PART II

DESCRIPTION OF ACTIVITIES AND ACHIEVEMENTS

OVERVIEW

I had mentioned in my sabbatical leave proposal that there would be a certain amount of chanciness about my travel plans, and so I had submitted a fallback "Plan B" in case "Plan A" had to be aborted at some point. It's a good thing I did, because my travels turned out to be very chancy, and I did have to abort, not only Plan A, but also Plan B in its turn.

Still, I managed to achieve the majority of my objectives. I did manage to drive a camper through almost all of the countries of Eastern Europe (the former East Germany, Poland, Hungary, the Czech Republic, Slovakia, Romania, and Bulgaria; I missed only Albania, and wartorn former Yugoslavia which I'd planned to avoid). I also drove through the Baltic republics of Lithuania, Latvia, and Estonia. For reasons that I'll detail later in this report, I both could not, and would not, drive farther east into Russia, the new Islamic republics, and in turn China and the Silk Road.

Stymied at the Russian border, I left my European camper in Holland to be sold on consignment, returned to the United States, and launched Plan B. I drove my American camper down into Mexico, and was having tremendous success in gathering materials and taking photos in the highlands of southern Mexico, when the Zapatista rebellion broke out on January 1, 1994. My wife and I were trapped in San Cristóbal de las Casas, with armed roadblocks blocking all exits. We did manage to get evacuated in a convoy the next day, but my planned route north to
Yucatán, and then on to Belize and Guatemala, was no longer open to me, so I was forced to head westward and then northward, eventually returning to the United States ahead of schedule.

Having thus had Plan B as well as Plan A aborted before completion, I felt quite frustrated. On my return home I searched for alternative ways to visit Russia, Central Asia, and the Silk Road of China (portions of Plan A still unfulfilled). Driving my own vehicle had proved not to be feasible, so I investigated the possibility of tours to those areas – and that’s what I ended up doing. My wife and I joined a small group that traversed the entire length of the ancient Silk Road in China, from its beginning in Xi’an to its terminus in Kashgar (traveling by plane, train, minibus, boat, even camel!). Before returning to the U.S., we also had the opportunity to visit Inner Mongolia.

Just ten days later we joined our second tour, flying around the world in the opposite direction to visit the Islamic republics of Uzbekistan and Kazakhstan, just a few hundred miles west of where we had very recently been in Kashgar, China! We were again traveling on the ancient Silk Road that stretched between China and Europe – and this gave me a feeling for the continuity of that lengthy and hazardous journey that travelers (such as Marco Polo) undertook hundreds and even thousands of years ago.

Finally, we visited Moscow and St. Petersburg, within the comparative safety of a guided tour – so I did manage to visit at least that important part of Russia.

Thus, I did succeed, in a rather patchwork fashion, in visiting most of the areas I had originally hoped to see: almost all of Eastern Europe, the Baltic states,
Russia, two of the Islamic republics in Central Asia, the entire length of the Silk Road in China, plus Inner Mongolia, and most of Mexico.

Here also is an accounting of the time I spent in actual travel:


Grand total of sabbatical travel days: 265.

Since there are no "days off" in this intensive kind of travel, I believe this total more than fulfills my promise to devote at least a full academic year (177 days) to sabbatical travel.

Let me at this point refer to the Specific Outcomes I had listed in my Proposal.

1. I have certainly returned with a genuine wealth of new, very first-hand knowledge of those parts of the world I traveled through. I always write a very elaborate journal every night about the day's experiences (I've been doing this faithfully since I was 16). I'll be drawing upon my journal entries for the more detailed account of my sabbatical travel experiences that you'll be reading here shortly, as well as for sharing those experiences with my students.
2. I have brought back approximately 1,800 slides, plus a limited number of music (and other sound) recordings I was able to make. I have also brought back a large number of artifacts, especially from Mexico. These will be used as follows:
   a. I have sufficient slides to create at least the following new "culture modules" for my "Cultures Around the World" course: Eastern Europe, Mexico (including a separate unit on Chiapas, which will be the subject of an experimental, Faculty-Enrichment-Grant-supported pilot project utilizing new Photo-CD technology), Russia, and the Silk Road.
   b. I have already begun to share many of the materials I've brought back with my Cultural Anthropology classes.
   c. I'm currently organizing many of the artifacts I've brought back into displays in the Luria Library Rotunda, the IDC Building, and the superb little display cases in the new Forum classroom.
   d. As promised, I will endeavor to invite interested members of the College and local community to attend the taping of the narration for the culture modules listed above.

Incidentally, the very last place on my Plan B list of fallback nations to visit had been Yemen. After we were forced to abort Plan A, I began to investigate Yemen in greater depth. I called the State Department, which reported hijackings, kidnappings, and terrorist shootings in its travel warning. Barbara Lindemann gave me the name of a friend of hers who had traveled there earlier, and that friend told
me she'd had a great trip, with no trouble; but when I mentioned the State Department warning, she recalled that her group had indeed encountered another group that was fleeing from just having been shot at as they tried to cross a bridge. That settled that; I'd promised in my Leave Proposal to avoid places with shooting. (Little did I know then what I'd run into later in southern Mexico!) — But it's a good thing I did drop Yemen; earlier this year it erupted in full-scale civil war!

In the section of my Report that follows, I plan to go into considerable detail, not only to provide an accounting to my colleagues and the Trustees of what I did on my leave, but also because I plan to make the appropriate sections of this Report required reading for those students who will be studying the new Culture Modules that will result from this sabbatical leave. I had done the same thing with my 1971-72 Sabbatical Leave Report, and it has proved useful in providing additional details beyond what a slide program alone can convey.
SPECIFIC EXPECTATIONS AS ACCOMPLISHED

The following are the specific expectations which I accomplished during my sabbatical leave.

1. Professional Growth and Improvement of Teaching
   I did revise and update my course material and rewrite and update my slide lectures for my Art 120, Art 122, Art 132, and 140 courses. This entailed:
   - revising and updating concepts and material in my courses,
   - rewriting and updating my slide lectures,
   - rewriting my syllabuses(i) for these courses to include a more extensive bibliography,
   - shooting new drawing, printmaking, painting and drawing slides with an emphasis on multicultural and contemporary art for my classes
   and for the other studio art faculty,
   - researching and proposing new art books for the library,
   - reviewing and purchasing art videos,
   - researching and having examples photographed from graphic design and computer-generated imagery for the design, drawing,
   - printmaking courses in the art department,
   - experimenting with new drawing, painting, and printmaking techniques,
   - familiarizing myself with more contemporary art especially the new genre categories in art such as performance art, video art, and artists' book,
   - photographing examples of these new categories' (even graffiti has become part of the modern art scene) and
   - studying and analyzing how these new forms relate to the more traditional art forms such as painting, drawing, and printmaking taught at SBCC and making this issue part of my courses.

In terms of 'accounting' for review by the Sabbatical Leave Committee I have done the following. I have categorized and added approximately 1000 (proposed 500) new slides shot for the Slide Library (please note that some of these slides are still being bound although the vast majority (800 plus) have been done). I prepared a list to circulate to fellow art faculty and I also did a presentation at the beginning of Fall semester of 130 of these slides to the faculty and described the scope of the other slides. I outlined 10 (proposed 8) new sample slide lists for my
I researched art videos and purchased 8 (proposed 5) for use in the art department. I have included a more extensive bibliography in the syllabuses in the 4 (proposed 4) courses outlined above. I documented and received slides, videos or other documentation from 9 (proposed 5) SBCC faculty members (including myself) currently teaching at SBCC and of at least 4 (proposed 4) other Southern California artists including artists from the Los Angeles Printmaking Society membership - plus 4 (not proposed) New York artists. I recommended 29 (proposed 25) books directly related to my sabbatical for acquisition by the Library. I produced a body of new work which was exhibited in the Atkinson Gallery during the Fall 1994 semester.

2. Contributions to the Department and the College

The additions to the Slide Library of both slides and videos have helped not only my classes but all studio art classes and also the art history classes in the department (several of the faculty have commented directly to me about this). This includes additions to areas of non-Western European art, contemporary art including new genre art forms such as video, slides of current SBCC faculty members and slides of works-in-progress.

These slides and videos are available to faculty in other fields (for instance for English and history classes) and available to certain students for special projects. The purchasing by the library of books I located will also benefit not only myself and my students but be available to other students, staff and all faculty.
SUMMARY OF ACHIEVED OUTCOMES

NAME: Joan Grumman

PROJECT TITLE: Widening the Horizons: Researching Multicultural Literature With Emphasis on Chicano/a, Native American and Asian-American Writers

TERM OF LEAVE: Spring Semester 1994

1. Extensive research on each group of writers, as evidenced in the Narrative section and the overall Bibliography for this report.

2. Notes on research for class lectures and discussion.

3. Discussion and Study Questions/Writing Assignments.

4. Annotated Bibliography of Primary Sources with recommendations for classes in which the readings would be most appropriate.

5. All of these materials made available in the Department office.


7. Participation on panel in International Students for In-Service, January 1995.

8. Availability to do a Department Roundtable and/or Colloquium discussed with Gerald Pike, Director of Composition.

9. Availability of these materials for other colleges.

10. Willingness to submit papers based on these materials to professional conferences where appropriate.
SPECIFIC OUTCOMES

1. Notes for class lectures and discussion for each group of writers and an in-depth focus on particular writers:
   EXAMPLES: Leslie Marmon Silko
              Ana Castillo
              David Hwang,
   and on the interdisciplinary reading that I will do as a background.

2. Writing assignments for readings to be taught that I will do as a result of this research.

3. Annotated Bibliography of primary sources with recommendations for classes in which the readings would be most appropriate.

4. Availability of materials for department use:
   one on one discussions
   Department Roundtable --
   sample topic:      "Teaching Native American Writers in the Composition Class"
   Department Colloquium --
   sample topic:      "Asian American Poetry: Li-Young Lee and Cathy Song"

5. In Service Workshop: Interdisciplinary focus: using literature to promote an appreciation for diversity

6. Willingness to share these materials with other colleges if necessary

7. Willingness to submit papers drawn from these materials to professional conferences where appropriate
PART II - ACTIVITIES AND ACHIEVEMENTS

A. Description of Major Areas of Study

Presenting a description of what has been achieved during this sabbatical year in a concise and parsimonious manner, is a real challenge. Fifty quarter units of graduate study, over a nine-month period, has generated volumes of class notes, reference materials, written papers and outlines for oral presentations. An attempt will be made to summarize major areas of study in light of overall goals identified in the sabbatical leave proposal. These goals included:

1. To increase my effectiveness as a faculty member in the discipline of nursing. Specific areas of interest include educational planning, curriculum development, and development of new teaching strategies.

2. To enhance my knowledge of, sensitivity to, and skill in working with individuals of diverse socio-cultural/ethnic backgrounds, as patients, students, and colleagues.

3. To further develop my abilities as a community college faculty leader by increasing my knowledge of organizational systems, educational policy and educational leadership.

Prior to this discussion, it bears emphasizing that when enrolled in a formal educational program, there are a number of required courses that must be completed to meet degree requirements. For example, Educational Statistics, Qualitative Research Methods (a three quarter series), and courses on Human Cognition, Testing Students and Curriculum Design. Although those courses do not relate directly to the above goals, they still had to be taken. To the extent possible, papers and projects for those courses focused on exploring issues or solving problems that would benefit the SBCC ADN Program and thus indirectly related to the specified sabbatical leave goals. A discussion of projects in light of these goals follows.
Goal 1. Increase effectiveness as a faculty member in the discipline of Nursing.

Understanding cognitive processes and factors that enhance and facilitate learning or in some manner interact with learning processes is essential to increasing one's effectiveness as a faculty member. To quote Terrell Bell, Former U.S. Secretary of Education "There are three things to remember about education. The first is motivation, the second is motivation, and the third is motivation." Through course readings for Education 210A and preparation of a paper on motivation, a clearer understanding of behavioristic and cognitive theories of motivation was gained, and a series of suggestions for increasing student motivation was identified. The paper titled Motivation: An Overview of Behavioristic and Cognitive Theories (Education 210A) is available upon request.

Moving from general concept of motivation to more specific concepts of internal motivation and self-regulation, a preliminary review of the literature on self-regulation was done. This paper presented highlights of the origins of self-regulation from a social-cognitive perspective, with particular emphasis on the influence of Russian-born psychologist Lev Ygotsky, and provided an overview of studies that emphasize the use of self-directed teaching strategies and/or promote the development of self-regulation in adults and children. This paper titled Facilitating Learning through Self-Regulation: A Preliminary Literature Review (Education 253D) is available upon request.

Simultaneously, a study of andragogy or adult learning theory, was undertaken. After tracing the emergence of adult learning theory, an overview of characteristics of adult learners and possible teaching strategies was presented. This paper titled Adult Learners: A Discussion
of Characteristics and Strategies for Enhancing Success (Education 253D) is also available for review.

The bibliography on adult learning theory was subsequently expanded and a class meeting was conducted on the topic Do Adults Learn in Ways that Differ from Children? A Search for Evidence. (Education 219B)

Further analysis of teaching strategies used with adult learners was accomplished through a mini-project for one of the qualitative research courses. Using participant observation techniques, a series of five teacher-student interactions was recorded and analyzed. This project accomplished the goal of using qualitative research strategies and provided a unique opportunity for observing the effective use of a variety of teaching techniques with a group of adult learners.

Reference: An Observation of Teaching Techniques with Adult Learners: A Fieldwork Confessional. (Education 221A) (Copy available upon request)

Several mini-studies focusing on the SBCC ADN Program were also conducted throughout the year. These studies included an analysis of retention and attrition based on admission criteria, a study of demographic characteristics of SBCC ADN students, and an analysis of the strengths and limitations of a self-paced curriculum model, from the perspective of graduating students. These studies have provided new insights regarding admission criteria and student perspectives on the self-paced curriculum model. Copies of these studies are included with this report as attachments B-2 and B-3.

Each of these projects or papers, along with course reading and class discussion, has served to provide depth and breadth of my understanding of factors that affect learning. Some of the teaching strategies identified and observed have already been incorporated into my own
classroom and clinical teaching, during the 1994 Fall Semester. As we continue to evaluate and modify the curriculum of the SBCC ADN Program, other ideas, techniques, and processes will be utilized as well.

*Goal 2*  
*Enhance knowledge of, sensitivity to, and skill in working with individuals of diverse socio-cultural backgrounds.*

Achievement of this goal was facilitated through readings and class discussions in Education 270H - Language Culture and Learning. I also participated in a Continuing Education Workshop on Incorporating Cultural Sensitivity into Teaching Health Occupations. This workshop presented information on health-care beliefs of African-Americans, Filipinos, and Mexican-Americans, and offered a variety of strategies for the acculturation of health occupation educators.

Perhaps one of the most significant accomplishments related to this goal was completion of a study of attrition and retention using data on students enrolled in the SBCC ADN Program. This study analyzed data for a six-and-a-half year period (September 1988 - March 1994). Attrition and retention statistics were analyzed according to gender, ethnicity, age at entry and prior education. It is intended that this study will serve as a stimulus for identification of strategies to increase program effectiveness, particularly in areas where students experience the greatest degree of difficulty. A copy of this study titled *Self-Pacing in ADN Education: A Portrait of Students* is included as Attachment B-1.
Goal 3  Development of Ability as a Faculty Leader

Accomplishment of this goal was somewhat more difficult that the two previous goals. This was due in part to the focus of the program in which I was enrolled. Because the U.C.S.B. Educational Psychology program is directed towards teaching and learning rather then educational administration, there was not the same opportunity to participate in formal classes on organizational systems and educational policy. I had planned to take a course on Human Relations in Organizations for the 1994 Fall Quarter, however, that course was canceled.

However, I believe that educational leadership also involves taking the initiative to analyze problems and issues and the sharing of information with others. That has been accomplished by focusing on issues of concern to the SBCC ADN faculty. During the 1994 spring quarter, I participated in a networking session at the National League for Nursing Associate Degree Council Meeting, in Crystal City, Virginia by presenting an overview of the SBCC ADN Program's unique self-paced Curriculum Model. A copy of that paper is included as attachment B-4.

B. Evaluation of Benefit

This year of full-time graduate study has provided an opportunity for both personal and professional revitalization. Whenever feasible, assignments were focused on analysis of components of the SBCC ADN Program's curriculum. Other areas of study have served to strengthen and increase the depth and breadth of my knowledge base on teaching and learning and other areas required of an educational leader. To repeat the words of E. Gibbons,
"Everyone who rises above the common level has received two educations: the first from the teachers; the second, more personal and important, from himself."

I believe that I have used my sabbatical year in a way that has fulfilled my commitment to the district, that will increase my effectiveness as an educator, and that has resulted in both professional and personal growth. I am most appreciative to the Sabbatical Leave Committee of the Academic Senate, to Dr. Peter MacDougall, Superintendent-President, and to the Board of Trustees of Santa Barbara City College, for providing this opportunity. Thank You.
Summary of Achieved Outcomes

NAME: Jeannette Webber
PROJECT TITLE: Enhancing Writing and Literature Instruction
TERM OF LEAVE: Year: 1993-94

Travel and Research: In the summer of 1993, I travelled to Greece and Cyprus, visited and photographed sites significant in myth and literature, and investigated possibilities for an SBCC Intercession and/or Adult Education study trip to Greece. I made a slide carousel from the photographs and wrote a study abroad proposal. Besides research at the UCSB Library, in October I was able to study the theatre and literature collection at the Folger Museum in Washington D.C. In January, 1994, I spent three weeks in England, on a theatre trip organized by the Mark Taper Forum where I continued research for my writing and teaching. Research included reading a number of books on mythology, Shakespearean drama, and creative writing, annotated in this report.

Writing: I completed and revised two novels about the mythic figure Teiresias, combined under the title Serpent Wisdom. A related paper, "Gender Change in Greek Myth and Drama," was presented as a faculty colloquium in the IDC Staff Lounge on November 17, 1994. I also drafted a novel, No Woman I about the theatre in Shakespeare's time, set in sixteenth-century England. A mystery that I wrote as an extra project in the summer of 1993 was a finalist in the St. Martin's Press "Best First Malice Domestic Mystery" competition.

Writing Courses: Writing workshops attended included two weeks on Skyros Island, Greece, studying with Alison Lurie, and the Santa Barbara Writers' Conference in June, 1994. I compiled a summary of activities from these events, my reading and practice, which I employed in my Creative Writing Class, Fall, 1994 as well as my English 110, Composition and Reading, and willingly make available to colleagues.

Multimedia Project: I reviewed the available C.D. ROM programs dealing with mythology. Early in my sabbatical, I purchased a new computer with C.D. ROM capabilities and developed a Hypercard interactive program about the goddess Athena using the Perseus C.D, which I'm making available in the CAI Lab.

This sabbatical fulfilled the needs of professional growth by allowing me time to travel, to read extensively, develop materials and strategies for my classes in literature and composition which I am happy to share with colleagues, and to research and write a number of works of fiction so as to be a practitioner as well as an advocate of creative writing.
B. ACTIVITIES/ACHIEVEMENTS

1. Readings and Research

During the Summer/Fall 1993 several visits were made to the Higher Education Research Institute and the Center for the Study for Community Colleges located at the Graduate School of Education, UCLA, to learn more about available resources. In addition, approximately forty-five hours were spent at UCLA and UCSB libraries for gathering further references and sources for research for a total of over seventy hours of research.

The focus in these readings was two-fold: (1) to become familiar with research done to support the merits of the Associate Degree regarding earning powers and job security. Comparisons were made with high school diploma, college credit hours accumulated, the Associate and Baccalaureate Degrees; and (2) To identify successful programs, procedures, and projects that supported the attainment and enhancement of the Associate Degree.

From these readings an Annotated Bibliography of primary sources was developed for distribution to SBCC instructional and academic support personnel to be used for possible resource/reference for further program development. In addition, the readings assisted in the development of a series of entry-level questions that were used during the college visitations. This format supported the concept of gathering consistent information for comparisons as well as leaving room for individual references. Throughout the data gathering, the focus was "What are you doing to encourage more vocational, occupational business students to attain the Associate Degree?"
References and readings indicated that no one college or format stood out as having developed a systematic strategy for encouraging students to attain the Associate Degree. The data gathered did encourage the researcher to develop a paper for presentation at Santa Barbara City College as well as a list of questions to be utilized during the site visitations.

Many of the readings were beneficial but those that proved to be most relevant to the project included; Astin, A. (1990) Assessment for Excellence; Norton Grubb had several contributing readings, but the American Association Community Junior College Journal of June/July 1992 proved to be very useful. Jack Friedlander's (1993) research and reports provided stimuli for further investigation and assisted greatly as an entry to the subject at site visitations. Cohen's "The Case of the Community College" was an excellent critical analysis of community colleges and suggested future directions regarding transfer rates and mission of community colleges; Bender and Poster's (1992) article on changing nature of transfer populations supported early findings of the Associate Degree importance; Bender's (1990) article stresses the role state articulation policies can play regarding degree and transfer rates. Blackbury, McKinley, Bloom and Freeman's (1990) book is an excellent foundation for illustrating the changing structure of the U.S. wages and information service type jobs vs. technically skilled jobs. Pascarella's and Terenzine's (1991) book gives an overall account of the impact colleges have on the student. It was very helpful as a general reference for locating individual sources on specific areas. Schelechty's (1991) account helped to support the position that community colleges are the
best buy in higher education vs. future incomes and job security; Vincent Tinto's (1987) findings assisted in the re-focusing on why students leave before completing goals. Waddells' (1991) book stressed the importance of community colleges and adaptation to the continually changing job forces; the July 1992 *Monthly Labor Review* had two good articles on "do we have too many or too few college graduates and what is the future of jobs for the college graduate"; *The Occupational Outlook Quarterly* 1992 had two articles, Shelley pp. 5-11 and Heiker, pp. 13-23, which illustrated how an increasing number of four-year college graduates hold jobs not requiring a degree and the prospects for more four-year college graduates entering the labor force than there are openings for four-year college level jobs have tremendous implications for two-year Associate Degree holding; The U.S. Bureau of the Census (1990) "What is a Degree Worth," is good reference for statistical data; Jarosik and Philps (1992) article proved to be a good resource for analysis in the use of wage records for accountability. Bear/Metzner (1983) and Astin's (1993) Cooperative Institutional Research Program studies indicate thirty-six percent of all first-year college students entering American colleges and universities in 1990's reported that they would have to get a job to help pay for college expenses (another way of supporting Associate Degree for students transferring).

Berman and others (1990) do an excellent job of pointing out that variations in degree transfer rates will exist between community colleges. Those community colleges focusing on job training may be expected to have higher degree or lower transfer rates than community colleges stressing four-year acceptance rates. (Florida requires degree to transfer whether it's an associate arts or associate of science.) The
point of all these references is that the effectiveness of a community college in increasing the number of associate degrees granted can only be judged with reference to the emphasis in which it operates and not solely in relationship to mission of other institutions. The research is clear about the socio-economic advantages of the associate degree over the high school diploma, or an accumulation of college credits and, in some disciplines, the baccalaureate degree holders were making less than associate degree recipients. Over two hundred and eighty hours were spent identifying, gathering, reading and reporting the data in these readings that could be used as a reference.
2. Community Colleges Visited

A major thrust of the Sabbatical Project regarding time, collection and analysis of data was the visits to the eight community colleges. These visits proved to be particularly important in that the readings did not point in any one direction as to the key activities which encouraged attainment of Associate Degrees. The site visits allowed the researcher to experience what each individual college was doing to further the enhancement and achievement of the Associate Degree as well as to learn what others were doing to meet the challenges afforded the community colleges during these trying times.

Areas covered during the visits included Outreach, Marketing, Orientation, Assessment, Support Services, Curriculum of General Education, Transfer as well as Vocational, Occupational and Business Programs Follow-Up, Progress Checks, Career Center, and Staff Development activities. Issues addressed were Access, Assessment, Attrition, Student Involvement, Degree Audits, Counseling/Advising, Technical Support, and Institutional and state Regulations and Requirements. A sample of the letter sent in June 1993, soliciting information and requesting a site visitation date, is included in the Appendix.

All of the Colleges/Districts visited were very cooperative and supportive with the project. Time spent at the individual colleges varied from less than four hours (Miami-Dade Community College District Office) to one week (Indian River and St. Petersburg Junior College). Discussions were held with individual occupational, vocational, business and transfer oriented instructors regarding their views concerning the attainment of
the Associate Degree, and what activities, incentives or drawbacks they were facing. In addition, visits with counselors, advisors and administrators were made to learn more about their concerns and approaches to enhancing the Associate Degree. Technical assistance varied among the colleges. Florida's on-line advisement and articulation system (SOLAR) provides community college students with an academic plan depending on their intended major, the requirements of the Associate Degree, and the four-year college they plan to attend. Our ASSIST (Articulation System Stimulating Interinstitutional Student Transfer) is similar but puts more emphasis on transfer than Associate Degree attainment. Florida utilizes the "Associate Science" designation for the Applied Associate Degree which has different math and English requirements than the transfer Associate Arts Degree. Every one of the eight colleges visited were experiencing an increase of basic skill courses based upon assessment levels of first-time college students. Most of the California community colleges were using transfer rate information as a marketing tool rather than a baseline to help them judge the success of their entire curriculum. Indian River Community College in Florida, on the opposite end of the scale, spotlighted job training success rate, career upgrading and job placement as a way of assessing its activities. The majority of the curriculum at the colleges visited was devoted to general education (Humanities, English, Social Sciences, Sciences and Math). Florida had more than double the rate of California community colleges attaining the Associate Degree, but in fairness it has a two-track degree system as well as the tax-supported four-year institutions requiring an Associate Degree in order to transfer. (California only has a unit requirement and not an Associate Degree.) All of the California community colleges visited transfer more students to
four-year institutions than the number of students who obtain the Associate Degree. In a sense, the Associate Degree has become the minority program of the California community colleges regarding courses completed, credentials granted and transferring to four-year colleges and universities. It costs more to attend Florida community colleges and that might explain why they have a greater number of students going full time than California community colleges. Research needs to be done to see if by paying more students might be more committed to attainment of the Associate Degree. Santa Rosa Junior College exhibited the most coherence within the institutions visited regarding cooperation between vocational, occupational, business and general education curriculum. (Electronics 105 and Physics 117 are examples of what SBCC is doing to exhibit a united front.) St. Petersburg Junior College has an outstanding degree audit and tracking system which connects students, counselors more often so that all parties are informed of requirements/achievements. DeAnza and Mesa Colleges have introduced semester meetings open to the public at convenient times for faculty and students on the merits and requirements of attaining an Associate Degree.

Almost all of the colleges visited have all but eliminated the appointment schedule for students to see a counselor/advisor. That is, a letter is sent to students informing them of degree programs and registration procedures and dates and a suggested meeting with a counselor. The student either comes to the Counseling Center with record of previous/current achievements and asks to see an available counselor on a walk-in basis or is sent to retrieve such information (Registrar or at individual student access terminals) before seeing an available counselor on a first
come, first serve basis. This increases the student involvement in the process as well as eliminating long lines for appointments and no-shows. Indian River Community College and Hillsborough College counselors state that the greater the effort and personal investment a student makes, the greater the likelihood of educational and personal returns on that investment across the spectrum of college outcomes. Both institutions do an outstanding job of making sure the students have, from the beginning at Orientation and throughout their enrollment, the requirements for the Associate Degree and advantages. Santa Rosa Junior College and College of the Redwoods have an intervention/progress/follow-up program that results in retention. In addition, Santa Rosa Junior College has a highly visible Cooperative Education Program which definitely contributes to attainment of Associate Degree. Students work in the community while attending classes, reinforces the advantages of the Associate Degree and gives students incentives and motivation.

Regarding connections and linkages with the surrounding community, Florida encourages contract education and short-term programs. The results often are the continual dialogue of industry and the community college on the delivery of a curriculum which is built on needs of the local area.

In summary, the site visitations served as a reminder that associate degree enhancement efforts should not be undertaken solely in the context of increased degree numbers without giving some thought to the ramifications on the social, economic, or philosophical costs to the institution. An emphasis on associate degree enhancement at the cost
of other educational functions or with a commitment to altering academic
requirements that overshadow institutional investment in articulation,
student services or transfer assistance, was not a finding of the
visitations. Indeed, while supporting the idea of reevaluation of
institutional values and priorities, an emphasis on associate degree
attainment does not demand the abandonment of the comprehensive
and responsive curriculum community colleges have come to be known
for, i.e., transfer as well as vocational, occupational credentialling. The
visitations did require one to determine the educational outcomes to
which the community college leads students, to consider the role
curricula and faculty play in helping students achieve those outcomes,
and to set measurable objectives based on these outcomes as a means
of assessing institutional effectiveness. State policies as well as
institutional requirements, incentives and student services can enhance
the attainment of the associate degree, particularly if an institutional-
wide effort has been developed.

The visitations assisted in the examination of the identified factors that
appear to strengthen the enhancement of the associate degree –
publicize information, involve students and faculty, curriculum incentives,
articulation agreements, progress audits, counseling/advising services,
and administrative support. In addition, the site visits eased the fears
that Cross (1990) and Grubb (1990) presented concerning the possible
narrowing of the community college's comprehensive identity. Those
colleges visited who had high percentage rates of degree attainment did
not do so at the expense of transfer rates. Indian River Community
College and Santa Rosa Junior College are successful community
colleges that act on community needs and do so not at the expense of
transfer or degree rates. The structure of Florida's community colleges appear not to be fostering degree attainment at significant higher rates than California, i.e., associate degree requirements for four-year public universities admission coupled with gate-keeping aspect of acceptance into Associate Arts transfer programs.