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

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
I)   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

WNC Program Review Metrics - Associate of General Studies

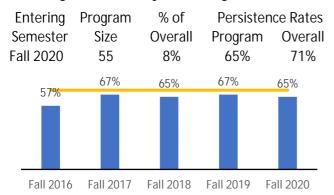## Program Majors Enrolled by Academic Year - 13% decrease in five years

% Change from prior year

			20%	
0%	6%			
		-21%		-14%
16-17	17-18	18-19	19-20	20-21

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

% Change from prior year

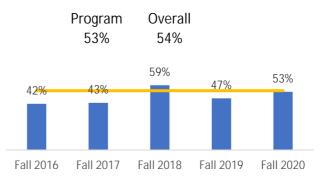|		92%	86%	
-4%	-46%			-22%
FY2017	FY2018	FY2019	FY2020	FY2021

First-term Persistence and First-year Retention Rates for New, Post-secondary, Degree-seeking Students by Entering Semester
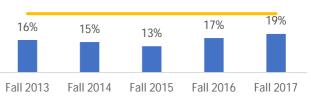
Entering Semester	Program Size	% of Overall	Persistence Rates Program	Overall		Program	Overall
Fall 2020	55	8%	65%	71%		53%	54%

	Program (57%)	(67%)	(65%)	(67%)	(65%)
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020

	42%	43%	59%	47%	53%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020

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

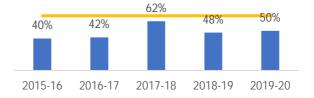| Entering Semester	Program Size	% of Overall	Graduation Rates Program	Overall
Fall 2017	112	15%	19%	29%

16%	15%	13%	17%	19%
Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017

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.

40%	42%	62%	48%	50%
2015-16	2016-17	2017-18	2018-19	2019-20

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