AN ABSTRACT OF THE DISSERTATION OF

Carolyn S. Borg, for the degree of Doctor of Education in Education presented on May 26, 1999. Title: Consistency of Associate Degree Definitions and Graduation Requirements in the California Community Colleges: Perceptions of Community College Curricular Leaders.

Abstract approved: Daniel B. Dunham

The purpose of this study was to produce data and information that inform California Community College decision-makers of: (a) extent of variance in California’s associate degree definitions and graduation requirements, and (b) perceptions of curricular leaders regarding the variances. Associate degree definitions and graduation requirements were compiled and analyzed from the 1997-98 catalogs for the 106 institutions. Degrees offered, number of general education units required, level of English and math required, transfer patterns, and general studies degree patterns were compiled in tables. The interpreted data from the catalog research were confirmed by the articulation officers. Chief Instructional Officers and Curriculum Chairs at each college were surveyed regarding the degree variations and graduation requirements. Were the differences considered problems or issues for the California Community College system?

The catalog review findings indicated that a quarter of the colleges define the degrees in terms of purpose (transfer or occupational) while three-quarters define the degree by major or discipline. The minimum number of general education units required to earn an associate degree range from the legal minimum of 18 semester units to as many as 41 units. One-third of the colleges require freshman English composition while others accept a course one level below. Titles used for transfer general education programs are the same titles used
for non-transfer or general studies programs at other colleges. The AA in Liberal Arts is comprised of transfer general education on some campuses, while it is a general studies degree on others. A majority of the leaders surveyed agreed that the California Community College system should work toward developing common definitions for associate degrees. The leaders supported offering the Associate of Applied Science degree.

The study concluded that Associate degrees vary so significantly among the 106 campuses of the California Community College system that there is no common meaning to the degree. Associate degree definitions in California have no relationship to the definitions set by the American Association of Community Colleges. The study recommended that an Associate Degree Task Force be convened to study the issue and present recommendations to the California Community College Board of Governors.
Consistency of Associate Degree Definitions and Graduation Requirements in the California Community Colleges: Perceptions of Community College Curricular Leaders

by

Carolyn S. Borg

A DISSERTATION

submitted to

Oregon State University

in partial fulfillment of the requirements for the degree of

Doctor of Education

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I understand that my dissertation will become part of the permanent collection of Oregon State University libraries. My signature below authorizes release of my dissertation to any reader upon request.
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# TABLE OF CONTENTS

## CHAPTER

### I INTRODUCTION ......................................................... 1

- The Problem ....................................................... 2
- Discussion ......................................................... 3
- Questions Addressed .............................................. 5
- Objectives of the Study .......................................... 6
- Methodology ....................................................... 7
- Assumptions ....................................................... 7
- Limitations of the Study ......................................... 8
- Overview of the Dissertation ................................... 8
- Definition of Terms .............................................. 9

### II REVIEW OF THE LITERATURE ................................. 12

- Selected Events in the Historical Development of the Community College ........................................ 12
- The Associate Degree: The National Picture ......................... 14
  - National Task Force to Redefine the Associate Degree .............. 14
  - SHEEO Study .................................................. 14
  - AACC Policy Statement on the Associate Degree .................. 16
  - Florida ....................................................... 18
  - Illinois ....................................................... 19
  - New York ...................................................... 20
  - North Carolina .............................................. 20
  - Oregon ....................................................... 20
  - Texas .......................................................... 21
  - Associate of Applied Science .................................. 22
  - Statewide Associate Degree Task Forces .......................... 23

- California’s Degrees and Requirements ......................... 28
- Accountability .................................................... 32
TABLE OF CONTENTS (Continued)

Summary of the Literature: Key Issues ................................................. 34

III METHODOLOGY ........................................................................... 36

Research Design ................................................................. 36
Population of the Study ...................................................... 36
Research Instrument ....................................................... 37
Catalog Study ................................................................. 38
Instrument Validity ......................................................... 39
Research Procedure ....................................................... 41
Analysis of Data ............................................................ 43

IV REPORT OF THE FINDINGS ......................................................... 44

Comparison of 1997-98 Catalog Data ........................................ 44

Degree Comparison .......................................................... 44
Degree Definitions ........................................................... 45
General Education Requirements ........................................... 46
English Competency Levels .............................................. 49
Math Competency Levels ................................................ 50
Transfer Degrees and Majors ............................................. 51
General Studies Degrees and Majors .................................. 55
Summary of the California Community College Catalog Analysis - Key Findings .................................................. 57

Survey Findings ................................................................. 58

Degree Definitions ........................................................... 63
Liberal Arts and General Studies degrees/majors .................... 64
Transfer Degrees and Majors ............................................. 65
General Education Requirements ....................................... 65
English and Math Course Requirements ................................ 65
Associate in Applied Science Degree Desirability and National Comparability .................................................. 66
CIO and Curriculum Chairs – Years of Experience .................. 73
Summary of Survey Findings .............................................. 75
TABLE OF CONTENTS (Continued)

<table>
<thead>
<tr>
<th>Chief Instructional Officer and Curriculum Chair Response Comparison</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chi Square Test of Independence</td>
<td>77</td>
</tr>
<tr>
<td>Question 1</td>
<td>78</td>
</tr>
<tr>
<td>Question 2</td>
<td>78</td>
</tr>
<tr>
<td>Question 3</td>
<td>79</td>
</tr>
<tr>
<td>Question 4</td>
<td>80</td>
</tr>
<tr>
<td>Question 5</td>
<td>81</td>
</tr>
<tr>
<td>Question 6</td>
<td>81</td>
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<tr>
<td>Question 7</td>
<td>82</td>
</tr>
<tr>
<td>Question 8</td>
<td>83</td>
</tr>
<tr>
<td>Question 9</td>
<td>83</td>
</tr>
<tr>
<td>Question 10</td>
<td>84</td>
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<tr>
<td>Question 11</td>
<td>85</td>
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<tr>
<td>Question 12</td>
<td>85</td>
</tr>
<tr>
<td>Question 13</td>
<td>86</td>
</tr>
<tr>
<td>Question 14</td>
<td>87</td>
</tr>
<tr>
<td>Question 15</td>
<td>87</td>
</tr>
<tr>
<td>Question 16a</td>
<td>88</td>
</tr>
<tr>
<td>Question 17</td>
<td>89</td>
</tr>
<tr>
<td>Question 18</td>
<td>90</td>
</tr>
<tr>
<td>Question 19</td>
<td>90</td>
</tr>
<tr>
<td>Question 20</td>
<td>91</td>
</tr>
<tr>
<td>Question 21</td>
<td>92</td>
</tr>
<tr>
<td>Question 22</td>
<td>93</td>
</tr>
<tr>
<td>Question 23</td>
<td>93</td>
</tr>
<tr>
<td>Question 24</td>
<td>94</td>
</tr>
<tr>
<td>Question 25</td>
<td>95</td>
</tr>
<tr>
<td>Question 26</td>
<td>95</td>
</tr>
<tr>
<td>Question 27</td>
<td>96</td>
</tr>
<tr>
<td>Question 28</td>
<td>98</td>
</tr>
</tbody>
</table>

V FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS .......................... 100

Findings ............................................................................. 100

Conclusions ......................................................................... 102

Recommendations .................................................................... 104
# TABLE OF CONTENTS (Continued)

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>REFERENCES</td>
<td>106</td>
</tr>
<tr>
<td>APPENDICES</td>
<td>111</td>
</tr>
<tr>
<td>A  AACC Policy Statement 1998</td>
<td>112</td>
</tr>
<tr>
<td>B  Sample Catalog Profile</td>
<td>116</td>
</tr>
<tr>
<td>C  Letter to the Chief Instructional Officers and Curriculum Chairs</td>
<td>118</td>
</tr>
<tr>
<td>D  Letter of Support</td>
<td>120</td>
</tr>
<tr>
<td>E  Data Card</td>
<td>122</td>
</tr>
<tr>
<td>F  Reminder Card</td>
<td>124</td>
</tr>
<tr>
<td>G  Follow-Up Letter</td>
<td>126</td>
</tr>
<tr>
<td>H  Curricular Leaders Participating in the Survey</td>
<td>128</td>
</tr>
<tr>
<td>I  Catalog Analysis Summary: Associate Degree Definitions and Graduation Requirements</td>
<td>134</td>
</tr>
<tr>
<td>J  Catalog Analysis Summary: Transfer and General Studies Patterns</td>
<td>139</td>
</tr>
<tr>
<td>K  Survey Instrument</td>
<td>150</td>
</tr>
<tr>
<td>TABLE</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Comparison of States ........................................................................ 19</td>
</tr>
<tr>
<td>2</td>
<td>Community College Degrees Offered in Selected States .......................... 22</td>
</tr>
<tr>
<td>3</td>
<td>Survey Respondents ............................................................................. 42</td>
</tr>
<tr>
<td>4</td>
<td>Associate Degrees Offered ...................................................................... 44</td>
</tr>
<tr>
<td>5</td>
<td>English Levels Required for the Associate of Arts Degree ..................... 49</td>
</tr>
<tr>
<td>6</td>
<td>Math Levels Required for Associate Degrees ........................................ 50</td>
</tr>
<tr>
<td>7</td>
<td>Titles Used for Transfer General Education Programs ............................ 53</td>
</tr>
<tr>
<td>8</td>
<td>Types of Associate Degrees in California ........................................... 56</td>
</tr>
<tr>
<td>9</td>
<td>Survey Questions Ranked by Level of Support ....................................... 60</td>
</tr>
<tr>
<td>10</td>
<td>Agree/Disagree Questions Ranked by Level of Support ............................ 62</td>
</tr>
<tr>
<td>11</td>
<td>Which Associate Degree Definitions Should California Adopt? ................ 70</td>
</tr>
<tr>
<td>12</td>
<td>Importance of Associate Degree Differences to Constituents as Perceived by Curricular Leaders ........................................................................ 71</td>
</tr>
<tr>
<td>13</td>
<td>Which Group(s) Should Study the Issue? ............................................... 73</td>
</tr>
<tr>
<td>14</td>
<td>Years of Community College Experience ............................................. 74</td>
</tr>
<tr>
<td>15</td>
<td>Question 1 ......................................................................................... 78</td>
</tr>
<tr>
<td>16</td>
<td>Question 2 ......................................................................................... 79</td>
</tr>
<tr>
<td>17</td>
<td>Question 3 ......................................................................................... 80</td>
</tr>
<tr>
<td>18</td>
<td>Question 4 ......................................................................................... 80</td>
</tr>
<tr>
<td>19</td>
<td>Question 5 ......................................................................................... 81</td>
</tr>
<tr>
<td>20</td>
<td>Question 6 ......................................................................................... 82</td>
</tr>
<tr>
<td>21</td>
<td>Question 7 ......................................................................................... 82</td>
</tr>
<tr>
<td>22</td>
<td>Question 8 ......................................................................................... 83</td>
</tr>
<tr>
<td>Question</td>
<td>Page</td>
</tr>
<tr>
<td>----------</td>
<td>------</td>
</tr>
<tr>
<td>23</td>
<td>Question 9</td>
</tr>
<tr>
<td>24</td>
<td>Question 10</td>
</tr>
<tr>
<td>25</td>
<td>Question 11</td>
</tr>
<tr>
<td>26</td>
<td>Question 12</td>
</tr>
<tr>
<td>27</td>
<td>Question 13</td>
</tr>
<tr>
<td>28</td>
<td>Question 14</td>
</tr>
<tr>
<td>29</td>
<td>Question 15</td>
</tr>
<tr>
<td>30</td>
<td>Question 16a</td>
</tr>
<tr>
<td>31</td>
<td>Question 17</td>
</tr>
<tr>
<td>32</td>
<td>Question 18</td>
</tr>
<tr>
<td>33</td>
<td>Question 19</td>
</tr>
<tr>
<td>34</td>
<td>Question 20</td>
</tr>
<tr>
<td>35</td>
<td>Question 21</td>
</tr>
<tr>
<td>36</td>
<td>Question 22</td>
</tr>
<tr>
<td>37</td>
<td>Question 23</td>
</tr>
<tr>
<td>38</td>
<td>Question 24</td>
</tr>
<tr>
<td>39</td>
<td>Question 25</td>
</tr>
<tr>
<td>40</td>
<td>Question 26</td>
</tr>
<tr>
<td>41</td>
<td>Question 27 (Employers)</td>
</tr>
<tr>
<td>42</td>
<td>Question 27 (Students)</td>
</tr>
<tr>
<td>43</td>
<td>Question 27 (Public)</td>
</tr>
<tr>
<td>44</td>
<td>Question 28</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

Today, there are more than one thousand community colleges in the United States serving over 5.5 million students (American Association of Community Colleges [AACC], 1997). These colleges confer in excess of 500,000 degrees each year according to the U.S. Department of Education National Center for Education Statistics (1997).

California has the largest community college system in the nation, with 106 community colleges serving over 1.4 million students. California’s community colleges awarded 60,538 Associate of Arts and Associate of Science degrees in 1996-97 (California Community College Chancellor’s Office, 1998). These degrees are awarded in a number of different majors, with varying general education and graduation requirements.

In the state of California, the guidelines for offering associate degrees are outlined in Title 5 of the California Code of Regulations. California’s community colleges are authorized to offer the Associate of Arts (AA) and the Associate of Science (AS) degrees. Although offered in other states, the Associate of Applied Science (AAS) degree and the Associate degree in General Studies are not available within California’s educational code.

At each of California’s 106 community colleges, the faculty determines the curriculum and graduation requirements. Curriculum committees at each institution regularly examine general education and graduation requirements and make modifications to strengthen quality as they determine necessary. As they make these changes there is no single central
source of data, other than individual college catalogs, which describes the general education
and graduation requirements of the other California community colleges.

California Education Code §66700 establishes the legal authority entrusted to the
Board of Governors. “The Board of Governors of the California Community Colleges shall
prescribe minimum standards for the formation and operation of the California Community
Colleges and exercise general supervision over the California Community Colleges.”

A 1997 document of the Academic Senate for California Community Colleges,
*Regional Curriculum Colloquia and Delegated Approval Authority*, explains the role of the
Board of Governors and the Chancellor in curriculum matters. It states:

A solid curriculum is the backbone of any college. In the California
Community College system, curriculum oversight is provided by the Board of
Governors and the Chancellor and is recognized as a matter on which the
Chancellor relies primarily on the advice and recommendation of the
Academic Senate. The Board of Governors is given the authority to set
minimum standards for credit and noncredit classes and to review and
approve all educational programs offered by community college districts and
all courses that are not offered as part of an educational program.

The document confirms the approval authority delegated to the local districts:

Colleges continue to have the authority to:
   Approve graduation requirements that apply to all students seeking
the associate degree, including general education requirements as outlined in
Title 5 §55806.
   Recommend patterns of courses to students for transfer or to meet
other student goals and publish them in the catalog.

THE PROBLEM

Associate degree definitions and graduation requirements vary widely among the 106
campuses of the California Community College system. The variance may be so significant as
to confuse the very meaning of the degree. There is no single source of data for the individual
campuses to use to review the common requirements of the system.
This problem poses several pertinent questions: Are the faculty curriculum chairs and the Chief Instructional Officers (CIOs) aware of the extent of the variance across the system? Do the campus curricular leaders perceive this variance as a problem? Is consistency of associate degree definitions and requirements important to these leaders? Should the associate degrees offered in California’s community colleges be comparable to one another?

DISCUSSION

Leslie Koltai, former Chancellor of the Los Angeles Community College District, chaired a national panel of the American Association for Community Colleges that presented a comprehensive analysis of the associate degree in 1984. He identified the issue of the college-by-college variation in subject area and unit requirements as a topic that needed to be addressed in the future.

Some states have undertaken the task of examining associate degree standards for their own community colleges. The Minnesota Higher Education Coordinating Board issued Associated Degree Standards: Task Force Report, in March of 1986. The recommendations from the report suggested that the three types of degrees be differentiated by the amount of liberal arts and science courses required.

Programs designated Associate in Arts should be composed of at least two-thirds liberal arts and sciences courses, programs designated Associate in Science should be composed of at least one-half liberal arts and sciences/general education coursework, and programs designated as Associate in Applied Science should be composed of at least one-third liberal arts and science/general education coursework. (pp. 1-2)

The Indiana State Commission for Higher Education conducted a study of the structure of associate degrees in Indiana and issued a working paper in February 1996. The Commission later adopted policy that identified four degrees: Associate of Arts, Associate of Science, Associate of Applied Science, and Associate of General Studies.
The American Association of Community Colleges (AACC) has adopted policy statements regarding the Associate Degree and the Associate in Applied Science Degree. In explaining the Associate Degree, AACC (1984) policy states, “the associate degree must indicate that the holder has developed proficiencies sufficient to prepare for upper division collegiate work, or to enter directly into a specific occupation with confidence. The degree should be awarded only for completion of a coherent program of study designed for a specific purpose” (p. 1).

According to AACC (1984) the individual campus is responsible for quality in that:

The institution offering an associate degree assumes a responsibility to students and the public to establish and maintain excellence in all educational programs. In offering such a degree program the individual institution recognizes the obligation to certify that the student receiving the degree has indeed attained associate degree levels of achievement. (p. 1)

The AACC (1984) statement defining the Associate in Arts and Associate in Science Degrees states:

These degrees primarily prepare the student to transfer to an upper division baccalaureate degree program. Programs leading to these degrees are similar in nature. The general trend has been to offer the associate in science degree to students who wish to major in engineering, agriculture, or the sciences with heavy undergraduate requirements in mathematics and science. The associate in arts degree gives emphasis to those majoring in the social sciences, humanities, arts, and similar subjects. However, it should be noted that the distinction between the two degrees and the eventual baccalaureate major has become somewhat blurred in recent years. (p. 2)

AACC (1986) states that the Associate in Applied Science Degree “is designed to lead the individual directly to employment in a specific career. While the titles given these degrees vary considerably . . . the most common title is associate in applied science.” Regarding the abundance of titles for associate degrees, AACC (1984) states:

In an attempt to reduce the number of these degrees and to avoid confusion as to the level of academic achievement attained, it is highly recommended that:

a. The titles associate in arts and associate in science degrees be used without further designation.
b. The associate in applied science degree may have additional designations to denote special fields of study such as nursing, computer technology, or law enforcement. 
...the names or designations used for associate degrees be limited to the above three. (p. 2)

QUESTIONS ADDRESSED

This study seeks to address the following questions by analyzing the curricular requirements presented in each institution's 1997-98 catalog and surveying the curricular leaders of the 106 California community colleges regarding that information and data. Catalog analysis questions of interest include:

1. How widely and how consistently are the two legally authorized degree designations (i.e., Associate of Arts, Associate of Science) used in California?
2. How are the Associate of Arts and Associate of Science degrees defined at each community college (by major, by purpose)?
3. How many general education semester units are typically required for each of the degree designations?
4. How are general education degrees defined (e.g., Liberal Arts, General Studies)?
5. How is the transfer degree (or degree awarded to transfer students) defined at each institution?
6. What are the minimum levels of English and math required for the degrees?

The survey seeks to answer:

7. How do the campus curricular leaders, CIOs and Curriculum Chairs, perceive the situation?
a. Do they perceive the variance in degree definitions and graduation requirements as a problem?

b. Do they think that associate degrees should be defined consistently across the state?

c. Do they think students, employers, and the public understand the difference between the degrees?

d. Is there a need to offer the Associate in Applied Science, or Associate in General Studies in California?

e. Is there support for the creation of transfer degree?

f. Should the statewide Academic Senate make recommendations to the Board of Governors regarding guidelines for the number of general education units required for the AA and AS degrees?

OBJECTIVES OF THE STUDY

The purpose of the study is to produce data and information that inform California community college decision-makers of: (a) extent of the variance in California’s associate degree definitions and graduation requirements and, (b) perceptions of curricular leaders regarding the variances.

The study should also contribute to policy analysis and development, potentially leading to new standards for the awarding of associate degrees in California’s community colleges. Definitions of degrees, creation of a transfer degree, and the offering of the Associate of Applied Science degree are other possible recommendations from the study. The results of the survey will be made available to California’s statewide Academic Senate, Community College Presidents, and the California Community College Chancellor’s Office.
METHODOLOGY

The associate degree definitions and graduation requirements were compiled and analyzed from the 1997-98 catalogs for each institution. The degrees offered, the number of general education units required for those degrees, level of English and math required for degrees, and a profile of the transfer degree patterns and general studies degree patterns were compiled in tables. The interpreted data from the catalog research were e-mailed to and confirmed by the articulation officer at each institution.

A survey was distributed to the CIO and to the Curriculum Chair at each California Community College. The survey was designed to poll the opinions of the curricular leaders as to their perceptions concerning the variance in degree definitions. Each question presented an area of variance as determined from the catalog analysis, and then asked for the leader’s perception in response to the data. The two leaders on each campus were asked if they perceive the variance as a problem or a strength for the California Community College system, using a 5-point Likert scale. The second part of the survey asked the leaders to indicate their agreement or disagreement with a number of potential changes to the associate degrees. It concluded by asking for their opinions regarding which group should study the issue, and gathered demographic data on the respondents.

ASSUMPTIONS

Three assumptions are important for understanding this study:

1. The community college curricular leaders responding to the survey are knowledgeable of the associate degree requirements on their campuses.
2. The researcher has interpreted the degree requirements in the college catalogs accurately and if not, any misinterpretations were identified and corrected by the articulation officer on the campus. It should be noted that the researcher is a counselor and articulation officer in the California Community College system.

3. The responsibility for minimum degree standards rests with the California Community College Board of Governors; the application of those standards into patterns remains with the faculty and administration of each district and college.

LIMITATIONS OF THE STUDY

The catalog study is limited to the requirements in effect for the 1997-98 catalog year. The graduation requirements and degrees offered are regularly revised with each new catalog. The study is limited by the extent of the responses of the community college CIOs and campus curriculum chairpersons.

OVERVIEW OF THE DISSERTATION

Chapter I provides an introduction to the study, with a discussion of the problem, questions addressed, methodology, assumptions, and a definition of terms.

Chapter II reports a review of the related literature. The section begins with selected events in the historical development of the community college, followed by a discussion of the associate degree from a national perspective. This national overview includes the movement to redefine the associate degree, the American Association of Community College policy statement on the degree, and descriptions of the degree in several states. The next section
describes California's associate degrees and current curriculum movements. The chapter concludes with a discussion of accountability issues.

Chapter III presents a discussion of the methods used to conduct the study. An explanation of the research design, population, catalog study, survey instrument, validity, and research procedures are discussed here.

Chapter IV is a report of the findings. The first part of the chapter provides the results of the catalog analysis including degree comparisons, degree definitions, general education requirements, English and math competency levels, and a summary of transfer majors and general studies majors. The second part discusses the results of the California curricular leader survey and reports their perceptions concerning degree variations within the California Community College system.

Chapter V concludes with a summary of the findings, conclusions and recommendations from the study. The references and appendices follow.

DEFINITION OF TERMS

The following terms and definitions are provided to ensure that the reader has a common understanding of the terms as they are used in this research study:

*Academic Senate* – The Academic Senate for California Community Colleges represents the faculty of the Community Colleges, ensuring effective participation in the formation of statewide policies on academic and professional matters.

*American Association of Community Colleges (AACC)* – Located in the National Center for Higher Education in Washington, D.C., AACC provides a national focus and national leadership for the nation's community, junior, and technical colleges.
Articulation – the process of developing formal written agreements that identifies courses that are comparable from one institution to another.

Associate Degree – Degree traditionally awarded by community colleges for completion of two years of study (60 units). Associate in Arts (AA) and Associate in Science (AS) are the most common degrees awarded.

Associate of Applied Science (AAS) degree – Associate degree designed to prepare the student to enter directly to employment in a specific career.

Associate of General Studies (AGS) degree – Associate degree awarded for completion of two years of study. The degree is comprised of courses (academic, vocational, elective) largely selected by the student.

Board of Governors (BOG) – The Board of Governors of the California Community Colleges sets policy and provides guidance for the 71 districts and 107 colleges which constitute the system. The 16-member Board of Governors is appointed by the Governor and has the legislatively granted authority to develop and implement policy for the colleges.

California Community College Chancellor’s Office - The Chancellor for the system is selected by the Board of Governors. The Chancellor, through a formal process of consultation, brings recommendations to the Board. The work of the board is supported by the staff of the Chancellor’s Office.

Chief Instructional Officer (CIO) – Community college senior administrator responsible for the instructional programs of the institution.

CSU GE Breadth (California State University General Education breadth requirements) – Identified pattern of 13 courses (39 semester units) at a California Community College which is accepted by the California State University as satisfying all lower division general education requirements for transfer.
Curriculum Chair – Chairperson of the community college curriculum committee, generally responsible for the campus curriculum approval process.

General Education – Courses designed to broaden the knowledge of students, primarily a prescribed pattern of courses from the disciplines of English, math, sciences, humanities, social/behavioral sciences, and communication.

Graduation requirements – Requirements in addition to general education courses necessary for graduation. Also known as institutional requirements, examples include physical education, health, American institutions, computer literacy, information competency, and multicultural course requirements.

IGETC (Intersegmental General Education Transfer Curriculum) – Identified pattern of eleven or twelve courses at a California Community College which is accepted by the University of California and the California State University as satisfying all lower division general education course requirements.

Liberal Arts – “Academic disciplines, as languages, history, and philosophy that provide information of general cultural concern” (Soukhanov, 1984, p. 689). An interdisciplinary program largely undefined in California Community Colleges.

Liberal Studies – An interdisciplinary major designed primarily for students who intend to become teachers in elementary schools.

Matriculation – A process by which a student is provided services including admission; assessment; counseling; enrollment and follow-up to help insure successful attainment of education goals.

Transfer degree – Associate degree which satisfies the lower division requirements to enter a four-year university.

Unit – A measurement of credit earned; equivalent to a credit hour.
CHAPTER II

REVIEW OF THE LITERATURE

This chapter, a selected national review of the literature, is presented in four sections according to the following topics: Selected Events in the Historical Development of the Community College, the Associate Degree – the National Picture, California’s Degrees and Requirements, and Accountability.

SELECTED EVENTS IN THE HISTORICAL DEVELOPMENT OF THE COMMUNITY COLLEGE

The beginning of the community college can be traced to the late 1800s. During an economic downturn in 1894, there were limited students and funding to support the small denominational colleges in Texas and Louisiana. The president of Baylor University suggested that the smaller colleges reduce their curricula to the freshman and sophomore years and Baylor would provide the students with the junior and senior years of the baccalaureate program. Two years later William Rainey Harper, president of the University of Chicago, announced that the university would make transfer agreements with the denominational colleges in the area who wished to reduce their curricula to the first 2 years (Ratcliff, 1994). Harper also suggested that high schools extend their curricula upward to incorporate the first 2 years of college.

The University of Chicago began awarding associate degrees in arts, literature, and science in 1900. William Harper is also credited with fostering the foundation of the oldest public junior college, Joliet Junior College in Illinois, in 1901. Joliet Junior College served as a feeder institution to the University of Chicago.
The first legislation authorizing public high schools to offer college courses was enacted by the California General Assembly in 1907. Other states soon followed: Kansas and Michigan enacted legislation in 1917, Minnesota in 1925, and today 49 states have public community colleges (Fountain & Tellefson, 1989).

By 1918, there were 17 junior colleges in the United States granting the associate degree (Cohen & Brawer, 1982). Meetings held in 1920 and 1921 resulted in the founding of the American Association of Junior Colleges, which changed to the AACC in 1992. Although colleges have no legal obligation to adhere to AACC policies and recommendations, AACC “provides a national focus and national leadership for the nation’s community, junior, and technical colleges,” (AACC, n.d.).

The GI Bill of Rights was passed in 1944, providing financial assistance to veterans of World War II to pursue a college education. Breaking down social and economic barriers, this program is credited with opening the door of a college education to the masses. Over 2.2 million veterans, including over 60,000 women and approximately 70,000 African-Americans, attended college under the GI Bill (Vaughan, 1985).

The 1947 Truman Commission Report called for:

The establishment of a network of public community colleges which would charge little or no tuition, serve as cultural centers, be comprehensive in their program offerings with emphasis on civic responsibilities, and would serve the area in which they were located. The commission popularized the phrase “community college,” causing hundreds of existing and new public two-year colleges to include “community” in their names. (Vaughn, 1985)

Student aid legislation beginning in 1965 and continuing through the current Pell Grant program, made it possible for practically every American to attend college.

Dale Parnell, president of the American Association of Community and Junior Colleges from 1981 to 1991, advocated for the vocational mission of the community college.
His 1985 book, *The Neglected Majority*, called attention to the numbers of under-served students needing technical training.

## THE ASSOCIATE DEGREE: THE NATIONAL PICTURE

This section presents a review of the various degrees offered in selected states and research pertaining to the associate degree.

**National Task Force to Redefine the Associate Degree**

A National Task Force on the Redefinition of the Associate Degree was formed in 1983. The Task Force was comprised of some of the foremost education leaders in the country to examine the goals, definition, and quality of the degree. Chaired by Leslie Koltai and supported by the National Endowment for the Humanities and commissioned by the AACC, the task force conducted an extensive study of the associate degree.

The task force analyzed the historical literature, surveyed 100 community college districts, 100 high schools, and 50 Fortune 500 companies. The results were compiled and analyzed and recommendations were made. The report identified several issues for the future, among them, “the associate degree definition is fragmented or nonexistent in most of the survey colleges” (p. 18) and, “there is such a variation in subject area and unit requirements that universities and colleges prefer their own transfer requirements rather than accept the associate degrees as qualifying students for transfer” (p. 17).

**SHEEO Study**

In 1985, John R. Wittstruck of the State Higher Education Executive Officers (SHEEO) conducted a survey of the associate degrees awarded in each of the states. The resulting report was entitled “Requirements for Certificates, Diplomas and Associate Degrees:
A Survey of the States.” Based on the responses from 44 states and the District of Columbia, Wittstruck described the various degrees and diplomas offered in each state. There were 19 different degree titles referenced for the associate degree, and 28 different titles if the instances of of and in are included. The most common degrees awarded were the Associate-Arts, Associate-Science, and the Associate-Applied Science. Other degrees included the Associate-General Studies, Associate-Applied Arts, and the Associate (Specialty). Fourteen states and the District of Columbia did not specify degree titles in their responses.

Wittstruck (1985) found limited and varying information on the specific general education requirements. Some states reported the number of general education hours required for the AA, AS and AAS degrees as follows: Colorado, 30-30-12; Kansas, 45-30-15; New Jersey, 45-30-20; and North Carolina 45-30-30. Wittstruck writes, “if a trend exists, it’s that the number of general education units required for the Associate of Arts is approximately 45 units, for the Associate of Science, 30 units, and for the Associate of Applied Science, 15 units. Sixty semester units or the equivalent was the commonly held minimum total units necessary for the degree” (p. 2). Iowa, Nevada, Oklahoma, and Virginia were noted as having sent in the most complete responses and were suggested as models for other states in “bringing clarity and reasonable commonality to the pre-baccalaureate programs, award requirements and award titles” (Wittstruck, 1985, p. 3).

Wittstruck (1985) describes the problem of using differing terms for degrees among the states:

Postsecondary education providers are called to make different opportunities available for their respective consumers, citizens should have apples, oranges and pears available to them. There is, however, a need to assure the student consumer, parent and employer that the apples, the oranges and the pears have something in common.

Students, parents, employers and legislative bodies would understand far more clearly what postsecondary education is about if there were reasonable
guidelines that all pre-baccalaureate postsecondary education program providers follow. Transferability of credit, program articulation and program review and approvals also would be improved and facilitated if reasonably uniform program and award-title guidelines were available. A situation in which one provider’s apple may be someone else’s orange or pear results in an atmosphere that is neither productive nor helpful to improving the quality or understanding of the conditions of postsecondary education. (p. 7)

Wittstruck is referring to the differing diplomas, certificates, and associate degrees offered by all postsecondary education providers. Even within the community college system, the associate degree is yet to be consistently defined.

AACC Policy Statement on the Associate Degree

The 1984 “Policy Statement on the Associate Degree” issued by the AACC stated:

Emphasis on the associate degree program indicates to faculty, administrators, students and society that the community, technical and junior college has a vision of what it means to be an educated person and affirms the colleges commitment to program continuity, coherence and completion. The associate degree must indicate that the holder has developed proficiencies sufficient to prepare for upper division collegiate work, or to enter directly into a specific occupation with confidence. The degree should be awarded only for completion of a coherent program of study designed for a specific purpose. (p. 1)

The AACC (1984) also noted the abundance of titles for associate degrees and made recommendations:

In recent years there has been a proliferation of titles of associate degrees. This has been true especially in occupational areas where some institutions offer many different degrees in specific technologies. In an attempt to reduce the number of these degrees and to avoid confusion as to the level of academic achievement attained, it is highly recommended that:

a. The titles associate in arts and associate in science degrees be used without further designation.

b. The associate in applied science degree may have additional designations to denote special fields of study such as nursing, computer technology, or law enforcement.

c. For all associate degrees the transcript of a student should reveal the exact nature of the program completed and whether courses are recommend for transfer to baccalaureate degree programs.

d. The names of designations used for associate degrees be limited to the above titles. (p. 2)
In August 1998, the AACC Board of Directors adopted a revised description of the Associate degree (see Appendix A). The revision further defined the degrees by recommending the percentage of general education required for each degree.

Associate in Arts and Associate in Science: These degrees prepare the student to transfer to an upper division baccalaureate degree program. The associate in arts (AA) degree gives emphasis to those majoring in the arts, humanities, social sciences, and similar areas. It is recommended that a substantial component of the associate in arts degrees, three-quarters of the work required, shall be in general education.

The associate in science (AS) degree gives emphasis to those majoring in agriculture, engineering and technology, and the sciences with substantial undergraduate requirements in mathematics and the natural sciences. It is recommended that a large component of the associate in science degree, one-half of the work required, shall be in general education. Students awarded associate in arts or associate in science degrees should be accepted as junior level transfers in baccalaureate degree granting institutions. (p. 2)

Associate in Applied Science Degree: The associate in applied science (AAS) degree program is designed to lead the individual directly to employment in a specific career. It is strongly suggested that one-third of the work for the associate in applied science degree shall be in general education. While the titles given these degrees vary considerably among community colleges, the most common title is associate in applied science. Although the objective of the associate in applied science degree is to enhance employment opportunities, some baccalaureate degree granting institutions have developed upper division programs to recognize this degree for transfer of credits. The associate in applied science degree programs must be designed to recognize this dual possibility and to encourage students to recognize the long-term career possibilities that continued academic study will create. (p. 2)

In California, the state administrative code, Title 5, outlines the degrees that may be awarded by the state’s community college system. Section 55806 states:

The governing board of a community college district shall confer the degree of Associate in Arts or Associate in Science upon a student who has demonstrated competence in reading, in written expression, and in mathematics, and who has satisfactorily completed at least 60 semester units or 90 quarter units of college work. This course work requirement must be fulfilled in a curriculum accepted toward the degree by a college within the district (as shown in its catalog). It must include at least 18 semester or 27 quarter units in General Education and at least 18 semester or 27 quarter units in a major as prescribed in this section.
The California Educational Code for community colleges does not permit the
awarding of degrees other than the Associate of Arts and Associate of Science, therefore the
Associate of Applied Science degree is not available in California.

It is interesting to note that the California Educational Code for Private Postsecondary
Education §71855 authorizes the awarding of the AAS degree. For these private institutions,
"the Specialized Associate Degree (Occupational) or the Associate of Applied Science Degree
may be awarded only to students who complete at least the learning outcomes equivalent to a
minimum of 60 semester units or its equivalent in other units of credit." These degrees are
defined as having a minimum of 75% of the curriculum in the designated occupational area.

Each state sets its own standards for awarding of the associate degree. The degrees
awarded in selected states with large student enrollments or a significant number of
community colleges are discussed in the following pages. The states are ranked by the number
of community colleges and by student enrollment in Table 1 to provide a comparison.

Florida

Florida offers two degrees, the Associate of Arts and the Associate of Science. The
AA degree is designed to meet the requirements to transfer, whereas the AS degree is awarded
in programs which prepare students to enter employment. The statewide minimum standards
for the AA degree require that all credits be in the common courses numbering system and
applicable to the baccalaureate degree. The standards also require that no more than 36
semester credit hours be in general education courses from the subject areas of
communication, mathematics, social sciences, humanities, and natural sciences (Florida
Department of Education, 1999).
### TABLE 1

**COMPARISON OF STATES**

<table>
<thead>
<tr>
<th>State</th>
<th>Number of Community Colleges</th>
<th>Rank</th>
<th>Student Enrollment Fall 1996</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>California</td>
<td>106</td>
<td>1</td>
<td>1,125,973</td>
<td>1</td>
</tr>
<tr>
<td>Florida</td>
<td>28</td>
<td>10</td>
<td>321,699</td>
<td>4</td>
</tr>
<tr>
<td>Illinois</td>
<td>49</td>
<td>4</td>
<td>350,935</td>
<td>3</td>
</tr>
<tr>
<td>Michigan</td>
<td>28</td>
<td>10</td>
<td>200,161</td>
<td>7</td>
</tr>
<tr>
<td>New York</td>
<td>47</td>
<td>5</td>
<td>272,357</td>
<td>5</td>
</tr>
<tr>
<td>North Carolina</td>
<td>58</td>
<td>3</td>
<td>147,143</td>
<td>10</td>
</tr>
<tr>
<td>Ohio</td>
<td>35</td>
<td>6</td>
<td>221,928</td>
<td>6</td>
</tr>
<tr>
<td>Texas</td>
<td>68</td>
<td>2</td>
<td>402,055</td>
<td>2</td>
</tr>
<tr>
<td>Washington</td>
<td>33</td>
<td>7</td>
<td>179,986</td>
<td>8</td>
</tr>
</tbody>
</table>


**Illinois**

There are 49 public community colleges in Illinois with over 350,000 students.

According to the Illinois Community College Board, these colleges award six degrees: the Associate in Arts, the Associate in Science, the Associate in Fine Arts, the Associate in Engineering Science, the Associate in Applied Science and the Associate in General Studies. The AAS requires a minimum of 15 semester credit hours of general education and 60-72 total credits. The Associate in General Studies requires 20 units of general education with 60-64 total credits required. The AA, AS, Associate of Fine Arts (AFA), and Associate of Engineering Science (AES) are transfer programs and use a common general education core and major-specific courses that are transferable to all public higher education institutions in
the state. The occupational degrees are based on the criteria for excellence in AAS degrees established by the National Council for Occupational Education of the AACC in July 1985.

New York

New York colleges which award over 50,000 associate degrees annually, award four degrees. The degrees are defined by the minimum amount of liberal arts content required for each degree. The AA degree requires 75% of the work to be in liberal arts and sciences, the AS degree requires 50%, the AAS requires one-third, and the Associate in Occupational Studies does not include courses in the liberal arts and sciences (New York Board of Regents, Title 8, Section 3.47).

North Carolina

The 58 colleges may award the transfer degrees of Associate in Arts, Associate in Fine Arts, and Associate in Science according to the North Carolina Community College System 1998 Fact Book (pp. 22-23). Most programs lead to an Associate of Applied Science degree. The AAS degree programs range from 64 to 76 semester credits, including a minimum of 15 credits in general education. The AA and AS degrees require 64-65 total semester credits including 44 credits of general education (North Carolina Community College System, 1997). The Associate in General Education is offered by 35 of the colleges and provides students the opportunity to study general education at the college level with emphasis on personal interest, growth and development.

Oregon

Oregon community colleges offer four types of associate degrees. The Associate of Arts and Associate of Science are transfer degrees, while the Associate of Applied Science and Associate of General Studies are not intended for transfer. The AA degree (the Oregon
Transfer Degree) requires 64 quarter (42 2/3 semester) units of general education. The AS degree requires 73 quarter (48 2/3 semester) units of general education which includes 36 quarter units in science, math, or computer science. The Associate of Applied Science degree typically requires 18 quarter units of general education in addition to the professional/technical program. The Associate of General Studies requires 21 quarter (14 semester) units of general education (Lane Community College; Portland Community College).

Texas

The system of community and technical colleges in Texas is the second largest with 661,292 students in 1994-95. During that year community and technical colleges in Texas awarded 12,921 Associate of Applied Science degrees, and 9,364 Associate of Arts and Associate of Science degrees. The AA and AS degrees are designed for transfer to 4-year institutions. The AAS degree is designed to prepare recipients to go directly into the workforce (Texas Higher Education Coordinating Board, 1997).

Table 2 describes the degrees offered in seven of the states with the largest community college enrollments and the three states bordering California. The information for the table was compiled from the sources noted in the state discussions above. In addition Maricopa Community College District was the source for Arizona; Miami-Dade Community College and Central Florida Community College for Florida; Community College of Southern Nevada and Western Nevada Community College for Nevada; Columbus State Community College for Ohio; Lane Community College and Portland Community College for Oregon; and Bellevue Community College and Clark College for the state of Washington.
TABLE 2
COMMUNITY COLLEGE DEGREES OFFERED IN SELECTED STATES

<table>
<thead>
<tr>
<th>State</th>
<th>Associate in Arts</th>
<th>Associate in Science</th>
<th>Associate in Applied Science</th>
<th>Associate in General Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arizona</td>
<td>Transfer</td>
<td>Transfer</td>
<td>Voc but can transfer, 24-25 GE credits</td>
<td></td>
</tr>
<tr>
<td>Florida</td>
<td>Transfer</td>
<td>Vocational</td>
<td>Not offered</td>
<td>Not offered</td>
</tr>
<tr>
<td>Illinois</td>
<td>Transfer</td>
<td>Transfer</td>
<td>Voc – 15 GE credits</td>
<td>20 GE credits</td>
</tr>
<tr>
<td>Nevada</td>
<td>Transfer</td>
<td>Transfer</td>
<td>Vocational</td>
<td>25 GE units</td>
</tr>
<tr>
<td>New York</td>
<td>75% liberal arts</td>
<td>50% liberal arts</td>
<td>33% liberal arts</td>
<td></td>
</tr>
<tr>
<td>North Carolina</td>
<td>Transfer</td>
<td>Transfer</td>
<td>Voc – 15 GE credits</td>
<td>15 GE credits</td>
</tr>
<tr>
<td>Ohio</td>
<td>Transfer</td>
<td>Transfer</td>
<td>Vocational</td>
<td></td>
</tr>
<tr>
<td>Oregon</td>
<td>Transfer</td>
<td>Transfer</td>
<td>Voc – 18 GE quarter credits</td>
<td>21 GE quarter credits</td>
</tr>
<tr>
<td>Texas</td>
<td>Transfer</td>
<td>Transfer</td>
<td>Vocational</td>
<td></td>
</tr>
<tr>
<td>Washington</td>
<td>Mixed</td>
<td>Transfer</td>
<td>Vocational</td>
<td></td>
</tr>
</tbody>
</table>

Associate of Applied Science

The Associate of Applied Science Degree is awarded for a program of study that is designed to prepare the student for immediate employment. In 1996 a study was conducted to determine state-level policies and practices in regard to the AAS degree. The study was conducted through the State Higher Education Executive Officer (SHEEO) list serv. Thirteen of the 22 states responding, specified general education credit minimums, ranging from 15-20 units. Seven states had policies that encouraged the transferability of general education (Alaska, Indiana, Minnesota, Oklahoma, South Carolina, Texas, Virginia) and one state (Maryland) required that the general education for the AAS degree be transferable. Jan Ignash, Assistant Director of Academic Affairs, presented the results to the Illinois State board of Higher Education. She suggested that any redesign of Illinois’ AAS degree consider
the change in student demographics, the increase in student transfer, and the need for AAS degrees “to allow citizens to pursue further education throughout their lives with as few structural barriers as possible” (Ignash, 1997, p. 10).

Indications of the trend toward AAS degree transferability is appearing on college web pages. For the first time beginning with the fall of 1998, Arizona State University offers a Bachelor of Applied Science degree. Students with community college AAS degrees now can transfer a 60 hour block of credit to the university. Credit-by-credit transcript review is not required and advisors develop an individual 60 hour course plan for the remaining credits.

The University of Montana (1998) also offers the Bachelor of Applied Science. Students completing an approved AAS degree with a 2.5 grade point average are allowed 50 lower division credits to apply toward the B.A.S. degree. At the University of Mary Hardin-Baylor in Texas (1998) the Bachelor of Applied Science also builds on the technical field completed in the associate degree program.

**Statewide Associate Degree Task Forces**

A few states have initiated curricular studies to examine the degrees and requirements for degrees in their states.

**Hawaii.** The Office of the Chancellor for the University of Hawaii Community Colleges undertook a comprehensive analysis of its degree programs from 1985-88. More than 150 faculty and staff from the eight institutions were assembled into task forces to examine three major issues: degrees, curriculum, and student assessment (Tsunoda, 1988). Joyce Tsunoda, Chancellor asked:

What is an associate degree? What does it mean to students, to the general public, and to the educational institution itself? What should an associate degree represent? How are our associate degree programs functioning, and
how can we enhance the substance as well as the image of the associate degrees of the University of Hawaii Community Colleges? (p. 3)

The existing requirements for the AA degree were compiled into tables. Some community colleges required 60 transferable units, others 48 units, one 36 units, and one required a minimum of 3 transfer-level units. The required general education units ranged from 27-66 units with 75% of the schools requiring 39-45 general education units for the AA degree.

Hawaii noted that students usually attend community colleges to fulfill goals in one of three major areas: academic development, career development, and personal development. The AA is designed to meet academic/transfer needs while the AS degree is awarded for vocational programs. Community colleges have historically met the first two needs but are uncertain how to satisfy personal development needs within the degree structures. The report of the associate degree task force in Hawaii stated:

Colleges which have chosen to meet the three major student goals have typically done so by providing as little structure as possible to their Associate in Arts degree. While this practice has allowed the college to respond to a wide variety of student goals the college degree requirements are no longer a reliable indicator to the public of our expectations of student performance. In addition, the public is unable to differentiate the degree which was awarded for completion of a program to meet personal development goals, from a degree awarded upon completion of academic development goals. It is this kind of ambiguity within our degree program that causes both students and the public to question the value of our degree. (Tsunoda, 1988, p.83)

The task force went on to recommend that the AA and AS degrees be more specifically defined, the AAS added, and a certificate or degree designated for personal development or general studies goals.

After the 1988 report of the Associate Degree Task force, Hawaii decided to maintain two associate degrees – the Associate in Arts and an Associate in Science. The AA was defined as a transfer degree, comparable to the first 2 years of a baccalaureate degree. The
Associate in Science degree was the vocational degree. The AS designation was also used for both science and technology oriented programs that are part of the first 2 years of a baccalaureate sequence of study. A new option in general studies was designated as an Associate in Science degree.

In March 1996, the Board of Regents approved a proposal to add the Associate of Applied Science degree. Associate degree programs comprised completely of baccalaureate level courses were designated as Associate of Science degrees, and associate level degrees with non-transfer level requirements were termed Associate of Applied Science degrees. In January 1998, several programs which had been designated AAS degrees were moved to AS degree status. The Early Childhood Education degree and the Human Services degree had originally included non-transfer level general education courses. The Occupational and Environmental Safety management degree permitted non-transfer electives. As a result of the curriculum review process these programs were revised to require all transfer-level courses and moved to Associate of Science degrees (University of Hawaii Board of Regents, Jan. 16, 1998).

Minnesota. Minnesota’s Higher Education Coordinating Board established a task force to examine Associate Degree standards in 1985. The resulting report “Associate Degree Standards: Task Force Report” outlines the recommendations of the task force. Minnesota offers the Associate in Arts, Associate in Science, and the Associate in Applied Science. The task force discussion centered around the general issues of the objectives of associate degrees, the competencies expected of graduates, and the program length. The committee made specific recommendations for the general education distribution for each of the degrees. The Associate in Arts would require 60 (of 90) quarter credits in general education, the Associate in Science 45 credits, and the Associate in Applied Science 30 credits. The 60 quarter units of
general education for the AA would be defined as eight credits in Communications, with 12 credits in each of the categories of Humanities, Social Sciences, and Mathematics/Natural Sciences. The remaining 16 of the 60 credits would be chosen from one or more of the four categories.

The Minnesota task force also succeeded in establishing a transfer agreement between the 18 community colleges and the state university system. Beginning with degrees awarded in the Spring of 1986, the Associate in Arts degree would signify that the distributed general education requirement had been met, and would be accepted in partial fulfillment of the baccalaureate degree at each of the state universities.

California. During this time period (1983-1988), California also assembled a Task Force on Academic Quality to make recommendations to strengthen the quality of the associate degree. In April 1983, the Chancellor appointed the task force for three assignments: (a) to develop a model student matriculation process; (b) to make recommendations about remediation in community colleges; and (c) to recommend standards of “academic rigor” for associate level and baccalaureate level courses. In April 1984, the Board approved a model student matriculation plan, and in 1985 implemented the recommendations relating to remediation in the community colleges.

The Task Force’s discussion in the third area of concern – standards for academic rigor – broadened to include the “nature, value and structure of the associate degree itself, as well as the relationship of the associate degree to the baccalaureate degree” (Farland, 1985, p.3). The expansion of scope was in response to three occurrences: (a) AACC’s National Task Force on the Redefinition of the Associate Degree released its “Policy Statement on the Associate Degree,” (b) California’s Board of Governors raised questions relating to the nature and value of the degree-granting function, and (c) “state level public policy discussions during
the 1984 session of the Legislature suggested that there is widespread confusion about the mission of community college in general and concern about the vitality of the transfer and degree granting function in particular" (Farland, 1985, p. 4). According to the report, “in its 1985 Basic Agenda, the Board has called for the development of policy reforms to strengthen the meaning and integrity of the associate degree – as a means of promoting excellence in community college programs” (p. 4).

According to the task force report, the recommendations for academic rigor and definitions of remedial courses were believed to “be the single best way to strengthen the credibility of the associate degree” (Farland, 1985, p.13). However the Task Force went on to identify three issues to be addressed:

1. “The creation of an associate degree that is specially designed to assure transfer of all credits” (p.14).

2. “Creation of a distinctive, vocational associate degree” (p. 14).

3. Creation of “an associate degree pattern that would not necessarily signify eligibility either for upper division baccalaureate work or for specific employment but would signify the completion of a structured program of studies and attainment of competencies at the collegiate level” (p. 14).

The Task Force’s Recommendation 2 read:

The Board should direct the Chancellor, with appropriate consultation with the colleges, to examine the need for redefining or restructuring an associate degree or degrees in California and report findings and recommendation to the Board by December 1985. The “Policy Statement on the Associate Degree” adopted by the American Association of Community and Junior Colleges should be used as the resource in this examination. (p. 15)

Following the 1985 report, there is no evidence that the issues were brought before the Board (1985, 1986 Board of Governors agendas). It appears that the issue of redefining or
restructuring the associate degree was tabled as more pressing issues came on the policy agenda.

CALIFORNIA’S DEGREES AND REQUIREMENTS

A student’s comment written on a campus survey illustrates the confusion in California: “It should be made clear to students in counseling that not all AA classes are transferable. In other words, a student could attend [a community college], receive an AA and then have to start over to transfer to a 4-year college” (Cragg, 1998). Students are under the assumption that graduating from a community college satisfies the requirements to enter the university. It is an understandable assumption. Prior to college, graduation from elementary school qualifies one for junior high, which qualifies one for high school, which qualifies for entrance to the community college. But the progression falters when the student graduates from community college. The community colleges’ multiple missions of occupational training, transfer education, and job development leads to degrees and certificates that meet varying objectives. The confusion is compounded when the degrees are not labeled for their intended purpose, transfer or occupational.

A preliminary overview of California community college catalogs provides the following information. A community college in urban Los Angeles requires 41 semester units of general education to earn the Associate in Arts or Associate in Science degree. Other colleges accept the minimum 18 units of general education to meet degree requirements. Most colleges require a number of general education units somewhere between 18 and 41. Some colleges require Freshman Composition (English 1A) to graduate, others accept an English course one level below. Some campuses permit double-counting of major courses for general education, others do not.
Laney College awards the Associate in Science Degree for majors in the life sciences or physical science, and in occupational fields such as Engineering Technology, culinary arts, and photography. The Associate in Arts is awarded for majors in arts and humanities, math, social sciences, and other occupational fields such as banking and graphic arts. In contrast, Fresno City College awards the Associate of Science for occupational majors and the Associate of Arts for transfer or liberal arts majors. At Feather River College, the major in mathematics is an Associate in Science degree. At Laney College the math major is an Associate in Arts degree.

At Porterville College the Associate of Science degree is awarded only to students with a major of 18 or more units in the physical or biological sciences and completion of all requirements for the AA degree. At Chabot College the Associate in Science degree is not designed as a transfer degree, therefore the Biology major is awarded an Associate of Arts degree.

The Associate of Arts degree with a general major offered by several colleges is comprised of 18 units "selected in consultation with a college counselor" (at Cuyamaca 1997, p., 60) or from electives (at Sierra and Yuba). Other states, such as Indiana and Oregon, identify this type of program as an Associate of General Studies.

Charlie Klein, Curriculum Specialist with the California Community College Chancellor's Office, questioned in a 1989 in-house memo the large number of Liberal/General Studies degrees awarded in 1987-88. Klein noted that of the 34,459 degrees awarded that year, 12,548 were in the Liberal/General Studies program area – 36% of the degrees awarded. Klein wrote "What are the patterns of course requirements actually represented by this large number of degrees in 'liberal/general studies'? Do we perhaps need to know more about how
colleges are defining the 18-unit minimum ‘concentration’ that students are required to have according to Title 5?"

In more recent years, various groups have begun to address different aspects of the associate degree issues. In 1985, the counselors or articulation officers from nine colleges in the San Diego area examined their various graduation requirements. Students were moving from one college to another and confused by the variation in graduation requirements. The articulation officer for Grossmont College, Joanne Prescott, created a grid of the general education and graduation requirements for eight of the nine colleges in Region 10. (California is divided into 10 regions – region 10 includes the colleges in the southern most part of the state.) The grid indicates that the total units (general education + graduation requirements) varied from 22 to 32 units at Palomar, from 25 to 35 at Southwestern, and 30 units at Grossmont. Within that region, six campuses required American Institutions, three required a multicultural course, six required health courses, and seven required physical education to graduate. Competency tests to waive math, English, or Reading were available on some campuses but not an option on others. The general education units required to graduate ranged from 18 units at Imperial Valley to 30 units at Grossmont (Prescott, 1985).

The articulation officer at Los Angeles Technical College, Leslee Koritzke, researched the general studies major for her campus. She conducted a short survey by email to California’s community college articulation officers in August of 1997. She asked the colleges if they offered such a degree, if they did how many units were required beyond general education to count toward the major, and if the major units were required to be in certain areas or permitted from any areas. She also asked if the students were permitted to create their own majors, or if they followed a prescribed list of courses stated in the catalog (Personal communication, CIAC List Serve, August 18, 1997).
Koritzke found from the 29 responses received that all campuses had a Liberal Arts degree and some campuses had as many as three options for achieving one. The campuses required varying numbers of units beyond general education: 12 campuses required 18 units, 8 campuses required 20 units, 2 campuses required 36 units, 1 campus required 12 units, and 1 campus required 9 units. Ten campuses allowed students to create their own majors, while 14 prescribe requirements. Seven colleges permit the counselors to determine if the requirements have been met, while thirteen colleges use an evaluator or credit clerk to make the determination, and a few used some combination of both. L.A. Trade Tech has since instituted two new degree programs: Liberal Arts and Industrial Technology. Both are general degrees in which students work with a counselor to determine the best coursework to suit their needs (Personal communication, CIAC List Serve, September 11, 1997).

More recently, the Academic Senate for California Community Colleges has addressed commonality and consistency issues such as a common course numbering system and uniformity of certificate programs.

A common course numbering system was determined not to be feasible by the Academic Senate and a 1985 California Postsecondary Education Commission (CPEC) study due to the number of colleges, local governance responsibilities, and cost (Academic Senate for California Community Colleges, 1998). Instead the Academic Senate supported an alternate course numbering system. The California Articulation Number (CAN) system does not replace the institution’s numbers and titles but serves as a cross reference for approximately 300 identified transferable courses.

A Certificates Task Force formed in 1997 has been studying the certificates awarded and reported from the California Community College system. The purpose of the task force has been to increase consistency in the way colleges award recognition for certificate goals. In
the past there were only two requirements for certificates: 18 or more units had to be approved by the Chancellor's Office, and a reporting rule that required all certificates awarded be reported to the Chancellor's Office Management Information System. These minimum requirements resulted in variability in local practice, which ultimately undercut the system's ability to reward what was taken. Colleges varied considerably in determining which activities resulted in a certificate. Some colleges awarded certificates for one course while others required 45 units or more (Miller & Price, 1999).

The task force met in 1997 to set principles where a certificate could be awarded. It was determined that a certificate should be awarded based on competency rather than the number of units completed. In April 1999, the California Academic Senate adopted "A Proposal to Revise the Use of Certificates." The proposal identified two types of certificate programs: Career Certificates and Local Certificates, and outlined the guidelines for each. Regulations remain to be adopted and curriculum guidelines and procedures developed (Academic Senate, 1999).

ACCOUNTABILITY

In Embracing the Tiger: The Effectiveness Debate & the Community College (Roueche, 1997), the authors discuss the recent accountability and effectiveness movement in community colleges:

During the last decade, public inquiries into what colleges say they will do, what they actually do, and how well they do it have become increasingly more heated. Declining confidence in the value of a college degree, based primarily on graduates' preparedness levels, has increased the public's concern that higher education may no longer be a wise investment of time, energy, and money. Colleges are being asked to prove that they are responsible recipients of public funds and worthy recipients of the public trust. Critics and supporters alike remark that colleges can only prove themselves responsible and worthy by moving beyond what is currently required. They must not only respond to the letter of the law or of the policy
regarding accountability and effectiveness; they must embrace both as opportunities to define more clearly who they are and to describe more specifically the value they add to their students and their communities.

Accountability can be defined as "the act of being responsible to various publics external to the college for implementation of its mission," whereas institutional effectiveness is an "internal strategy for planning and evaluating that generates data by which the college can determine if it is matching its performance to its purpose" (Rouche, 1997, p. vii).

The principal focus of accountability in the literature deals with access and efficiency and more recently with providing a demonstrable return on the investment. Accountability asks the question: Are the colleges delivering what they promised? Are the graduates prepared to enter the workforce? Writing in Change, "Reclaiming the Public Trust," Derek Bok, president emeritus of Harvard University, explains that universities have made great progress in the areas of access and research but have failed to give the American public a vision of what we are trying to accomplish for students (Bok, 1992).

Community colleges are enrolling record numbers of students. President Clinton has praised their success in worker training, and the public is recognizing the tuition value in attending a community college (Schrof, 1993). Individual colleges are meeting the expectations of the public. The colleges are held accountable for their own degrees and programs but what about the system as a whole? Should the public expect that a degree from one community college be generally comparable to a degree from another college in the same state system? To an employer, does an Associate of Arts degree in Business Administration mean that the student is prepared to enter the workforce, or prepared to transfer? Has the student completed a foundation of general education comparable to the first 2 years of baccalaureate degree, or a program of business study to enter the workforce?
Peter Ewell (1994), writing in *Change*, “A Matter of Integrity: Accountability and the Future of Self-Regulation,” states, “as we delineate future goals, and as we develop new mechanisms to ensure academic quality and integrity, we must make certain that “collective responsibility” includes listening to the voices of our principal clients—students, employers, and society’s representatives “ (p. 28). To quote John R. Wittstruck (1985) again, “a situation in which one provider’s apple may be someone else’s orange or pear results in an atmosphere that is neither productive nor helpful to improving the quality or understanding of the conditions of postsecondary education” (p. 7).

**SUMMARY OF THE LITERATURE: KEY ISSUES**

The National Task Force on the Redefinition of the Associate Degree conducted an extensive study of the associate degree in 1983. The report identified several findings, among them “the associate degree definition is fragmented or nonexistent in most survey colleges” (Koltai, 1983).

In 1985, John R. Wittstruck of the State Higher Education Executive Officers (SHEEO) conducted a survey of the associate degrees awarded in each of the states. He found limited and varying information on the specific general education requirements. “If a trend exists,” he wrote, “it’s that the number of general education units required for the Associate of Arts is approximately 45 units, for the Associate of Science – 30 units, and for the Associate of Applied Science – 15 units.”

With the exception of Florida, the states with the next largest community college enrollment (Texas, Illinois, New York, and Ohio) award the Associate of Applied Science degree. Florida’s Associate of Science degree is a vocational degree and the Associate of Arts is a transfer degree.
In 1983 California assembled a Task Force on Academic Quality to make recommendations to strengthen the quality of the associate degree. As a result the state implemented the student matriculation plan and recommendations relating to remediation. The Task Force also identified three issues to be addressed: the creation of a transfer degree, creation of a distinctive vocational associate degree, and creation of a general associate degree pattern that would signify the completion of a structured program of studies and attainment of college level competencies. The three issues were not subsequently addressed or brought back to the Board of Governors.
CHAPTER III

METHODOLOGY

RESEARCH DESIGN

The purpose of this study was to explore the associate degrees granted in California in two ways. This descriptive study examined: (a) the cross section of 1997-98 associate degree definitions and graduation requirements as presented in each California community college’s catalog, and (b) the perceptions of the colleges’ Chief Instructional Officers and Curriculum Committee Chairs regarding the variance in definitions and requirements through a survey instrument.

Research design decisions are made based on the purposes of the study and the nature of the problem. Design alternatives are based on the problem characteristics, and the descriptive research design is used to “describe systematically the facts and characteristics of a given population or area of interest, factually and accurately” (Isaac & Michael, 1981, p.42). Surveys are mechanisms for collecting information, to describe, compare, and predict attitudes, opinions, values, knowledge, and behavior. Descriptive designs produce information on groups that already exist, and cross sections provide descriptive data about one fixed point in time (Fink, 1995). The 1997-98 catalog data and the fall 1998 California curricular leaders are both cross sections being examined.

POPULATION OF THE STUDY

In 1997-98, the California Community College system was comprised of 106 distinct community colleges from 71 districts. Some districts have a single community college and
others are comprised of several colleges, such as the Los Angeles Community College District with nine separate colleges. The sample for this study was the total population of the 106 colleges of the California Community College system. Santiago Canyon College from the Rancho Santiago district became the 107th college in 1997. However, it did not have a separate catalog or separate curriculum committee for the 1997-98 catalog year.

In California, the leadership for campus curriculum matters is shared between the Chief Instructional Officer and the chair of the campus Curriculum committee. The committee is a subcommittee of the Academic Senate and chaired by a member of the faculty. The CIO is often an administrator at the vice-president level. It is common to have the Curriculum committee co-chaired by the faculty leader and the CIO or a Dean of Instruction (who reports to the CIO). There are a few college districts with district Curriculum committees.

The population for the study included the CIO and Curriculum Chair at each institution and four district curriculum chairs. The resulting population totaled 216 campus curricular leaders.

RESEARCH INSTRUMENT

Following a review of the literature and an extensive review of the California college catalogs, the survey questions were derived based on an identification of areas where the institutions differed from other states and from one another.

The first 15 questions presented the respondents with areas of variance (for example, general education units required for an Associate degree range from 18 to 41 units), and then asked for the leaders' perception in response to the data. The leaders were asked if they perceived the variance as a problem or as a strength for the California Community College system, using a 5-point Likert-type scale.
The Likert scale, a commonly accepted scale for intensity questions, allows the respondent to choose one of several degrees of agreement with a statement from strong approval to strong disapproval. In this survey scale a score of 1 corresponded to "this difference is a definite problem or issue," a score of 2 indicates the variance is perceived as a slight problem, 3 indicates a neutral position, 4 an acceptable difference, and 5 "this difference is a strength."

The second part of the survey asked the curricular leader to respond to areas where the California Community College system could make revisions to associate degree definitions or standards. Leaders were provided with a summary of degree definitions used in California and were then asked to select the definition with which they most agree. They were further asked if the associate degree differences affect their institution’s ability to be accountable and if the degree differences matter to employers, students or the public. The survey concluded by asking the respondents if the issues were to be studied to suggest who should study and make the recommendations.

The respondents were also asked to provide three demographic measures: the number of years they have been employed in a California community college, the years employed in their current position, and the group they represented – faculty or administration. A copy of the survey instrument is included in the appendices.

CATALOG STUDY

The associate degree information pages were collected from each of the 106 college catalogs. Two catalogs were unavailable in hard copy but the information was obtained from the college’s catalog on the Internet web. The 1997-98 degree requirements and definitions were analyzed and compiled into individual campus profiles with eight data elements:
1. Degrees offered.

2. Definition for the AA and AS degree on that campus.

3. Number of general education units required for each of those degrees.

4. Minimum level of English and math required for each degree.

5. Title of the transfer degree, or degree commonly awarded to students completing transfer general education breadth requirements.

6. Minimum level of English and math required for the transfer degree.

7. Title of the general studies degree.

8. Requirements for the general studies degree.

The campus profiles were e-mailed to the Articulation Officers at each campus during the summer of 1998. The Articulation Officer was asked to confirm the data for the 1997-98 catalog year and respond to the researcher by mail, e-mail, or telephone. If the Articulation Officer was unavailable another individual with similar knowledge, such as full-time counselor, was asked to verify the catalog data. Questions and clarification of the data were answered through e-mail dialogue. Colleges that did not respond by e-mail by the third week of August were sent a second message and a request for confirmation by regular mail. The data from the catalogs were confirmed by 86 institutions. A sample catalog profile is included as Appendix B.

INSTRUMENT VALIDITY

From the literature review, including the catalog research, several themes emerged. Associate degrees offered, degree definition differences (general education units required, English, and math levels), and the issue of educational accountability were the key topics for constructing the survey.
The survey was reviewed by several educators selected for their knowledge of research methodology and curricular requirements at several community colleges. These individuals were asked to review the survey for relevance and face validity. The survey was then pilot-tested by two individuals to determine the length of time to complete and clarify survey instructions. Based on the recommendations from the educators, the survey instrument was amended and finalized.

The response rate was an important factor to accurately reflect the perceptions of the state’s curricular leaders. Efforts to encourage a high response rate included a cover letter co-signed by a California community college president and a Chancellor’s Office administrator, a self-addressed stamped envelope, follow-up postcards, follow-up letters, and additional survey mailings with self-addressed stamped envelopes.

After the surveys were received, 10% of the respondents were selected for telephone follow-up. The data cards were used to identify the leaders who had provided a telephone number and indicated they were willing to discuss their responses with the researcher. Fifty percent (50%) of the sample indicated their willingness to participate in a follow-up by telephone. The leaders were contacted by e-mail and an approximate time was scheduled for the telephone call. Ten leaders participated in the telephone follow-up.

The leaders were asked to provide feedback on the survey and engaged in a discussion of the degree issues. They were asked if they understood the survey questions, if they were aware of the degree variances prior to the survey, and to provide any additional feedback on the survey topics. The curricular leaders reported that they understood the survey and their verbal responses were consistent with their survey responses. Several leaders noted that the degree issues were of importance to the California Community College system and that they were interested in the results of the survey.
They identified a variety of associate degree issues which were important to them: for example, the associate of applied science degree, discipline-specific transfer majors, the need for consistency in definitions, course transferability among community colleges, and local control versus system control.

RESEARCH PROCEDURE

The survey was mailed to the CIOs, faculty Curriculum Chairs, and district curriculum chairs of the 106 community colleges in the state of California. Mailing labels for the CIOs were obtained from the California Community College Chancellor's Office in August 1998. The California Academic Senate supplied labels for the faculty Curriculum Chairs during the same month.

Surveys were mailed to the curricular leaders on September 19, 1998. Each survey was accompanied by a letter from the researcher describing the intent of the study and the research procedures (see Appendix C). Included was a letter of support jointly signed by Dr. Marie B. Smith, President of American River College, and Dr. Ronn Farland, Dean of Workforce Preparation, California Community College Chancellor’s Office on letterhead (Appendix D). A color-coded data card was stapled to the survey to aid in grouping CIO and faculty responses (Appendix E). A stamped, self-addressed return envelope, using the researcher’s home campus address, was enclosed.

The curricular leaders were asked to return the surveys by October 7th. Two weeks after the surveys were mailed a reminder card was mailed to each of the 216 leaders (see Appendix F). By October 13th, approximately 60 surveys had been returned.

The surveys returned by that date were evenly split between CIO’s and curriculum chairs. Since the labels were obtained in the summer, it was possible that the names had not
yet been updated for the next year. Telephone calls were made to the campuses from which
surveys had not been returned to verify the leader names. Another copy of the survey was
mailed to the new individuals with a note indicating that the original survey was sent to
another individual and requesting a response by November 10th.

A second copy of the survey was sent to the 85 other curricular leaders who had not
responded by late October 1998 (Appendix G). A handwritten post-it note was attached to the
survey stating that the leader’s response was important to the survey findings and asking for a
response. By the conclusion of the fall 1998 term a total of 141 surveys had been received,
representing 86 community colleges or 81% of California’s community colleges. A list of the
curricular leaders participating in the survey is included as Appendix H.

Of the 216 curricular leaders, 141 responded to the survey for a 65% response rate.
The responses represented 86 colleges or 81% of the California Community Colleges.
Seventy-one were from CIOs or their designees, 62 were from faculty Curriculum Chairs or
designees, 4 represented district curriculum committees, and 4 did not return the data cards.
See Table 3.

### TABLE 3

**SURVEY RESPONDENTS**

<table>
<thead>
<tr>
<th>Role</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief Instruction Officers</td>
<td>71</td>
</tr>
<tr>
<td>Curriculum Chairpersons</td>
<td>62</td>
</tr>
<tr>
<td>District Curriculum Chairpersons</td>
<td>4</td>
</tr>
<tr>
<td>Data card not received / anonymous</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>141</td>
</tr>
</tbody>
</table>
The 71 responses from CIOs included 6 surveys returned by Articulation Officers and 2 from other designees. The 62 responses from Curriculum Chairpersons included 2 from other designees. The responses from the District Curriculum Chairpersons were combined with those of the Curriculum Chairpersons to total 66 Curriculum Committee responses.

The survey returns were recorded and dated upon receipt. The color-coded data cards were used to note the campuses and leaders that had responded. At the end of the fall term 141 surveys had been returned. Survey responses were entered into an Excel spreadsheet by the researcher. The responses were grouped by position (CIO or Curriculum Chair) and the data were analyzed using Excel statistical functions.

**ANALYSIS OF DATA**

The percentage of respondents selecting *definite problem* or *slight problem* was combined and then compared with the percentage of respondents choosing *definite strength* and *acceptable* for each question, and for each of the two groups surveyed – CIOs and Curriculum Chairs. The associate degree definition most preferred by each group was reported as a percentage. The responses to agree-disagree questions were reported as *agree*, *disagree*, or *undecided*.

The Chi-Square distribution was used to test the independence of the two groups. Were curricular leaders’ opinions on associate degrees independent of their campus position? That is, did the CIOs feel one way and the Curriculum Chairs feel differently, or did they share the same opinions? The Chi-Square test was used to determine whether a significant difference existed between the perceptions of the two groups of leaders.
CHAPTER IV

REPORT OF THE FINDINGS

This chapter presents the findings of the data analyses in two major sections: (a) an examination of the findings from the 1997-98 catalog research comparing associate degrees and definitions across the 106 college system, and (b) an examination of the findings from the survey of California Community College curricular leaders. The survey data were analyzed to determine whether differences existed in the perceptions of the CIOs and Curriculum Committee chairs regarding the variance in associate degree definitions and requirements.

COMPARISON OF 1997-98 CATALOG DATA

Degree Comparison

According to Title 5 of the California Code of Regulations, California community colleges may award the Associate of Arts and the Associate of Science degree. The colleges' 1997-98 catalogs indicate that 95 of the 106 community colleges award both the AA and AS degrees (see Table 4). Eleven colleges award the Associate of Arts degree alone.

<table>
<thead>
<tr>
<th>California Community Colleges Awarding:</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate of Arts and Associate of Science degrees</td>
<td>95</td>
<td>90</td>
</tr>
<tr>
<td>Associate of Arts degree only</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>106</td>
<td>100</td>
</tr>
</tbody>
</table>
Of the 11 colleges in the latter category, 8 are large community colleges with over 14,000 FTES (full-time equivalent students). The colleges that offer the AA only include the three-college Coast district (Coastline, Golden West and Orange Coast), as well as Cerritos, Diablo Valley, Lake Tahoe, MiraCosta, Palomar, San Joaquin Delta, Santa Monica and Shasta. San Joaquin Delta added Associate of Science degrees beginning with the 1998-99 catalog.

Degree Definitions

Some colleges award Associate of Science degrees to majors in the sciences and award Associate of Arts degrees to majors in the liberal arts. For purposes of analysis, these colleges were termed as defining their degrees by major. Other colleges have designated the AS degree for vocational majors and the AA degree for academic transfer majors. These colleges were labeled as defining their degrees by purpose or function.

Approximately three-fourths of the California Community Colleges define the degrees in terms of the major. These colleges tend to have vocational programs listed under both the AA and AS degrees. Colleges that define degrees by major subject area classify a program in baking as an Associate of Arts degree, and a transfer program in biology as an Associate of Science degree. Colleges that define degrees by purpose classify the baking program as an Associate of Science degree based on their vocational or employment related definition, and term the transfer biology program as an Associate of Arts degree because of its academic transfer purpose. Colleges that award only the Associate of Arts degree classify all majors as Associate of Arts degrees.

Fewer than 10 colleges have defined the degrees by the number of units required in the major. Modesto College and College of the Sequoias require 20 units in a major for the
AA degree and 30 units in the major for the AS degree, while Bakersfield requires 18 units for the AA and 30 for the AS degree.

General Education Requirements

The catalog data indicate that the number of general education units required for the Associate of Arts degree range from 18 units to 54 units. Since the degrees themselves are not comparable (some follow academic transfer patterns and others follow vocational patterns) it is difficult to make comparisons of the number of general education units required for a degree. Barstow, Compton, and Palo Verde colleges each require more than 40 units of general education to receive an Associate of Arts degree. Barstow and Compton require the same number of units of general education for the Associate of Science degree as they do for their Associate of Arts degree. In contrast, there are seven colleges which adhere to the state-level minimum of 18 units of general education for the AA degree.

The figure illustrates the varying general education unit requirements for the Associate of Arts degree. One-third of the colleges require between 18 and 23 units, another third require between 24 and 29 units, and another third require 30 or more general education units for the AA degree. The most frequent numbers of units required are 21 units by 12 colleges, 24 units by 13 colleges, and 30 units by 14 colleges.

The general education units were totaled by combining Title 5 subject requirements (natural science, social science, humanities, language and rationality) along with any unique campus requirements (e.g., American institutions, multicultural, speech, computer literacy, health, physical education). If the units required were not specified, the unit value for each course was estimated, using three units for a semester course, and four units for a lab science course. Courses which could be double-counted according to the campus policy were double-counted. For example, a history or political science course which meets an American
institutions requirement would also apply to the social science category. A course in African-American literature which meets a multicultural course requirement would also apply to the humanities category. The final general education unit totals were often higher than those listed in the catalog, since some colleges consider institutional graduation requirements to be in addition to general education requirements. The unit totals were verified by the articulation officers from 86 of the 106 colleges during the summer of 1998.

It is important to note that degree requirements in the catalogs can be misleading to the student or layperson. The minimum totals found in the catalogs were not always a realistic
estimate of the actual units a student is required to complete. For example, most colleges require a course in basic algebra to graduate. This course may satisfy the general education category (Communication and Analytical Thinking) on one campus but not on another. Some campuses require math courses to be at the Intermediate Algebra level or higher to apply to the category. In those cases the student actually completes two math courses, or one math course and a communication course to meet the requirement. This situation results in six units completed rather than three units. If the basic algebra course also happens to be a five semester unit course, then the student completes eight units for a general education category that states "three units required."

Some campuses permit students to take and pass examinations to waive course requirements. These examination options are often found in the areas of American Institutions, mathematics, and computer literacy. The college catalog might list "0 to 3 units" for these requirements. For the purpose of totaling the general education units, it was assumed that the student did not meet requirements by examination, and that the student began at the basic algebra level and one level below English 1A. Colleges requiring a higher level English or math would have the extra preparatory course included in the general education unit total.

Seventy-three of the colleges (77%) offering an Associate of Science degree require the same general education pattern for the AS degree as required for the AA degree. For those with different requirements, the most common pattern was to require the 18 unit minimum of general education for the AS degree with increased requirements for the AA degree. About a dozen colleges required from three to eleven units less for the AS degree than required for the AA degree. However, there were four campuses (El Camino, Merced, Ohlone, and West Hills) that required more general education units for the AS degree graduates, usually requiring an extra science course.
English Competency Levels

In order to receive an associate degree from a California community college, students must demonstrate competence in reading, written expression, and in mathematics. Most students satisfy the requirement by completing a course in English composition and one in mathematics. California’s Title 5 regulation §55805.5 outlines the minimum levels of English and math appropriate to the associate degree: English courses not more than one level below English 1A and math courses above and including Elementary Algebra satisfy the minimum levels.

Analysis of the 1997-98 catalogs indicates that about two-thirds of colleges (62%) accepted a course one level below English 1A to satisfy written competency requirements. Thirty-five colleges (33%) have adopted the more advanced requirement of English 1A. Five campuses (representing two districts) accept a course that is two levels below English 1A, even though to do so is contrary to Title 5 regulations. These campuses explain this practice by stating that the course is actually only one level below English 1A even though the student must complete a second course before proceeding to English 1A. The three different English levels, which satisfy degree requirements in California Community Colleges, are illustrated in Table 5.

<table>
<thead>
<tr>
<th>Level of English Required</th>
<th>Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$N$</td>
</tr>
<tr>
<td>English 1A</td>
<td>35</td>
</tr>
<tr>
<td>One level (course) below English 1A</td>
<td>66</td>
</tr>
<tr>
<td>Two levels (courses) below English 1A</td>
<td>5</td>
</tr>
</tbody>
</table>
Math Competency Levels

The 1997-98 catalogs indicate that 86 colleges (81%) accept a course at the Basic or Elementary Algebra level to satisfy the math competency requirement. Six colleges (6%) required Intermediate Algebra to graduate, three (3%) required Geometry, and one (1%) required either Intermediate Algebra or Geometry. Six colleges linked the math requirement to the degree sought: Basic Algebra for the AS degree and Intermediate Algebra for the AA degree (2 colleges); Basic Algebra for the AS degree and transfer-level math for the AA degree (3 colleges); and one college required the opposite: Basic Algebra for the AA degree and Intermediate Algebra for the AS degree. Two colleges accepted Pre-Algebra or Arithmetic to satisfy math competency. One college permitted students to choose – they could complete two courses, both basic algebra and business math, or complete the single course of Intermediate Algebra. The minimum math levels required for an associate degree are reported in Table 6.

<table>
<thead>
<tr>
<th>Math Level</th>
<th>Colleges</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Algebra Level</td>
<td>86</td>
<td>81</td>
</tr>
<tr>
<td>Basic Algebra or Geometry</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Geometry</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Intermediate Algebra or Geometry</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Intermediate Algebra</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Basic for AS/ Intermediate for the AA</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Basic for AS/ Transfer for AA</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Basic for AA/ Intermediate for AS</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Basic + Business Math, or Intermediate</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Pre-Algebra or Arithmetic</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>106</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
The majority of colleges offer students the option of taking an examination to meet the math competency requirement although most students complete a course. Five colleges accept a year of algebra completed in high school to satisfy the requirement. For colleges that accept the Scholastic Aptitude Test (SAT)-Math to demonstrate math competency, the acceptable scores ranged from 400 to 560.

Transfer Degrees and Majors

What is a Transfer Degree from a California community college? In reality there are no transferable degrees defined in the Title 5 regulations. Some campuses have created transfer majors which are comprised of the general education breadth patterns of the California State University system or the Intersegmental General Education Transfer Curriculum (IGETC). These majors require either 56 or 60 transferable units. Fifty-six units is the minimum number of transferable units accepted for junior standing at the California State University system and 60 units is the required number of units for an associate of arts degree as well as the minimum number for junior standing at the University of California.

The college catalog analysis indicated that approximately 25% of the campuses have a transfer pattern/degree – an associate degree with a major which requires completion of CSU General Education Breadth or IGETC. Many others have transfer majors with more flexible requirements, such as completion of 56 transferable units, which with proper planning will meet the requirements of the transfer institution. The majors for these degrees have no common title.

The advantage of the more flexible transfer majors is that the programs can be customized to meet the requirements of the individual transfer institution as well as the preparation for the individual major. The disadvantage is that the degrees may also be earned without meeting the transfer requirements of any institution. In these cases, students have
completed minimum requirements, perhaps without a transfer level mathematics course, or with a multitude of transferable electives.

As a result, the receiving universities in California evaluate the individual courses rather than the degree for admission purposes. The admissions evaluators check for CSU general education certification or IGETC certification. Students with associate of arts degrees may enter the university with junior standing and still need substantial lower division coursework to complete the bachelor's degree.

A greater issue is the confusion regarding the degree titles. There is no clear identity for a transfer major since each community college creates and titles its own programs. The catalog analysis indicated that there are 23 different titles for the degree/major awarded to a student completing transfer general education coursework. The list of titles used for transfer general education programs in California Community Colleges is illustrated in Table 7. A few colleges (fewer than 5) have two transfer programs and both programs were included in the table.

The confusion is compounded by the fact that several of these titles are the same ones used for students completing general studies or largely elective programs. These programs are described in the next section – General Studies Degrees and Majors.

In addition, the Liberal Studies transfer designation used by six of the community colleges, is used differently by the California State University system – to identify elementary education programs. At least one community college, Evergreen College, has developed a Liberal Studies associate degree major that is a teacher education transfer program rather than the broader general education program.


<table>
<thead>
<tr>
<th>Title</th>
<th>Campuses (N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA – General Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>AA – General Education</td>
<td>3</td>
</tr>
<tr>
<td>AA – General Education Breadth</td>
<td>1</td>
</tr>
<tr>
<td>AA – General Education Transfer</td>
<td>6</td>
</tr>
<tr>
<td>AA – General Education Transfer Studies</td>
<td>1</td>
</tr>
<tr>
<td>AA – General Liberal Arts and Sciences</td>
<td>4</td>
</tr>
<tr>
<td>AA – General Major</td>
<td>2</td>
</tr>
<tr>
<td>AA – General Studies</td>
<td>3</td>
</tr>
<tr>
<td>AA – General Studies – Transfer</td>
<td>1</td>
</tr>
<tr>
<td>AA – Individual Studies</td>
<td>1</td>
</tr>
<tr>
<td>AA – Individual Transfer Major</td>
<td>1</td>
</tr>
<tr>
<td>AA – Liberal Arts</td>
<td>34</td>
</tr>
<tr>
<td>AA – Liberal Arts – Transfer</td>
<td>1</td>
</tr>
<tr>
<td>AA – Letters, Arts &amp; Sciences</td>
<td>3</td>
</tr>
<tr>
<td>AA – Liberal Studies</td>
<td>6</td>
</tr>
<tr>
<td>AA – Liberal Studies/Liberal Arts</td>
<td>1</td>
</tr>
<tr>
<td>AA – Transfer General Education</td>
<td>1</td>
</tr>
<tr>
<td>AA – Transfer Liberal Arts</td>
<td>2</td>
</tr>
<tr>
<td>AA – Transfer Studies</td>
<td>3</td>
</tr>
<tr>
<td>AA – Transfer Major</td>
<td>4</td>
</tr>
<tr>
<td>AA – University Studies</td>
<td>6</td>
</tr>
<tr>
<td>AA – University Transfer</td>
<td>1</td>
</tr>
<tr>
<td>Associate of Arts (no further designation)</td>
<td>5</td>
</tr>
</tbody>
</table>
The title most often chosen for the transfer general education program was the Liberal Arts major. What is an Associate of Arts degree with a major in Liberal Arts and Sciences? Looking at the list of transfer majors one could conclude that this is the degree awarded to transfer students. However the title is also used for completion of broad patterns of coursework, often general education, and is also used for electives and vocational courses.

*Community College Week* reports the “50 Top Associate’s Degree Conferred, 1995-96, Liberal Arts & Sciences” by institution (July 13, 1998). City College of San Francisco leads the California Community Colleges with a rank of 14 and 1065 Liberal Arts and Sciences degrees. Orange Coast College follows with a rank of 16, and 1018 Liberal Arts and Sciences degrees. Orange Coast is one of the ten California colleges that awards a single associate of arts degree. As a result, all the degrees awarded at Orange Coast are counted as Liberal Arts and Science degrees. The Associate of Arts degree at Orange Coast requires 24 units of general education, 18 units in a certificate program or major, and 60 units total. Many states consider the Liberal Arts and Sciences degree to be the preparation for transfer.

The confusion between transfer, vocational, and elective programs can be partially explained by the way programs are coded. At the federal level, the degrees are designated and totaled based on the Classification of Instructional Programs (CIP) code, from the U.S. Department of Education National Center for Education Statistics. The CIP code for Liberal Arts and Sciences/Liberal Studies is 24.0101. California’s coding is based on the California Community Colleges Taxonomy of Program (TOP) codes. The codes are outlined in the *Taxonomy of Programs*, February 1995, Fifth Edition, produced by the Curriculum and Instructional Resources Division of the Chancellor’s Office, California Community Colleges. The TOP Code for Liberal Arts and Science, General is 4901.00, and is linked with the federal CIP code. In California, the Liberal Arts and Science programs are part of the broader
category of “Interdisciplinary Studies” which is defined as “programs that include those subject field designations which involve more than one major discipline without primary concentration in any one area.” These include transfer general education programs, broad general education patterns, and general interest patterns.

As a result, California community colleges have used the Liberal Arts designation for transfer general education programs such as CSU GE breadth and IGETC, and broad general education patterns based on campus general education patterns. On some campuses these broad patterns have included programs which permit the student to select courses based on individual needs. These programs are often called “General Studies” degrees in other states.

The “Report of Transfer and Degrees and Certificates Awarded,” indicates that in 1995-96 California community colleges awarded 57,076 degrees, and 19,646 or 35% were Liberal Arts and Science degrees (California Community College Chancellor’s Office, May 1997). The report states that “it should be noted that the large number of degrees awarded in “Liberal Arts and Sciences, General” and “General Studies” is attributable to the automatic assignment of this discipline code to all awardees by several colleges.

General Studies Degrees and Majors

In other states, these majors are comprised of academic and vocational courses and are intended to meet a variety of student needs. They may be used to create a special major for a student preparing for a particular job or to satisfy the personal interests of a student. Often the major is used to award a degree to a student who has simply accumulated 60 units. Counselors report that students frequently change majors and institutions and then come to the counselor with a number of units already completed. These students are often seeking a general degree that would recognize completion of 2 years of college-level coursework. California’s community colleges have sought to meet this need through a number of different
program titles. Cerritos College awards the AA in General Studies, Cerro Coso awards an AA in General Education, and Crafton Hills awards an AA in Liberal Studies, all for patterns which are comprised of 28 units of general education or less and 60 units total. Using this definition, San Bernardino Valley College’s AA in Liberal Arts would be considered a general studies degree. The degree is comprised of San Bernardino’s 24-26 unit general education pattern and 60 units total. The catalog states “students graduating with 60 units without at least 18 units of degree applicable course work in a specific discipline are decreed to have a Liberal Arts major” (San Bernardino Valley College, 1997, p. 29).

From the California Community College catalog research it becomes clear that there are four basic kinds of associate degrees. They are: (a) a liberal arts transfer degree which satisfies CSU General Education or IGETC, (b) a broad liberal arts degree, (c) the vocational or occupational degree, and (d) the general studies or personal interest degree. The four kinds of degrees are described in Table 8.

<table>
<thead>
<tr>
<th>Title(s)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate of Arts: Liberal Arts, Transfer, University Studies</td>
<td>Degree based on the transfer general education requirements of CSU GE, IGETC, or may include flexible requirements for other universities</td>
</tr>
<tr>
<td>Associate of Arts: Liberal Arts, General Studies</td>
<td>Broad general education degree, provides for more student choice from selected GE categories, courses may not be transferable</td>
</tr>
<tr>
<td>Associate of Arts: General Studies, Liberal Arts, General Major</td>
<td>Most number of electives, vocational program courses accepted, provides for personal interest goals, 60 units accumulated</td>
</tr>
<tr>
<td>Associate of Arts or Science: Vocational Major (major is specified)</td>
<td>18 or more units in a discipline, meets specific occupational goal</td>
</tr>
</tbody>
</table>
The degrees listed in a college catalog and read in the context of that campus’ language appear to be defined in logical terminology. The terms may be considered confusing when taken out of that context and compared with the other 105 colleges of the California Community College system. The actual catalog data are included in Appendices I and J.

Summary of the California Community College Catalog Analysis - Key Findings

1. In 1997-98, 90% of the colleges awarded both the Associate of Arts and Associate of Science degrees. Eleven colleges awarded the Associate of Arts degree alone.

2. Associate Degree definitions vary from one institution to another. Some colleges define degrees in terms of purpose (transfer or occupational) while others define the degree by major or discipline (arts or science). Approximately 75% of the colleges define the degree by major or discipline, with vocational programs found in both AA and AS degrees.

3. The minimum number of general education units required to earn an associate degree (with the same name) range from a low of 18 semester units on some campuses to as many as 41 semester units at other California community colleges.

4. One-third of the colleges require between 18 and 23 units of general education units for the Associate in Arts degree, another third requires between 24 and 29 units, and another third requires 30 or more general education units.

5. The number of general education units required for the Associate of Arts degree is the same as the number of general education units required for the Associate of Science degree at the majority (76%) of California community colleges.

6. One-third of the campuses require ENGL 1A (freshman composition) or a course at that level for the Associate Degree, while 62% accept a course one level below ENGL 1A.
7. The majority of colleges (81%) accept a course at the Basic Algebra level to meet math competency requirements. Ten percent require a course at a higher level, and 7% link the math requirement to the degree sought.

8. There is no clearly identified transfer major for the California Community College system. There are 23 different titles for the degree/major awarded to students completing transfer general education coursework.

9. The degree and major titles used for transfer general education programs at some colleges are the same as those used for non-transfer general education programs or general studies (personal interest) programs at other colleges. The Associate of Arts in Liberal Arts is comprised of transfer general education on some campuses, while it is a general studies degree on others.

10. The California TOP Code for Liberal Arts and Sciences includes transfer general education programs, broad general education patterns, and personal interest patterns.

11. The Associate Degree definitions in California community colleges vary from the American Association of Community College definitions.

SURVEY FINDINGS

California curricular leaders were surveyed to determine if the degree differences among the 106 colleges presented a problem for the California Community College system or were acceptable variances reflective of the individual needs of the colleges. The survey was completed by 141 curricular leaders from 86 of the 106 California community colleges. Chief Instructional Officers or their designees comprised half of the group, while the other half included Curriculum Chairs, District Curriculum chairs, or their designees. The survey instrument is included in Appendix K.
Of the 216 surveys mailed, 141 responses were received for a 65% response rate. The 35% from which no response was received were not found to be unique in any way. The 141 responses represented 86 community colleges for an 81% response rate from the 106 colleges. There were three additional colleges that did not respond separately, however the district curriculum chair responded. If these three were considered represented by their districts, the responses represent 89 colleges or 84%. There were four surveys returned that could not be attributed to a specific college. Finally, the district response rate was 86%, with 61 of the 71 California Community College districts responding.

The first step in analyzing the results was to determine if there were differences in the responses of the two groups. The Chi-Square distribution was used to test the independence of the two groups. Did the CIOs feel one way and the Curriculum Chairs feel differently, or did they share the same opinions? The Chi-Square statistic was calculated for each question. The results follow later in this chapter and indicate that with the exception of two questions, the two groups were of similar minds.

The responses to the first survey questions (1-16) are summarized in Table 9. The questions are ranked by the level of support. The statements identified by the largest number of curricular leaders as being a problem or issue for the California community college system are ranked first. The 1's and 2's (definite problem or issue and slight problem) have been combined with the 4's and 5's (acceptable and strength). The undecided percentages are listed in the third column.
### TABLE 9

**SURVEY QUESTIONS RANKED BY LEVEL OF SUPPORT**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Survey Questions</th>
<th>Respondents (%)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Question 15. The AA in Liberal Arts on some campuses is comprised of transfer requirements for some students and less rigorous requirements for other students.</td>
<td>81</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>Question 6. The minimum number of general education units required to earn an associate degree (with the same name) range from a low of 18 semester units on some campuses to as many as 41 semester units at other California community colleges.</td>
<td>78</td>
<td>11</td>
</tr>
<tr>
<td>3</td>
<td>Question 16a. Several different definitions of the AA and AS degrees are in use at California community colleges.</td>
<td>77</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>Question 11. Approximately 30% of campuses require ENGL 1A (freshman composition) or a course at that level for the Associate Degree, while other campuses accept a course one level below ENGL 1A.</td>
<td>76</td>
<td>13</td>
</tr>
<tr>
<td>5</td>
<td>Question 13. Some campuses accept a Basic Algebra course completed in high school to meet the math competency requirement.</td>
<td>73</td>
<td>11</td>
</tr>
<tr>
<td>6</td>
<td>Question 12. Approximately 5% of campuses require Intermediate Algebra for the Associate Degree while most campuses accept Basic or Elementary Algebra.</td>
<td>72</td>
<td>13</td>
</tr>
<tr>
<td>7</td>
<td>Question 8. The Associate of Arts in General Studies is typically awarded for completion of 60 units related to areas of personal interest, however on some campuses it requires 60 units of well-defined general education.</td>
<td>67</td>
<td>11</td>
</tr>
<tr>
<td>8</td>
<td>Question 9. Some campuses do not have a transfer degree – a degree which is awarded for completion of CSU GE breadth or IGETC (California State University General Education / Intersegmental General Education Transfer Curriculum).</td>
<td>66</td>
<td>8</td>
</tr>
<tr>
<td>Rank</td>
<td>Survey Questions</td>
<td>Respondents (%)</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Issue is a Problem</td>
<td>Disagree</td>
</tr>
<tr>
<td>9</td>
<td>Question 14. Some Campuses Use the Sat-math to Satisfy Math Competency – However the Acceptable Scores Range from 400 to 560.</td>
<td>65</td>
<td>10</td>
</tr>
<tr>
<td>10</td>
<td>Question 7. The Associate of Arts in Liberal Arts Is Comprised of Transfer General Education on Some Campuses, While it Is a General Studies (Personal Interest) Degree on Others.</td>
<td>60</td>
<td>14</td>
</tr>
<tr>
<td>11</td>
<td>Question 2. The courses that comprise an Associate of Arts in Business Administration result in an <em>occupational degree</em> on some campuses and meet the requirements to <em>transfer as a Business major</em> on other campuses.</td>
<td>56</td>
<td>21</td>
</tr>
<tr>
<td>12</td>
<td>Question 3. The names of the degrees awarded for majors with comparable coursework differ. Some colleges award the <em>Associate of Arts</em> for a vocational major and other colleges award the same major with the <em>Associate of Science</em> degree.</td>
<td>54</td>
<td>19</td>
</tr>
<tr>
<td>13</td>
<td>Question 4. The Associate Degree definitions in California community colleges vary from the American Association of Community College definitions.</td>
<td>49</td>
<td>13</td>
</tr>
<tr>
<td>14</td>
<td>Question 1. Associate Degree definitions vary from one institution to another. Some colleges define the degrees in terms of <em>purpose</em> (transfer or occupational) while other define the degree by <em>major</em> or discipline (arts or science).</td>
<td>47</td>
<td>21</td>
</tr>
<tr>
<td>15</td>
<td>Question 10. Some campuses describe degrees as Plan A and Plan B, with Plan A being the academic/GE and Plan B the career track; other campuses use Plan A for the career track, and Plan B for the academic.</td>
<td>37</td>
<td>10</td>
</tr>
<tr>
<td>16</td>
<td>Question 5. California’s degree definitions differ from those of other states. In many states the Associate of Arts degree is awarded for transfer majors only.</td>
<td>35</td>
<td>25</td>
</tr>
<tr>
<td>Rank</td>
<td>Survey Question</td>
<td>Respondents (%)</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>---</td>
</tr>
<tr>
<td>1</td>
<td>Question 20. The California Community College system should work toward developing common definitions for degrees offered by California's community colleges.</td>
<td>Agree 85</td>
<td>Disagree 10</td>
</tr>
<tr>
<td>2</td>
<td>Question 25. Comparable requirements should be developed for commonly awarded majors.</td>
<td>Agree 74</td>
<td>Disagree 13</td>
</tr>
<tr>
<td>3</td>
<td>Question 18. In addition to the Associate in Art and the Associate in Science degree, the Associate in Applied Science degree should be authorized for awarding by California community colleges.</td>
<td>Agree 72</td>
<td>Disagree 13</td>
</tr>
<tr>
<td>4</td>
<td>Question 19. Wittstruck statement: “A situation in which one provider's apple may be someone else's orange or pear results in an atmosphere that is neither productive nor helpful to improving the quality or understanding of the conditions of postsecondary education.”</td>
<td>Agree 70</td>
<td>Disagree 8</td>
</tr>
<tr>
<td>5</td>
<td>Question 22. A common definition should be developed for the Associate degree with a major in Liberal Arts and Sciences.</td>
<td>Agree 69</td>
<td>Disagree 15</td>
</tr>
<tr>
<td>6</td>
<td>Question 17. California community colleges should attempt to align associate degree definitions with those of the American Association for Community Colleges (AACC).</td>
<td>Agree 66</td>
<td>Disagree 18</td>
</tr>
<tr>
<td>7</td>
<td>Question 23. A common definition should be developed for the Associate degree with a major in General Studies.</td>
<td>Agree 60</td>
<td>Disagree 18</td>
</tr>
<tr>
<td>8</td>
<td>Question 24. A transfer degree with common requirements and a uniform name should be created.</td>
<td>Agree 60</td>
<td>Disagree 25</td>
</tr>
<tr>
<td>9</td>
<td>Question 26. The differences in associate degree definitions and graduation requirements across the California Community College system affect my institution's ability to be accountable.</td>
<td>Agree 35</td>
<td>Disagree 46</td>
</tr>
<tr>
<td>10</td>
<td>Question 21. California community colleges should have different degree definitions – the differences are a reflection of the diversity of needs of the individual communities the campuses serve.</td>
<td>Agree 22</td>
<td>Disagree 67</td>
</tr>
</tbody>
</table>
The Agree/Disagree questions (#17 - #26) are ranked in Table 10. The questions were ranked from the largest percentage of agreement to the least percentage of agreement. Note that the question with the lowest rank was stated in the negative, and indicates support for developing common degree definitions in California.

For synthesis and analysis purposes, the survey discussion is summarized into five categories: degree definitions, general education requirements, English and math course requirements, Associate in Applied Science degree desirability and national comparability, and importance of associate degree differences to constituents. Degree definitions included Associate of Arts and Associate of Science degrees as well as the broad degree majors of Liberal Arts and Sciences, General Studies, and "transfer" majors.

Degree Definitions

The single greatest number of survey questions addressed the issue of degree definition differences. Curricular leaders as a whole perceived the variations in degree differences and requirements to be a problem for the California Community College system. The leaders perceived 12 of the 16 degree difference statements as problems, with percentages ranging from 54% to 81%. Those that perceived the differences as acceptable ranged from 8% to 21%. The four statements (questions 1, 4, 5, 10) where less than half of the leaders indicated they were problems (with percentages from 35% to 49%), or were acceptable (10% to 25%), were the same statements that resulted in high numbers of undecided responses (30% to 42%). When the undecided numbers were less than 20%, the leaders perceiving the difference as a problem ranged from 72% to 81%.

A strong majority of curricular leaders (85%) agreed that "The California Community College system should work toward developing common definitions for degrees offered by
California’s community colleges” (question 20). This question also resulted in the least number of undecided leaders (5%), with only ten percent disagreeing.

**Liberal Arts and General Studies Degrees/Majors.**

In responding to the degree variance statements, the largest majority of curricular leaders (81%) indicated that it was a problem to have the AA in Liberal Arts requirements vary on the same campus (question 15). On some campuses, the AA in Liberal Arts is comprised of transfer requirements for some students and less rigorous requirements for other students depending on the pattern they complete. Fifty-two percent (52%) of the leaders indicated that it was a definite problem and 29% indicated it was a slight problem.

Sixty percent (60%) of the leaders indicated it was a problem for the AA in Liberal Arts to be comprised of transfer general education on some campuses while being offered as general studies (personal interest) degree at other campuses (question 7). Twenty-five percent were undecided. Sixty-nine percent (69%) agreed that “a common definition should be developed for the Associate degree with a major in Liberal Arts and Sciences” (question 22).

The AA in General Studies variances were considered a problem by 67% of the leaders responding. Based on the literature review, the degree/major is typically awarded for completion of 60 units related to areas of personal interest, however on some California campuses it requires 60 units of well-defined general education (question 8).

Sixty percent (60%) agreed that “a common definition should be developed for the Associate degree with a major in General Studies” (question 23) and 18% disagreed. One curricular leader commented “an AA in General Studies that does not transfer should be distinguished from transfer degrees in some manner – how to do this is an open question in my mind right now.”
Transfer Degrees and Majors.

Sixty-six percent (66%) of the leaders indicated it was a problem that “some campuses do not have a transfer degree – a degree which is awarded for completion of CSU GE breadth or IGETC” (question 9). Only 8% of these respondents considered this situation acceptable. Sixty percent (60%) agreed that a transfer degree should be created with common requirements, and a uniform name (question 24). Twenty-five percent disagreed – one of the highest percentages of disagreement. One Curriculum Chair commented “a better definition would permit a mix of major prep and GE (especially for high unit majors). Receiving institutions often require completion of major prep but seldom of GE.”

General Education Requirements

The minimum number of general education units required to earn an associate degree (with the same name) range from a low of 18 semester units on some campuses to as many as 41 semester units at other California community colleges (question 6). A strong majority (78%) of the Chief Instructional Officers and Curriculum Chairs perceived this a problem. Ten percent (10%) considered this acceptable, 1% viewed it as a strength, and 11% were undecided.

English and Math Course Requirements

The curricular leaders perceived the differences in English and math requirements as problems for the California Community College system. The percentages ranged from 65% to 76% as described below.

Seventy-six percent (66%) of the leaders viewed the variances in English requirements as an issue [approximately 30% of the colleges require ENGL 1A (freshman composition) or a course at that level for the Associate Degree, while other California
community colleges accept a course one level below ENGL 1A (question 11). Forty-three percent (43%) indicated it was a definite problem, 33% saw it as a slight problem, while 4% indicated the difference was a strength, 9% saw it as acceptable, and 11% were undecided.

Approximately 5% of the colleges require Intermediate Algebra to graduate while most colleges accept Basic Algebra (question 12). A large majority (72%) of the curricular leaders indicated this was a problem or issue for the system. A majority of that group felt it was a slight problem (39%) rather than a definite problem (33%), while 11% thought it was acceptable.

Some campuses accept a Basic Algebra course completed in high school to meet the math competency requirement (question 13). A large majority (73%) of the leaders indicated this was a problem. A large number also felt strongly that this was a definite problem (50%), versus 2% seeing it as a strength.

A few colleges use the SAT-Math to satisfy math competency (question 14). However the acceptable scores range from 400 to as high as 560. Sixty-five percent (65%) of the leaders indicated this was a problem, while 24% were undecided.

One faculty curricular leader made this comment on the survey: “An associate degree is lower than the baccalaureate. The level of competence for English and Math may be lower for graduation. Four-year institutions may still get a higher level of competence for the baccalaureate degree.”

**Associate in Applied Science Degree Desirability and National Comparability**

Seventy-two percent (72%) of the California curricular leaders agreed that the Associate of Applied Science degree should be authorized for awarding by California community colleges (question 18). Only 13% disagreed. One Curriculum Chair who disagreed
wrote, “No need, an Associate Degree should be considered an Associate degree regardless if it’s academic or vocationally based.”

Forty-nine percent (49%) indicated that it was a problem to have California’s associate degree definitions vary from the degree definitions set by the AACC (question 4). However, this question resulted in one of the largest percentages (38%) of undecided responses. One curriculum chair commented that he/she “was not aware of this” (that California’s degrees differed from those defined by AACC).

Forty-seven percent (47%) of the leaders indicated it was a problem that the “Associate Degree definitions vary from one institution to another. Some colleges define the degrees in terms of purpose (transfer or occupational) while others define the degree by major or discipline (arts or science)” (question 1). Thirty percent (30%) were undecided and 21% indicated it was an acceptable situation.

The leaders were split in their responses to “California’s degree definitions differ from those of other states – in many states the Associate of Art degree is awarded for transfer majors only” (question 5). Thirty-five percent (35%) indicated this was a problem, 37% were undecided, and 25% saw the issue as a strength. Later in the survey (question 17), 66% of the leaders indicated that California should attempt to align the Associate degree definitions with those of AACC. Eighteen percent (18%) disagreed and 16% were undecided. The undecided numbers may be attributed to how the percentages of “general education” would be defined. A Chief Instructional Officer who was undecided wrote that it depended on the definition of the three-quarters of general education coursework: “For example, would an Allied Health major taking Anatomy and Physiology count those courses as program support or program specific? Are they general education courses or part of the major?” Another leader wrote:
AACC definition of AA/AS ignores some high unit majors in non-science tech areas (e.g., Bus Ad and Music). At some universities [these majors] may require 30 to 40 semester units of major prep which at impacted or oversubscribed programs is required for admission, whereas GE is generally not an admission requirement, but a graduation requirement for the BA/BS.

When presented with the quote from John Wittstruck in question 19: “A situation in which one provider’s apple may be someone else’s orange or pear results in an atmosphere that is neither productive nor helpful,” 70% agreed with the statement.

Fifty-four percent (54%) indicated it was a problem to have “names of the degrees awarded for majors with comparable coursework differ.” Some colleges award the Associate of Arts for a vocational major and other colleges award the same major with the Associate of Science degree (question 3). Twenty-six percent (26%) were undecided. While 56% of the leaders indicated that it was a problem for “courses that comprise an Associate of Arts in Business Administration to result in an occupational degree on some campuses and meet the requirements to transfer as a Business major on other campuses” (question 2). However, 74% of the leaders agreed that “comparable requirements should be developed for commonly awarded majors” (question 25), and 13% disagreed.

Another question (#11), reflected the specific practice where some campuses designate two patterns for degrees – Plan A and Plan B. One campus designates Plan A for the academic/GE track and Plan B for the career track, while other campuses use Plan A for the career track and Plan B for the academic track. Forty-two percent (42%) were undecided if this was an issue, and 37% indicated it was a problem.

Question 21, stated in the negative, confirmed that the leaders as a whole supported common definitions. Only 22% agreed that “California community colleges should have different degree definitions and the differences are a reflection of the diversity of needs of the
individual communities the campuses serve.” Sixty-seven percent (67%) disagreed and only 10% were undecided.

In light of the large majority of leaders who indicated that the degree differences were a problem, few of the leaders thought that the differences affected their institution’s ability to be accountable. When asked if the differences in associate degree definitions and graduation requirements across the California Community College system affect the institution’s ability to be accountable (question 26), 46% of the leaders disagreed, 35% agreed, and 18% were undecided. In responding to this question, one faculty member indicated that although the differences did not affect the institution’s ability to be accountable, it did affect the system’s ability to be accountable. Another Chief Instructional Officer wrote that “accountability was not the problem, but comparability was.”

Seventy-seven percent (77%) of the leaders indicated that it was a problem to have several different definitions of the AA and AS degrees in use at California community colleges (question 16). When asked what definition they would prefer, the majority chose “Associate of Arts is a transfer degree, the Associate of Science is a transfer degree for science majors, and the Associate of Applied Science is awarded for occupational majors.”

The data are summarized in Table 11.
TABLE 11

WHICH ASSOCIATE DEGREE DEFINITIONS SHOULD CALIFORNIA ADOPT?

<table>
<thead>
<tr>
<th>Question 16b. Which of the following definitions would you prefer the California Community College system adopt, if any?</th>
<th>Responses (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Associate of Arts in a transfer degree, while the Associate of Science is an occupational degree.</td>
<td>11%</td>
</tr>
<tr>
<td>B. Associate of Arts is a transfer degree, while the Associate of Science is awarded for transfer science majors and occupational majors.</td>
<td>5%</td>
</tr>
<tr>
<td>C. Associate of Arts is a transfer degree, the Associate of Science is a transfer degree for science majors, and the Associate of Applied Science is awarded for occupational majors.</td>
<td>53%</td>
</tr>
<tr>
<td>D. Associate of Arts is awarded for majors in the Arts and Humanities, while Associate of Science is awarded in Science and technical majors.</td>
<td>27%</td>
</tr>
<tr>
<td>E. Other</td>
<td>5%</td>
</tr>
<tr>
<td>F. None of the above definitions are satisfactory to me.</td>
<td>3%</td>
</tr>
</tbody>
</table>

In response to this last question (16), one Chief Instructional Officer wrote: “Consistency – whatever the choice.”

Although there was a consensus of support for developing common degree definitions, there were several leaders who wanted to leave some decisions to the campuses or other groups. One leader wrote, “I think California Community Colleges should have a ‘basic’ formula for each academic degree awarded, leaving some room for diversity. In certificate programs, I feel each college knows best what the current requirements should be in their area – our college has dynamic advisory boards with members from local business/industry resulting in frequently updated programs.” A curriculum committee chair wrote, “Fundamental definitions should be the same – individual requirements could differ in detail.” Another wrote, “Although I think it would be nice if there was some commonality, I don’t know if there should be. Mainly, it would be nice because we have so many students who
move between our colleges and it would solve some Associate degree pass-along problems.”
Another wrote “Unless there is state licensure or well-defined industry standards, each college
needs to be able to define voc/tech degrees for itself, and maybe even all the rest.”

The survey next asked the leaders to assess the level of understanding and importance
of associate degree differences to the various constituent groups: employers, students and the
public. Do these associate degree differences make a difference to these groups? Table 12
illustrates the responses.

**TABLE 12**

**IMPORTANCE OF ASSOCIATE DEGREE DIFFERENCES TO CONSTITUENTS AS PERCEIVED BY CURRICULAR LEADERS**

<table>
<thead>
<tr>
<th>Question 27. The differences in associate degree definitions are <em>insignificant</em> to employers, students, and the public.</th>
<th>Agree (%)</th>
<th>Disagree (%)</th>
<th>Undecided (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. To employers</td>
<td>40</td>
<td>39</td>
<td>21</td>
</tr>
<tr>
<td>B. To students</td>
<td>28</td>
<td>52</td>
<td>18</td>
</tr>
<tr>
<td>C. To the public</td>
<td>43</td>
<td>31</td>
<td>26</td>
</tr>
</tbody>
</table>

The curricular leaders perceived that the associate degree differences were
insignificant to the public, but were significant to the students. The leaders’ opinions were
split on whether the degree differences were insignificant to employers. This question resulted
in large numbers of undecided responses by curricular leaders regarding the effect of differing
associate degree definitions on the various constituency groups. One CIO commented that the
reason the differences in associate degree definitions are insignificant to employers and the
public is “Because AA [degrees] have *no* significance to employers and the public in
California.” Another wrote “There should be a national standard, but the public doesn’t seem
to recognize any community college major, just the AA degree. I don’t feel there is a need for degree [designations] beyond the AA.”

The survey concluded with a question (#28) that elicited the most differing responses from the two groups of curricular leaders: Who should study the issue? The majority of curriculum chairpersons (members of the faculty) thought the California Academic Senate should undertake the study. The majority of CIOs thought a joint committee comprised of a Chancellor’s Office task force and the Academic Senate should study and make recommendations on the issue. However, when the large number of write-in suggestions were included, both groups would prefer a joint committee with representatives from several groups. Thirty-seven percent (37%) of the CIOs wrote in either (a) a combined group of the Academic Senate, Chancellor’s Office, and CIO’s Association, or (b) the Academic Senate combined with CIOs. Other suggestions included articulation officers, discipline representatives, counseling faculty, chief student services officers, teacher unions, and curriculum committee representatives. Several leaders also suggested that the students or their organization, CalSACC (California Student Association of Community Colleges), be included. The leaders were asked to rank the choices. The choices ranked first are illustrated in Table 13.
TABLE 13

WHICH GROUP(S) SHOULD STUDY THE ISSUE?

<table>
<thead>
<tr>
<th>Question 28. If a study were undertaken to improve the consistency of degree definitions in the California Community College system, which of the following groups should study and make recommendation on the issue?</th>
<th>CC</th>
<th>CIO</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>A. Academic Senate</td>
<td>27</td>
<td>41</td>
<td>9</td>
</tr>
<tr>
<td>B. Chancellor’s Office Task Force</td>
<td>2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>C. Chief Instructional Officer’s Association</td>
<td>1</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>D. Joint committee comprised of A and B, above</td>
<td>24</td>
<td>36</td>
<td>19</td>
</tr>
<tr>
<td>E. No preference</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>F. Other (write in)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A and B and C</td>
<td>4</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>A and C</td>
<td>2</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Various</td>
<td>5</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>TOTALS</td>
<td>66</td>
<td>71</td>
<td>137</td>
</tr>
</tbody>
</table>

Several leaders added written comments such as: “this should be a faculty decision.” One CIO indicated that the Academic Senate and the Chief Instructional Officer’s Association should study the issue and then “Bring in the Chancellor’s Office afterwards. [The] problem with Senate and Chancellor’s Office is apparent in the entire curriculum mess several years ago.” Another CIO wrote “until Partnership for Excellence, these groups didn’t care. They now will. We should standardize.”

CIO and Curriculum Chairs – Years of Experience

Table 14 illustrates the years of community college experience of the survey respondents. The combined groups have an average of 22 years of community college experience, with an average of 11 years in their current position. The CIOs average more
years of community college experience (23 years) but less in their current positions (7 years) than the Curriculum Chairs. The Curriculum Chairpersons have an average of 21 years of community college experience, with 15 average years in their current position. This difference is understandable since the majority of curriculum chairpersons are full-time instructors while serving on the curriculum committee, and many CIOs have left the faculty ranks to assume administrative positions. The CIO’s have a median of 5 years experience in their current position, with half the group having served more than 5 years and the other half serving fewer than 5 years.

Of the 67 CIOs who provided the data, 22 or 33% have been in their current role for 2 years or less. Over half of the CIO’s (53%) have been employed in a community college for 25 years or more. More than one-third of the Curriculum Chairs (35%) have been employed in a community college for 25 or more years.

**TABLE 14**  
**YEARS OF COMMUNITY COLLEGE EXPERIENCE**

<table>
<thead>
<tr>
<th></th>
<th>CIOs</th>
<th>Curriculum Chairpersons</th>
<th>Combined Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average years in a community college</td>
<td>23.38</td>
<td>20.78</td>
<td>22.16</td>
</tr>
<tr>
<td>Average years in their current position</td>
<td>6.57</td>
<td>15.33</td>
<td>10.73</td>
</tr>
<tr>
<td>Median years in a community college</td>
<td>25</td>
<td>20</td>
<td>23</td>
</tr>
<tr>
<td>Median years in their current position</td>
<td>5</td>
<td>11.5</td>
<td>8</td>
</tr>
<tr>
<td>Percentage employed 25 or more years in a community college</td>
<td>54%</td>
<td>35%</td>
<td>45%</td>
</tr>
<tr>
<td>Percentage employed 2 years or less in current position</td>
<td>33%</td>
<td>10%</td>
<td></td>
</tr>
</tbody>
</table>
The data from the question which asked Curriculum Chairs for the number of years they had been employed in their current position may not be particularly useful. “Current position” could have been interpreted to mean Curriculum Chair for some and faculty role for others since faculty often assume the chairperson role in addition to their regular faculty load.

Summary of Survey Findings

1. The great majority of curricular leaders (85%) agreed that the California Community College system should work toward developing common definitions for degrees offered by California’s community colleges.”

2. Seventy-two percent (72%) of the California curricular leaders agreed that the Associate of Applied Science degree should be authorized for awarding by California community colleges.

3. Seventy-seven percent (77%) of the leaders indicated that it was a problem to have several different definitions of the AA and AS degrees in use at California community colleges. When asked what definition they would prefer, the majority (53%) selected “Associate of Arts is a transfer degree, the Associate of Science is a transfer degree for science majors, and the Associate of Applied Science is awarded for occupational majors.”

4. Seventy-four percent of the leaders agreed that comparable requirements should be developed for commonly awarded majors.

5. Sixty-nine percent of the leaders agreed that a common definition should be developed for the Associate degree with a major in Liberal Arts and Sciences. A significant majority (81%) indicated that it was a problem to have the AA in Liberal Arts vary on the same campus – on some campuses it is comprised of transfer requirements for some students and less rigorous requirements for others.
6. Sixty percent of the curricular leaders agreed that a common definition should be developed for the Associate degree with a major in General Studies. Sixty-seven percent indicated that it was a problem to have the General Studies degree awarded for completion of 60 units of personal interest courses on some campuses, and well-defined general education on other campuses.

7. Sixty percent of the leaders agreed that a transfer degree with common requirements and uniform name should be created, while 25% disagreed. Sixty-six percent of the leaders indicated it was a problem that some campuses do not have a transfer degree – a degree awarded for completion CSU GE breadth or IGETC.

8. Seventy-eight percent of the leaders indicated that the large variance in the number of required general education units was a problem. The minimum number of general education units required to earn an associate degree (with the same name) range from a low of 18 semester units on some campuses to as many as 41 semester units at other California Community colleges.

9. Seventy-six percent indicated it was a problem that approximately 30% of the campuses require ENGL 1A (freshman composition) or a course at that level for the Associate Degree, while other campuses accept a course one level below ENGL 1A.

10. Seventy-two percent indicated it was a problem that approximately 5% of the colleges require Intermediate Algebra for the Associate Degree while most campuses accept Basic or Elementary Algebra. Seventy-three percent indicated that it was a problem for some colleges to accept a Basic Algebra course completed in high school to meet the math competency requirement.

11. Nearly one-half of the leaders (46%) thought that the differences in associate degree definitions and graduation requirements across the California Community College
system did not affect their institution’s ability to be accountable, while just over one-third (35%) thought the differences did affect their accountability.

12. The curricular leaders perceived that the associate degree differences were insignificant to the public, but were significant to the students.

13. When asked if a study were undertaken to improve the consistency of degree definitions across the system which group should study and make recommendations (to the Board of Governors), responses were split. The majority of curriculum chairpersons (members of the faculty) thought the California Academic Senate should have responsibility, and the majority of Chief Instructional Officers thought a joint committee comprised of a Chancellor’s Office task force and the Academic Senate should undertake the study. However, when all the write-in suggestions were included, both groups would prefer a joint committee with representatives from several groups including the Academic Senate, Chancellor’s Office, and Chief Instructional Officer’s Association.

CHIEF INSTRUCTIONAL OFFICER AND CURRICULUM CHAIR RESPONSE COMPARISON CHI SQUARE TEST OF INDEPENDENCE

This section presents a comparison of the CIO’s survey answers with those of the Curriculum Chairpersons. Chi Square statistics were calculated to determine if a significant difference exists between the responses of the two groups. With the exception of two questions, the two groups were in agreement with one another. Of the two questions where the leaders were in disagreement, question #2 pertained to the combined purposes in Associate of Arts degrees in Business Administration, and question #28 elicited a variety of responses regarding which group(s) should study the associate degree issues.
Null hypothesis: \( H_0 = \) No difference exists between the means of the Curriculum Chairpersons and the CIOs on their perception of the associate degree differences. \( \alpha \) level = .01.

**Question 1**

Associate Degree definitions vary from one institution to another. Some colleges define the degrees in terms of *purpose* (transfer or occupational) while others define the degree by *major* or discipline (arts or science).

Result: Accept the null; no significant difference exists between the two groups (see Table 15).

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CC</td>
</tr>
<tr>
<td>Difference is a problem or issue</td>
<td>33</td>
</tr>
<tr>
<td>Difference is acceptable or a strength</td>
<td>13</td>
</tr>
<tr>
<td>Neutral, neither problem or strength</td>
<td>20</td>
</tr>
<tr>
<td>TOTAL</td>
<td>66</td>
</tr>
</tbody>
</table>

Note: Critical value of \( \chi^2 = 9.210; df = 2; \chi^2 = .625; p \text{ value} = .732 \)

**Question 2**

The courses that comprise an Associate of Arts in Business Administration result in an *occupational degree* on some campuses and meet the requirements to *transfer as a Business major* on other campuses.
Result: Reject the null; a significant difference exists between the two groups (see Table 16).

### TABLE 16

**QUESTION 2**

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CC</td>
</tr>
<tr>
<td>Difference is a problem or issue</td>
<td>47</td>
</tr>
<tr>
<td>Difference is acceptable or a strength</td>
<td>8</td>
</tr>
<tr>
<td>Neutral, neither problem or strength</td>
<td>11</td>
</tr>
<tr>
<td>TOTAL</td>
<td>66</td>
</tr>
</tbody>
</table>

Note: Critical value of $\chi^2 = 9.210$; $df = 2$; $\chi^2 = 9.955$; $p$ value = .007.

**Question 3**

The names of the degrees awarded for majors with comparable coursework differ.

Some colleges award the *Associate of Arts* for a vocational major and other colleges award the same major with the *Associate of Science* degree.

Result: Accept the null; no significant difference exists between the two groups (see Table 17).
### TABLE 17

**QUESTION 3**

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CC</td>
</tr>
<tr>
<td>Difference is a problem or issue</td>
<td>37</td>
</tr>
<tr>
<td>Difference is acceptable or a strength</td>
<td>11</td>
</tr>
<tr>
<td>Neutral, neither problem or strength</td>
<td>18</td>
</tr>
<tr>
<td>TOTAL</td>
<td>66</td>
</tr>
</tbody>
</table>

Note: Critical value of $\chi^2 = 9.210$; $df = 2$; $\chi^2 = .447$; $p$ value = .800.

### Question 4

The Associate Degree definitions in California community colleges vary from the American Association of Community College definitions.

Result: Accept the null; no significant difference exists between the two groups (see Table 18).

### TABLE 18

**QUESTION 4**

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CC</td>
</tr>
<tr>
<td>Difference is a problem or issue</td>
<td>34</td>
</tr>
<tr>
<td>Difference is acceptable or a strength</td>
<td>5</td>
</tr>
<tr>
<td>Neutral, neither problem or strength</td>
<td>24</td>
</tr>
<tr>
<td>TOTAL</td>
<td>63</td>
</tr>
</tbody>
</table>

Note: Critical value of $\chi^2 = 9.210$; $df = 2$; $\chi^2 = 2.125$; $p$ value = .346.
Question 5

California's degree definitions differ from those of other states. In many states the Associate of Arts degree is awarded for transfer majors only.

Result: Accept the null; no significant difference exists between the two groups (see Table 19).

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CC</td>
</tr>
<tr>
<td>Difference is a problem or issue</td>
<td>27</td>
</tr>
<tr>
<td>Difference is acceptable or a strength</td>
<td>18</td>
</tr>
<tr>
<td>Neutral, neither problem or strength</td>
<td>20</td>
</tr>
<tr>
<td>TOTAL</td>
<td>65</td>
</tr>
</tbody>
</table>

Note: Critical value of $\chi^2 = 9.210; df = 2; \chi^2 = 2.328; p \text{ value} = .312$.

Question 6

The minimum number of general education units required to earn an associate degree (with the same name) range from a low of 18 semester units on some campuses to as many as 41 semester units at other California community colleges.

Result: Accept the null; no significant difference exists between the two groups (see Table 20).
TABLE 20

QUESTION 6

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CC</td>
</tr>
<tr>
<td>Difference is a problem or issue</td>
<td>56</td>
</tr>
<tr>
<td>Difference is acceptable or a strength</td>
<td>6</td>
</tr>
<tr>
<td>Neutral, neither problem or strength</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>66</td>
</tr>
</tbody>
</table>

Note: Critical value of $\chi^2 = 9.210$; $df = 2$; $\chi^2 = 4.430$; $p$ value = .109.

Question 7

The Associate of Arts in Liberal Arts is comprised of transfer general education on some campuses, while it is a general studies (personal interest) degree on others.

Result: Accept the null; no significant difference exists between the two groups (see Table 21).

TABLE 21

QUESTION 7

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CC</td>
</tr>
<tr>
<td>Difference is a problem or issue</td>
<td>42</td>
</tr>
<tr>
<td>Difference is acceptable or a strength</td>
<td>7</td>
</tr>
<tr>
<td>Neutral, neither problem or strength</td>
<td>15</td>
</tr>
<tr>
<td>TOTAL</td>
<td>64</td>
</tr>
</tbody>
</table>

Note: Critical value of $\chi^2 = 9.210$; $df = 2$; $\chi^2 = 1.241$; $p$ value = .538.
Question 8

The Associate of Arts in General Studies is typically awarded for completion of 60 units related to areas of personal interest, however on some campuses it requires 60 units of well-defined general education.

Result: Accept the null; no significant difference exists between the two groups (see Table 22).

TABLE 22

<table>
<thead>
<tr>
<th>Question 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Difference is a problem or issue</td>
</tr>
<tr>
<td>Difference is acceptable or a strength</td>
</tr>
<tr>
<td>Neutral, neither problem or strength</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

Note: Critical value of $\chi^2 = 9.210; df = 2; \chi^2 = 2.038; p$ value = .361.

Question 9

Some campuses do not have a transfer degree – a degree which is awarded for completion of CSU GE breadth or IGETC (California State University General Education breadth / Intersegmental General Education Transfer Curriculum).

Result: Accept the null; no significant difference exists between the two groups (see Table 23).
TABLE 23

QUESTION 9

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of Respondents</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CC</td>
<td>CIO</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>Difference is a problem or issue</td>
<td>44</td>
<td>47</td>
<td>91</td>
<td></td>
</tr>
<tr>
<td>Difference is acceptable or a strength</td>
<td>8</td>
<td>4</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Neutral, neither problem or strength</td>
<td>14</td>
<td>20</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>66</td>
<td>71</td>
<td>137</td>
<td></td>
</tr>
</tbody>
</table>

Note: Critical value of $\chi^2 = 9.210$; $df = 2$; $\chi^2 = 2.312$; $p$ value = .315.

Question 10

Some campuses describe degrees as Plan A and Plan B, with Plan A being the academic/GE and Plan B the career track; other campuses uses Plan A for the career track, and Plan B for the academic.

Result: Accept the null; no significant difference exists between the two groups (see Table 24).

TABLE 24

QUESTION 10

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of Respondents</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CC</td>
<td>CIO</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>Difference is a problem or issue</td>
<td>32</td>
<td>30</td>
<td>62</td>
<td></td>
</tr>
<tr>
<td>Difference is acceptable or a strength</td>
<td>9</td>
<td>6</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Neutral, neither problem or strength</td>
<td>24</td>
<td>35</td>
<td>59</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>65</td>
<td>71</td>
<td>136</td>
<td></td>
</tr>
</tbody>
</table>

Note: Critical value of $\chi^2 = 9.210$; $df = 2$; $\chi^2 = 2.455$; $p$ value = .293.
Question 11

Approximately 30% of campuses require ENGL 1A (freshman composition) or a course at that level for the Associate Degree, while other campuses accept a course one level below ENGL 1A.

Result: Accept the null; no significant difference exists between the two groups (see Table 25).

<table>
<thead>
<tr>
<th>Question 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approximately 30% of campuses require ENGL 1A (freshman composition) or a course at that level for the Associate Degree, while other campuses accept a course one level below ENGL 1A.</td>
</tr>
<tr>
<td>Result: Accept the null; no significant difference exists between the two groups (see Table 25).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 25</th>
</tr>
</thead>
<tbody>
<tr>
<td>QUESTION 11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CC</td>
</tr>
<tr>
<td>Difference is a problem or issue</td>
<td>50</td>
</tr>
<tr>
<td>Difference is acceptable or a strength</td>
<td>10</td>
</tr>
<tr>
<td>Neutral, neither problem or strength</td>
<td>6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>66</td>
</tr>
</tbody>
</table>

Note: Critical value of $\chi^2 = 9.210$; $df= 2$; $\chi^2 = .558$; $p$ value = .756.

Question 12

Approximately 5% of campuses require Intermediate Algebra for the Associate Degree while most campuses accept Basic or Elementary Algebra.

Result: Accept the null; no significant difference exists between the two groups (see Table 26).
TABLE 26

QUESTION 12

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CC</td>
</tr>
<tr>
<td>Difference is a problem or issue</td>
<td>46</td>
</tr>
<tr>
<td>Difference is acceptable or a strength</td>
<td>11</td>
</tr>
<tr>
<td>Neutral, neither problem or strength</td>
<td>9</td>
</tr>
<tr>
<td>TOTAL</td>
<td>66</td>
</tr>
</tbody>
</table>

Note: Critical value of $\chi^2 = 9.210$; $df = 2$; $\chi^2 = 1.504$; $p$ value = .471.

Question 13

Some campuses accept a Basic Algebra course *completed in high school* to meet the math competency requirement.

Result: Accept the null; no significant difference exists between the two groups (see Table 27).

TABLE 27

QUESTION 13

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CC</td>
</tr>
<tr>
<td>Difference is a problem or issue</td>
<td>46</td>
</tr>
<tr>
<td>Difference is acceptable or a strength</td>
<td>10</td>
</tr>
<tr>
<td>Neutral, neither problem or strength</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>70</td>
</tr>
</tbody>
</table>

Note: Critical value of $\chi^2 = 9.210$; $df = 2$; $\chi^2 = 2.309$; $p$ value = .315.
Question 14

Some campuses use the SAT-Math to satisfy math competency – however the acceptable scores range from 400 to 560.

Result: Accept the null; no significant difference exists between the two groups (see Table 28).

| TABLE 28 |
|---|---|
| QUESTION 14 |

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CC</td>
</tr>
<tr>
<td>Difference is a problem or issue</td>
<td>40</td>
</tr>
<tr>
<td>Difference is acceptable or a strength</td>
<td>9</td>
</tr>
<tr>
<td>Neutral, neither problem or strength</td>
<td>17</td>
</tr>
<tr>
<td>TOTAL</td>
<td>66</td>
</tr>
</tbody>
</table>

Note: Critical value of $\chi^2 = 9.210; df = 2; \chi^2 = 1.87; p$ value = .392.

Question 15

Some campuses award the AA in Liberal Arts for two purposes on the same campus: for completion of a broad pattern of general education, and for completion of the specific CSU or IGETC transfer general education requirements. This results in a degree which permits an English course one level below ENGL 1A to satisfy the English requirement, and a non-transfer level math course such as Basic Algebra to satisfy the math requirement. In these cases, the degree is comprised of transfer requirements for some students but not for others, and students who are transferring are awarded the same degree as those who have satisfied less rigorous requirements.
Result: Accept the null; no significant difference exists between the two groups (see Table 29).

**TABLE 29**

**QUESTION 15**

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CC</td>
</tr>
<tr>
<td>Difference is a problem or issue</td>
<td>55</td>
</tr>
<tr>
<td>Difference is acceptable or a strength</td>
<td>6</td>
</tr>
<tr>
<td>Neutral, neither problem or strength</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>64</td>
</tr>
</tbody>
</table>

Note: Critical value of $\chi^2 = 9.210$; $df = 2$; $\chi^2 = 3.62$; $p$ value = .164.

Question 16a

Several different definitions of the AA and AS degrees are in use at California community colleges.

Result: Accept the null; no significant difference exists between the two groups (see Table 30).
TABLE 30

QUESTION 16A

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CC</td>
</tr>
<tr>
<td>Difference is a problem or issue</td>
<td>51</td>
</tr>
<tr>
<td>Difference is acceptable or a strength</td>
<td>6</td>
</tr>
<tr>
<td>Neutral, neither problem or strength</td>
<td>8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>65</td>
</tr>
</tbody>
</table>

Note: Critical value of $\chi^2 = 9.210$; $df = 2$; $\chi^2 = .109$; $p$ value = .947.

Question 17

California community colleges should attempt to align associate degree definitions with those of the American Association for Community Colleges (AACC).

Result: Accept the null; no significant difference exists between the two groups (see Table 31).

TABLE 31

QUESTION 17

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CC</td>
</tr>
<tr>
<td>Yes (Agree)</td>
<td>45</td>
</tr>
<tr>
<td>No (Disagree)</td>
<td>11</td>
</tr>
<tr>
<td>Undecided</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>66</td>
</tr>
</tbody>
</table>

Note: Critical value of $\chi^2 = 9.210$; $df = 2$; $\chi^2 = .075$; $p$ value = .963.
Question 18

In addition to the Associate in Art and the Associate in Science degree, the Associate in Applied Science degree should be authorized for awarding by California community colleges.

Result: Accept the null; no significant difference exists between the two groups (see Table 32).

<table>
<thead>
<tr>
<th>Table 32</th>
</tr>
</thead>
<tbody>
<tr>
<td>QUESTION 18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Response</th>
<th>CC</th>
<th>CIO</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes (Agree)</td>
<td>50</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>No (Disagree)</td>
<td>5</td>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td>Undecided</td>
<td>11</td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>66</td>
<td>71</td>
<td>137</td>
</tr>
</tbody>
</table>

Note: Critical value of $\chi^2 = 9.210$; $df = 2$; $\chi^2 = 2.118$; $p$ value = .347.

Question 19

Read the following statement by John R. Wittstruck (State Higher Education Executive Officers -SHEEO), and indicate your agreement or disagreement on the scale below.

Postsecondary education providers are called to make different opportunities available for their respective consumers, citizens should have apples, oranges and pears available to them. There is, however, a need to assure the student consumer, parent and employer that the apples, the oranges and the pears have something in common.

Students, parents, employers and legislative bodies would understand far more clearly what postsecondary education is about if there were reasonable guidelines that all pre-baccalaureate postsecondary education
program providers follow. Transferability of credit, program articulation and program review and approvals also would be improved and facilitated if reasonably uniform program and award-title guidelines were available. A situation in which one provider's apple may be someone else's orange or pear results in an atmosphere that is neither productive nor helpful to improving the quality or understanding of the conditions of postsecondary education. [From Wittstruck's 1985 "Requirements for Certificates, Diplomas and Associate Degrees: A Survey of the States." Wittstruck is referring to the differing diplomas, certificates, and associate degrees offered by postsecondary education providers. He conducted a survey of associate degrees awarded in each of the states and based on responses from 44 states and the District of Columbia, he described the problem of using differing terms for degrees among the states.]

Result: Accept the null; no significant difference exists between the two groups (see Table 33).

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CC</td>
</tr>
<tr>
<td>Yes (Agree)</td>
<td>47</td>
</tr>
<tr>
<td>No (Disagree)</td>
<td>4</td>
</tr>
<tr>
<td>Undecided</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>61</td>
</tr>
</tbody>
</table>

Table 33

Question 19

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CC</td>
</tr>
<tr>
<td>Yes (Agree)</td>
<td>47</td>
</tr>
<tr>
<td>No (Disagree)</td>
<td>4</td>
</tr>
<tr>
<td>Undecided</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>61</td>
</tr>
</tbody>
</table>

Note: Critical value of $\chi^2 = 9.210$; $df = 2$; $\chi^2 = .522$; $p$ value = .770.

Question 20

The California Community College system should work toward developing common definitions for degrees offered by California's community colleges.

Result: Accept the null; no significant difference exists between the two groups (see Table 34).
TABLE 34
QUESTION 20

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CC</td>
</tr>
<tr>
<td>Yes (Agree)</td>
<td>56</td>
</tr>
<tr>
<td>No (Disagree)</td>
<td>4</td>
</tr>
<tr>
<td>Undecided</td>
<td>6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>66</td>
</tr>
</tbody>
</table>

Note: Critical value of $\chi^2 = 9.210; df = 2; \chi^2 = 6.106; p$ value = .047.

Question 21

California community colleges *should* have different degree definitions – the differences are a reflection of the diversity of needs of the individual communities the campuses serve.

Result: Accept the null; no significant difference exists between the two groups (see Table 35).

TABLE 35
QUESTION 21

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CC</td>
</tr>
<tr>
<td>Yes (Agree)</td>
<td>15</td>
</tr>
<tr>
<td>No (Disagree)</td>
<td>41</td>
</tr>
<tr>
<td>Undecided</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>66</td>
</tr>
</tbody>
</table>

Note: Critical value of $\chi^2 = 9.210; df = 2; \chi^2 = 3.397; p$ value = .183.
**Question 22**

A common definition should be developed for the Associate degree with a major in Liberal Arts and Sciences.

Result: Accept the null; no significant difference exists between the two groups (see Table 36).

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CC</td>
</tr>
<tr>
<td>Yes (Agree)</td>
<td>45</td>
</tr>
<tr>
<td>No (Disagree)</td>
<td>8</td>
</tr>
<tr>
<td>Undecided</td>
<td>12</td>
</tr>
<tr>
<td>TOTAL</td>
<td>65</td>
</tr>
</tbody>
</table>

Note: Critical value of $\chi^2 = 9.210; df = 2; \chi^2 = .889; p$ value = .641.

**Question 23**

A common definition should be developed for the Associate degree with a major in General Studies.

Result: Accept the null; no significant difference exists between the two groups (see Table 37).
TABLE 37

QUESTION 23

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CC</td>
</tr>
<tr>
<td>Yes (Agree)</td>
<td>41</td>
</tr>
<tr>
<td>No (Disagree)</td>
<td>9</td>
</tr>
<tr>
<td>Undecided</td>
<td>15</td>
</tr>
<tr>
<td>TOTAL</td>
<td>65</td>
</tr>
</tbody>
</table>

Note: Critical value of $\chi^2 = 9.210; df = 2; \chi^2 = 1.429; p$ value = .490.

Question 24

A transfer degree with common requirements and a uniform name should be created.

Result: Accept the null; no significant difference exists between the two groups (see Table 38).

TABLE 38

QUESTION 24

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CC</td>
</tr>
<tr>
<td>Yes (Agree)</td>
<td>40</td>
</tr>
<tr>
<td>No (Disagree)</td>
<td>11</td>
</tr>
<tr>
<td>Undecided</td>
<td>14</td>
</tr>
<tr>
<td>TOTAL</td>
<td>65</td>
</tr>
</tbody>
</table>

Note: Critical value of $\chi^2 = 9.210; df = 2; \chi^2 = 7.233; p$ value = .027.
Question 25

Comparable requirements should be developed for commonly awarded majors.

Result: Accept the null; no significant difference exists between the two groups (see Table 39).

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CC</td>
</tr>
<tr>
<td>Yes (Agree)</td>
<td>50</td>
</tr>
<tr>
<td>No (Disagree)</td>
<td>5</td>
</tr>
<tr>
<td>Undecided</td>
<td>11</td>
</tr>
<tr>
<td>TOTAL</td>
<td>66</td>
</tr>
</tbody>
</table>

Note: Critical value of $\chi^2 = 9.210; df = 2; \chi^2 = 4.278; p value = .118.$

Question 26

The differences in associate degree definitions and graduation requirements across the California Community College system affect my institution’s ability to be accountable.

Result: Accept the null; no significant difference exists between the two groups (see Table 40).
TABLE 40

QUESTION 26

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CC</td>
</tr>
<tr>
<td>Yes (Agree)</td>
<td>20</td>
</tr>
<tr>
<td>No (Disagree)</td>
<td>28</td>
</tr>
<tr>
<td>Undecided</td>
<td>18</td>
</tr>
<tr>
<td>TOTAL</td>
<td>66</td>
</tr>
</tbody>
</table>

Note: Critical value of $\chi^2 = 9.210; df = 2; \chi^2 = 7.000; p$ value = .030.

Question 27

The differences in associate degree definitions are insignificant to employers, students, and the public.

Result (employers): Accept the null; no significant difference exists between the two groups (see Table 41).

Result (students): Accept the null; no significant difference exists between the two groups (see Table 42).

Result (public): Accept the null; no significant difference exists between the two groups (see Table 43).
### TABLE 41
**QUESTION 27 (EMPLOYERS)**

<table>
<thead>
<tr>
<th>Response regarding Employers</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CC</td>
</tr>
<tr>
<td>Yes (Agree)</td>
<td>20</td>
</tr>
<tr>
<td>No (Disagree)</td>
<td>29</td>
</tr>
<tr>
<td>Undecided</td>
<td>17</td>
</tr>
<tr>
<td>TOTAL</td>
<td>66</td>
</tr>
</tbody>
</table>

Note: Critical value of $\chi^2 = 9.210$; $df = 2$; $\chi^2 = 4.903$; $p$ value = .086.

### TABLE 42
**QUESTION 27 (STUDENTS)**

<table>
<thead>
<tr>
<th>Response regarding Students</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CC</td>
</tr>
<tr>
<td>Yes (Agree)</td>
<td>12</td>
</tr>
<tr>
<td>No (Disagree)</td>
<td>40</td>
</tr>
<tr>
<td>Undecided</td>
<td>13</td>
</tr>
<tr>
<td>TOTAL</td>
<td>65</td>
</tr>
</tbody>
</table>

Note: Critical value of $\chi^2 = 9.210$; $df = 2$; $\chi^2 = 4.984$; $p$ value = 0.083.
TABLE 43
QUESTION 27 (PUBLIC)

<table>
<thead>
<tr>
<th>Response regarding the Public</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CC</td>
</tr>
<tr>
<td>Yes (Agree)</td>
<td>22</td>
</tr>
<tr>
<td>No (Disagree)</td>
<td>25</td>
</tr>
<tr>
<td>Undecided</td>
<td>18</td>
</tr>
<tr>
<td>TOTAL</td>
<td>65</td>
</tr>
</tbody>
</table>

Note: Critical value of $\chi^2 = 9.210$; df = 2; $\chi^2 = 3.554$; $p$ value = .169.

Question 28

If a study were undertaken to improve the consistency of degree definitions in the California Community College system, which of the following groups should study and make recommendation on the issue? (Please rank 1, 2, and 3.)

Result: Reject the null; a significant difference exists between the two groups (see Table 44).
### TABLE 44

#### QUESTION 28

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CC</td>
</tr>
<tr>
<td>A. Academic Senate</td>
<td>27</td>
</tr>
<tr>
<td>B. Chancellor’s Office Task Force</td>
<td>2</td>
</tr>
<tr>
<td>C. CIO’s Association</td>
<td>1</td>
</tr>
<tr>
<td>D. Joint committee comprised of A and B above</td>
<td>24</td>
</tr>
<tr>
<td>E. No preference</td>
<td>1</td>
</tr>
<tr>
<td>F. Other</td>
<td>11</td>
</tr>
<tr>
<td>A and B and C</td>
<td>4</td>
</tr>
<tr>
<td>A and C</td>
<td>2</td>
</tr>
<tr>
<td>Various</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>66</td>
</tr>
</tbody>
</table>

Note: Critical value of $\chi^2 = 15.086; df = 5; \chi^2 = 23.807; p value = 2.365.$

One consequence of multiple hypothesis tests is an increased accumulated error rate and the associated likelihood of type I errors (finding that there is a difference in the responses of the two groups of leaders when a difference really does not exist). The accumulated error rate is .26 for the 30 tests performed (1984, Good, p.106). Therefore, there is a 26% probability that a type I error occurred for one or more of the statistical tests. Given that only two of the results were significant at the .01 level (indicating a difference between the groups), the consequence to the overall results is insignificant.
CHAPTER V

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This study examined the extent of variance in associate degree definitions and graduation requirements in California’s 106 community colleges. The objective of the study was to provide data and information to inform California Community College decision-makers of the extent of degree variance and the perceptions of curricular leaders regarding the variances. The associate degree definitions and graduation requirements were compiled and analyzed from the 1997-98 catalog for each institution. The perceptions of Chief Instructional Officers and Curriculum Chairs from each college were gathered through a survey.

FINDINGS

1. Based on the catalog research, 90% of the California community colleges awarded both the Associate of Arts and Associate of Science degrees in 1997-98. Eleven colleges awarded the Associate of Arts degree alone.

2. Associate degree definitions vary from one institution to another. Some colleges define the degrees in terms of purpose (transfer or occupational) while others define the degree by major or discipline (arts or science). Approximately 75% of the colleges define the degree by major or discipline, with vocational programs found in both the AA and AS degrees.

3. The minimum number of general education units required to earn an associate degree (with the same name) range from a low of 18 semester units on some
camps to as many as 41 semester units at other California Community Colleges. Based on the survey, seventy-eight percent of the leaders indicated it was a problem to have a large variance in the number of required general education units.

4. The number of general education units required for the Associate of Science degree is similar to the number required for the Associate of Arts degree in California Community Colleges. Seventy-three (77%) of the colleges offering an Associate of Science degree require the same general education pattern for the AS degree as required for the AA degree.

5. The minimum level of English and math competency required for the same degree varies by institution. One-third of the campuses require English 1A (freshman composition) or a course at that level for the associate degree, while others accept a course one level below English 1A. The majority of colleges (81%) accept a course at the basic algebra level to meet math competency requirements. Ten percent require a course at a higher level, and 7% link the math requirement to the degree sought.

6. There is no clearly identified transfer major for the California Community College system. There are 23 different titles for the degree/major awarded to students completing transfer general education coursework.

7. The degree and major titles used for transfer general education programs at some colleges are the same titles used for non-transfer general education program or general studies (personal interest) programs at other colleges. The AA in Liberal Arts is comprised of transfer general education on some campuses, while it is a general studies degree on others.

8. Associate degree definitions in California community colleges vary from the American Association of Community College definitions.
9. Based on the survey, a strong majority (85%) agreed that the California Community College system should work toward developing common definitions for degrees offered by California community colleges.

10. Seventy-four percent of the leaders agreed that comparable requirements should be developed for commonly awarded majors.

11. Seventy-two percent of the curricular leaders agreed that the Associate of Applied Science degree should be authorized for awarding by California community colleges.

12. Sixty-nine percent of the leaders agreed that a common definition should be developed for the Associate degree with a major in Liberal Arts and Sciences.

13. Sixty percent of the curricular leaders agreed that a common definition should be developed for the Associate degree with a major in General Studies.

14. Sixty percent of the leaders agreed that a transfer degree with common requirements and a uniform name should be created.

15. Nearly one-half of leaders (46%) thought that the differences in associate degree definitions and graduation requirements across the California Community College system did not affect their institution's ability to be accountable. However, 35% thought the differences did affect their accountability.

CONCLUSIONS

From the literature review it was apparent that the AACC as well as the majority of states with large community college enrollments define the Associate in Arts and the Associate in Science degrees as transfer academic degrees. The Associate in Applied
Science degree is awarded in other states for completion of a program designed to lead directly to employment in a specific career.

Based on the catalog and survey findings from the research, the following can be concluded:

1. Associate degrees vary so significantly among the 106 campuses of the California Community College system that there is no common meaning to the degree.

2. The associate degree definitions in the California Community College system vary so significantly from the AACC definitions as to have no relationship at all.

3. A Liberal Arts program is defined so differently among the California Community College system that there is no clear meaning to the major within the state.

4. There is no identifiable transfer major among the California Community College system.

5. A strong majority of the Chief Instructional Officers and Curriculum Chairs support the California Community College system in developing common definitions for associate degrees.

6. The California Community College curricular leaders support the offering of the Associate of Applied Science degree in the California Community Colleges.

7. While the degree differences may not affect the campus’ ability to be accountable, it may very well affect the system’s ability to be accountable.
RECOMMENDATIONS

The 1983 California Task Force on Academic Quality identified three issues to be addressed: the creation of a transfer degree, creation of a distinctive vocational associate degree, and creation of a general associate degree pattern that would signify the completion of a structured program of studies and attainment of college level competencies. The three issues were left unresolved. The results of this study should contribute to a resolution.

The confusion in associate degrees could be alleviated by communicating the purpose and intent of the degrees and assigning consistent titles. Before titles can be assigned the degrees need to be broadly defined. In light of the comprehensiveness of the associate degree issues, the following recommendation is offered:

Assemble an Associate Degree Task Force with representation from the California Academic Senate, Chief Instructional Officer's Association, and Chancellor's Office to study and present recommendations to the Board of Governors on the following issues:

1. Revision of Associate of Arts and Associate of Science degree standards so that competencies attained are consistent with preparation for transfer to an upper division baccalaureate degree program.

2. Rename existing associate degree programs which are not designed to meet baccalaureate level requirements and are intended to lead the student directly to employment in a specific career as "Associate in Applied Science" degrees.

3. Investigation of the establishment of a general associate degree that recognizes the completion of two years of college level study without a specified pattern of courses.
4. Identification of a common major title (e.g., University Studies, Transfer Studies) for completion of California State University General Education (CSU GE) breadth requirements and the Intersegmental General Education Transfer Curriculum (IGETC).

5. Definition of the Associate in Arts in Liberal Arts. The question of “is the degree intended for transfer, or a broad general education pattern, or a personal interest degree” should be answered.

While this study has addressed the perceptions of California’s community college curricular leaders, additional studies could research the importance to the consumer -- students and employers. Are the students and employers aware of the extent of the associate degree differences? Are the differences important to either group? Do the differences present problems for the students earning the degree, or for the employers recognizing the degree? These questions should be addressed through further research.
REFERENCES


Maricopa Community College District. *MCCCD associate of arts (AA) degree 1998; Spring 1999 associate of science (AS) degree general requirements (GR) for Maricopa*


APPENDICES
APPENDIX A

AACC POLICY STATEMENT 1998
AACC Policy Statement

American Association of Community Colleges, One Dupont Circle, NW, Suite 410, Washington, DC 20036
Tel: (202) 728-0200, Fax: (202) 833-2467

The Associate Degree

The Associate Degree

Community colleges are comprehensive institutions, providing a full array of educational programs. The associate degree program is aligned as central to the mission of the community college. The associate degree reflects the aims of educational attainment the institution holds for its students. It is a means through which the institution develops and maintains integrity in its educational programs. Appropriately defined, the associate degree becomes an integrating force for the institution, sets academic standards and goals for achievement for students, and establishes the relationship between the institution and others at community college and baccalaureate college levels.

The associate degree program establishes the community college vision of what it means to be an educated person for faculty, administrators, students, and society, and affirms the college’s commitment to program coherence, continuity and student completion. Awarding the associate degree is a way by which an institution indicates that the student has completed a program of academic development and has achieved a level of performance reflected in student learning outcomes sufficient to move on to upper division collegiate work or to enter directly into specific occupations in the workplace. The associate degree maintains a tradition of excellence and ensures that students receiving the degree have attained learning outcomes reflecting an institution’s academic programs and perspective.

The associate degree is recognized by baccalaureate degree-granting institutions and by employers as a critical indicator that a student has demonstrated proficiencies at levels deemed appropriate to enter upper-division college programs or to enter a field of work. The institution offering an associate degree is a means by which an institution identifies what constitutes an educated person for faculty, college and university decision-makers, community leaders, business leaders, and other stakeholders with regard to program scope and sequence. Community colleges should serve diverse populations and provide appropriate educational and programmatic opportunities for students. The associate degree curriculums must be consistent with institutional outcomes that are identified through an institution-wide process acknowledging the importance of all sectors of the college community. Students should experience little or no loss of continuity, or loss of credits, when moving from one educational level to another.

The resulting associate degree program should consist of a coherent and sequenced set of courses, including an evaluation procedure that assesses the outcomes of the learning process. All degree programs must include the opportunity for the student to demonstrate proficiency in the use of communication and computation skills for transfer and/or for career goals. In addition, all associate degree programs should include a full complement of general education requirements that define what constitutes an educated person. A strong foundation general education curriculum (that is, courses in the arts; the humanities which include literature, history, philosophy, foreign languages; mathematics; the natural sciences, and the social sciences) includes courses that enable the student (1) to understand and appreciate culture, one’s own and others, society, and nature; (2) to develop personal values based on accepted ethics that lead to civic and social responsibility; and (3) to attain necessary competencies in analysis, communication,
qualitative and quantitative methods, synthesis, and teamwork for further growth as a productive member of society and to develop the individual's and the public's good.

ASSOCIATE IN ARTS AND ASSOCIATE IN SCIENCE DEGREES

These degrees prepare the student to transfer to an upper division baccalaureate degree program. The associate in arts (AA) degree gives emphasis to those majoring in the arts, humanities, social sciences, and similar areas. It is recommended that a substantial component of the associate in arts degrees, three-quarters of the work required, shall be in general education.

The associate in science (AS) degree gives emphasis to those majoring in agriculture, engineering and technology, and the sciences with substantial undergraduate requirements in mathematics and the natural sciences. It is recommended that a large component of the associate in science degree, one-half of the work required, shall be in general education.

Students awarded associate in arts or associate in science degrees should be accepted as junior level transfers in baccalaureate degree granting institutions.

ASSOCIATE IN APPLIED SCIENCE DEGREE

The associate in applied science (AAS) degree program is designed to lead the individual directly to employment in a specific career. It is strongly suggested that one-third of the work for the associate in applied science degree shall be in general education. While the titles given these degrees vary considerably among community colleges, the most common title is associate in applied science. Although the objective of the associate in applied science degree is to enhance employment opportunities, some baccalaureate degree granting institutions have developed upper division programs to recognize this degree for transfer of credits. The associate in applied science degree programs must be designed to recognize this dual possibility and to encourage students to recognize the long-term career possibilities that continued academic study will create.

ASSOCIATE DEGREE TITLES

In recent years there has been a problem of titles for associate degrees. In certain states and in certain institutions, different degree titles are used due to tradition or local circumstances. But institutions should avoid degree title proliferation and the confusion which results, especially since students move from institution to institution and, upon graduation, to different areas of the nation. The use of multiple degree titles has been especially prevalent in occupational areas where some institutions offer many different degrees in specific technologies. In an attempt to reduce the number of these degrees and to avoid confusion as to the level of academic achievement attained, it is highly recommended:

a. The titles associate in (not "of") arts and associate in (not "of") science degrees be used.

b. The associate in (not "of") applied science degree may have a limited number of designations to denote special fields of study such as nursing, computer technology, or law enforcement (e.g. associate in applied science in nursing, associate in applied science in computer technology, etc.)

c. For all associate degrees the transcript of a student should state the name of the program/curriculum completed.

d. That although institutions may use other degree titles, efforts will be made to limit the number of titles.

Institutions are encouraged to use nationally standardized nomenclature to ensure transferability and a common understanding of the associate degree.

GUIDELINES FOR THE EVALUATION OF PROGRAMS

Public demand for quality in postsecondary education obligates community colleges to establish comprehensive systems and processes for outcomes assessment. Citizens and funding agencies have the right to insist on clear qualitative and quantitative reports that the time and money they invest in college education is well-spent. Criteria for excellence are essential for maintaining the quality of associate degrees.

Many factors may enter into the evaluation of associate degree programs. The most basic and important elements relate to the objectives the institution has set for the degree programs. Does the program, for example, provide the foundation in general education that will properly prepare the student for transfer? Does the program ensure that degree programs will prepare students for life-long learning? Does the program provide students with the competencies required to compete successfully in a career role, including appropriate preparation in using the new technologies? The evaluation of degree programs should create a continuing dialogue within the institution concerning associate degree quality and the relative success of the college's graduates. Creative faculties will find many effective ways of assessing their degree programs. The systematic follow-up of community college graduates must not be overlooked as a necessary evaluation tool.

The evaluation of associate degree programs in community colleges should be accomplished by the institutions themselves and not by state or federal agencies. Regional accrediting associations serve as self-regulatory bodies to help institutions monitor and evaluate the quality of their associate degree programs. In order that accountability for such evaluations may be clearly understood, institutions should
designate institution-wide oversight bodies to assess the continuing balance and quality of associate degree programs.

LOOKING AHEAD

This policy statement is limited to the associate degree, thus leaving unexamined a host of other important components of the community college mission. Community colleges are attended by many individuals for valid reasons other than obtaining a degree. Non-degree seeking students require an array of certificate and enrichment programs, as well as continuing education and non-credit courses that are also affirmed as important to the mission of community colleges. Nothing in this policy statement should be interpreted as discouraging colleges from admitting students who do not have degree objectives to all courses for which they are qualified and from which they will benefit. Looking ahead, community colleges will continue to serve the full range of educational and academic needs of students and communities.

Approved: August 1998
APPENDIX B

SAMPLE CATALOG PROFILE
Dear Articulation Officer:

Would you confirm some data from your college’s 1997-98 catalog? I am compiling a comparison of associate degree definitions and requirements across the California Community College system. The data will be the basis for a survey to be sent to the Chief Instructional Officers and Curricular Chairs this summer. Note that the data is for the 97-98 catalog year.

I have read your associate degree requirements as listed in your 1997-98 catalog and have interpreted the data as listed. Please make corrections in CAPS as necessary and email back. I appreciate your assistance! Thank you — Carolyn Borg, Articulation Officer, Shasta College.

1. Institution: San Bernardino Valley College
2. Degrees Offered: Associate in Arts - Yes
   Associate in Science - Yes
3. Definition: AA and AS degrees are defined by major. Occupational programs are found in each.
4. Number of general education units required for each degree:
   (requirements such as physical education, health, and computer literacy have been included in the total)
   GE required for Associate in Arts: 24 semester units
   GE required for Associate in Science: same as AA
5. Minimum level of English required for a degree:
   English 15 (one level below transfer)
   Minimum level of Math required for a degree:
   MATH 90 Basic or Elementary Algebra
6. Title of your transfer degree: General Associate Degree. Requires completion of CSU GE or IGETC, meets San Bernardino GE requirements.
7. Minimum level of English required for the transfer AA degree: transfer level
   Minimum level of Math required for the transfer AA degree: transfer level
8. Title of your general studies degree: AA – Liberal Arts.
9. Requirements for your general studies degree: 60 units total, including San Bernardino’s 24-26 unit GE requirements. “Students graduate with a major in Liberal Arts when they do not have a minimum of 18 units of degree applicable coursework concentrated in a specific discipline.”
10. Person confirming/correcting this data: ____________________________
Dear California Curricular Leader:

Associate degree definitions and graduation requirements vary widely among the campuses of the California Community College system. As part of a dissertation study through Oregon State University's Community College Leadership Program, I am researching the differences in our associate degrees. The purpose of this survey is to assess the perceptions of the individual campus curricular leaders regarding the differences. Do the Chief Instructional Officers and/or the Curriculum Chairs perceive the variances as a problem?

During the summer months I compiled the degree requirements and definitions from each of the colleges and sent the individual campus profile to the articulation officer for confirmation. The differences in associate degrees mentioned in the survey were identified from this study of the 1997-98 catalogs at each of the 106 colleges. The results of the catalog research were confirmed by more than 80 of the colleges.

The survey is being sent to the Curriculum Chair and the Chief Instructional Officer at each college and to those districts with a district curriculum chair. In order to obtain a complete picture of the views of our system's instructional leaders, it is important that each campus be represented. Your individual perceptions are important, although your participation is voluntary.

I would appreciate it if you would take 15 – 20 minutes to respond to the enclosed questionnaire and return it in the stamped envelope provided. The answers you provide are confidential. Your responses will be combined with those of the other Curriculum Chairs and used for statistical summaries only. The small data card with the name of your campus and position will be removed once your survey has been returned. These data cards will be used to contact those who have not returned their survey, and to create a comprehensive list of participants in the survey. The surveys will be destroyed once the study is completed. Results of the study will be made available to the campuses, Academic Senate, and the Chancellor's Office.

It would be helpful to have your complete survey returned by October 7, 1998. If you have any questions about the survey, please contact me at (530)225-4938, or email at borg@shasta.cc.ca.us. If I am unavailable, please leave a message and I will return your call.

Thank you for your significant contribution to this statewide survey.

Sincerely,

Carolyn S. Borg
Counselor/Articulation Officer
Shasta College
APPENDIX D

LETTER OF SUPPORT
September, 1998

MEMORANDUM

TO:  Chief Instructional Officers and Curriculum Committee Chairs of the California Community Colleges

FROM:  Marie B. Smith, President, American River College. and Ronnald W. Farland, Dean of Workforce Preparation, Chancellor's Office

SUBJECT:  Survey of Associate Degree Patterns and Titles in the CCC

We are serving on the doctoral degree committee at Oregon State University of Carolyn Borg, a counselor and articulation officer at Shasta College in Redding. Carolyn is an EdD candidate and has undertaken for her dissertation a study that we believe is both thought provoking and potentially very useful for the California Community Colleges. Carolyn is surveying curriculum leaders like you concerning their views of the varied course patterns and degree titles espoused by the colleges in our system for their associate degrees. The findings could be very interesting, for example, in the context of implementing elements of the CCC's new Partnership for Excellence initiative in the years ahead.

Please take a few minutes to review and respond to Carolyn's survey which is included in this same packet. This is a valuable piece of research for one of your colleagues and, potentially, for all of us in the California Community Colleges. Your participation in it is not only desired but much appreciated.

Sincerely yours,

Marie B. Smith

cc:  Carolyn Borg
     Dan Dunham, OSU
APPENDIX E

DATA CARD
Community College: ________________________________
District: ________________________________
Survey completed by: ________________________________
Title: ________________________________

Check one:
☐ Chief Instructional Officer
☐ Curriculum Chairperson
☐ Other - specify: ________________________________

☐ I am also willing to discuss my responses with the researcher by telephone. Please keep a copy of the survey for this purpose.
Telephone number: (               ) ________________________________
APPENDIX F

REMINDER CARD
October 3, 1998

California Curricular Leader:

Recently you received a survey asking for your perceptions of associate degree definitions and requirements in the California Community College system. It is important that all the campuses are represented and the views of both the Chief Instructional Officer and the Curriculum Chair are included. The results of this study will document the leaders’ views for curriculum decisions. Your viewpoint is valuable.

If you have already returned the survey, thank you! If not, please take a few minutes to respond today.

If you did not receive the survey or it has been misplaced, please call me at (530-225-4938), or email at borg@shasta.cc.ca.us., and I will be happy to send you another packet.

Sincerely,

Carolyn S. Borg, Articulation Officer
Shasta College
APPENDIX G

FOLLOW-UP LETTER
October 25, 1998

Dear Community College Curricular Leader:

Approximately 5 weeks ago, you received a survey in the mail, the “California Curricular Leaders Associate Degree Survey”. To date we have not received your response. If you have recently returned the survey, thank you for your support and contribution to this study. If you have not returned the survey, I would encourage you to do so.

Based on a study of 106 catalogs, the associate degree definitions and graduation requirements vary widely among the campuses. Do the Chief Instructional Officers and/or the Curriculum Chairs perceive these differences as a problem? Surveys have been received from 44 Chief Instructional Officers and 38 Curriculum Chairs. These responses represent the views of leaders from 64* campuses. Since the campus needs for associate degrees may vary by campus size and location, it is important that responses be included from all campuses—small and large, urban and rural.

Perhaps like many of us do when we are busy, you have put the questionnaire to one side and forgotten it. Another copy of the survey is enclosed with a return envelope if you need one. Remember, there are no “right” answers to the survey questions—only your perceptions and preferences. The answers you provide are confidential and will be combined with either the Chief Instructional Officers or Curriculum Chairs. It is very important that we be able to include your opinions in the study.

Thank you for your important contribution to this statewide survey. The results will be available to the campuses, Academic Senate, Chancellor’s Office, and potentially presented at the annual Mega Conference. If you have questions regarding the survey, please contact me at (530)225-4938, or email at borg@shasta.cc.ca.us.

Sincerely,

Carolyn Borg,
Articulation Officer, Shasta College

* There were 6 of the 92 surveys received without a data card. If you declined to return the card, please send an email or message with your campus name so I can include your institution in the total tally. There will be no attempt to match responses with campuses just to compose a list of the campuses represented.
APPENDIX H

CURRICULAR LEADERS PARTICIPATING IN THE SURVEY
<table>
<thead>
<tr>
<th>California Community College</th>
<th>Chief Instructional Officers and designees</th>
<th>Curriculum Committee Chairperson and designees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alameda, College of</td>
<td></td>
<td>Jane Koll</td>
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<tr>
<td>Antelope Valley</td>
<td>Jackie Fisher, SR., Ed.D.</td>
<td>Curriculum Chair</td>
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<tr>
<td>Bakersfield</td>
<td>Robert D. Allison</td>
<td>Richard Reeb, Curriculum Chair, Instructor</td>
</tr>
<tr>
<td>Barstow</td>
<td>Gary W. Rourke, Dean of Language Arts &amp; Sciences</td>
<td>Richard Reeb, Curriculum Chair, Instructor</td>
</tr>
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<td>Butte</td>
<td>Matthews Jackson, Asst Supt VP Educ. &amp; Student Prog.</td>
<td>Riz Machuga, Curriculum Chair, Instructor</td>
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<tr>
<td>Cabrillo</td>
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<td>David Balogh, Curriculum Chair</td>
</tr>
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<td>Canada</td>
<td>John B. Friesen, Dean Humanities/Instr. Resources</td>
<td>Michael Dermody, Curric. Chair, Academic Senate Pres</td>
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<tr>
<td>Canyons, College of the</td>
<td>Phil Hartley, VP Instruction &amp; Student Serv.</td>
<td>Michael Dermody, Curric. Chair, Academic Senate Pres</td>
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<td>Cerritos</td>
<td>Morgan Lynn</td>
<td>Ken Matsuura, Counselor Articulation Officer</td>
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<td>Cerro Coso</td>
<td>Ron Krimper</td>
<td>Martha Rodgers, Curr. Chair Professor of Mathematics</td>
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<td>Chaffey</td>
<td>Dr. Elizabeth Stark, Faculty on Special Assign.</td>
<td>Craig Justice, Curriculum Chair</td>
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<td>Thom M. Armstrong, VP of Instruction</td>
<td>Dr. Beverly Van Citters, CC Language Arts Professor</td>
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<td>Nancy S. Jenkins, Articulation Officer</td>
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<td>Columbia</td>
<td>Dave Willson, Vice President Instruction</td>
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<td>S. B. Viltz, VP Academic Affairs</td>
<td>Janice J. Blume, Chair Curriculum Committee</td>
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<td>McKinley William, College Dean</td>
<td>Anthony T. Gordon, Ph.D. Curr. Chair / Instructor</td>
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<td>W. Karns, VP Inst./Student Learning</td>
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<td>Dr. Arnold Kosmatka, CC Professor</td>
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<td>Susan Cotler, Vice President</td>
<td>R. Hitchman, Curr. Chair Social Sciences</td>
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<tr>
<td>Cypress</td>
<td>Nancy Byrnes Administrative Intern</td>
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<td>Francisco M. Arce Dean of Instruction</td>
<td>George A. Wistreich, Ph.D. Chair Life Sciences, Curr. C.</td>
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<tr>
<td>East Los Angeles</td>
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<td>Lenny Wolff, Curr. Chair Professor - Math</td>
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<td>Luiz G. Gutierrez Dean of Instruction</td>
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<td>Bill Patterson, Dean of Instruction &amp; Research</td>
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<td>Gary McRoberts Curriculum Chairperson</td>
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<td>Martin Johnson Dean of Instruction</td>
<td>Leah Halper Curriculum Chair</td>
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<td>David J. Mack, Curr. Chair Articulation Officer</td>
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<td>Golden West</td>
<td>Marjorie D. Lewis VP Instruct/Student Serv.</td>
<td>Gary Stratton Curriculum Chair, faculty</td>
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<td>Grossmont</td>
<td>Lois Knowlton, VP Academic Affairs</td>
<td>Virginia B. Berger, Curr. Co-chair, ESL Coordinator</td>
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<td>Hartnell</td>
<td>V. Kriimsley VP Instruction</td>
<td>C. Beals Math Instructor</td>
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<td>Jim Pendley Curriculum Chairperson</td>
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<td>Wait Griswold, VP Acad Affairs/Student Serv.</td>
<td>Veronica Stevenson, CC Transfer Ctr Dir./ Counselor</td>
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<td>Laney</td>
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<td>Marilyn Rowe, Curr. Chair Articulation Officer</td>
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<td>Las Positas</td>
<td>Donald R. Milanese VP Academic Services</td>
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<td>Lassen</td>
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<td>Ann Wingate Curriculum Chairperson</td>
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<td>Patrice Kaska, Curr. Chair Learning Dis. Specialist/Prof</td>
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<td>Evy Hasegawa Articulation Officer</td>
<td>Sharon Hearshen Curriculum Chairperson</td>
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<td>Benny Scolt Dean/Curriculum</td>
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<td>Los Angeles Pierce</td>
<td>C. Thomas Vice-President</td>
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<td>Los Angeles Southwest</td>
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<td>Glenn Yoshida, Curr. Chair Dept Chair- Nat Sci, Hlth PE</td>
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<td>Leslee Koritzke, Curr. Chair Counselor/ Artic. Officer</td>
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<td>A. Susan Carleo, PhD. VP Academic Affairs</td>
<td>John Maddox, Curr. Chair Professor of History</td>
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<td>William Kester, VP of Academic/ Student Affairs</td>
<td>Lois Yamakoshi, Curr. Chair Math Teacher</td>
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<td>Marin, College of</td>
<td>Dona Boatright, VP Academic Affairs</td>
<td>Sandra Douglass, Curr Chair English/ESL Instructor</td>
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<td>Don Vasconcellos, Exec. VP Academic Affairs</td>
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<td>Mike Cuertna, Dean Instructional Services</td>
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<td>Steven Pollock, Co-chair Curriculum, instructor</td>
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<td>Ken Irvine, Curr. Chair Professor, Dept. Chair</td>
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<td>Ohlone</td>
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<td>Guy T. DiJulio, Curr. Chair Professor of Mathematics</td>
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<tr>
<td>Orange Coast</td>
<td>Robert Dees, Interim VP of Instruction</td>
<td>Valerie Hayward, Curr. Chair Professor of Math</td>
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<tr>
<td>Oxnard College</td>
<td>Dr. Gary Brinkman, Articulation Officer</td>
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<tr>
<td>Palo Verde</td>
<td>Al Stremble, Assistant Superintendent</td>
<td>Fred Koester, Curriculum Chair, Instructor</td>
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<tr>
<td>Redwoods, College of the</td>
<td>Jeff Bobbitt, VP for Academic Affairs</td>
<td>Larry Frazier, Co-chair Curriculum, English faculty</td>
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<tr>
<td>Reedley College, formerly</td>
<td>Shirley Bruegman, Dean of Instruction</td>
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<td>Kings River College</td>
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<td>Rio Hondo</td>
<td>Kay Ragan, Dean Instruct/Student Sup. Serv.</td>
<td>Doreen Kaller, Curr. Chair Professor, Reading</td>
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<tr>
<td>Riverside</td>
<td>William Andrews, Ed.D VP for Academic Affairs</td>
<td>Les Dean, Curr. Chair Assoc. Professor Geography</td>
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<td>Saddleback</td>
<td>D. Busche, VP for Instruction</td>
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<td>San Bernardino Valley</td>
<td>Robin Calote, Interim Dean Instructional Operations</td>
<td>Bob Stafford, Curr. CoChair Professor of Mathematics</td>
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<td>California Community College</td>
<td>Chief Instructional Officers and designees</td>
<td>Curriculum Committee Chairperson and designees</td>
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<td>San Diego City</td>
<td>Ron Manzoni, Vice President</td>
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<td>San Diego Mesa</td>
<td>Carolyn B. Buck, Articulation Officer</td>
<td>Diane Glow, Curr. Chair Articulation Officer</td>
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<td>San Diego Miramar</td>
<td>James E. Cagnacci, Dean of Instruction</td>
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<td>Phillip N. Laughlin, Asst. Supt/Vice-President</td>
<td>Margaret Muench, Curriculum Chair, Instructor</td>
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<td>San Joaquin Delta</td>
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<tr>
<td>Santa Ana/Rancho Santiago</td>
<td>John Nixon, VP Academic Affairs</td>
<td>Bonita N. Jaros, Curr. Chair Professor</td>
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<td>Santa Rosa</td>
<td>Ed Buckley, VP Academic Affairs</td>
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<td>Sequoias, College of the</td>
<td>Bill Bettencourt, VP Academic Services</td>
<td>Connie Kent, Curriculum Chair</td>
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<td>Shasta</td>
<td>Kathleen Kistler, VP Academic, Student Affairs</td>
<td>Carol Rupe, Co-chair Curriculum Council</td>
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<td>Peggy A. Moore, VP Instruction</td>
<td>Ken Goehring, Curriculum Chair, Instructor</td>
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<td>Skyline</td>
<td>Mike Williamson, Cur. Chair</td>
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<td>Bob Scott, Curr. Chair Math Professor</td>
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<td>Taft</td>
<td>Dr. Loretta Garcia Lipscomb, Dean of Instruct.</td>
<td>Don Bandy, Curr. Chair Instructor</td>
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<td>Ventura</td>
<td>Lyn MacConnaire for Ron Dyst</td>
<td>Jeff Ferguson, Articulation Officer</td>
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<td>Vista</td>
<td>Stan Hodges, Interim Dean of Colleges</td>
<td>Joseph J. Bielanski, Jr., Curriculum Chair, Counselor</td>
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<tr>
<td>West Hills</td>
<td>Dr. Barbara Hioco, VP Educational Services</td>
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<tr>
<td>West Valley</td>
<td>Veronese Anderson, Articulation Officer/Coun.</td>
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<td>Yuba</td>
<td>Annette Lambson, VP, Instruction</td>
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## Total Survey Respondents:

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<th>Totals</th>
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<td>66</td>
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**TOTAL SURVEYS REPORTED:**

TOTAL California Community Colleges Represented: 86 (of 106)
APPENDIX I

CATALOG ANALYSIS SUMMARY: ASSOCIATE DEGREE
DEFINITIONS AND GRADUATION REQUIREMENTS
### Associate Degree Definitions and Graduation Requirements

**A Comparison of California Community Colleges, 1997-98 Catalogs**

<table>
<thead>
<tr>
<th>Colleges</th>
<th>Degrees Offered</th>
<th>Degrees Defined By</th>
<th>Definition</th>
<th>GE units required for AA</th>
<th>GE units required for AS</th>
<th>English level required</th>
<th>Math level required</th>
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<td>Major</td>
<td>AA is transfer to university</td>
<td>22</td>
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<td>Two levels below 1A</td>
<td>Basic Algebra</td>
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<tr>
<td>Allan Hancock</td>
<td>AA, AS</td>
<td>Purpose or function</td>
<td>AA is vocational</td>
<td>20</td>
<td>Same as AA</td>
<td>One level below 1A</td>
<td>Basic Algebra</td>
</tr>
<tr>
<td>American River</td>
<td>AA, AS</td>
<td>Major</td>
<td>AS is vocational</td>
<td>21</td>
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<td>One level below 1A</td>
<td>Basic Algebra</td>
</tr>
<tr>
<td>Antelope Valley</td>
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<td>Major</td>
<td>AS is vocational</td>
<td>21</td>
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<td>ENGL 1A</td>
<td>Basic Algebra</td>
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<td>Bakersfield</td>
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<td>AA - 18 u. major AS - 30 major</td>
<td>28.5</td>
<td>25.5</td>
<td>One level below 1A</td>
<td>Basic Algebra</td>
</tr>
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<td>Barstow*</td>
<td>AA, AS</td>
<td>Major</td>
<td>AS is vocational, engr or science</td>
<td>39.5-41</td>
<td>Same as AA</td>
<td>ENGL 1A</td>
<td>Basic Algebra</td>
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<td>AA, AS</td>
<td>Combined</td>
<td>AS is vocational, engr or science</td>
<td>20</td>
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<td>One level below 1A</td>
<td>Basic Algebra</td>
</tr>
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<td>Purpose or function</td>
<td>AA is lib arts AS is employ</td>
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<td>21</td>
<td>ENGL 1A level</td>
<td>Basic Algebra</td>
</tr>
<tr>
<td>Canyons</td>
<td>AA, AS</td>
<td>Combined</td>
<td>AS is vocational, engr or science</td>
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<td>One level below 1A</td>
<td>Geometry</td>
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<td>AA</td>
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<td>27 w/out testing</td>
<td>Same as AA</td>
<td>One level below 1A</td>
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<td>Cerro Coso</td>
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<td>Purpose or function</td>
<td>AA transfer Lib Art AS sci, tec, voc</td>
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<td>One level below 1A</td>
<td>Intermed. Algebra</td>
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<td>Major</td>
<td>AA is mixed AS is not trans RN is an AA</td>
<td>29</td>
<td>18</td>
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<td>Chaffey</td>
<td>AA, AS</td>
<td>Major</td>
<td>18 but 25.5 likely</td>
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<td>One level below 1A</td>
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<tr>
<td>Citrus</td>
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<td>AA: lib arts, language, fine arts, soc sci AS: applied arts, nat sci, PE</td>
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<tr>
<td>Coastline*</td>
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<td>All degrees are AA's</td>
<td>18 or 21 w/math</td>
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<td>One level below 1A</td>
<td>Basic Algebra</td>
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<tr>
<td>Columbia</td>
<td>AA, AS</td>
<td>Combined</td>
<td>AS is science or voc, AA is rest</td>
<td>30-36</td>
<td>Same,18 u for 98-99</td>
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<td>Basic Algebra</td>
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<td>Purpose or function</td>
<td>AA: transfer AS: math, sci, tech</td>
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<td>ENGL 1A</td>
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<td>Contra Costa*</td>
<td>AA, AS</td>
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<td>24-35, 28 likely</td>
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<td>Major</td>
<td>AS: Sci or Voc AA: trans &amp; voc</td>
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<td>Cuesta*</td>
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<td>Occupational programs in both</td>
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<td>One level below 1A</td>
<td>Basic Algebra</td>
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<td>De Anza</td>
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<td>22.7-24.7 w/math</td>
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<td>AA, AS</td>
<td>Major</td>
<td>Two AA or AS patterns may be offered in one major, one transfer one vocational</td>
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<td>Occupational programs in both</td>
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<td>Major</td>
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<td>One level below 1A</td>
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<td>Major</td>
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<td>Major</td>
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<td>One level below 1A</td>
<td>Basic Algebra</td>
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<td>Los Angeles City</td>
<td>AA, AS</td>
<td>Major</td>
<td>Plan A: 30 u. GE and 18 or more in major</td>
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<td>Major</td>
<td>See LA City</td>
<td>30</td>
<td>18 One level below 1A Basic Algebra</td>
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<td>LA Trade-Tech</td>
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<td>Major</td>
<td>See LA City</td>
<td>30</td>
<td>18 One level below 1A Basic Algebra</td>
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<td>LA Valley</td>
<td>AA, AS</td>
<td>Major</td>
<td>See LA City</td>
<td>30</td>
<td>18 One level below 1A Basic Algebra</td>
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<td>Major</td>
<td>AS is science, voc AA is all others</td>
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<td>AS science or voc</td>
<td>22 w/math</td>
<td>Same as AA One level below 1A Basic Algebra</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mendocino</td>
<td>AA, AS</td>
<td>Major</td>
<td>AS engr, sci, voc AA is all others</td>
<td>24</td>
<td>Same as AA One level below 1A Basic Algebra</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Merced</td>
<td>AA, AS</td>
<td>Major</td>
<td>AS: 30+ units in engr, math, sci, or tech. AA = rest</td>
<td>23 28 w/math</td>
<td>26 One level below 1A Basic Algebra</td>
<td></td>
<td></td>
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<tr>
<td>Merritt*</td>
<td>AA, AS</td>
<td>Major</td>
<td>Occupational programs in both</td>
<td>19</td>
<td>Same as AA Two levels below 1A Basic Algebra</td>
<td></td>
<td></td>
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<tr>
<td>MiraCosta</td>
<td>AA</td>
<td>All degrees are AA's</td>
<td></td>
<td>35</td>
<td>ENGL 1A level Basic Algebra</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mission</td>
<td>AA, AS</td>
<td>Major</td>
<td></td>
<td>24 28 w/math</td>
<td>Same as AA One level below 1A Geometry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modesto</td>
<td>AA, AS</td>
<td>Major</td>
<td>AA: 20 u. major AS: 30 u. major</td>
<td>22.5 w/math</td>
<td>Same as AA One level below 1A 1st half Basic, Basic 98-9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monterey Peninsula</td>
<td>AA, AS</td>
<td>Major</td>
<td>AA: lib arts AS: sci, tech, voc</td>
<td>21</td>
<td>Same as AA One level below 1A Basic Algebra</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moorpark</td>
<td>AA, AS</td>
<td>Major</td>
<td></td>
<td>27.5</td>
<td>Same as AA One level below 1A Basic Algebra</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mt. San Antonio</td>
<td>AA, AS</td>
<td>Purpose or function</td>
<td>AS: vocational AA: transfer, one degree Lib Arts</td>
<td>28</td>
<td>Same as AA ENGL 1A Basic Algebra</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mt. San Jacinto*</td>
<td>AA, AS</td>
<td>Major</td>
<td></td>
<td>33 w/ math</td>
<td>Same as AA One level below 1A Basic Algebra</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Napa</td>
<td>AA, AS</td>
<td>Purpose or function</td>
<td>AA: lib arts, transf AS: occupational</td>
<td>30 21</td>
<td>ENGL 1A level Basic Alg AA: Inter</td>
<td></td>
<td></td>
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<tr>
<td>Oxnard*</td>
<td>AA, AS</td>
<td>Purpose or function</td>
<td>AA: trans oriented AS: occupational</td>
<td>31.5</td>
<td>Same as AA One level below 1A Basic Algebra</td>
<td></td>
<td></td>
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<tr>
<td>Palomar</td>
<td>AA</td>
<td>All degrees are AA's</td>
<td></td>
<td>24 w/ math</td>
<td>ENGL 1A Level Basic Algebra</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Palo Verde</td>
<td>AA, AS</td>
<td>Purpose or function</td>
<td>AA: lib arts, transf AS: employment</td>
<td>54 28</td>
<td>One level below 1A; 1A for AA Basic Algebra</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pasadena City</td>
<td>AA, AS</td>
<td>Purpose or function</td>
<td>AA: transfer level AS: occupational</td>
<td>31 25</td>
<td>One level below 1A; 1A for AA Basic Algebra</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Porterville</td>
<td>AA, AS</td>
<td>Major</td>
<td>AS: phys or biol sciences</td>
<td>32</td>
<td>Same as AA One level below 1A Basic Algebra</td>
<td></td>
<td></td>
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<tr>
<td>Rancho Santiago</td>
<td>AA, AS</td>
<td>Major or choice? +</td>
<td></td>
<td>27 31 w/ math</td>
<td>Same as AA One level below 1A Basic Algebra</td>
<td></td>
<td></td>
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<tr>
<td>Redwoods</td>
<td>AA, AS</td>
<td>Purpose or function</td>
<td>AA: lib arts, gen stud. AS: specific majors</td>
<td>18</td>
<td>Same as AA One level below 1A Basic Algebra</td>
<td></td>
<td></td>
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<tr>
<td>Rio Hondo*</td>
<td>AA, AS</td>
<td>Major</td>
<td></td>
<td>28</td>
<td>Same as AA ENGL 1A level Basic Algebra</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Riverside</td>
<td>AA, AS</td>
<td>Major</td>
<td></td>
<td>33</td>
<td>Same as AA One level below 1A Basic Algebra</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College</td>
<td>AA, AS</td>
<td>Major</td>
<td>Units</td>
<td>Same as AA</td>
<td>One level below 1A</td>
<td>Basic Algebra</td>
<td></td>
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<tr>
<td>---------------------------------</td>
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<td>--------------------------------------------</td>
<td>-------</td>
<td>------------</td>
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<td></td>
</tr>
<tr>
<td>Sacramento City</td>
<td>AA, AS</td>
<td>Major</td>
<td>21</td>
<td>Same as AA</td>
<td>One level below 1A</td>
<td>Basic Algebra</td>
<td></td>
</tr>
<tr>
<td>Saddleback</td>
<td>AA, AS</td>
<td>Major</td>
<td>30</td>
<td>Same as AA</td>
<td>ENGL 1A</td>
<td>Basic Algebra</td>
<td></td>
</tr>
<tr>
<td>San Bernardino Valley</td>
<td>AA, AS</td>
<td>Major</td>
<td>24</td>
<td>Same as AA</td>
<td>One level below 1A</td>
<td>Basic Algebra</td>
<td></td>
</tr>
<tr>
<td>San Diego City</td>
<td>AA, AS</td>
<td>Major</td>
<td>25</td>
<td>Same as AA</td>
<td>ENGL 1A</td>
<td>Basic Algebra</td>
<td></td>
</tr>
<tr>
<td>San Diego Mesa</td>
<td>AA, AS</td>
<td>Major</td>
<td>25</td>
<td>Same as AA</td>
<td>ENGL 1A</td>
<td>Basic Algebra</td>
<td></td>
</tr>
<tr>
<td>San Diego Miramar</td>
<td>AA, AS</td>
<td>Major</td>
<td>19</td>
<td>Same as AA</td>
<td>ENGL 1A</td>
<td>Basic Algebra</td>
<td></td>
</tr>
<tr>
<td>San Francisco, City</td>
<td>AA, AS</td>
<td>Major</td>
<td>39</td>
<td>ENGL 1A</td>
<td>AS: Basic Algebra</td>
<td></td>
<td></td>
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<tr>
<td>San Joaquin Delta</td>
<td>AA;</td>
<td>Major</td>
<td>24</td>
<td>Same as AA</td>
<td>One level below 1A</td>
<td>Basic Algebra</td>
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</tr>
<tr>
<td>San Jose City</td>
<td>AA, AS</td>
<td>Purpose</td>
<td>24</td>
<td>ENGL 1A</td>
<td>AS: Basic Algebra</td>
<td></td>
<td></td>
</tr>
<tr>
<td>San Mateo</td>
<td>AA, AS</td>
<td>Major</td>
<td>32</td>
<td>Same as AA</td>
<td>One level below 1A</td>
<td>Basic Algebra</td>
<td></td>
</tr>
<tr>
<td>Santa Barbara City</td>
<td>AA, AS</td>
<td>Students may select AA or AS in some majors</td>
<td>18</td>
<td>Same as AA</td>
<td>ENGL 1A</td>
<td>Basic Algebra</td>
<td></td>
</tr>
<tr>
<td>Santa Monica</td>
<td>AA</td>
<td>All degrees are AA's</td>
<td>20</td>
<td>Same as AA</td>
<td>One level below 1A</td>
<td>Intermed. Alg.</td>
<td></td>
</tr>
<tr>
<td>Santa Rosa</td>
<td>AA, AS</td>
<td>Major</td>
<td>19</td>
<td>Same as AA</td>
<td>One level below 1A</td>
<td>Basic Algebra</td>
<td></td>
</tr>
<tr>
<td>Sequoias</td>
<td>AA, AS</td>
<td>Major</td>
<td>20</td>
<td>Same as AA</td>
<td>One level below 1A</td>
<td>Basic Algebra</td>
<td></td>
</tr>
<tr>
<td>Shasta</td>
<td>AA</td>
<td>All degrees are AA's</td>
<td>18</td>
<td>Same as AA</td>
<td>One level below 1A</td>
<td>Basic Algebra</td>
<td></td>
</tr>
<tr>
<td>Sierra</td>
<td>AA, AS</td>
<td>AS: requires a lab science</td>
<td>20-33</td>
<td>Same as AA</td>
<td>ENGL 1A</td>
<td>Basic Algebra</td>
<td></td>
</tr>
<tr>
<td>Skyline*</td>
<td>AA, AS</td>
<td>Major</td>
<td>24</td>
<td>Same as AA</td>
<td>One level below 1A</td>
<td>Basic Algebra</td>
<td></td>
</tr>
<tr>
<td>Solano</td>
<td>AA, AS</td>
<td>AS: sciences and certificate prog.</td>
<td>23</td>
<td>Same as AA</td>
<td>ENGL 1A</td>
<td>Basic Algebra</td>
<td></td>
</tr>
<tr>
<td>Southwestern</td>
<td>AA, AS</td>
<td>Major</td>
<td>27</td>
<td>Same as AA</td>
<td>One level below 1A</td>
<td>Basic Algebra</td>
<td></td>
</tr>
<tr>
<td>Taft</td>
<td>AA, AS</td>
<td>Major</td>
<td>21</td>
<td>Same as AA</td>
<td>One level below 1A</td>
<td>Basic Algebra</td>
<td></td>
</tr>
<tr>
<td>Ventura</td>
<td>AA, AS</td>
<td>Major</td>
<td>28</td>
<td>Same as AA</td>
<td>One level below 1A</td>
<td>Pre-sig. Alg.</td>
<td></td>
</tr>
<tr>
<td>Victor Valley</td>
<td>AA, AS</td>
<td>Major</td>
<td>18.5</td>
<td>Same as AA</td>
<td>One level below 1A</td>
<td>Basic Algebra</td>
<td></td>
</tr>
<tr>
<td>Vista</td>
<td>AA, AS</td>
<td>Major</td>
<td>19</td>
<td>Same as AA</td>
<td>One level below 1A</td>
<td>Basic Algebra</td>
<td></td>
</tr>
<tr>
<td>West Hills</td>
<td>AA, AS</td>
<td>Major</td>
<td>18</td>
<td>Same as AA</td>
<td>One level below 1A</td>
<td>Basic Algebra</td>
<td></td>
</tr>
<tr>
<td>West Los Angeles</td>
<td>AA, AS</td>
<td>Major</td>
<td>30</td>
<td>One level</td>
<td>ENGL 1A</td>
<td>Geography</td>
<td></td>
</tr>
<tr>
<td>West Valley</td>
<td>AA, AS</td>
<td>Major</td>
<td>24</td>
<td>One level</td>
<td>ENGL 1A</td>
<td>Basic Algebra</td>
<td></td>
</tr>
<tr>
<td>Yuba</td>
<td>AA, AS</td>
<td>Major</td>
<td>22</td>
<td>Same as AA</td>
<td>One level below 1A</td>
<td>Basic Algebra</td>
<td></td>
</tr>
</tbody>
</table>

* indicates catalog data unconfirmed by campus; 86 of the 106 colleges confirmed the data.
APPENDIX J

CATALOG ANALYSIS SUMMARY: TRANSFER AND GENERAL STUDIES PATTERNS
### Transfer and General Studies Degrees/Patterns
#### 1997-98 Catalogs

<table>
<thead>
<tr>
<th>College Name</th>
<th>Title of Transfer Degree/pattern(s)</th>
<th>CSU or IGETC degree</th>
<th>Minimum English level</th>
<th>Minimum Math level</th>
<th>Title of General Studies Degree/pattern</th>
<th>Requirements for General Studies Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alameda</td>
<td>AA, General Curriculum</td>
<td></td>
<td>Two courses below 1A</td>
<td>Basic Algebra</td>
<td>AA, General Curriculum</td>
<td>20 u from 3 GE areas. May double-count for 22 GE u required.</td>
</tr>
<tr>
<td>Allan Hancock*</td>
<td>AA, Transfer Studies</td>
<td></td>
<td>One level below 1A</td>
<td>Basic Algebra</td>
<td>AA, Liberal Arts</td>
<td>18 additional GE from 4 areas (18+24 = 42)</td>
</tr>
<tr>
<td>American River</td>
<td>AA – GE – Transfer</td>
<td>Yes</td>
<td>English 1A</td>
<td>Transfer level</td>
<td>AA, Liberal Arts</td>
<td>24 Tr. Units from categories + ARC GE 24+21 = 45 units</td>
</tr>
<tr>
<td>Antelope Valley</td>
<td>AA, Letters, Arts and Sciences</td>
<td></td>
<td>English 1A</td>
<td>Basic algebra</td>
<td>AA, Letters, Arts and Sciences</td>
<td>18 additional units from 3 GE areas. Choose AVC, CSU, IGETC. 18+21=39</td>
</tr>
<tr>
<td>Bakersfield</td>
<td>Liberal Arts Major Option 2 or 3</td>
<td></td>
<td>One level below 1A</td>
<td>Basic algebra</td>
<td>Liberal Arts major Option 1</td>
<td>BC GE + grad reqts. 28.5 units</td>
</tr>
<tr>
<td>Barstow*</td>
<td>None – all degrees require 39.5 – 40 units of GE</td>
<td></td>
<td>English 1A</td>
<td>Basic algebra</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Butte</td>
<td>AA Liberal Arts</td>
<td></td>
<td>One level below 1A</td>
<td>Basic algebra</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>AA University Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA Social/Behavioral Sciences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cabrillo</td>
<td>Transferable Liberal Arts</td>
<td>Yes</td>
<td>One level below 1A</td>
<td>Basic algebra</td>
<td>Liberal Arts and Sciences</td>
<td>20 u. of trans. GE + Cabrillo GE (20+30)</td>
</tr>
<tr>
<td>Canada</td>
<td>AA, University Studies</td>
<td>Yes</td>
<td>English 1A</td>
<td>Basic algebra</td>
<td>AA, Liberal Arts</td>
<td>18 GE + 21 GE, not all transferable</td>
</tr>
<tr>
<td>College Name</td>
<td>Title of Transfer Degree/pattern(s)</td>
<td>CSU or IGETC degree</td>
<td>Minimum English level</td>
<td>Minimum Math level</td>
<td>Title of General Studies Degree/pattern</td>
<td>Requirements for General Studies Degree</td>
</tr>
<tr>
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<td>--------------------------------------------------------------</td>
<td>---------------------</td>
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<td>-------------------</td>
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<td>----------------------------------------</td>
</tr>
<tr>
<td>Canyons</td>
<td>General Education Transfer</td>
<td></td>
<td>English 1A</td>
<td>Basic algebra</td>
<td>AA, General Arts &amp; Sciences major</td>
<td>36 units from 4 GE areas</td>
</tr>
<tr>
<td>Cerritos</td>
<td>General Studies or individual trans. major</td>
<td></td>
<td>One level below 1A</td>
<td>Basic algebra</td>
<td>General Studies</td>
<td>Cerritos GE (27 u) and 60 units total</td>
</tr>
<tr>
<td>CerroCoso</td>
<td>AA, General education</td>
<td></td>
<td>One level below 1A</td>
<td>Intermed. Algebra</td>
<td>AA, General education</td>
<td>CerroCoso GE (28.5) and 60 units total</td>
</tr>
<tr>
<td>Chabot</td>
<td>None, Liberal Studies in '98</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
<td>New 98-99 Liberal Stud. has option 1,2,3</td>
</tr>
<tr>
<td>Chaffey</td>
<td>AA, Gen Ed -CSU AA Univ Stud-IGETC</td>
<td>Yes</td>
<td>Transfer as required</td>
<td>Transfer as required</td>
<td>Liberal Arts and Sciences</td>
<td>20 units from 3 of 4 categories, incl. Occup. and GE (20+25.5=45.5)</td>
</tr>
<tr>
<td>Citrus</td>
<td>AA, Liberal Arts CSU, Igetc, or private</td>
<td>Yes</td>
<td>Transfer level</td>
<td>Transfer level</td>
<td>AS, Applied Arts Vocational degree</td>
<td>18 u. of any combinaition of voc. Courses</td>
</tr>
<tr>
<td>Coastline*</td>
<td>AA, Liberal Arts CSU/IGETC</td>
<td>Yes</td>
<td>Transfer level</td>
<td>Transfer level</td>
<td>AA, General Studies</td>
<td>18 u. in discipline or related disc. + 18 developed w/counselor</td>
</tr>
<tr>
<td>Columbia</td>
<td>AA, Transfer major + individual trans. majors</td>
<td></td>
<td>English 1A</td>
<td>Basic algebra</td>
<td>AA, Liberal studies '98-AS, Occup. Ed.</td>
<td>18 u. From 3 GE areas, may double-count. 31.5 total</td>
</tr>
<tr>
<td>Compton</td>
<td>AA, Liberal Arts GE + 18 more GE</td>
<td></td>
<td>English 1A</td>
<td>Basic algebra</td>
<td>AA, General studies</td>
<td>Compton GE + 18 units of any GE or certificate course = 59 units</td>
</tr>
<tr>
<td>Contra Costa*</td>
<td>AA, Liberal studies, similar to CSU w/out E</td>
<td></td>
<td>English 1A</td>
<td>Basic algebra</td>
<td>None, or same as AA, Liberal studies</td>
<td></td>
</tr>
<tr>
<td>Contra Costa*</td>
<td>AA - General Ed - Transfer (CSU or Igetc)</td>
<td>Yes</td>
<td>English 1A</td>
<td>Intermed. Algebra</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>College Name</td>
<td>Title of Transfer Degree/pattern(s)</td>
<td>CSU or IGETC degree</td>
<td>Minimum English level</td>
<td>Minimum Math level</td>
<td>Title of General Studies Degree/pattern</td>
<td>Requirements for General Studies Degree</td>
</tr>
<tr>
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<td>---------------------</td>
<td>-----------------------</td>
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<td>----------------------------------------</td>
</tr>
<tr>
<td>Crafton Hills</td>
<td>Individual transfer major title</td>
<td></td>
<td>One level below 1A</td>
<td>Basic algebra</td>
<td>AA, Liberal Studies</td>
<td>26 units GE and 60 units total</td>
</tr>
<tr>
<td>Cuesta*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>AA/AS, General Studies</td>
<td>18 units GE</td>
</tr>
<tr>
<td>Cuyamaca</td>
<td>AA, Liberal Arts</td>
<td>English 1A</td>
<td>Interned. Algebra</td>
<td></td>
<td>AA, General major</td>
<td>18 units in consultation with a counselor</td>
</tr>
<tr>
<td>Cypress</td>
<td>AA, Liberal Arts</td>
<td>Yes</td>
<td>Transfer level</td>
<td>Transfer level</td>
<td>AA/AS General studies</td>
<td>25 u. of Cypress GE and 20 units from SS,H,A or S, M, tech</td>
</tr>
<tr>
<td>De Anza</td>
<td>AA, no major or individual transfer major</td>
<td>English 1A</td>
<td>Basic algebra</td>
<td></td>
<td>AA, Liberal arts</td>
<td>De Anza GE +17.7 u. in major = 37-42 semester units</td>
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<td>Desert*</td>
<td>AA, Liberal Arts</td>
<td>Yes</td>
<td>English 1A</td>
<td>Transfer level</td>
<td>None found</td>
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</tr>
<tr>
<td>Diablo Valley*</td>
<td>DVC offers a single degree</td>
<td>English 1A</td>
<td>Basic algebra</td>
<td></td>
<td>No majors</td>
<td></td>
</tr>
<tr>
<td>East Los Angeles</td>
<td>No transfer degree. Use AA in Liberal Arts.</td>
<td>One level below 1A</td>
<td>Basic algebra</td>
<td></td>
<td>AA, Liberal Arts is the general degree.</td>
<td>30 u. of GE and any 18 units (up to 35) for major.</td>
</tr>
<tr>
<td>El Camino</td>
<td>AA, General Studies</td>
<td>English 1A</td>
<td>Basic algebra</td>
<td></td>
<td>AA, General studies</td>
<td>EL Camino GE + 18 additional GE = 36 units</td>
</tr>
<tr>
<td>Evergreen Valley*</td>
<td>AA, General Studies, or individual transfer major</td>
<td>English 1A</td>
<td>Basic algebra</td>
<td></td>
<td>AS, Interdisciplinary studies</td>
<td>Evergreen GE + 18 in a discipline area = 42 units</td>
</tr>
<tr>
<td>Feather River</td>
<td>AA, Liberal Studies</td>
<td>English 1A</td>
<td>Basic algebra</td>
<td></td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>College Name</td>
<td>Title of Transfer Degree/pattern(s)</td>
<td>CSU or IGETC degree</td>
<td>Minimum English level</td>
<td>Minimum Math level</td>
<td>Title of General Studies Degree/pattern(s)</td>
<td>Requirements for General Studies Degree</td>
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</tr>
<tr>
<td>Fresno City</td>
<td>AA, Liberal Arts FCC GE + 20 ge or csuge</td>
<td></td>
<td>One level below 1A</td>
<td>Basic algebra</td>
<td>AA, General studies</td>
<td>FCC GE, + 20 u. more GE or certificate courses</td>
</tr>
<tr>
<td>Fullerton</td>
<td>AA, Liberal Studies CSU GE</td>
<td></td>
<td>English 1A</td>
<td>Intermed. Algebra</td>
<td>None</td>
<td>--</td>
</tr>
<tr>
<td>Gavilan*</td>
<td>AA, Liberal Arts CSU, Igetc or multi.subject</td>
<td>Yes</td>
<td>English 1A</td>
<td>Transfer level</td>
<td>None</td>
<td>--</td>
</tr>
<tr>
<td>Glendale</td>
<td>AA, General Ed Transfer Studies, CSU/IGETC</td>
<td>Yes</td>
<td>English 1A</td>
<td>Transfer level</td>
<td>None</td>
<td>--</td>
</tr>
<tr>
<td>Golden West</td>
<td>AA, One degree only Option II/III =CSU/Igetc</td>
<td></td>
<td>English 1A</td>
<td>Basic algebra</td>
<td>AA Option I</td>
<td>24 GE w/ 18 from certif., lower div major, or concentr. Units may double-count = 24</td>
</tr>
<tr>
<td>Grossmont</td>
<td>AA, General Major</td>
<td></td>
<td>One level below 1A</td>
<td>Intermed. Algebra</td>
<td>AA or AS, General major</td>
<td>18 u. + 30 GE (unspecified) = 48 units</td>
</tr>
<tr>
<td>Hartnell*</td>
<td>AA, Transfer Studies CSU/IGETC</td>
<td>Yes</td>
<td>English 1A</td>
<td>Transfer level</td>
<td>AA, General studies</td>
<td>Hartnell GE + 18 additional GE = 39 units</td>
</tr>
<tr>
<td>Imperial Valley</td>
<td>AA, General major</td>
<td></td>
<td>One level below 1A</td>
<td>Basic algebra</td>
<td>AA, General major</td>
<td>18 unit major</td>
</tr>
<tr>
<td>Irvine Valley*</td>
<td>AA, General studies</td>
<td></td>
<td>English 1A</td>
<td>Intermed. Algebra</td>
<td>AA, General Studies</td>
<td>--</td>
</tr>
<tr>
<td>Kings River (Reedley)</td>
<td>AA, General Studies (transfer) 18 GE and 60 u.</td>
<td></td>
<td>One level below 1A</td>
<td>Basic algebra</td>
<td>AA, General Studies</td>
<td>KRCC GE (18+2) and 60 units total.</td>
</tr>
<tr>
<td>College Name</td>
<td>Title of Transfer Degree/pattern(s)</td>
<td>CSU or IGETC degree</td>
<td>Minimum English level</td>
<td>Minimum Math level</td>
<td>Title of General Studies Degree/pattern</td>
<td>Requirements for General Studies Degree</td>
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</tr>
<tr>
<td>Lake Tahoe</td>
<td>AA, Liberal Arts IGETC</td>
<td>Yes</td>
<td>English 1A</td>
<td>Transfer level</td>
<td>None</td>
<td>--</td>
</tr>
<tr>
<td>Laney</td>
<td>AA, General Curriculum, or Language Arts, or Social Science major</td>
<td></td>
<td>Two courses below 1A</td>
<td>Basic algebra</td>
<td>AA, General Curriculum</td>
<td>20 units from 3 GE areas (may double-count with Laney GE) = 27 total</td>
</tr>
<tr>
<td>Las Positas</td>
<td>AA, Individual transfer major '98- Lib. Arts &amp; Science</td>
<td></td>
<td>One level below 1A</td>
<td>Basic algebra</td>
<td>AA/AS Individual Occupational major '98 Lib. Arts &amp; Sciences</td>
<td>AA GE +18 u. in single or related discipline = 47 units '98: as above or CSU/Igetc</td>
</tr>
<tr>
<td>Lassen*</td>
<td>AA, Liberal Arts</td>
<td></td>
<td>One level below 1A</td>
<td>Basic algebra</td>
<td>AA, Liberal arts</td>
<td>24 units of Liberal Arts + 18 GE</td>
</tr>
<tr>
<td>Long Beach City</td>
<td>AA, Liberal Arts</td>
<td></td>
<td>One level below 1A</td>
<td>Basic algebra</td>
<td>AS, Individual occupational major</td>
<td>21 u. LBCC GE + 18 in a discipline or related, = 39 u.</td>
</tr>
<tr>
<td>Los Angeles City</td>
<td>AA, Liberal Arts</td>
<td></td>
<td>One level below 1A</td>
<td>Basic algebra</td>
<td>None</td>
<td>--</td>
</tr>
<tr>
<td>LA Harbor</td>
<td>AA, Liberal Arts – Transfer 18 u GE + 36 in major</td>
<td></td>
<td>English 1A</td>
<td>Basic algebra</td>
<td>Liberal Arts General AA</td>
<td>30 units GE + 18-35 units in major</td>
</tr>
<tr>
<td>LA Mission</td>
<td>AA, Liberal Arts</td>
<td></td>
<td>English 1A</td>
<td>Transfer level</td>
<td>AA Interdisciplinary Studies</td>
<td>30 GE + 18 u major from 3 GE areas</td>
</tr>
<tr>
<td>LA Pierce*</td>
<td>AA, Liberal Arts</td>
<td></td>
<td>One level below 1A</td>
<td>Basic algebra</td>
<td>AA, Liberal Arts</td>
<td>30 GE + 18 u. of degree applicable courses</td>
</tr>
<tr>
<td>LA Southwest</td>
<td>None. Students use AA Interdisc. Or Liberal Arts</td>
<td></td>
<td>One level below 1A</td>
<td>Basic algebra</td>
<td>AA, Interdisciplinary Studies</td>
<td>30 GE + 18 u. from 3 GE areas</td>
</tr>
<tr>
<td>LA Trade-Tech</td>
<td>AA, Liberal Arts</td>
<td></td>
<td>One level below 1A</td>
<td>Basic algebra</td>
<td>AA, Liberal Arts</td>
<td>30 GE + 60 units total</td>
</tr>
<tr>
<td>College Name</td>
<td>Title of Transfer Degree/pattern(s)</td>
<td>CSU or IGETC degree</td>
<td>Minimum English level</td>
<td>Minimum Math level</td>
<td>Title of General Studies Degree/pattern</td>
<td>Requirements for General Studies Degree</td>
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<tr>
<td>LA Valley</td>
<td>AA Liberal Arts and Sciences</td>
<td></td>
<td>One level below 1A</td>
<td>Basic algebra</td>
<td>AA, Liberal Arts and Sciences</td>
<td>20 GE + 18 u. major</td>
</tr>
<tr>
<td>Los Medanos</td>
<td>AA, Liberal Arts</td>
<td></td>
<td></td>
<td>Basic algebra</td>
<td>AA, Liberal Arts</td>
<td>LMC GE (36.5 units)</td>
</tr>
<tr>
<td>Marin</td>
<td>AA, University Transfer (CSU/IGETC)</td>
<td>Yes</td>
<td>English 1A</td>
<td>Transfer level</td>
<td>AA, Liberal Arts and Sciences</td>
<td>Marin GE + 18 additional GE</td>
</tr>
<tr>
<td>Mendocino*</td>
<td>AA, Liberal Arts</td>
<td></td>
<td></td>
<td></td>
<td>AA, General Studies</td>
<td>Mendocino GE + 18 units of relevant courses</td>
</tr>
<tr>
<td>Merced</td>
<td>AA, Liberal Studies</td>
<td></td>
<td>One level below 1A</td>
<td>Basic algebra</td>
<td>AA, General Studies</td>
<td>Merced GE +18 units (6 u in each of 3 of 12 areas, largely vocational areas)</td>
</tr>
<tr>
<td>Merritt*</td>
<td>AA, General Curriculum</td>
<td></td>
<td>Two courses below 1A</td>
<td>Basic algebra</td>
<td>AA, General Curriculum</td>
<td>18 units w/6 in each of Sci, Soc Sci, &amp; humanities. = 37 minimum</td>
</tr>
<tr>
<td>MiraCosta</td>
<td>AA, Transfer studies</td>
<td>Yes</td>
<td>English 1A</td>
<td>Basic Alg. or as reqd. by instit.</td>
<td>AA, General Studies</td>
<td>MiraCosta GE +15-18 additional transfer units</td>
</tr>
<tr>
<td>Mission</td>
<td>AA, Transfer major</td>
<td></td>
<td>English 1A</td>
<td>Geometry or as reqd.</td>
<td>AA, General Studies</td>
<td>Mission GE (24 units) with 60 units total</td>
</tr>
<tr>
<td>Modesto</td>
<td>AA, Gen. Ed. Transfer CSU/IGETC/UC breadth</td>
<td>Yes</td>
<td>English 1A</td>
<td>Transfer level</td>
<td>AA, General College major</td>
<td>Modesto GE +24 add units (6 from 4 of 10 areas) = 46.5</td>
</tr>
<tr>
<td>Monterey Peninsula</td>
<td>AA, University Studies CSU/UC</td>
<td>Yes</td>
<td>English 1A</td>
<td>Transfer level</td>
<td>AA, General Studies</td>
<td>MPC GE (21) + 18 specific GE areas</td>
</tr>
<tr>
<td>Moorpark</td>
<td>AA, General Liberal Arts and Sciences</td>
<td></td>
<td>One level below 1A</td>
<td>Basic algebra</td>
<td>General Liberal Arts and Sciences</td>
<td>Moorpark GE +12 units w/PE/hlth = 39.5 units</td>
</tr>
<tr>
<td>College Name</td>
<td>Title of Transfer Degree/pattern(s)</td>
<td>CSU or IGETC degree</td>
<td>Minimum English level</td>
<td>Minimum Math level</td>
<td>Title of General Studies Degree/pattern</td>
<td>Requirements for General Studies Degree</td>
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</tr>
<tr>
<td>Mt. San Antonio</td>
<td>AA, Liberal Arts (only one AA offered)</td>
<td></td>
<td>English 1A</td>
<td>Intermed. Algebra</td>
<td>AA Liberal Arts</td>
<td>56 transferable units, incl. 29 units of GE</td>
</tr>
<tr>
<td>Mt. San Jacinto*</td>
<td>None found</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Napa</td>
<td>AA, General Education</td>
<td></td>
<td>English 1A</td>
<td>Transfer level</td>
<td>AA General Studies or AA from 1:Hum/FineArt, Scien/Mdh, Soc/BehSci</td>
<td>AA GS is for majors not offered at Napa; the others require 18 u. in 1 of 3 areas</td>
</tr>
<tr>
<td>Ohlone</td>
<td>None. AA: Lib Arts, Bus, Fine arts, Nat sci, Soc sci</td>
<td></td>
<td>English 1A</td>
<td>Transfer level</td>
<td>None</td>
<td>--</td>
</tr>
<tr>
<td>Orange Coast</td>
<td>AA, Liberal Arts</td>
<td></td>
<td>English 1A</td>
<td>Transfer level</td>
<td>AA, Liberal Arts</td>
<td>CCC taxonomy of majors</td>
</tr>
<tr>
<td>Oxnard*</td>
<td>AA, General Liberal Arts and Sciences</td>
<td></td>
<td>One level below 1A</td>
<td>Basic algebra</td>
<td>None found.</td>
<td></td>
</tr>
<tr>
<td>Palomar</td>
<td>AA, Liberal Arts and Sciences (CSU or Igetc)</td>
<td>Yes</td>
<td>English level</td>
<td>Transfer level</td>
<td>AA, General Studies</td>
<td>Palomar GE (18 units) + 42 units of electives</td>
</tr>
<tr>
<td>Palo Verde</td>
<td>AA, Liberal Arts</td>
<td></td>
<td>English 1A</td>
<td>Transfer level</td>
<td>AS, General Studies</td>
<td>PV GE (28) + 20 GE from 5 areas</td>
</tr>
<tr>
<td>Pasadena City</td>
<td>None found</td>
<td></td>
<td>English 1A</td>
<td>Transfer level</td>
<td>AS, Applied and Liberal Arts Studies</td>
<td>25 GE +18 units from one division</td>
</tr>
<tr>
<td>Porterville</td>
<td>AA, Liberal Studies / Liberal Arts</td>
<td></td>
<td>English 1A</td>
<td>Transfer level</td>
<td>AA, General Studies</td>
<td>For students with no declared major</td>
</tr>
<tr>
<td>Porterville</td>
<td>AA, Liberal Arts</td>
<td></td>
<td>One level below 1A</td>
<td>Basic algebra</td>
<td>AA, Liberal Arts</td>
<td>20 units from 3 areas, RSC GE may be used for major</td>
</tr>
<tr>
<td>Rancho Santiago</td>
<td>AA, Liberal Arts</td>
<td></td>
<td>One level below 1A</td>
<td>Basic algebra</td>
<td>AA, Liberal Arts</td>
<td>20 units from 3 areas, RSC GE may be used for major</td>
</tr>
<tr>
<td>Redwoods</td>
<td>AA, Transfer Studies CSU or Igetc + 16-36 tr. units to equal 60 units</td>
<td>Yes</td>
<td>English 1A</td>
<td>Transfer level</td>
<td>AA, General Studies</td>
<td>18 u. of GE + 18 units from 1 of 4 areas</td>
</tr>
<tr>
<td>College Name</td>
<td>Title of Transfer Degree/pattern(s)</td>
<td>CSU or IGETC degree</td>
<td>Minimum English level</td>
<td>Minimum Math level</td>
<td>Title of General Studies Degree/pattern</td>
<td>Requirements for General Studies Degree</td>
</tr>
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</tr>
<tr>
<td><strong>Rio Hondo</strong></td>
<td>AA, General Ed Transfer</td>
<td>Yes</td>
<td>English 1A</td>
<td>Transfer level</td>
<td>AA, Liberal Studies</td>
<td>28 GE + 20 additional GE from CSUGE pattern</td>
</tr>
<tr>
<td><strong>Riverside</strong></td>
<td>AA or AS based on major</td>
<td></td>
<td></td>
<td></td>
<td>General Associate Degree</td>
<td>18 units from 1 of 4 areas + Riverside GE</td>
</tr>
<tr>
<td><strong>Sacramento City</strong></td>
<td>None found</td>
<td></td>
<td>English 1A</td>
<td>Transfer level</td>
<td>AA, General Studies</td>
<td>SCC GE (21) + 18 u. from 4 of 5 groups = 39 units</td>
</tr>
<tr>
<td><strong>Saddleback</strong></td>
<td>AA, Transfer</td>
<td>Yes</td>
<td>English 1A</td>
<td>Transfer level</td>
<td>AA, General Studies</td>
<td>GE + 20 more units of GE</td>
</tr>
<tr>
<td><strong>San Bernardino Valley</strong></td>
<td>General Associate degree (requires CSU or IGETC)</td>
<td>Yes</td>
<td>English 1A</td>
<td>Transfer level</td>
<td>AA, Liberal Arts</td>
<td>SB GE 24-26 units and 60 units total,</td>
</tr>
<tr>
<td><strong>San Diego City</strong></td>
<td>Associate Degree, Liberal Arts (CSU, Igetc, UCSD)</td>
<td>Yes</td>
<td>English 1A</td>
<td>Transfer level</td>
<td>AA, Liberal Arts</td>
<td></td>
</tr>
<tr>
<td><strong>San Diego Mesa</strong></td>
<td>Associate Degree, Liberal Arts (CSU, Igetc, UCSD)</td>
<td>Yes</td>
<td>English 1A</td>
<td>Transfer level</td>
<td>AA, Selected Studies</td>
<td>18 unit major + GE and district requirements</td>
</tr>
<tr>
<td><strong>San Diego Miramar</strong></td>
<td>Associate Degree, Liberal Arts (CSU, Igetc, UCSD)</td>
<td>Yes</td>
<td>English 1A</td>
<td>Transfer level</td>
<td>AA, Selected Studies</td>
<td>18 units in consultation w/ counselor</td>
</tr>
<tr>
<td><strong>San Francisco, City</strong></td>
<td>None described. AA, General Ed or Liberal Arts for transfer used</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>San Joaquin Delta</strong></td>
<td>AA, Transfer Major (reqts of inst. of choice)</td>
<td></td>
<td>As reqd by trans. inst.</td>
<td>As reqd by trans. inst.</td>
<td>None</td>
<td>--</td>
</tr>
<tr>
<td><strong>San Jose City</strong></td>
<td>AA, General Major 39 GE + 9 institutional</td>
<td></td>
<td>English 1A</td>
<td>Transfer level</td>
<td>AS, General Major</td>
<td>24 GE + 6 + 15 unit concentration</td>
</tr>
<tr>
<td>College Name</td>
<td>Title of Transfer Degree/pattern(s)</td>
<td>CSU or IGETC degree</td>
<td>Minimum English level</td>
<td>Minimum Math level</td>
<td>Title of General Studies Degree/pattern</td>
<td>Requirements for General Studies Degree</td>
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</tr>
<tr>
<td>San Mateo</td>
<td>AA, Liberal Studies</td>
<td></td>
<td>One level below 1A</td>
<td>Basic algebra</td>
<td>AA, Liberal Studies</td>
<td>San Mateo GE + 18 addit. Units from 3 areas</td>
</tr>
<tr>
<td>Santa Barbara City</td>
<td>No degree commonly awarded to transfer students</td>
<td></td>
<td></td>
<td></td>
<td>AA, Liberal Studies</td>
<td>SBCC GE + institutional reqts (18) + 3 extra GE courses</td>
</tr>
<tr>
<td>Santa Monica</td>
<td>AA, Liberal Arts</td>
<td></td>
<td>One level below 1A</td>
<td>Intermed. Algebra</td>
<td>AA, Liberal Arts</td>
<td>SMC GE + 20 additional GE, GE / major can doublecount</td>
</tr>
<tr>
<td>Santa Rosa</td>
<td>AA, General Education, Transfer</td>
<td>As req’d by trans. inst.</td>
<td>As req’d by trans. inst.</td>
<td>AA, General Education, Terminal</td>
<td>SR GE (19) + 19 additional units of GE = 38</td>
<td></td>
</tr>
<tr>
<td>Sequoias</td>
<td>AA or AS – no further designation</td>
<td></td>
<td>One level below 1A</td>
<td>Basic algebra</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Shasta</td>
<td>AA, Transfer General Ed 56 Tr. units incl. 18 GE AA, University Express</td>
<td>Yes</td>
<td>One level below 1A</td>
<td>Basic algebra</td>
<td>AA, General Education</td>
<td>Shasta GE (18) + 18 units in a discipline or related discipline</td>
</tr>
<tr>
<td>Sierra</td>
<td>AA, Liberal Arts (20 GE +18 fr. CSU/Igetc)</td>
<td></td>
<td>One level below 1A</td>
<td>Basic algebra</td>
<td>AA, General Studies</td>
<td>20 units of GE + 18 units electives, and 60 total.</td>
</tr>
<tr>
<td>Siskiyous</td>
<td>AA, General Education</td>
<td></td>
<td>One level below 1A</td>
<td>Basic algebra</td>
<td>AA, General Education</td>
<td>20 GE + 20 additional GE 20 GE + 20 voc/math/scien</td>
</tr>
<tr>
<td>Skyline*</td>
<td>AA, Liberal Arts (CSU/Igetc can = major)</td>
<td></td>
<td>One level below 1A</td>
<td>Basic algebra</td>
<td>AA, Liberal Arts</td>
<td>Skyline GE + inst. reqts + 18 additional GE</td>
</tr>
<tr>
<td>Solano</td>
<td>AA Liberal Arts, with Option B, Igetc waive inst.</td>
<td>English 1A</td>
<td>Basic Alg. B = trans.</td>
<td>AA, Liberal Arts</td>
<td>Option A – Solano GE/grad reqts + 18 add. GE fr. 4 areas</td>
<td></td>
</tr>
<tr>
<td>Southwestern</td>
<td>AA Transfer Studies (CSU/Igetc or Tag)</td>
<td>English 1A</td>
<td>Transfer level</td>
<td>AA, General Studies</td>
<td>Local GE + grad reqts + 18 units of transfer courses</td>
<td></td>
</tr>
<tr>
<td>College Name</td>
<td>Title of Transfer Degree/pattern(s)</td>
<td>CSU or IGETC degree</td>
<td>Minimum English level</td>
<td>Minimum Math level</td>
<td>Title of General Studies Degree/pattern</td>
<td>Requirements for General Studies Degree</td>
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</tr>
<tr>
<td>Taft</td>
<td>AA Liberal Arts</td>
<td></td>
<td>One level below 1A</td>
<td>Basic algebra</td>
<td>None found</td>
<td></td>
</tr>
<tr>
<td>Ventura</td>
<td>AA, General Liberal Arts and Sciences (used for tr.)</td>
<td></td>
<td>One level below 1A</td>
<td>Pre algebra</td>
<td>AA, General Liberal Arts and Sciences</td>
<td>Local GE + 12 add. GE + inst. reqts. = 40 units</td>
</tr>
<tr>
<td>Victor Valley</td>
<td>AA, Liberal Arts (CSU/IGETC can be used)</td>
<td></td>
<td>One level below 1A</td>
<td>Basic algebra</td>
<td>AA Liberal Arts</td>
<td>18 add GE + VVC GE</td>
</tr>
<tr>
<td>Vista</td>
<td>AA, Liberal Arts Vista GE + 21 add. GE (CSU/IGETC can be used)</td>
<td></td>
<td>One level below 1A</td>
<td>Basic algebra</td>
<td>AA Liberal Arts</td>
<td></td>
</tr>
<tr>
<td>West Hills</td>
<td>None</td>
<td></td>
<td>One level below 1A</td>
<td>Basic algebra</td>
<td>AA, Liberal Arts</td>
<td>18 units - 6 from 3 of 7 areas</td>
</tr>
<tr>
<td>West Los Angeles</td>
<td>AA, Liberal Arts 30 u. + 18 add. GE</td>
<td></td>
<td>One level below 1A</td>
<td>Basic algebra</td>
<td>AA, Liberal Arts</td>
<td>Pattern C; 30 GE + 18 in a discipline</td>
</tr>
<tr>
<td>West Valley</td>
<td>Transfer Liberal Arts</td>
<td></td>
<td>English 1A</td>
<td>Basic algebra</td>
<td>AA, Liberal Arts</td>
<td>20 u. from CSU pattern including WV grad. reqts</td>
</tr>
<tr>
<td>Yuba</td>
<td>None</td>
<td></td>
<td></td>
<td></td>
<td>AA or AS</td>
<td>18 u. of GE + 18 units of electives, 62 units total.</td>
</tr>
</tbody>
</table>

Note: All degrees require a minimum of 60 semester units or 90 quarter units. The units listed are semester units. The data were not intended to describe the specific requirements of any one institution, but are illustrative of the differences in degree labels and requirements.
APPENDIX K

SURVEY INSTRUMENT
Please read each statement identifying a difference or variance in the way California community colleges define the associate degree. Indicate on a scale of 1 to 5, your perception of the extent to which each difference is a problem or a strength for the California Community College system. Your individual responses will remain confidential and the results will be reported as grouped data only.

Assign a value of 1 - 5, with:

1 = this difference is a definite problem or issue  
2 = this difference is a slight problem or issue  
3 = neutral, neither a problem or a strength  
4 = this difference is acceptable  
5 = this difference is a strength

Circle your choice:

1. Associate Degree definitions vary from one institution to another. Some colleges define the degrees in terms of purpose (transfer or occupational) while others define the degree by major or discipline (arts or science).

2. The courses that comprise an Associate of Arts in Business Administration result in an occupational degree on some campuses and meet the requirements to transfer as a Business major on other campuses.

3. The names of the degrees awarded for majors with comparable coursework differ. Some colleges award the Associate of Arts for a vocational major and other colleges award the same major with the Associate of Science degree.

4. The Associate Degree definitions in California community colleges vary from the American Association of Community College definitions.

5. California's degree definitions differ from those of other states. In many states the Associate of Arts degree is awarded for transfer majors only.

6. The minimum number of general education units required to earn an associate degree (with the same name) range from a low of 18 semester units on some campuses to as many as 41 semester units at other California community colleges.

7. The Associate of Arts in Liberal Arts is comprised of transfer general education on some campuses, while it is a general studies (personal interest) degree on others.

8. The Associate of Arts in General Studies is typically awarded for completion of 60 units related to areas of personal interest, however on some campuses it requires 60 units of well-defined general education.

9. Some campuses do not have a transfer degree – a degree which is awarded for completion of CSU GE breadth or IGETC (California State University General Education breadth / Intersegmental General Education Transfer Curriculum).

(Please continue on next page)
10. Some campuses describe degrees as Plan A and Plan B, with Plan A being the academic/GE and Plan B the career track; other campuses uses Plan A for the career track, and Plan B for the academic.

11. Approximately 30% of campuses require ENGL 1A (freshman composition) or a course at that level for the Associate Degree, while other campuses accept a course one level below ENGL 1A.

12. Approximately 5% of campuses require Intermediate Algebra for the Associate Degree while most campuses accept Basic or Elementary Algebra.

13. Some campuses accept a Basic Algebra course completed in high school to meet the math competency requirement.

14. Some campuses use the SAT-Math to satisfy math competency – however the acceptable scores range from 400 to 560.

15. Some campuses award the AA in Liberal Arts for two purposes on the same campus: for completion of a broad pattern of general education, and for completion of the specific CSU or IGETC transfer general education requirements. This results in a degree which permits an English course one level below ENGL 1A to satisfy the English requirement, and a non-transfer level math course such as Basic Algebra to satisfy the math requirement. In these cases, the degree is comprised of transfer requirements for some students but not for others, and students who are transferring are awarded the same degree as those who have satisfied less rigorous requirements.

16. Several different definitions of the AA and AS degrees are in use at California community colleges.

NOTE: If you circled a 1 or 2 for item 16 above, which of the following definitions would you prefer the California Community College system adopt, if any? (Circle one letter.)

A. Associate of Arts is a transfer degree, while the Associate of Science is an occupational degree.
B. Associate of Arts is a transfer degree, while the Associate of Science is awarded for transfer science majors and occupational majors.
C. Associate of Arts is a transfer degree, the Associate of Science is a transfer degree for science majors, and the Associate of Applied Science is awarded for occupational majors.
D. Associate of Arts is awarded for majors in the Arts and Humanities, while the Associate of Science is awarded in Science and technical majors.
E. Other: ____________________________________________________________
F. None of the above definitions are satisfactory to me.
AGREE / DISAGREE

Please read each question (17 - 27) and indicate your agreement or disagreement on the scale provided.

Information section — Please read before responding below. The American Association for Community Colleges (AACC) defines the associate degrees in the passage that follows. Please read the passage and indicate your preference for aligning California community college degrees with the AACC degree definitions.

ASSOCIATE IN ARTS AND ASSOCIATE IN SCIENCE DEGREES

These degrees prepare the student to transfer to an upper division baccalaureate degree program. The associate in arts (AA) degree gives emphasis to those majoring in the arts, humanities, social sciences, and similar areas. It is recommended that a substantial component of the associate in arts degrees, three-quarters of the work required, shall be in general education.

The associate in science (AS) degree gives emphasis to those majoring in agriculture, engineering and technology, and the sciences with substantial undergraduate requirements in mathematics and the natural sciences. It is recommended that a large component of the associate in science degree, one-half of the work required, shall be in general education.

Students awarded associate in arts or associate in science degrees should be accepted as junior level transfers in baccalaureate degree granting institutions.

ASSOCIATE IN APPLIED SCIENCE DEGREE

The associate in applied science (AAS) degree program is designed to lead the individual directly to employment in a specific career. It is strongly suggested that one-third of the work for the associate in applied science degree shall be in general education.

[Note: This statement on the definition of the Associate Degree was passed by the Board of Directors of the American Association of Community Colleges, August 7, 1998.]

Response Section

17. California community colleges should attempt to align associate degree definitions with those of the American Association for Community Colleges (AACC)

____ YES (AGREE) ______ NO (DISAGREE) ______ Undecided

18. In addition to the Associate in Art and the Associate in Science degree, the Associate in Applied Science degree should be authorized for awarding by California community colleges.

____ YES (AGREE) ______ NO (DISAGREE) ______ Undecided

(Page 3, continued on next page)
19. Read the following statement by John R. Wittstruck (State Higher Education Executive Officers - SHEEO), and indicate your agreement or disagreement on the scale below.

Postsecondary education providers are called to make different opportunities available for their respective consumers, citizens should have apples, oranges and pears available to them. There is, however, a need to assure the student consumer, parent and employer that the apples, the oranges and the pears have something in common.

Students, parents, employers and legislative bodies would understand far more clearly what postsecondary education is about if there were reasonable guidelines that all pre-baccalaureate postsecondary education program providers follow. Transferability of credit, program articulation and program review and approvals also would be improved and facilitated if reasonably uniform program and award-title guidelines were available. A situation in which one provider's apple may be someone else's orange or pear results in an atmosphere that is neither productive nor helpful to improving the quality or understanding of the conditions of postsecondary education.

[From Wittstruck's 1985 "Requirements for Certificates, Diplomas and Associate Degrees: A Survey of the States". Wittstruck is referring to the differing diplomas, certificates, and associate degrees offered by postsecondary education providers. He conducted a survey of associate degrees awarded in each of the states and based on responses from 44 states and the District of Columbia, he described the problem of using differing terms for degrees among the states.]

(19 continued) ______ YES (AGREE) ______ NO (DISAGREE) ______ Undecided

20. The California Community College system should work toward developing common definitions for degrees offered by California's community colleges.

____ YES (AGREE) ______ NO (DISAGREE) ______ Undecided

21. California community colleges should have different degree definitions—the differences are a reflection of the diversity of needs of the individual communities the campuses serve.

____ YES (AGREE) ______ NO (DISAGREE) ______ Undecided

22. A common definition should be developed for the Associate degree with a major in Liberal Arts and Sciences.

____ YES (AGREE) ______ NO (DISAGREE) ______ Undecided

23. A common definition should be developed for the Associate degree with a major in General Studies.

____ YES (AGREE) ______ NO (DISAGREE) ______ Undecided

24. A transfer degree with common requirements and a uniform name should be created.

____ YES (AGREE) ______ NO (DISAGREE) ______ Undecided

25. Comparable requirements should be developed for commonly awarded majors.

____ YES (AGREE) ______ NO (DISAGREE) ______ Undecided

(Page 4, continued on next page)
26. The differences in associate degree definitions and graduation requirements across the California Community College system affect my institution's ability to be accountable.

___ YES (AGREE) ___ NO (DISAGREE) ___ Undecided

27. The differences in associate degree definitions are insignificant to employers, students, and the public.

A. Employers:  ___ YES (AGREE) ___ NO (DISAGREE) ___ Undecided
B. Students: ___ YES (AGREE) ___ NO (DISAGREE) ___ Undecided
C. Public: ___ YES (AGREE) ___ NO (DISAGREE) ___ Undecided

28. If a study were undertaken to improve the consistency of degree definitions in the California Community College system, which of the following groups should study and make recommendations on the issue? (Please rank 1, 2, and 3.)

___ A. Academic Senate, California Community Colleges
___ B. Chancellor's Office Task Force
___ C. Chief Instructional Officer's Association
___ D. Joint committee comprised of A and B above.
___ E. No preference
___ F. Other: ____________________

Please feel free to use the reverse side of this page to expand on your answers or to make comments.

Thank you for contributing to this study. Once again, your individual responses will remain confidential and the results will be reported as grouped data only. Please provide the following demographic data:

Number of years you have been employed in a California community college: ___ Years
Number of years you have been employed in your current position: ___ Years

Please check the group you represent: ___ Faculty ___ Administration ___ Other: ____________________

Directions for Returning the Survey: Please enclose your completed survey and completed data card (attached) in the addressed stamped envelope. It would be helpful to have your survey returned by October 7, 1998. Questions regarding the study may be addressed to: Carolyn Borg, Shasta College, P.O. Box 496006, Redding, CA 96049-6006; telephone: (530) 225-4938; or email: borg@shasta.cc.ca.us.