

**The Use, Effectiveness, and Awareness
of the
Intersegmental
General Education Transfer
Curriculum (IGETC)
An Evaluation**



The Intersegmental Committee of Academic Senates (ICAS)

This study was conducted by the Academic Senate for California Community Colleges for the California Community Colleges at the direction of the Intersegmental Committee of Academic Senates (ICAS). The project was funded through an Intersegmental Joint Faculty Project (IJFP) grant provided by the California Community Colleges.

*Approved by the Intersegmental Committee of Academic Senates
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EXECUTIVE SUMMARY

This study was undertaken by the Intersegmental Committee of Academic Senates (ICAS) to assess the degree of use, effectiveness, and awareness of IGETC eight years after its adoption, and to identify the extent to which community college transfer students and counseling faculty are satisfied with the option.

The study was conducted by means of a web-based survey. One questionnaire was designed for and distributed to community college students who transferred to UC or CSU in the fall of 1997; and another was sent to all counseling faculty in the California Community College system. Both questionnaires aimed to evaluate satisfaction with the IGETC option from a variety of perspectives.

Responses to the study reveal that the IGETC pattern of lower-division general education requirements is both well-known and preferred among community college transfer students who used it, and would be so to even more students with a concerted and recurrent effort to inform them of this option. Additionally, the study reveals that students who used IGETC, to transfer either to UC or CSU, express higher satisfaction than those students who used other general education transfer patterns.

BACKGROUND OF THE STUDY

In 1991, the University of California (UC), the California State University (CSU), and the California Community Colleges adopted a common set of course requirements, which if a student completes at any community college, will satisfy lower-division general education requirements for the student to transfer to any UC or CSU campus with the goal of completing a Bachelor's Degree. This statewide, lower-division general education pattern is called the "Intersegmental General Education Transfer Curriculum." It is commonly referred to by its acronym: IGETC.

The IGETC pattern did not, and was not intended to, replace other general education patterns in use for students transferring to UC and CSU from the California community colleges—most notably the CSU General Education Certification List, shared by all CSU campuses and the campus-specific general education requirements of each UC campus. The initial intent that the IGETC option would completely fulfill lower-division general education requirements for all community college transfer students to any UC or CSU campus was not realized, since the two university systems were unable to agree to a single common transfer pattern. Rather the IGETC option offers students transferring from community colleges an additional and potentially more flexible lower-division general education option.

Many community college students who plan to transfer to four-year institutions begin postsecondary study uncertain of their eventual majors, to which system or campus they will transfer, and of which four-year colleges and universities offer programs in their field. In addition, specific UC and CSU campuses cannot guarantee every community college transfer student admission to every upper-division program or even admission to the campus of their first choice. The IGETC option provided community college students and guidance professionals a means of ensuring that voluntary or involuntary changes to a student's academic plans would minimize a loss of credit for lower-division general education classes previously completed. The IGETC option, adopted in 1991, failed to achieve the "single general education pattern for transfer students" for which it was originally envisioned¹. But those from all three postsecondary systems involved in its planning, development, and approval believed that IGETC would be an intelligent choice for general education options among California community college transfer students, once the option was understood by students and counseling faculty.

The purpose of this study, undertaken by the Academic Senate for California Community Colleges on behalf of the Intersegmental Committee of Academic Senates (ICAS), is to assess the degree of use, effectiveness, and awareness of IGETC eight years after its adoption and to identify the extent to which community college transfer students (from the fall of 1997) and counseling faculty are satisfied with the option.

¹ UC did not agree to CSU requirements in speech, American history, and United States government, and CSU did not agree to UC requirements for a foreign language.

SCOPE, FOCUS, AND METHOD

The study was conducted by means of two questionnaires (see Appendix A), one distributed to upper division students at UC or CSU who had transferred from a community college, and a second distributed to counseling faculty in the California Community College System. Each survey was aimed at its respective audience in an effort to evaluate satisfaction with the IGETC option from a variety of perspectives. The surveys were drafted, evaluated, and approved by an intersegmental advisory committee responsible for identifying the data to be collected. Once approved, each survey was posted on a website. Participants were then notified by letter or electronic mail of the website, provided with passwords, and invited to complete and submit the online survey. CSU students were also provided with printed copies of the survey so they could respond by mail if they did not have easy access to the website (approximately 600 surveys were submitted in this form). Qualified student participants were defined as active UC and CSU students who had transferred in the fall of 1997 to their university campuses from a California community college. Qualified California community college counseling faculty included all counseling faculty at all of the community colleges who were invited to participate by the directors of the transfer centers at each community college.

RESPONDENTS

The total available student population was approximately 30,700. Of this number, 22,700 were CSU and 8,000 UC students. Two thousand eighty two students completed and submitted the survey. This student population included representatives from each of the 107 community colleges and each of the UC and CSU campuses. The largest number of the former community college students were transfers from De Anza College (92), and the largest number of the former community college students were currently attending UCLA (153) and San Jose State University (233). The mean participation rate per college was 20 for the California community colleges, 73 for CSU campuses, and 77 for UC campuses. Rates of participation relative to cohorts were recorded for only one UC and two CSU campuses (one CSU campus was unable to provide student address labels and so was not included). Of the community colleges, one-third (35) were represented by 25 or more students from each of the colleges while another third were represented by fewer than 10 students from each. Surveys were submitted by 332 professional community college counseling faculty, a population estimated to represent one-third of the statewide total. Of this number, 76 percent (258) reported five or more years of experience advising community college students. A similar percentage reported that the majority of students they counseled were transfer students.

VALIDITY OF POPULATION SAMPLE

Because one important goal of the study was to encourage participation by all qualified respondents, and because the proportion of transfer students relative to the total student population (in college credit classes) differs significantly across the 107 community colleges in the state, no specific effort was made in this study to ensure that actual participants would reflect a statistically valid (random) sampling of the larger group. However each qualified respondent was afforded an equal and unbiased opportunity to participate. That the distribution of respondents does reflect the general distribution of transfer students is indicated by the close alignment between the proportion of UC and CSU respondents to the survey and the proportion

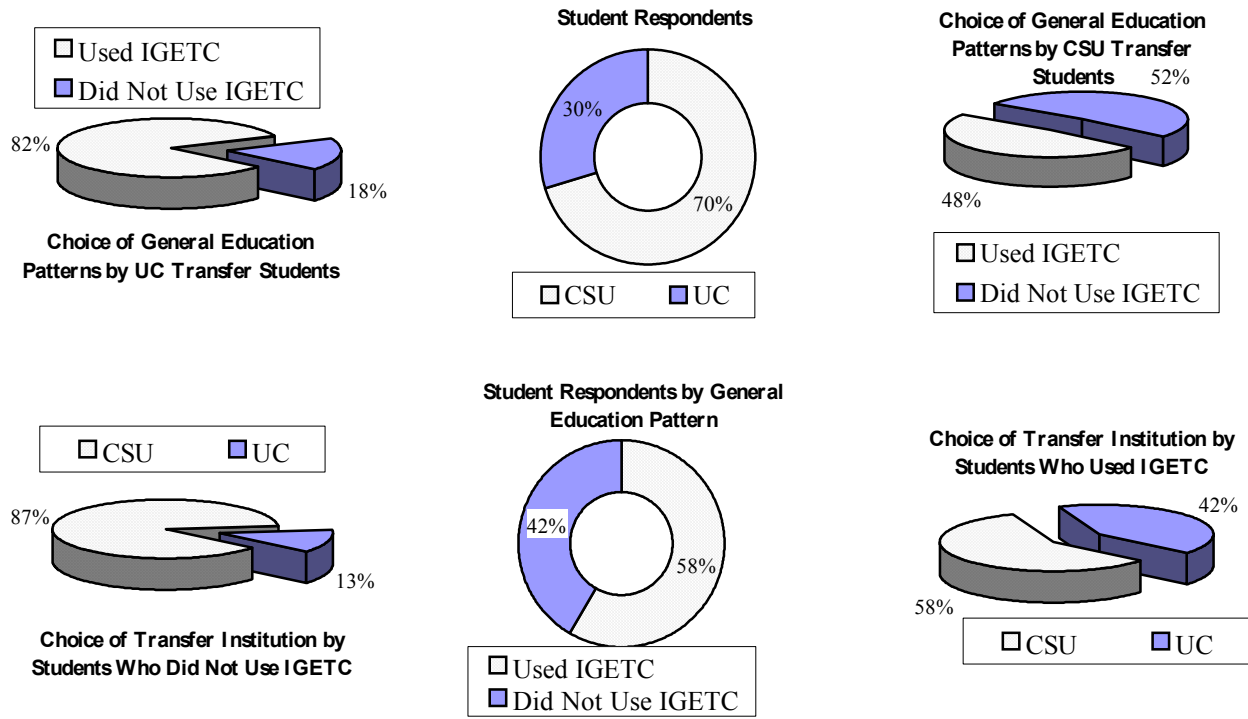
of transfer students enrolled in each of the campuses of the four-year systems. In addition, community colleges with historically and relatively high transfer rates reliably produced numbers of respondents greater than would have been expected by a simple extrapolation from mean statewide data, as was the reverse for community colleges with historically and relatively low transfer rates. Thus the population data reasonably suggest that the experiences and views of the respondents (a substantial number of community college transfer students and counseling faculty from community colleges across the state) may be taken as typical. However, a definitive study would require identification and isolation of a sample population not attempted in this effort at evaluation.

SUMMARY OF KEY FINDINGS

Responses to the surveys reveal that the IGETC pattern of lower-division general education requirements is both well known and popular among community college transfer students, and would be even more so with a concerted and recurrent effort to inform students of this option. Transfer students tend to perceive the IGETC pattern as a flexible alternative that maximizes their options, and not as a pattern uniquely suitable only for UC students. In addition, students indicate a high degree of satisfaction with the option—more so than with any other available option. (See table below).

PERCENTAGE OF COMMUNITY COLLEGE TRANSFER STUDENTS WHO:

- Transferred to UC or CSU having used the IGETC Option: 58%
- Transferred to UC using the IGETC Option: 83%
- Transferred to CSU using the IGETC Option: 48%



However, the lack of integration of UC and CSU lower-division general education standards means that, without informed guidance, students electing the IGETC option may find that the choice imposes additional obligations if they decide to transfer to CSU. Depending on specific circumstances, these obligations may extend to three additional courses. Community college counseling faculty are more aware of this fact than are the students, and counseling faculty seem increasingly inclined to steer students away from the IGETC option as it becomes more probable that students will transfer to CSU. Although strongly supportive of the IGETC option, community college counseling faculty are inclined to believe that the option could and should be improved and that students would benefit from a closer alignment between the IGETC option and the CSU General Education Certification List. The IGETC option has thus proven a valuable, successful, and attractive addition to the transfer options available to community college students and would be more so were its initial promise more completely fulfilled.

- The IGETC option is well known and popular among community college transfer students; nevertheless, many students do not use the option because they are insufficiently aware of it.
- Community college counseling faculty tend to perceive the IGETC pattern as a generic UC Equivalent of the CSU Certification List and not as a lower division general education option equally viable for UC and CSU students, and tend to steer students transferring to CSU away from the IGETC option.

SELECTED FINDINGS

Students

Ninety-seven percent of the student respondents reported that they met with a community college counselor at least once during their attendance at a community college, and 90 percent said that they followed a specific general education transfer pattern at the community college. However, 29 percent of the students reported that they had not followed an educational plan developed with the assistance of a counselor or faculty advisor while attending community college. If it is assumed that students who did develop and follow an educational plan with the assistance of a counselor also selected a general education pattern in the process, then nearly 20 percent of the student respondents selected a general education pattern while they were community college students without the benefit of an educational plan developed in consultation with a counselor. Lack of information about IGETC resulted in students not selecting the IGETC pattern. Twenty-eight

PERCENTAGE OF COMMUNITY COLLEGE TRANSFER STUDENTS WHO:

- Transferred to UC and CSU;

AND

- Followed a specific general education plan;

BUT

- Did not develop an educational plan with the assistance of a community college counselor.

20%

percent (581) of the student respondents indicated that while attending community college they were unaware that the IGETC option was available among general education patterns for transfer students. This is a surprising number since only 10 percent of the students (216) reported that they had not followed a general education pattern. Of the 1,856 students who reported that they followed a defined general education pattern for transfer students, two-thirds reported that they followed the IGETC option. Of the 860 respondents who either did not follow any plan or otherwise elected not to follow the IGETC option, 67 percent reported that they were unaware of the IGETC option, though 97 percent of all the student respondents, as noted above, indicated they had met with a counselor during their community college years.

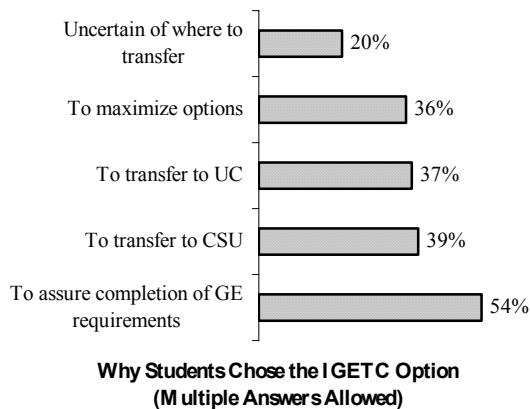
<p>PERCENTAGE OF COMMUNITY COLLEGE TRANSFER STUDENTS WHO:</p> <ul style="list-style-type: none"> • Followed a defined general education pattern and elected the IGETC option: 67% • Either did not follow a defined general education plan <p style="text-align: center;">OR</p> <p>Elected a plan other than IGETC</p> <p style="text-align: center;">AND</p> <p>Reported that they were unaware of the IGETC option while attending a community college: 67%</p>

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| <ul style="list-style-type: none"> • 72% of the students were aware of the IGETC Option while they were enrolled at a community college. • 81% of the students who were aware of the IGETC Option elected to use it. • 68% of those students who selected a general education plan other than IGETC reported they were unaware of the IGETC Option. |
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However, among the 71 percent of students who followed an educational plan developed with the assistance of a counselor, 75 percent were aware of the IGETC option. Of the students who did not follow an educational plan, only two-thirds were aware of the IGETC option. Although the absence of a student educational plan did not prevent students from following a defined transfer pattern, the absence of such a plan does appear to have reduced student awareness of the IGETC option as an alternative.

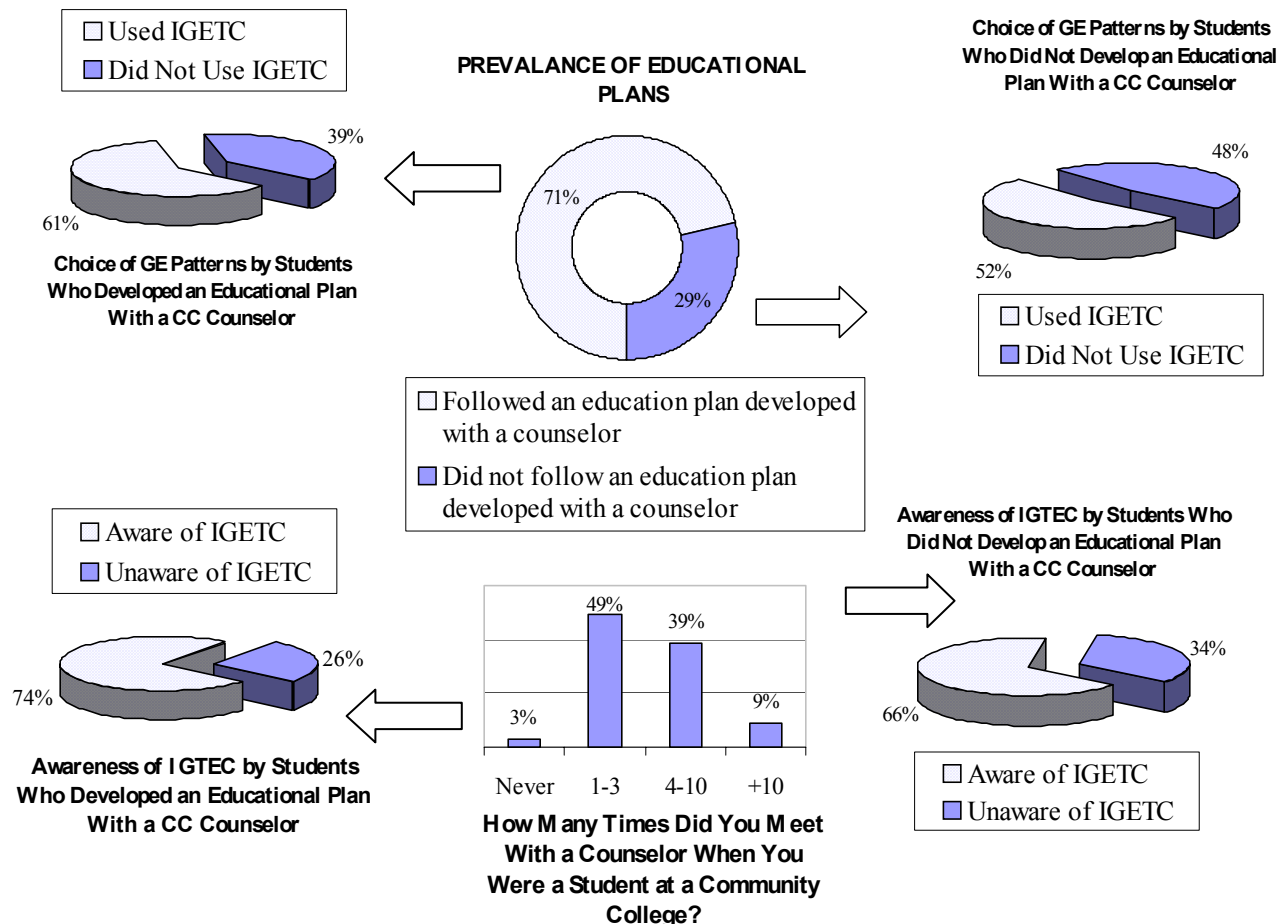
Among students who chose to follow the IGETC option, satisfaction was high. Nearly 90 percent of the students who followed the IGETC option said they believed that they had chosen the best option for lower-division general education requirements, a statement with which 70 percent of those who followed another pattern concurred. The data strongly suggest that transfer students at the community college would make even greater use of the IGETC option if the colleges ensured that transfer students were made aware of the option.

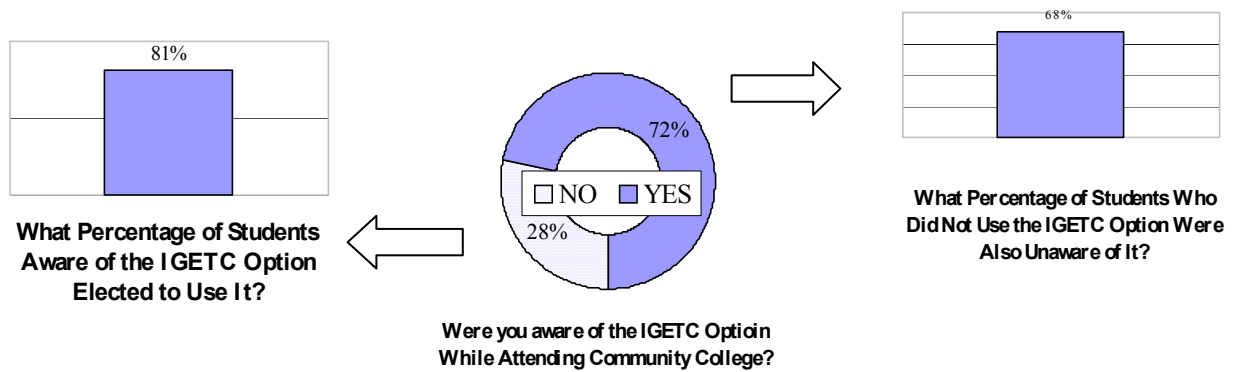
Students who used the IGETC option reported various reasons for doing so. Although it is a common belief in some community college circles that the IGETC option is most suitable for UC



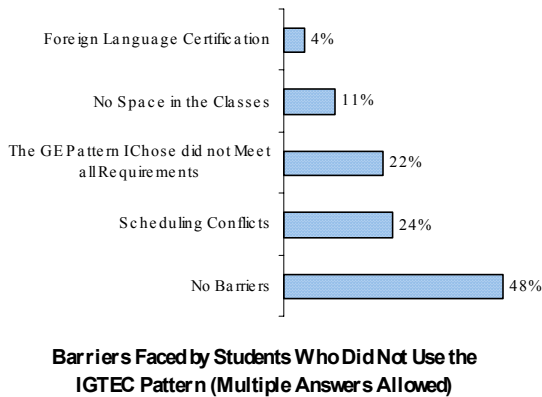
bound students, nearly half of the CSU student respondents reported that they had followed the IGETC option. Similarly, 39 percent of all the student respondents who used the IGETC option, a percentage slightly greater than for students who knew they were going to transfer to UC, said they had done so because they knew they were going to transfer to CSU. In addition, 90 percent of the students who elected to use the IGETC option reported that they had done so to maximize their options or to assure

completion of their lower-division requirements prior to transfer. The belief that students see the IGETC option as a "UC pattern" is supported by data only insofar as CSU transfer students who followed the IGETC option at a community college are assumed to have done so because their hopes of attending UC were not realized. The data suggest that students aware of the IGETC option do perceive it as the flexible alternative as designed. Twenty percent of the student respondents who chose to follow the IGETC option said they made the choice because they were unsure of their transfer plans.



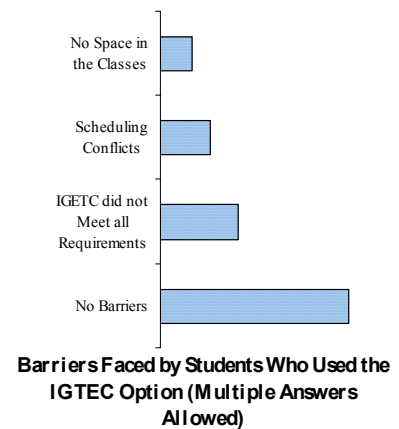


With respect to how those students became aware of the IGTEC option, 58 percent of the respondents who were aware of IGTEC option pointed to contact with a counselor, either in individual or group contexts. Information derived from college publications (26 percent), friends (21 percent), and four-year colleges and universities (12 percent) constituted the large majority of the balance. Students reported that high school counseling faculty or teachers provided little or no information.



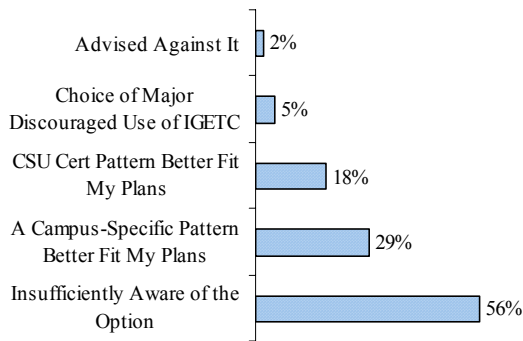
Of the student respondents who used the IGTEC option, 60 percent reported that they encountered no barriers in the process, a percentage consistently higher than that reported by students who used any of the other patterns or who could not recall the pattern they used. Of those who did face obstacles in attempting to complete IGTEC requirements, 16 percent of the students observed that their community colleges scheduled the classes they needed only infrequently or at times that conflicted with their other obligations, while an additional 10 percent

said that they were denied enrollment in required classes because the classes were filled. Perhaps of more concern, 25 percent of the transfer students who followed and completed the IGTEC pattern found they had additional lower-division requirements to meet when they arrived at a UC or CSU campus. Since this result also reflects a variety of potential requirements in addition to those general education requirements defined in patterns such as the IGTEC option (lower-division major preparation requirements, additional Title 5 and/or individual campus graduation requirements, and so forth), it is not possible to determine from the data how completely the IGTEC option satisfied lower-division general education requirements for those students who used it. However, it may be inferred that some portion of the lower-division course requirements not met prior to transfer were in lower-division general education courses.



Thus, for those students who were unable to meet lower division requirements after choosing IGETC, the promise of the IGETC option as it was initially conceived was not fulfilled. In fact, if the broadest and most fundamental purposes of the IGETC option are to provide a single, common, and obstacle-free path for community college students to meet all lower-division general education requirements for any UC or CSU campus, and if the obstacles identified above are taken into account, only 35 percent of all student respondents reported that they had followed the IGETC option and done so free of obstacles. This result indicates that much remains to be done to reach the ends of this option: transfer free of any barriers.

However, to put this finding in perspective, by the same measures only 13 percent of the student population reported that they had followed the CSU General Education List without encountering barriers. This fact strongly suggests that the IGETC option is both well known to



Student Reasons for Selecting a General Education Pattern Other than IGETC (Multiple Answers Allowed)

and preferred by community college transfer students. Postsecondary educational institutions appear to have more to accomplish in realizing the promise of the alternative, as well as in educating students as to what the lower-division general education plans both are and are not designed to accomplish. Of note here is that 20 percent of the students reported that the general education plan they selected did not meet all their lower-division transfer requirements, regardless of which plan it was. However, in contrast to students following the IGETC pattern, community

college students following a general education plan other than IGETC were much more likely to cite barriers at the community college (e.g., scheduling problems, or limited space).

Furthermore, interpretation of the data reveals the popularity of IGETC. As previously observed, 10 percent of the students who did not follow the IGETC pattern to complete their lower-division general education requirements reported that they had followed no plan at all. An additional 6 percent of the students stated that they had not followed the IGETC option, but could not recall exactly which other pattern they had used. If it is assumed of this latter group that their choice of patterns was proportionate to the choices made by those students who did recall the option they elected, then the data reveal that 89 percent of the community college transfer students met their lower-division general education requirements by means of one of the two "generic" options. Of this group, twice as many students elected the IGETC option as those who elected the CSU General Education Certification List, regardless of the four-year system to which they eventually transferred. Of the group that did elect to follow the CSU General Education Certification List, only 186 students (18 percent) indicated that they had elected the CSU general education pattern over the IGETC option because that plan "offered a better fit to my educational plans." Moreover, a surprising total of 503 students (48 percent) that did not follow the IGETC pattern noted that they had done so because they "were not sufficiently aware of the option."

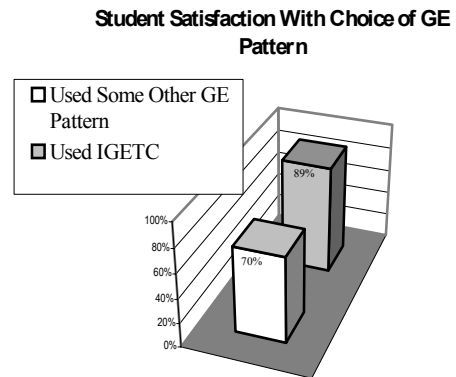
Were community college transfer students to be fully informed of the available alternatives, greater than 75% would elect the IGETC option regardless of their choice of a CSU or UC campus as a transfer institution.

Although this group presumably includes a substantial portion of the 216 students who stated that they followed no plan at all, it must also include students who followed the CSU Certification General Education List without knowledge of the IGETC option. The data suggest that, were community college transfer students fully informed of all the available alternatives, more than 75 percent would elect the IGETC option regardless of their choice of a CSU or UC campus as a transfer institution. Bearing in mind that 73 percent of the student respondents were CSU students, but that less than 13 percent of this group elected to use the CSU General Education Certification List specifically because it fit their

Eighty-nine percent of the students who did use the IGETC option believed, in hindsight, that they had chosen the best available pattern, an expression of satisfaction not attained by any of the other options.

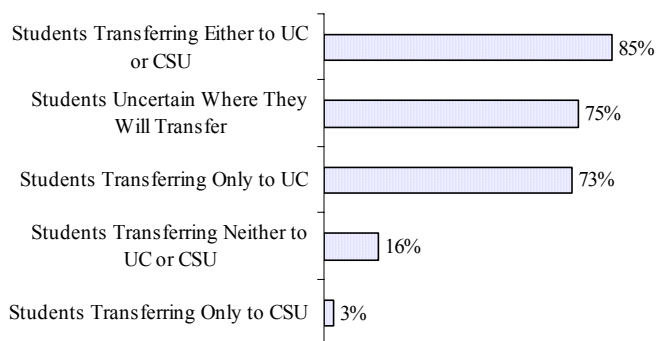
educational plans better than the alternatives, the data in this survey underscore the wide acceptance of and preference for the IGETC pattern among community college transfer students. This is particularly the case once students have been adequately informed of their

available options. As previously noted, 89 percent of the students who did use the IGETC option believed, in hindsight, that they had chosen the best available pattern, an expression of satisfaction not attained by any of the other options.



Community College Counseling Faculty

Among the 341 community college counseling faculty who responded to the survey, 60 percent stated that they generally do recommend the IGETC pattern as the best available option for transfer students who could meet their educational objectives by a variety of general education patterns. However, 85 percent indicated that they recommend the pattern to students hoping to transfer either to UC or CSU, a percentage greater than that reported for students intending to



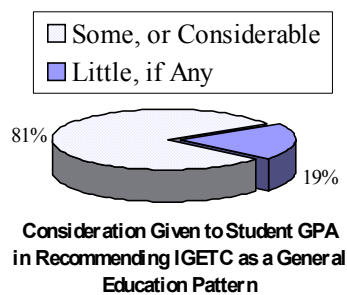
Students For Whom Counselors Advise the IGETC Pattern as a Good Option

transfer only to a UC campus (73 percent). Only 3 percent of the counseling faculty stated that they made the same recommendation to students who intended to transfer only to a CSU campus, though nearly half of the community college students who transferred to CSU used the IGETC option and expressed a high degree of satisfaction with their choice.

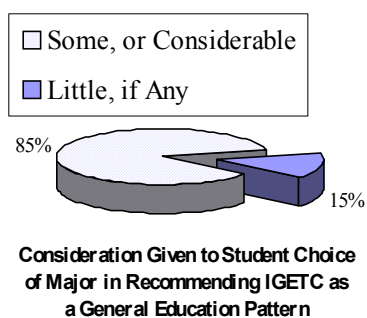
This sharp discrepancy, to the point of an apparent contradiction, illustrates clearly that the IGETC option is widely perceived by community college counseling faculty to be inherently less appropriate and/or desirable for CSU transfer students than the CSU General Education Certification List, except for students who have indicated that they may also wish to consider

options other than CSU. For students who indicate UC as their transfer institution, the counseling faculty recommend the IGETC option at least 75 percent of the time. In this respect, contrast with the student data could not be more pronounced.

Counseling faculty appear to draw correlation between majors, student grade point average, and the suitability of the IGETC option for students planning to transfer. Thirty percent of the counseling faculty reported that they gave "careful consideration" to a student's grade point average before recommending the IGETC option to that student. An additional 51 percent acknowledged that they gave the matter some, although not "significant," consideration. Only 19 percent of the counseling faculty gave little or no consideration to a student's grade point average in recommending the IGETC option to transfer students.



This finding almost certainly illustrates a common view among community college counseling faculty that students unable or unlikely to transfer to UC as a result of lower grade point averages are better served by the CSU General Education Certification List than the IGETC pattern, though both options are available to CSU transfer students. Thus, from the point of view of



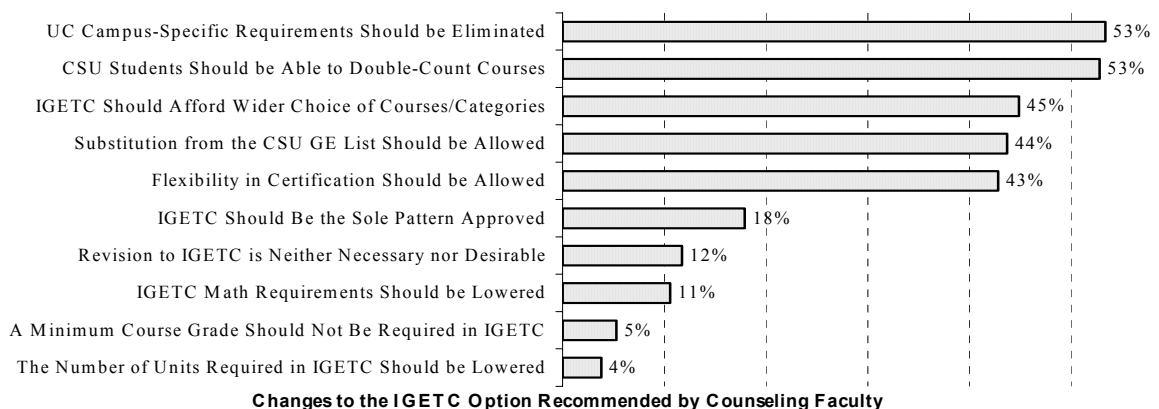
many community college counseling faculty, the IGETC option tends to be seen rather as a generic UC option or the best option for students not certain of their transfer plans than as the "systemwide" option it was proposed to be.

An initial analysis may suggest a process of circular reasoning whereby the fact that students who lack the necessary grade point average cannot be admitted to UC is taken by community college counseling faculty to be reason to guide students with lower grade point averages

away from the IGETC option. However, this reasoning fails to consider the extent to which counseling faculty routinely consider the consequences a CSU transfer student may face if the IGETC option is chosen over the CSU General Education Certification List—a result of the residual discrepancies between the two core options, as previously noted. A student following the IGETC option may meet social science requirements without taking either American history or political science (required for CSU graduates), and a speech class is not required for UC students but a competency in a foreign language is. Thus, a CSU transfer student following the IGETC option will find fewer options and will face at least one and perhaps three additional courses, depending in part on how carefully an educational plan was developed with a counseling faculty member. Knowing that a student is certain that he or she intends to transfer to CSU, community college counseling faculty are inclined to advise against the IGETC option; similarly, knowing that students with a lower grade point average are unlikely to be admitted to UC, counseling faculty will advise students to transfer to CSU and, accordingly, recommend the CSU General Education Certification List. Thus, what appears in the data to be a response from

community college counseling faculty at odds with student perspectives is most likely a consequence of the important discrepancies between the two available core general education patterns.

Students' choices of major influenced counseling faculty in much the same way as their grade point average. Two-thirds of the counseling faculty noted they gave "careful consideration" to student choice of major in recommending the IGETC option for meeting lower-division general education requirements, and an additional 14 percent declared that they gave it some consideration. Only 3 percent of counseling faculty noted that they gave the subject no consideration at all. This result is consistent with the views of counseling faculty, as discussed above, regarding student grade point average if it is assumed that counseling faculty routinely associate student choice of major with a choice between UC and CSU. Knowing that the UC System is appropriate for certain majors and the CSU System for others, counseling faculty advise students with "CSU majors" to adopt the CSU General Education Certification List other than the IGETC option if the students have decided against UC or have a grade point average that would preclude UC admission. Again, the responses from the counseling faculty indicate close familiarity with the distinctions between the available transfer preparation options and a tendency to guide students based on an evaluation of the students' plans and achievements.



Marked differences were noted in the way that counseling faculty and students indicated their familiarity with IGETC. Although nearly three-quarters of the student respondents indicated that they were familiar with the IGETC option while attending community college, fewer than 28 percent of community college counseling faculty agreed that students were familiar with this option, if "being familiar" was taken as synonymous with "being sufficiently familiar to consider this pattern among available choices." Although community college counseling faculty consider themselves well informed about the IGETC option—only 5 of 341 respondents stated that they were "uninformed" or "only vaguely informed"—they generally consider their transfer students to be poorly informed. Thirty-five percent of the counseling faculty believed that only one-third of their transfer students were sufficiently aware of the option, while another 37 percent believed that "about half" of their transfer students were sufficiently aware. This difference in perception may reflect an understanding on the part of the counseling faculty that "sufficient awareness" of the IGETC option would include student awareness of its potential limitations and/or adverse

consequences. Counseling faculty noted that they were kept informed of IGETC in a wide variety of ways, with over half the respondents citing dedicated publications ("IGETC Notes"), UC training sessions, instruction by colleagues, and "Ensure Transfer Success" workshops. Another substantial portion cited college publications, CSU training sessions, and training sessions offered by the California community college system.

Regarding their views of the IGETC option, only 12 percent of the counseling faculty professed satisfaction with the pattern as it currently stands. Among the improvements for the IGETC option proposed in the survey, counseling faculty expressed little or no support for lowering competency standards in mathematics, reducing the overall number of units, or eliminating minimum course grade requirements. However, 43 percent of the counseling faculty did agree that community colleges should be allowed flexibility in certifying student completion of the IGETC option, while 44 percent of the counseling faculty believed that students should be able to avoid certain requirements in the IGETC option by substituting courses approved for the CSU General Education List.

Similarly, 45 percent of the counseling faculty believed that the IGETC option was too narrow in terms of required categories and allowable courses, and 53 percent believed that CSU students should be allowed to double count courses where appropriate. Only in the latter case did a majority of the counseling faculty support a specific proposal for modification; nonetheless, the data indicate an established, consistent minority opinion among community college counseling faculty that the current IGETC course requirements are overly restrictive with respect to course options and required categories of study. This finding must be tempered with the realization that the list of available IGETC courses varies among community colleges since each college is responsible for submitting proposed course lists for review and approval by UC and CSU. Community college campuses vary greatly in the breadth of courses they offer and, in any event, respondents were not of a single mind regarding the range of course diversification within required categories. Of note is that the counseling faculty showed no support for a reduction in IGETC standards, and that although 88 percent of the counseling faculty agreed that some modification to the IGETC pattern would improve the option, no specific modification proposed in the survey garnered support greater than 53 percent. These findings indicate that the sentiment in support of modification is only general or the result of local conditions at the community colleges, largely eroding in the face of any concrete recommendations for improvement.

Finally, only 18 percent of the counseling faculty concurred with the assertion that the IGETC option should become the single statewide method for transfer students to meet lower-division CSU and UC general education requirements; while 53 percent agreed that the UC campuses should eliminate their campus-specific general education requirements, leaving the IGETC pattern the only option for UC students. Although majority support for the latter proposal is modest, the strong sentiment expressed in opposition to the adoption of the IGETC option as the sole option for transfer students again indicates the propensity among community college counseling faculty to view the CSU General Education List as more appropriate for CSU transfer students than the IGETC option, given its current definitions. Alternatively, counseling faculty view the IGETC option as a welcome alternative for UC students who would otherwise be obliged to meet UC campus-specific requirements without being assured of admission to that individual campus, whose lower-division general education requirements they spent two years

attempting to meet. Thus the data consistently suggest that most community college counseling faculty do not view the IGETC option in its current form as the systemwide transfer pattern it was proposed to be, but rather as the generic UC equivalent of the pre-existing CSU General Education Certification List. However, community college counseling faculty also appear to concur that student completion of IGETC requirements for UC should also suffice to meet CSU general education requirements. This blending of UC and CSU general education requirements is then used by many counseling faculty to justify both the continued necessity for a separate CSU General Education List and, curiously, support for relaxation of IGETC requirements toward a distribution of courses and categories approximating the CSU requirements. These findings are likely the result of a prevailing sentiment among community college counseling faculty that the IGETC option, while providing a useful and important alternative for transfer students, falls short of being a universal general education pattern.

ADDITIONAL FINDINGS (TABULAR DATA)

TABLES INCLUDED IN APPENDIX B

- 1) Student Awareness of IGETC Option According to Major
- 2) Student Use of IGETC Option According to Major
- 3) Student Awareness of IGETC Option According to Community College
- 4) Obstacles Encountered by IGETC Students According to Transfer Institution
- 5) Obstacles Encountered by IGETC Students According to Major
- 6) Obstacles Encountered by non-IGETC Students According to Transfer Institution
- 7) Obstacles Encountered by non-IGETC Students According to Major

TABLES AVAILABLE IN HTML

(ON THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES' WEBSITE)

STUDENT SURVEY ANALYSES

- Frequency Distribution for Each Survey Item
- Student Use of IGETC According to Transfer Institution
- Student Use of Non-IGETC Patterns According to Transfer Institution
- Community College From Which Students Transferred
- CSU or UC to Which Students Transferred
- Barriers Encountered by IGETC Students According the CC of Origin
- Reasons for Using IGETC
- Reasons for Not Using IGETC
- Use of IGETC According to Having Prepared an Educational Plan
- Use of IGETC According to Number of Times Saw Counselor
- Knowledge of IGETC According to Having Prepared an Educational Plan
- Knowledge of IGETC According to Number of Time Saw Counselor
- Non-IGETC User “Because Was Not Sufficiently Aware of Option” According to Community College of Origin
- Major According to Transfer Institution

COUNSELOR SURVEY ANALYSES

- Frequency Breakdown for Each Survey Item

Appendices