

Comprehensive  
Program  
Of  
Associate of  
General Studies  
For

AY2021-2022

and

AY2022-2023

Prepared by

Brian Southworth

Co-Authors

Melissa Ashford & Heather Mydosh



Independence  
COMMUNITY COLLEGE

## Table of Contents

|                                                                         |    |
|-------------------------------------------------------------------------|----|
| 1.0 Program Data and Resource Repository .....                          | 3  |
| 1.1 Program Summary.....                                                | 3  |
| Narrative: .....                                                        | 3  |
| 1.2 Quantitative and Qualitative Data .....                             | 3  |
| Chart: .....                                                            | 3  |
| Narrative: .....                                                        | 5  |
| 2.0 External Constituency and Significant Trends .....                  | 6  |
| 2.1: Program Advisory Committee: .....                                  | 6  |
| Narrative: .....                                                        | 6  |
| 2.2: Specialized Accreditation: .....                                   | 6  |
| Narrative: .....                                                        | 6  |
| 2.3: Other:.....                                                        | 6  |
| Narrative: .....                                                        | 6  |
| 3.0 Assessment of Program Level Student Learning Outcomes.....          | 10 |
| Significant Assessment Findings .....                                   | 10 |
| Narrative: .....                                                        | 10 |
| 4.0 Curriculum Reflection .....                                         | 16 |
| Narrative: .....                                                        | 16 |
| 4.2 Diversity, Equity, and Inclusion.....                               | 16 |
| Narrative: .....                                                        | 16 |
| 4.3 Mission and Strategic Plan Alignment.....                           | 17 |
| Narrative: .....                                                        | 17 |
| 5.0 Program Accomplishments .....                                       | 18 |
| Narrative: .....                                                        | 18 |
| 6.0 Program Planning & Development for Student and Program Success..... | 19 |
| 6.1 Academic Program Vitality Reflection .....                          | 19 |
| Narrative: .....                                                        | 19 |
| 6.2 Academic Program Goals and Action Plans .....                       | 20 |
| Narrative: .....                                                        | 20 |
| 7.0 Fiscal Resource Requests/Adjustments .....                          | 21 |
| 7.1 Budget Requests/Adjustments.....                                    | 21 |

|                                                                |    |
|----------------------------------------------------------------|----|
| Narrative: .....                                               | 21 |
| Long Term Requests/Needs .....                                 | 15 |
| Budget Item.....                                               | 15 |
| Justification (use assessment data and goals to justify) ..... | 15 |
| Cost .....                                                     | 15 |
| Budget Line Number.....                                        | 15 |
| 8.0 Authorship and Oversight .....                             | 22 |
| 8.1 Faculty and Staff .....                                    | 22 |
| Narrative: .....                                               | 22 |
| 8.2 VPAA and/or Administrative Designee Response.....          | 22 |
| Narrative: .....                                               | 22 |
| 9.0 Appendices.....                                            | 24 |

## 1.0 Program Data and Resource Repository

### 1.1 Program Summary

The program should provide a descriptive summary of the program. List degrees and certificates being reviewed.

#### Narrative:

The Associate of General Studies Degree is intended to enable students to complete the necessary general education electives at the freshman and sophomore level for students in pursuit of a Bachelor's degree. Courses taken as electives may or may not satisfy equivalent lower division college credit course requirements to transfer into a Bachelor's degree program at a Kansas Regents university.

### 1.2 Quantitative and Qualitative Data

All programs are provided with the most recent two years of data by the Office of Institutional Research (IR) as well as two-year budget data provided by the Business Office.

The data sets provided by the Office of Institutional Research include the following elements for the most recent two (completed) academic years:

- Number of Faculty (Full Time; Part Time; Total)
- Student Credit Hours by Faculty Type
- Enrollment by Faculty Type
- Faculty Name by Type
- Average Class Size, Completion, and Attrition
- Course Completion, Success and Attrition by Distance Learning v Face-to-Face
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues )

Additional data may also be available for reporting from the Office of Institutional Research, as applicable. Requests for additional data must be made through a data request.

*(See Section 1.2 in the Program Review Handbook for more information.)*

#### Chart:

|                                                               |                                | 2021-2022                                   | 2022-2023                                   |
|---------------------------------------------------------------|--------------------------------|---------------------------------------------|---------------------------------------------|
| <b>Number of Faculty:</b>                                     |                                |                                             |                                             |
|                                                               | Full time                      | 22                                          | 21                                          |
|                                                               | Adjunct                        | 30                                          | 32                                          |
| <b>Enrollment &amp; Student credit hours by Faculty type:</b> |                                |                                             |                                             |
|                                                               | Full Time                      | 672 credit hours for 3188 enrolled students | 622 credit hours for 2982 enrolled students |
|                                                               | Adjunct                        | 230 credit hours for 1160 enrolled students | 203 credit hours for 1173 enrolled students |
| <b>Average Class size:</b>                                    |                                |                                             |                                             |
|                                                               | Face-to-Face or Hybrid classes | 14.1                                        | 14.2                                        |
|                                                               | Online classes                 | 16.7                                        | 17.8                                        |
|                                                               | All courses                    | 15.0                                        | 15.6                                        |
| <b>Completion Rates:</b>                                      |                                |                                             |                                             |
|                                                               | Face-to-Face or hybrid classes | 93.8%                                       | 90.3%                                       |
|                                                               | Online classes                 | 85.85%                                      | 87.2%                                       |
|                                                               | All courses                    | 90.87%                                      | 89.0%                                       |
| <b>Pass ('D' or better) rates:</b>                            |                                |                                             |                                             |
|                                                               | Face-to-Face or hybrid classes | 87.96%                                      | 86.3%                                       |
|                                                               | Online classes                 | 86.78%                                      | 85.2%                                       |
|                                                               | All courses                    | 87.55%                                      | 85.8%                                       |
| <b>Pass ('C' or better) rates:</b>                            |                                |                                             |                                             |
|                                                               | Face-to-Face or hybrid classes | 81.93%                                      | 79.4%                                       |
|                                                               | Online classes                 | 79.67%                                      | 78.4%                                       |
|                                                               | All courses                    | 81.14%                                      | 79.0%                                       |
| <b>Number of Majors:</b>                                      |                                | 303                                         | 260                                         |
| <b>Degrees Awarded:</b>                                       |                                | 70*                                         | 52**                                        |
| <b>Retention within Program</b>                               |                                | 85 returned for Fall 2022                   | 68 returned in Fall 2023                    |

\*5 degrees awarded to students not counted in majors because they were not enrolled for the year but graduated via reverse transfer.

\*\*3 AGS degrees awarded to students not counted in Majors because of graduation via reverse transfer.

Narrative:

Courses within AGS are very popular due to overlapping with most other degree plans. Most students within the AGS pass at a rate around 80% with a C or better.

## 2.0 External Constituency and Significant Trends

### 2.1: Program Advisory Committee:

An important component of maintaining a program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following.

- Include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (\*).
- Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (9.0).

#### Narrative:

Not Applicable in the General Studies Program.

### 2.2: Specialized Accreditation:

- Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
- Upload the most recent self-study and site visit documents.
- Upload agency correspondence which confirm accreditation status.
- If this does not apply to your program, write “N/A.”

#### Narrative:

Not Applicable in the General Studies Program.

### 2.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 2.3 in the Program Review Handbook for more information.)*

#### Narrative:

Each of the following courses has been articulated in the KBOR Transfer Matrix:

- **COURSE - KSRN**
- Acting I - THT 1020
- Acting II - THT 2010
- American Government - POL 1020

- American Literature I - ENG 2010
- American Literature II - ENG 2020
- Anatomy and Physiology - 5 credit hours - BIO 2020
- Anatomy and Physiology - 8 credit hours - BIO 2030
- Art Appreciation - ART 1010
- Art History I - Prehistoric to Medieval - ART 1020
- Art History II - Renaissance to Contemporary - ART 1030
- Art in the Elementary Classroom - ART 2020
- Biology I and Lab for Majors - BIO 1020
- Biology II and Lab for Majors - BIO 1030
- Business Law - BUS 2030
- Calculus I - MAT 2010
- Chemistry I and Lab for Majors - CHM 1010
- Chemistry II and Lab for Majors - CHM 1020
- Childhood Growth and Development - PSY 2030
- Children's Literature - EDU 2010
- College Algebra - MAT 1010
- Comparative Politics - POL 2010
- Computer Concepts and Applications - CSC 1010
- Contemporary Math/Essential Math - MAT 1040
- Creative Writing - ENG 2030
- Criminal Law - CRJ 2010
- Cultural Diversity and Ethnicity - SOC 2030
- Descriptive Astronomy Lecture and Lab - PHY 1020
- Descriptive Astronomy Lecture - PHY 1021
- Descriptive Astronomy Lab - PHY 1022
- Educating Exceptional Students - EDU 2020
- Elementary Statistics - MAT 1020
- English Composition I - ENG 1010
- English Composition II - ENG 1020
- Engineering Physics I with Lab - PHY 1030
- Engineering Physics II with Lab - PHY 2030
- Environmental Science Lecture and Lab - BIO 1040
- Environmental Science Lecture - BIO 1041
- Environmental Science Lab - BIO 1042
- Ethics - PHL 1020
- Financial Accounting - ACC 1010
- First Aid and CPR - HSC 1040
- French I - FRN 1010
- French II - FRN 1020



- General Biology and Lab for Non Majors - BIO 1010
- General/Business Calculus - MAT 1050
- General Chemistry and Lab for Non Majors - CHM 1030
- Human Lifespan/Developmental Psychology - PSY 2020
- Intermediate Algebra - MAT 0990
- International Relations - POL 1030
- Interpersonal Communication - COM 1020
- Introduction to Business - BUS 1020
- Introduction to Criminal Justice - CRJ 1010
- Introduction to Cultural Anthropology - ANT 1010
- Introduction to Drawing - ART 1040
- Introduction to Early Childhood Education - ECE 1010
- Introduction to Education - EDU 1010
- Introduction to Exercise Science - HSC 1050
- Introduction to Linguistic Anthropology - ANT 2010
- Introduction to Literature - ENG 1030
- Introduction to Mass Communication - COM 1030
- Introduction to Philosophy - PHL 1010
- Introduction to Political Science - POL 1010
- Introduction to Psychology - PSY 1010
- Introduction to Social Work - SOC 1020
- Introduction to Sociology - SOC 1010
- Introduction to Women's Studies - GCS 1010
- Logic and Critical Thinking - PHL 1030
- Macroeconomics - ECO 1020
- Managerial Accounting - ACC 2010
- Marriage and Family - SOC 2020
- Medical Terminology - HSC 1030
- Meteorology Lecture and Lab - PSI 2010
- Meteorology Lecture - PSI 2011
- Meteorology Lab - PSI 2012
- Microbiology and Lab - BIO 2040
- Microeconomics - ECO 1010
- Music Appreciation - MUS 1010
- Music in the Elementary Classroom - MUS 2010
- Music Theory I - MUS 1020
- Music Theory II - MUS 1030
- New Testament - REL 1030
- Nutrition - HSC 1010
- Old Testament - REL 1020

- Personal and Community Health - HSC 1020
- Personal Finance - BUS 1010
- Physical Geology Lecture and Lab - PSI 1030
- Physical Geology Lecture - PSI 1031
- Physical Geology Lab - PSI 1032
- Physical Science and Lab - PSI 1010
- Physics I and Lab - PHY 1010
- Physics II and Lab - PHY 2020
- Piano I - MUS 1060
- Piano II - MUS 1070
- Prevention and Care of Athletic Injuries - HSC 2010
- Principles of Leadership - BUS 2010
- Principles of Management - BUS 2020
- Principles of Marketing (CLEP Exam) - BUS 1030
- Public Speaking - COM 1010
- Social Problems - SOC 2010
- Spanish I - SPA 1010
- Spanish II - SPA 1020
- Spanish III - SPA 2010
- Stagecraft - THT 1030
- State and Local Government - POL 2020
- Theatre Appreciation - THT 1010
- Theatre Practicum - THT 1040
- Three Dimension Design - ART 2010
- Trigonometry - MAT 1030
- Two Dimension Design - ART 1050
- US History to 1877 - HIS 1010
- US History Since 1877 - HIS 1020
- Voice and Diction - THT 1050
- World History to 1500 - HIS 1030
- World History 1500 to Present - HIS 1040
- World Regional Geography - GEO 1010
- World/Comparative Religions - REL 1010
- [https://www.kansasregents.org/transfer\\_articulation](https://www.kansasregents.org/transfer_articulation)

Due to the college's current standing as an accredited institution of higher learning, the Higher Learning Commission (HLC), the General Studies program and its individual courses are likewise accredited. As such, the General Studies program helps the college meet Criterion 3 and 4, as well as the sub criterion under each.

### 3.0 Assessment of Program Level Student Learning Outcomes

#### Significant Assessment Findings

The program faculty should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials.

Provide evidence of how assessment of program learning outcomes has been used to improve student learning.

#### Narrative:

The ongoing Assessment Plan is to continue to use the Assessment Committee to facilitate the assessments of all courses and work with Faculty to improve the process. As this degree encompasses faculty from across campus the plan would be for faculty to self-assess and revise as needed with oversight from the Assessment Committee. Changes to assessment strategies in individual courses are choices made by faculty and changes in the procedure are driven by the Assessment Committee, comprised of faculty and staff.

The Associate of General Studies program uses ICC's [General Education Outcomes](#) for its program level outcomes. The General Education Outcomes are included below along with the courses associated with each outcome.

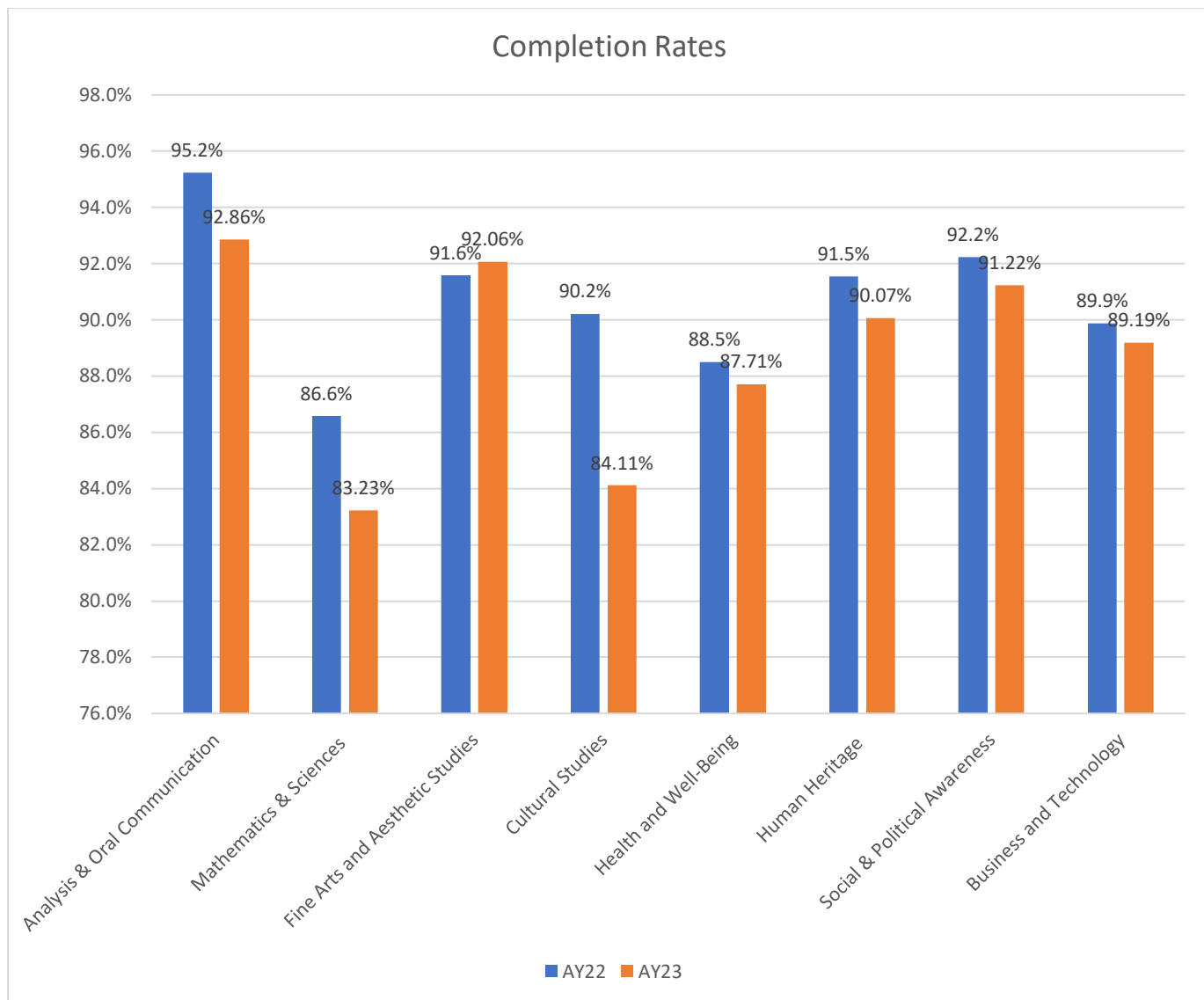
#### General Education Outcomes

- **Analysis and Oral Communication**
  - Students will be able to communicate effectively and integrate from credible sources.
  - The courses assessed for this outcome include English Comp I (ENG 1003), English Comp II (ENG 1013), Public Speaking (COM 1203), and Interpersonal Communication (COM 1233).
- **Mathematics and Science**
  - Students will be able to process numeric, symbolic, and graphic information to predict phenomena in the natural world and apply appropriate problem-solving techniques.
  - The courses assessed for this outcome include College Algebra (MAT 1023), Analytic Geometry & Calculus I (MAT 1055), Elementary Statistics (MAT 1103), Plane Trigonometry (MAT 1093), Environmental Biology (BIO2035), General Biology (Non-majors) (BIO 1005), Biology I (BIO 1115), A&P (BIO2045), Chemistry for Non-majors (PHS 1015), Chemistry I for Majors (PHS 1025), Descriptive Astronomy (PHS 1085), Physical Science (PHS 1005), and College Physics I (PHS 1055).
- **Fine Arts and Aesthetics**

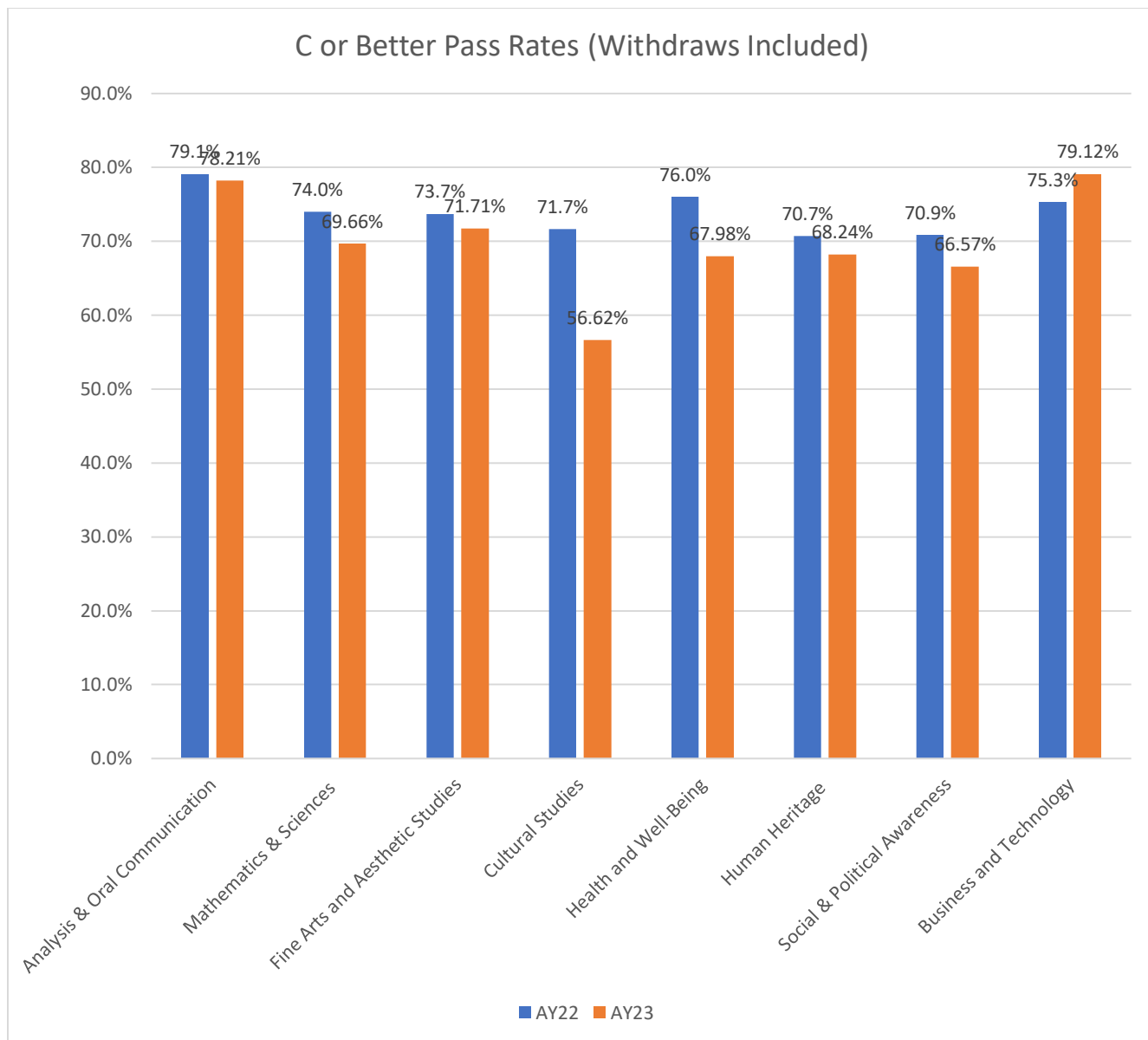
- Students will be able to identify expressive qualities and elements of fine arts.
- The courses assessed for this outcome include Art Appreciation (ART 1043), Drawing and Composition (ART 1023), Ceramics I (ART 2023), Painting I (ART 1033), Music Appreciation (MUE 1303), Music Theory I (MUE 1093), Creative Writing (ENG 2023), Theatre Appreciation (THR 1013), Acting I (THR 1023), and Stagecraft I (THR 1033).
- **Cultural Studies**
  - Students will be able to articulate an understanding of tolerance of cultural diversity.
  - The courses assessed for this outcome include Anthropology (SOC 1023), Spanish I, II, III (FRL 1025, 1035, 2035), World Regional Geography (GEO 2013), Intro to Race and Ethnic Relations (SOC 2113), African American History (HIS 1163), World History I (HIS 1003), World History II (HIS 1013), and World Religions (REL1053).
- **Health and Well-Being**
  - Students will be able to articulate a connection between human behaviors and their impacts on well-being.
  - The courses assessed for this outcome include General Psychology (BEH 1003), Developmental Psychology (BEH 2003), Drugs and Behavior (BEH 2043), Wellness Concepts (HPR 1401), Nutrition (BIO 2053), Personal and Community Health (HPR 1053), and College Success (SSC 1021).
- **Human Heritage**
  - Students will be able to demonstrate an understanding of the broad diversity of the human experience.
  - The courses assessed for this outcome include US History I (HIS 1023), US History II (HIS 1063), Introduction to Literature (ENG 1073), American Literature I (ENG 1083), American Literature II (ENG 2113), British Literature I (ENG 2123), British Literature II (ENG 2133), Topics in Literature (ENG 2151, 2152, 2153), Introduction to Philosophy (PHI 2003), Ethics (PHI 1073), Logical and Classical Reasoning (PHI 2073), New Testament History (REL 1013), World Religions (REL1053), and Introduction to Leadership (MDM 1303).
- **Social and Political Awareness**
  - Students will be able to explain the impact of societal structures on their lives.
  - The courses assessed for this outcome include Introduction to Sociology (SOC 1003), Social Problems (SOC 2023), Introduction to Mass Communications (COM 1033), American Government (POL 1023), and Introduction to Political Science (POL 1013).
- **Business and Technology**
  - Students will be able to explain concepts of financial systems and/or use current technology efficiently and responsibly.
  - The courses assessed for this outcome include Personal Finance (BUS 1003), Financial Accounting (ACC 1043), Introduction to Business (BUS 1093), Computer Concepts & Applications (CIT 1003), Microeconomics (BUS 2023), and Macroeconomics (BUS 2033).

It can be seen from the data tables and graphics below overall students who start a general education course complete that course. It does appear that 2022-2023 completion rates are slightly lower across most outcomes than the 2021-2022 completion rates.

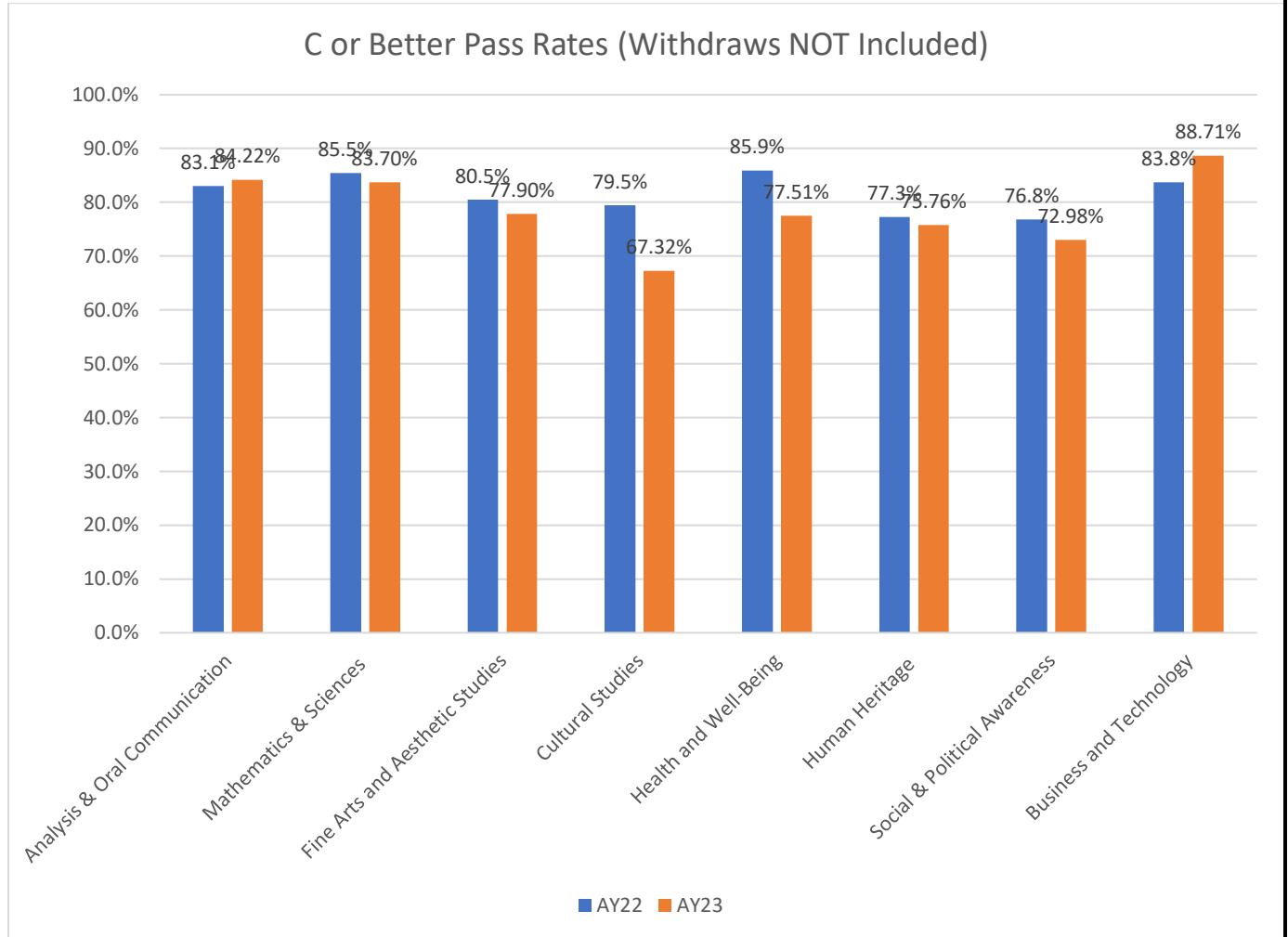
AY2022-2023 completion rates with C or better (Withdraws Included) are overall worse than AY2021-2022. Mathematics & Sciences, Cultural Studies, Health and Well-being, Human Heritage, and Social & Political Awareness are all below 70% of students earning a grade of C or higher for AY2022-2023. When the withdrawals are excluded the C or higher rates between AY2021-2022 and AY2022-2023 are roughly equivalent, except Cultural Studies. Cultural Studies is the only outcome in AY2022-2023 that is below 70% completion at a grade C or higher at a rate of 67%.



| Completion Rates                |        |        |
|---------------------------------|--------|--------|
|                                 | AY22   | AY23   |
| Analysis & Oral Communication   | 95.20% | 92.86% |
| Mathematics & Sciences          | 86.60% | 83.23% |
| Fine Arts and Aesthetic Studies | 91.60% | 92.06% |
| Cultural Studies                | 90.20% | 84.11% |
| Health and Well-Being           | 88.50% | 87.71% |
| Human Heritage                  | 91.50% | 90.07% |
| Social & Political Awareness    | 92.20% | 91.22% |
| Business and Technology         | 89.90% | 89.19% |



| C or Better Pass Rates (Withdraws Included) |        |        |
|---------------------------------------------|--------|--------|
|                                             | AY22   | AY23   |
| Analysis & Oral Communication               | 79.10% | 78.21% |
| Mathematics & Sciences                      | 74.00% | 69.66% |
| Fine Arts and Aesthetic Studies             | 73.70% | 71.71% |
| Cultural Studies                            | 71.70% | 56.62% |
| Health and Well-Being                       | 76.00% | 67.98% |
| Human Heritage                              | 70.70% | 68.24% |
| Social & Political Awareness                | 70.90% | 66.57% |
| Business and Technology                     | 75.30% | 79.12% |



| C or Better Pass Rates<br>(Withdraws NOT Included) |       |        |
|----------------------------------------------------|-------|--------|
|                                                    | AY22  | AY23   |
| Analysis & Oral Communication                      | 83.1% | 84.22% |
| Mathematics & Sciences                             | 85.5% | 83.70% |
| Fine Arts and Aesthetic Studies                    | 80.5% | 77.90% |
| Cultural Studies                                   | 79.5% | 67.32% |
| Health and Well-Being                              | 85.9% | 77.51% |
| Human Heritage                                     | 77.3% | 75.76% |
| Social & Political Awareness                       | 76.8% | 72.98% |
| Business and Technology                            | 83.8% | 88.71% |



## 4.0 Curriculum Reflection

### 4.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program's curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. It is not expected that programs specifically answer each and every question.

- Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
- How does this program transfer to four-year universities? (give specific examples)

#### Narrative:

The curriculum for the General Studies program is appropriate for the breadth, depth, and level of the discipline because it seeks to help students transfer with a basic range of freshman and sophomore level courses that will transfer to another college and university.

Courses that are part of the KBOR Systemwide Transfer ([https://www.kansasregents.org/transfer\\_articulation](https://www.kansasregents.org/transfer_articulation)) should transfer to most four-year colleges within Kansas. Courses taken as electives may or may not satisfy equivalent lower division college credit course requirements to transfer into a Bachelor's degree program at Kansas Regents University.

A recent change to the General Studies program is the removal of Intermediate Algebra as fulfilling the mathematics curriculum. Intermediate Algebra is not recommended by KBOR for degree completion.

### 4.2 Diversity, Equity, and Inclusion

How does your program curriculum include diverse populations and viewpoints?

#### Narrative:

This program assesses diversity by including it as a general education outcome, as well as requiring all students to take three credit hours minimum in the "Cultural Studies" and "Human Heritage" categories within the program.

### 4.3 Mission and Strategic Plan Alignment

Program faculty should indicate the ways in which the program's offerings align with the ICC mission. Also, in this section program faculty should provide narrative on the ways that initiatives may be tied to the ICC Strategic Plan and to HLC accreditation criterion. It is not necessary to consider an example for each HLC category, but program faculty are encouraged to provide one or two examples of initiatives in their program that are noteworthy. These examples may be helpful and included in future campus reporting to HLC. (Refer to section 2.3 for HLC categories)

#### Narrative:

The mission of ICC states “Independence Community College serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development.” Therefore, the General Studies program serves the college’s mission by ensuring both academic excellence and cultural enrichment are provided to our students. The program faculty work tirelessly to ensure that majority of our students meet the learning objectives outlined in our courses and program as a whole. Many of the curriculums in the program emphasize the role of diversity in greater society and encourage students to become more knowledgeable and productive members of society. As a result of these efforts, the General Studies program also helps ICC fulfill its vision by providing “...an exceptional educational experience by cultivating intellect...and enhancing character in a student and community centered environment.” Program faculty make a concerted effort to demonstrate the college’s core values by enforcing integrity, expecting excellence, valuing diversity, and making a commitment to hold ourselves, our students, and our peers accountable to these ideals.

## 5.0 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

The program faculty should highlight noteworthy program accomplishments.

The program faculty should describe how faculty members are encouraged and engaged in promoting innovative research, teaching, and community service.

### Narrative:

Due to the nature of the General Studies program, every faculty member is involved in the program. As a result, it is impossible to list every individual accomplishment, however, faculty accomplishments are noted in individual program reviews. Faculty are encouraged to innovate and seek professional development. Professional development ranges from individual studies, webinars, attending conferences, etc.

Brian Southworth and Allen Shockley attended the American Mathematical Association of Two-Year Community College in November of 2022. They were able learn about national trends in math education to prepare ICC to move towards the Math Pathways that KBOR is instituting in Fall 2025.

## 6.0 Program Planning & Development for Student and Program Success

The program vitality assessment, goals and action planning are documented by completing the Program Summative Assessment form.

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality.

**Potential Enhancement Opportunities:** Program faculty continuously monitor discipline/ profession trends and/or interact with external educational partners and business and industry. In doing so, it may become apparent that potential opportunities for enhancement and innovation are warranted. These should be reflected in the program goals and action plans. For initiatives that include curriculum, the Academic Affairs Office should be consulted.

Some guidelines which indicate a program should be given a Category 1 vitality recommendation are:

**Maintain Current Levels of Support/Continuous Improvement:** Programs with consistent successful outcomes will want to ensure that trends, resources and/or other factors remain at high quality with minor modifications suggested for improvement. Even very successful programs need to look at even small ways to continuously improve. These initiatives should be reflected in the program goals and action plans.

**Revitalization Opportunities or Needs:** At times, programs may find that more substantial change is needed in order to best serve the needs of students. These programs may determine that due to impacting trends and/or inconsistent and/or declining indicators of student success that Program Revitalization is necessary. Revitalization initiatives should be reflected in the program goals and action plans. In some cases, it may be appropriate to temporarily deactivate a program in the college inventory and suspend new declaration of major or enrollment until action plans can be implemented.

**Phase Out:** A program is unlikely to consider this category and it would be the rare exception for the VPAA to recommend Category 4 for a program that has not first gone through program revitalization. In fact, an outcome of revitalization may be a very new curriculum or new direction for a program, thus making it necessary to phase out the current iteration of the program in favor of a new one. In this case, a program may find they are both revitalizing and phasing out. In the rare case that the VPAA would make such a recommendation, it would be following failed attempts to revitalize, continued decreased demand, obvious obsolescence or compelling evidence that continuation of the program is not in the best interest of the students served and/or the best use of college resources.

*(See Section 6.1 in the Program Review Handbook for more information.)*

### 6.1 Academic Program Vitality Reflection

Narrative:

**Please highlight the cell in the table below indicating the Vitality Indicator for your Program.**

|                                     |                                    |                                    |           |
|-------------------------------------|------------------------------------|------------------------------------|-----------|
| Potential Enhancement Opportunities | Maintain Current Levels of Support | Revitalization Opportunities/Needs | Phase Out |
|-------------------------------------|------------------------------------|------------------------------------|-----------|

Explain why:

The Associates of General Studies offers students a program that is highly customizable, which allows students to pursue their interests. Due to the program's flexibility, students can pursue a variety of bachelor's degrees at a four-year school. This program average 61 degrees awarded over the two-year period of this program review.

During AY2023-2024, the AGS was revised to meet KBOR's Systemwide General Education initiative ([https://www.kansasregents.org/academic\\_affairs/general-education](https://www.kansasregents.org/academic_affairs/general-education)). The AGS was rewritten as a four-semester plan using the Seven Bucket Framework ([https://www.kansasregents.org/academic\\_affairs/general-education/seven-bucket-framework](https://www.kansasregents.org/academic_affairs/general-education/seven-bucket-framework)). The revised AGS will be live in Fall 2024.

## 6.2 Academic Program Goals and Action Plans

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success and the vitality indicator. These goals should include consideration of co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use S.M.A.R.T. goal setting for this purpose. *(See Section 6.2 in the Program Review Handbook for more information.)*

### Narrative:

The short-term and long-term goals are: 1. Program faculty will ensure that all core courses continue to transfer across the public schools in the State of Kansas by remaining actively engaged in the Kansas Core Outcomes group. 2. Program faculty will build course articulation agreements for other available classes taught under their purview or create courses that already fall under the KBOR matrix during the next three academic years. 3. Program faculty will ensure consistency across the curriculum by remaining actively involved in the professional development of, communication with and oversight of their respective adjunct and concurrent instructors during the next three academic years while enforcing common assessment requirements along the way.

## 7.0 Fiscal Resource Requests/Adjustments

Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college's Chief Financial Officer. Program faculty should explicitly state their needs/desires along with the financial amount required.

Programs should include some or all of the following, as applicable, in their annual budget proposals:

- Budget Projections (personnel and operation)
- Expenditures and Revenue
- Extraordinary Costs
- Position Change Requests
- Educational Technology Support
- Instructional Technology Requests
- Facilities/Remodeling Requests
- Capital Equipment
- Non-Capital Furniture & Equipment
- New Capital Furniture & Equipment
- Replacement Capital Furniture & Equipment
- Other, as applicable
- Accreditation Fee Request
- Membership Fee Request
- Coordinating Reports

**Programs should not include salary or fringe benefits here**

Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division Dean and other decision-makers and to inform financial decisions made throughout the year.

### 7.1 Budget Requests/Adjustments

#### Narrative:

The General Studies program does not have its own budget. Its budgetary needs are handled through individual department budgets or the general Academics budget.

The biggest budget issues facing ICC's General Studies program are the professional development of faculty, the ability to offer the needed number of courses to provide a vast number of general education courses, and the prospect of everchanging technology needs. Currently, the number of faculty employed by ICC satisfactorily meets the needs of the General Studies program. In terms of professional development, a committee has been working on providing faculty members numerous opportunities within his/her discipline or teaching/learning. Professional development is funded by individual department budgets, ICC Faculty Association professional development fund, the Academic Affairs professional development fund, and the occasional grant.

Currently, program faculty believe it will be important to continue to have funds available to address technology changes in the coming years. Although we cannot predict the costs of such changes, it is imperative that we consider the average computer needs replaced every three years, e-books are becoming more common across college campuses, and students are being asked to be more engaged in the college's online learning management system regardless of the course being face-to-face or online.

## 8.0 Authorship and Oversight

### 8.1 Faculty and Staff

Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).

#### Narrative:

The primary author of the report is Brian Southworth and the co-authors are Melissa Ashford and Heather Mydosh. Data was provided by Anita Chappuie.

### 8.2 VPAA and/or Administrative Designee Response

After review and reflection of the *Comprehensive Program Review* or the *Annual Program Review*, the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

#### Narrative:

PRC: Anita Chappuie of PRC agrees with program review findings and goals.

VPAA: I agree with the findings of this program review and the data contained therein.





## 9.0 Appendices

Any additional information that the programs would like to provide may be included in this section.