING GENERAL EDUCATION MODELS**  
**THE GENERAL EDUCATION SURVEY**

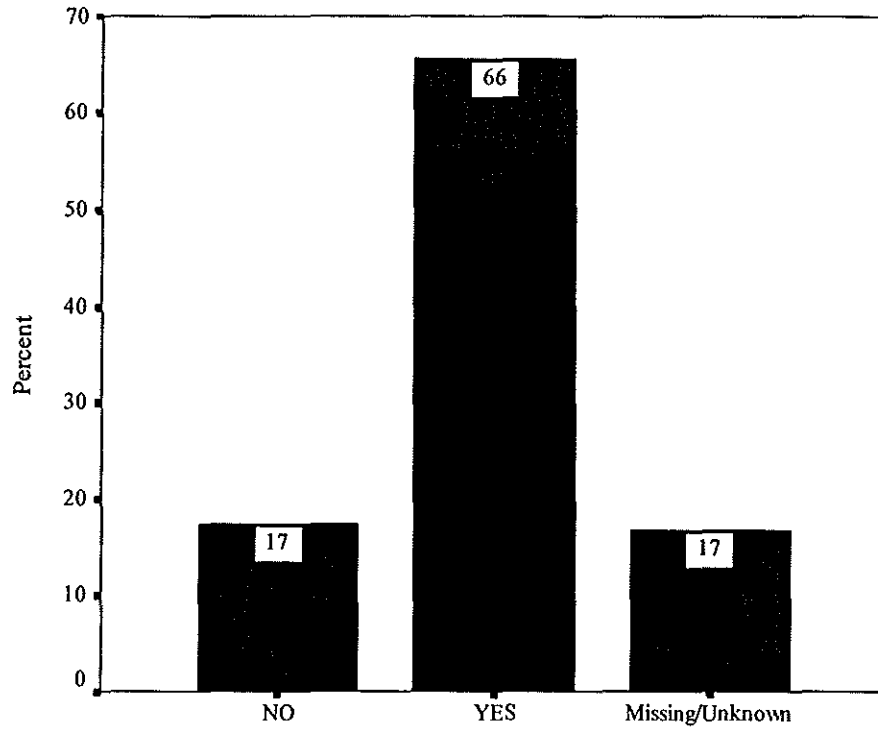
**Question: SHOULD THERE BE A GENERAL ORIENTATION COURSE?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0 NO	64	37.2	37.2	37.2
1 YES	104	60.5	60.5	97.7
9 Missing	4	2.3	2.3	100.0
Total	172	100.0	100.0	



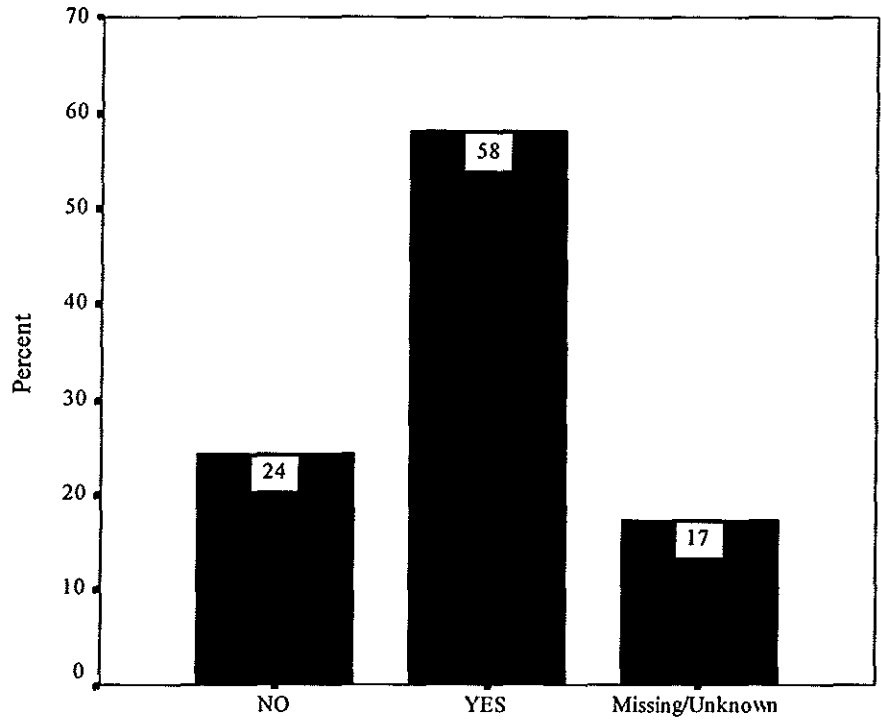
**Question: SHOULD THE ORIENTATION COURSE INCLUDE OTHER ORIENTATION INFORMATION?**

		Frequency	Percent	Valid Percent	Cumulative Percent
valid	0 NO	30	17.4	17.4	17.4
	1 YES	113	65.7	65.7	83.1
	9 Missing/Unknown	29	16.9	16.9	100.0
	Total	172	100.0	100.0	



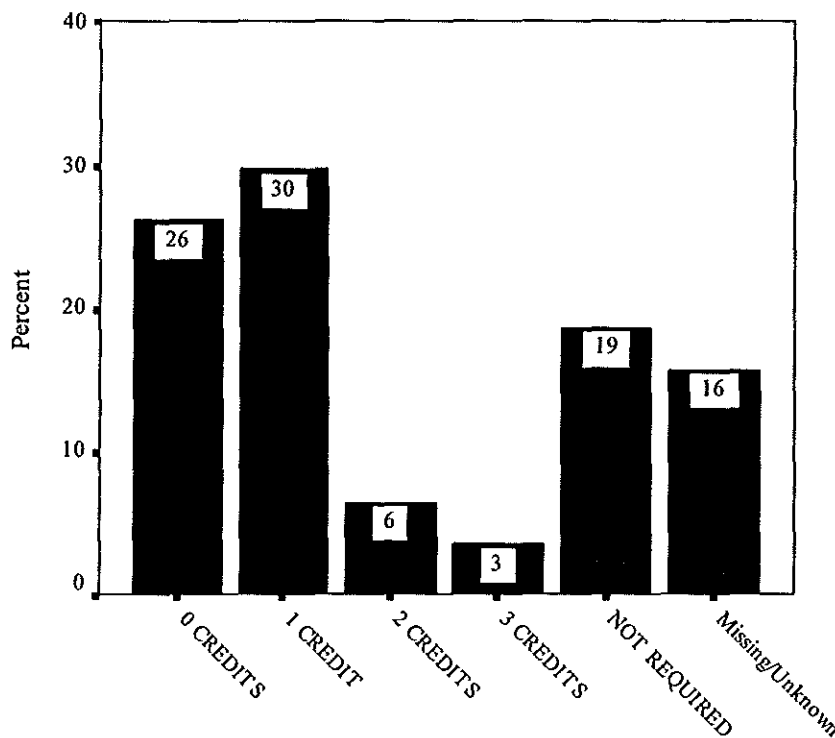
**Question: SHOULD THE ORIENTATION COURSE BE REQUIRED WITHIN THE FIRST 15 HOURS OR BEFORE?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 NO	42	24.4	24.4	24.4
	1 YES	100	58.1	58.1	82.6
	9 Missing/Unknown	30	17.4	17.4	100.0
	Total	172	100.0	100.0	



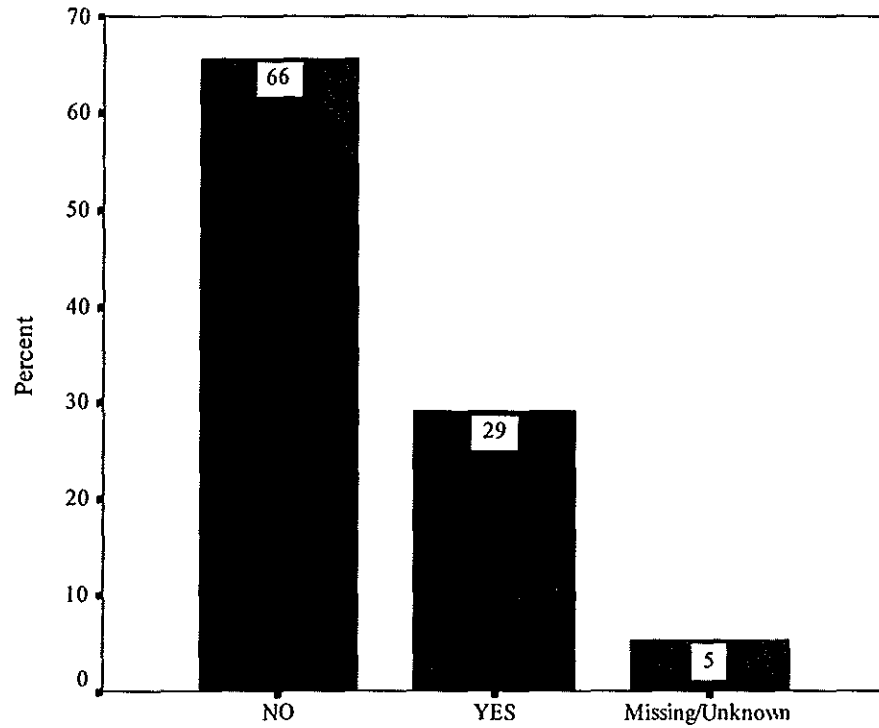
**Question: HOW MANY CREDITS SHOULD THE ORIENTATION COURSE BE WORTH?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 ZERO CREDITS, but required	45	26.2	26.2	26.2
	1 1 CREDIT	51	29.7	29.7	55.8
	2 2 CREDITS	11	6.4	6.4	62.2
	3 3 CREDITS	6	3.5	3.5	65.7
	4 NOT REQUIRED	32	18.6	18.6	84.3
	9 Missing/Unknown	27	15.7	15.7	100.0
	Total	172	100.0	100.0	



**Question: SHOULD THERE BE A GENERAL CAPSTONE COURSE TO ASSESS STUDENT ATTRIBUTES?**

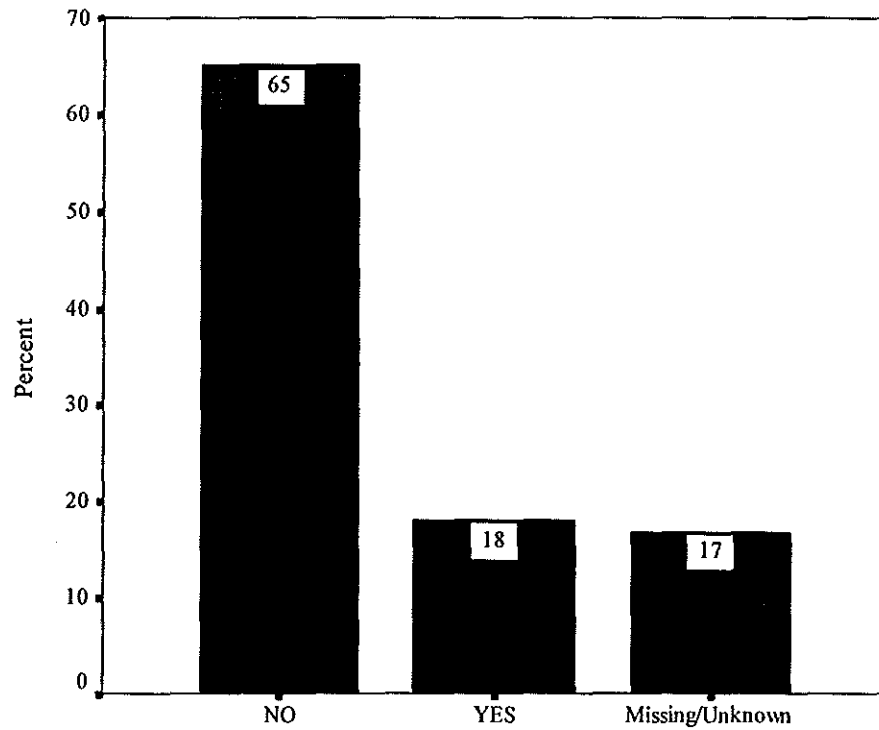
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0 NO	113	65.7	65.7	65.7
1 YES	50	29.1	29.1	94.8
9 Missing/Unknown	9	5.2	5.2	100.0
Total	172	100.0	100.0	





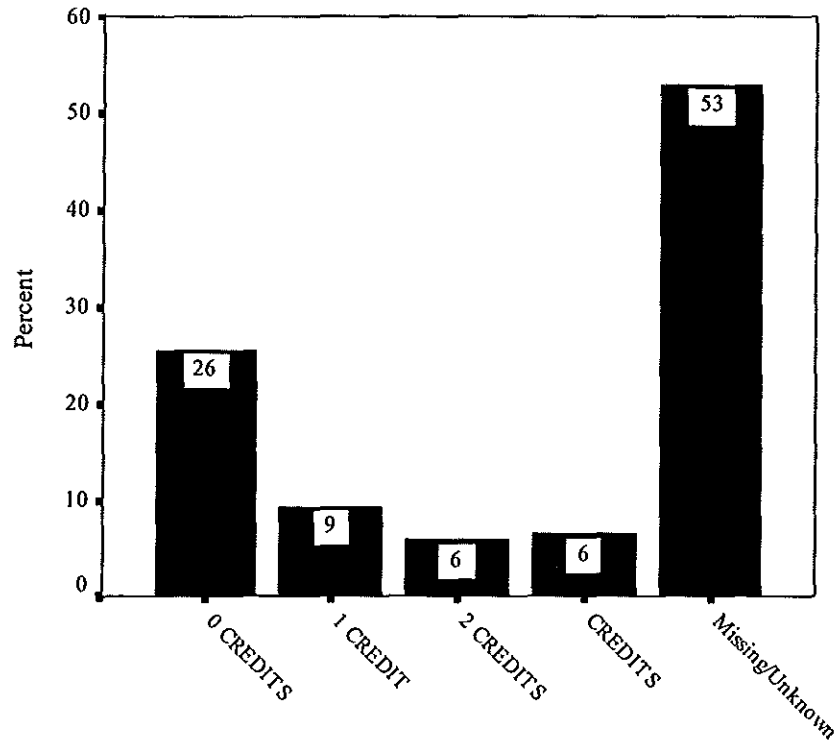
**Question: SHOULD THE CAPSTONE COURSE BE REQUIRED?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0 NO	112	65.1	65.1	65.1
1 YES	31	18.0	18.0	83.1
9 Missing/Unknown	29	16.9	16.9	100.0
Total	172	100.0	100.0	



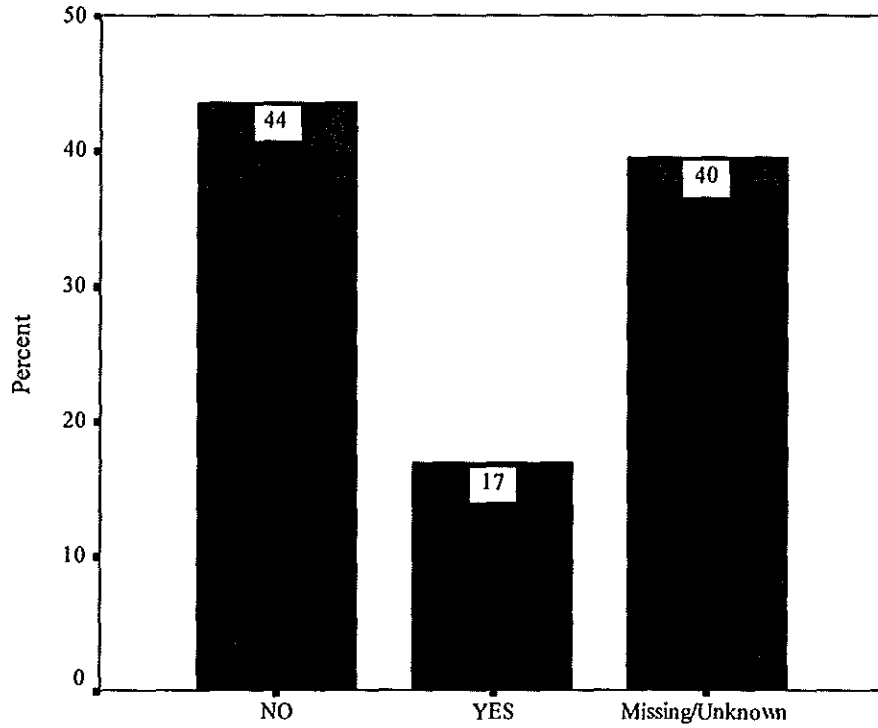
**Question: HOW MANY CREDITS SHOULD THE CAPSTONE COURSE BE WORTH?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 ZERO, but required	44	25.6	25.6	25.6
	1 1 CREDIT	16	9.3	9.3	34.9
	2 2 CREDITS	10	5.8	5.8	40.7
	3 CREDITS	11	6.4	6.4	47.1
	9 Missing/Unknown	91	52.9	52.9	100.0
	Total	172	100.0	100.0	



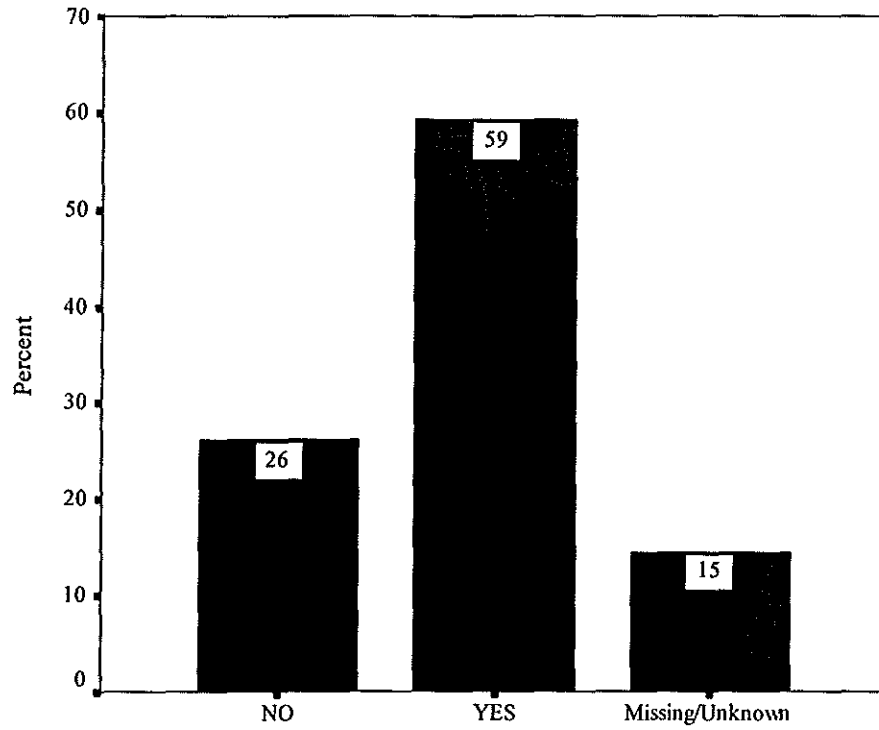
**Question: SHOULD THE CAPSTONE COURSE BE AN EXPANSION OF EXISTING COURSES IN CONTENT AND CREDITS?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 NO	75	43.6	43.6	43.6
	1 YES	29	16.9	16.9	60.5
	9 Missing/Unknown	68	39.5	39.5	100.0
	Total	172	100.0	100.0	



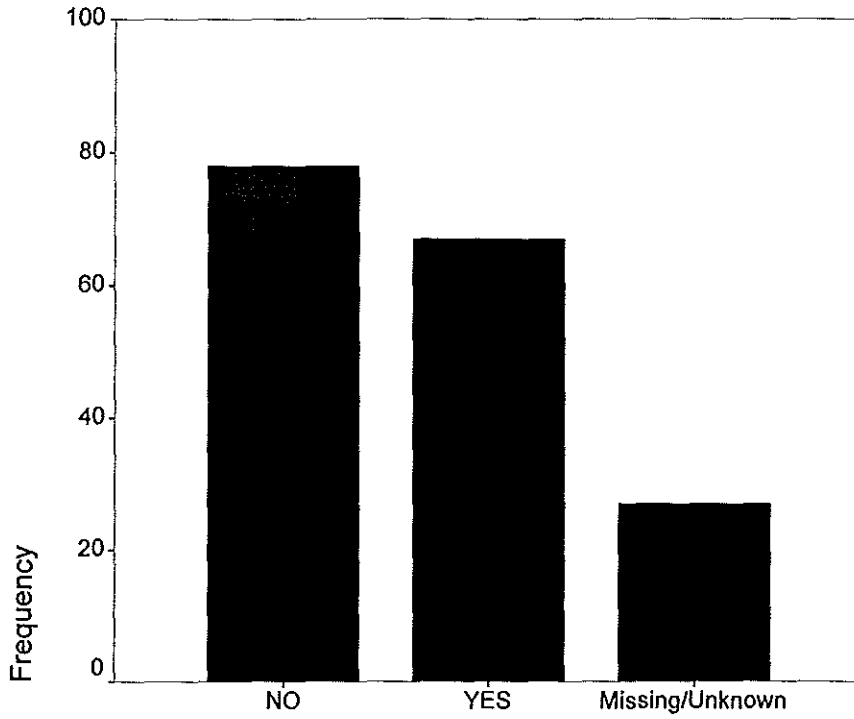
**Question: SHOULD INTERDISCIPLINARY COURSES BE DEVELOPED?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0 NO	45	26.2	26.2	26.2
1 YES	102	59.3	59.3	85.5
9 Missing/Unknown	25	14.5	14.5	100.0
Total	172	100.0	100.0	



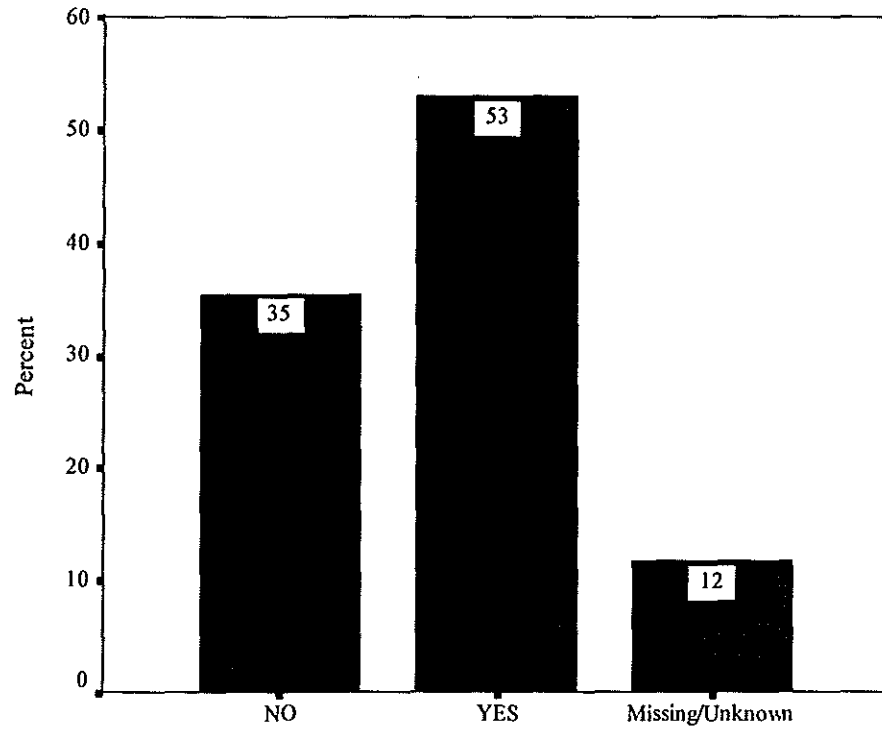
Question: SHOULD ASSOCIATE DEGREES PROVIDE INCREASED VARIABILITY IN GENERAL EDUCATION CONTENT DISTRIBUTIONS?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid NO	78	45.3	45.3	45.3
YES	67	39.0	39.0	84.3
Missing/Unknown	27	15.7	15.7	100.0
Total	172	100.0	100.0	



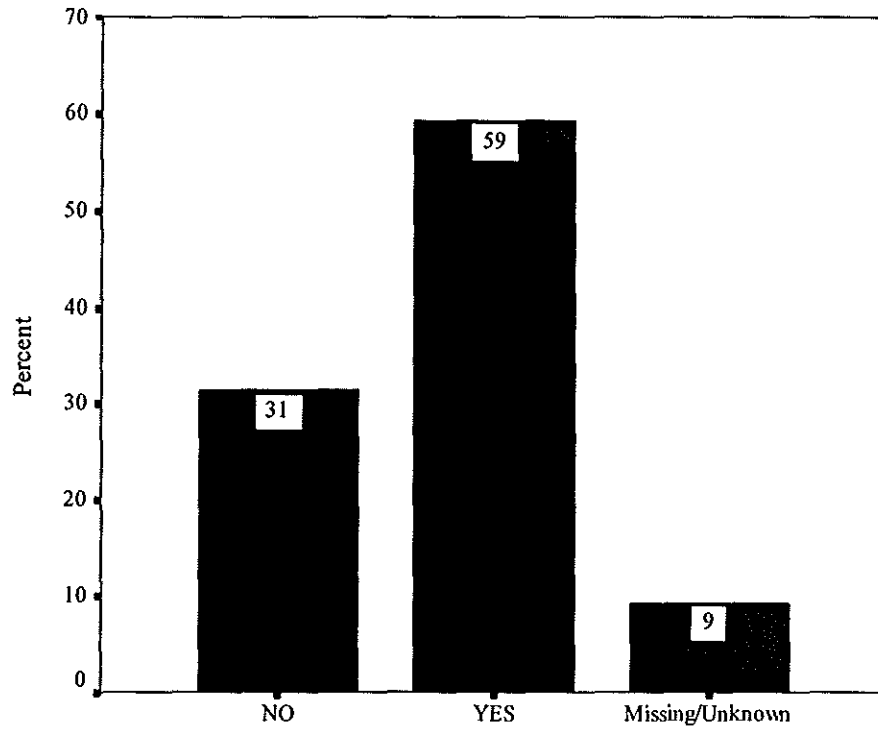
**Question: SHOULD THERE BE SEPARATE COURSE REQUIREMENTS FOR MATH & SCIENCE GENERAL EDUCATION ?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 NO	61	35.5	35.5	35.5
	1 YES	91	52.9	52.9	88.4
	9 Missing/Unknown	20	11.6	11.6	100.0
	Total	172	100.0	100.0	



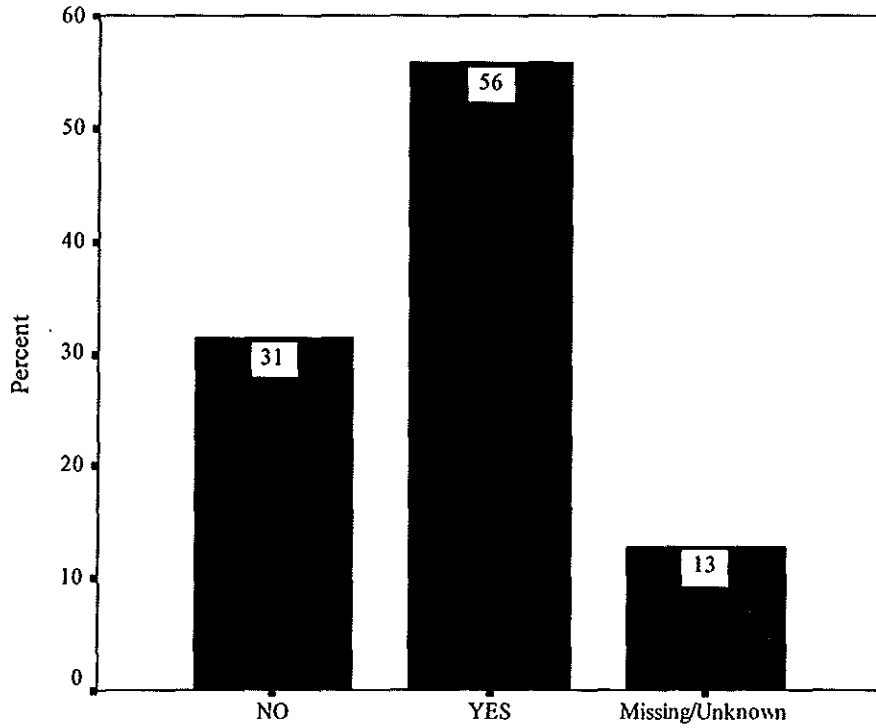
**Question: SHOULD GENERAL EDUCATION INCLUDE A SEPARATE TECHNOLOGY REQUIREMENT?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 NO	54	31.4	31.4	31.4
	1 YES	102	59.3	59.3	90.7
	9 Missing/Unknown	16	9.3	9.3	100.0
	Total	172	100.0	100.0	



**Question: SHOULD APPLIED SCIENCE DEGREES  
CONTINUE TO REQUIRE LESS GENERAL EDUCATION  
DUE TO EXTENDED DEGREE REQUIREMENTS  
& LICENSURE?**

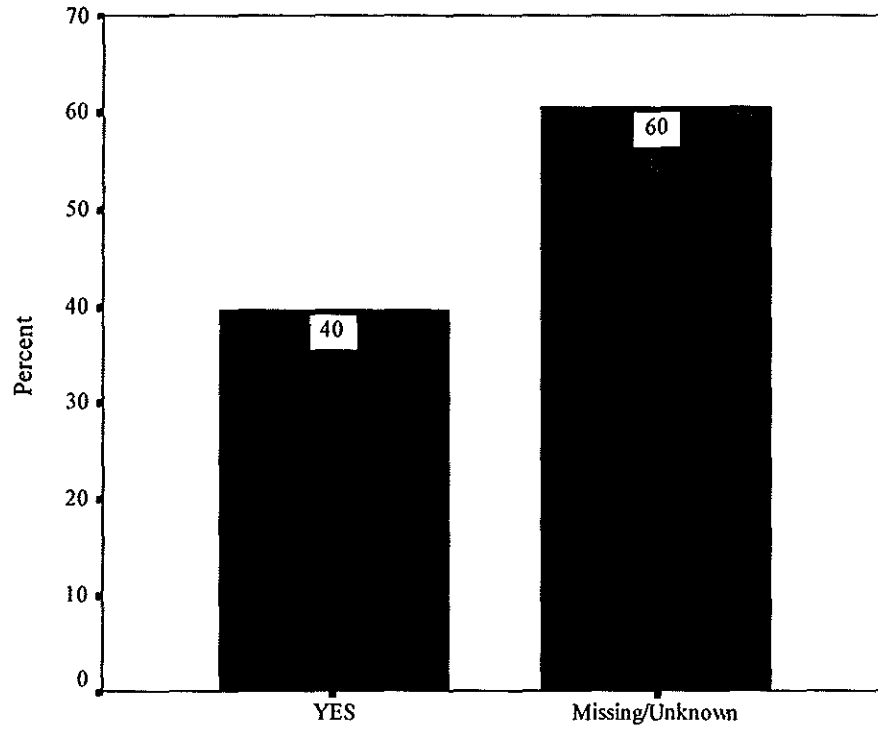
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 NO	54	31.4	31.4	31.4
	1 YES	96	55.8	55.8	87.2
	9 Missing/Unknown	22	12.8	12.8	100.0
	Total	172	100.0	100.0	





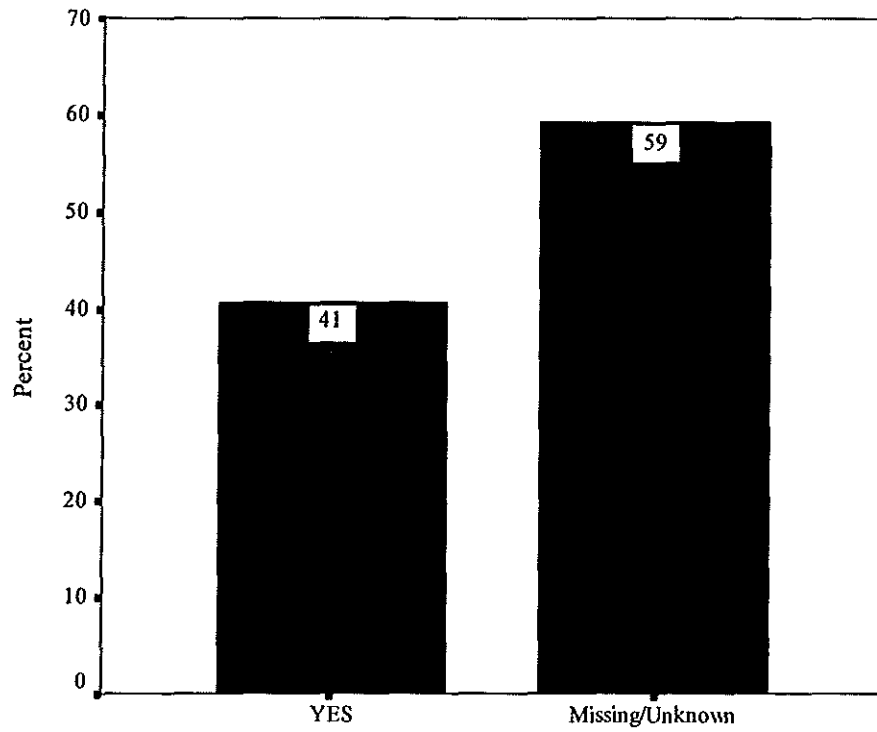
**Question: GENERAL EDUCATION ATTRIBUTES -- SHOULD BE LISTED ON THE STUDENT TRANSCRIPT?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 YES	68	39.5	39.5	39.5
	9 Missing/Unknown	104	60.5	60.5	100.0
	Total	172	100.0	100.0	



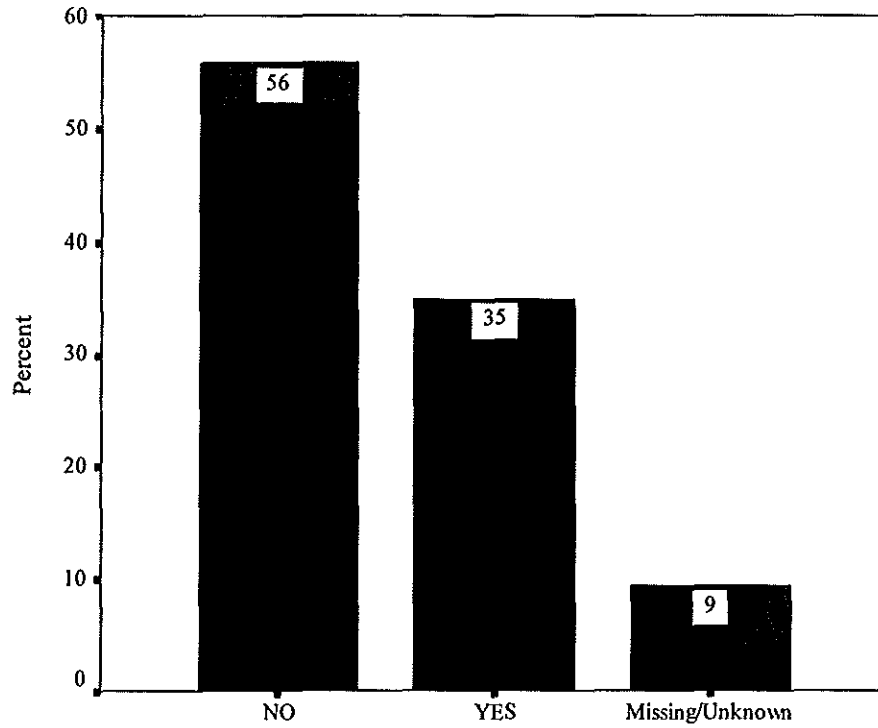
**Question: GENERAL EDUCATION ATTRIBUTES -- IF, LISTED THEY SHOULD  
BE MARKED  
AS STUDENTS COMPLETE THEM.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 YES	70	40.7	40.7	40.7
	9 Missing/Unknown	102	59.3	59.3	100.0
	Total	172	100.0	100.0	



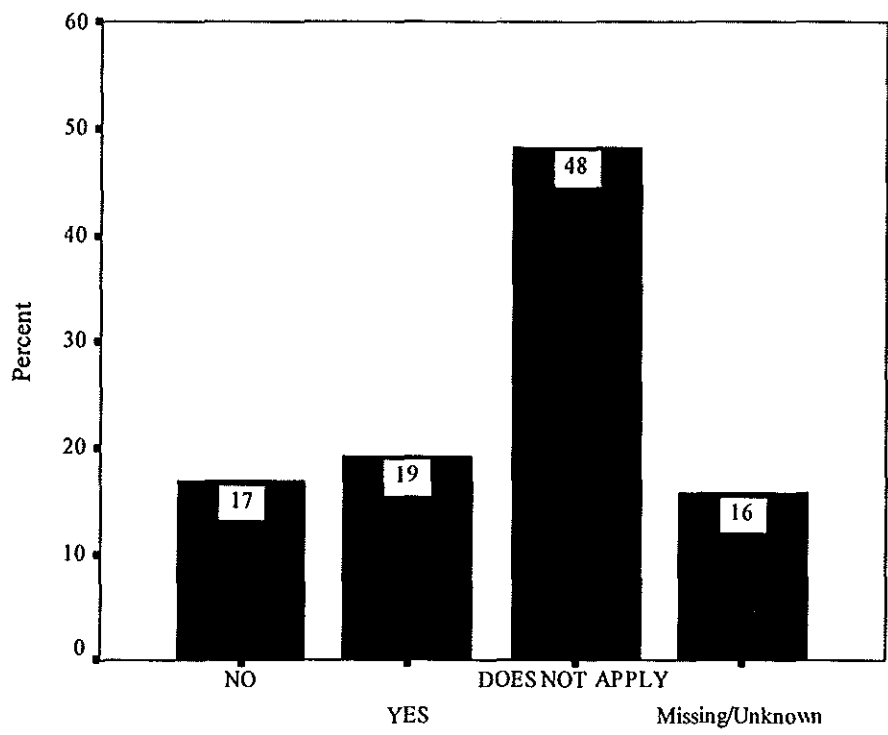
**Question: SHOULD GENERAL EDUCATION ATTRIBUTES BE REQUIRED FOR CERTIFICATES?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 NO	96	55.8	55.8	55.8
	1 YES	60	34.9	34.9	90.7
	9 Missing/Unknown	16	9.3	9.3	100.0
	<b>Total</b>	<b>172</b>	<b>100.0</b>	<b>100.0</b>	



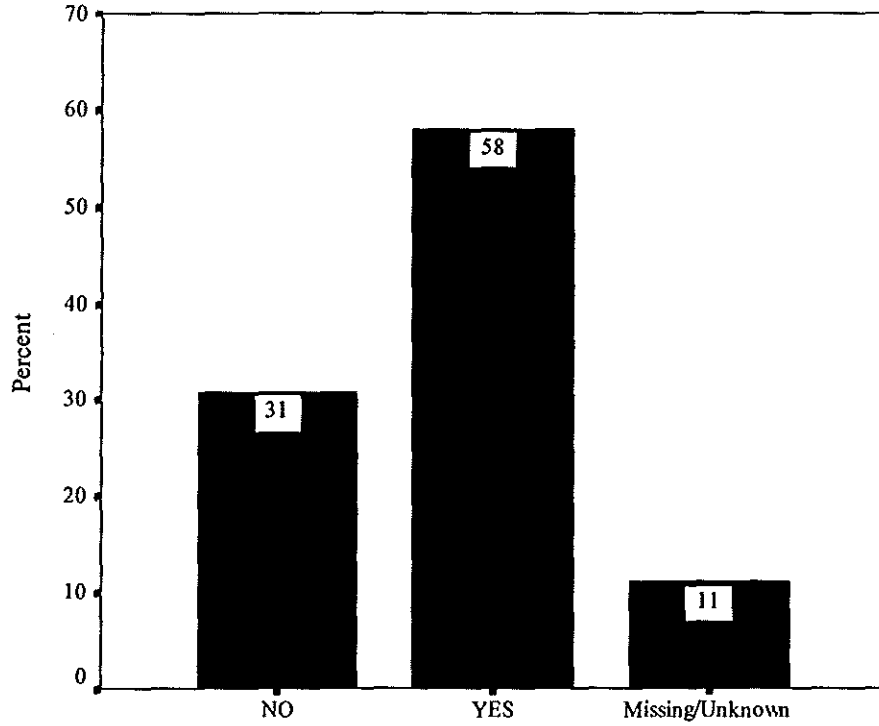
**Question: IF GENERAL EDUCATION IS REQUIRED FOR CERTIFICATE, SHOULD THERE BE A LESSER REQUIREMENT?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 NO	29	16.9	16.9	16.9
	1 YES	33	19.2	19.2	36.0
	8 DOES NOT APPLY	83	48.3	48.3	84.3
	9 Missing/Unknown	27	15.7	15.7	100.0
	Total	172	100.0	100.0	



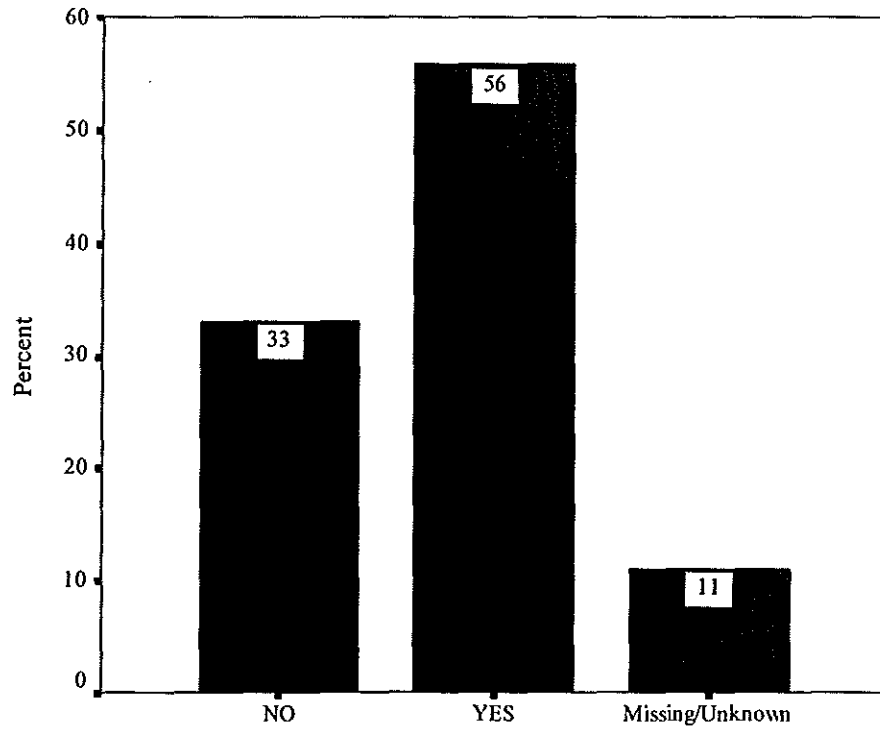
**Question: SHOULD COMPETENCY TESTS BE AVAILABLE TO EXEMPT A STUDENT FROM AN ATTRIBUTE?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 NO	53	30.8	30.8	30.8
	1 YES	100	58.1	58.1	89.0
	9 Missing/Unknown	19	11.0	11.0	100.0
	Total	172	100.0	100.0	



**Question: ARE THERE SPECIFIC COURSES THAT SHOULD BE REQUIRED OF ALL STUDENTS?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 NO	57	33.1	33.1	33.1
	1 YES	96	55.8	55.8	89.0
	9 Missing/Unknown	19	11.0	11.0	100.0
	Total	172	100.0	100.0	

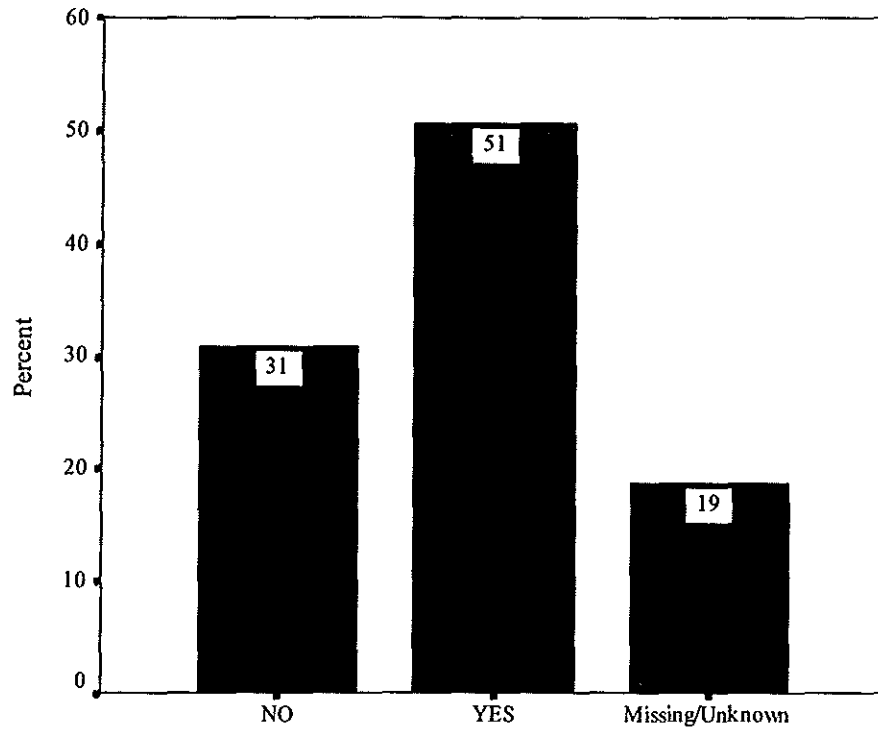


**Question: WHICH COURSES SHOULD BE REQUIRED OF ALL STUDENTS?**

	Frequency	Percent
Valid 1 ENGL151/152	46	19.3
2 MATH	23	9.7
3 SCIENCE	9	3.8
4 COMPUTER SCIENCE	15	6.3
5 WRITING	7	2.9
8 POLITICAL SCIENCE	14	5.9
9 PHYSICAL EDUCATION	4	1.7
10 OTHER	26	10.9
88 DOES NOT APPLY	68	28.6
99 Missing/Unknown	26	10.9
<b>Total</b>	<b>238</b>	<b>100.0</b>

**Question: STUDENTS MAY USE A COURSE FOR NO MORE THAN TWO ATTRIBUTES IN-DEPTH?**

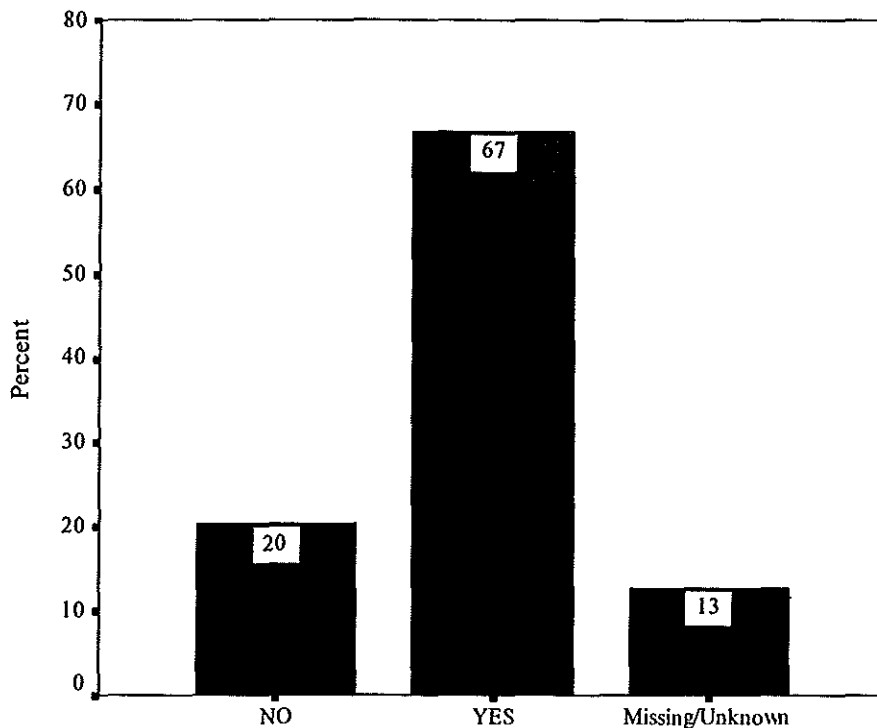
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0 NO	53	30.8	30.8	30.8
1 YES	87	50.6	50.6	81.4
9 Missing/Unknown	32	18.6	18.6	100.0
Total	172	100.0	100.0	





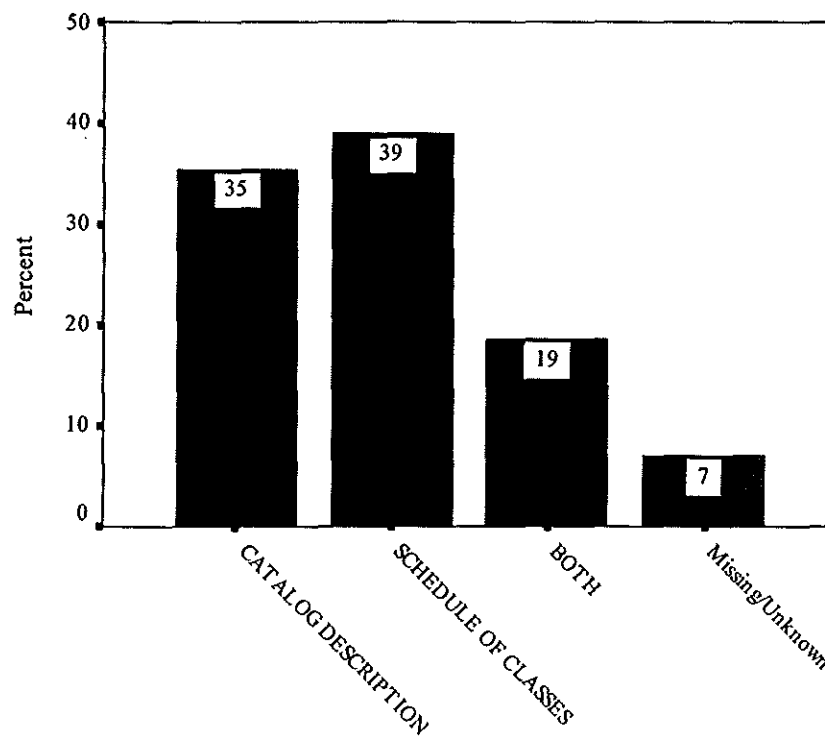
**Question: SHOULD GENERAL EDUCATION ATTRIBUTE COURSES BE COLLEGE LEVEL TRANSFERABLE COURSES?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0 NO	35	20.3	20.3	20.3
1 YES	115	66.9	66.9	87.2
9 Missing/Unknown	22	12.8	12.8	100.0
Total	172	100.0	100.0	



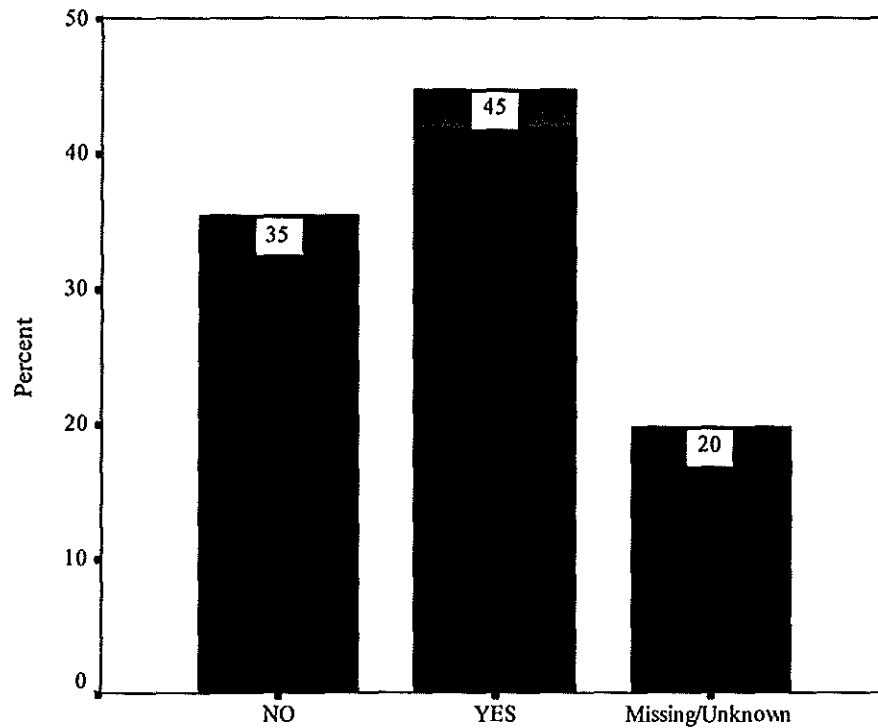
**Question: HOW SHOULD COMMUNICATION REGARDING GENERAL  
EDUCATION  
CONTENT COURSES APPEAR**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 CATALOG DESCRIPTION	61	35.5	35.5	35.5
	2 MARKED IN SCHEDULE OF CLASSES	67	39.0	39.0	74.4
	3 BOTH	32	18.6	18.6	93.0
	9 Missing/Unknown	12	7.0	7.0	100.0
	<b>Total</b>	<b>172</b>	<b>100.0</b>	<b>100.0</b>	



**Question: SHOULD ALL DISCIPLINES IN EACH GENERAL EDUCATION  
CONTENT GROUPING  
AGREE ON TWO ATTRIBUTES IN COMMON?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0 NO	61	35.5	35.5	35.5
1 YES	77	44.8	44.8	80.2
9 Missing/Unknown	34	19.8	19.8	100.0
Total	172	100.0	100.0	



# Differentiating General Education Models

## The General Education Survey

### Respondent Comments

ID#002

General Comments:

- All models should include a LAB science, not just a science course.
- Several models seriously reduce Math and Science credits. This is a concern because of the increase in Technology, etc. for the ensuing 21<sup>st</sup> century.
- All models should include Math and Science

Model B- A student could graduate without ever taking a science and math course.

ID# 004

- 1 Or extension should be applied to content courses.
- 2 For other reasons
- 6 No- Technology is still a vital too!!

ID#012

- 1 Not a course, but an orientation
- 6 Only if a new math course is developed
- 16 Better explanation of "what Now" ?!

ID#016

- 1 Yes, combine a and b
- 16 Thanks for all the hard work

ID#019

1b Library Orientation!!

General Comments:

Thanks to the Gen.Ed. Committee for all the hard work.

ID#032

- 1c Otherwise, what is the point of it? I would even restrict to the first 10 hours.
- 3 Yes, but not required
- 4 No - these also increase credits required
- 8 No answer -Attributes not listed

ID#39

- 11 Competencies -Yes /Courses- No

ID#40

- 2a In applied science
- 2b For applied science
- 6 Yes -Computer literacy
- 16 Yes -plus attributes

General Comments

Develop requirement of courses and/or competencies in:

- Computer Literacy
- Speech Communications
- Critical Thinking
- Written Communication

ID#052

Isn't there a difference between Gen. Ed. And distribution requirement?

ID#053

Comments - I left unmarked what I did not understand

ID#62

Model A in Fall 1997 packet included info that was missing in future publications. Model A is right when all factors are included.

ID#063

- 1a Do it as part of a new student orientation
  - 2c Not required
  - 8b Not as they are earned, rather as the student chooses to apply course.
- Comments - Each model is building a record keeping/administration nightmare

ID#074

Comments - Dump the whole thing. Who cares?

ID#077

- 5 For BUS, LIB, and ASC only! Not for non-transfer students
  - 16 Through sub committee of curriculum committee
- Comments - You forgot the addendum for Model A which could have skewed the results. Unfair to A

ID#083

- 7 If not attached to grade section

## SURVEY LIST FOR COMPONENTS DIFFERENTIATING GENERAL EDUCATION MODELS

Appearing below is a list of major components, which differentiate the General Education Models A-G. Each model may contain one or more of these components. Please check the listed items you think are essential in the final model for general education to best prepare degree students at Oakland Community College. Your responses are non-binding.

### 1. Orientation Course (To provide general orientation to the College.)

- a. Should there be a general orientation course to promote student awareness of attributes?  
 Yes  No
- b. Should the orientation course include other orientation information (counseling services, PASS, etc.)?  
 Yes  No
- c. Should the orientation course be required within the first 15 hours or before?  
 Yes  No
- d. Please check the options below you believe appropriate:  
 0 credits but required  1 credit  2 credits  3 credits  not required

### 2. Capstone Course (To provide a synthesis of the general education experience)

- a. Should there be a general capstone course to assess student attributes?  
 Yes  No
- b. Should it be required?  
 Yes  No
- c. Please check the number of credit(s) you believe is appropriate:  
 0 credits but required  1 credit  2 credits  3 credits
- d.  Should the capstone course be an expansion of existing courses in content and credits?  
 Yes  No

### 3. Should interdisciplinary courses (and related courses) be developed? Yes No

### 4. Should associate degrees provide increased variability in General Education Content Distribution as in Models A and F? Yes No

### 5. Should there be separate course requirements for math and science to fill General Education Distribution Requirements? Yes No

### 6. General education should include a separate technology requirement Yes No

## SURVEY LIST FOR COMPONENTS DIFFERENTIATING GENERAL EDUCATION MODELS

Appearing below is a list of major components, which differentiate the General Education Models A-G. Each model may contain one or more of these components. Please check the listed items you think are essential in the final model for general education to best prepare degree students at Oakland Community College. Your responses are non-binding.

### 1. Orientation Course (To provide general orientation to the College.)

- a. Should there be a general orientation course to promote student awareness of attributes?  
 Yes  No
- b. Should the orientation course include other orientation information (counseling services, PASS, etc.)?  
 Yes  No
- c. Should the orientation course be required within the first 15 hours or before?  
 Yes  No
- d. Please check the options below you believe appropriate:  
 0 credits but required  1 credit  2 credits  3 credits  not required

### 2. Capstone Course (To provide a synthesis of the general education experience)

- a. Should there be a general capstone course to assess student attributes?  
 Yes  No
- b. Should it be required?  
 Yes  No
- c. Please check the number of credit(s) you believe is appropriate:  
 0 credits but required  1 credit  2 credits  3 credits
- d.  Should the capstone course be an expansion of existing courses in content and credits?  
 Yes  No

### 3. Should interdisciplinary courses be developed? Yes No

### 4. Should associate degrees provide increased variability in General Education Content Distribution as in Models A and F? Yes No

### 5. Should there be separate course requirements for math and science . to fill General Education Distribution Requirements? Yes No

### 6. General education should include a separate technology requirement Yes No

**Developmental Education Courses -- Fall '97 through Spring '98**

<b>Course</b>	<b>Fall '97</b>	<b>Winter '98</b>	<b>Spring '98</b>	<b>Total</b>
ENG050	289	137	0	426
ENG052	448	273	50	771
ENG110	300	157	0	457
ENG131	1306	852	206	2364
ENG135	146	139	0	285
IIC057	221	89	0	310
MAT104	171	109	25	305
MAT105	753	565	216	1534
MAT107	63	78	0	141
MAT110	1855	1586	515	3956
MAT114	19	12	0	31
SPE100	0	9	0	9
<b>All</b>	<b>5571</b>	<b>4006</b>	<b>1012</b>	<b>10589</b>

<b>Course</b>	<b>Fall '97</b>	<b>Winter '98</b>	<b>Spring '98</b>	<b>Total</b>
ENG050	289	137	0	426
ENG052	448	273	50	771
ENG110	300	157	0	457
ENG131	1306	852	206	2364
ENG135	146	139	0	285
<b>All</b>	<b>2489</b>	<b>1558</b>	<b>256</b>	<b>4303</b>