

AA Degree Pathways Assessment Planning
College Curriculum Committee
September 8, 2021

Outline for today's discussion:

- Review prior [Pre-Majors](#) and the rationale for their elimination
- Explain recent [SACS program assessment guidance](#)
- Reminder of rationale for assessment – improving the learning experience
- Propose & discuss criteria to include Degree Pathways in our Assessment plan
- Determine next steps

Desired outcomes for today's discussion:

- I. Modify, or advance as they are, the recommendations for the definitions.**
 - a. If more information is needed, what should be gathered?
- II. Determine the steps for moving forward.**
 - a. Who needs to be included?
 - b. How do the Deans plan to initiate the work with faculty?
 - c. What does the collaborative process look like? What is the process for determining the learning outcomes and the assessments?
 - i. Cheryl, CCC
 - ii. Darren, SACS
 - iii. Nichole, ACC

Background

We had [Pre-Majors](#) that included Common Program Prerequisites (CPPs), courses suggested for transfer success as determined by the discipline faculty, and courses preferred by UCF. Pre-Majors also included Program Outcomes in a similar fashion to our Associate in Science Degrees.

Example of Pre-Major Program Outcomes:

Pre-Major, Criminal Justice

OVERVIEW PROGRAM REQUIREMENTS

Program Outcomes

- Apply knowledge of criminal law, constitutional law, and juvenile law to criminal scenarios.
- Communicate criminal justice concepts through oral and written formats.
- Analyze life long ethical and professional responsibilities of criminal justice personnel in the administration of justice.
- Examine the interaction between police organizations, the courts, corrections, and the community in the administration of justice.
- Select the appropriate techniques and practices common to particular types of criminal investigations.
- Demonstrate readiness for transfer

Each Pre-Major was treated as a program and would have separate degree audits run for graduation compliance that included all these courses. This practice resulted in confusion about what courses were

needed for the AA degree resulting in excess credit, as well as a perception that students could earn multiple AA degrees.

Our statutory authority allows for the awarding of one Associate in Arts degree. In the 2018-19 academic year, we continued to include Pre-Majors in our catalog, but we changed their accompanying internal processes. Changes included running a degree audit for graduation compliance on the general AA requirements and eliminating the Pre-Major notation from the students' transcripts. Confusion remained about what courses were required for graduation. In the 2019-20 academic year, we eliminated Pre-Majors and implemented Degree Pathways to demystify what is needed for graduation. Degree Pathways, and their term-by-term Pathway Plans, are advising guides toward an AA degree; they are not considered separate programs.

Present

In September 2020, the SACSCOC Board of Trustees issued [a new interpretation of standard 8.2.a.](#)

At Valencia, the [Degree Pathways](#) are determined from the Common Program Prerequisites for majors as outlined in the state's Articulation Coordinating Committee's Manual.

The following proposed definitions are examples of the way Valencia can determine Degree Pathways included in the program assessment work.

1st threshold - Significant: A degree pathway within the Associate in Arts is significant if it contains 15 or more credit hours.

2nd threshold - Coherent: A degree pathway within the Associate in Arts is coherent if all the courses it includes are specified by prefix and number.

3rd threshold – How could assessment of this pathway be meaningful and actionable?

[Criminal Justice](#) Example – Not Significant, Not Coherent:

This degree pathway has no Common Program Prerequisites (CPPs) required for transfer to the Criminal Justice major at the University of Central Florida and/or any Florida public institution.

[Theatre](#) Example – Significant, Not Coherent (almost – discussion purposes only; think of it ending after “Choose any...” and not including TPA 1200C)

The following Common Program Prerequisites (CPPs) apply to the Musical Theatre* track:

THE 1000	INTRODUCTION TO THEATER	3
THE 2304	SCRIPT ANALYSIS	3
TPA 2290C	TECHNICAL THEATER PRODUCTION	3
TPP 1110	ACTING I	3
Choose any THE, TPA and TPP courses		9
TPA 1200C	BASIC STAGECRAFT	4

[Secondary Education English Language Arts](#) Example – Not Significant, Coherent:

English Language Arts Education Track Common Program Prerequisites (CPPs):

EDF 2005	INTRODUCTION TO THE TEACHING PROFESSION	3
ENL 2012	SURVEY IN ENGLISH LITERATURE: 1300-1800	3
LIT 2110	SURVEY IN WORLD LITERATURE: BEGINNING THROUGH RENAISSANCE	3
SPC 1608	FUNDAMENTALS OF SPEECH	3

Example evaluation for significant (are there 15 credits) and coherent (are they specified)

Individual Pathways	Specific courses req.
Architecture	33 credits ARC courses
Art, Studio/Fine Art	23 credits ART and GRA courses
Theatre	25 credits THE, TPP, and TPA courses
Music Performance	20 credits MUT and MVK courses
Digital Media	18 credits in DIG, CGS, and ARH courses
Sign Language Interpretation	15 credits ASL courses
Business	15 credits ACG, ECO, and MAC

Example evaluation **for shared courses** that make up the significant (are there 15 credits) and coherent (are they specified). Who needs to be involved?

Pathways with shared math and science courses	Specific courses req.
Biology	38 credits in BSC, CHM, MAC, PHY, and STA
Biomedical Sciences	39 credits BSC, CHM, MAC, PHY, and STA
Chemistry	32 credits CHM, MAC, and PHY
Computer Science	35 credits BSC and/or CHM, COP, MAC, PHY
Dietetics (UF CALS)	22 credits BSC, CHM, and MAC
Engineering	27 credits CHM, MAC, MAP, and PHY
Environmental Management (UF CALS)	20 credits BSC, CHM, MAC, SPC, and STA
Food Science (UF CALS)	20 credits BSC, CHM, and MAC
Health Informatics and Information Management	20 credits ACG, BSC, CGS, and STA
Health Sciences	41 credits BSC, CHM, MAC, PHY, PSY, STA
Health Services Administration	15 credits ACG, CGS, ECO, and STA
Horticultural Science	21 credits BSC, CHM, MAC, and PHY
Information Technology	28 credits CGS, COP, COT, ECO, MAT, PHY, PSY, and STA
Logistics Management	21 credits BUL, CGS, EUH, HUM, MAC, and STA
Mathematics	19 credits BSC or CHM or PHY, MAC, and MAP
Nutritional Sciences (UF CALS)	20 credits BSC, CHM, and MAC
Plant Science (UF CALS)	17 credits BSC, CHM, ECO, and MAC
Statistics	26 credits BSC or CHM or PHY, COP, MAC, and STA