Major Highlights

Degree Trends

Profile of AGS Graduates

AGS Graduates Continued
Education

AGS Graduates Employment
Experiences

AGS Graduates Satisfaction

CRC Recommendations

Follow up

Associates in General Studies (AGS) Degree
Major Highlights
May 2007

Overview

The information contained within this binder represents supporting reports and data associated with the CRC's review of the Associates in General Studies degree. These documents are intended to provide a historical perspective, as well as an idea of current and future issues which may impact the short and long term viability of the curriculum.

Major Highlights

- Over the past ten years the number of General Studies degrees has followed a similar pattern as the college-wide trends. In 1998-99 a peak of 249 AGS degrees were awarded. Then with a gradual incline in the number of awards from 2001-02 through 2005-06.

- For the last ten years, the General Studies degree has consistently ranked second highest in the total number of degrees awarded by OCC, with only the Liberal Arts (ALA) degree awarding higher numbers.

In an effort to identify similarities and differences among students who graduate with an AGS degree and other OCC Associate degrees (AAS - Applied Science, ABA – Business Administration, ASC – Science, and ALA – Liberal Arts) a series of analytical procedures were performed on three years (2002-03 through 2004-05) of Graduate Follow-Up Survey information. The following highlights depict similarities and differences in terms of demographics, continued education, employment and satisfaction.

Demographic Characteristics

- Among all degrees at OCC, General Studies graduated the largest percentage of African-American and Native-American students out of any of the ethnicity categories, while graduating the smallest percentage of Non-Resident Aliens.

- General Studies graduates are the oldest group of students among all the degree programs, with an average age of 37 and the median age of 35.

Continued Education

- When asked about continuing their education after receiving their OCC degree, the AGS group most often returned to OCC within six months of graduating, but were among the lowest in attending another college in that same time frame.

- When asked what the primary reason was for returning to OCC for additional courses, the AGS students were the highest percentage in responding to "gain skills to find a job in a field different from their degree or certificate" and also the lowest response to "obtain additional OCC degrees/certificates."

- The same group of respondents was the lowest percentage-wise in returning for the primary reason to "transfer to another institution" or to "advance in their current jobs."

- For those General Studies graduates that recently attended another school/institution since receiving their OCC degree, Oakland University, Wayne State, and Baker College were among the top attended. Furthermore, the area of study most often chosen was Education, Business Administration and Management, and Business/Commerce.

- Whether the General Studies graduate returned to OCC or attended another institution, their self-reported GPA was the lowest among all graduates.

- When asked about several different aspects of continuing their education, General Studies graduates expressed the following opinions:

  o They were among the highest responding that they were very satisfied in obtaining academic transcripts to apply to a new institution.
  o Meanwhile they were among the least satisfied in the number of OCC credits accepted by the most recent institution that they attended.
  o AGS graduates were the least satisfied when it came to the information that was available at OCC on transfer institutions, as well as related program information.
  o They were the least satisfied in the academic preparation that occurred for courses in their major field at their most recent school.

- When asked about their future educational plans, the General Studies graduates were the least concerned with going on to attend a four-year college, while the group had the highest response that they had no plans to continue their education.

Employment

- Approximately, three-quarters of the General Studies graduates were employed either full or part-time six months after graduating. Moreover, nearly 11% of those not employed were also not actively seeking employment.

- General Studies graduates also exhibited the highest percentage of being self-employed.

- When asked if their OCC degree/certificate helped them advance in their current employment, nearly 20% of AGS graduates strongly agreed. Also, less than a quarter of these students strongly agreed that it helped to be better prepared in their current position and that they frequently use this knowledge in their current job. These relatively low percentages may be due to AGS grads being an older group of students that already have established jobs prior to completing their degree.

- General Studies graduates were the second lowest among all graduates in identifying that their current jobs were not highly related to their degree/certificate earned from OCC. Yet the jobs that they were holding had the highest average annual salary among all the graduates and the second highest with a median salary of $32,000. Again, the average age of these students may have some impact on their annual income level.

- When graduates were questioned whether they would choose OCC again, only 53% of the AGS students responded "definitely yes", which was the lowest percentage among all degree recipients, and 8% responded definitely or probably not, which was the highest percentage. In addition, only one in four AGS students would definitely choose the same OCC program of study again, and 40% of these students would probably or definitely not choose the same program of study, which is by far the highest percentage of any of the groups of graduates.

Satisfaction

- Graduates were asked to express their level of satisfaction with various aspects of the college. Major highlights include:

  - AGS students stressed less importance on the courses in their "major field of study" as other graduates, and they were also the least satisfied with their courses.
  - The "overall quality of teaching" was of the least importance among AGS students and again, they were the least satisfied.
  - More than half of the General Studies graduates find that the "overall relationship with faculty" is very important, yet they had the lowest in satisfaction when compared to other graduates.
  - While AGS students were among the top finding "academic advising by counselors" and "career planning services" very important, they were also the most satisfied with both. This is despite the fact that graduates in general are not satisfied with "career planning services" and only 31% of the AGS graduates stated being "very satisfied" with this service.
  - In terms of the "overall quality of education at OCC", AGS graduates placed a relatively low level of importance on this aspect, while they also happen to be among the least satisfied.
  - When asked about the "clarity of program requirements", AGS graduates placed a relatively low level of importance on this matter, and they were also the least satisfied.
  - Similarly, they found the "overall level of their intellectual growth" to be least important, and they were the lowest with satisfaction with only 59% being "very satisfied" with their growth.
  - When graduates were asked about the importance and satisfaction of their "overall experience as an OCC student", this was least important to AGS students, but they were among the most satisfied of all of the graduates.

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Degree Trends Report

General Studies

GEN

2005-06

Oakland Community College
Degree Trends Report
General Studies (GEN)
1996-97 through 2005-06

The Degree Trends Report is developed by the Office of Institutional Research based
on data compiled from official college records which are submitted to the State
of Michigan for the IPEDS (Integrated Post-Secondary Education System) Annual Degrees
Conferred Report. The Degree Trends Report examines trends of OCC degrees,
based on specific programs. The standard format offers information about certificates and
associate degrees awarded. In the event that a given program offers only a
certificate or an associate degree, information describing the other type of award
will not be shown.

Trends over a specified period of time are illustrated by the following graphs for
General Studies (GEN)

- Ten-year trend showing the annual awards conferred in
  General Studies

- Rate of change in annual awards conferred in
  General Studies

- The three-year Moving Mean for annual awards conferred in
  General Studies

- Ten-year trend in awards conferred collegewide.

Questions regarding this report can be forwarded to the Office of Institutional Research
at (248) 341-2123.

Oakland Community College
Associate Degrees and Certificates Awarded
General Studies
1996-97 through 2005-06
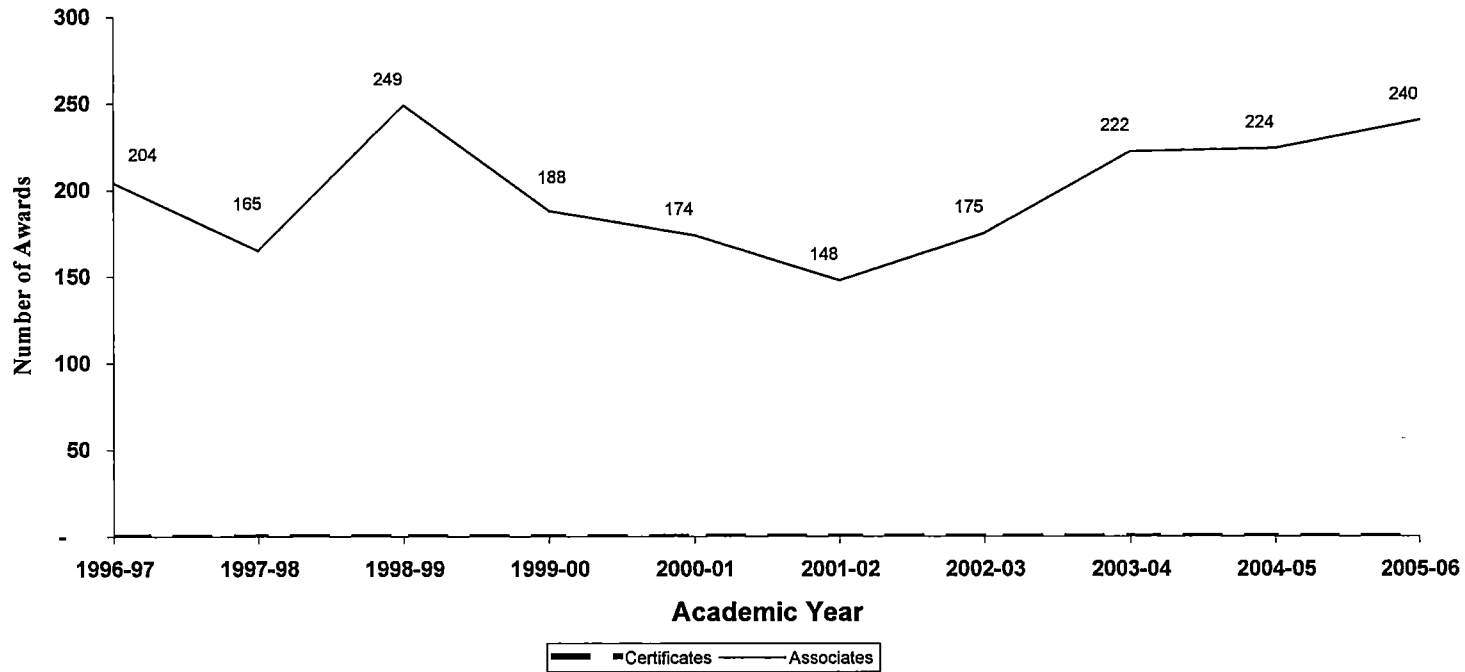
Academic Yr.	Certificates	Associates
1996-97	0	204
1997-98	0	165
1998-99	0	249
1999-00	0	188
2000-01	0	174
2001-02	0	148
2002-03	0	175
2003-04	0	222
2004-05	0	224
2005-06	0	240

2/9/2007

Oakland Community College
Rate of Change in Annual Awards
College-Wide
1996-97 through 2005-06

Associate Degrees

Academic Year, N = Number of Program Degrees

| Collegewide —■— Program Rate of Change |

Certificates

Academic Year, N = Number of Program Certificates

| College-wide —— Program Rate of Change |
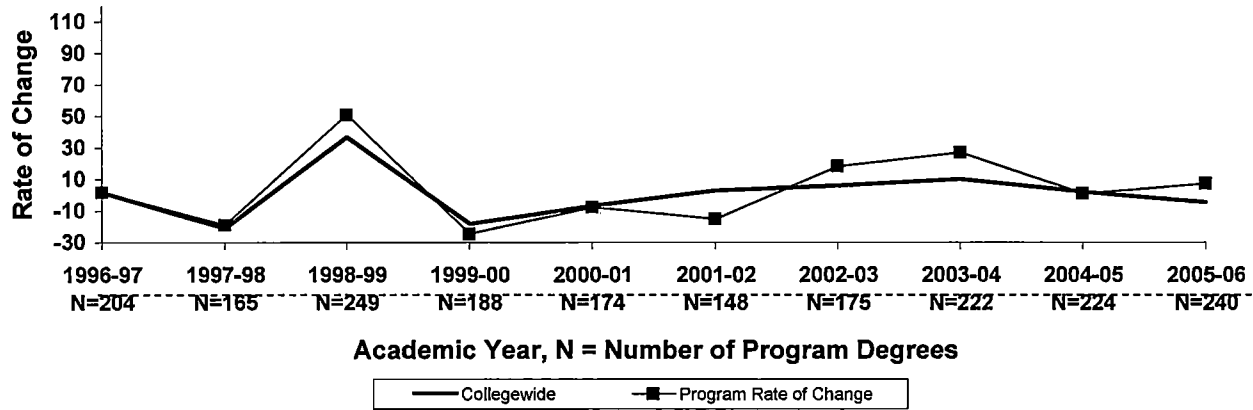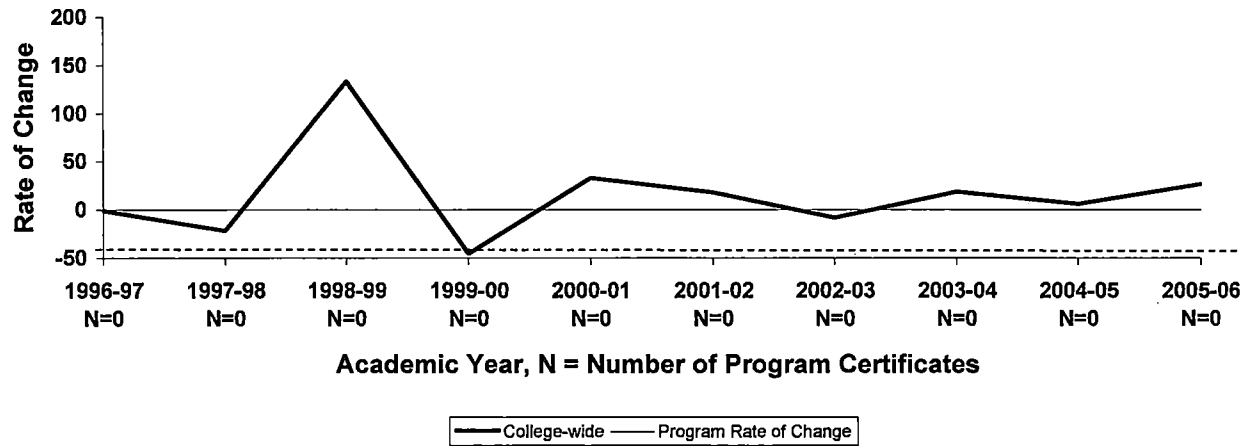
Oakland Community College
Three Year Moving Mean in Annual Awards
General Studies
1996-97 through 2004-05

Associate Degrees

Legend:
- Actual Degrees
- Moving Mean

Y-axis: Associate Degrees Awarded (-, 50, 100, 150, 200, 250, 300)

X-axis (Academic Year): 1996-97, 1997-98, 1998-99, 1999-00, 2000-01, 2001-02, 2002-03, 2003-04, 2004-05

Certificates

Legend:
- Actual Certificates
- Moving Mean

Y-axis: Certificates Awarded (-, 1)

X-axis (Academic Year): 1996-97, 1997-98, 1998-99, 1999-00, 2000-01, 2001-02, 2002-03, 2003-04, 2004-05
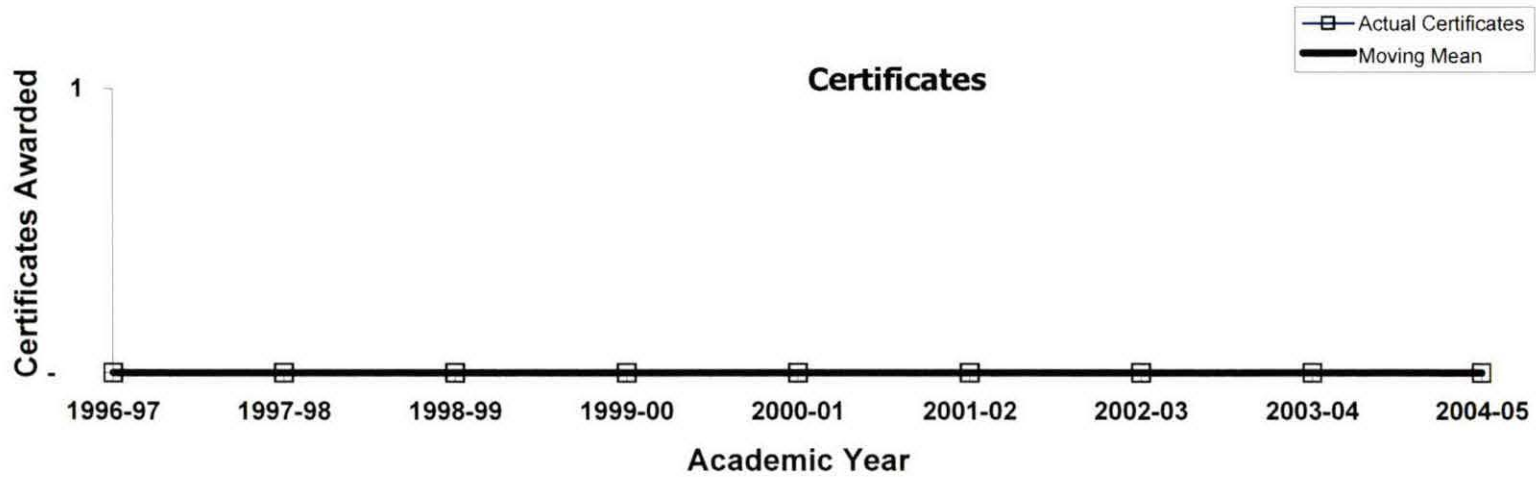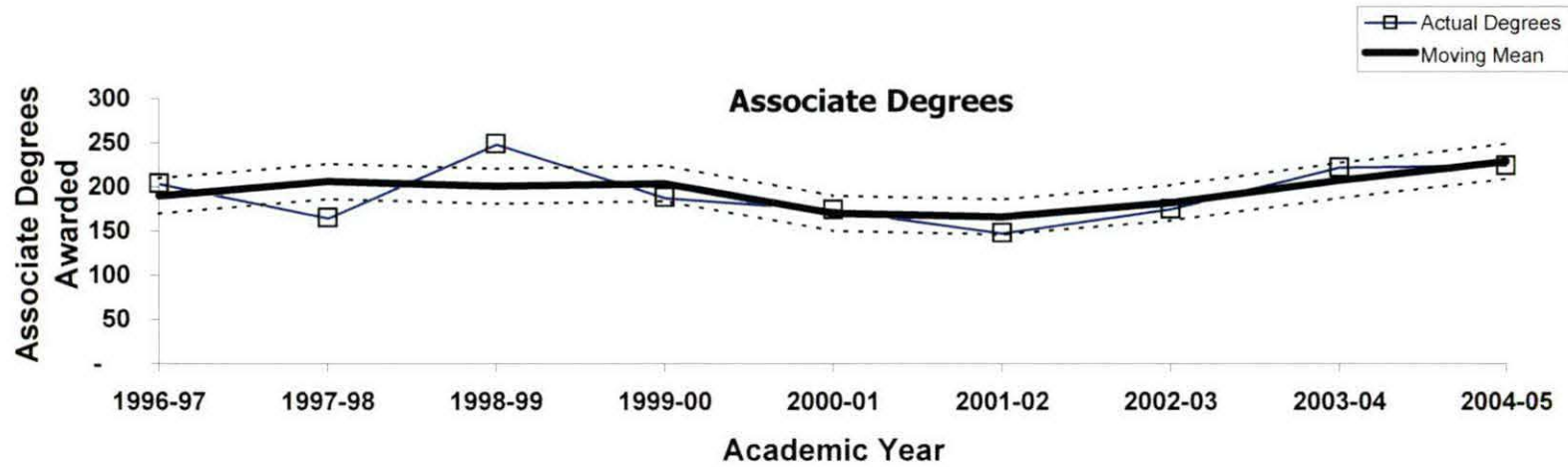
Oakland Community College
Associate Degrees and Certificates Awarded
College-Wide
1996-97 through 2005-06

Number of Awards

Year	Degrees	Certificates
1996-97	1,879	88
1997-98	1,483	69
1998-99	2,028	161
1999-00	1,657	88
2000-01	1,543	117
2001-02	1,592	138
2002-03	1,692	127
2003-04	1,864	151
2004-05	1,908	160
2005-06	1,824	202

Academic Year

—— Certificates ——— Degrees
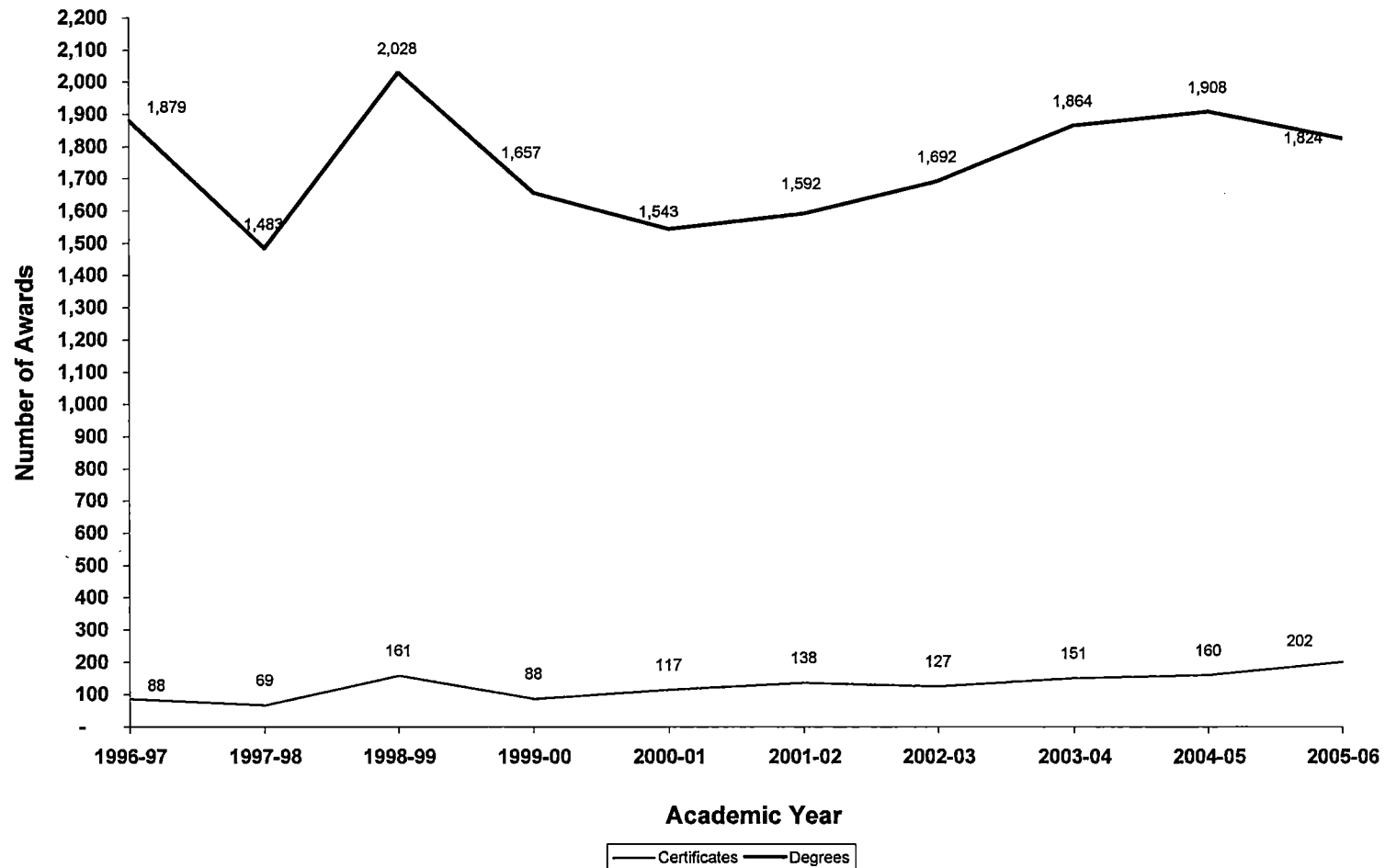
Institutional Research Report

2005-06 Degree/Certificate and Credit Hour Trends
Current, 1 Year, 5 Year, 10 Year Ranking
Issued: November 17, 2006

OAKLAND
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**OAKLAND
COMMUNITY
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2005-06 Degree/Certificate and Credit Hour Trends: Current, One-Year, Five-Year and 10-Year Rankings

Prepared by:
The Office of Institutional Research
November 2006

Executive Summary

Following is the 2005-06 Annual Degree/Certificate and Credit Hour Summary Report. Included in this report are rankings and counts of all associate degrees and certificates awarded, as well as the total number of credit hours generated by course prefix.

This report can be summarized with the following main points:

- The college granted 1,824 associate degrees and 202 certificates during the 2005-06 academic year. Degrees showed a decrease of 4.6%, and certificates awarded increased 26.3% over the previous year.

- Four programs generated more than 100 degrees: Liberal Arts (553), General Studies (240), Business Administration (221), and Nursing (154).

- Certificates were most frequently awarded in Emergency Medical Services Basic EMT (30), Paralegal (29) Medical Assisting, Medical Insurance Coding & Billing (20).

- Over the course of the 2005-6 academic year, OCC provided 487,597 credit hours of coursework. This figure represents an increase of 3.1% in credit hours from the 2004-05 academic year.

- Fifteen course prefixes generated more than 10,000 credit hours:

Course / Program	Total Student Credit Hours
1. Mathematics	59,765
2. English	54,579
3. Biology	28,844
4. Psychology	23,908
5. Computer Info Systems	23,061
6. Business Administration	18,285
7. History	15,886
8. Political Science	15,756
9. English as a Second Language	13,746
10. Accounting	12,990
11. Economics	12,213
12. Physical Education	12,137
13. Art	12,042
14. Humanities	11,058
15. Chemistry	10,304

Oakland Community College
Degrees Awarded
Ranked by Total Degrees Awarded
1995-96 Through 2005-06

Program Code	Program Name	Current Year 2005-06 Degrees Awarded	Ranking	One-Year 2004-05 Degrees Awarded	Ranking	Five-Year 2000-01 Degrees Awarded	Ranking	Ten-Year 1995-96 Degrees Awarded	Ranking
ALA	Liberal Arts	553	1	575	1	512	1	530	1
GEN	General Studies	240	2	224	2	174	2	200	2
BUS	Business Administration	221	3	243	2	190	2	241	2
NUR	Nursing	154	4	151	4	134	4	164	4
ECD	Early Childhood Development	61	5	59	5	45	6	41	9
MHS	Mental Health/Social Work	48	6	52	6	51	5	61	5
ASC	Science	48	6	37	7	34	7	44	7
PLG	Paralegal	42	8	31	10	18	14	42	8
NUR.TPN	NUR Transitional LPN	34	9	33	9	0	68	0	76
ACC	Accounting	33	10	23	13	24	11	46	6
DHY	Dental Hygiene	26	11	28	12	27	8	28	12
CRJ.LAW	Law Enforcement	26	11	35	8	17	16	36	10
CIS.CTS	Computer Tech Specialist Option	20	13	30	11	2	43	0	76
CRJ.SEC	Criminal Justice/Security	19	14	11	27	18	14	31	11
MST	Massage Therapy	15	15	18	16	21	13	0	76
DMS	Diagno. Med Sonography	14	16	14	20	14	18	14	19
CAD.CAE	Computer Aided Engineering Tech Opt.	13	17	21	14	22	12	0	76
RAL	Radiologic Technology	13	17	11	27	6	26	14	19
RSP	Respiratory Therapy	13	17	12	22	6	26	21	16
SUR	Surgical Technology	12	20	12	22	0	68	0	76
INT	Interior Design	11	21	17	17	0	68	0	76
PHT	Photographic Technology	11	21	15	18	6	26	0	76
CAD.VDO	Automotive Body Design Op./CAD	10	23	15	18	25	10	22	14
BIS	Business Information Systems	10	23	9	32	15	17	22	14
CUL	Culinary Arts	9	25	11	27	10	20	24	13
GRD	Graphic Design	9	25	11	27	7	24	0	76
MGT	Mgmt Dev-Business Management	9	25	12	22	5	31	19	17
AUS	Automobile Servicing	8	28	6	37	2	43	1	62
FFT	Fire Fighter Tech.	8	28	6	37	14	18	12	21
CIS.CPA	CIS Computer Programmer/Analyst	6	30	19	15	0	68	0	76
CRJ.CRO	Criminal Justice/Corrections	6	30	12	22	1	52	2	50
HCA	Health Care Administration	6	30	3	48	4	35	6	34
FAV	Liberal Art-Fine Arts (Visual)	6	30	6	37	4	35	2	50
CRJ.PET	Police Evidence Technology	6	30	6	37	3	39	2	50
ELE	Electronics Technology	5	35	4	44	5	31	0	76
LTN	Library Technician	5	35	7	34	8	22	2	50
EGR.PRE	Pre-Engineering	5	35	8	33	10	20	9	25

Oakland Community College
Degrees Awarded
Ranked by Total Degrees Awarded
1995-96 Through 2005-06

Program Code	Program Name	Current Year 2005-06 Degrees Awarded	Current Year 2005-06 Ranking	One-Year 2004-05 Degrees Awarded	One-Year 2004-05 Ranking	Five-Year 2000-01 Degrees Awarded	Five-Year 2000-01 Ranking	Ten-Year 1995-96 Degrees Awarded	Ten-Year 1995-96 Ranking
ROB.AUT	Robotics Tech-Automated Systems	5	35	12	22	8	22	3	44
CIS.SWE	CIS Software Engineering Option	4	39	0	75	0	68	0	76
COS.MGT	Cosmetology-MGT	4	39	6	37	4	35	3	44
ETT	Electrical Trades Technology	4	39	3	48	3	39	1	62
EMT	Emergency Med Technology	4	39	4	44	6	26	12	21
EXS	Exercise Science	4	39	5	43	3	39	6	34
EMS.FFP	Fire Fighter/Paramedic Technology	4	39	0	75	0	68	0	76
GRN	Gerontology	4	39	2	55	4	35	9	25
LAD	Landscape Design	4	39	2	55	0	68	0	76
CAD.MTO	Machine Tool Option/CAD	4	39	7	34	7	24	7	31
MFG	Manufacturing Technology	4	39	7	34	5	31	7	31
MDA	Medical Assisting	4	39	4	44	2	43	8	28
ACH	Architecture	3	50	4	44	0	68	1	62
CIS.SYA	CIS System Analysis Option	3	50	0	75	0	68	0	76
CHT	Computer Hardware Engineering Tech	3	50	6	37	1	52	0	76
LSH	Landscape Horticulture	3	50	10	31	5	31	0	76
MTT.CNC	Machine Tool-Numerical Control	3	50	0	75	0	68	0	76
MGT.AOM	Mgmt Dev-Office Administration	3	50	1	60	6	26	1	62
AVM	Aviation Management Option	2	56	3	48	2	43	3	44
BAT	Broadcast Arts Technology	2	56	1	60	3	39	0	76
CIS.CSU	CIS Computer Support Option	2	56	0	75	0	68	0	76
CNT	Construction Technology Carpenter/Framers	2	56	2	55	0	68	0	76
ENV.HVT	Environmental Sys Tech-Heat, Vent.	2	56	3	48	2	43	6	34
HPT	Hospital Pharmacy Technology	2	56	1	60	1	52	0	76
MET	Medical Records Transcription	2	56	2	55	0	68	11	24
ICM.PRE	Pre-International Commerce	2	56	3	48	2	43	3	44
CIS.THS	Option	1	64	0	75	0	68	0	76
EST	Emergency Services Technology	1	64	0	75	0	68	0	76
IND	Industrial Technology	1	64	0	75	1	52	1	62
MGT.ENO	Mgmt Dev-Small Business	1	64	0	75	1	52	0	76
MGT.CON	Mgt. Dev. - Construction Management	1	64	3	48	0	68	0	76
MUS.PIN	Music Performance/Instrumentatal Option	1	64	0	75	0	68	0	76
ARC	Architectural Engineering	0	70	0	75	0	68	1	62
PHO	Audiovisual Tech Photography	0	70	0	75	0	68	8	28
MSM.MMP	Concentration	0	70	1	60	0	68	0	76
MSM.MMR	Concentration	0	70	1	60	0	68	0	76
AUT	Automotive Tech Engineering	0	70	0	75	0	68	2	50

Oakland Community College
Degrees Awarded
Ranked by Total Degrees Awarded
1995-96 Through 2005-06

Program Code	Program Name	Current Year 2005-06		One-Year 2004-05		Five-Year 2000-01		Ten-Year 1995-96	
		Degrees Awarded	Ranking	Degrees Awarded	Ranking	Degrees Awarded	Ranking	Degrees Awarded	Ranking
AVM.FLT	Aviation Flight Technology	0	70	0	75	1	52	3	44
AVM.MGT	Aviation Management	0	70	0	75	1	52	0	76
TVP	CAT-Television Field Production	0	70	0	75	0	68	1	62
CER	Ceramic Technology	0	70	1	60	0	68	1	62
CLS	Climate Control Systems	0	70	0	75	0	68	2	50
CAT	Communication Arts & Technology	0	70	0	75	0	68	6	34
CAD	Computer Aided Design and Drafting	0	70	0	75	0	68	4	40
CPH	Computer Based Photo Tech.	0	70	0	75	1	52	0	76
CIS	Computer Info Systems	0	70	1	60	26	9	17	18
COS.STY	Cosmetology	0	70	0	75	2	43	2	50
CUL.RMP	CUL-Restaurant Management	0	70	1	60	0	68	0	76
DAT	Data Process Bus. Programming	0	70	0	75	0	68	2	50
DPC	Data Process Computer Science	0	70	0	75	0	68	1	62
DDT	Drafting & Design Tech-Auto Body.	0	70	0	75	0	68	3	44
EGR	Engineering	0	70	0	75	1	52	0	76
ENV.HVA	Environmental Sys Tech-Advanced	0	70	1	60	0	68	1	62
ENV.FAC	Environmental Sys Tech-Facilities	0	70	0	75	1	52	2	50
ENV.SPI	Environmental Sys Tech-Special	0	70	1	60	0	68	1	62
EXE	Executive Secretarial	0	70	0	75	0	68	1	62
EXS.BUS	Exercise Science - Business Option	0	70	2	55	1	52	0	76
CUL.FSM	Food Service Management	0	70	0	75	0	68	6	34
GRA.ADV	Graphics & Comm Art-Adv. Design	0	70	0	75	0	68	12	21
GRA.ILL	Graphics & Comm Art-Illustration	0	70	0	75	1	52	7	31
CUL.HMM	Hotel, Motel Management	0	70	1	60	2	43	4	40
IND.DIM	Industrial Tech: Die Maker	0	70	1	60	0	68	0	76
IND.MIL	Industrial Tech: Millwright	0	70	1	60	0	68	0	76
IND.DID	Industrial Tech-Die Design	0	70	0	75	1	52	0	76
LST	Landscape Technology	0	70	1	60	0	68	9	25
MGT.RFB	Mgmt Dev-Retail Fashion/Buying	0	70	0	75	0	68	1	62
MGT.RET	Mgmt Dev-Retail Management	0	70	0	75	1	52	2	50
MTY	Microprocessor Technology	0	70	0	75	0	68	8	28
MSM.MMT	MSM Multi-Skilled Manufacturing Technology	0	70	3	48	0	68	0	76
NMT	Nuclear Medicine Technology	0	70	1	60	0	68	1	62
NUR.RNE	NUR Nursing 2nd Year Completion	0	70	13	21	0	68	0	76
OIS	Office Information Systems	0	70	0	75	1	52	4	40
NUR.PNE	Practical Nurse Education	0	70	0	75	0	68	2	50
QAT	Quality Assurance Technology	0	70	0	75	0	68	5	39

Oakland Community College
Degrees Awarded
Ranked by Total Degrees Awarded
1995-96 Through 2005-06

Program Code	Program Name	Current Year 2005-06		One-Year 2004-05		Five-Year 2000-01		Ten-Year 1995-96	
		Degrees Awarded	Ranking	Degrees Awarded	Ranking	Degrees Awarded	Ranking	Degrees Awarded	Ranking
DAS	Small Computer System	0	70	0	75	0	68	2	50
VBT	Vehicle Body	0	70	0	75	2	43	4	40
WFT	Welding/Fabrication Technology	0	70	0	75	1	52	0	76
	TOTAL:	1824		1908		1543		1843	

Oakland Community College
Certificates Awarded
Ranked by Total Certificates Awarded
1995-96 through 2005-06

Program Code	Program Name	Current Year 2005-06		One-Year 2004-05		Five-Year 2000-01		Ten-Year 1995-96	
		Certificates Awarded	Ranking	Certificates Awarded	Ranking	Certificates Awarded	Ranking	Certificates Awarded	Ranking
EMS	Achievement	30	1	0	39	0	34	0	35
PLG	Paralegal	29	2	17	1	6	6	0	35
MDA.MIC	Medical Assisting, Medical Insurance Coding & Billing	20	3	13	3	0	34	0	35
NUR.MCL	Modified Career Laddered PN Program	14	4	16	2	1	23	0	35
MDA.PHT	Medical Assisting, Phlebotomy	13	5	9	4	0	34	0	35
AUS	Automobile Servicing	11	6	2	22	1	23	2	15
MST	Massage Therapy	10	7	5	10	10	2	0	35
PHT	Photographic Technology	9	8	4	12	3	9	0	35
CUL.BPA	Baking and Pastry Arts	8	9	9	4	0	34	0	35
MDA	Medical Assisting	8	9	4	12	4	8	3	7
CIS.CPC	Computer Programmer	4	11	8	7	25	1	9	1
FFT	Fire Fighter Tech.	4	11	1	27	2	13	2	15
CAD.LV1	CAD Level I (Fundamentals) Certificate	3	13	9	4	0	34	0	35
MDA.MOC	Medical Assisting, Medical Office Clinical Procedures	3	13	0	39	0	34	0	35
WFT	Welding/Fabrication Technology	3	13	0	39	0	34	0	35
CIS.CTS	Computer Tech Specialist Option	2	16	6	8	3	9	0	35
CRJ.LAW	Law Enforcement	2	16	0	39	0	34	0	35
ENV.HVR	Refrigeration Certificate	2	16	3	16	2	13	0	35
HCA	Health Care Administration	2	16	1	27	0	34	1	20
HPT	Hospital Pharmacy Technology	2	16	4	12	2	13	3	7
MDA.MOA	Procedures, C of A	2	16	5	10	0	34	0	35
MDA.OPA	Medical Assisting, Medical Ophthalmic Assisting	2	16	0	39	0	34	0	35
CAD.LV2	CAD Level II (Intermediate) Certificate	1	23	6	8	0	34	0	35
CAD.MTO	Machine Tool Option/CAD	1	23	1	27	1	23	0	35
CAD.VDO	Automotive Body Design Op./CAD	1	23	2	22	8	3	4	6
CER	Ceramic Technology	1	23	0	39	0	34	0	35
CIS.CSU	CIS Computer Support Option	1	23	0	39	0	34	0	35
CIS.CUC	Computer User Certificate	1	23	3	16	7	5	3	7
CIS.SWE	CIS Software Engineering Option	1	23	0	39	0	34	0	35
CIS.SYS	CIS System Administration	1	23	0	39	0	34	0	35
CIS.WDC	CIS Web Developer	1	23	0	39	0	34	0	35
ENV.HVC	Air Conditioning Certificate	1	23	3	16	1	23	0	35
ENV.HVH	Heating Certificate	1	23	1	27	2	13	0	35
ETT	Electrical Trades Technology	1	23	1	27	1	23	1	20
LSH	Landscape Horticulture	1	23	3	16	0	34	0	35
LST	Landscape Technology	1	23	0	39	6	6	3	7
LTN	Library Technician	1	23	3	16	3	9	3	7

Oakland Community College
Certificates Awarded
Ranked by Total Certificates Awarded
1995-96 through 2005-06

Program Code	Program Name	Current Year 2005-06 Certificates Awarded	Ranking	One-Year 2004-05 Certificates Awarded	Ranking	Five-Year 2000-01 Certificates Awarded	Ranking	Ten-Year 1995-96 Certificates Awarded	Ranking
MET	Medical Records Transcription	1	23	1	27	3	9	3	7
MTT	Machine Tool Technology	1	23	0	39	0	34	0	35
MTT.CNC	Machine Tool-Numerical Control	1	23	0	39	0	34	0	35
ROB.AUT	Robotics Tech-Automated Systems	1	23	2	22	2	13	1	20
ACC	Accounting	0	42	4	12	2	13	2	15
ARE	Automotive Tech Retailing	0	42	0	39	0	34	1	20
AUT	Automotive Tech Engineering	0	42	0	39	0	34	1	20
BIS	Business Information Systems	0	42	2	22	2	13	5	4
CAR.PRT	Certificate	0	42	1	27	0	34	0	35
CHT	Computer Hardware Engineering Tech	0	42	0	39	2	13	0	35
CIM.CID	Computer Integr. Mfg. (CIM)-Design	0	42	0	39	0	34	1	20
CIS.MMC	Multimedia Communication	0	42	3	16	1	23	0	35
CLS	Climate Control Systems	0	42	0	39	0	34	1	20
CUL.BAK	Commercial Cooking & Baking-Cooking	0	42	0	39	1	23	0	35
DRA	Drafting	0	42	1	27	0	34	0	35
ELE	Electronics Technology	0	42	0	39	0	34	6	3
ENV.HVT	Environmental Sys Tech-Heat, Vent.	0	42	0	39	1	23	2	15
EXS	Exercise Science	0	42	2	22	0	34	0	35
FPT	Fluid Power Technology	0	42	0	39	1	23	0	35
GRA.ADV	Graphics & Comm Art-Adv. Design	0	42	0	39	0	34	5	4
GRA.ILL	Graphics & Comm Art-Illustration	0	42	0	39	0	34	1	20
GRN	Gerontology	0	42	0	39	1	23	2	15
IND.DIM	Industrial Tech: Die Maker	0	42	1	27	0	34	0	35
IND.DRD	Industrial Tech: Draftsman Designer	0	42	0	39	0	34	1	20
IND.IST	Industrial Tech: Skilled Trades	0	42	0	39	2	13	9	1
IND.MAC	Industrial Tech: Machinist	0	42	1	27	0	34	0	35
IND.MAR	Industrial Tech: Machine Repair	0	42	0	39	1	23	0	35
IND.STE	Industrial Tech: Stationary Engineer	0	42	0	39	0	34	1	20
IND.TMA	Industrial Tech: Tool Maker	0	42	0	39	2	13	0	35
LAD	Landscape Design	0	42	1	27	0	34	0	35
MEC	Mechanical Design Technology	0	42	0	39	0	34	1	20
MFG	Manufacturing Technology	0	42	0	39	0	34	1	20
MTY	Microprocessor Technology	0	42	0	39	0	34	3	7
NUR.PNE	Practical Nurse Education	0	42	1	27	8	3	0	35
PHO	Audiovisual Tech Photography	0	42	0	39	0	34	1	20
QAT	Quality Assurance Technology	0	42	0	39	0	34	1	20
ROB.RBH	Robotics Tech-Hydromech.	0	42	0	39	0	34	1	20

11/17/2006

Oakland Community College
Certificates Awarded
Ranked by Total Certificates Awarded
1995-96 through 2005-06

Program Code	Program Name	Current Year 2005-06		One-Year 2004-05		Five-Year 2000-01		Ten-Year 1995-96	
		Certificates Awarded	Ranking	Certificates Awarded	Ranking	Certificates Awarded	Ranking	Certificates Awarded	Ranking
VBT	Vehicle Body	0	42	0	39	0	34	3	7
WEL	Welding Technology	0	42	1	27	0	34	2	15
	TOTAL:	202		160		117		89	

Oakland Community College
Student Credit Hours
Ranked by Total Student Credit Hours
1995-96 through 2005-06

Prefix	Description	Current Year 2005-06		One-Year 2004-05		Five-Year 2000-01		Ten-Year 1995-96	
		SCH	Ranking	SCH	Ranking	SCH	Ranking	SCH	Ranking
MAT	Mathematics	59,765	1	60,031	1	63,507	1	64,296	1
ENG	English	54,579	2	52,762	2	44,325	2	53,279	2
BIO	Biology	28,844	3	27,128	3	17,344	5	22,894	4
PSY	Psychology	23,908	4	23,256	4	20,707	4	22,102	5
CIS	Computer Info Systems	23,061	5	21,461	5	37,107	3	29,326	3
BUS	Business Administration	18,285	6	17,444	6	16,325	7	15,204	8
HIS	History	15,886	7	16,346	7	12,899	9	10,757	10
POL	Political Science	15,756	8	16,224	8	14,907	8	15,726	6
ESL	English as a Second Language	13,746	9	13,494	9	16,641	6	4,692	23
ACC	Accounting	12,990	10	13,269	10	12,463	10	15,297	7
ECO	Economics	12,213	11	11,961	12	10,935	13	10,938	9
PER	Physical Education	12,137	12	11,541	13	8,120	16	8,262	16
ART	Art	12,042	13	12,009	11	11,526	12	10,596	11
HUM	Humanities	11,058	14	10,452	14	8,442	14	9,252	14
CHE	Chemistry	10,304	15	9,823	16	8,062	17	10,570	12
SOC	Sociology	9,999	16	10,056	15	8,262	15	9,426	13
NUR	Nursing	9,142	17	6,318	21	5,453	24	9,069	15
SPA	Spanish	8,756	18	8,804	17	7,280	18	5,128	22
PHI	Philosophy	7,122	19	6,585	19	6,204	21	5,850	18
SPE	Speech	6,767	20	6,439	20	5,513	23	5,635	19
PBSV	Public Service (Non-Trad)	6,605	21	6,839	18	0	120	0	115
CRJ	Criminal Justice*	6,389	22	6,193	22	0	120	0	115
PHO	Photography	5,939	23	6,098	23	5,899	22	3,912	26
HEA	Health	5,580	24	4,917	24	2,511	34	3,606	28
PHY	Physics	4,636	25	4,233	25	3,760	26	3,675	27
CUL	Culinary Arts	4,389	26	3,779	26	2,666	32	0	115
MUS	Music	4,371	27	3,621	29	2,620	33	2,162	36
GSC	General Science	4,204	28	3,680	28	3,548	27	3,252	30
ANT	Anthropology	3,405	29	3,363	30	1,806	42	1,641	41
CAD	Computer Aided Design & Drafting	3,194	30	3,740	27	6,813	19	6,811	17
BIS	Bus Info Sys	2,956	31	3,353	31	3,034	29	4,602	24
SSC	Social Science	2,904	32	3,123	32	2,424	35	2,814	33
ECD	Early Childhood Dev.	2,603	33	2,546	33	2,775	31	2,222	35
PLG	Paralegal*	2,524	34	1,972	39	0	120	0	115

Oakland Community College
Student Credit Hours
Ranked by Total Student Credit Hours
1995-96 through 2005-06

Prefix	Description	Current Year 2005-06		One-Year 2004-05		Five-Year 2000-01		Ten-Year 1995-96	
		SCH	Ranking	SCH	Ranking	SCH	Ranking	SCH	Ranking
ATA	Automobile Servicing	2,384	35	2,364	35	904	56	1,352	46
MKT	Marketing	2,373	36	2,349	36	1,959	38	1,893	39
MED	Medical Technology	2,310	37	2,052	38	1,284	50	1,845	40
SLS	Sign Language Studies	2,273	38	1,490	47	537	74	585	73
EMS	Emergency Medical Services	2,243	39	0	128	0	120	0	115
MDA	Medical Assisting	2,184	40	1,450	48	796	58	1,295	50
BUSN	Business (Non-credit)	2,032	41	1,345	50	0	120	0	115
FRE	French	1,936	42	2,308	37	1,956	39	1,956	38
THE	Theatre	1,866	43	1,619	43	1,522	45	1,210	52
JPN	Japanese	1,740	44	1,756	40	608	66	812	67
LST	Landscape Tech	1,519	45	1,665	41	1,914	40	1,348	48
INT	Interior Design	1,490	46	1,538	44	546	72	0	115
MHA	Mental Health	1,474	47	1,648	42	1,368	46	2,132	37
GEO	Geography	1,443	48	1,515	45	969	55	576	74
ARC	Architecture	1,394	49	1,219	54	605	67	1,093	56
CNS	Counseling	1,374	50	944	59	654	63	1,111	55
DHY	Dental Hygiene	1,279	51	1,357	49	1,082	53	1,091	57
GRD	Graphic Design	1,213	52	1,290	52	1,360	47	0	115
GER	German	1,028	53	1,148	55	1,216	52	1,156	53
METT	Mechanical Trades Technologies (Non-Trad)	998	54	381	83	0	120	0	115
DESN	Design Technologies (Non-Trad)	992	55	1,497	46	0	120	0	115
TER	Climate Control Tech	985	56	1,040	56	771	60	852	65
EXL	Exercise Science & Technology	982	57	1,017	57	840	57	878	64
CAR	Collision Auto Repair	972	58	780	63	0	120	0	115
MST	Massage Therapy	962	59	699	69	545	73	0	115
ROB	Robotics Tech	952	60	1,304	51	1,352	48	1,156	53
ITA	Italian	948	61	980	58	712	61	348	85
EDU	Education	888	62	1,221	53	567	70	201	97
DDT	Drafting Design Tech	888	62	825	61	1,809	41	2,904	32
CER	Ceramics	768	64	900	60	1,692	44	1,230	51
ATW	Welding/Fabrication Tech	753	65	555	75	414	81	384	82
FFT	Fire Fighter Technology	744	66	747	66	633	65	1,077	58
RAD	Radiologic Tech	737	67	790	62	450	78	935	62
FSN	Found Stud./Nat.Science	728	68	744	67	416	80	292	91

Oakland Community College
Student Credit Hours
Ranked by Total Student Credit Hours
1995-96 through 2005-06

Prefix	Description	Current Year 2005-06		One-Year 2004-05		Five-Year 2000-01		Ten-Year 1995-96	
		SCH	Ranking	SCH	Ranking	SCH	Ranking	SCH	Ranking
DMS	Diagno. Med Sonography	716	69	755	65	642	64	769	68
ARB	Arabic	676	70	728	68	300	85	0	115
HCA	Health Care Admin.	664	71	666	71	239	89	499	75
RSP	Respiratory Therapy	658	72	762	64	287	87	739	70
SUR	Surgical Technology	637	73	272	90	589	68	0	115
ATM	Machine Tool Tech	589	74	310	87	509	76	921	63
IIC	Indiv. Instruction Center	588	75	568	74	304	84	1,352	46
PHED	Physical Education (Non-Trad)	578	76	457	78	0	120	0	115
FSH	Found Stud./Humanities	556	77	676	70	528	75	1,324	49
HPT	Hospital Pharmacy Tech	542	78	308	88	202	96	394	81
LGAR	Language Arts (Non-Trad)	509	79	459	77	0	120	0	115
EEC	Electrical/Electronics Tech	473	80	607	73	975	54	1,470	42
RUS	Russian	468	81	380	84	228	90	0	115
SFAP	Software Applications (Non-Trad)	435	82	398	81	0	120	0	115
EGR	Pre-Engineering	420	83	462	76	789	59	843	66
HFHD	Home & Family Life/Human Development (Non-Trad)	394	84	417	79	0	120	0	115
GRN	Gerontology	387	85	343	85	171	97	480	77
CSCI	Computer Science (Non-Trad)	380	86	663	72	0	120	0	115
ATF	Fluid Power Tech	336	87	246	97	150	99	171	101
ECT	Computer Hardware Engineering Tech	320	88	244	98	504	77	748	69
AET	Alternative Energy Tech	308	89	252	95	24	117	92	106
APP	Pre-Apprentice	276	90	260	94	278	88	250	94
LIB	Library Tech	264	91	266	92	218	93	339	86
APM	Apprentice Pattern Maker	260	92	115	107	318	83	452	78
AUT	Automotive Tech	256	93	416	80	0	120	0	115
IND	Industrial Sciences	252	94	244	98	147	101	364	83
CGCO	Career Guidance & College Orientation	245	95	336	86	0	120	0	115
ETT	Electrical Trades Tech	231	96	184	103	289	86	320	87
DSB	Dir.Study/Behav/Soc.Sci. Police Academy	222	97	216	101	225	91	261	93
FLT	Aviation Flight Tech	205	98	187	102	328	82	495	76
ELTT	Electrical & Electronic Trades Technologies (Non-Trad)	200	99	0	128	0	120	0	115
CNET	Computer Networks (Non-Trad)	198	100	261	93	0	120	0	115
PSC	Physical Science	164	101	124	106	204	95	200	98
MEC	Mechanical Technology	162	102	270	91	558	71	615	72

Oakland Community College
Student Credit Hours
Ranked by Total Student Credit Hours
1995-96 through 2005-06

Prefix	Description	Current Year 2005-06		One-Year 2004-05		Five-Year 2000-01		Ten-Year 1995-96	
		SCH	Ranking	SCH	Ranking	SCH	Ranking	SCH	Ranking
HLRT	Other Health Related Technologies (Non-Trad)	126	103	252	96	0	120	0	115
EMT	Emergency Med Tech	108	104	2,418	34	1,320	49	1,388	45
DHE	Diesel/Heavy Equipment	100	105	292	89	0	120	0	115
MEST	Mechanical Services Technologies (Non-Trad)	98	106	173	104	0	120	0	115
DEN	Dental Assisting	90	107	87	108	93	106	81	108
WOD	Woodworking	87	108	48	113	93	106	90	107
RET	Retailing	81	109	150	105	39	115	204	96
JOR	Journalism	72	110	0	128	108	104	147	103
APT	Apprentice Tinsmith	60	111	42	117	150	99	320	87
CIM	Computer Integrated Mfg.	40	112	228	100	212	94	184	100
ADT	Automobile Drawing	39	113	54	112	153	98	315	89
WBAP	WEB Applications (Non-Trad)	36	114	47	116	0	120	0	115
ELT	Electronics Tech	33	115	82	109	66	110	351	84
COMM	Communication (Non-Trad)	26	116	25	120	0	120	0	115
APD	Apprentice Drafting	21	117	72	110	99	105	210	95
DENT	Dental Tech	20	118	0	128	0	120	0	115
DIVS	Diversity	19	119	29	118	0	120	0	115
FST	Food Service	18	120	18	121	132	103	2,905	31
MMC	Multi-Media	17	121	9	125	46	112	0	115
PRSN	Personal Interest	11	122	8	126	0	120	0	115
LLSP	Learning Lab Self-Paced Instruction (Non-Trad)	9	123	10	124	0	120	0	115
COM	Communications	6	124	12	123	21	118	272	92
PSRT	Personal Interest Pastry Arts	3	125	0	128	0	120	0	115
CONS	Construction Trades Technologies (Non-Trad)	0	126	382	82	0	120	0	115
TED	Pre-Apprentice Drafting	0	126	66	111	135	102	315	89
QAT	Quality Assurance Tech	0	126	48	113	225	91	408	80
HLED	Health Education (Non-Trad)	0	126	47	115	0	120	0	115
CCM	Concrete Construction Management	0	126	27	119	0	120	0	115
MATH	Mathematics (Non-Trad)	0	126	15	122	0	120	0	115
APS	Apprentice Shop	0	126	3	127	45	113	78	109
PLS	Law Enforcement	0	126	0	128	4,471	25	5,305	21
DRT	Drafting	0	126	0	128	51	111	72	110
IPD	Industrial Prod. Design	0	126	0	128	45	113	0	115
LGL	Legal Assisting	0	126	0	128	661	62	1,396	44

Oakland Community College
Student Credit Hours
Ranked by Total Student Credit Hours
1995-96 through 2005-06

Prefix	Description	Current Year 2005-06 SCH	Ranking	One-Year 2004-05 SCH	Ranking	Five-Year 2000-01 SCH	Ranking	Ten-Year 1995-96 SCH	Ranking
BPI	Business Professional Inst.	0	126	0	128	6,381	20	3,321	29
BTC	Business Technology Center	0	126	0	128	1,219	51	0	115
CEC	Continuing Education	0	126	0	128	569	69	995	60
EPT	Engineering Physical Test	0	126	0	128	0	120	108	104
CSC	Community Service Course	0	126	0	128	2,180	37	4,065	25
FSS	Found Stud./Soc.Science	0	126	0	128	0	120	164	102
FTI	Fire Technical Institute	0	126	0	128	1,728	43	5,371	20
GRA	Graphics	0	126	0	128	0	120	60	111
GCA	Graphics/Commercial Art	0	126	0	128	0	120	1,015	59
ISC	Instructional Sport Camps	0	126	0	128	428	79	447	79
KEH	Kind., Elementary, High Sch	0	126	0	128	85	108	195	99
LSC	Life Science	0	126	0	128	2,360	36	2,316	34
MTS	Manufacturing Technological Ser	0	126	0	128	11,554	11	0	115
PAS	Police Academy Science	0	126	0	128	3,108	28	1,461	43
PCT	Plastics Composite Application	0	126	0	128	0	120	3	113
PPI	Public Professional Inst.	0	126	0	128	2	119	0	114
SAB	Study Abroad	0	126	0	128	36	116	0	115
TEM	Pre-Apprentice Math	0	126	0	128	0	120	99	105
TEP	Technical Apprentice	0	126	0	128	0	120	30	112
VBT	Vehicle Body	0	126	0	128	0	120	978	61
WDS	Workforce Development Services	0	126	0	128	2,805	30	0	115
X..	Pentastar Courses	0	126	0	128	69	109	685	71
	TOTAL:	**487,597**		**472,892**		**453,054**		**451,159**	

2002/03 - 2004/05 Graduates
Gender

	Male	Female
AAS (N = 2108)	27.5%	72.5%
ABA (N = 653)	35.2%	64.8%
AGS (N = 557)	37.3%	62.7%
ALA (N = 1610)	25.3%	74.7%
ASC (N = 153)	48.4%	51.6%

Source: Graduate Follow-Up Survey

2002/03 - 2004/05 Graduates
Ethnicity

	African-American	Asian	Hispanic	Native American	Non-Resident Alien	White
AAS (N = 2011)	14.0%	3.2%	2.3%	0.5%	8.2%	71.8%
ABA (N = 617)	10.9%	2.9%	1.1%	0.5%	16.5%	68.1%
AGS (N = 533)	17.4%	2.4%	1.3%	1.3%	6.6%	70.9%
ALA (N = 1481)	12.2%	1.8%	2.8%	0.5%	8.3%	74.3%
ASC (N = 139)	4.3%	3.6%	2.2%	0.0%	34.5%	55.4%

2002/03 - 2004/05 Graduates
Age

	Mean Age	Median Age
AAS (N = 2119)	35.4922	33.0000
ABA (N = 658)	31.8176	29.0000
AGS (N = 559)	37.0859	35.0000
ALA (N = 1627)	31.3589	28.0000
ASC (N = 153)	30.9150	28.0000

2002/03 - 2004/05 Graduates
Returned to OCC Within 6 Months of Graduating

	Yes	No
AAS (N = 924)	12.2%	87.8%
ABA (N = 279)	23.3%	76.7%
AGS (N = 251)	27.5%	72.5%
ALA (N = 708)	23.0%	77.0%
ASC (N = 73)	20.5%	79.5%

Source: Graduate Follow-Up Survey

2002/03 - 2004/05 Graduates
Attended Another College Within 6 Months of Graduating

	Yes	No
AAS (N = 924)	18.4%	81.6%
ABA (N = 278)	49.3%	50.7%
AGS (N = 251)	29.5%	70.5%
ALA (N = 707)	49.6%	50.4%
ASC (N = 73)	67.1%	32.9%

Source: Graduate Follow-Up Survey

2002/03 - 2004/05 Graduates
Approximate Overall GPA at Most Recent School

	Mean GPA	Median GPA
AAS (N = 182)	3.4359	3.5000
ABA (N = 147)	3.3633	3.4000
AGS (N = 80)	3.2901	3.3000
ALA (N = 353)	3.3705	3.4000
ASC (N = 48)	3.4462	3.5000

Source: Graduate Follow-Up Survey

2002/03 - 2004/05 Graduates
Primary Reason Returned to OCC for Additional Courses

	Personal Enrichment Not Related to Job	Enhance Knowledge or Skills in Current Job	Advance in Current Job	Enable Job in Same Field as Degree or Certificate	Gain Skills to Find Job in Field Different From Degree or Certificate	Transfer to Another Institution	Obtain Additional OCC Degrees or Certificates
AAS (N = 143)	12.6%	9.8%	4.2%	4.9%	8.4%	40.6%	19.6%
ABA (N = 71)	4.2%	1.4%	1.4%	2.8%	4.2%	70.4%	15.5%
AGS (N = 75)	6.7%	5.3%	0.0%	4.0%	16.0%	22.7%	45.3%
ALA (N = 181)	7.7%	2.2%	0.6%	1.7%	12.2%	51.4%	24.3%
ASC (N = 16)	6.3%	6.3%	0.0%	6.3%	0.0%	75.0%	6.3%

Source: Graduate Follow-Up Survey

2002/03 - 2004/05 Graduates
Top 7 Schools/Institutions General Studies Grads Most Recently Attended

School/Institution	Number of Students
Oakland University	16
Wayne State University	13
Baker College	9
Eastern Michigan University	8
Central Michigan University	6
University of Michigan-Dearborn	3
University of Michigan, Unspecified Campus	3

Source: Graduate Follow-Up Survey

2002/03 - 2004/05 Graduates
Top 8 Areas of Study for General Studies Grads at Most Recent School/Institution

Area of Study	Number of Students
Education, General	6
Business Administration and Management, General	6
Business/Commerce, General	5
General Studies	4
Health/Health Care Administration/Management	4
Nursing/Registered Nurse (RN, ASN, BSN, MSN)	4
Psychology, General	3
Social Work	3

Source: Graduate Follow-Up Survey

2002/03 - 2004/05 Graduates
Satisfaction in Obtaining Academic Transcripts to Apply to New Institution

	Very Satisfied	Somewhat Satisfied
AAS (N = 221)	71.0%	14.9%
ABA (N = 159)	66.0%	27.0%
AGS (N = 88)	68.2%	22.7%
ALA (N = 396)	66.9%	20.7%
ASC (N = 54)	64.8%	33.3%

Source: Graduate Follow-Up Survey

2002/03 - 2004/05 Graduates
Satisfaction in Number of OCC Credits Accepted by Most Recent Institution

	Very Satisfied	Somewhat Satisfied
AAS (N = 219)	56.2%	21.5%
ABA (N = 159)	72.3%	19.5%
AGS (N = 85)	57.6%	27.1%
ALA (N = 395)	61.5%	25.6%
ASC (N = 54)	64.8%	25.9%

Source: Graduate Follow-Up Survey

2002/03 - 2004/05 Graduates
Satisfaction in Information Available at OCC About Schools to Transfer

	Very Satisfied	Somewhat Satisfied
AAS (N = 219)	45.7%	26.9%
ABA (N = 159)	56.0%	25.2%
AGS (N = 85)	40.0%	32.9%
ALA (N = 398)	50.5%	30.9%
ASC (N = 54)	55.6%	25.9%

Source: Graduate Follow-Up Survey

2002/03 - 2004/05 Graduates
Satisfaction in Information Available at OCC About Programs to Transfer

	Very Satisfied	Somewhat Satisfied
AAS (N = 220)	43.2%	27.3%
ABA (N = 159)	44.0%	32.7%
AGS (N = 84)	36.9%	32.1%
ALA (N = 396)	38.6%	35.4%
ASC (N = 54)	48.1%	35.2%

Source: Graduate Follow-Up Survey

2002/03 - 2004/05 Graduates
Satisfaction in Information Provided by OCC Counselors About Transfer Options

	Very Satisfied	Somewhat Satisfied
AAS (N = 220)	40.9%	25.9%
ABA (N = 159)	44.7%	30.2%
AGS (N = 85)	43.5%	20.0%
ALA (N = 397)	43.1%	31.5%
ASC (N = 54)	50.0%	27.8%

Source: Graduate Follow-Up Survey

2002/03 - 2004/05 Graduates
Satisfaction in Information Provided by Faculty About Transfer Options

	Very Satisfied	Somewhat Satisfied
AAS (N = 220)	36.8%	30.0%
ABA (N = 159)	32.1%	32.7%
AGS (N = 85)	35.3%	20.0%
ALA (N = 396)	27.8%	34.3%
ASC (N = 54)	29.6%	33.3%

Source: Graduate Follow-Up Survey

2002/03 - 2004/05 Graduates
Satisfaction in Transfer Option Info Provided at OCC by Reps From Other Institutions

	Very Satisfied	Somewhat Satisfied
AAS (N = 219)	28.8%	29.2%
ABA (N = 159)	31.4%	34.0%
AGS (N = 85)	28.2%	20.0%
ALA (N = 397)	29.7%	29.0%
ASC (N = 53)	30.2%	28.3%

Source: Graduate Follow-Up Survey

2002/03 - 2004/05 Graduates
Satisfaction With Academic Preparation for Gen Ed Courses at Most Recent School

	Very Satisfied	Somewhat Satisfied
AAS (N = 222)	50.9%	29.7%
ABA (N = 158)	53.2%	34.8%
AGS (N = 86)	55.8%	31.4%
ALA (N = 398)	61.3%	28.9%
ASC (N = 54)	83.3%	13.0%

Source: Graduate Follow-Up Survey

2002/03 - 2004/05 Graduates
Satisfaction With Academic Prep for Couses in Major Field at Most Recent School

	Very Satisfied	Somewhat Satisfied
AAS (N = 221)	61.1%	24.4%
ABA (N = 158)	54.4%	35.4%
AGS (N = 86)	46.5%	27.9%
ALA (N = 399)	51.6%	30.3%
ASC (N = 54)	57.4%	37.0%

Source: Graduate Follow-Up Survey

2002/03 - 2004/05 Graduates
Satisfaction With Prep for Level of Difficulty of Course Material at Most Recent School

	Very Satisfied	Somewhat Satisfied
AAS (N = 221)	50.7%	37.1%
ABA (N = 158)	46.2%	38.0%
AGS (N = 85)	51.8%	37.6%
ALA (N = 399)	46.4%	39.6%
ASC (N = 54)	55.6%	33.3%

Source: Graduate Follow-Up Survey

2002/03 - 2004/05 Graduates
Satisfaction With Prep for Workload Expectations of Courses at Most Recent School

	Very Satisfied	Somewhat Satisfied
AAS (N = 222)	55.0%	30.2%
ABA (N = 155)	47.7%	34.8%
AGS (N = 86)	59.3%	30.2%
ALA (N = 398)	45.7%	36.4%
ASC (N = 54)	57.4%	29.6%

Source: Graduate Follow-Up Survey

2002/03 - 2004/05 Graduates
Future Educational Plans

	Attend a 4-Year College	Attend a 2-Year College	Attend Non-Credit Professional Development Courses/ Workshops	No Plans to Continue Education	Other
AAS (N = 576)	43.6%	9.5%	13.5%	22.0%	11.3%
ABA (N = 85)	47.1%	11.8%	7.1%	20.0%	14.1%
AGS (N = 89)	39.3%	12.4%	7.9%	29.2%	11.2%
ALA (N = 187)	65.8%	11.2%	3.2%	11.8%	8.0%
ASC (N = 8)	50.0%	25.0%	25.0%	0.0%	0.0%

Source: Graduate Follow-Up Survey

2002/03 - 2004/05 Graduates
Employment Status Within 6 Months After Graduating

	Self-Employed	Employed Full-Time	Employed Part-Time	Employed Full-Time in Military Service	Unemployed and Seeking Employment	Not Employed and Not Seeking Employment
AAS (N = 920)	4.9%	64.5%	21.2%	0.2%	7.0%	4.6%
ABA (N = 280)	5.0%	55.0% ·	21.8%	0.7%	6.1%	12.5%
AGS (N = 250)	9.6%	48.8%	25.2%	0.4%	6.4%	11.2%
ALA (N = 706)	3.0%	41.8%	34.7%	0.4%	5.5%	15.4%
ASC (N = 73)	2.7%	35.6%	34.2%	0.0%	6.8%	20.5%

2002/03 - 2004/05 Graduates
OCC Degree/Certificate Helped Advancement in Current Employment

	Strongly Agree	Somewhat Agree
AAS (N = 807)	44.5%	20.3%
ABA (N = 217)	16.6%	29.5%
AGS (N = 195)	19.5%	17.4%
ALA (N = 528)	9.8%	18.9%
ASC (N = 48)	10.4%	25.0%

Source: Graduate Follow-Up Survey

2002/03 - 2004/05 Graduates
OCC Degree/Certificate Helped to Be Better Prepared in Current Position

	Strongly Agree	Somewhat Agree
AAS (N = 809)	56.7%	21.5%
ABA (N = 218)	23.4%	43.6%
AGS (N = 197)	23.9%	26.9%
ALA (N = 527)	17.3%	27.1%
ASC (N = 48)	16.7%	22.9%

Source: Graduate Follow-Up Survey

2002/03 - 2004/05 Graduates
Frequently Use OCC Degree/Certificate Knowledge in Current Job

	Strongly Agree	Somewhat Agree
AAS (N = 810)	62.0%	20.4%
ABA (N = 218)	25.2%	43.6%
AGS (N = 199)	22.1%	34.2%
ALA (N = 529)	17.6%	33.6%
ASC (N = 48)	25.0%	22.9%

Source: Graduate Follow-Up Survey

2002/03 - 2004/05 Graduates
Extent to Which Job is Related to OCC Degree/Certificate

	Highly Related	Somewhat Related
AAS (N = 812)	66.6%	15.5%
ABA (N = 220)	23.6%	45.9%
AGS (N = 193)	10.4%	36.8%
ALA (N = 529)	8.1%	25.9%
ASC (N = 47)	14.9%	27.7%

Source: Graduate Follow-Up Survey

2002/03 - 2004/05 Graduates
Annual Salary

	Mean Salary	Median Salary
AAS (N = 664)	$33,987.44	$34,000.00
ABA (N = 169)	$32,596.17	$30,000.00
AGS (N = 135)	$34,165.07	$32,000.00
ALA (N = 403)	$25,042.67	$22,000.00
ASC (N = 34)	$22,647.06	$20,000.00

Source: Graduate Follow-Up Survey

2002/03 - 2004/05 Graduates
Choose OCC Again

	Definitely Yes	Probably Yes	Probably Not	Definitely Not
AAS (N = 926)	56.9%	36.7%	5.0%	1.4%
ABA (N = 282)	59.2%	35.1%	4.6%	1.1%
AGS (N = 251)	52.6%	39.4%	5.6%	2.4%
ALA (N = 707)	57.7%	34.9%	5.1%	2.3%
ASC (N = 73)	61.6%	34.2%	2.7%	1.4%

Source: Graduate Follow-Up Survey

2002/03 - 2004/05 Graduates
Choose the Same OCC Program of Study

	Definitely Yes	Probably Yes	Probably Not	Definitely Not
AAS (N = 927)	56.6%	23.8%	13.9%	5.6%
ABA (N = 280)	41.8%	40.7%	15.4%	2.1%
AGS (N = 250)	25.2%	34.8%	33.2%	6.8%
ALA (N = 704)	34.9%	33.8%	22.3%	8.9%
ASC (N = 73)	46.6%	37.0%	16.4%	0.0%

Source: Graduate Follow-Up Survey

2002/03 - 2004/05 Graduates
Importance and Satisfaction of Courses in Major Field of Study

	Importance			Satisfaction	
	Very	Somewhat		Very	Somewhat
AAS (N = 919)	87.7%	7.2%		72.7%	24.0%
ABA (N = 281)	81.1%	14.9%		64.6%	32.9%
AGS (N = 248)	65.3%	21.0%		54.4%	37.5%
ALA (N = 705)	65.1%	23.8%		54.7%	34.7%
ASC (N = 73)	82.2%	13.7%		67.1%	30.1%

Source: Graduate Follow-Up Survey

2002/03 - 2004/05 Graduates
Importance and Satisfaction of General Education/Support Courses

	Importance			Satisfaction	
	Very	Somewhat		Very	Somewhat
AAS (N = 914)	43.8%	44.4%		50.2%	42.7%
ABA (N = 281)	49.1%	41.6%		54.7%	41.0%
AGS (N = 248)	51.2%	37.1%		59.4%	36.5%
ALA (N = 702)	55.6%	33.6%		59.8%	33.9%
ASC (N = 73)	50.7%	39.7%		55.6%	41.7%

Source: Graduate Follow-Up Survey

2002/03 - 2004/05 Graduates
Importance and Satisfaction of Relevance of Course Work to Everyday Life

	Importance			Satisfaction	
	Very	Somewhat		Very	Somewhat
AAS (N = 911)	59.9%	31.4%		49.8%	41.8%
ABA (N = 279)	52.7%	36.2%		37.3%	51.6%
AGS (N = 247)	44.5%	38.9%		40.0%	47.3%
ALA (N = 699)	41.5%	42.1%		36.0%	50.6%
ASC (N = 73)	38.4%	49.3%		41.1%	46.6%

Source: Graduate Follow-Up Survey

2002/03 - 2004/05 Graduates
Importance and Satisfaction of Overall Quality of Teaching

	Importance			Satisfaction	
	Very	Somewhat		Very	Somewhat
AAS (N = 919)	86.7%	8.9%		61.8%	33.4%
ABA (N = 281)	85.4%	11.7%		58.0%	36.3%
AGS (N = 245)	80.4%	13.9%		53.4%	39.4%
ALA (N = 702)	84.3%	11.0%		61.9%	31.3%
ASC (N = 72)	93.1%	6.9%		70.8%	29.2%

2002/03 - 2004/05 Graduates
Importance and Satisfaction of Overall Relationship With Faculty

	Importance			Satisfaction	
	Very	Somewhat		Very	Somewhat
AAS (N = 916)	63.5%	28.1%		58.0%	34.9%
ABA (N = 281)	58.4%	33.1%		58.2%	33.6%
AGS (N = 247)	58.7%	31.2%		54.8%	37.9%
ALA (N = 702)	60.0%	30.6%		56.5%	35.7%
ASC (N = 71)	67.6%	25.4%		67.1%	31.5%

Source: Graduate Follow-Up Survey

2002/03 - 2004/05 Graduates
Importance and Satisfaction of Out of Class Access to Faculty

	Importance			Satisfaction	
	Very	Somewhat		Very	Somewhat
AAS (N = 916)	54.6%	30.9%		50.3%	37.1%
ABA (N = 282)	51.8%	31.2%		45.9%	40.2%
AGS (N = 246)	50.8%	33.7%		46.3%	37.0%
ALA (N = 701)	51.8%	35.1%		47.5%	39.3%
ASC (N = 73)	43.8%	42.5%		52.1%	31.5%

Source: Graduate Follow-Up Survey

2002/03 - 2004/05 Graduates
Importance and Satisfaction of Academic Advising By Counselors

	Importance			Satisfaction	
	Very	Somewhat		Very	Somewhat
AAS (N = 921)	60.6%	27.0%		43.6%	34.6%
ABA (N = 280)	68.6%	24.3%		48.2%	28.9%
AGS (N = 246)	69.1%	22.8%		53.8%	28.5%
ALA (N = 703)	73.0%	18.3%		48.4%	31.0%
ASC (N = 72)	68.1%	23.6%		43.8%	30.1%

Source: Graduate Follow-Up Survey

2002/03 - 2004/05 Graduates
Importance and Satisfaction of Career Planning Services

	Importance			Satisfaction	
	Very	Somewhat		Very	Somewhat
AAS (N = 915)	45.4%	23.2%		25.0%	30.1%
ABA (N = 281)	50.2%	21.7%		23.7%	25.1%
AGS (N = 246)	49.2%	19.5%		31.2%	23.5%
ALA (N = 701)	48.9%	22.1%		23.8%	28.2%
ASC (N = 73)	38.4%	27.4%		23.6%	27.8%

Source: Graduate Follow-Up Survey

2002/03 - 2004/05 Graduates
Importance and Satisfaction of Quality of Internships/Practical Experiences

	Importance			Satisfaction	
	Very	Somewhat		Very	Somewhat
AAS (N = 917)	61.3%	12.3%		44.0%	21.0%
ABA (N = 282)	27.7%	15.2%		10.0%	14.7%
AGS (N = 246)	28.9%	13.8%		17.0%	19.5%
ALA (N = 696)	26.9%	13.1%		11.4%	14.2%
ASC (N = 73)	28.8%	12.3%		13.9%	12.5%

Source: Graduate Follow-Up Survey

2002/03 - 2004/05 Graduates
Importance and Satisfaction of Overall Quality of Education

	Importance			Satisfaction	
	Very	Somewhat		Very	Somewhat
AAS (N = 920)	90.7%	5.3%		72.4%	24.1%
ABA (N = 281)	92.5%	5.3%		65.1%	31.7%
AGS (N = 246)	85.4%	9.8%		68.7%	29.3%
ALA (N = 702)	89.6%	6.1%		69.9%	26.0%
ASC (N = 72)	94.4%	5.6%		76.7%	23.3%

Source: Graduate Follow-Up Survey

2002/03 - 2004/05 Graduates
Importance and Satisfaction of Clarity of Program Requirements

	Importance			Satisfaction	
	Very	Somewhat		Very	Somewhat
AAS (N = 915)	82.3%	13.1%		64.4%	28.8%
ABA (N = 282)	83.7%	14.2%		69.6%	26.8%
AGS (N = 247)	78.1%	17.8%		53.4%	36.0%
ALA (N = 698)	80.5%	13.9%		59.3%	31.2%
ASC (N = 73)	84.9%	15.1%		65.3%	29.2%

Source: Graduate Follow-Up Survey

2002/03 - 2004/05 Graduates
Importance and Satisfaction of Overall Level of Intellectual Growth

	Importance			Satisfaction	
	Very	Somewhat		Very	Somewhat
AAS (N = 918)	80.2%	14.6%		67.9%	28.6%
ABA (N = 282)	79.4%	17.4%		59.1%	38.1%
AGS (N = 246)	78.0%	15.9%		58.5%	38.3%
ALA (N = 701)	82.5%	12.7%		64.2%	30.6%
ASC (N = 73)	86.3%	12.3%		68.1%	29.2%

Source: Graduate Follow-Up Survey

2002/03 - 2004/05 Graduates
Importance and Satisfaction of Overall Experience As An OCC Student

	Importance			Satisfaction	
	Very	Somewhat		Very	Somewhat
AAS (N = 816)	70.8%	22.1%		67.6%	28.5%
ABA (N = 252)	72.6%	23.0%		68.7%	28.8%
AGS (N = 209)	67.9%	26.3%		70.4%	26.0%
ALA (N = 617)	72.1%	20.6%		70.3%	24.3%
ASC (N = 64)	79.7%	20.3%		76.4%	22.2%

Source: Graduate Follow-Up Survey

2002/03 - 2004/05 Graduates
Importance and Satisfaction of Quality of Classroom Facilities

	Importance			Satisfaction	
	Very	Somewhat		Very	Somewhat
AAS (N = 893)	65.6%	28.3%		57.1%	35.7%
ABA (N = 277)	64.6%	31.0%		57.8%	39.7%
AGS (N = 242)	63.6%	28.9%		58.6%	34.9%
ALA (N = 683)	62.1%	30.3%		60.7%	34.4%
ASC (N = 72)	54.2%	41.7%		63.0%	31.5%

2002/03 - 2004/05 Graduates
Importance and Satisfaction of Ease of General Registration Process

	Importance			Satisfaction	
	Very	Somewhat		Very	Somewhat
AAS (N = 920)	71.5%	22.7%		68.1%	24.9%
ABA (N = 282)	74.5%	19.9%		73.8%	19.5%
AGS (N = 247)	74.5%	18.6%		68.5%	25.4%
ALA (N = 702)	70.7%	23.8%		67.4%	25.4%
ASC (N = 73)	61.6%	37.0%		69.9%	23.3%

Source: Graduate Follow-Up Survey

2002/03 - 2004/05 Graduates
Importance and Satisfaction of Desired Classes Offered At Convenient Times

	Importance			Satisfaction	
	Very	Somewhat		Very	Somewhat
AAS (N = 920)	80.8%	14.3%		48.6%	38.4%
ABA (N = 282)	88.3%	8.9%		59.4%	29.9%
AGS (N = 246)	83.3%	11.4%		47.8%	41.4%
ALA (N = 699)	84.4%	11.0%		49.9%	38.6%
ASC (N = 72)	83.3%	15.3%		65.8%	27.4%

Source: Graduate Follow-Up Survey

2002/03 - 2004/05 Graduates
Importance and Satisfaction of Attitude of Non-Teaching Staff Toward Students

	Importance			Satisfaction	
	Very	Somewhat		Very	Somewhat
AAS (N = 920)	80.4%	14.2%		57.3%	34.1%
ABA (N = 282)	77.3%	18.8%		57.1%	35.8%
AGS (N = 247)	79.8%	15.0%		59.3%	35.1%
ALA (N = 697)	81.1%	14.1%		56.1%	36.7%
ASC (N = 73)	82.2%	16.4%		67.1%	30.1%

Source: Graduate Follow-Up Survey

2002/03 - 2004/05 Graduates
Importance and Satisfaction of Quality of OCC Library Facilities

	Importance			Satisfaction	
	Very	Somewhat		Very	Somewhat
AAS (N = 919)	63.3%	25.0%		62.6%	26.9%
ABA (N = 282)	62.4%	27.7%		59.8%	29.5%
AGS (N = 247)	64.0%	22.7%		63.1%	26.5%
ALA (N = 701)	63.3%	27.1%		60.2%	29.9%
ASC (N = 72)	63.9%	31.9%		68.5%	26.0%

Source: Graduate Follow-Up Survey

2002/03 - 2004/05 Graduates
Importance and Satisfaction of Quality of OCC Computer Facilities

	Importance			Satisfaction	
	Very	Somewhat		Very	Somewhat
AAS (N = 918)	66.2%	21.2%		62.9%	25.7%
ABA (N = 280)	66.4%	26.8%		63.7%	27.0%
AGS (N = 247)	64.8%	19.8%		61.4%	24.9%
ALA (N = 699)	64.2%	24.0%		60.0%	26.6%
ASC (N = 73)	68.5%	23.3%		69.9%	20.5%

Source: Graduate Follow-Up Survey

OAKLAND COMMUNITY COLLEGE

General Studies Degree review
Charlie Kurzer – Counseling faculty
June 1, 2007

CRC Recommendations:

- The Associates in General Studies Degree should require the same academic level of course-work to meet the Communications/English requirement. Courses such as ENG 1055 should be excluded from meeting the requirement.
- CRC supports the recommendation to have Mathematics/Science requirements for the General Studies Degree the same as the Associates of Applied Science Degree.
- CRC supports the recommendation that if there is a consideration for Mathematics as a separate degree requirement, then technical and apprentice Mathematics be considered.
- CRC supports the recommendation that the Mathematics/Science Degree requirements be met with 3 credits of science not only taken from the General Education distribution list so students might include BIO 1600 or 2630and 2640 (4 credits not on distribution list). Catalogue statement might read," This area is defined as courses on the Mathematics/Natural Science General Education Distribution list or any other course(s) with the same prefix as BIO, CHE, FSN, GSC, PHY, or PSC."
- Associates in General Studies might be a degree which houses credit from outside agencies such as Department of Labor/Journeyman's card, State licensure as cosmetology, etc., or experiential learning credit.
- CRC supports the recommendation to allow students to create a "personalized concentration" (maybe 10 credits in a program/discipline) within the General Studies Degree.
- CRC recommends the Office of Assessment and Effectiveness use assessment dollars to survey what skills employers are needing so it can be packages in the personalized concentration of this degree (former Business Alliance Meetings), and survey if the degree has made a difference in hiring practices.
- CRC suggest this review be taken to a broader college review since degree requirements are a consideration for change...What are the components a degree should have?

Detroit Free Press
www.freep.com

Graduating, but with right skills?

Openings are in health care, technology, but students choose other majors

May 31, 2007

BY KRISTEN JORDAN SHAMUS

FREE PRESS EDUCATION WRITER

Thousands of newly minted graduates from Michigan colleges and universities flood the job market each year with degrees in areas where few openings exist. Meanwhile, hundreds of jobs across the state in growing fields remain unfilled because there are no qualified candidates for them.

The numbers are prompting some experts to ask whether the state could -- or should -- find ways to direct more students into fields critical to Michigan's move to a new economy.

"Michigan desperately needs people who are educated in math and science, which leads to technology innovation, which could lead to the development of entirely new industries," said Jeff Padden, president of Public Policy Associates, a Lansing-based think tank.

Over the last seven years, the state's 15 public universities have produced a glut of graduates with bachelor's degrees in education (up 24.8%), communication and journalism (up 44.3%), and the performing arts (up 59.6), at a time when few jobs exist in those areas in Michigan.

In the same period, the number of graduates with degrees in high-demand areas such as health care, computer science and engineering has been flat, dwindling or just not meeting the need.

Many of the graduates who aren't able to find jobs ultimately leave the state, contributing to Michigan's so-called brain drain. That is prompting debate about the best way to keep Michigan's students in the state and how to make sure the graduates of today are prepared for the jobs of tomorrow.

To prevent students from leaving the state, one public policy group wants the state to reward college graduates who stay in Michigan, offering to turn loans into grants if they live and work in the state for three to five years after graduation. Some universities are building partnerships with local businesses that are helping students get internships and later, full-time jobs in the state.

The U.S. Chamber of Commerce, meanwhile, suggests that the key to getting students more interested in fields where there is likely to be job growth is to prepare them better in high school. With a better understanding of math and science, they might voluntarily gravitate toward majors clearly tied to new-economy jobs.

"Kids really do need to find their own way," Padden said. "That said, I think there's a really critically important role for state government to play in providing an education that students and parents might find useful in mapping their higher education strategy."

Keeping smart grads in Michigan

Stemming the tide of students leaving the state is among Michigan's biggest challenges, said Lou Glazer, president and founder of Michigan Future Inc., an Ann Arbor-based nonprofit.

His organization is calling for sweeping policy changes to the state's education system. Chief among them would be creating a program in which students could get a grant to pay for part of their tuition if they stayed in the state for their first job.

"The state would say: 'If you get your education degree here, and you decide to work in Florida, some portion of the state subsidy will have to be repaid.'" said Glazer, who also is the former deputy director of the Michigan Department of Commerce.

One of the most successful tools in fighting the brain drain could be one of the oldest. Universities are increasingly partnering with businesses to get college students into internships that could potentially give them an edge in getting hired at Michigan companies.

The Applied Technology in Business program at Oakland University, for example, offers students two years of on-the-job training at companies such as DaimlerChrysler Corp., General Motors Corp., Beaumont hospitals and Comerica.

Students get 64 credit hours of tuition -- about $15,500 -- paid by the sponsoring company. In return, the businesses get their ideas, and often, new employees. Most students are offered jobs by the companies where they interned, said Michelle Moser, OU's assistant director of media relations.

That lines up with a 2006 study by the National Association of Colleges and Employers, which found that nationally, employers offered jobs to more than 70% of their interns.

Nationwide changes under way

Educators and experts agree that forcing students into areas of study doesn't work.

But most agree that students might be more likely to choose new-economy fields if they were better prepared for math and science courses in high school -- and if they were educated about what types of jobs are available before they get to college.

It's something the U.S. Chamber of Commerce is getting involved in, pressing for nationwide policy changes that strengthen K-12 education, boost the rigor of math and science curricula and get high school and college counselors involved in dialogue early and often with young people charting their careers.

"Do we have enough guidance counselors who have been in our businesses and understand the skill sets required to be successful in the workplace? They need to work with businesses to understand how to guide students," said Bill Shore, head of U.S. community partnerships for GlaxoSmithKline and a member of the U.S. Chamber of Commerce.

The state Legislature's move last year to add more-rigorous standards to high school graduation requirements for students starting in the class of 2010 is a tremendous first step for Michigan, experts agree.

Community colleges and high schools also are responding to the need. Set to open this fall at community college campuses across the state are a half-dozen middle colleges and early colleges that will allow high school students to simultaneously receive their high school diplomas and associate's degrees in high-demand health sciences areas.

"That's just one example of what we can do," said Mike Boulus, executive director of the President's Council, State Universities of Michigan.

Some degrees in demand

There are signs that at least in one subject -- computer science and information technology -- the booming market is fueled by an increasing number of Michigan college grads.

Students graduating with computer and information science degrees rose by 21.1% between

1999 and 2006.

But it's still not enough, said David Hollister, chief executive officer of the Lansing-based Prima Civitas Foundation, a nonprofit economic engine focused on new-economy jobs and spin-offs. He said nearly every IT company in mid-Michigan is growing at a pace of 20% or more.

The state's universities also are trying to add resources and seats in classes that lend themselves to fast-growing sectors. To meet an overwhelming demand for health care workers -- an estimated 4,000 by 2012, according to the state Department of Labor and Economic Growth -- schools such as Grand Valley State are expanding their nursing programs as fast as they can.

But there are limits, Grand Valley State spokesman Matt McLogan said. Since 2003, the Grand Rapids-based school has doubled -- to 250 a year -- the number of students admitted to its college of nursing. McLogan said it can't grow beyond that without more faculty.

"We could double it again if we could hire enough faculty to teach our students," he said. "I could give you the same story in computer science and engineering."

The lack of faculty to teach new nurses was among the reasons 2,000 qualified student applications were turned down at Michigan's nursing schools in 2005, according to the Michigan Department of Community Health.

Phyllis Gendler, dean of Grand Valley's college of nursing, said she is pushing for the addition of a clinical nursing PhD program by 2009. It would allow nurses to spend more time working in the field -- and less time doing research -- than in a traditional nursing doctorate program. Many nurses put off their doctorate because of the amount of research, she said.

But some students, such as 23-year-old Carl Vanidour of Clinton Township, say all the knowledge in the world about the labor market wouldn't sway them to become doctors or nurses.

"I know that's the hottest job right now, but some people don't have the stomach for that," said Vanidour, a fine arts major at Wayne State University who wants to perform one day on Broadway.

"I don't think that's the answer, to steer people away from what their dreams are. You have to make it a diverse economy so there are jobs for everyone."

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ASSOCIATE IN GENERAL STUDIES DEGREE (GEN.AGS)

The Associate in General Studies (AGS) degree is one of five associate degrees offered by Oakland Community College. The Associate Degrees in Business, Liberal Arts and Science are intended primarily for students seeking to transfer to four-year institutions to pursue a bachelor degree. The Associate in Applied Science is intended to prepare students for immediate employment or upgrading of current skills and advancement for students currently employed in a specific skill area. The Associate in General Studies Degree serves students by making available a degree with a greater degree of flexibility than the other four degrees. This flexibility allows students to essentially create their own degree with courses that are appropriate to the students' goals.

The AGS degree has been available to students since the 1980-1981 catalog. The degree requirements have essentially been unchanged during that time. Changes to the degree have been a result of two activities. Some changes were the result of the college changes to the courses that meet the general education requirements. The AGS degree primarily uses courses from the College General Educational Distribution Requirement list; when the list changes, so do the requirements of the AGS. This was most evident when the college added the Physical Education Requirement to all degrees in the 1986-87 catalog. The other change was as a result of an error in the printing of the 2005-2006 and 2006-2007 catalogs. These catalogs incorrectly changed the language of the Mathematics/Natural Science requirements from seven (7) to "6-7" credits. Due to this error, students eligible for the 2005-06 and 2007-07 catalogs have been able to graduate using the language printed in error of one of these catalogs. This error was recently discovered. I was assured that the error will be corrected in the upcoming 2007-2008 catalog.

The AGS is available for students who have a wide range of interests or collection of college credits. The flexibility of the degree structure allows students to essentially "create" a set of courses to tailor their own degree program that may not have already been pre-packaged within other programs in the catalog.

Beginning with the 2005-2006 catalog, Pre-Histologic Technology (PHS.AGS) was added to the catalog as an Associate in General Studies. This program was last active in the 2003-2004 catalog as an Associate in Applied Science Degree named Histologic Technology. This program will be addressed elsewhere in this report.

The current and past catalogs have had the following narrative for the AGS degree over the years:

"GENERAL STUDIES

Associate Degree Requirements (GEN.AGS)

The Associate in General Studies Degree is designed for students choosing to pursue widely varying areas of interests.

The degree is not designed for career students, nor is it designed to meet the four-year transfer college requirements of the MACRAO Agreement.

Flexibility is provided so that the required 62 credit hours can be met as individually appropriate.

Because transferability of 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."

The specific degree requirements as printed in the current 2007-2008 catalog are as follows:

REQUIREMENTS FOR THE AGS Degree

Complete all academic requirements of the program. Academic requirements for each certificate program are listed with the parallel degree program description in this catalog.

      A. Upon completion of 30 hours toward a degree (15 hours toward a certificate), students should consult with a counselor.
      B. Upon preparing to enter the final semester, students should again consult with a counselor to determine degree eligibility.
2. Complete a minimum of 62 credit hours for a degree with a minimum cumulative 2.00 grade point average (GPA) overall.
3. All transfer students must complete the last 15 credit hours at OCC.
4. Meet all General Education Distribution requirements.
5. Successfully complete POL 1510.
6. Successfully complete a minimum of one credit hour from the Physical Education courses listed in the General Education Distribution list.

Additionally, candidates for the AGS degree must complete the specific General Education Distribution Requirements below: (Taken from page 142 of the 2006-07 OCC Catalog)

Communications/English   3

    This area is defined as courses listed on the Communications English
General Education Distribution list, p. 69, (of the 2006-07 catalog) or any
other course with the same prefix, excluding the course used to satisfy the
Written Communications Distribution requirement.

Fine Arts/Humanities   6

    This area is defined as courses on the Fine Arts/Humanities General
Education Distribution list, p. 69 (of the 2006-07 catalog). In addition to
those listed, the following courses may be elected:

    ART 2600
    ENG 2760
    FRE 2610, 2620
    GER 2610, 2620
    ITA 2610
    JPN 2610, 2620
    RUS 2610, 2620
    SPA 2610, 2620

Mathematics/Natural Science   7

    Any MAT course and a science course from BIO, CHE, FSN, GSC, PHY,
PSC

POL 1510   3

Social Science   3

    This area is defined as courses on the Social Science General Education
Distribution list, p. 69 (of the 2006-07 catalog), (or any other courses with
the same prefix (except POL 1510).

Physical Education   1

    A minimum of one credit hour must be completed from the Physical
Education courses listed in the General Education Distribution list, p. 69 (of
the 2006-07 catalog).

Written Communication   3

    This area is defined as courses on the Written Communications General
Education Distribution list, p. 69 (of the 2006-07 Catalog). The course used
to meet this requirement is in addition to the course used for the
Communication/ English Distribution requirement.

Necessary Electives to Total to reach a total of 62   **36**

The following courses satisfy the General Education Distribution Requirements:
(Taken from page 69 of the 2006-07 catalog)

Communication/English
ENG $\underline{1060}^1$, $\underline{1450}^1$, $\underline{1510}^1$, $\underline{1520}^1$
SPE $\underline{1290}$, $\underline{1610}$, $\underline{2610}$, $\underline{2620}^4$

Fine Arts/Humanities
ARB $\underline{1510}$, $\underline{1530}$
ART $\underline{1510}$, $\underline{1520}$, $\underline{1530}$, $\underline{1540}$, $\underline{1550}$, $\underline{1560}$,
    $\underline{1570}$, $\underline{1580}$, $\underline{1600}$, $\underline{1610}$, $\underline{1650}$, $\underline{1670}$
ENG $\underline{1610}$, $\underline{1710}$, $\underline{1720}$, $\underline{2510}$, $\underline{2520}$, $\underline{2530}$,
    $\underline{2540}$, $\underline{2550}$, $\underline{2560}$, $\underline{2650}$, $\underline{2750}$, $\underline{2760}$,
    $\underline{2770}$, $\underline{2800}$
ESL* $\underline{1010}$, $\underline{1011}$, $\underline{1020}$, $\underline{1021}$, $\underline{1410}$, $\underline{1420}$,
    $\underline{1510}$, $\underline{1520}$, $\underline{2011}$, $\underline{2410}$, $\underline{2420}$, $\underline{2510}$,
    $\underline{2520}$a minimum of 8 credits will
    count toward the Fine
    Arts/Humanities General Education
    Distribution requirements.
FRE $\underline{1510}$, $\underline{1530}$
FSH $\underline{1500}$
GER $\underline{1510}$, $\underline{1530}$
HIS $\underline{1510}^2$, $\underline{1520}^2$
HUM $\underline{1510}$, $\underline{1710}$, $\underline{1900}$, $\underline{2720}$, $\underline{2900}$
ITA $\underline{1510}$, $\underline{1530}$
JPN $\underline{1510}$, $\underline{1530}$
MUS $\underline{1510}$, $\underline{1520}$, $\underline{1540}$, $\underline{1550}$, $\underline{1560}$, $\underline{1570}$,
    $\underline{1580}$, $\underline{1585}$, $\underline{1590}$, $\underline{1670}$, $\underline{1685}$, $\underline{1810}$,
    $\underline{1820}$, $\underline{1830}$, $\underline{1850}$
    $\underline{1653}^3$, $\underline{1654}^3$, $\underline{1655}^3$, $\underline{1656}^3$, $\underline{1657}^3$,
PER $\underline{1658}^3$
PHI $\underline{1510}$, $\underline{1610}$, $\underline{1710}$
PHO $\underline{1220}$
RUS $\underline{1510}$, $\underline{1530}$
SLS $\underline{1030}$
SPA $\underline{1510}$, $\underline{1530}$
SPE $\underline{2620}^4$
THE $\underline{1561}$, $\underline{1571}$, $\underline{1580}$, $\underline{1800}$, $\underline{1900}$

Mathematics/Science
BIO $\underline{1500}^5$, $\underline{1511}^5$, $\underline{1530}^5$, $\underline{1560}^5$, $\underline{1570}$,
    $\underline{2540}^5$
    $\underline{2550}^5$

Physical Education
EXL $\underline{2050}$
PER $\underline{1300}$, $\underline{1590}$, $\underline{1620}$, $\underline{1642}$, $\underline{1643}$, $\underline{1653}^3$,
    $\underline{1654}^3$, $\underline{1655}^3$, $\underline{1656}^3$, $\underline{1657}^3$, $\underline{1658}^3$,
    $\underline{1681}$, $\underline{1682}$, $\underline{1730}$, $\underline{1732}$, $\underline{1740}$, $\underline{1741}$,
    $\underline{1742}$, $\underline{1743}$, $\underline{1744}$, $\underline{1745}$, $\underline{1746}$, $\underline{1786}$,
    $\underline{1790}$, $\underline{1802}$, $\underline{1803}$, $\underline{1804}$, $\underline{1822}$, $\underline{1825}$,
    $\underline{1831}$, $\underline{1832}$, $\underline{1838}$, $\underline{1839}$, $\underline{1841}$, $\underline{1842}$,
    $\underline{1843}$, $\underline{1862}$, $\underline{1880}$, $\underline{1890}$, $\underline{1920}$, $\underline{1921}$,
    $\underline{1930}$, $\underline{1941}$, $\underline{1942}$, $\underline{2610}$

POL1510 (required)

Social Science
ANT $\underline{1520}$, $\underline{1540}$, $\underline{2510}$, $\underline{2750}$
ECO $\underline{2610}$
GEO $\underline{1510}$, $\underline{1520}$
HIS $\underline{1510}^2$, $\underline{1520}^2$, $\underline{1550}$, $\underline{1700}$, $\underline{2510}$, $\underline{2520}$,
    $\underline{2610}$, $\underline{2620}$
POL $\underline{2520}$, $\underline{2530}$, $\underline{2610}$
PSY $\underline{2510}$, $\underline{2630}$, $\underline{2710}$, $\underline{2810}$
SOC $\underline{2510}$, $\underline{2530}$, $\underline{2610}$
SSC $\underline{2610}$, $\underline{2710}$

Written Communication
    $\underline{1060}^1$, $\underline{1350}$, $\underline{1450}^1$, $\underline{1510}^1$, $\underline{1520}^1$,
ENG $\underline{2200}$

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[1] This course will apply toward
    communication/English or Written

CHE $\underline{1000}^5$, $\underline{1320}^5$, $\underline{1510}^5$, $\underline{1520}^5$
FSN $\underline{1500}$
GSC $\underline{1530}^5$, $\underline{1580}^5$, $\underline{1620}^5$
MAT $\underline{1140}$, $\underline{1150}$, $\underline{1500}$, $\underline{1540}$, $\underline{1560}$, $\underline{1580}$,
   $\underline{1600}$, $\underline{1630}$, $\underline{1730}$, $\underline{2530}$
PHY $\underline{1030}$, $\underline{1610}^5$, $\underline{1620}^5$, $\underline{2400}^5$, $\underline{2500}^5$
PSC $\underline{1560}^5$

[2] HIS 1510 and 1520 may apply for either Social Science or Humanities, but not both.

[3] This course will apply toward Fine Arts/Humanities and/or Physical Education.

[4] This course will apply toward communication/English or Humanities, but not both.

[5] These courses satisfy the Natural Science Lab Science Requirement and include a lab fee.

The AGS uses program requirements from many of the General Education Distribution Requirements above. There are some differences. A detail of the requirements including the differences is listed below:

Communications/English
This General Education Requirement exists in the AGS and AAS degrees. The AAS and AGS degrees require a minimum of three (3) credits from the courses listed on page 69 of the 2006-07 catalog. The AGS expands the definition of this requirement to also include courses not on the list provided it has the same course prefix. The other three degrees require students to complete ENG-1510 Composition I.

Fine Arts/Humanities
The AGS and AAS degrees both require three (3) credits from the General Education Distribution list. The AGS expands the list by including additional higher level courses. This expanded list of courses is also available to the Associate in Liberal Arts (ALA), Associate in Science (SCI) and Associate in Business (ABA) students.

Mathematics/Natural Science
The AGS degree has a unique Mathematics/Natural Science requirement. This degree does not use the common list of courses that is used by other degree programs. The AGS requires a total of seven (7) credits of mathematics and science. One course, of at least one credit, must have the prefix of MAT. The remaining credits must have the prefix of BIO, CHE, FSN, GSC, PHY or PSC. The AAS degree requires a minimum of three credits from the requirement list. ABA requires one approved laboratory course from the list and MAT 1150, Intermediate Algebra. The ALA requires one approved laboratory course and a second science course from a discipline different from the approved laboratory course or MAT-1150. The SCI degree requires Mat 1730, Calculus I and 16 credits of specific sciences.

POL 1510
This requirement is the same for all five degrees.

Social Science
The AGS requires three credits from the courses listed on the general education list. This is different from the AAS degree in that it also allows any other course with the same prefix of those listed to apply to the requirement. This provision is common to the ABA, SCI and ALA degrees.

Written Communication
The Written Communication General Education Distribution Requirement is the same as the AAS degree in that it requires three credits from the approved courses listed on page 69 of the catalog.

PRE-HISTOLOGIC TECHNOLOGY (PHS.AGS)

Prior to 2002, the OCC catalog listed a program entitled Histologic Technology HST.AAS.

At the time this program was being offered, students were required to take approximately 52 credits as prerequisite courses. If they completed an approved clinical laboratory program they received 10 credits which qualified them to receive an Associate Degree in Applied Science from OCC.

Since that time, the program accrediting agency changed its requirements. The agency required an associate degree before taking the 10 credits of clinical work at an accredited hospital program. Consequently, the OCC program had to be redesigned. The flexibility of the existing AGS degree allowed for the ability of students to earn a degree to meet the requirement.

The change from the AAS degree to the AGS – Histologic Technology was discussed with the William Beaumont Hospital and the Detroit Medical Center Histology Program Directors and was approved by the College in March 2005.

The program as it appears in the current catalog follows:

PRE-HISTOLOGIC TECHNOLOGY

Associate in General Studies (PHS.AGS)

This is an Associate Degree in General Studies which requires courses necessary to fulfill the requirements for a degree in Pre-histologic Technology. Upon completion of this degree, the student will be eligible for admission to an accredited School of Histologic Technicians. A graduate of an accredited school will then be able to write a certification examination to become a certified Histologic Technician. Names of accredited Schools of Histologic Technology in the area are available in the Health Professions and Technologies Department of the Southfield Campus

Major Requirements		Credits
BIO 2630	Human Anatomy I	4
BIO 2640	Human Anatomy II	4
BIO 2710	Microbiology	4
CHE 1000●	Introduction to Chemistry	4
CHE 1320●	Survey of Organic and Biochemistry	4
CHE 1510●	General Chemistry I	4
CIS 1050	Personal Computer Productivity Tools	3
ENG 1510●	Composition I	3

ENG 1520●	Composition II	3
HCA 1000	Introduction to Healthcare Administration	3
MAT 1150	Intermediate Algebra	4
MDA 1350	Medical Law and Ethics	3
PHY 1030	Concepts in Physics	4
PSY 2510● *or* SOC 2510●	Introduction to Psychology Sociology	3 3

Additional Requirements

	Fine Arts/Humanities	6
PER 1300●	Stress Management	2
POL 1510●	Political Science	2

See Graduation Requirements for an <u>Associate in Applied Science Degree</u>.

● Course may be used to meet General Education requirements.

The Office of Assessment & Effectiveness was not able to provide any statistical information on this program.

COMPARABLE PROGRAMS

The concept of a General Studies Degree is not uncommon. A review of other Michigan community colleges indicates that a general studies degree exists at Delta College, Grand Rapids Community College, Macomb Community College, Mott Community College, Schoolcraft Community College and Wayne County community College. Additionally, General Studies Degrees, and variations of them, are available at a number of four-year universities. Examples include, Oakland University, University of Michigan – Dearborn, and Sienna Heights University.

Each of the colleges establishes their own requirements for graduation. What seems to be in common among the colleges I reviewed is the intent for flexibility while maintaining a degree of academic integrity. I believe OCC attempted to maintain academic integrity through what OCC identifies as General Education Distribution Requirements.

DEGREE TRENDS
- AGS Degrees awarded
  - 2005-06 – 240
  - 2004-05 – 224
  - 2003-04 – 222
  - 2002-03 – 175
  - 2001-02 – 148
  - 1996-97 – 204

PROFILE OF AGS GRADUATES
- Gender: 2002/03 - 2004/05: 37.3% male, 62.7% female.
- Ethnicity: 2002/03 - 2004/05: African-American 17.4%, Asian 2.4%, Hispanic 1.3% Native American 1.3%, Non-Resident Alien 6.6%, White 70.9%
- Returned to OCC within 6 months of graduating: 2002/03 - 2004/05: 27.5% yes, 72.5% no. AGS graduates have the highest rates of returning to OCC of all degrees.
- Primary reason returned to OCC for additional courses: 45.3% indicated return was to obtain additional OCC degrees or certificates. This number more than doubles any of the other degrees.
- Graduates have the highest mean salary ($34,165) and second to AAS with a median salary of $32,000. It was suggested that this has to do with the fact that AGS graduates are older and have more work experience. They also tend to be more self-employed.

AGS GRADUATES CONTINUED EDUCATION
- Future Educational Plans: 2002/03 - 2004/05: Attend 4-year school 39.3%, Attend a 2-year school 12.4%, Attend Professional development courses 7.9%, 29.2%, no plans to continue education.
- Attended another college within 6 months of graduating: 2002/03 - 2004/05: 29% yes, 70.5% no. The only lower transfer rate was with the AAS graduates (82%)

AGS GRADUATES EMPLOYMENT EXPERIENCES
- Employment status with 2002/03 - 2004/05 graduates: highest rate of self-employment (9.6%)
- OCC Degree helped advancement in current employment, 2002/03 - 2004/05:
  - 36.9% agreed compared to 64.8% of AAS Graduates and 28.7% of ALA graduates.
- Approximately 51% of AGS graduates said the degree helped to better prepare for the current work position. This is compared to approximately 78% of ASA and 40% for ALA and ASC graduates.

AGS GRADUATES SATISFACTION

- 60% of graduates indicated they would choose the same OCC program again. This was the lowest satisfaction of the all of the degrees. ALA was 69%. ASC was 84%.

ISSUES & THOUGHTS REGARDING THE AGS REVIEW

While preparing for this study, there were a number of questions I hoped to address. Some of the questions, along with some answers or thoughts to the questions are as follows:

- How Many Graduates in AGS?
  - According to Office of Assessment & Effectiveness, 1989 degrees have been granted in the past 10 years. Each year only ALA ranks higher, with ABA closely behind. There were 240 graduates in 2005-06. This number represents the second highest number of AGS graduates in the past 10 years. The peak was 249 in 1998-99.

- How many graduates have other credentials, i.e. other degree, certificate, certificate of achievement?
  - I understand this number might be available, but I do not have it as of this printing. I was interested in this information to get a better understanding of whether students are getting the AGS as a second, subsequent degree and/or using the degree to provide a degree for OCC certificates.

- What is the order of the general studies, 1st, 2nd, 3rd, etc?
  - This question relates to the previous question. Anecdotally counselors, indicate that many AGS degree are probably an afterthought after discovering that they have completed or could soon complete the degree in addition to another OCC degree.

- What are students doing with the AGS?
  - According to graduate follow-up studies some students transfer to other colleges but the percentage was low. Graduates were least concerned with going on to four-year institutions. Advancing in the current job is another common response. Eleven percent was not actively seeking employment, which could suggest the degree was for personal satisfaction. Graduates also had the highest percentage of being self-employed.

- How do we find out if the degree has made a difference in hiring practices? Students tell counselors that the degree has, or could, open the door to jobs, whereas without the degree they would not be eligible.
  - Unfortunately, this question will go unanswered. It would require input from employers and specific follow-up questions from graduates that is not currently being asked.

- Is there a need for the degree?
  - The CRC is likely to agree with me that there is clearly a need for the degree.

ISSUES/RECOMMENDATIONS

FLEXIBILITY

Strength of the AGS program is to allow students the flexibility to "create their own program" that hasn't already been pre-packaged. Students will have 36 semester hours of credit that can be taken from any OCC courses offered or from unused transfer credits. They also have a great deal of flexibility to pick general education distribution courses that best suit their needs and interests. This flexibility allows for the creation of a special interest pattern of courses; a pattern that provides for employment possibilities or a set of courses designed for unique transferability if desired. Students also have the ability to earn an OCC Certificate or Certificate of Achievement credential that can be counted toward the electives to fulfill the AGS requirements.

Issues: OCC should look into the possibility of allowing a student to create a "personalized" concentration. For instance, if the student completed a set number of credits, let's say 10, in a specific skill area, than the degree could be AGS with a concentration in XXXX. This could be particularly attractive for OCC certificates and certificates of achievement that do not have an existing degree path, i.e., Welding and Collision Auto Repair certificates.

TRANSFERABILITY ISSUES

The MACRAO (Michigan Association of Collegiate Registrars and Admissions Officers) agreement is not and should not be built into this degree. Students are and should be told that this degree does not meet the MACRAO transfer requirements. However, students who desire to build the MACRAO agreement requirements may do so by taking ENG 1510 and ENG 1520, eight (8) credits in Fine Arts/Humanities, eight (8) hours in Mathematics/Science which must include an approved laboratory course, and eight (8) credit in Social Science with two different disciplines. Having MACRAO will assist some students desiring to transfer to MACRAO signatory universities such as Oakland University. Wayne State is currently accepting the MACRAO agreement.

It should be pointed out that when transferring credit from OCC to other colleges, the degree or type of degree rarely makes a difference. Most institutions transfer the courses completed without regard to the degree.

GENERAL EDUCATION DISTRIBUTION COMPONENT

12

Strength of the general education component lies with the variety in which students can complete the distribution requirements.

Issues: There are a number of issues that need to be raised.

Communication/English Distribution Requirement: This requirement allows students to use courses from the distribution list or those with the same prefix. This means that any course with a prefix of ENG or SPE can be used to meet the requirement as long as three semester hours of credit have been earned. Students can use developmental and remedial courses to meet this requirement.

Mathematics/Natural Science Requirement: AGS requires a minimum of seven (7) credits in combination of the MAT and natural science courses.

Mathematics requirement: This degree requires a minimum of one credit in any course with a MAT prefix. This means that courses such as MAT 1040 (Arithmetic) and MAT 1050 (prep for Algebra) will meet the requirement, even though it will not meet the General Education Distribution requirement in any other degree. In fact, the Associate in Liberal Arts and many Applied Science Degrees do not have a separate mathematics requirement at all.

Natural Science requirement: This degree requires at least one credit from the course prefixes of BIO, CHE, FSN, GSC PHY and PSC.

Recommendations:

- The AGS degree should require the same academic level of course-work to meet the Communication/English requirement. Courses such as ENG 1055 should be excluded from meeting the requirement.

- Where there is strength to the Mathematics/Natural Science Requirement to have both a MAT course and a science course, it is recommended that this degree have the same General Education Distribution requirement as the Associate in Applied Science degree. In the event it is determined that a separate mathematics requirement remain in the degree, it is recommend that courses of mathematics content be considered. Courses that could be considered could include technical and apprentice mathematics. There is merit to allow a student to meet the Mathematics/Science requirement with three credits of science from the course prefixes listed even if the course is not on the distribution list. This would allow for students to use BIO 2630 or BIO 1600, which are not on the list, to meet the requirement. These courses could be helpful in that students might want to complete one of these toward a personal/career goal. The recommended mathematics/natural science catalog statement could read "This area is defined as courses on the Mathematics/Natural Science General Education Distribution list or any other course(s) with the same prefix as BIO, CHE, FSN, GSC, PHY, or PSC".

- In the future event OCC makes the decision to consider accepting experiential learning credit, the AGS would be an appropriate degree to house any undesignated the credit.

- There are applied science programs that allow unique credit to meet the program requirements but are restricted from being used in other degrees. AGS should be considered an appropriate degree to house credit from outside agencies such as Department of Labor/Journeyman's cards, State license of cosmetology, etc.

HIGHLIGHTS OF RECOMMENDATIONS

I.   Recommend that the Associate in General Studies Degree be continued.

II. Recommend that the General Education Distribution Requirements be modified to reflect the same requirements as the Associate in Applied Science Degree except as modified in the issues/recommendations section of this report.

III. Recommend that the college look into the possibility of allowing an individual to have a "concentration" within the General Studies Degree

   a. This could include OCC certificates and Certificates of Achievements that do not have a degree associated with the credential.

CHE 1000 [5], 1320 [5], 1510 [5], 1520[5]
FSN 1500
GSC 1530 [5], 1580 [5], 1620[5]
MAT 1140, 1150, 1500, 1540, 1560, 1580, 1600, 1630, 1730 , 2530
PHY 1030, 1610[5], 1620[5], 2400[5], 2500[5]
PSC 1560[5]

[2] HIS 1510 and 1520 may apply for either Social Science or Humanities, but not both.

[3] This course will apply toward Fine Arts/Humanities and/or Physical Education.

[4] This course will apply toward communication/English or Humanities, but not both.

[5] These courses satisfy the Natural Science Lab Science Requirement and

The AGS uses program requirements from many of the General Education Distribution Requirements above. There are some differences. A detail of the requirements including the differences is listed below:

Communications/English
This General Education Requirement exists in the AGS and AAS degrees. The AAS and AGS degrees require a minimum of three (3) credits from the courses listed on page 69 of the 2006-07 catalog. The AGS expands the definition of this requirement to also include courses not on the list provided it has the same course prefix. The other three degrees require students to complete ENG-1510 Composition I.

Fine Arts/Humanities
The AAS degree requires three (3) credits from the General Education Distribution list. The AGS requires six (6) credits and expands the list by including additional higher level courses. This expanded list of courses is also available to the Associate in Liberal Arts (ALA), Associate in Science (SCI) and Associate in Business (ABA) students.

Mathematics/Natural Science
The AGS degree has a unique Mathematics/Natural Science requirement. This degree does not use the common list of courses that is used by other degree programs. The AGS requires a total of seven (7) credits of mathematics and science. One course, of at least one credit, must have the prefix of MAT. The remaining credits must have the prefix of BIO, CHE, FSN, GSC, PHY or PSC. The AAS degree requires a minimum of three credits from the requirement list. ABA requires one approved laboratory course from the list and MAT 1150, Intermediate Algebra. The ALA requires one approved laboratory course and a second science course from a discipline different from the approved laboratory course or MAT-1150. The SCI degree requires Mat 1730, Calculus I and 16 credits of specific sciences.

5