



## **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

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#### 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
- 1) 2) Financial aidY of

## 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 fr**

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.





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







