

One associate degree will be reviewed each year.

The purpose of the review will be to consider whether or not the degree is meeting the needs of students and whether or not the degree requirements are appropriate for the purpose(s) of the degree as defined by the College. (See Appendix A)

Degree Review Process:

1. The Curriculum Review Committee will select a degree to be reviewed.
2. A subcommittee with representation from the Curriculum Review Committee will be formed and will meet to consider whether or not the degree is meeting the needs of students and whether or not the degree requirements are appropriate for the purpose(s) of the degree as defined by the College.
3. After meeting and gathering information throughout the academic year, the subcommittee will report its findings and recommendations to the Curriculum Review Committee regarding the following: (See form in Appendix E)
 - Number of degrees awarded in the most recent 5-year period.
 - Student satisfaction/use survey information.
 - Pertinent environmental scanning information.
 - Student outcome assessment measures of core competency achievement of a random sample of degree recipients.
 - Perceptions of employers of the quality of graduate preparedness for the job market.
 - The relationship of the degree requirements to the requirements for degrees at other community colleges.
 - Transfer success rates of graduates.
 - Utilization of Tech Prep and other K-12/higher education linkages.
 - MACRAO requirements.
 - Gender, age and ethnic representation of graduates.
4. The subcommittee will make recommendations to the Curriculum Review Committee to:
 - Continue to offer the degree without change until the next scheduled review.
 - Revise the degree requirements to address specific needs identified in the review.
 - Delete the degree.
5. The Curriculum Review Committee will review the recommendations of the subcommittee and forward the recommendations to the Academic Senate with or without comment.

Associate in General Studies Degree

(Also see page 50.)

Candidates for the Associate in General Studies Degree must satisfy the Requirements for an Associate Degree as well as the specific minimum requirements below:

	Credits
Communication/English	3
This area is defined as courses listed on the Communications/English General Education list or any other course with the same prefix, excluding the course used to satisfy the Written Communications requirement.	
Fine Arts/Humanities	6
This area is defined as courses on the Fine Arts/Humanities General Education list. In addition to those listed, the following courses may be elected:	
ARB 261, 262;	
ART 256, 260, 262, 266;	
ENG 276, 282;	
FRE 261, 262;	
GER 261, 262;	
ITA 261, 262;	
JPN 261, 262	
SPA 261, 262.	
Mathematics/Natural Science	7
Any MAT course and a lab course from BIO*, CHE*, FSN, GSC*, LSC*, PHY*, PSC*	
POL 151	3
Social Science	3
This area is defined as courses on the Social Science General Education list or any other courses with the same prefix, (except POL 151).	
Physical Education	1
A minimum of one credit hour must be completed from the physical education courses listed in the General Education list.	
Written Communication	3
This area is defined as courses on the Written Communications General Education list. The course used to meet this requirement is in addition to the course used for the Communication/English requirement.	
Necessary Electives to total	62

Courses That Satisfy General Education Requirements

Communication/English
ENG 151, 152, 280, 282
FSC 150
SPE 129, 161, 261, 262 ³
Fine Arts/Humanities
ARB 151, 153;
ART 151, 152, 153, 154, 155, 156, 157, 158, 160, 161, 165, 167
ENG 161, 171, 172, 251, 252, 253, 254, 265, 275, 280
*ESL 101, 102, 141, 142, 151, 152, 241, 242, 251, 252;
* a maximum of 8 credit hours will count toward the Fine Arts/Humanities general education requirements.
FRE 151, 153
FSH 150
GER 151, 153
HIS 151 ¹ , 152 ¹
HUM 151, 152, 171, 190, 272
ITA 151, 153;
JPN 151, 153;
MUS 151, 152, 156, 157, 158, 159
PER 165.3 ² , 165.4 ²
PER 165.7 ² , 165.8 ²
PHI 151, 152, 161, 171
PHO 122
SPA 151, 153
SPE 262 ³
THE 156, 157, 158, 190

Because transferability or credits varies with colleges and universities, programs, and departmental majors, students are urged to discuss their program plans with an OCC counselor and the transfer institution.

*Lab courses in these areas.

Mathematics/Science

BIO 150*, 153*, 154*, 155*, 157
 CHE 100*, CHE 132*, 150*, 151*, 152*
 FSN 150
 GSC 153*, 154*, 158*, 162*
 LSC 151*
 MAT 114, 115, 150, 154, 156, 158, 160, 163, 171, 172, 253, 271
 PHY 154*, 161*, 162*, 250*
 PSC 156*

Physical Education

EXL 205
 PER 159, 162, 165.3², 165.4², 165.5², 165.6², 165.7², 165.8², 174, 174.1, 174.2, 174.3, 174.4, 174.5, 174.6, 180.4, 183.1, 183.2, 183.4, 183.8, 184.1, 184.2, 184.3, 186.2, 192, 192.1, 193

Social Science

ANT 152, 154, 251, 275
 ECO 261, 262
 FSS 150
 GEO 151
 HIS 151¹, 152¹, 155, 170, 251, 252, 261, 262
 POL 252, 253, 261
 PSY 151, 251, 263, 271, 281
 SSC 151, 152, 261, 271
 SOC 251, 252, 253, 261

Written Communication

ENG 131, 135, 151, 152, 211, 221

* These courses satisfy the Natural Science Lab Science requirement and include a lab fee.

¹ History 151 and 152 may apply for either Social Science or Humanities but not both.

² This course will apply toward Fine Arts/Humanities and/or Physical Education.

³ This course will apply toward communication/English or humanities, but not both.

DEGREE SUBCOMMITTEE REVIEW

Observations	Satisfactory	Weak	Unsatisfactory	Concerns*	Recommendations*
1. Number of degrees awarded in the most recent 5-year period.					
2. Student satisfaction/use survey information.					
3. Pertinent environmental scanning information.					
4. Student outcome assessment measures of core competency achievement of a random sample of degree recipients.					
5. Perceptions of employers of the quality of graduate preparedness for the job market.					
6. The relationship of the degree requirements to the requirements for degrees at other community colleges.					
7. Transfer success rates of graduates.					
8. Utilization of Tech Prep and other K-12/higher education linkages.					
9. MACRAO requirements.					
10. Gender, age and ethnic representation of graduates.					

*Use additional pages if necessary

Overall Recommendation:

- 1. Continue to offer the degree without change until the next scheduled review.
- 2. Review the degree requirements to address specific needs identified in the review.
- 3. Delete the degree.

Associates in General Studies Interpretative Notes

- Purpose of the degree as defined by the College?

Demographic/Degree Trend

- Over the past seven years the number of AGS degrees awarded has increased by 71%
- AGS market share has increased to nearly 10% of all degrees
- AGS graduates are older than all other graduates
- Age difference is also increasing
- Among females fewer receive AGS degrees. Among males the trend is opposite
- How does the purpose of the degree linked to the gender differences
- Highlight difference in African American percentages in 1993-94
- It takes AGS graduates longer to get their degree in addition it appears that the difference is increasing slightly from all other degrees.
- AGS GPA's are lower than GPA's for all other degree recipients

Transfer

- Relatively no differences between AGS graduates and all other graduates in terms of transfer rate. Except that more AGS appear to be returning to OCC.
- Group transfer programs into major categories. Should students be given the option of various courses depending if they plan to transfer into a business, health or other type of program? How is this linked to the purpose of the degree?
- A shift away from the extreme and more towards the middle in terms of how well graduates felt they were prepared for transfer.

Employment

- AGS graduates are slightly more likely to be unemployed and not looking for a job.
- Who is the degree targeted towards e.g. what is its market? Those already employed? Those wanting to transfer? Older students?
- In general more AGS graduates are employed at graduation
- AGS graduates not employed at graduation take longer to find jobs than other graduates.
- On average AGS salaries are higher than all other graduates who are employed
- Perception of graduates in terms of the value of a liberal arts/general studies education in relation to work and life.
- Fewer AGS graduates try to find a job related to their degree program, however, what is the connection between the degree and a specific job?
- The majority of AGS graduates don't try to find a job because they are already working and or they are continuing their education. Perhaps they don't relate to degree to a specific occupation/job.
- Do graduates realize if they are or are not using their knowledge gained in the degree program.
- Tendency towards the middle in terms of degree program preparing them for their careers

Satisfaction

- Satisfaction is more middle of the road in terms of courses in their major field of study and general education/supportive courses

At Oakland Univeristy

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Accounting	3	1	1.9	2.0	2.0
Business Administrat	70	6	11.1	12.2	14.3
Communications	114	1	1.9	2.0	16.3
Computer Science	125	3	5.6	6.1	22.4
Education	180	1	1.9	2.0	24.5
Engineering	214	1	1.9	2.0	26.5
English	215	1	1.9	2.0	28.6
General Studies	266	5	9.3	10.2	38.8
History	301	2	3.7	4.1	42.9
Human Resource Devel	310	7	13.0	14.3	57.1
Journalism	348	1	1.9	2.0	59.2
Management	371	1	1.9	2.0	61.2
Marketing	379	1	1.9	2.0	63.3
Mechanical Engineeri	387	1	1.9	2.0	65.3
Nursing	436	6	11.1	12.2	77.6
Physical Therapy	496	1	1.9	2.0	79.6
Pre-Dentistry	523	1	1.9	2.0	81.6
Pre-Law	525	1	1.9	2.0	83.7
Pre-Nursing	527	1	1.9	2.0	85.7
Psychology	540	2	3.7	4.1	89.8
Public Administratio	543	2	3.7	4.1	93.9
Statistics	619	1	1.9	2.0	95.9
Undecided	777	2	3.7	4.1	100.0
Unknown	999	5	9.3	Missing	
		-----	-----	-----	
	Total	54	100.0	100.0	
Valid cases	49	Missing cases	5		

At Wayne State University

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Accounting and Compu	2	1	2.0	2.1	2.1
Accounting	3	1	2.0	2.1	4.2
Biology	60	3	6.1	6.3	10.4
Business Administrat	68	2	4.1	4.2	14.6
Commercial Art	111	1	2.0	2.1	16.7
Computer Science	125	1	2.0	2.1	18.8
Criminal Justice Tec	145	1	2.0	2.1	20.8
Criminal Justice	147	1	2.0	2.1	22.9
Dietetics/Human Nutr	164	1	2.0	2.1	25.0
Economics	176	2	4.1	4.2	29.2
Education	180	2	4.1	4.2	33.3
Elementary Education	202	3	6.1	6.3	39.6
English	215	1	2.0	2.1	41.7
Finance	243	1	2.0	2.1	43.8
General Studies	266	3	6.1	6.3	50.0
Interior Design	334	1	2.0	2.1	52.1
International Studie	340	1	2.0	2.1	54.2
Journalism	348	2	4.1	4.2	58.3
Law	358	1	2.0	2.1	60.4
Liberal/General Stud	362	2	4.1	4.2	64.6
Mathematics	383	2	4.1	4.2	68.8
Nursing	436	2	4.1	4.2	72.9
Occupational Therapy	443	1	2.0	2.1	75.0
Pathology	477	1	2.0	2.1	77.1
Pharmacy	489	1	2.0	2.1	79.2
Physical Therapy	496	1	2.0	2.1	81.3
Pre-Medicine	526	1	2.0	2.1	83.3
Psychology	540	2	4.1	4.2	87.5
Public Administratio	543	1	2.0	2.1	89.6
Social Work	604	4	8.2	8.3	97.9
Sociology	606	1	2.0	2.1	100.0
Unknown	999	1	2.0	Missing	
		-----	-----	-----	
	Total	49	100.0	100.0	
Valid cases	48	Missing cases	1		

At Oakland Community College

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Accounting	3	1	1.8	3.3	3.3
Art History and Appr	38	1	1.8	3.3	6.7
Business Administrat	70	2	3.5	6.7	13.3
Ceramics	81	1	1.8	3.3	16.7
Computer and Informa	124	1	1.8	3.3	20.0
Computer Science	125	1	1.8	3.3	23.3
Computer Technology	126	1	1.8	3.3	26.7
Electrocardiograph T	194	1	1.8	3.3	30.0
General Studies	266	1	1.8	3.3	33.3
Heating and Air Cond	290	1	1.8	3.3	36.7
Liberal/General Stud	362	2	3.5	6.7	43.3
Management	371	1	1.8	3.3	46.7
Manufacturing	373	1	1.8	3.3	50.0
Medical Assisting	391	1	1.8	3.3	53.3
Nursing	436	4	7.0	13.3	66.7
Office Supervision a	447	1	1.8	3.3	70.0
Photography	495	1	1.8	3.3	73.3
Pre-Engineering	524	1	1.8	3.3	76.7
Pre-Nursing	527	1	1.8	3.3	80.0
Radiology	557	2	3.5	6.7	86.7
Spanish Language	610	1	1.8	3.3	90.0
Computer Aided Desig	686	3	5.3	10.0	100.0
Unknown	999	27	47.4	Missing	
	Total	57	100.0	100.0	

Valid cases 30

Missing cases 27



OAKLAND
COMMUNITY
COLLEGE

Memo

TO: Marty Orlowski
FROM: Kathy Lorencz *kl*
SUBJECT: REVIEW OF GENERAL STUDIES DEGREE
DATE: August 3, 1995

To follow up on our conversation earlier today, I am forwarding to you the narrative which specifies the data the committee has agreed to review relating to the General Studies Degree. Once you've had a chance to determine the information you may already have and what remains to be gathered, perhaps we can again talk.

I am looking at late September or early October for the subcommittee to meet to start its review.

cc: Charlie Kurzer

4. Faculty will complete the curriculum review forms.
5. A discipline representative or representatives on each campus will meet with the appropriate Campus Dean to analyze the information provided by the Curriculum Review Committee and the campus discipline faculty. The campus faculty and Dean will complete the attached Campus Faculty and Campus Dean Curriculum Summary Reports. (See Appendix C)
6. The Discipline Dean will convene a meeting of discipline representatives from each campus where the curriculum or program is taught. At the meetings, the curriculum representatives and the Discipline Dean will review information provided by the Curriculum Review Committee and the campus faculty and Deans and complete College-wide Faculty Representative and Discipline Dean Curriculum Summary Reports. (See Appendix D)
7. The Discipline Dean will send the completed campus and College-wide faculty and dean summary reports with recommendations to the Vice Chancellor for Curriculum and Professional Development who will distribute the materials to the Curriculum Review Committee members.
8. The Curriculum Review Committee will review the findings and recommendations and pass the recommendations on to the Academic Senate with or without comment. Any comments made by the Curriculum Review Committee will be sent to the Discipline Dean and the Discipline Chair in accordance of the comments being forwarded to the College Academic Senate.

Degree Review Process:

1. The Curriculum Review Committee will select a degree to be reviewed.
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- Student satisfaction/use survey information. *at courses*
- Pertinent environmental scanning information.
- Student outcome assessment measures of core competency achievement of a

self survey

X

- ~~✓~~ random sample of degree recipients.
- ~~✓~~ Perceptions of employers of the quality of graduate preparedness for the job market.
- ~~✓~~ The relationship of the degree requirements to the requirements for degrees at other community colleges.
- ~~✓~~ Transfer success rates of graduates.
- Utilization of Tech Prep and other K-12/higher education linkages.
- MACRAO requirements.
- ~~✓~~ Gender, age and ethnic representation of graduates.

4. The subcommittee will make recommendations to the Curriculum Review Committee to:
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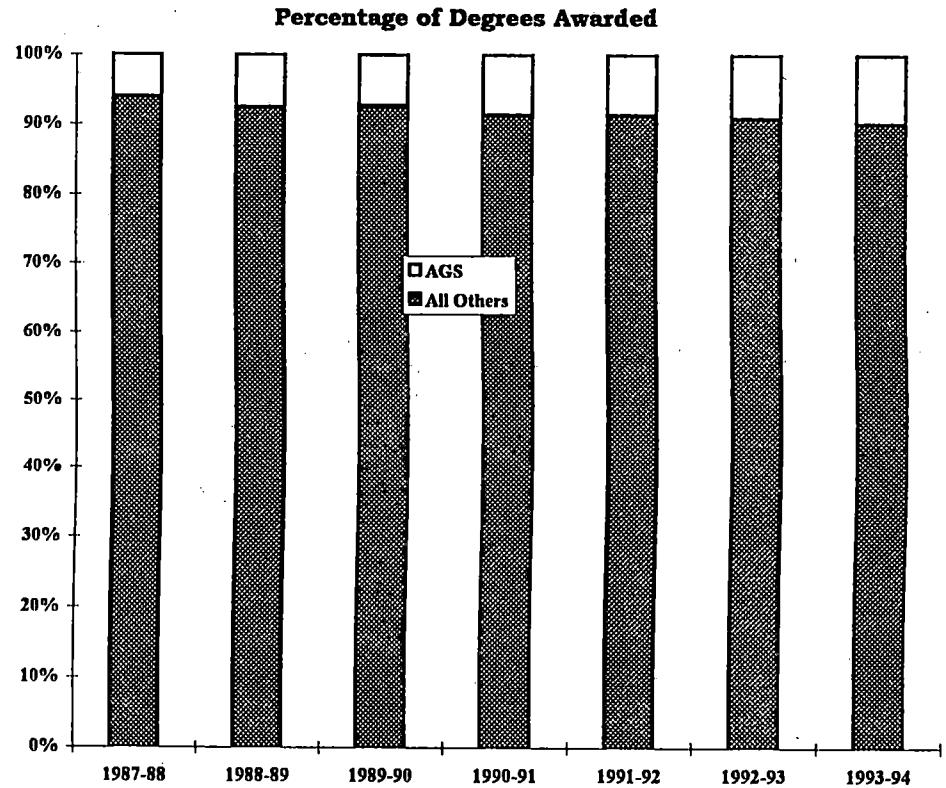
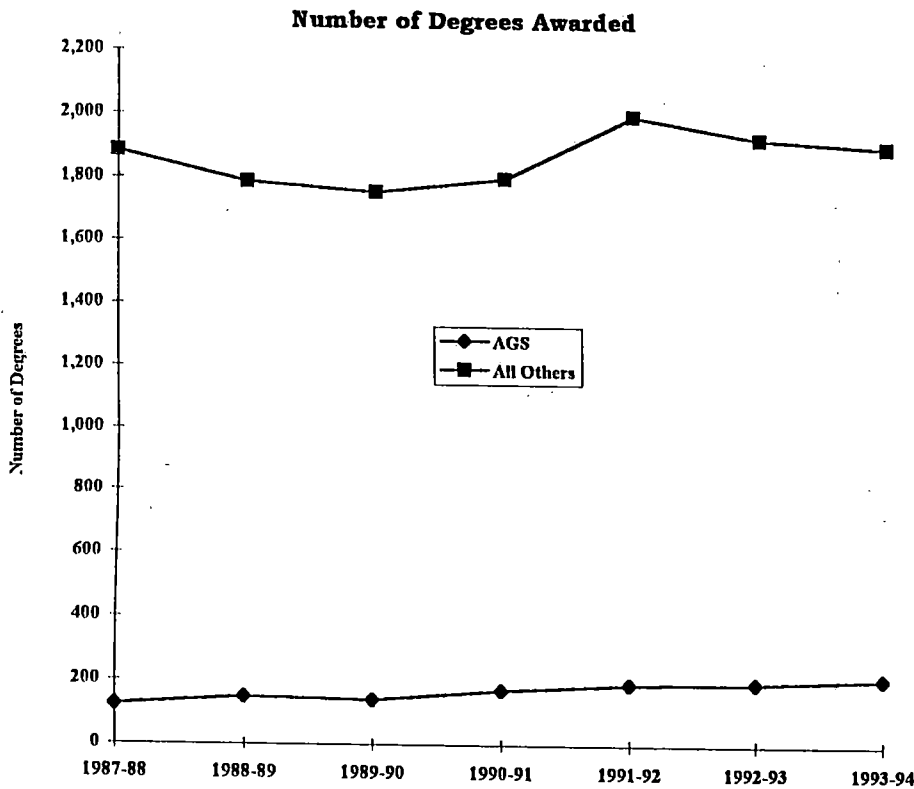
Program Closure Review Process:

The procedure for closure of academic and career programs is described on the following pages:

report.crc

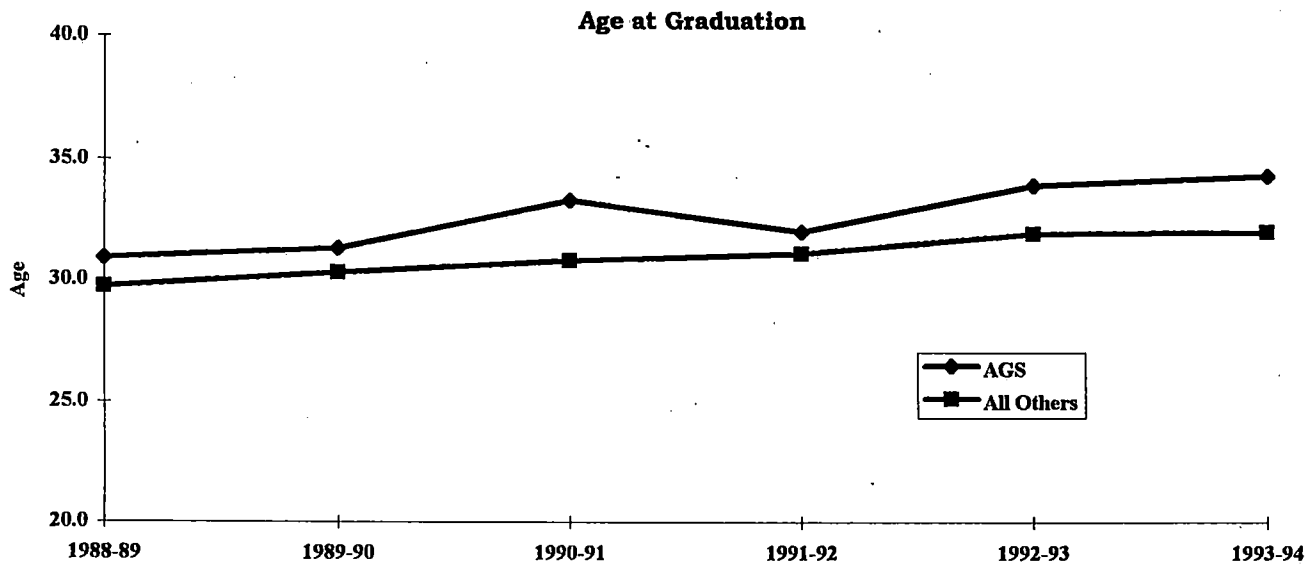
Oakland Community College
Trends in Degrees Awarded
Associate Degrees Awarded by General Studies Compared to All Other Degrees
(Academic Year 1987-88 through 1993-94)

	1987-88		1988-89		1989-90		1990-91		1991-92		1992-93		1993-94		Percent Change 7 Year
	Grads	Percent	Grads	Percent	Grads	Percent	Grads	Percent	Grads	Percent	Grads	Percent	Grads	Percent	
AGS	122	6.1	147	7.6	139	7.3	170	8.6	190	8.7	194	9.1	209	9.9	71.3
All Others	1,881	93.9	1,787	92.4	1,755	92.7	1,799	91.4	1,997	91.3	1,927	90.9	1,902	90.1	1.1
Total	2,003		1,934		1,894		1,969		2,187		2,121		2,111		5.4



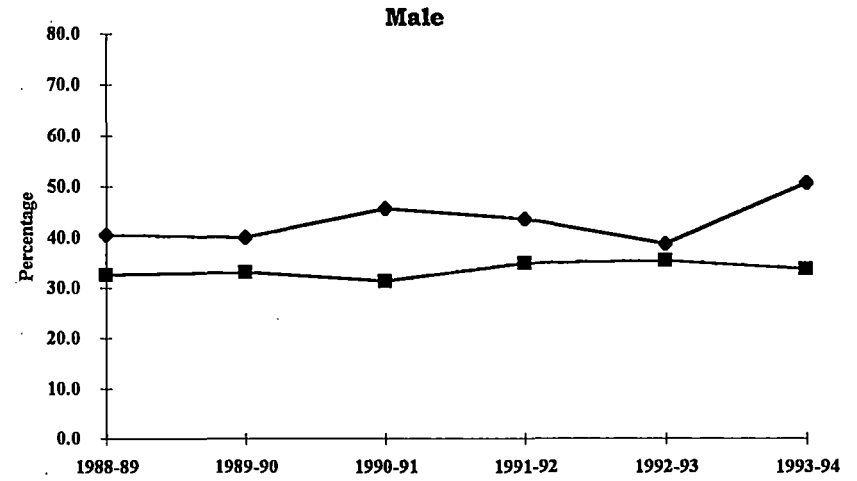
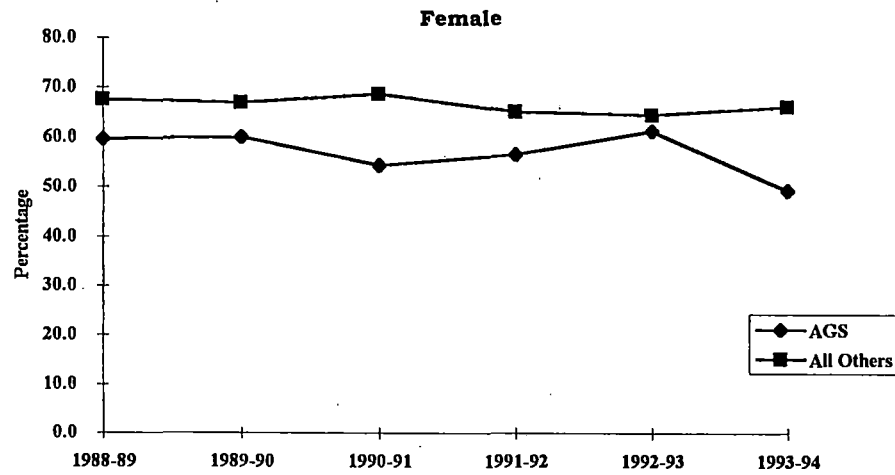
Oakland Community College
Age of Graduates
General Studies Graduates Compared to All Other Graduates
(Academic Year 1988-89 through 1993-94)

	1988-89		1989-90		1990-91		1991-92		1992-93		1993-94	
	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others
Average Age	30.9	29.7	31.3	30.3	33.3	30.8	32.0	31.1	33.9	31.9	34.3	32.0
Number of Students	145	1,906	140	1,826	171	1,949	191	2,127	194	2,081	209	2,020



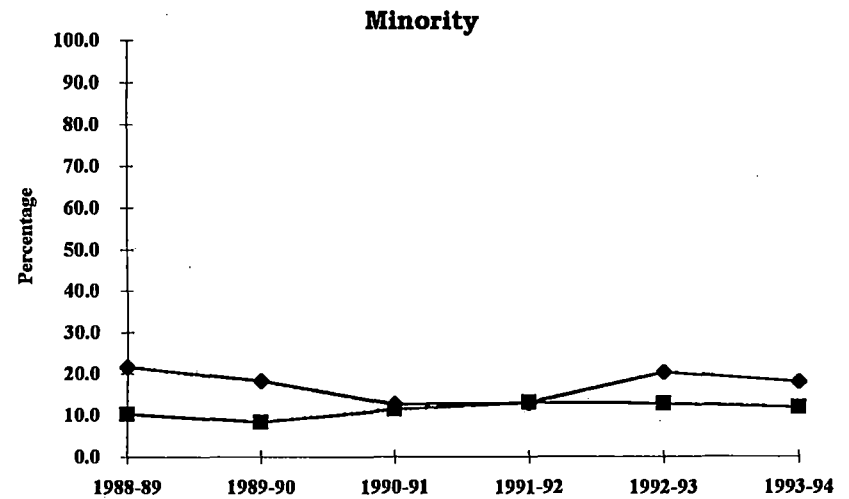
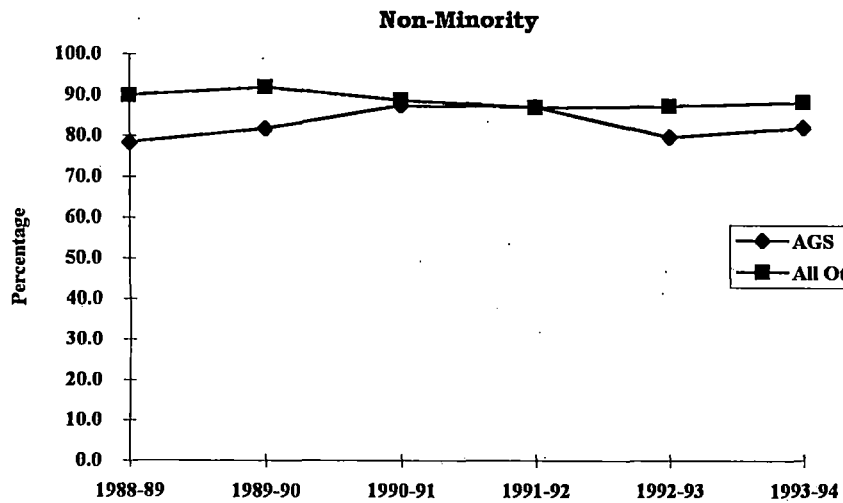
Oakland Community College
Graduates Gender
General Studies Graduates Compared to All Other Graduates (Percentage)
(Academic Year 1988-89 through 1993-94)

Gender	1988-89		1989-90		1990-91		1991-92		1992-93		1993-94	
	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others
Female	59.6	67.5	60.0	66.9	54.4	68.7	56.5	65.2	61.3	64.6	49.3	66.3
Male	40.4	32.5	40.0	33.1	45.6	31.3	43.5	34.8	38.7	35.4	50.7	33.7



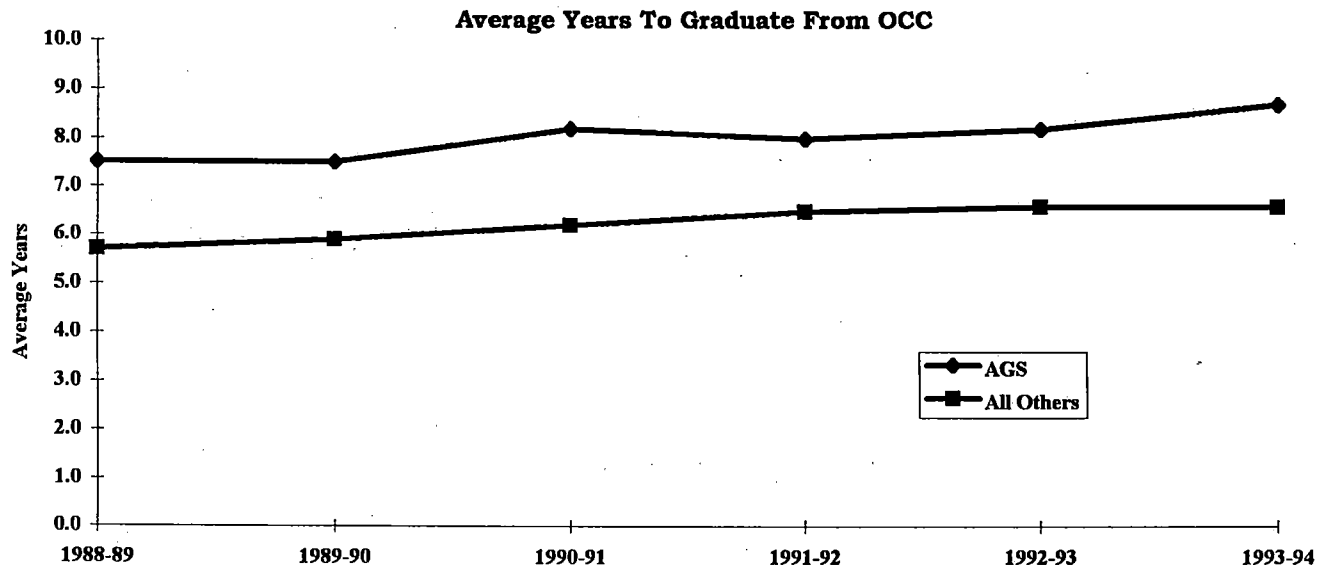
**Oakland Community College
Graduates Race/Ethnicity
General Studies Graduates Compared to All Other Graduates (Percentage)
(Academic Year 1988-89 through 1993-94)**

Ethnicity	1988-89		1989-90		1990-91		1991-92		1992-93		1993-94	
	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others
White	78.4	89.8	81.8	91.9	87.5	88.8	87.2	87.0	79.8	87.4	82.1	88.3
African American	12.8	8.2	16.4	6.0	10.4	7.8	10.9	8.9	17.9	8.3	14.4	8.2
American Indian	2.4	0.3	0.0	0.3	2.1	0.4	0.0	0.4	0.0	0.5	1.5	0.3
Asian	2.4	0.9	0.9	0.9	0.0	1.4	0.6	2.0	0.6	1.9	0.0	1.8
Hispanic	4.0	0.8	0.9	1.7	0.0	1.5	1.3	1.7	1.8	1.8	2.1	1.4



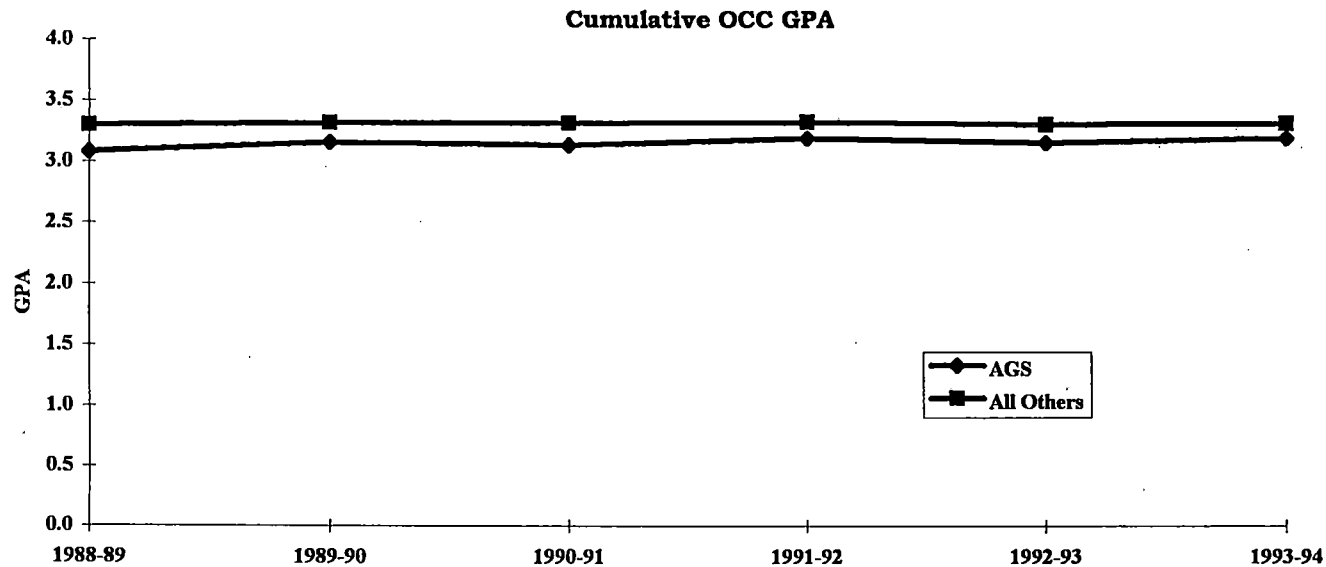
Oakland Community College
Number Of Years To Graduate
General Studies Graduates Compared to All Other Graduates
(Academic Year 1988-89 through 1993-94)

	1988-89		1989-90		1990-91		1991-92		1992-93		1993-94	
	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others
Average Years	7.5	5.7	7.5	5.9	8.2	6.2	8.0	6.5	8.2	6.6	8.7	6.6
Number of Graduates	146	1,924	140	1,829	171	1,949	191	2,127	194	2,082	209	2,031



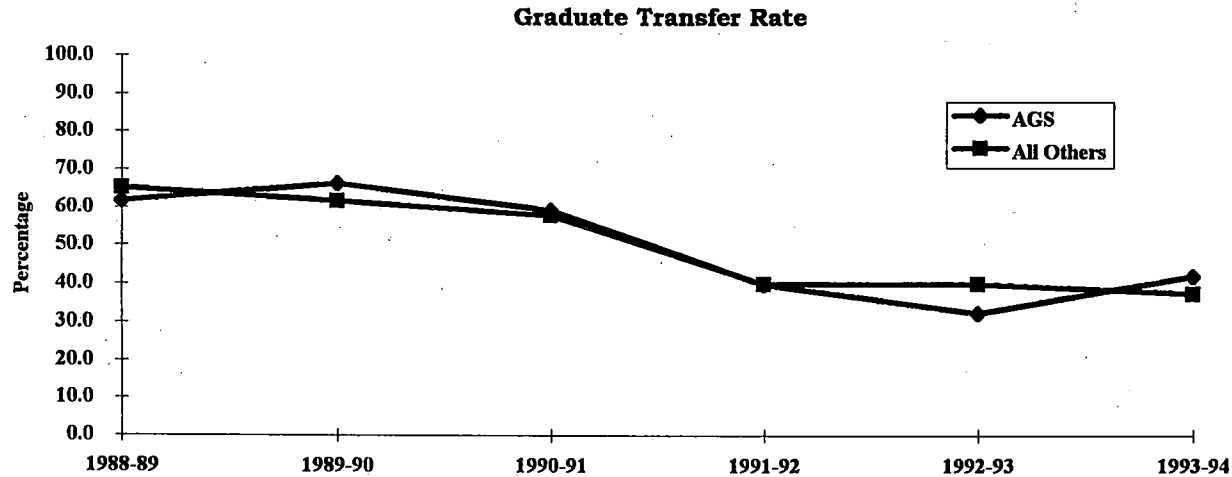
Oakland Community College
Cumulative GPA
General Studies Graduates Compared to All Other Graduates
(Academic Year 1988-89 through 1993-94)

	1988-89		1989-90		1990-91		1991-92		1992-93		1993-94	
	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others
Cumulative GPA	3.08	3.30	3.16	3.32	3.14	3.32	3.20	3.33	3.16	3.31	3.20	3.32
Number of Graduates	146	1,924	140	1,829	171	1,949	191	2,127	194	2,082	209	2,031



Oakland Community College
Graduate Transfer Rate
General Studies Graduates Compared to All Other Graduates (Percentage)
(Academic Year 1988-89 through 1993-94)

Transfer	1988-89		1989-90		1990-91		1991-92		1992-93		1993-94	
	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others
To Another College	61.6	65.0	66.3	61.6	59.2	58.0	39.8	40.1	32.4	40.0	42.1	37.5
To OCC	--	--	--	--	--	--	--	--	27.0	17.5	23.8	15.6
Have Not Transferred	38.4	35.0	33.7	38.4	40.8	42.0	60.2	59.9	40.5	42.5	34.1	46.9



Associates In General Studies
 AGS Graduates Transfer College
 (1988-89 through 1993-94)

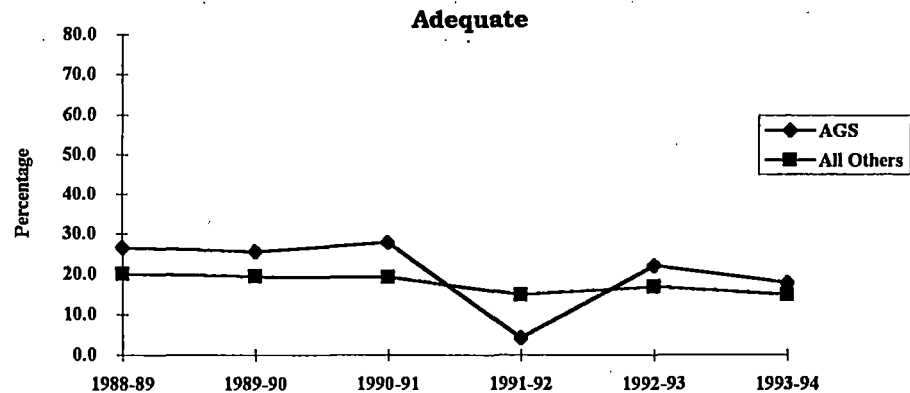
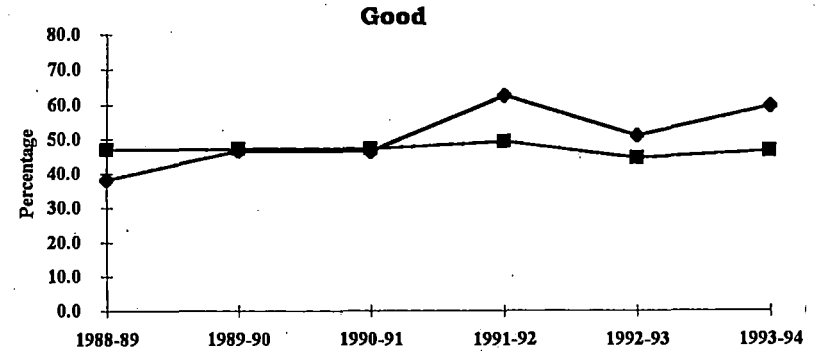
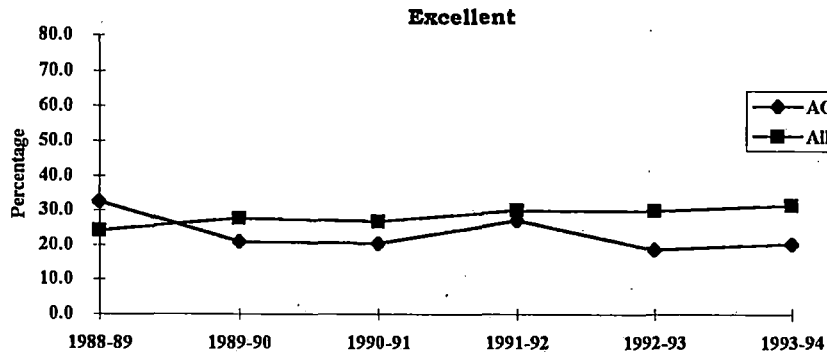
Institution	Graduates	Percent
Oakland Community College	57	17.4
Oakland University	54	16.5
Wayne State University	49	14.9
Central Michigan University	14	4.3
Eastern Michigan University	13	4.0
University of Michigan-Dearborn	12	3.7
Walsh College	12	3.7
Lawrence Institute of Technology	12	3.7
University of Michigan-Flint	9	2.7
Madonna University	8	2.4
Siena Heights College	7	2.1
Mercy College of Detroit	6	1.8
Western Michigan University	4	1.2
Ferris State University	3	.9
Grand Valley State University	3	.9
University of Detroit	3	.9
University of Michigan-Ann Arbor	3	.9
Michigan Christian	3	.9
Concordia College	3	.9
Other	53	16.2

Associates In General Studies
 AGS Graduates Major Field of Study at Transfer College
 (1988-89 through 1993-94)

Program	Graduates
Business Administration	34
Nursing	19
General Studies	13
Human Resource Development	13
Education	12
Elementary Education	11
Accounting	9
Computer Science	8
Social Work	8
Management	7
Mechanical Engineering	6
Public Administration	6
Communications	5
Criminal Justice	5
Liberal/General Studies	5
Marketing	5
Biology	4
Finance	4
Psychology	4
Computer Aided Design	4
Computer/Information Systems	3
Engineering	3
Journalism	3
Physical Therapy	3
Pre-Medicine	3
Radiology	3
Accounting and Computers	2
Architecture	2
Cardiopulmonary Technology	2
Chiropractic	2
English	2
Dietetics Human Nutrition	2
Economics	2
History	2
Manufacturing	2
Mathematics	2
Nuclear Medicine	2
Occupational Safety	2
Occupational Therapy	2
Physician Assisting	2
Political Science	2
Pre-Nursing	2
Religion	2
Sociology	2
Undecided	2

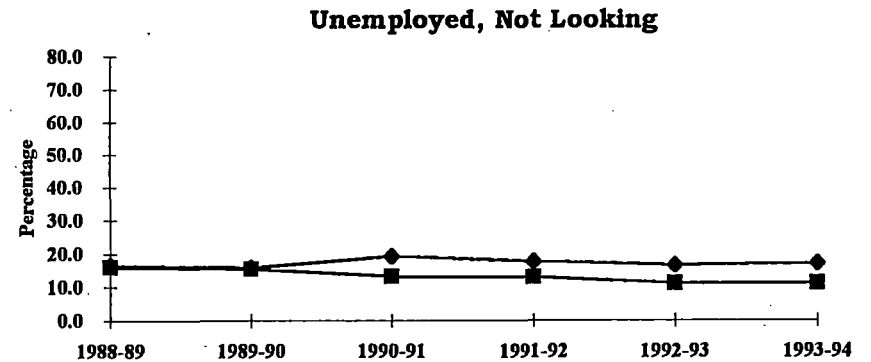
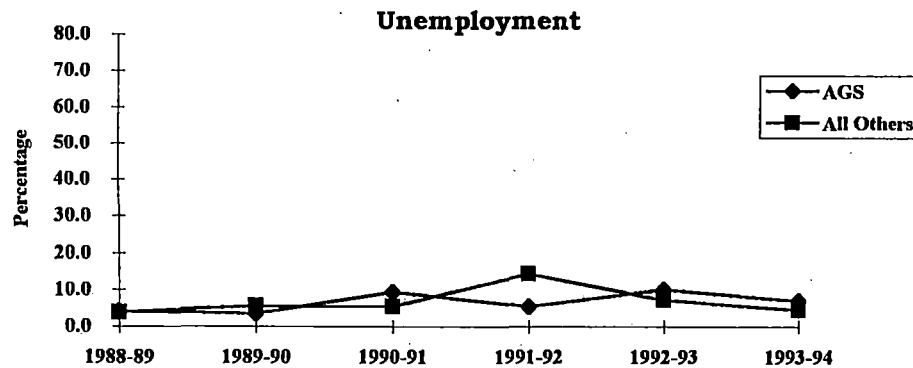
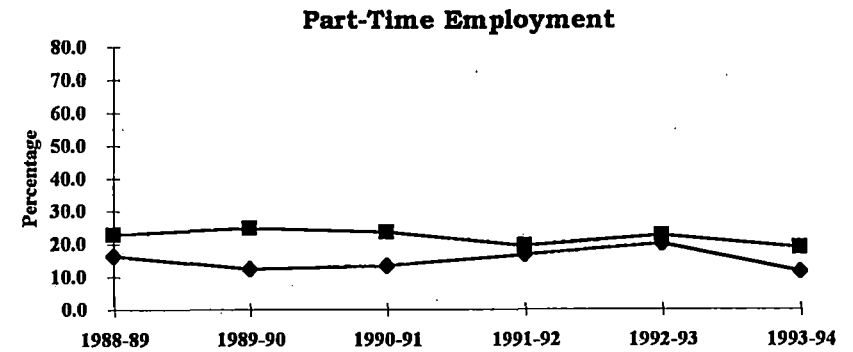
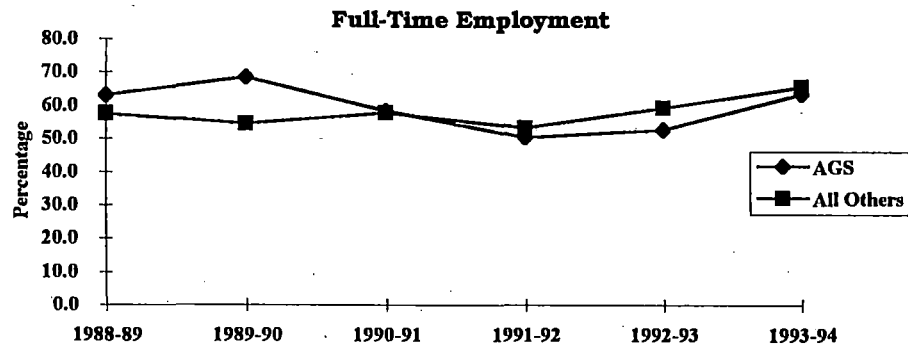
Oakland Community College
How Well Did OCC Prepare You Academically To Continue Your Education?
General Studies Graduates Compared to All Other Graduates (Percentage)
(Academic Year 1988-89 through 1993-94)

Academic Preparation	1988-89		1989-90		1990-91		1991-92		1992-93		1993-94	
	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others
Excellent	32.4	24.1	20.9	27.6	20.4	26.7	27.1	30.0	18.6	29.8	20.3	31.5
Good	38.2	47.0	46.5	47.1	46.3	47.1	62.5	49.2	50.8	44.5	59.5	46.6
Adequate	26.5	20.0	25.6	19.4	27.8	19.3	4.2	14.9	22.0	16.8	17.7	14.9
Fair	2.9	7.4	7.0	4.6	5.6	6.2	6.3	4.0	6.8	6.0	2.5	3.7
Inadequate	0.0	1.4	0.0	1.3	0.0	0.7	0.0	1.9	1.7	3.0	0.0	3.2



Oakland Community College
Employment Status
General Studies Graduates Compared to All Other Graduates (Percentage)
(Academic Year 1988-89 through 1993-94)

Employment Status	1988-89		1989-90		1990-91		1991-92		1992-93		1993-94	
	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others
Full-Time	63.0	57.5	68.5	54.5	58.3	57.8	50.4	53.3	52.7	59.3	63.6	65.7
Part-Time	16.4	22.8	12.4	24.7	13.3	23.5	16.8	19.5	20.0	22.6	11.6	18.8
Military	0.0	0.1	0.0	0.0	0.0	0.1	0.8	0.2	0.9	0.1	0.8	0.0
Unemployed	4.1	3.7	3.4	5.6	9.2	5.4	14.3	14.0	10.0	7.1	7.0	4.4
Unemployed, Not Looking	16.4	15.9	15.7	15.2	19.2	13.2	17.6	13.0	16.4	11.0	17.1	11.0



Oakland Community College
Primary Business Function of Employers*
General Studies Graduates Compared to All Other Graduates (Percentage)
(Academic Year 1988-89 through 1993-94)

Primary Function	1988-89		1989-90		1990-91		1991-92		1992-93		1993-94	
	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others
Manufacturing	21.6	12.8	14.3	14.0	23.9	10.1	12.0	16.0	22.4	15.4	26.2	14.7
General Business	9.8	9.0	14.3	9.7	16.4	13.8	20.0	11.5	5.3	3.8	8.3	2.8
Health Service	7.8	26.4	6.1	17.6	11.9	25.5	22.0	25.0	14.5	25.1	8.3	23.9
Professional Service	7.8	5.5	4.1	3.0	1.5	2.3	4.0	2.4	7.9	4.5	8.3	6.2
Other	3.9	4.7	4.1	4.2	7.5	4.4	6.0	4.3	5.3	5.3	7.1	5.5
Education	3.9	5.4	14.3	8.0	6.0	5.9	2.0	6.9	9.2	6.7	6.0	5.3
Government	5.9	3.0	8.2	3.5	7.5	4.2	8.0	2.9	7.9	3.5	6.0	2.7
Personal and Home Services	2.0	1.9	0.0	3.7	4.5	2.2	0.0	3.1	0.0	1.4	4.8	3.5
Retail	11.8	13.0	0.0	10.4	7.5	11.8	10.0	13.0	5.3	6.6	4.8	8.5
Hospitality	0.0	0.0	0.0	0.0	0.0	0.0	6.0	2.6	2.6	6.6	3.6	4.1
Insurance	3.9	1.6	2.0	3.8	1.5	2.3	0.0	1.4	2.6	1.8	3.6	1.4
Communication	5.9	2.4	6.1	2.7	1.5	1.7	0.0	1.7	2.6	2.6	2.4	2.6
Construction	0.0	0.5	0.0	1.0	3.0	0.5	0.0	0.3	2.6	1.4	2.4	1.2
Finance	7.8	6.3	6.1	6.7	3.0	7.0	4.0	2.6	3.9	5.3	2.4	5.9
Wholesale	2.0	0.3	0.0	0.1	0.0	0.5	0.0	0.2	1.3	1.3	2.4	1.2
Public Safety	0.0	1.1	4.1	1.8	0.0	0.5	0.0	1.5	3.9	1.9	1.2	2.3
Social Service	2.0	0.6	8.2	3.3	3.0	2.7	2.0	2.1	1.3	1.7	1.2	1.1
Utility	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.7	1.2	0.3
Entertainment	2.0	2.8	6.1	4.4	0.0	0.5	0.0	0.9	0.0	1.7	0.0	1.8
Legal Service	2.0	1.7	0.0	1.5	1.5	2.5	2.0	0.9	1.3	1.8	0.0	2.5
Transportation	0.0	0.9	2.0	0.7	0.0	1.4	2.0	0.8	0.0	1.2	0.0	2.5

* Rank ordered by 1993-94 AGS data.

Associates in General Studies
Employers Where AGS Graduates Are Employed
(Ten Months After Graduating)

Oakland Community College
Management Corp Of America
First Presbyterian Church
General Motors
Harper Hospital (Neurology Dept.)
Providence Hospital
Connecting Point Crisis Center
Arbor Drugs
Birmingham YMCA
Oakland County Computer Services
Zimmer Communications
Oakland General Hospital
Lectron Products
Blue Line Equipment/Little Caesars
Lamb Technicon
Dr. Timothy Kosinski
Huron Valley Hospital
Source One Mortgage Services Corporation
C.G. Wilkop Landscaping
City of Pontiac
Waterford Twp.
Delta Dental Plan of Michigan
Grace Hospital
Johnson Yokogawa Corp.
ITT Corporation
City of Southfield
Lozon Reporting Service
U.S. Postal Service
Architectural Images
Electro-Wire Products
Carnegie Gardens Nursing Center
OCC - Highland Lakes
Central Transport
Mascotech Automotive Systems
Southfield Post Office
General Motors
The State Bank
Ameritech Advertising Services
John R Lumber Co.
Comerica Bank
Invisible Fence Co.
The Mortgage Authority
Oakland Co. Sheriff's Dept - Marine Div.
Sharon Stewart D.D.S. MS P.C.
APX International
Terry Machine Company
Lintas: Campbell Ewald
Madison Heights Police Department
Kelsey Hayes
Chambermaids
G.M. Truck and Coach
Oakland County Med Car Facility
Epoch Enterprises Inc.
Troy Auto Parts
CPC Pontiac Gmc

G.M. - Truck & Bus
North American Lighting, Inc.
Butterworth Hospital
Four Slides
First of America Bank
Great Lakes Rehabilitation Hospital
Oak Park Board of Education
Tarus Products
Troy Beaumont Hospital
Gordonwood Camp & Conference Center
General Motors
First Security Underwriting Services
Chrysler Corp.
Temporary VIP Suites
McDonald's
General Motors Corp.
M.Klonka D.D.S.
Pontiac Schools (Maintenance)
Kmart International Headquarters
Marvin Herschfus, D.D.S.
Ameritech
Dr. Malis
General Motors STG
AAT Sales
Ameritech
Kraftwood Engineering
Lear Seating Corporation
Mercy Health Plan
University Surgeons P.C.
Cabinet Clad
GM Truck & Bus
Detroit Edison
G.M.
Holy Cross
Beaumont Hospital
General Motors
C D I Computer Services
A M General
Frank's Nursery
Ford Motor Co.
Michigan Proving Ground Ford Motor Co
Michigan Natl. Corp.
Livingston County
O.C.C. and U of M Flint (tutor)
Oakland Community College
Plante & Moran LLP
P G A Tour
Pontiac School District
E.J. Kozora M.D.
General Motors
E G & G Structural Kinematics
GM
General Motors - Cadillac
Oakridge Market
William Beaumont Hospital
Macomb Computer Services
SAE
Oakland Schools
EDS Jamie Liebowitz
3 Dimensional Services

Chrysler/Auburn Hills Tech Center
Manufacturers Bank
Lutheran Social Services of Michigan
Data Systems Network Corp.
Maritz
Pontiac Osteopathic Hospital
Pinkerton Security
CMI Health & Tennis Club
Technicon International Mgmt. Service
Temperature Engineering Corporation
Marketing Force, Inc.
Gonzalez Design Engineering
Farmington Hills Police Department
Woodward Side Rental Estate
Oakland County Road Commission
Beaumont Hospital
G.M. - Personnel Office
General Motors
Michigan Bell
Welding Metals, Inc.
Scott Group Inc.
Beaumont Hospital
St. Joseph Mercy Hospital
Pontiac School District
Jorgensen Steel
Clemons Inland Marine
City Of Swartz Creek
GMC Truck & Bus
GM Truck and Bus
Redford Fire Department
The Skillman Foundation
All State
Kroger
Waterford Township Parks & Recreation
OCC District Office
Williams International
Tuson Const.
UPS
U.S. Department of Commerce
Electronic Data Services
Oakland Community College
Detroit Edison Co.
D'Arcy Masius Benton & Bouiles
St. Joseph Hospital Pontiac
Waterford Ambulatory Care Center
OCC
Gemloy Dental Lab
Dr. Douglas Glesmann
The Kroger Co.
General Motors
Creative Insights
K-Mart International Headquarters
Electronic Accessories
U.S. Air Force
R C O C
I T T Automotive

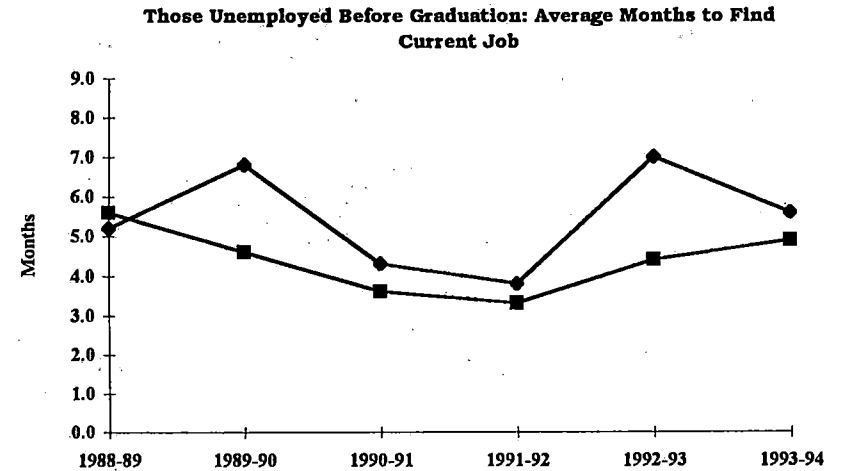
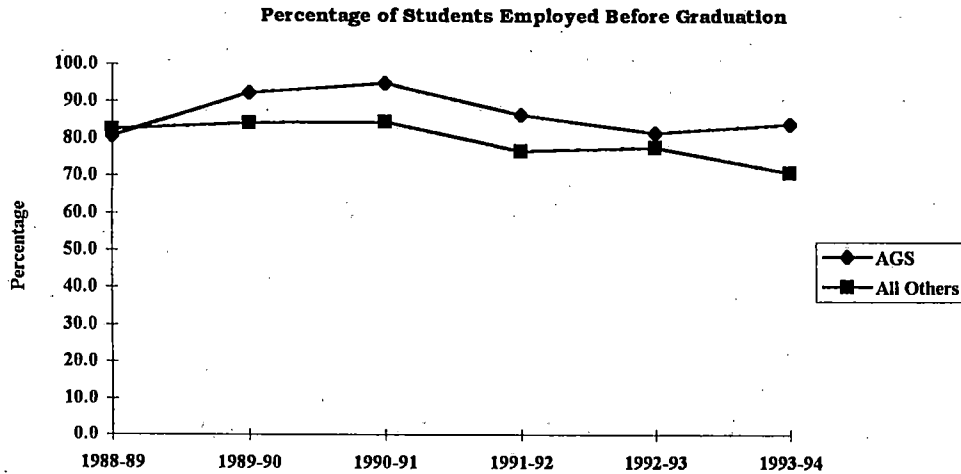
Oakland Community College
Job Titles of Graduates*
General Studies Graduates Compared to All Other Graduates (Percentage)
(Academic Year 1988-89 through 1993-94)

Job Titles	1988-89		1989-90		1990-91		1991-92		1992-93		1993-94	
	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others
Laborer	7.0	6.3	4.8	9.2	6.3	5.7	4.8	8.6	8.5	8.5	13.7	6.5
Administrative	14.0	11.1	12.9	10.7	6.3	13.6	4.8	6.9	12.2	11.0	12.6	14.8
Technician	10.5	8.4	12.9	8.0	13.8	7.8	14.3	7.0	6.1	9.0	11.6	9.3
Executive/Managerial	8.8	7.2	4.8	5.8	6.3	4.9	0.0	3.2	7.3	6.5	9.5	6.3
Others	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6.1	7.4	8.4	8.0
Sales	5.3	6.6	3.2	7.6	2.5	4.8	17.5	8.6	8.5	6.8	8.4	7.7
Clerical/Office Support	19.3	17.4	25.8	21.0	17.5	17.8	19.0	19.1	15.9	10.4	6.3	9.2
Draftsman/Artistic	1.8	0.6	0.0	1.3	0.0	2.0	1.6	1.6	1.2	2.2	5.3	3.4
Professional	12.3	9.0	8.1	9.5	17.5	8.3	12.7	8.2	6.1	2.5	5.3	3.0
Health Care Support	5.3	6.9	3.2	5.8	5.0	6.8	11.1	7.6	12.2	6.5	4.2	6.9
Precision Production	5.3	6.8	8.1	5.0	12.5	6.1	4.8	7.0	7.3	6.3	4.2	3.7
Education Support	1.8	1.7	1.6	2.1	1.3	2.9	0.0	1.7	3.7	1.2	3.2	1.3
Security/Community	3.5	1.4	4.8	2.7	0.0	1.5	0.0	1.8	2.4	2.6	3.2	2.2
Child Care Provider	1.8	2.4	1.6	2.0	2.5	2.4	0.0	2.1	1.2	2.5	2.1	3.2
Health Care Professional	0.0	10.3	4.8	6.1	2.5	11.4	3.2	11.6	1.2	13.8	2.1	12.0
Counselor/Social Worker	3.5	3.9	3.2	3.1	6.3	4.0	6.3	5.1	0.0	1.2	0.0	1.1
Educator	0.0	1.0	0.0	1.3	0.0	0.8	1.6	1.8	0.0	1.7	0.0	1.5

* Rank ordered by 1993-94 AGS Data.

Oakland Community College
Number of Months to Find Employment After Graduation*
General Studies Graduates Compared to All Other Graduates (Percentage)
(Academic Year 1988-89 through 1993-94)

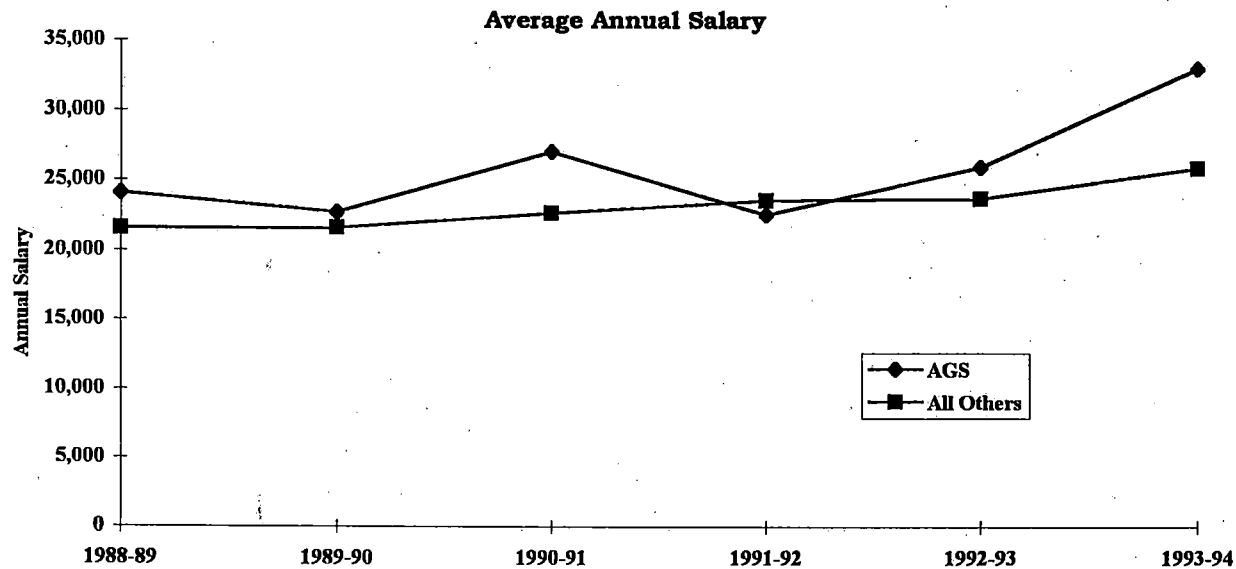
	1988-89		1989-90		1990-91		1991-92		1992-93		1993-94	
	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others
Employed Before Graduation	80.7	82.4	92.4	84.1	95.0	84.5	86.4	76.7	81.5	77.7	83.9	70.9
Those Not Employed Before Graduation:												
Average Months	5.2	5.6	6.8	4.6	4.3	3.6	3.8	3.3	7.0	4.4	5.6	4.9



* Data reflects those not employed at graduation.

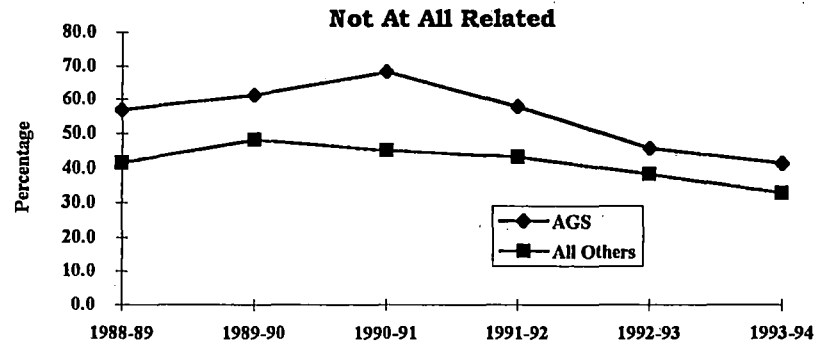
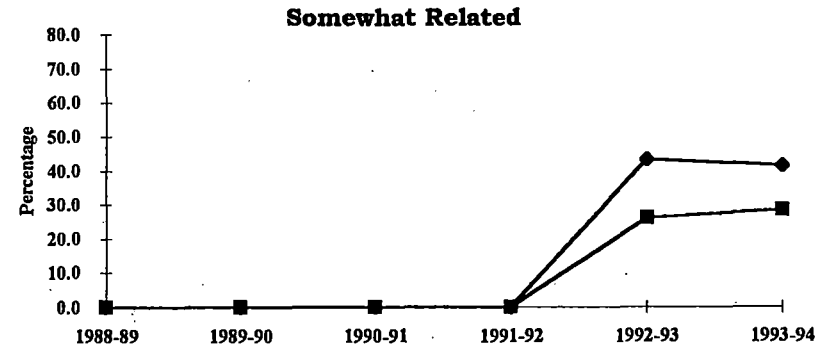
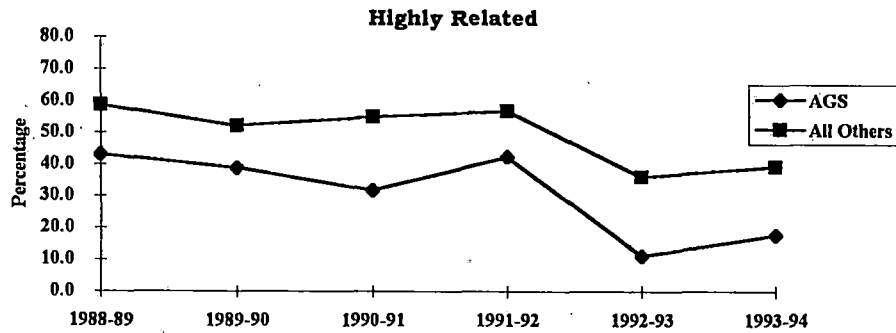
Oakland Community College
Annual Salary Earned by Graduates
General Studies Graduates Compared to All Other Graduates
(Academic Year 1988-89 through 1993-94)

	1988-89		1989-90		1990-91		1991-92		1992-93		1993-94	
	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others
Average Salary	24,084	21,548	22,719	21,618	27,061	22,663	22,600	23,620	25,965	23,753	32,991	25,874
N of Graduates	43	575	54	676	59	745	52	703	57	827	67	728



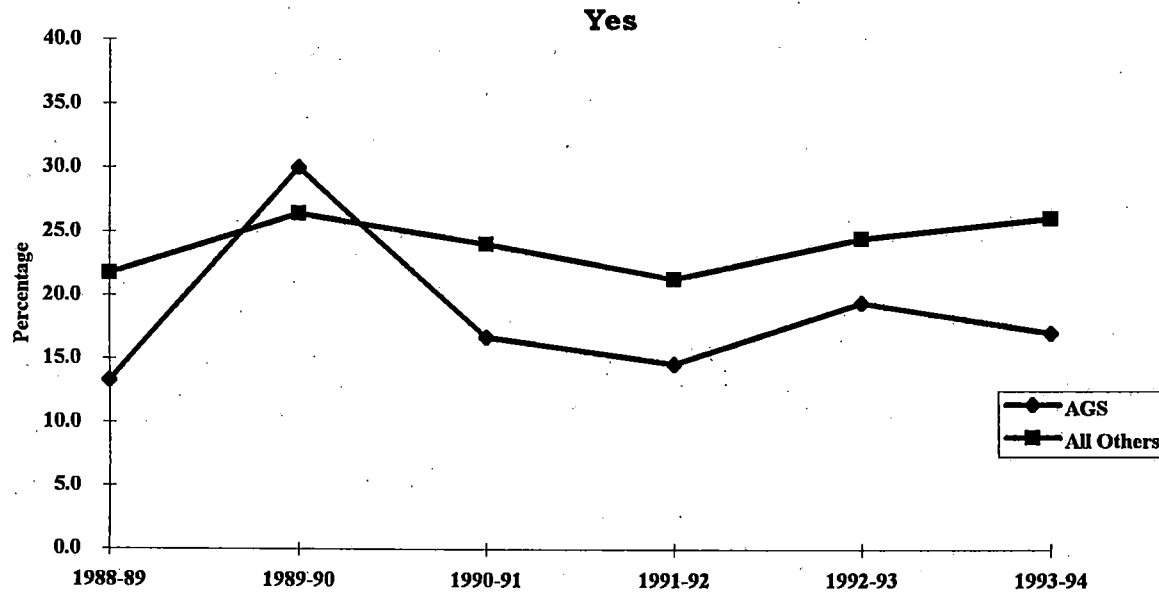
Oakland Community College
To What Extent Is Your Current Job Related to Your Degree Program?
General Studies Graduates Compared to All Other Graduates (Percentage)
(Academic Year 1988-89 through 1993-94)

Job Relatedness	1988-89		1989-90		1990-91		1991-92		1992-93		1993-94	
	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others
Highly Related	43.1	58.6	38.8	52.0	31.7	55.0	42.3	56.8	11.1	35.9	17.5	39.2
Somewhat Related	--	--	--	--	--	--	--	--	43.2	25.9	41.2	28.1
Not At All Related	56.9	41.4	61.2	48.0	68.3	45.0	57.7	43.2	45.7	38.2	41.2	32.7



Oakland Community College
Did You Try To Find a Job Related To Your Program?*
General Studies Graduates Compared to All Other Graduates (Percentage)
(Academic Year 1988-89 through 1993-94)

Attempt to Find a Related Job	1988-89		1989-90		1990-91		1991-92		1992-93		1993-94	
	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others
Yes	13.3	21.7	30.0	26.4	16.7	24.0	14.6	21.3	19.4	24.5	17.1	26.1
No	86.7	78.3	70.0	73.6	83.3	76.0	85.4	78.8	80.6	75.5	82.9	73.9



* Data reflects those employed in jobs which are "Not at all" related to degree program.

Oakland Community College
Why Didn't You Try to Find a Job Related to Your Degree Program?*
General Studies Graduates Compared to All Other Graduates (Percentage)
(Academic Year 1988-89 through 1993-94)

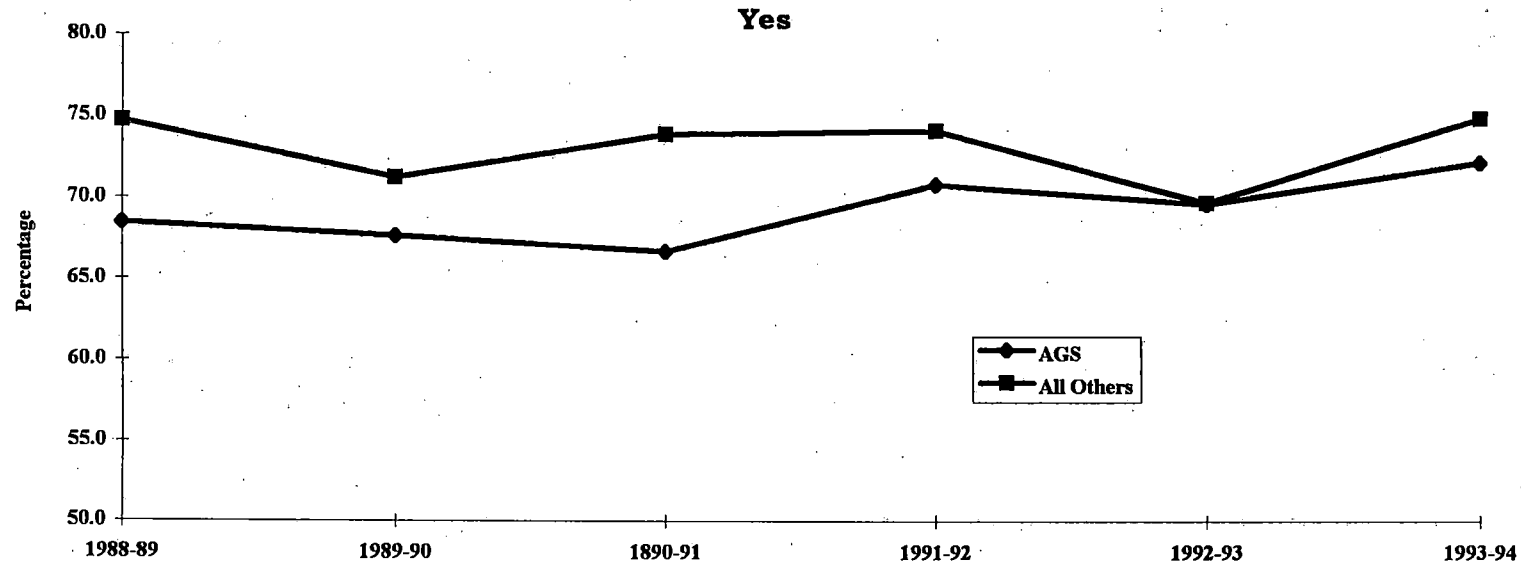
Reasons	1988-89		1989-90		1990-91		1991-92		1992-93		1993-94	
	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others
Already Working	35.7	34.1	59.0	36.1	51.9	45.0	42.5	40.8	40.5	37.5	46.3	34.8
Continue Education	35.7	40.4	23.1	33.4	25.0	29.4	37.5	36.5	37.8	38.3	34.1	35.7
Better Paying Job	3.6	3.8	2.6	4.7	1.9	2.3	2.5	3.3	2.7	2.8	4.9	5.1
Feel Not Qualified in the Field	0.0	4.2	2.6	4.0	5.8	4.5	2.5	2.6	0.0	3.3	4.9	4.2
Others	21.4	11.8	7.7	18.1	9.6	12.8	7.5	10.5	5.4	14.1	4.9	14.3
Prefer Another Field	3.6	3.5	2.6	2.7	3.8	3.3	7.5	3.8	10.8	2.0	4.9	2.7
Could Not Find a Job in the Field	0.0	2.1	2.6	1.0	1.9	2.8	0.0	2.6	2.7	2.0	0.0	3.3

* 1. Data reflects those employed in jobs which are "Not at all" related to degree program.

2. Rank ordered by 1993-94 AGS data.

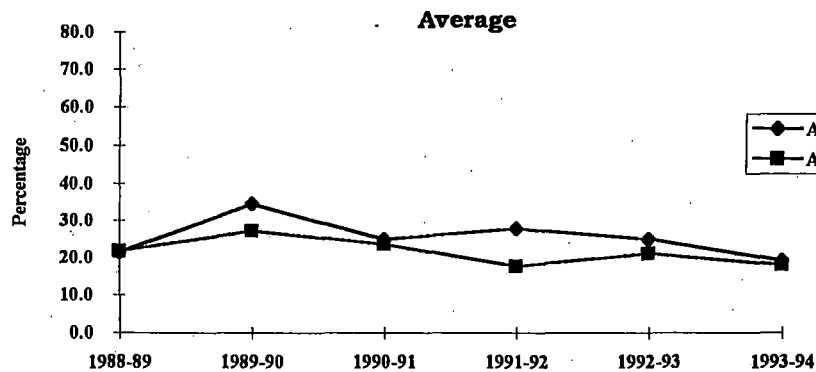
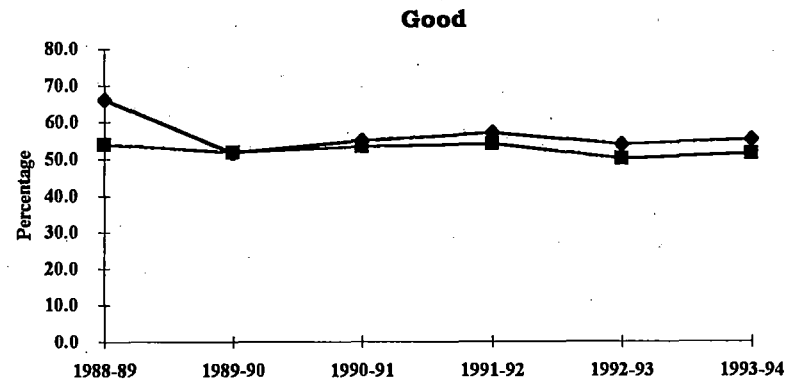
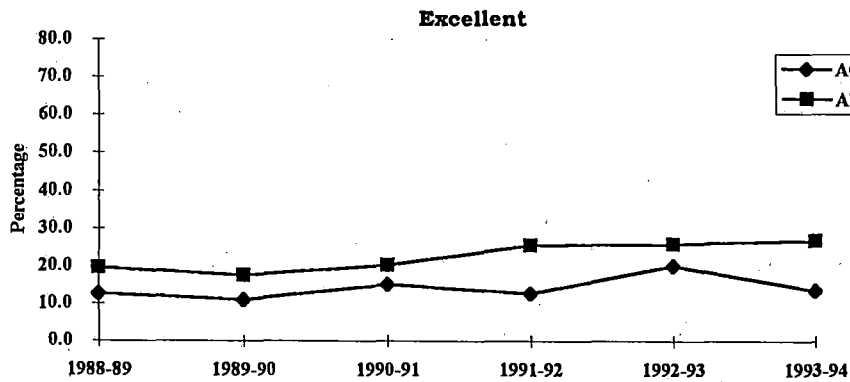
Oakland Community College
Are You Using Knowledge And Skills Gained In Your Degree Program In Your Current Job?
General Studies Graduates Compared to All Other Graduates (Percentage)
(Academic Year 1988-89 through 1993-94)

Using Knowledge And Skills in Your Current Job?	1988-89		1989-90		1990-91		1991-92		1992-93		1993-94	
	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others
Yes	68.4	74.7	67.6	71.2	66.7	73.9	70.8	74.1	69.6	69.7	72.2	74.9
No	31.6	25.3	32.4	28.8	33.3	26.1	29.2	25.9	30.4	30.3	27.8	25.1



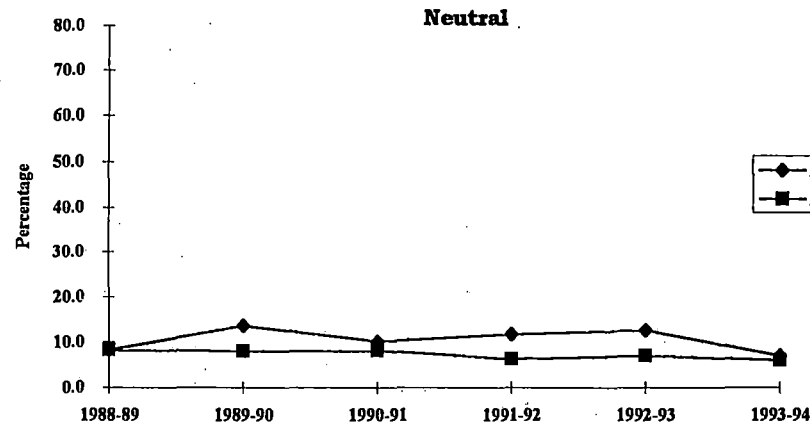
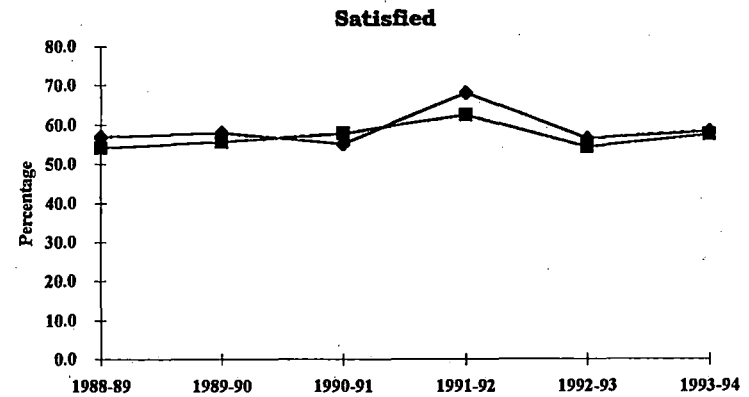
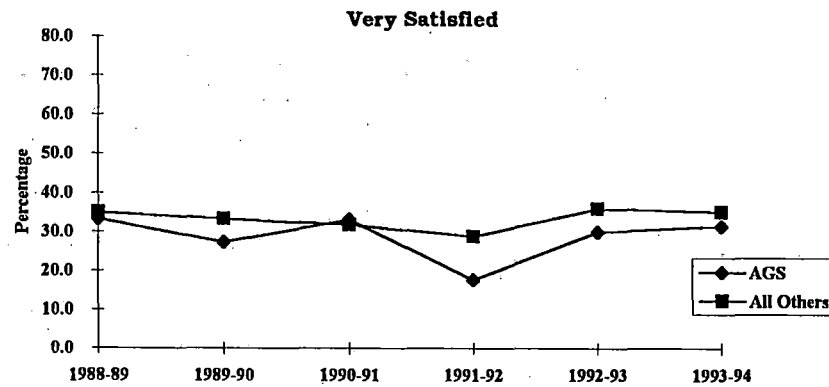
Oakland Community College
Relevance of Educational Experience at OCC in Preparing for Career
General Studies Graduates Compared to All Other Graduates (Percentage)
(Academic Year 1988-89 through 1993-94)

Relevance of Educational Experience	1988-89		1989-90		1990-91		1991-92		1992-93		1993-94	
	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others
Excellent	12.5	19.5	10.9	17.4	15.0	20.2	12.5	25.5	20.0	25.8	13.5	26.9
Good	66.1	53.8	51.6	51.7	55.0	53.3	57.0	54.1	53.8	50.0	55.2	51.4
Average	21.4	21.8	34.4	27.1	25.0	23.6	27.8	17.7	25.0	21.1	19.2	18.0
Below Average	0.0	3.6	3.1	2.8	5.0	2.4	2.8	1.8	1.3	2.4	4.2	2.4
Poor	0.0	1.3	0.0	1.0	0.0	0.5	0.0	0.8	0.0	0.8	2.1	1.2



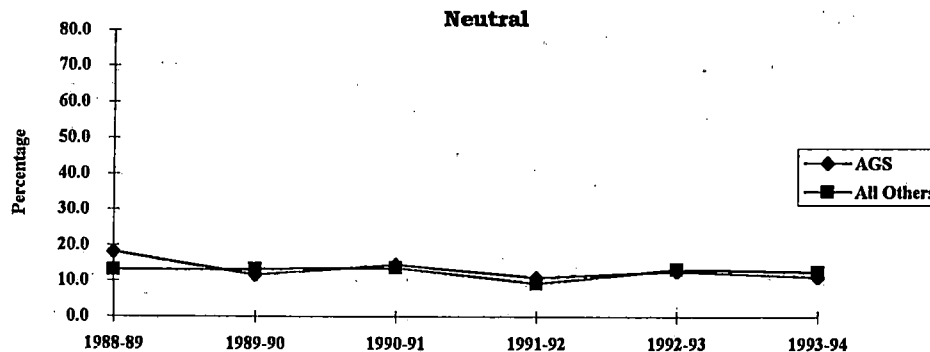
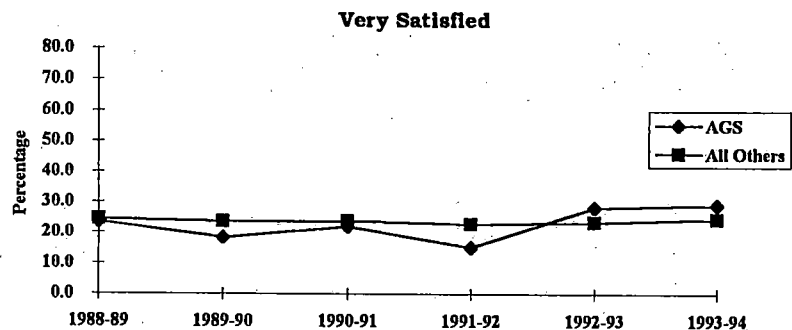
Oakland Community College
Satisfaction with Courses in Major Field of Study
General Studies Graduates Compared to All Other Graduates (Percentage)
(Academic Year 1988-89 through 1993-94)

Course Satisfaction	1988-89		1989-90		1990-91		1991-92		1992-93		1993-94	
	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others
Very Satisfied	33.3	34.9	27.3	33.2	33.1	31.7	17.6	28.8	30.0	35.9	31.5	35.1
Satisfied	56.9	54.1	58.0	55.6	55.1	57.8	68.1	62.4	56.4	54.4	58.3	57.5
Neutral	8.3	8.4	13.6	8.0	10.2	8.2	11.8	6.3	12.7	7.1	7.1	6.1
Dissatisfied	0.0	2.2	1.1	2.5	1.7	1.6	1.7	2.1	0.0	2.2	2.4	1.1
Very Dissatisfied	1.4	0.5	0.0	0.7	0.0	0.7	0.8	0.5	0.9	0.4	0.8	0.2



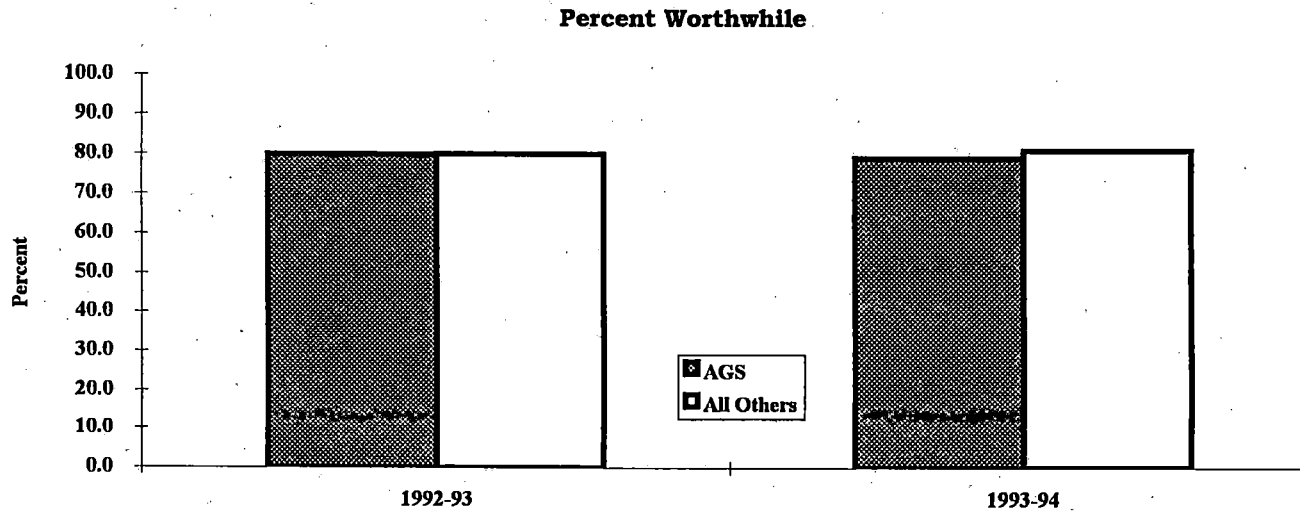
Oakland Community College
Satisfaction with General Education/Support Courses
General Studies Graduates Compared to All Other Graduates (Percentage)
(Academic Year 1988-89 through 1993-94)

Course Satisfaction	1988-89		1989-90		1990-91		1991-92		1992-93		1993-94	
	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others
Very Satisfied	23.6	24.4	18.4	23.6	22.0	23.8	15.1	22.9	28.2	23.4	29.1	24.4
Satisfied	56.9	60.4	67.8	62.1	62.7	61.3	72.3	66.6	58.2	61.5	59.8	62.1
Neutral	18.1	13.1	11.5	13.3	14.4	13.6	10.9	9.3	12.7	13.3	11.0	12.4
Dissatisfied	1.4	1.8	2.3	0.8	0.8	1.0	1.7	1.0	0.0	1.5	0.0	1.1
Very Dissatisfied	0.0	0.3	0.0	0.3	0.0	0.3	0.0	0.1	0.9	0.3	0.0	0.0



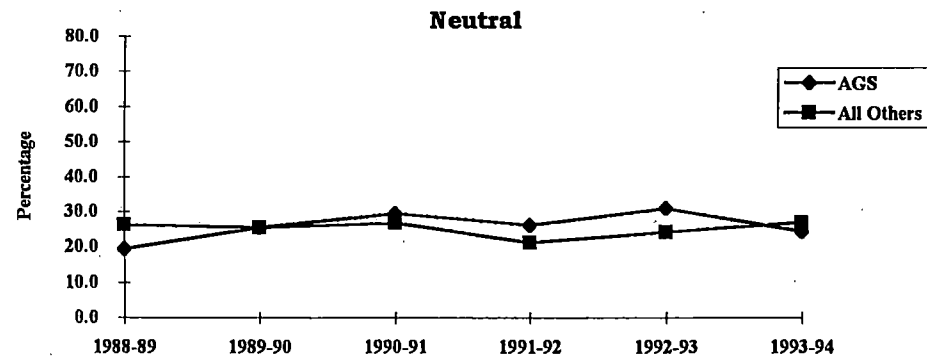
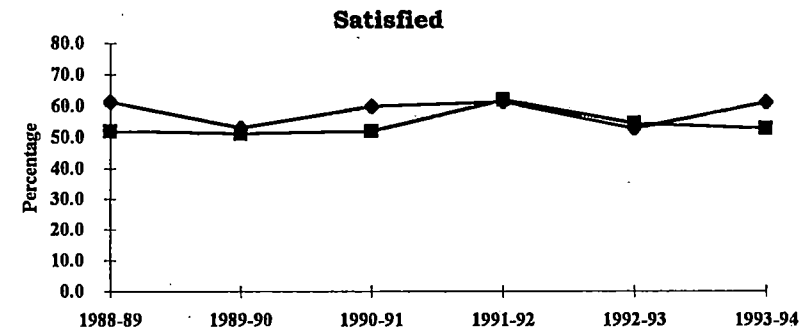
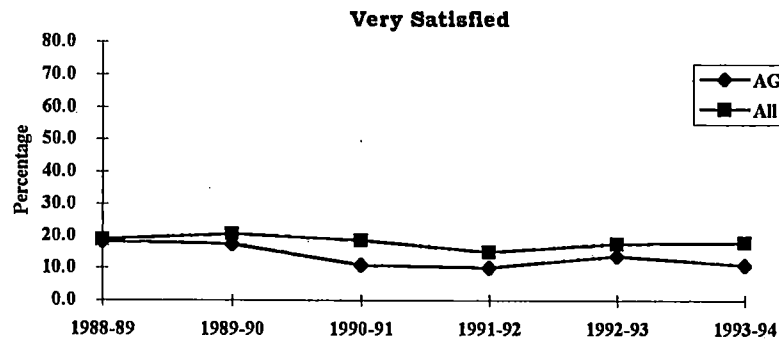
Oakland Community College
Percent of All Courses That Were Worthwhile
General Studies Graduates Compared to All Other Graduates
(Academic Year 1992-93 through 1993-94)

	1992-93		1993-94	
	AGS	All Others	AGS	All Others
Percent	79.8	80.0	78.9	81.0
N. of Graduates	111	1,333	129	1,222



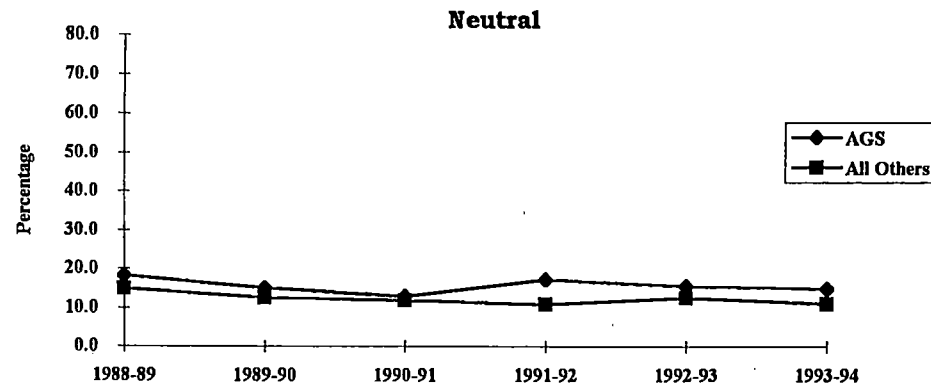
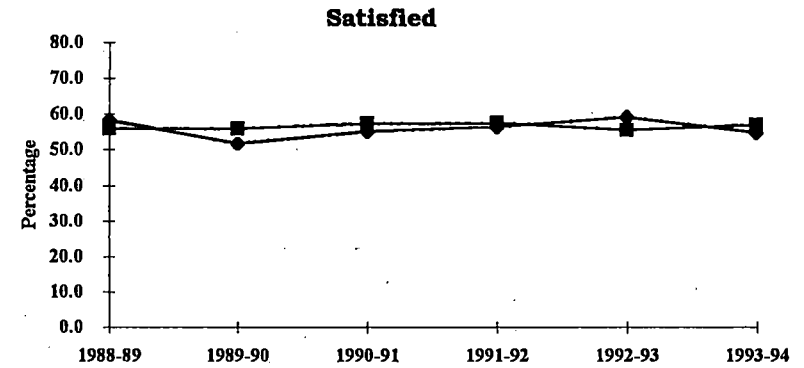
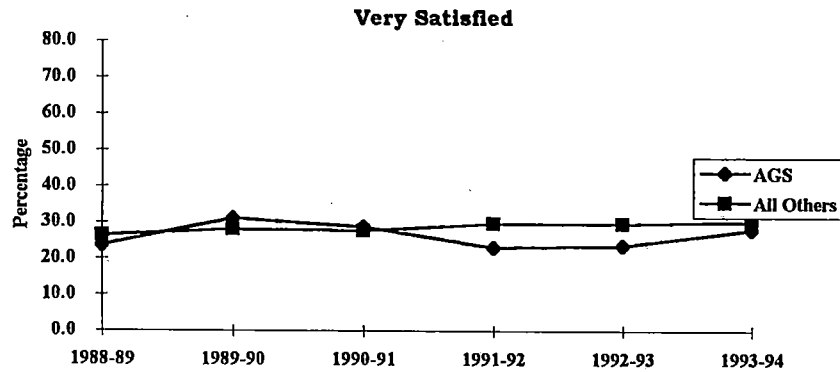
Oakland Community College
Relevance of Course Work to Everyday Life
General Studies Graduates Compared to All Other Graduates (Percentage)
(Academic Year 1988-89 through 1993-94)

Relevance Of Course Work	1988-89		1989-90		1990-91		1991-92		1992-93		1993-94	
	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others
Very Satisfied	18.1	18.7	17.2	20.5	10.9	18.5	10.1	14.8	13.6	17.4	10.9	17.9
Satisfied	61.1	51.7	52.9	51.0	59.7	51.9	61.3	61.9	52.7	54.4	60.9	52.6
Neutral	19.4	26.1	25.3	25.4	29.4	26.7	26.1	21.2	30.9	24.1	24.2	26.9
Dissatisfied	1.4	3.1	4.6	2.6	0.0	2.6	2.5	1.9	1.8	3.3	3.9	1.9
Very Dissatisfied	0.0	0.4	0.0	0.6	0.0	0.4	0.0	0.2	0.9	0.8	0.0	0.6



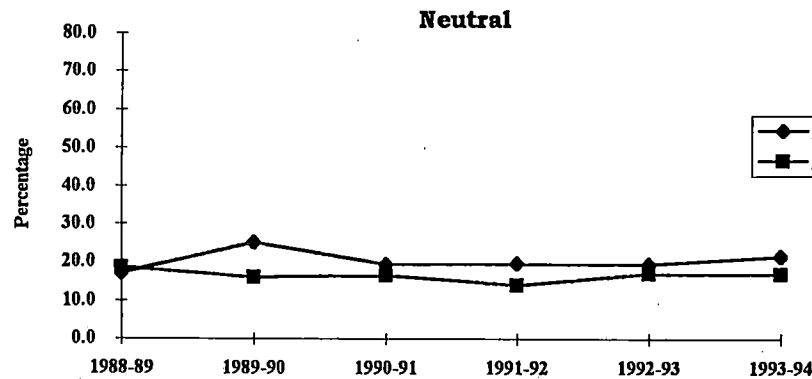
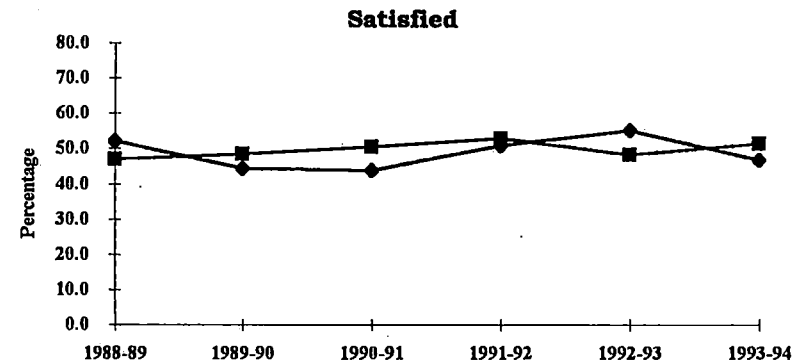
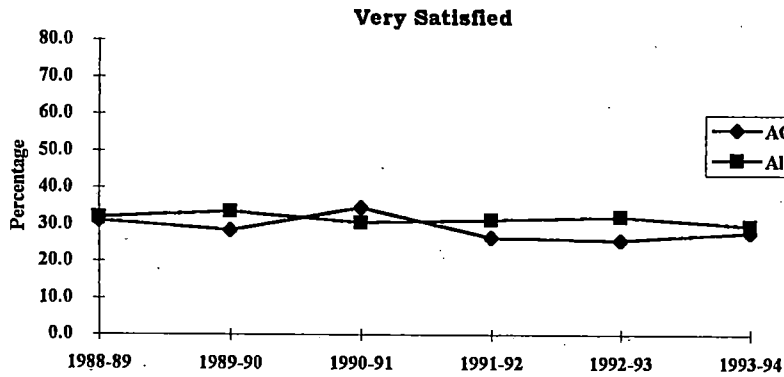
Oakland Community College
Overall Quality Of Teaching
General Studies Graduates Compared to All Other Graduates (Percentage)
(Academic Year 1988-89 through 1993-94)

Overall Quality of Teaching	1988-89		1989-90		1990-91		1991-92		1992-93		1993-94	
	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others
Very Satisfied	23.6	26.2	31.0	28.0	28.8	27.7	23.1	29.6	23.6	29.6	28.1	30.4
Satisfied	58.3	55.8	51.7	55.8	55.1	57.3	56.4	57.5	59.1	55.6	54.7	56.9
Neutral	18.1	14.8	14.9	12.4	12.7	11.7	17.1	10.8	15.5	12.5	14.8	10.9
Dissatisfied	0.0	2.5	1.1	3.3	2.5	2.9	2.6	1.8	1.8	2.0	2.3	1.2
Very Dissatisfied	0.0	0.7	1.1	0.4	0.8	0.4	0.9	0.3	0.0	0.4	0.0	0.6



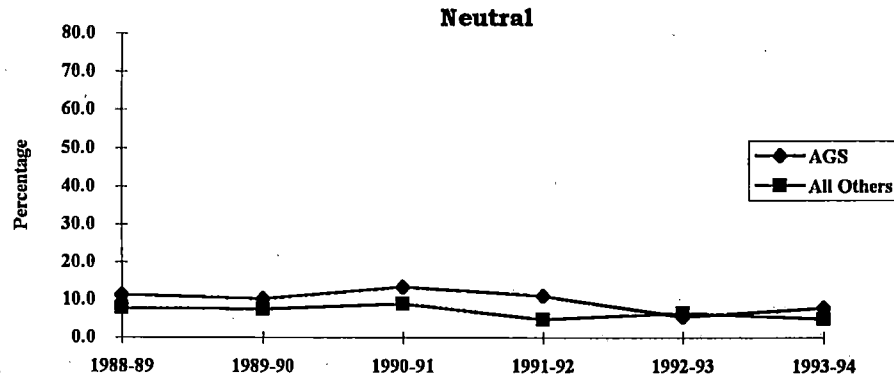
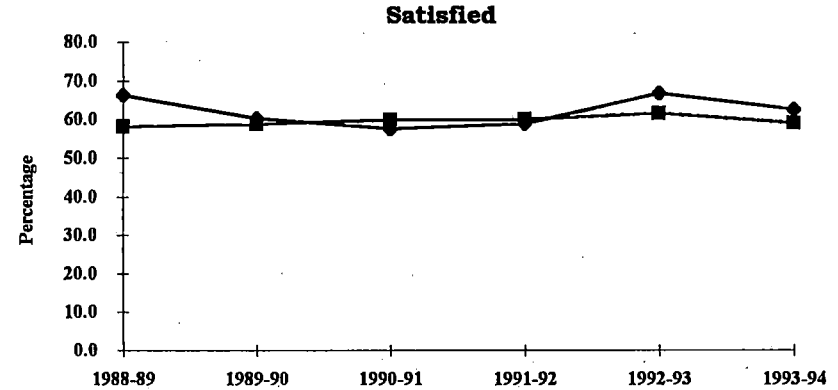
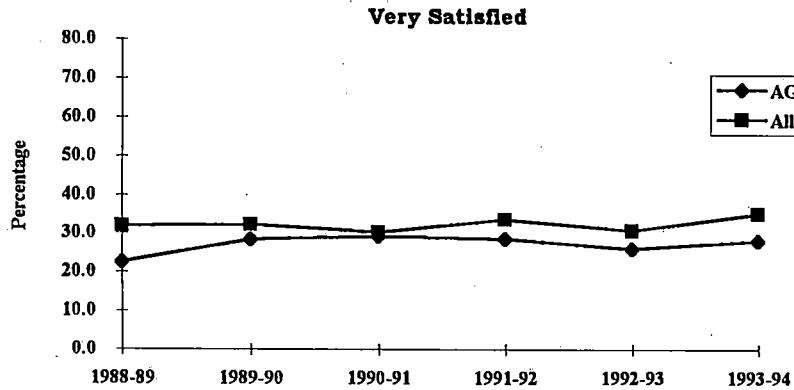
Oakland Community College
Overall Relationship with Faculty
General Studies Graduates Compared to All Other Graduates (Percentage)
(Academic Year 1988-89 through 1993-94)

Overall Relationship With Faculty	1988-89		1989-90		1990-91		1991-92		1992-93		1993-94	
	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others
Very Satisfied	31.0	31.8	28.4	33.5	34.5	30.5	26.3	31.2	25.7	32.1	27.8	29.6
Satisfied	52.1	47.0	44.3	48.4	43.7	50.4	50.8	52.8	55.0	48.3	46.8	51.4
Neutral	16.9	18.5	25.0	16.0	19.3	16.5	19.5	13.9	19.3	17.0	21.4	16.8
Dissatisfied	0.0	2.1	1.1	1.9	2.5	2.4	3.4	1.6	0.0	2.1	3.2	1.8
Very Dissatisfied	0.0	0.5	1.1	0.2	0.0	0.2	0.0	0.4	0.0	0.5	0.0	0.4



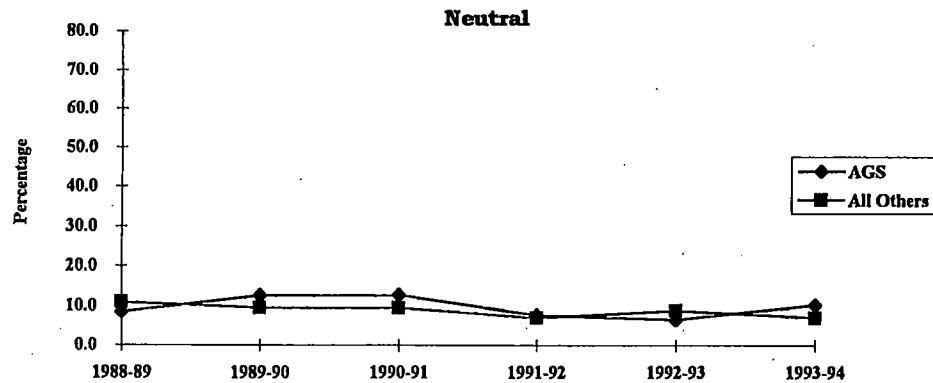
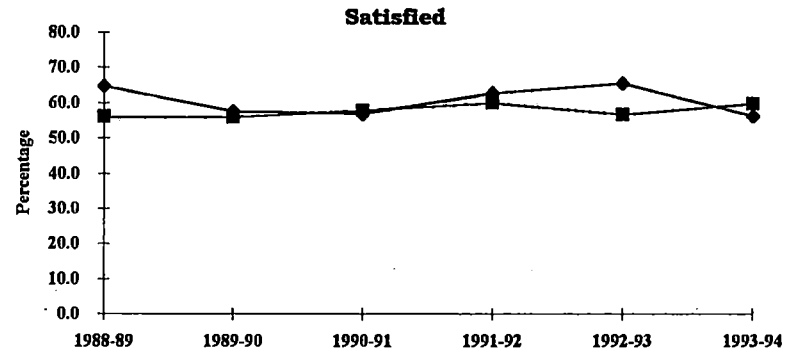
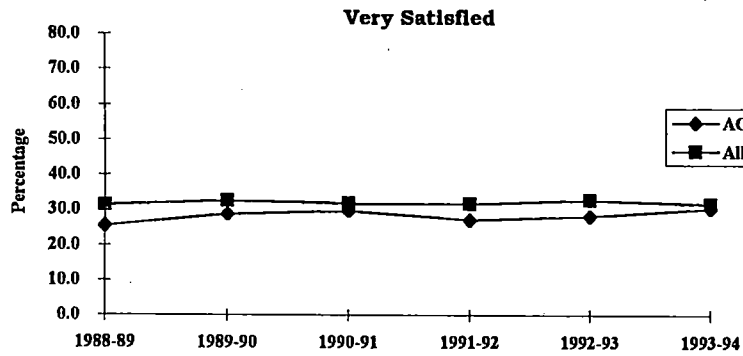
Oakland Community College
Overall Quality of Education
General Studies Graduates Compared to All Other Graduates (Percentage)
(Academic Year 1988-89 through 1993-94)

Overall Quality of Educaiton	1988-89		1989-90		1990-91		1991-92		1992-93		1993-94	
	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others
Very Satisfied	22.5	31.9	28.4	32.2	29.2	30.2	28.6	33.6	26.1	30.7	28.1	35.0
Satisfied	66.2	58.0	60.2	58.7	57.5	59.9	58.8	60.1	66.7	61.6	62.5	59.0
Neutral	11.3	7.9	10.2	7.5	13.3	8.9	10.9	4.8	5.4	6.5	7.8	5.0
Dissatisfied	0.0	2.1	1.1	1.2	0.0	0.7	1.7	1.3	1.8	0.9	1.6	0.9
Very Dissatisfied	0.0	0.2	0.0	0.3	0.0	0.2	0.0	0.3	0.0	0.3	0.0	0.1



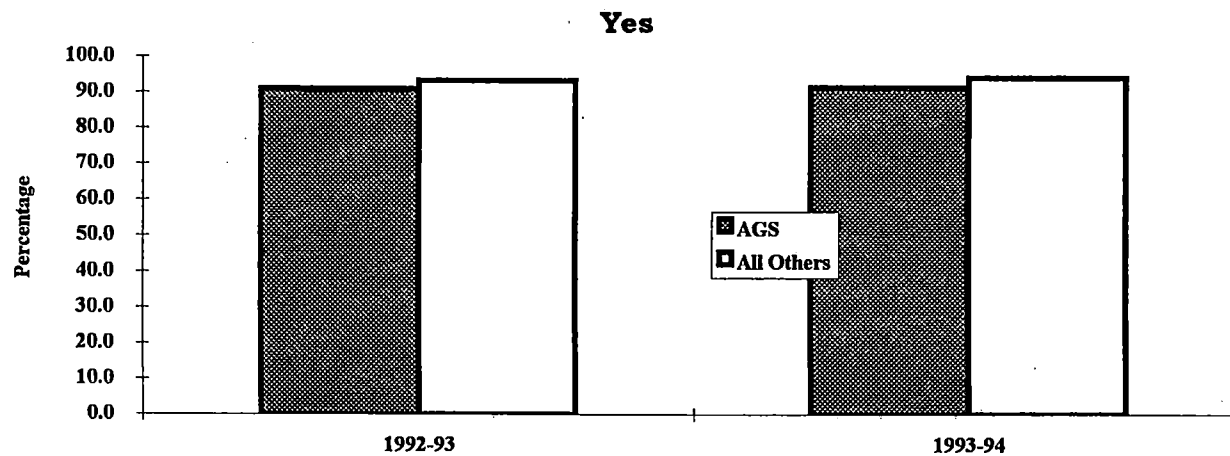
Oakland Community College
Overall College Experience
General Studies Graduates Compared to All Other Graduates (Percentage)
(Academic Year 1988-89 through 1993-94)

Overall College Experience	1988-89		1989-90		1990-91		1991-92		1992-93		1993-94	
	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others
Very Satisfied	25.4	31.3	28.7	32.7	29.7	31.9	27.1	31.7	28.2	32.9	30.5	31.7
Satisfied	64.8	56.1	57.5	56.0	56.8	57.8	62.7	59.9	65.5	56.6	56.3	59.8
Neutral	8.5	10.9	12.6	9.4	12.7	9.4	7.6	6.9	6.4	8.7	10.2	6.9
Dissatisfied	1.4	1.5	0.0	1.5	0.8	0.8	1.7	1.1	0.0	1.4	3.1	1.3
Very Dissatisfied	0.0	0.1	1.1	0.3	0.0	0.1	0.8	0.3	0.0	0.4	0.0	0.2



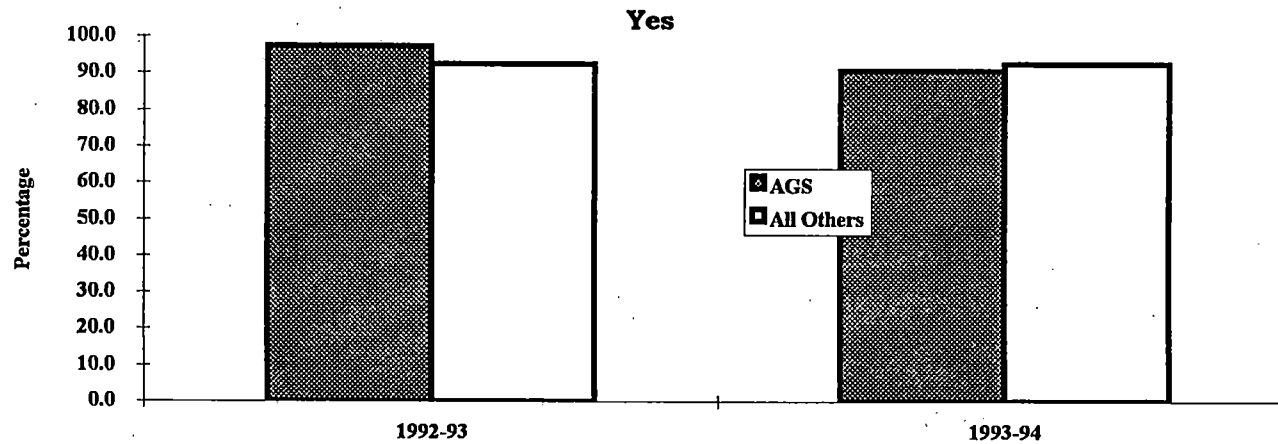
Oakland Community College
Do You Feel Like You Have Attained Your Short Term Educational Goals?
General Studies Graduates Compared to All Other Graduates (Percentage)
(Academic Year 1992-93 through 1993-94)

Attained Short Term Educational Goal?	1992-93		1993-94	
	AGS	All Others	AGS	All Others
Yes	91.0	93.3	91.4	94.2
No	9.0	6.7	8.6	5.8



Oakland Community College
Would You Still Choose OCC If Given The Chance To Start Over Again?
General Studies Graduates Compared to All Other Graduates (Percentage)
(Academic Year 1992-93 through 1993-94)

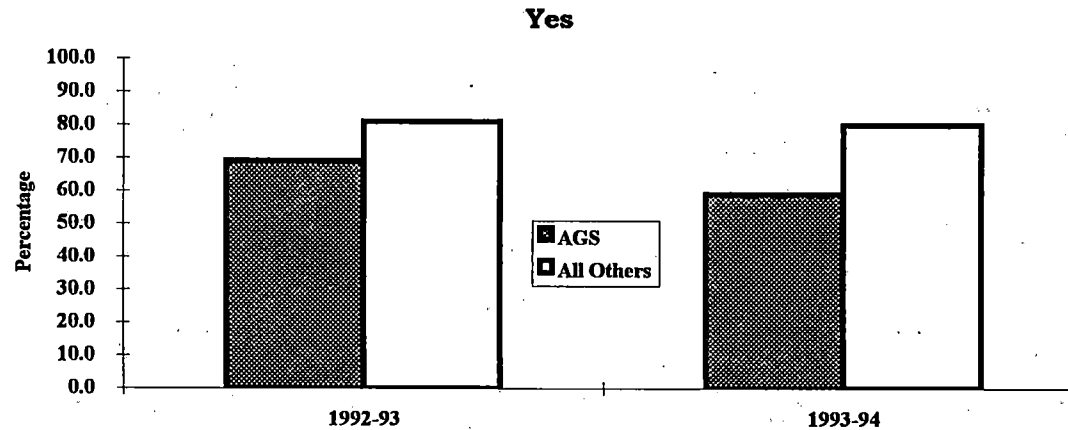
Would You Still Choose OCC?	1992-93		1993-94	
	AGS	All Others	AGS	All Others
Yes	97.3	92.5	90.7	92.7
No	2.7	7.5	9.3	7.3



Oakland Community College

Would You Still Choose The Same Program of Study If Given The Chance to Start Over Again? General Studies Graduates Compared to All Other Graduates (Percentage) (Academic Year 1992-93 through 1993-94)

Still Choose Same Program of Study?	1992-93		1993-94	
	AGS	All Others	AGS	All Others
Yes	69.0	81.0	59.1	80.0
No	31.0	19.0	40.9	20.0





OAKLAND
COMMUNITY
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IMPACT

A Communication on Trends Affecting Education

Vol.1, No.2 May 1995

In a recent article, Peter Drucker traced the development of the modern worker from the farm and domestic laborers of the 19th century to the industrial workers of the last century to the group he calls the "knowledge workers" who will dominate the next century.

Drucker writes that "by the end of this century knowledge workers will make up a third or more of the work force in the United States--as large a proportion as manufacturing workers ever made up, except in wartime."

He goes on to say "the great majority of the new jobs require qualifications the industrial worker does not possess and is poorly equipped to acquire. They require a good deal of formal education and the ability to acquire and apply theoretical and analytical knowledge. They require a different approach to work and a different mindset. Above all they require a habit of continuous learning."

And finally: "Learning will become the tool of the individual--available to him or her at any age--if only because so much skill and knowledge can be acquired by means of the new learning technologies." (The Atlantic Monthly, Nov. 1994)

An important part of the environmental scanning process, according to the nationally

known scanning newsletter On The Horizon, is the concept of scenario building. What is scenario building? By constructing "stories of possible futures the organization might encounter", we as planners are better able to consider which strategic decisions will need to be made to propel the organization into the future they want. Successful scenario building must begin with the identification of **existing** external trends and forces. Once these trends have been identified, we can build scenarios around the different responses the college might take, and in doing so, better position the institution to make the best possible decisions when the time comes.

For the second edition of IMPACT, we have decided to use the Drucker article to engage in some scenario building of our own. Each of the pieces you will find inside was developed by a committee member in response to Drucker's trends. You will note that the five scanning categories we listed in the last IMPACT--society, technology, economy, education, and politics--also appear in our responses to Drucker.

Facts, figures and quotes from the many publications we scan each month will be included in the next edition. Until then, check OCC News (in PROFS) for more scanning abstracts. Enjoy!!

**Drucker's "Knowledge Worker":
Letter from an OCC Student in 2015**

Thank you, OCC, for providing me with a high quality learning environment. I have received all my specialized medical/technical training from OCC. This has allowed me to be a multi-skilled technician within the health care field. Your five and ten year upgrade plans have been particularly beneficial to me.

The career development plan and portfolio have allowed me to move from employer to employer with confidence knowing that my credentials and other portfolio materials were always up to date and available electronically the minute I needed them. Additionally, the feedback from my employers is that they find the partnership with OCC in skill assessment to be particularly useful.

I have appreciated the flexibility in taking some of my coursework through the distance learning media you provide. It has helped me immensely to go at my own pace and be hooked up electronically with my instructors, tutors, educational managers and career specialists. Having come to college underprepared I was concerned about the time and cost of progressing toward my goal. The college assessed me accurately and I was allowed to proceed as quickly as I could demonstrate the necessary skill.

The ability to be in touch with educational coaches and career development specialists on an as-needed bases was critical to me with my work schedule. The testing center staff were also very helpful. They pulled together all the necessary components for me to study and prepare for the international infant sonography certification. They were

also able to work with this international association to allow me to test in OCC's test center for my level 32 exam.

I have every intention of progressing through the next specialty levels of my career through the training programs at OCC. Your up-to-date equipment, high quality instruction, flexible scheduling, and excellent service have given me the confidence and the skills to be a productive worker and citizen. Thank you OCC!

Drucker's Society

In Drucker's discussion of the emerging knowledge society, he predicts that the knowledge workers will be the leading if not ruling class in society. He suggests that these workers will be fundamentally different from any group in history in their characteristics, social positions, values and expectations. Drucker predicts that "education will become the center of the knowledge society, and the school its key institution." He is careful to point out, however, that the school's performance and basic values will be the concern of society as a whole and not considered safely left to the "educators."

Drucker outlines a three sector society in which social sector organizations will form partnerships with public and private sector organizations. He goes on to predict that American education will be impacted by these partnerships, and anticipates a trend toward government sponsored vouchers for the purchase of education at both private and public schools. Issues which are likely to be raised include competition with government, performance definitions, a financial bottom

line for non-profits, and management needs within social sector organizations.

What are the implications for education and community colleges in particular? We will need to explore alternative structures which will allow for partnering and interaction with the public and private sectors as well as other social organizations to prepare our students to be knowledge workers as well as contributing members of their communities. To be competitive in a governmental system which provides vouchers to purchase education, we will need to provide quality education which meets not only the demands of the private sector but also the performance measures dictated by national standards.

Thoughts on Drucker's "School As Society's Center"

Perhaps the most pervasive idea in Drucker's article revolves around the "school as society's center." Positioning OCC as the school at the center of a community--whether geographic or composed of future and current knowledge workers--would require modifications in how we meet challenges and demands, but would allow us to remain the effective center of the new education.

If Drucker's key premises were to prove true, what might OCC's future look like? Extrapolating from Drucker's point that workers will have to work in teams and be affiliated with an organization, OCC could model that "organization." Imagine one centrally-located facility that would serve as clearinghouse for all support services for learners: tuition assistance, around-the-clock

(of at least day and evening) child care, social service providers, bookstore, counseling, LRC facility with electronic retrieval and Internet access, tutoring, and so forth.

Then, consider the integration of traditional general education programs with the hands-on, applied specialty programs into "teams" representing clusters (as defined by any of a number of systems) i.e., health and social services, office and business operations, technical and technological services, math and sciences, the arts, etc. Each "team" would consist of faculty representing all relevant disciplines, as well as the appropriate business, industry, and social service organization personnel. All teaching and learning would be in the context of, and with the application of, the particular cluster. Each team would be housed in its own location (picture "pods") throughout the county, and while some of the learning might take place at that location, much of it will be hands-on though work-based applications involving those businesses and agencies who are represented as part of the team. This would result in cost-effective utilization of machinery and equipment without the problems of duplication and expensive maintenance.

Learners would have access to OCC-provided transportation between all sites: the central "clearinghouse", each "pod", and all work-based sites. The transportation might be as basic as shuttle vans, or it might involve subterranean pneumatic tubes that in just a few seconds can transport individuals from one site to another.

In addition to providing learning experiences to those individuals who are beginning that

education/training (or continuing what was begun at the secondary level) the cluster teams would be contracted to provide existent workplaces with on-site integrated academic/vocational knowledge for current workers who will be continually learning throughout their adult lives.

While these represent sketchy details of a future model, they do begin to respond to some of Drucker's basic premises. If we accept that he "knows whereof he speaks", we as educators would do well to begin to answer!

As always, members of the environmental scanning committee welcome your comments and suggestions. Please feel free to contact any one of us:

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Rhonda Brown	RRBROWN, 7550
Dave Doidge	DADOIDGE, 7707
Ruth Grass	REGGRASS,3125
Caitlin Hawkins	IRSTAFF3, 7746
Dan Jaksen	DAJAKSEN,4458
Helen Kieba	HCKIEBA, 1575
Cheryl Kozell	CAKOZELL , 4406
Marty Orłowski	MAORLOWS, 7746
Karen Pagenette	KJPAGENE, 6787
Kay Palmer	KEPALMER, 7746
Linda Pososki	LLPOSOSK, 7737
David Sam	DASAM, 6609

The following is a selection of some of the comments received in response to the last edition of IMPACT:

The excerpt from IMPACT indeed expresses the reality of the role of faculty and the

institution...Somewhere in the college's mission statement the words "technology based" instructional leadership and support must appear. Effective curriculum change will occur only when disciplines begin to collaborate in the formation of projects that encompass cross discipline benchmarks and team facilitation.

We might need to implement information gathering that does not interfere with pedagogical processes. We must never forget that is why we are here in the first place. Nothing is better than good technique, well implemented, all buzzwords to the contrary.

Bull's eye! Thanks!

Can't agree with you more. I have been watching this coming for years.

How does any public organization, especially in today's budget cutting environment, communicate such complex thoughts? We must remain focused on teaching, serving the student, preparing our students for jobs, yet at the same time we must also keep an eye on the big picture. We are accountable to our students, ourselves, the tax payers, and society as well.

We will continue to place IMPACT as well as the scanning abstracts we use in its development on OCC News (PROFS). To access the abstracts, select BITNET AND COLLEGE NEWS at the PROFS screen, and open occ.scanning.abstracts. If you have questions, please contact the Office of Planning & Analysis (7746).



A Communication on Trends Affecting Education

Vol. 1, No.1 February 1995

Purpose of OCC IMPACT

Environmental scanning is the process of systematically reviewing diverse information sources to determine the impact of external forces on the institution and their implications for the future of the College. Environmental scanning at OCC is directly linked to the development and implementation of the College's biennial strategic plan. Its scope encompasses all aspects of the College's work, serving the academic, administrative, financial and external relations areas.

The purpose of OCC IMPACT is to communicate to the entire OCC community trends in the macroenvironment that constitute threats or opportunities to the College. We do this by reporting new information from the social, technological, economic, educational, and political (STEPP) areas, from local to global levels. In addition, we suggest the implications of these developments for the College and try to identify potential responses. You may not always agree with our analysis but we hope you will find OCC IMPACT stimulates your thinking.

Trends and Implications

The following six trends, their implications, and possible responses were identified through the environmental scanning process. These trends should not be seen as mutually exclusive, but rather as interrelated.

Social

Trend and Implication:

Social polarization is increasing in American society as the gap between the haves and have-nots continues to grow. Issues of health care, education, crime and living standards will continue to present a social and political challenge. In addition, the financial needs of many students are growing at a time when financial resources available to higher education are dwindling. According to a recent Independent Sector survey, however, charitable contributions and volunteerism are on the decline, suggesting that finding answers which address these problems will be difficult.

Likely Response:

- This presents an opportunity for OCC to address specific social needs in Oakland County. One alternative is the development of additional service learning options for OCC students. This would entail identification and utilization of the skills and interests of members of the College community as well as institutional support for community initiatives and partnerships.
- This trend provides additional evidence of the need for creative funding alternatives to meet student needs and maintain access. One alternative would be to examine the cost-effectiveness of the learning experience for the student.

Social polarization is increasing in American society as the gap between the haves and the have-nots continues to grow.

The pervasiveness of technology in society will continue to impact educational institutions in significant ways.

As higher education moves into the second half of the 1990's it may well face a crisis similar to that of the health care industry in the 1980's.

In order to successfully find--and keep--a job in today's competitive market, it will be necessary for employees and those who train them to rethink old notions of employment.

Technology

Trend and Implication:

The pervasiveness of technology in society will continue to impact educational institutions in significant ways, influencing both the needs of our students and the methods available to us in meeting these needs. The amount of information available to students both within and outside the classroom will increase as the means of communication diversify. We are already witnessing the ways in which these changes are affecting everyday life; as their influence continues to grow, we will find that the expectations of our students are changing as well. Technology will enhance our ability to meet these expectations, but will require increased flexibility and responsiveness on the part of the College community in the face of rapid change.

Likely Response:

- By revising our curricula and investing in instructional delivery systems to reflect the needs of learners, we will take the first step in addressing the impact of technology. This may begin with the requirement that all faculty and staff participate in College-sponsored training.
- We will need to remain aware of the possibility of social polarization of those with and without access to new technology and take steps to address this issue.
- Ultimately the impact of technology may require redefinition of the role of faculty and even the institution itself. This re-examination of the traditional role may entail resource-sharing and the formation of partnerships with business and industry.

Economy

Trend and Implication:

In order to successfully find--and keep--work in today's competitive market, it will

be necessary for potential employees and those who train them to re-think old notions of employment. Increasingly, emphasis is on non-traditional jobs in non-traditional settings. For reasons partly related to the economy and partly related to technology, more and more people are working for small businesses, are self-employed, hold multiple jobs, work part-time or work at home. Because many traditional jobs, such as those in middle management positions, no longer exist or have been drastically downsized, there is more competition for existing jobs. The first step toward successful employment will be the acceptance that the traditional model of an upward career path with one company no longer holds true.

Likely Response:

- This trend will impact not only the content of what we teach, but the methods we use. If we are to successfully prepare people for the work place, we will need to emphasize multi-skill training, life long learning and adaptability in our programs and courses. This could be accomplished by increasing experiential learning opportunities, enhancing school-to-work partnerships, and promoting greater coordination of school and work.
- Additionally, we will incorporate personal and career management skills into our curriculum.

Education

Trend and Implication:

As higher education moves into the second half of the 1990's it may well face a crisis similar to that of the health care industry in the 1980's. Increasingly, experts are predicting that higher education will be forced to shift toward a more client-oriented, technologically-based, and learner-directed industry. Those unwilling or unable to make these changes may ultimately lose constituencies and resources. The survivors will be those who are able to abandon the traditional model and adopt in its place the information-based organization. The need

Society is increasingly demanding higher levels of accountability from educational institutions as a result of skepticism about their quality and effectiveness.

for this is already evident in the changing public expectations of higher education, which are creating a broader definition of the student. Increasingly, today's students are not seeking degrees, but are instead looking for specific job-related skill training. Ultimately, this will force us to consider a broader definition of "learner."

For these learners, we will need to consider whether they see themselves as students or as professionals in training. Often, these learners are not the traditional college age, but are coming to higher education after significant work place experience, prior college experience and with varying expectations. They also come with many different levels of academic preparation, and with varied life experiences which the College must be able to address.

Likely Response:

- The changing definition of students should evoke a corresponding change in the way in which they are treated. The student as learner presents a greater challenge to those teaching and to the methods being used. This challenge includes both identifying individual student needs and meeting them effectively.

Political

Trend and Implication:

Society is increasingly demanding higher levels of accountability from educational institutions as a result of skepticism about their quality and effectiveness. Public concern for quality in higher education is on the rise, suggesting that the efforts of those institutions most responsive to the needs of the community will be recognized. The expansion of government inquiry into the activities of higher education will require that individual institutions increase their efforts to demonstrate the effectiveness and quality of their programs. However, many new state and federal mandates related to effectiveness will not be funded, placing a greater financial burden on the institution. As a way of offsetting this burden, some states are beginning to experiment with

performance-based funding formulas.

Likely Response:

- The College will need to place increased emphasis on the design, collection and reporting of institutional data. This will require increased involvement from all members of the College community and may have financial implications.
- Furthermore, the College will need to move beyond its current use of the data to effect change. Increased external scrutiny will require us to remain aware of the activities of other peer institutions.
- In addition, the College must not lose sight of the importance of internal accountability. We should continue to focus attention on the outcomes of the educational process for the learner by emphasizing the competencies.

Trend and Implication:

The traditional modes of higher education financing will continue to be scrutinized. Alternatives such as performance-based funding will require institutions to demonstrate effectiveness in order to maintain funding levels. The reexamination process presents an opportunity for institutions to explore potential sources of support within the private sector. Additionally, the refinancing of higher education implies a greater financial burden on the student. This may increase the polarization between those with financial access and those without, and may increase student concerns about educational quality.

Likely Response:

- Through maintaining personal and business contacts and proactive lobbying, we will have a greater opportunity to influence financial decision-making. The College should also continue to develop relationships with organizations who are potential partners and resource providers.

- In recognition of the increased financial burden on some students, flexible tuition payment options should be explored.

The Scanning Process

The formal scanning process was started at OCC in 1991 to support and validate strategic planning. While the process initially involved more than 70 faculty and staff, the committee structure has recently been streamlined to address concerns about its complexity and the time demands placed on those involved. Currently a core scanning group of twelve faculty and staff meet regularly to actively support the scanning process. On an on-going basis, over eighty publications and other sources of information are scanned and abstracted to identify trends and implications for this newsletter. We encourage all members of the OCC community to read and respond to the content. Please feel free to contact any of the committee members with questions, concerns, or comments.

Because the scanning process is most effective when a variety of sources are used, all members of the OCC community are invited to submit information related to current or upcoming trends. The seminars, workshops, and other professional development events our readers attend are valuable sources of scanning information. Please forward relevant materials to any of the committee members.

Note: Abstracts used in developing OCC Impact are available on-line in OCC News and through the Office of Institutional Planning & Analysis (7746).

Environmental Scanning Coordinating Committee Members:

Carol Brown	7512/CABROWN
Rhonda Brown	7550/RRBROWN
Dave Doidge	7707/DADOIDGE
Ruth Grass	3125/REGRASS
Dan Jaksen	1810/DAJAKSEN
Helen Kieba	1572/HCKIEBA
Cheryl Kozell	4406/CAKOZELL
M. Orłowski	7746/MAORLWS
K. Pagenette	6787/KJPAGENE
Kay Palmer	7746/KEPALMER
Linda Pososki	7737/LLPOSOSK
David Sam	6609/DASAM

Oakland Community College
Graduates Gender
General Studies Graduates Compared to All Other Graduates (Number)
(Academic Year 1988-89 through 1993-94)

Gender	1988-89		1989-90		1990-91		1991-92		1992-93		1993-94	
	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others
Female	87	1,298	84	1,224	93	1,339	108	1,386	119	1,345	103	1,347
Male	59	626	56	605	78	610	83	741	75	737	106	684
Total	146	1,924	140	1,829	171	1,949	191	2,127	194	2,082	209	2,031

Oakland Community College
Graduates Race/Ethnicity
General Studies Graduates Compared to All Other Graduates (Number)
(Academic Year 1988-89 through 1993-94)

Ethnicity	1988-89		1989-90		1990-91		1991-92		1992-93		1993-94	
	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others
White	98	1,426	90	1,364	126	1,440	136	1,571	134	1,603	160	1,638
African American	16	131	18	90	15	127	17	161	30	153	28	153
American Indian	3	4	0	5	3	6	0	7	0	10	3	5
Asian	3	15	1	13	0	23	1	36	1	35	0	34
Hispanic	5	12	1	25	0	25	2	31	3	33	4	26
Total	125	1,588	110	1,497	144	1,621	156	1,806	168	1,834	195	1,856

Oakland Community College
Graduate Transfer Rate
General Studies Graduates Compared to All Other Graduates (Number)
(Academic Year 1988-89 through 1993-94)

	1988-89		1989-90		1990-91		1991-92		1992-93		1993-94	
	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others
Transfer												
To Another College	45	638	59	752	71	740	47	548	36	525	53	451
To OCC	--	--	--	--	--	--	--	--	30	229	30	188
Have Not Transferred	28	344	30	469	49	536	71	818	45	558	43	565
Total	73	982	89	1,221	120	1,276	118	1,366	111	1,312	126	1,204

Oakland Community College
How Well Did OCC Prepare You Academically To Continue Your Education?
General Studies Graduates Compared to All Other Graduates (Number)
(Academic Year 1988-89 through 1993-94)

	1988-89		1989-90		1990-91		1991-92		1992-93		1993-94	
	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others
Academic Preparation												
Excellent	11	136	9	169	11	159	13	193	11	200	16	188
Good	13	265	20	289	25	280	30	317	30	299	47	278
Adequate	9	113	11	119	15	115	2	96	13	113	14	89
Fair	1	42	3	28	3	37	3	26	4	40	2	22
Inadequate	0	8	0	8	0	4	0	12	1	20	0	19
Total	34	564	43	613	54	595	48	644	59	672	79	596

Oakland Community College
Employment Status
General Studies Graduates Compared to All Other Graduates (Number)
(Academic Year 1988-89 through 1993-94)

Employment Status	1988-89		1989-90		1990-91		1991-92		1992-93		1993-94	
	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others
Full-Time	46	564	61	665	70	738	60	727	58	789	82	803
Part-Time	12	224	11	302	16	300	20	266	22	301	15	230
Military	0	1	0	0	0	1	1	3	1	1	1	0
Unemployed	3	36	3	68	11	69	17	191	11	94	9	54
Unemployed, Not Looking	12	156	14	186	23	168	21	177	18	146	22	135
Total	73	981	89	1,221	120	1,276	119	1,364	110	1,331	129	1,222

Oakland Community College
Primary Business Function of Employers
General Studies Graduates Compared to All Other Graduates (Number)
(Academic Year 1988-89 through 1993-94)

Primary Function	1988-89		1989-90		1990-91		1991-92		1992-93		1993-94	
	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others
Manufacturing	11	81	7	103	16	78	6	105	17	155	22	136
General Business	5	57	7	71	11	106	10	75	4	38	7	26
Health Service	4	167	3	129	8	196	11	164	11	253	7	221
Professional Service	4	35	2	22	1	18	2	16	6	45	7	57
Other	2	30	2	31	5	34	3	28	4	53	6	51
Education	2	34	7	59	4	45	1	45	7	67	5	49
Government	3	19	4	26	5	32	4	19	6	35	5	25
Personal and Home Services	1	12	0	27	3	17	0	20	0	14	4	32
Retail	6	82	0	76	5	91	5	85	4	66	4	79
Hospitality	0	0	0	0	0	0	3	17	2	66	3	38
Insurance	2	10	1	28	1	18	0	9	2	18	3	13
Communication	3	15	3	20	1	13	0	11	2	26	2	24
Construction	0	3	0	7	2	4	0	2	2	14	2	11
Finance	4	40	3	49	2	54	2	17	3	53	2	55
Wholesale	1	2	0	1	0	4	0	1	1	13	2	11
Public Safety	0	7	2	13	0	4	0	10	3	19	1	21
Social Service	1	4	4	24	2	21	1	14	1	17	1	10
Utility	0	0	0	0	0	0	0	0	0	7	1	3
Entertainment	1	18	3	32	0	4	0	6	0	17	0	17
Legal Service	1	11	0	11	1	19	1	6	1	18	0	23
Transportation	0	6	1	5	0	11	1	5	0	12	0	23
Total	51	633	49	734	67	769	50	655	76	1,006	84	925

* Rank ordered by 1993-94 AGS data.

Oakland Community College
Job Titles of Graduates*
General Studies Graduates Compared to All Other Graduates (Number)
(Academic Year 1988-89 through 1993-94)

Job Titles	1988-89		1989-90		1990-91		1991-92		1992-93		1993-94	
	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others
Laborer	4	45	3	77	5	52	3	75	7	90	13	63
Administrative	8	79	8	90	5	125	3	60	10	116	12	144
Technician	6	60	8	67	11	71	9	61	5	95	11	91
Executive/Managerial	5	51	3	49	5	45	0	28	6	69	9	61
Other	0	0	0	0	0	0	0	0	5	78	8	78
Sales	3	47	2	64	2	44	11	75	7	72	8	75
Clerical/Office Support	11	124	16	176	14	163	12	167	13	110	6	90
Draftsman/Artistic	1	4	0	11	0	18	1	14	1	23	5	33
Professional	7	64	5	80	14	76	8	72	5	26	5	29
Health Care Support	3	49	2	49	4	62	7	66	10	69	4	67
Precision Production	3	48	5	42	10	56	3	61	6	67	4	36
Education Support	1	12	1	18	1	27	0	15	3	13	3	13
Security/Community	2	10	3	23	0	14	0	16	2	27	3	21
Child Care Provider	1	17	1	17	2	22	0	18	1	26	2	31
Health Care Professional	0	73	3	51	2	104	2	101	1	146	2	117
Counselor/Social Worker	2	28	2	26	5	37	4	45	0	13	0	11
Educator	0	7	0	11	0	7	1	16	0	18	0	15
Total	57	718	62	851	80	923	64	890	82	1,058	95	975

* Rank ordered by 1993-94 AGS Data.

Oakland Community College
Number of Months to Find Employment After Graduation
General Studies Graduates Compared to All Other Graduates (Number)
(Academic Year 1988-89 through 1993-94)

Employment Status at Graduation	1988-89		1989-90		1990-91		1991-92		1992-93		1993-94	
	All		All		All		All		All		All	
	AGS	Others	AGS	Others	AGS	Others	AGS	Others	AGS	Others	AGS	Others
Employed Student	46	584	61	730	76	798	57	676	66	786	78	695
Unemployed Students	11	125	5	138	4	146	9	205	15	225	15	285
Total	57	709	66	868	80	944	66	881	81	1,011	93	980

Oakland Community College
To What Extent Is Your Current Job Related to Your Degree Program?
General Studies Graduates Compared to All Other Graduates (Number)
(Academic Year 1988-89 through 1993-94)

Job Relatedness	1988-89		1989-90		1990-91		1991-92		1992-93		1993-94	
	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others
Highly Related	25	429	26	466	26	528	30	536	9	385	17	398
Somewhat Related	--	--	--	--	--	--	--	--	35	278	40	286
Not At All Related	33	303	41	430	56	432	41	408	37	409	40	332
Total	58	732	67	896	82	960	71	944	81	1,072	97	1,016

Oakland Community College
Did You Try To Find a Job Related To Your Program?*
General Studies Graduates Compared to All Other Graduates (Number)
(Academic Year 1988-89 through 1993-94)

Attempt to Find a Related Job	1988-89		1989-90		1990-91		1991-92		1992-93		1993-94	
	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others
	Yes	4	64	12	107	9	101	6	85	7	101	7
No	26	231	28	298	45	319	35	315	29	312	34	258
Total	30	295	40	405	54	420	41	400	36	413	41	349

* Data reflects those employed in jobs which are "Not at all" related to degree program.

Oakland Community College
Why Didn't You Try to Find a Job Related to Your Degree Program?*
General Studies Graduates Compared to All Other Graduates (Number)
(Academic Year 1988-89 through 1993-94)

Reasons	1988-89		1989-90		1990-91		1991-92		1992-93		1993-94	
	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others
Already Working	10	98	23	146	27	179	17	160	15	149	19	117
Continue Education	10	116	9	135	13	117	15	143	14	152	14	120
Better Paying Job	1	11	1	19	1	9	1	13	1	11	2	17
Feel Not Qualified in the Field	0	12	1	16	3	18	1	10	0	13	2	14
Others	6	34	3	73	5	51	3	41	2	56	2	48
Prefer Another Field	1	10	1	11	2	13	3	15	4	8	2	9
Could Not Find a Job in the Field	0	6	1	4	1	11	0	10	1	8	0	11
Total	28	287	39	404	52	398	40	392	37	397	41	336

* 1. Data reflects those employed in jobs which are "Not at all" related to degree program.
2. Rank ordered by 1993-94 AGS data.

Oakland Community College
Are You Using Knowledge And Skills Gained in Your Degree Program in Your Current Job?
General Studies Graduates Compared to All Other Graduates (Number)
(Academic Year 1988-89 through 1993-94)

Using Knowledge And Skills in Your Current Job?	1988-89		1989-90		1990-91		1991-92		1992-93		1993-94	
	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others
	Yes	39	540	46	631	54	711	51	705	55	745	70
No	18	183	22	255	27	251	21	246	24	324	27	255
Total	57	723	68	886	81	962	72	951	79	1,069	97	1,015

Oakland Community College
Relevance of Educational Experience at OCC in Preparing for Career
General Studies Graduates Compared to All Other Graduates (Number)
(Academic Year 1988-89 through 1993-94)

Relevance of Educational Experience	1988-89		1989-90		1990-91		1991-92		1992-93		1993-94	
	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others
Excellent	7	139	7	151	12	188	9	244	16	274	13	270
Good	37	384	33	450	44	495	41	517	43	530	53	516
Average	12	156	22	236	20	219	20	169	20	224	23	181
Below Average	0	26	2	24	4	22	2	17	1	26	5	24
Poor	0	9	0	9	0	5	0	8	0	8	2	12
Total	56	714	64	870	80	929	72	955	80	1,062	96	1,003

Oakland Community College
Satisfaction with Courses in Major Field of Study
General Studies Graduates Compared to All Other Graduates (Number)
(Academic Year 1988-89 through 1993-94)

Course Satisfaction	1988-89		1989-90		1990-91		1991-92		1992-93		1993-94	
	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others
Very Satisfied	24	337	24	398	39	400	21	391	33	479	40	428
Satisfied	41	523	51	667	65	730	81	848	62	726	74	702
Neutral	6	81	12	96	12	103	14	85	14	95	9	74
Dissatisfied	0	21	1	30	2	20	2	28	0	29	3	14
Very Dissatisfied	1	5	0	8	0	9	1	7	1	5	1	3
Total	72	967	88	1,199	118	1,262	119	1,359	110	1,334	127	1,221

Oakland Community College
Satisfaction with General Education/Support Courses
General Studies Graduates Compared to All Other Graduates (Number)
(Academic Year 1988-89 through 1993-94)

Course Satisfaction	1988-89		1989-90		1990-91		1991-92		1992-93		1993-94	
	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others
Very Satisfied	17	236	16	282	26	299	18	311	31	312	37	297
Satisfied	41	584	59	743	74	770	86	905	64	821	76	756
Neutral	13	127	10	159	17	171	13	127	14	178	14	151
Dissatisfied	1	17	2	9	1	12	2	14	0	20	0	13
Very Dissatisfied	0	3	0	4	0	4	0	2	1	4	0	0
Total	72	967	87	1,197	118	1,256	119	1,359	110	1,335	127	1,217

Oakland Community College
Relevance of Course Work to Everyday Life
General Studies Graduates Compared to All Other Graduates (Number)
(Academic Year 1988-89 through 1993-94)

Relevance of Course Work	1988-89		1989-90		1990-91		1991-92		1992-93		1993-94	
	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others
Very Satisfied	13	181	15	245	13	231	12	200	15	232	14	218
Satisfied	44	500	46	611	71	648	73	837	58	725	78	640
Neutral	14	252	22	304	35	333	31	286	34	321	31	327
Dissatisfied	1	30	4	31	0	32	3	26	2	44	5	23
Very Dissatisfied	0	4	0	7	0	5	0	3	1	10	0	7
Total	72	967	87	1,198	119	1,249	119	1,352	110	1,332	128	1,215

Oakland Community College
Overall Quality Of Teaching
General Studies Graduates Compared to All Other Graduates (Number)
(Academic Year 1988-89 through 1993-94)

Overall Quality of Teaching	1988-89		1989-90		1990-91		1991-92		1992-93		1993-94	
	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others
Very Satisfied	17	254	27	337	34	347	27	400	26	394	36	372
Satisfied	42	540	45	671	65	719	66	778	65	740	70	697
Neutral	13	143	13	149	15	147	20	146	17	166	19	134
Dissatisfied	0	24	1	40	3	36	3	25	2	26	3	15
Very Dissatisfied	0	7	1	5	1	5	1	4	0	5	0	7
Total	72	968	87	1,202	118	1,254	117	1,353	110	1,331	128	1,225

Oakland Community College
Overall Relationship With Faculty
General Studies Graduates Compared to All Other Graduates (Number)
(Academic Year 1988-89 through 1993-94)

Overall Relationship With Faculty	1988-89		1989-90		1990-91		1991-92		1992-93		1993-94	
	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others
Very Satisfied	22	307	25	401	41	384	31	422	28	425	35	358
Satisfied	37	454	39	580	52	633	60	714	60	641	59	623
Neutral	12	179	22	192	23	207	23	188	21	226	27	203
Dissatisfied	0	20	1	23	3	30	4	22	0	28	4	22
Very Dissatisfied	0	5	1	2	0	3	0	6	0	6	0	5
Total	71	965	88	1,198	119	1,257	118	1,352	109	1,326	125	1,211

Oakland Community College
Overall Quality of Education
General Studies Graduates Compared to All Other Graduates (Number)
(Academic Year 1988-89 through 1993-94)

Overall Quality of Education	1988-89		1989-90		1990-91		1991-92		1992-93		1993-94	
	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others
Very Satisfied	16	309	25	388	35	382	34	452	29	410	36	427
Satisfied	47	561	53	707	69	757	70	809	74	822	80	721
Neutral	8	76	9	90	16	113	13	64	6	87	10	61
Dissatisfied	0	20	1	15	0	9	2	18	2	12	2	11
Very Dissatisfied	0	2	0	4	0	3	0	4	0	4	0	1
Total	71	968	88	1,204	120	1,264	119	1,347	111	1,335	128	1,221

Oakland Community College
Overall College Experience
General Studies Graduates Compared to All Other Graduates (Number)
(Academic Year 1988-89 through 1993-94)

Overall College Experience	1988-89		1989-90		1990-91		1991-92		1992-93		1993-94	
	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others	AGS	All Others
Very Satisfied	18	305	25	395	35	403	32	427	31	439	39	387
Satisfied	46	546	50	676	67	730	74	806	72	754	72	730
Neutral	6	106	11	114	15	118	9	93	7	116	13	84
Dissatisfied	1	15	0	18	1	10	2	15	0	19	4	16
Very Dissatisfied	0	1	1	4	0	1	1	4	0	5	0	3
Total	71	973	87	1,207	118	1,262	118	1,345	110	1,333	128	1,220

Oakland Community College
Do You Feel Like You Have Attained Your Short Term Educational Goals?
General Studies Graduates Compared to All Other Graduates (Number)
(Academic Year 1992-93 through 1993-94)

Attained Short Term Educational Goal?	1992-93		1993-94	
	AGS	All Others	AGS	All Others
Yes	101	1,240	117	1,150
No	10	89	11	71
Total	111	1,329	128	1,221

Oakland Community College
Would You Still Choose OCC If Given The Chance To Start Over Again?
General Studies Graduates Compared to All Other Graduates (Number)
(Academic Year 1992-93 through 1993-94)

Would You Still Choose OCC?	1992-93		1993-94	
	AGS	All Others	AGS	All Others
Yes	109	1237	117	1136
No	3	101	12	89
Total	112	1,338	129	1,225

Oakland Community College
Would You Still Choose The Same Program of Study If Given The Chance to Start Over Again?
General Studies Graduates Compared to All Other Graduates (Number)
(Academic Year 1992-93 through 1993-94)

Still Choose Same Program of Study?	1992-93		1993-94	
	AGS	All Others	AGS	All Others
Yes	78	1071	75	974
No	35	252	52	244