

Associate of General Studies 2022 Program Review

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Program Description

College and Program Mission (1A):

The Associate of General Studies is intended as an exploratory and terminal degree, not to be used as a transfer degree; however, credits earned under the degree may transfer to 4-year institutions. It is recommended that anyone planning to apply these credits for transfer consult their intended transfer institution for appropriate curriculum planning.

A maximum of six units of special topics classes in one subject area may apply toward any WNC degree. In some cases, courses may not transfer to other Nevada community colleges and Nevada State College or other colleges and universities. See a WNC counselor for the latest transfer information. Courses with a number under 100 (such as ENG 95) are not applicable toward an Associate of General Studies degree.

This degree provides academic exploration for those seeking personal growth or professional advancement. Military credits can qualify for up to 45 units toward this degree.

The purpose of the Associate of General Studies degree is to provide academic knowledge and skills for personal growth, and/or professional advancement.

The successful student will:

- Meet the general education student learning outcomes.
- Succeed at the professional, academic and personal goals the AGS degree serves.
- Demonstrate knowledge of the subject matter appropriate to their fields of study.

College and Program (Review) Goals (1B)

Transfer Education:

Degrees that may be transferred to four-year institutions and applied toward the completion of a bachelors degree:

Professional Education:

Professional Certificate programs that prepare students to enter the workforce or advance their careers:

Lifelong Learning:

Continuing education or credit courses taken for personal enrichment, professional development, or skill enhancement.

Recommendations:

Add the AGS to something on the website (lifelong learning or professional education seem to make the most sense). Currently students have to seek it out.

2022 AGS Review Goals:

- A) Review the last 5 year data in comparison to the 2017 review. How has the function of the AGS changed or remained the same?
 - 1) Degree completion data
 - 2) Transfer data
 - 3) Survey responses

- B) Collect, review, and implement program review best practices for program review at WNC moving forward, with the following goals:
 - a. Streamline the data collection and analysis process
 - b. Make recruitment of faculty less cumbersome and simplify the review process
 - c. Create a consistent annual data review process in order to focus the 5 year review qualitative rather than quantitative.

Short Description (1C)

i. Unique Characteristics

The AGS degree serves a wide variety of academic pathways.

- 1) Transfer degree seeking students
- 2) Financial aid loopholes
- 3) Substitute teachers
- 4) Social Work students

The 2022 program guide specifies approximately 21 credits under general education requirements and no particular program requirements. The remaining 39 elective credits allow students to tailor their degree toward their personal goals, which are highly variable.

ii. Concerns or trends affecting the program

- People don't have a functional awareness of how the AGS functions at WNC
- Lack of sufficient data regarding degree choice among graduates

iii. Significant changes or needs in the next five years

- Development of tracking instrument

Program Student Learning Outcomes

Current SLOs:

Students completing degrees at WNC need to demonstrate a combination of intellectual skills, personal and social responsibility, and the ability to integrate knowledge and skills to understand and solve contemporary and enduring problems. Upon completing a degree at WNC, students must demonstrate they are able to:

1. Identify, describe, and apply information, theories, methodologies and approaches from the sciences, social sciences, and humanities/arts. (Working Knowledge)
2. Write effective projects, papers, and reports. (Written Communication)
3. Present accurate calculations and symbolic operations, and explain how such calculations and operations are used in either the specific field of study or in interpreting information in other fields. (Quantitative Reasoning)
4. Locate, evaluate, and appropriately use information from multiple resources to complete projects, activities, and papers. (Information Competency)
5. Describe diverse historical and/or contemporary positions on selected democratic values or practices. (Diversity & Society)
6. Integrate knowledge and skills from the study of sciences, mathematics, social sciences, and the humanities/arts to think critically about and develop solutions to contemporary and/or enduring problems. (Critical Thinking)
7. Identify, describe, and apply information in the discipline or career area of their choice sufficient for further study and/or demonstrate competencies required to succeed in the workplace. (Career Preparation)

We recommend updating SLOs to better align with changing student, community, and institutional needs.

Program SLO Course Matrix (1D)

General Electives: 36-39 Units

Students may choose from any occupational or general education courses to be used as electives for this degree. Some non-traditional credit approved by Admissions and Records may be applicable to satisfy course requirements for occupational degrees, while other such units may be used as electives for the AGS and AAS degrees only. Students planning to transfer to the University of Nevada, Reno should use the UNR core curriculum guide to satisfy general education requirements.

Any 200 level courses from any area: 6 Units

200 level courses used for this requirement may also be used to fulfill general education or general elective requirements.

General Education Requirements

English/Communications

6 units

Must include a three-credit writing course.

Business: 107, 108

Communication: 101, 102, 113

Criminal Justice: 103

English

Journalism: 201

Reading

Writing Course (Business 108, English 100, 101, 102, 107
or any other 200 level English class)

Fine Arts & Humanities

3 units

American Sign Language

Art

Core Humanities: 201, 202

Crafts

English: 190, 200, 223, 243, 250, 252, 267, 271, 282, 297

Foreign Languages

Graphic Design

History: 105, 106, 207, 208, 209, 247

Humanities: 101

Music

Philosophy (except for PHIL 102, 114)

Theatre: 100, 105, 180

Mathematics

3 units

Business: 109

Economics: 261, 262

Mathematics

Sociology: 210

Statistics: 152

Science

3 units

Anthropology: 102, 110L

Astronomy: 109, 110, 120

Atmospheric Sciences: 117

Biology (except for BIOL 208, 223, 224, 251)

Chemistry (except for CHEM 220, 241, 241L, 242, 242L)

Environmental Studies

Geography: 103, 104, 121

Geology: (except for GEOL 111, 112, 113, 229)

Nutrition: 121

Physics (except for PHYS 293)

Social Sciences

3 units

Anthropology: 101, 201, 202, 210, 212, 215

Core Humanities: 203

Criminal Justice

Economics: 100, 102, 103

Geography: 106, 200

History: 101, 102, 111, 217, 295

Political Science

Psychology (except for PSY 210)

Sociology (except for SOC 210)

U.S. & Nevada Constitution

3-6 units

Must meet both requirements. Choose from:

Core Humanities: 203

History: 111

History: 101 and one of the following:

HIST 102, HIST 217, PSC 100, PSC 208

Political Science: 101, 103

History and Political Science

Combination (History 101 and Political Science 208)

Degrees and/or Certificates Offered (1E)

Niches Served (1.F)

2017 Review:

According to the IR data from the past 5 years, out of 14,437 students enrolled, 1,534 or approximately 10%, enrolled in the AGS program. Demographically, these students are diverse by age and ethnicity with the age range from 16-90. The distribution in age range demonstrates the utility of this program in meeting the needs of widely diverse student populations. The overwhelming majority of students who enrolled in this program represent ages 22 and older.

Per interviews with the Directors of: Financial Aid, Admissions and Records, and Counseling, a more thorough picture of niches served by this program emerges. When a student enrolls who is unsure of final degree goals, the AGS Program allows students to explore interests and aptitudes while being eligible for financial aid. It was noted that students use the AGS Degree as a terminal degree when job requirements included the need for a degree for promotions.

Transfer students can also use the AGS Degree path to earn WNC credit for prior education whereby those transfer credits were not applicable to another degree offered. Without this degree available, professionals and students attending non-traditional post-secondary institutions who have accumulated credits over the years would be denied the ability to earn a terminal college degree. It may also provide an opportunity for students to avoid the extra credit fee by terminating with an AGS and then continuing and completing another degree with financial penalty.

The AGS Program is also used by some students to earn a second degree with the completion of an additional 15 credits. Initial enrollment in the AGS Degree Program allows for the designation of degree seeking while providing the student an opportunity to narrow their academic focus prior to graduation. It is common for students initially enrolled in the AGS Degree to change their program at the time of application for graduation. This change between initial and final degree is not currently tracked so no definitive data is available to measure the volume of students who fall into this category.

2022 Review:

AGS students continue to vacillate year to year, from 391 in 18-29 to 495 in 17-18. There is no consistent upward or downward trend, which fits how WNC students utilize this degree. It

serves many purposes and those change regularly. The 2022 review sees not significant changes in demographic data.

The 2022 program review continued questioning Financial Aid, Counseling, and Admissions and Records to see if any significant changes that directly affect the AGS occurred. Here are those findings:

Questions:

- 1) How does the AGS function similarly or differently now in comparison to the 2017 review?
- 2) How has Covid (or any other changing variable) altered the AGS and the students it serves?
- 3) Anything else you would like to add?

Admissions and Records:

Question 1:

NSHE eliminated the Excess Credit Fee (hooray!) Otherwise, I believe the AGS function is basically the same now as in 2017.

Question 2:

Covid has potentially resulted in some students deciding to take a break from their studies. Some of these students may not want to finish the requirements for the degree they were initially going for, but may be eligible for the AGS and/or may be closer to completing the AGS degree vs. others.

Question 3:

Each year we do a review of students who have accumulated 60+ credits who never received a WNC degree to determine who may be eligible to obtain one. Because of the flexibility of the AGS degree, there are more students we can offer this degree to vs. the degrees with more stringent requirements.

Financial Aid:

Question 1:

From a Financial Aid perspective, the AGS is functioning very similarly today as it was in 2017.

Question 2:

Other than the greater offering of online courses, I don't see that there have been many changes to this degree.

Question 3:

The Excess Credit Fees are no longer applicable.

Counseling:

Question 1:

We are seeing much of the same findings from the 2017 review.

Question 2:

There is no longer the worry of the Excess Credit fee.

Question 3:

The only addition we have is we are seeing an uptick in Social Work students needing to use the AGS once they have maxed out the AA. Since they can now stay and earn up to 90 credits, they can move under the AGS to continue using financial aid. Other than that, not much has changed that we have noticed.

Quality of the Program (2)

Evidence of Effectiveness (2A)

2017 Review:

Due to the broad number of classes that apply to the AGS degree, there is no single division responsible for course scheduling, staffing, or tracking courses fulfilling the AGS program requirements. Across WNC's campuses, division directors and staff work in conjunction with the academic faculty to manage a balanced and efficient schedule with morning, afternoon, and evening offerings to fit the needs of a diverse student population. Class scheduling is driven by the needs of full-time, degree seeking students. Given current enrollment and retention efforts, the AGS program review team recommends both focusing attention toward non-traditional students and altering course scheduling in order to increase accessibility for those students, viz., evening and online classes (see 2.G Recommendations).

2022 Review:

COVID was the most significant factor in scheduling. There is no longer a need to provide alternative class scheduling options as there are so many online and zoom possibilities. As a whole, WNC does continue to focus on 16-24 year old degree seeking students and the 2022 review team would encourage continued recruitment of non-traditional students.

Summary Data Sheet

Please see appendix A

Systematic Assessment

Course wide assessment continues to grow every year across disciplines. Currently % of faculty are participating in assessment, representing a 70% increase. Assessment lead faculty are working on developing 2 assessment months of the year to gain further participation from faculty. Currently the focus is on course-wide assessment. Lead faculty are currently developing a plan to funnel data from course-wide assessment into program review.

Evidence of Satisfaction (2B)

Please see Appendices B and C

2017 Review:

For the purposes of this review we have utilized the 2016 Noel-Levitz Summary Report and the Community College Survey of Student Engagement; however, there are significant concerns with using these data for AGS students. 1) Both reports are broken down by declared major. AGS students may or may not consistently declare an AGS degree, or identify as and AGS student even while declared as such. Thus, these reports do not accurately represent the AGS student population, which is currently amorphous. 2) Only 4.41% of Noel-Levitz students are AGS students. In the future, the AGS program review team recommends tracking AGS students throughout their degree program so we may track enrollment satisfaction in a more meaningful way. Though anecdotal, please see the AGS interview results (2.A.2) for a brief overview of 16 student experiences at WNC.

2022 Review:

The 2017 information remains accurate. The most recent Noel-Levitz survey contained only 3.23% AGS students, representing 11 individuals.

The graduate IR survey shares the same issue. Only 13.24% of respondents were AGS, representing 9 students. The 2019 survey had only 6. While anecdotally their responses are interesting, this is not significantly valid data.

AGS students do not represent the majority of degree seeking students at WNC. A way to make this data more meaningful would be to create a 3 part survey: one upon degree selection, one upon degree change, and one upon graduation. Mandating a graduate survey would not increase the percentage of AGS students responding, but it would capture an accurate picture of the AGS experience.

Certifications/Licenses (2C)

There are no special certifications or licenses for an AGS degree.

Need for the Program (2E)

2017 Review:

The Associate of General Studies degree serves a unique and important role for WNC students, faculty, and student services. As described in Niches Served (1.F), the AGS degree serves the following populations:

- 1) Second-degree students
- 2) Students who are unsure about their ultimate educational/professional goals
- 3) Terminal degree seeking students
- 4) Transfer students
- 5) Students who wish to avoid excess credit fees

2022 Review:

The 2017 information is still correct, less #5, as there is no longer an excess credit fee.

Curriculum Review Report (2F)

The information for the Curriculum Review Report is contained in the body of the review

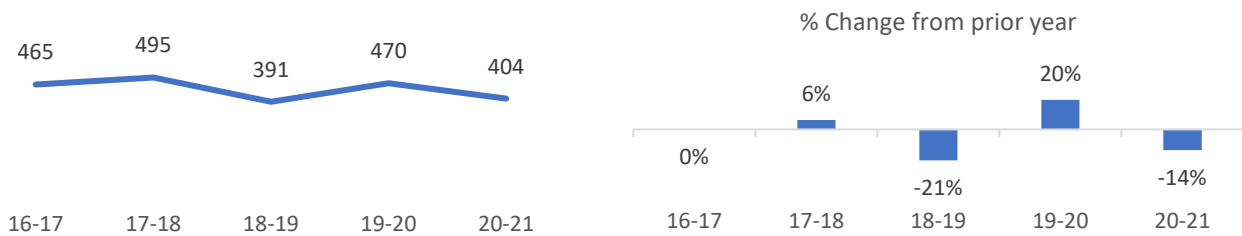
- 1) Mission and Outcomes
- 2) Relevancy and Currency of Curriculum
- 3) Course Sequence – Given the myriad options available, there is no longer a purpose to a course sequence.
- 4) Reviews of Courses in the last 3 years
- 5) Reviews of general education in the last 3 years
- 6) Catalog Information
- 7) Required Course Outlines
- 8) Evidence for Locating and Using Appropriate Resources

Recommendations (2G)

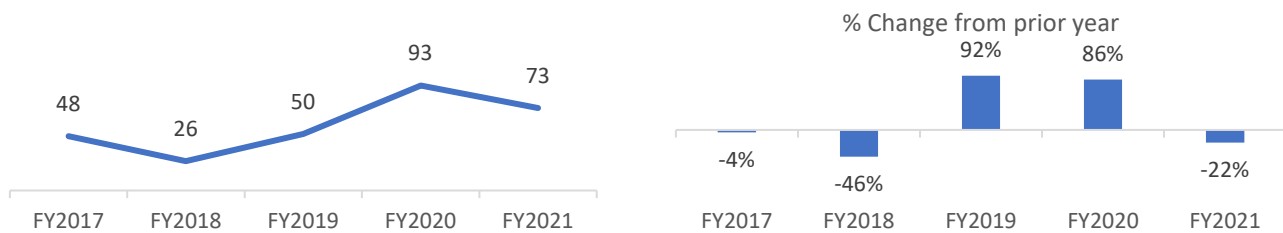
- 1) Add the AGS to something on the website (lifelong learning or professional education seem to make the most sense). Currently students have to seek it out.
- 2) Update SLOs to better align with changing student, community, and institutional needs.
- 3) Continued recruitment of non-traditional students.
- 4) Track AGS students throughout their degree program so we may track enrollment satisfaction in a more meaningful way.
- 5) Tracking data annually to maintain consistency

WNC Program Review Metrics - Associate of General Studies

Program Majors Enrolled by Academic Year - 13% decrease in five years



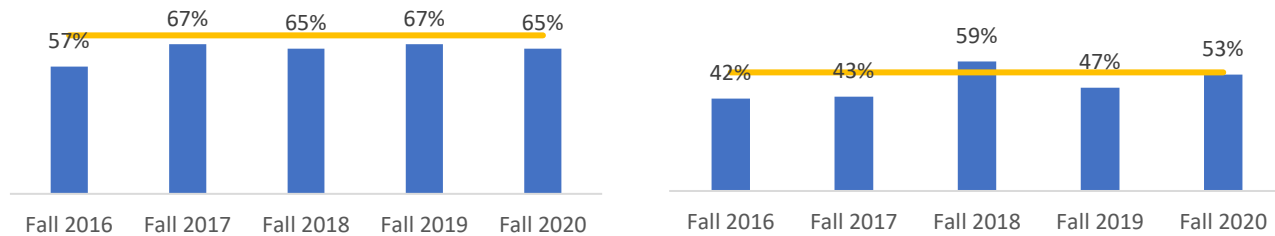
Degrees Awarded by Fiscal Year - 52% increase in five years



First-term Persistence and First-year Retention Rates for New, Post-secondary, Degree-seeking Students by Entering Semester

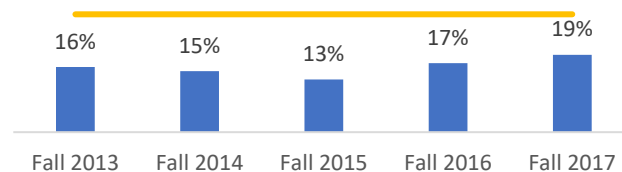
Entering Semester	Program Size	% of Overall	Persistence Rates	
			Program	Overall
Fall 2020	55	8%	65%	71%

Retention Rates	
Program	Overall
53%	54%



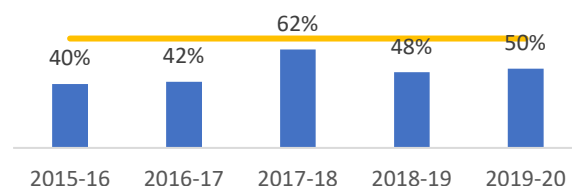
Graduation Rates for New, Post-secondary, Degree-seeking Students within 150% of Expected Time by Entering Semester

Entering Semester	Program Size	% of Overall	Graduation Rates	
			Program	Overall
Fall 2017	112	15%	19%	29%



Transfer Rates to Four-year Institutions within 1 Year of Graduation by Award Year

Award Year	Program Awards	% of Overall	Transfer Rates	
			Program	Overall
2019-20	90	21%	50%	69%

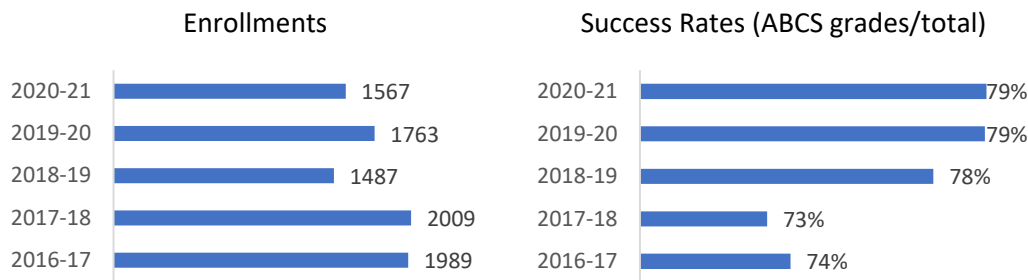


Note: Overall transfer rates are for all AA, AB, and AS graduates in 2019-20 transferring to a four-year institution within 1 year.

WNC Program Review Metrics - Associate of General Studies

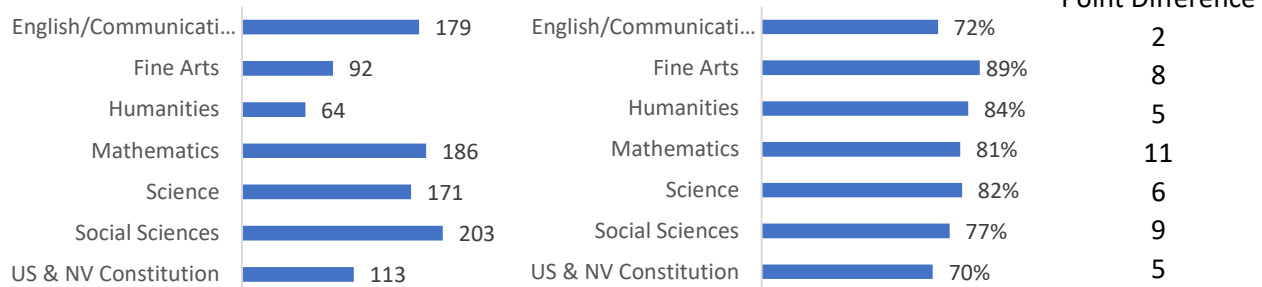
Course Success Rates for Program Majors in All Courses

Point Difference
20-21 Success
Rate vs. Earliest 3-
yr Avg



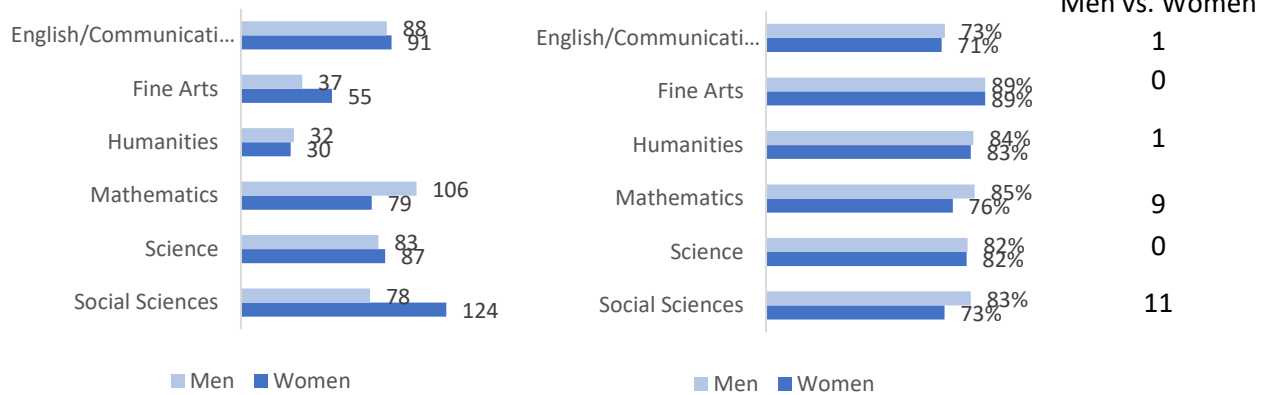
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Program Majors in 2020-21 General Education & US/NV Constitution Courses



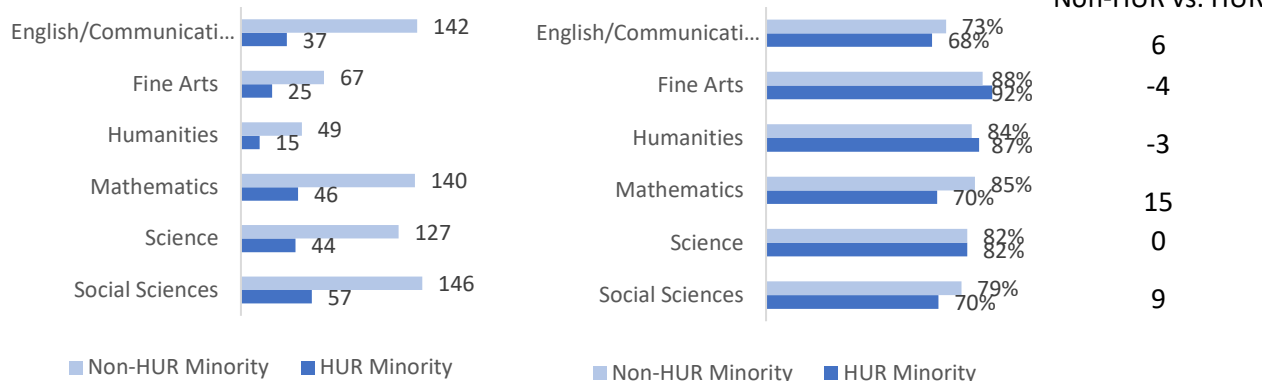
Program Majors in 2020-21 Gen Ed Requirements by Gender

Point Difference
Men vs. Women



Program Majors in 2020-21 Gen Ed Reqs by Minority Status

Point Difference
Non-HUR vs. HUR



Documentation on Program Review Metrics

Program Majors Enrolled by Academic Year

This is a unique headcount of all declared majors in the program as of 12/1 for fall, 5/1 for spring and 8/25 for summer semesters. Students are considered to be enrolled even if they have W grades as a result of withdrawing from one or all of their classes.

Degrees Awarded by Fiscal Year

This is the total number of awards (degrees and/or certificates) in this program during a fiscal year defined as summer, fall, and spring semesters. A fiscal year begins July 1 and ends June 30.

First-term Persistence and First-year Retention Rates for New, Post-secondary, Degree-seeking Students by Entering Semester

The first-term persistence rate is calculated as the percentage of program majors enrolling in higher education for the first time after graduating from high school or after enrolling elsewhere after high school graduation and who continue to be enrolled the next spring or receive any award during their entering fall semester by entering fall semester. Students in the cohort may include students enrolled at WNC previously as high school students. Students must be enrolled as of October 15 and as a program major to be included. Other metrics include the most recent entering semester for the calculation, the number of students in the program (Program Size), the relative size of the program (% of Overall) to all students in the cohort, the most recent persistence rate, and the overall persistence rate for all new, post-secondary degree-seeking students entering during the most recent fall semester. All data include both part-time and full-time students and students who are first-year in college as well as transfer students.

The first-year retention rate is calculated on the same population of students defined above as the percentage who continue to be enrolled the next fall semester or receive any award during their first year prior to the next fall semester. The overall retention rate is for all new, post-secondary degree-seeking students entering during the most recent fall semester available for this calculation.

Graduation Rates for New, Post-secondary, Degree-seeking Students

The 150% graduation rate is calculated on the same population above as the percentage who receive an award within 150% of the time required to normally complete that award - a skills preparation certificate within one year, a Certificate of Achievement within a year and one-half, an Associate degree within three years or a Bachelor's degree within six years. The overall graduation rate is for all new, post-secondary degree-seeking students entering during the most recent fall semester available for this calculation and includes both part-time and full-time students.

Transfer Rates to Four-year Institutions within 1 Year of Graduation by Award Year

This calculates the percentage of students receiving an award in the program during a given academic year (fall, spring, or summer) who enroll at a four-year institution within one year of graduating from WNC as identified through the National Student Clearinghouse. The overall transfer rate includes all students receiving a WNC transfer degree (AA, AB, or AS) who enroll at a four-year institution within one year.

Course Success Rates for Program Majors in Courses

This is calculated as the percentage of program majors who received a C- or higher grade, including a P or S grade in their classes during summer, fall, and spring semesters of a given year. Data include all enrollments in group classes with a final grade, including incompletes, audits, and withdrawals, as of the end of the semester. Excluded are independent study, field study and clinical nursing classes. Course success rates are provided for the most recent five years and the rate for the most recent year is compared to the earliest three-year average to assess any improvements over time as a measure of the difference in percentage points. Additional information is provided comparing course success rates for men and women and for historically underserved minority students (HUR) and non-HUR students. HUR students include those identifying as Native American/Alaska Native, Black, Hispanic, Pacific Islander/Native Hawaiian, and two or more ethnicities. These comparisons are to help identify potential achievement gaps between these major groups. Additional information can be found by exploring the Course Success Dashboard in WestNet.