

Major Highlights

Degree Trends

ALA Graduate Demographics

ALA Graduate Continued
Education

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CRC Recommendations

CRC Follow-Up

**Associates in Liberal Arts (ALA) Degree
Major Highlights
March 2008**

Overview

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

Major Highlights

- The number of Liberal Arts degrees granted per year has been relatively consistent over the past ten-years, aside from a peak of 652 degrees awarded in 1998-99. From this particular year forward, there has been an average of 543 degrees awarded per year.
- For the last ten years, the Liberal Arts degree has consistently been ranked first in the total number of degrees awarded by OCC.

In an effort to identify similarities and differences among students who graduate with an ALA degree and other OCC Associate degrees (AAS - Applied Science, ABA – Business Administration, ASC – Science, and AGS – General Studies) 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 graduate satisfaction.

Demographic Characteristics

- Among the various degrees at OCC, Liberal Arts graduated the largest percentage of female students and also the largest percentage of white students.
- Liberal Arts graduates, along with Science graduates, are among the youngest groups of students of any of the degree programs with an average age of 31 and the median age of 28.

Continued Education

- Nearly half of the Liberal Arts graduates attended another college within six months of graduating from OCC. For those that recently attended another school/institution, Oakland University, Wayne State, Eastern, and the University of Michigan-Dearborn were among the top attended, and the areas of study most often chosen were Elementary Education and Teaching, Psychology, and Business Administration and Management.

- When asked about several different aspects of continuing their education, Liberal Arts graduates expressed the following opinions:
 - They were among the lowest responding that they were very satisfied in the information available at OCC about transfer programs with other colleges or universities.
 - In addition, ALA graduates were the least satisfied when it came to the information provided by OCC faculty about their transfer options.
 - ALA graduates were among the least satisfied when it came to the academic preparation they received for courses in their major field at their most recent schools attended.
 - Moreover, the same group was among the least satisfied for feeling prepared for the level of difficulty of the course material at their most recent schools attended, and also the least satisfied of all groups for the preparation for the workload expectations of the courses.

- When asked about their future educational plans, the Liberal Arts graduates were the most concerned with going on to attend a four-year college. In addition, the group had the lowest response that they planned to attend non-credit professional development courses/workshops and they were also among the lowest that responded that they had no plans to continue their education. This suggests that ALA graduates appear to be more career-oriented and most likely to transfer in the long run.

Employment

- In terms of employment status within six months after graduating, the highest percentage of those employed part-time were Liberal Arts students and the same group was among the lowest for unemployed individuals that were actively seeking employment.

- When asked whether their OCC degree/certificate helped them advance in their current employment, Liberal Arts graduates were the lowest among the groups with approximately 10% strongly agreeing with this statement. Moreover, almost 18% of these same graduates strongly agreed that they frequently use their degree/certificate knowledge in their current jobs, and only 8% said that their award is highly related to their jobs, which were both the lowest percentages of all the graduate categories. It is possible that these students had already chosen a career and program path with a transfer university and were simply concerned with this rather than using the Liberal Arts degree to advance in their employment or in relation to their jobs.

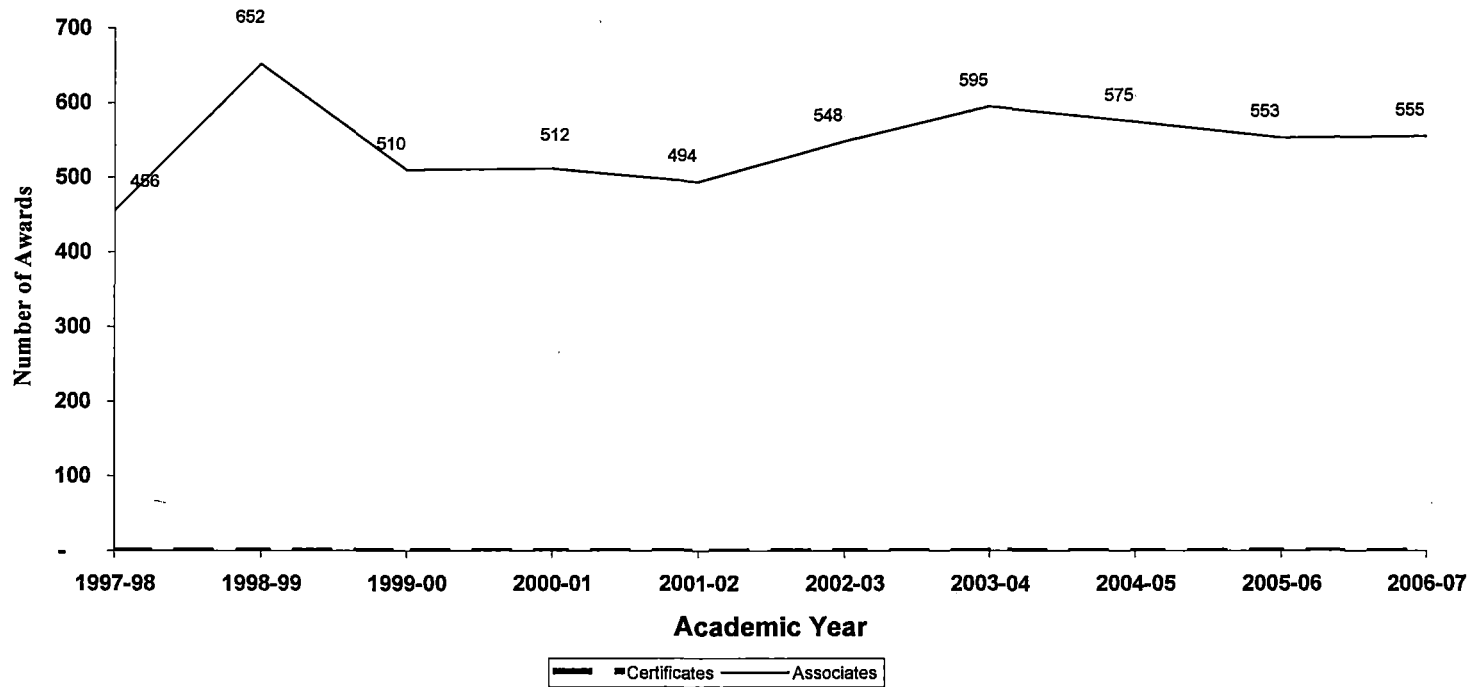
- The Liberal Arts graduates were the second lowest in the group for their average annual salaries and their median salaries, which could be in part due to the younger ages of these students.

- When graduates were questioned whether they would choose OCC again, 7.4% of the ALA students responded "probably not" or "definitely not", which was the second highest percentage among all degree recipients. In addition, approximately 9% would "definitely not" choose the same OCC program of study again, which is 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:
 - ALA students stressed less importance on the courses in their “major field of study” as other graduates, and they were also among the least satisfied with their courses. These students may be more concerned about simply transferring credits, hence less concern about the major field of study at OCC.
 - General Education and support courses were of most importance for Liberal Arts graduates, which is not surprising if a large majority are looking to transfer. Moreover, they were the most satisfied group with these types of courses.
 - The “relevance of course work to everyday life” was of little importance to ALA students, but they were also the least satisfied with this aspect with only 36% responding they were “very satisfied”.
 - While ALA students were at the top for finding “academic advising by counselors” very important, they were also the most satisfied with this aspect. In addition, nearly half of these students found “career planning services” to be very important, yet only a quarter were very satisfied with this service.
 - Over a quarter of the ALA students stated that the “quality of internships/practical experiences” were very important, yet only 11% were very satisfied with this aspect.
 - In terms of the “ease of the general registration process”, ALA graduates placed a relatively low level of importance on this aspect, while they also happen to be the least satisfied.
 - Similarly, Liberal Arts students did not place much importance on the “quality of OCC computer facilities”, and also were the least satisfied of the group.
 - The “attitude of non-teaching staff toward the students” was of a bit more importance to Liberal Arts students, but fell short with their satisfaction level and was the lowest among all the graduates.
 - It was of higher importance to ALA students for their “overall level of intellectual growth” and they were among the highest in their satisfaction for this aspect.
 - Their “overall experience as an OCC student” was also of somewhat high importance and over 70% stated that they were very satisfied.

**Oakland Community College
Associate Degrees and Certificates Awarded
Liberal Arts
1997-98 through 2006-07**



<u>Academic Yr.</u>	<u>Certificates</u>	<u>Associates</u>
1997-98	0	456
1998-99	0	652
1999-00	0	510
2000-01	0	512
2001-02	0	494
2002-03	0	548
2003-04	0	595
2004-05	0	575
2005-06	0	553
2006-07	0	555

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%

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%

**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%

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

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%

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

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

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%

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%

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%

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%

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%

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%

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%

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%

2002/03 - 2004/05 Graduates
Satisfaction With Academic Prep for Courses 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%

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%

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%

**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%

**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%

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%

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%

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%

**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

**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%

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%

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%

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%

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%

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%

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%

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%

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%

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%

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%

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%

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%

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%

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%

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%

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%

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%

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%



OAKLAND
COMMUNITY
COLLEGE

*Senate did not approve.
Can hold until transfer
degree template created.*

Curriculum Review Committee

Liberal Arts Review
Faculty Coordinator: Brian Moss
April 4, 2008

- Catalogue description of the Liberal Arts Degree needs to be revised and taken to Curriculum. CRC recommends the description consider statements such as:
 - A broad basis education, removing disciplines named
 - Can place students at junior status at the universities
 - Meets MACRAO requirements for transferability
 - Maintain a statement that students can find employment with this degree... employers looking for knowledgeable workers
 - State that the employability skills from a Liberal Arts Degree are the College General Education Outcomes
 - Review the inconsistencies on Pages 72/154 regarding the Liberal Arts Degree

- CRC recommends the Deans' Cabinet discuss the required 11 credits for Fine Arts/Humanities and 11 credits of Social Science (POL 1510 (3) and Social Science (8)) when MACRAO only requires 8 credits for each category. This subject could be a Senate discussion.

- Is there a need for a computer technology requirement for the Liberal Arts Degree? There needs to be more review on this recommendation regarding: transferability to universities, testing out if skills already developed, and the General Education Distribution List requirements.

- The Fine Arts/Humanities statement of, "... in addition to" ... appears confusing to students thinking these are the only classes to choose from. CRC recommends that these courses be added to the General Education List since they are accepted as meeting the General Education requirements under Fine Arts/Humanities.

- CRC recommends that Senate have a discussion regarding whether "developmental education" courses should be used to meet graduation requirements for the Liberal Arts Degree.

- CRC recommends the Deans' Cabinet determine who oversees the Pre-International Commerce Liberal Arts Degree. How many have graduated with this degree? Is this degree current, in need of updating, or sun-setting?
- CRC recommends that there be continued discussion regarding the Liberal Arts Degree. There appears to be more questions than answers. Refer these issues to College Senate, Deans' Cabinet, and CASSC for discussion.