

BOARD OF TRUSTEES OF THE NEBRASKA STATE COLLEGES
ITEMS FOR DISCUSSION AND ACTION\ACADEMIC AND PERSONNEL

ACTION: **Approve 2023 Program Review Recommendations**

Per Policy 4200, existing academic programs shall be reviewed every seven (7) years by each College to determine the quality and effectiveness of each program, the efficiency with which each is delivered, and to avoid unnecessary duplication. Each program is evaluated based on the minimum threshold requirements established by the Coordinating Commission for Postsecondary Education (CCPE).

Chadron State College

Below are the academic programs at Chadron State College that have been successfully reviewed for the 2022-2023 academic year and currently meet the minimum CCPE thresholds, along with the subsequent recommendations for continued offering of each.

- Business Administration - continue program
- Justice Studies - continue program
- Mathematics - continue program
- Organizational Management - continue program
- Technical Occupations - continue program

Peru State College

Below are the academic programs at Peru State College that have been successfully reviewed for the 2022-2023 academic year and currently meet the minimum CCPE thresholds, along with the subsequent recommendations for continued offering of each.

- Business Administration - continue program
- Criminal Justice - continue program
- Organizational Management - continue program

Wayne State College

Below are the academic programs at Wayne State College that have been successfully reviewed for the 2022-2023 academic year and currently meet the minimum CCPE thresholds, along with the subsequent recommendations for continued offering of each.

Wayne State

- Business Administration - continue program

- Criminal Justice - continue program
- Engineering Technology - continue program
- Industrial Technology - continue program
- Mathematics - continue program
- Organizational Management - continue program
- Social Sciences - continue program

The System Office recommends approval of the 2023 Program Review Recommendations.

ATTACHMENTS:

- CSC 2023 Business Administration Program Review NSCS Final(PDF)
- CSC 2023 Justice Studies Program Review NSCS Final (PDF)
- CSC 2023 Mathematics Program Review NSCS Final (PDF)
- CSC 2023 Organizational Management Program Review NSCS Final (PDF)
- CSC 2023 Technical Occupations Program Review NSCS Final (PDF)
- PSC 2023 Business Administration Management Program Reviews NSCS Final (PDF)
- PSC 2023 Criminal Justice Program Review NSCS Final (PDF)
- PSC 2023 Organizational Management Program Review NSCS Final (PDF)
- WSC 2023 Business Administration Program Review NSCS Final (PDF)
- WSC 2023 Criminal Justice Program Review NSCS Final (PDF)
- WSC 2023 Engineering Technology Program Review NSCS Final (PDF)
- WSC 2023 Industrial Technology Program Review NSCS Final (PDF)
- WSC 2023 Mathematics Program Review NSCS Final (PDF)
- WSC 2023 Organizational Management Program Review NSCS Final (PDF)
- WSC 2023 Social Sciences Program Review NSCS Final (PDF)

**CSC Academic Program Review Report 2023
Business Administration**

1. Section One: Overview of Program Offerings

Major	Option, Concentration, Focus Area or Endorsement	Minor	Degree	Number of Hours
Business	General Business		BA	36
Business	Business/Marketing/Information Technology Education Field Endorsement (6-12)		BSE	54
Business	Business/Marketing/Information Technology Education Field Endorsement (5-9)		BSE	24
Business		Agribusiness		21
Business		Business		21
Business		Business Information Systems		21
Business		Finance		21
Business		Marketing		12
Business Administration	Accounting (including a CPA track)		BA	
Business Administration	Agribusiness		BA	
Business Administration	Business Information Systems		BA	24
Business Administration	Finance		BA	36
Business Administration	Management		BA	57
Business Administration	Marketing		BA	57
Business Administration	Business Administration		MBA	36
Business Administration	Business Administration-Accounting		MBA	36
Business Administration	Business Administration-Digital Marketing		MBA	36
Business Administration	Business Administration-Healthcare Management		MBA	36
Business Administration	Digital Marketing (Graduate Certificate)			12
Business Administration	Healthcare Management (Graduate Certificate)			12

The business programs are accredited by Accreditation Council for Business Schools and Programs (ACBSP). ACBSP is recognized by Council for Higher Education Accreditation (CHEA). The department submitted the most recent Quality Assurance report on September 15, 2011. It was accepted by ACBSP without any notes, conditions, or opportunities for improvements. A self-study is due on July 15, 2023. In addition, the business education programs are accredited by the Council for Accreditation of Educator Preparation (CAEP) and State of Nebraska's Department of Education. CPA track coursework is approved by the Nebraska Board of Public Accountancy.

2. Section Two: Analysis of Program, Including Adequacy of Resources and Related Concerns

Analysis of Program

- The Business Department is the largest program in the School of BMS, the largest undergraduate program at CSC, and the second largest graduate program at Chadron State College. The department serves an academically diverse student population, while also adding coursework in Essential Studies, Rangeland Management, Justice Studies, Social Sciences, Music, Family & Consumer Sciences, Master of Science in Organizational Management, and Master of Education - Curriculum and Instruction – Secondary.
- The Business Department graduates approximately 25% of all CSC students.
- The Business Department sponsors the Rural Business Leadership Initiative (RBLI). The RBLI was developed to prepare students for business related careers in rural Nebraska. RBLI students engage in leadership training so that they are prepared to assume those roles in rural areas. Sustainable and thriving communities depend on active civic leaders within the communities. The program is funded in part through a grant by the First National Bank of Omaha Foundation.
- The undergraduate Business programs are available as both a face-to-face program and entirely online. For some upper division option requirements, student demand may merit only section of the class. In those cases, the department runs the course as an online section to meet the needs of both student populations. Face to face students can take an online course while entirely online students are unable to come to campus for a face-to-face course. Most classes are available in both formats.
- The graduate MBA program is also available as both a face-to-face program and entirely online. The face-to-face MBA students are entirely international. The face-to-face MBA students take the core courses as face-to-face over a two-year cycle. The Focus area courses are taken as online. In a typical year, the department graduates 2 to 3 face-to-face international MBA students. The remaining MBA graduates are online. Online MBA students take 1 or 2 courses per 8-week term and complete the program in 15 to 30 months.
- Undergraduate assessment: The Business department has a formal procedure for collecting data regarding the undergraduate programs. Each course is reviewed by the instructor using a standard form. Those forms are collected by each of the Option Committee Chairs to be compiled and summarized on another standard form, which goes to the department for review at the December Assessment Day meeting. This provides both a course-level and an option-level assessment. In addition, each student takes an inbound Peregrine exam in the required core course of Principles of Management, MGMT 230, and also takes an exit exam in the program capstone course, MGMT 434 Strategic Management. The undergraduate student exit survey is administered in MGMT 434 Strategic Management as part of the Peregrine exit exam process. The CSC placement report was administered on an annual basis by the Office of Career and Academic Planning Services, but it has been discontinued. This is a continuous process that starts when the student enters the program with a nationally normed inbound Peregrine exam score and is followed by a similar outbound exam. The results for the pairwise data are reviewed each year in aggregate, option, and ACBSP Common Professional Component (CPC) level. The exam results are reviewed prior to the culminating experience, which is the exit Peregrine. Course and program results are reviewed by the department during Assessment Day Meetings in December and May. The accounting option committee has been collecting & analyzing CPA pass rate data for four years. The committee recommends that we set a goal of an overall pass rate of 40% to align with our peer ACBSP accredited institutions.

- Students in the undergraduate program have scored very well compared to the national average of students taking the Peregrine exam. CSC students scored 65.63% on the Peregrine exit exam vs national average of 56.92% for the Blended/ Hybrid delivery mode. This amounts to an 8.72% difference. The 4-year longitudinal analysis showed a range of scores from 63.92% to 65.63%. CSC also outperformed the national average in every subsection of the exam. Through the pairwise analysis of inbound & outbound score, CSC students showed improvement overall & in all subsections of the exam. The CPA pass rate goal was met in 2018 but fell from 42.9% to 34.8% in 2019. The CPA pass rate data set was purchased from the third-party vendor and they discounted selling the information. The department is exploring other data sources.
- MBA Assessment: The Business Department has a formal procedure for collecting data regarding the MBA program. In addition, each student takes an inbound exam to qualify for the program and takes an exit exam during the last semester of the student's plan of study. As part of the culminating experience MBA Students must have a minimum score of 50% on the Outbound Peregrine Exam and demonstrate a 10% increase over their Inbound Peregrine Exam or score a 70% composite or above on their Outbound Peregrine Exam. Failure to meet the minimum requirements established by the department will require students to re-take the exam. Should a student be below the minimum standards after taking the exam for the second time, the student's graduate committee will make the final determination and course of action.
- Students in the MBA program have scored very well compared to the national average of MBA students taking the Peregrine exam. CSC MBA student scored an average of 76.44% on the Peregrine exit exam vs national average of 60.23% for the online delivery mode. This amounts to a 16.21% difference. CSC also outperformed the national average in every subsection of the exam. Through the pairwise analysis of inbound & outbound score, CSC MBA students showed improvement overall & in all subsections of the exam.

Adequacy of Resources and Related Concerns

- The department is in the process of filling an open faculty line in finance. If approved by administration, an additional finance position will allow the department to offer a new MBA focus area in Finance and a graduate certificate in Finance. This new offering will drive enrollment growth for the online MBA program.
- The department is in the planning stage to ask for improvements to classroom spaces in the Burkhiser Technology Complex. The classrooms need a refresh to facilitate more active learning in the face-to-face sections.
- The department is also in the planning stage of a proposal for a student run investment fund. This fund will be supervised by a finance faculty member and give students hands-on experience in running investments.
- The department is concerned with the discontinuation of the CSC placement report. This report had been utilized as part of the undergraduate and MBA assessment process. It was last conducted for the 2018-2019 academic year. The department assumed that it was paused due to COVID but rather it was cancelled due to staffing reductions.
- The business department recommends the discontinuation of the face-to-face MBA program. It is certainly "losing money" and misallocates resources away from other, more successful initiatives in the department. The online MBA program continues to be a successful program.

3. Evidence of Demand and Efficiency (per established CCPE standards for 5-year means)

Number of Degrees/Awards in Program	SCH/FTE
Baccalaureate 7	300
Masters 5	300
Specialist 4	300

		17-18	18-19	19-20	20-21	21-22	5 yr avg
Student Credit Hours (SCH)		13,498	11,322	8,545	9,637	10,023	10,605
Faculty Full-time Equivalency (FTE)		23.92	22.46	20.88	19.8	20.83	21.58
SCH/Faculty FTE		564.3	504.10	409.24	486.72	481.18	489.11
Number of Degrees and Awards (list degrees/ awards separately)	BA/BSE	117	118	106	86	92	103.8
	MBA	67	58	44	37	30	47.2



February 16, 2022

Dr Rick Koza
Professor
Chadron State College
1000 Main Street
Chadron, NE 69337
United states

Dear Dr. Koza,

The Baccalaureate/Graduate Degree Board of Commissioners met on November 15, 2021 and reviewed your Quality Assurance Report. After review, the board voted to Accept report with no notes, conditions, or OFI's. The Board provided the following comments:

Your reaffirmation self-study is scheduled for 2023. Please contact Dr. Kristina Collins by phone: 260-466-0634, or by e-mail at klcollins64@gmail.com with any questions or concerns.

We hope to see you at the Annual Conference Washington, DC. For more information on the conference including its location and host hotel, please see www.acbsp.org.

ACBSP is looking forward to our continued relationship with Chadron State College. Thank you for providing quality business programs for your students. We are happy to have you as one of our valued members.

Sincerely,

A handwritten signature in black ink, appearing to read "Steve Parscale".

Steve Parscale, Ph.D.
Chief Accreditation Officer

Cc: Dr. Kristina Collins

CSC Academic Program Review Report 2023
Justice Studies

1. Section One: Overview of Program Offerings

Major	Option, Concentration, Focus Area or Endorsement	Minor	Undergraduate	Credit Hours
Justice Studies	Criminal Justice		BA	57
Justice Studies	Legal Studies		BA	48
Justice Studies		Criminal Justice		21
Justice Studies		Legal Studies		21

2. Section Two: Analysis of Program, Including Adequacy of Resources and Related Concerns

Analysis of Program

- The Justice Studies Department (JSD) is the largest program in the College of Liberal Arts and one of the largest programs at Chadron State College (CSC). The department serves an academically diverse student population, while also adding coursework in Essential Studies, Social Work, Political Science and Sociology.
- As can be identified from the matrix below (page 5), the JSD averages **29** graduates a year, while the last 5-year average for all undergraduate programs at CSC was 7. Put another way, the JSD graduates 76% more students a year than the average program on campus. Moreover, the JSD have increased the number of graduates by 14% from the last CCPE report. This is probably based on the JSD's retention rates (see below).
- The JSD's overall retention rate was 80.82%, while the national average for an open enrollment public institution was 59% in 2019 (National Center for Education Statistics, 2022). In other words, the JSD's retention rates are 26% higher than the national average of similar colleges and universities.
- The JSD Student Credit Hours (SCH) was **2168**, while the Faculty Full-time equivalency (FTE) was a **4.34** with a SCH/Faculty FTE of **498**. The overall average SCH/Faculty FTE at CSC was 475, which indicates that the JSD's SCH/FTE is about 5% higher than other programs on campus.
- The JSD contributes to the community by providing conferences at CSC that support mandatory continuing hour credits for both attorneys and law enforcement personnel in the State of Nebraska. This alignment with the Master Academic Plan (MAP) 2019-2023 creates engagement with the community as well as bridge building efforts between college and the community.

- In an exploratory study, Bostaph, Brady, and Giacomazzi (2014) found that crime victimization coursework in colleges/universities' Criminal Justice (CJ) programs have been lacking. In fact, only 11% of colleges and universities had a class in victims and/or victimization in their respective CJ programs. The authors argued that without victimization and victimology coursework, a CJ program is missing 1/3 of the crime triangle (Offender, Place and Victim). In other words, a student's understanding of the CJ systems is not complete without the study of crime victimization. The JSD is in its sixth decade at CSC. The JSD has always maintained a steadfast ideology in delivering the most useful coursework to our students giving them every advantage and opportunity to succeed in a competitive market place. As such, a professor whose specialty is victimology was hired to deliver this field of course work in fall 2022.
- The London Study Abroad Program, developed by the Justice Studies Department, is also in its sixth-decade at CSC. The London Study Abroad Program specializes in experiential education. It is a unique opportunity where students cultivate life skills needed to become thoughtful, competent, and engaged global citizens.
- Based on the Bureau of labor statistics (2022): policing openings are expected to average 68,000 a year for the next decade; 33,300 openings a year for corrections personnel in the next 10 years; and projected growth for attorneys are expected to grow 10% or 48,700 a year. Many of the projected growth numbers are based on the expected results of replacements/retirements. These numbers are commensurate with projections in Nebraska. For example, in 2020 through Legislative Bill 1008 and Legislative Bill 380 in collaboration between the Nebraska Department of Economic Development and Nebraska Postsecondary Institutions developed a scholarship program for Nebraska students entering fields where there is a workforce shortage. Put simply, Nebraska has identified a workforce shortage in Criminal Justice (CJ) fields within the state. And the CSC Justice Studies Department provides future CJ professionals to fill those voids.
- Additionally, in 2017, the University of Nebraska – Lincoln, College of Law partnered with CSC and developed the Rural Law Opportunities Program (RLOP). Because of the lack of attorneys in rural Nebraska, the Rural Law Opportunities Program was developed to prepare rural Nebraska students for law school with the intent for law graduates to return to their communities and practice law. In fact, currently, 12 of the 93 counties in Nebraska have no attorneys, which includes judges (law.unl.edu/RLOP). As a consequence, many rural Nebraskans may have to drive hundreds of miles for legal assistance. As such, the CSC Justice Studies Department in cooperation with the UNL-College of Law is helping to provide legal representation for citizens of underserved communities in Nebraska.
- In summary, the Justice Studies Department is critical to Chadron State College in terms of support of other programs, FTE numbers, SCHP numbers, retention numbers, and graduation rates. The JSD has also been an essential player in providing study abroad opportunities to CSC students as well as continuing education for local Criminal Justice and Legal professionals in the Panhandle. And most importantly, the JSD is a vital stakeholder in providing Nebraska with professional and future leaders in the Criminal Justice system.
*Section 2 is based on undergraduate comparisons (the JSD does not have a graduate program)

Adequacy of Resources and Related Concerns

- The *WestlawNext* - campus database continues to be a requirement for the Justice Studies Department (JSD) Legal Studies program. These materials include print and digital resources.

The *WestlawNext* campus data base resources are used by multiple stakeholders at CSC: Business Law, Sports Law, Agricultural Law, Higher Education, Legal Studies, etc. More importantly, CSC has the only Law Library in the region. As such, the *WestlawNext* data base in the Reta E. King Library are essential to the community. The Law Library and data bases are fundamental to CSC’s MAP Priorities in terms of *Student Learning and Growth Pedagogy, Community Engagement and Social Infrastructure, Third Places, and Building Bridges*.

- Forensic Lab – A replacement plan for aging equipment including cameras, should be implemented to allow the department to continue offering specialized courses in forensics. The current, dedicated budget for the forensic lab supplies should be adjusted upward each year to allow for the increased cost of supplies. Moreover, the forensic lab is used in recruiting new students where multiple forensic based demonstrations are performed each year for a variety of new students (e.g. high schools, scholastic day, the business and industry fair, state college conference, WNCC, Red Cloud, Cub Scouts, etc.). This replacement plan will help support a learner-centered environment that allows for strategic growth in *Recruitment, Retention, Engagement, Student learning and Growth Pedagogy and Building Bridges* as identified in the MAP priorities.
- A MILO Range interactive judgment simulator and training platform - The MILO simulator will be used in multiple courses to enhance student learning. Instructors will be able to create and utilize interactive, real-time lessons in basic policing, investigation, rules of evidence, ethics, torts, criminal law and criminal procedure courses. Moreover, this simulator will also be shared with local law enforcement, the National Guard and ROTC. Again, this fulfills the MAP Priorities of *Community Engagement Social Infrastructure & Third Places, Generational Transitions, Building Bridges* as well as *Student Learning Growth and Pedagogy, Recruitment, Retention and Engagement*.
- There has been a drop from the JSD’s previous CCPE report from 2015 in terms of FTE and SCH/FTE, which were -9.7% and -9.0% respectively. But it is commensurate with the overall FTE and SCH/Faculty FTE drop at CSC, which was -10.85% and -10.27%. However, even with lower SCH and FTEs, the JSD is graduating more student per year than the last CCPE report. This, appears to be based on the JSD commitment to the MAP priorities such as *retention, completion awareness, growth pedagogy, generational transitions and building bridges*.

3. Evidence of Demand and Efficiency (per established CCPE standards for 5-year means)

Number of Degrees/Awards in Program		SCH/FTE
Baccalaureate	7	300
Masters	5	300
Specialist	4	300

		17-18	18-19	19-20	20-21	21-22	5 yr avg
Student Credit Hours (SCH)		2,511	2,510	2,288	1,765	1,764	2,167.6
Faculty Full-time Equivalency (FTE)		4.63	4.38	4.42	4.13	4.13	4.34
SCH/Faculty FTE		542.33	573.06	517.65	427.36	427.12	497.5
Number of Degrees and Awards <i>(list degrees/ awards separately)</i>	BA	31	27	37	29	22	29.2

CSC Academic Program Review Report 2023
Mathematical Sciences

1. **Section One: Overview of Program Offerings**

Major	Option, Concentration, Focus Area or Endorsement	Minor	Degree	Number of Hours
Math	Math Subject Major		BS	36
Math	Math Education Subject Endorsement (6-12)		BSE	38
Math	Math Middle level Academic Area in Mathematics (5-9)		BSE	28
Math		Applied Statistics		21
Math		Mathematics		20-21
Math		Data Analytics		21

2. **Section Two: Analysis of Program, Including Adequacy of Resources and Related Concerns**

Program Description -- The mission of the Math program is to produce graduates who have developed mathematical ability and knowledge of the depth and breadth of mathematics, who can communicate about and with mathematics, who use technology to support problem solving and promote understanding, and who apply the mathematical sciences, including statistics, in other academic disciplines.

Math students at Chadron State College will:

- Develop mathematical ability and knowledge of the depth and breadth of mathematics.
- Communicate about and with mathematics.
- Use technology to support problem solving and promote understanding.
- Apply the mathematical sciences, including statistics, in other academic disciplines.

Analysis of Program

The program produces graduates who are successfully pursuing careers in education, business, statistics. The faculty in the mathematics program are focused on providing an education that is aligned with the national and state standards for mathematics, as well as prepares the students with the skills, knowledge base, and character for their chosen career.

The number of majors in Mathematics and Mathematics Education throughout the 2017-2021 fall semesters averages approximately 59 students. The program averaged 11.4 graduates per year over this five-year period, which exceeds the established thresholds for program viability.

In Spring, 2022, the Mathematics Program introduced a Minor in Data Analytics. The initial classes (MATH 200, MATH 201, MATH 202, MATH 301, and MATH 302) have smaller enrollments, but the promise for additional enrollment is encouraging. There are 6 students enrolled in MATH 200 for spring 2023, so the assumption will be that there will be at least that number of students enrolled in MATH 201 and MATH 202 for fall, 2023. Data Analytics is a high-demand profession, and this Minor will provide promising analysts in the CSC region and beyond. Since Data Analytics has an extremely strong

bond to the field of mathematics, this Minor will also help increase the number of majors in Mathematics.

In reviewing the institutional data, the number of degrees awarded has been consistent over the past five years, with a slight decrease in the total Math (math and math education) majors. A positive area is the number majors in the Bachelor of Science in Education program, where there has been a modest increase. The concern is the number of majors in the Bachelor of science program, which has declined quite significantly over the past five years. The Math program faculty have had lengthy discussions about the promotion and the recruitment of potential students to the major(s) and minor(s) within the program. With the creation and implementation of a data analytics minor, the program faculty believe that this programmatic addition will not only increase the number of students in that minor, but will see a positive residual effect in the number of math (BS) majors.

The fall, 2022, enrollment of MATH 200 – Intro to Data Analytics was modest (five students), with two of those students continuing on to take MATH 201 and 202 in the fall, and both are currently enrolled in MATH 301 and 302 for spring 2023. The spring, 2023, enrollment is promising as there are six students enrolled in MATH 200. This would give the potential of up to nine students to take MATH 201 (and other subsequent courses in the minor) in the fall of 2023. A positive residual of this minor has already been seen on a smaller scale, in that there have been three students who have changed their majors to Math (BS) with a data analytics minor.

Another positive aspect to the program in Math (BS and BSE) is that Fall 2022, enrollment of MATH 151 – Calculus I, and the spring, 2023, enrollment of MATH 252 – Calculus II, were 24 and 18, respectively. These are the largest enrollments in those two classes (classes that are the first classes in Math, both BS and BSE major) in quite a few years. The continuation of these students into MATH 336 – Calculus III, and beyond will be monitored.

Adequacy of Resources and Related Concerns

Faculty and faculty-related resources:

- As the popularity of the Data Analytics minor grows, the need for FTE faculty in that area may be warranted. MATH 200 – Intro to Data Analytics, MATH 201 – Intro to Programmatic Data, MATH 202 – Intro to Database Structures, MATH 301 – Data Life Cycle and Application Development, and MATH 302 – Applied ‘Big Data’ are each taught by adjunct faculty. This will be closely monitored over the course of the next several years.
- The implementation of an internship component within the Data Analytics Minor is currently being explored.

Fiscal resources:

- With nearly all of the MATH courses that are offered on a regular basis being in an online/blended format, continual upgrades to iPads and Swivl technology is needed.
- Because of the use of various manipulatives in each of the math education courses, these will need consistent updating and replacement.
- Continual upgrades of mathematical editing software.
- Continual upgrades and access to Texas Instruments calculators for the SmartBoard.

3. Evidence of Demand and Efficiency (per established CCPE standards for 5-year means)

<u>Number of Degrees/Awards in Program</u>		<u>SCH/FTE</u>
Baccalaureate	7	300
Masters	5	300
Specialist	4	300

		17-18	18-19	19-20	20-21	21-22	5 yr avg
Student Credit Hours (SCH)		3,564	3,453	3,354	2,944	2,949	3,252.8
Faculty Full-time Equivalency (FTE)		7.71	8.05	7.67	8	7.67	7.82
SCH/Faculty FTE		462.26	428.94	437.29	368.00	384.49	416.19
Number of Degrees and Awards <i>(list degrees/ awards separately)</i>	BS	8	6	5	4	5	5.6
	BSE	4	8	4	8	5	5.8

**CSC Academic Program Review Report 2023
Organizational Management**

1. Section One: Overview of Program Offerings

Major	Option, Concentration, Focus Area or Endorsement	Minor	Degree	Credit Hours
Organizational Management	Human Services		MS	36
Organizational Management	Natural Resources		MS	36
Organizational Management	Sports Management		MS	36

2. Section Two: Analysis of Program, Including Adequacy of Resources and Related Concerns

Analysis of Program

- The MSOM continues to be robust within CSC Graduate Studies; however, with adequate resources it could be greatly strengthened.
- The MSOM offers coursework in a variety of areas including many of the electives coming from the Business Academy.
- Per assessment from the portfolios and also oral examinations the following information is important to note:
 1. The majority of our graduate students consistently struggle during the oral exam with any questions pertaining to research. This has been discussed for several years and there needs to be a consistent professor(s) effectively teaching the research methods courses.
 2. MSOM graduates have a very solid understanding of leadership and management within an organization and can explain and differentiate between “good” and “bad” leadership and management.
 3. Quote from Dr. Josh Ellis, Professor in the Applied Sciences “Our MSOM graduates have many positive things to say about the program, and the vast majority of oral exams I have been fortunate enough to be a part of, have impressed me with the depth and breadth of the impact our program makes on our graduates personal and professional lives.”
- While we have information from oral examinations and portfolios, since the elimination of TK20 there remains a question of where data is located and stored. There is a need for there to be stronger direction on MSOM assessment.
- A sub-committee met last academic year to examine if MSOM should use an exam such as the Peregrine to replace oral exams. While this was researched and investigated, no decision has been made.

- Additionally, there is still no ownership of MSOM and what discipline it should belong in.
- Graduate Council continues to request a position (Graduate Project Coordinator) to be filled that has not been, since a staff member left 1+ year ago. It was recently learned this position has been reallocated to Enrollment Management.

Adequacy of Resources and Related Concerns

- Faculty and faculty-related resources: As stated above, MSOM continues to lack ownership in regards to effectively assessing the program and three focus areas. Additionally, the Records Office is short-staffed, there is not a Faculty Coordinator for Graduate Studies currently, and the Interim Dean of Graduate Studies and Business, Mathematics and Sciences does not have the bandwidth to effectively devote the needed time and attention to the MSOM Program and overall Graduate Studies.
- Informational resources (library, technology, data services, etc.): N/A
- Physical facilities and instructional equipment, if applicable: N/A
- Fiscal resources: N/A

3. Evidence of Demand and Efficiency (per established CCPE standards for 5-year means)

<u>Number of Degrees/Awards in Program</u>		<u>SCH/FTE</u>
Baccalaureate	7	300
Masters	5	300
Specialist	4	300

		17-18	18-19	19-20	20-21	21-22	5 yr avg
Student Credit Hours (SCH)		NA	NA	NA	NA	NA	NA
Faculty Full-time Equivalency (FTE)		NA	NA	NA	NA	NA	NA
SCH/Faculty FTE		NA	NA	NA	NA	NA	NA
Number of Degrees and Awards <i>(list degrees/ awards separately)</i>	MSOM	29	13	28	26	23	23.8

**CSC Academic Program Review Report 2023
 Technical Occupations**

1. Section One: Overview of Program Offerings

Major	Option, Concentration, Focus Area or Endorsement	Minor	Degree	Number of Hours
Technical Occupations			BAS	120

2. Section Two: Analysis of Program, Including Adequacy of Resources and Related Concerns

Analysis of Program

- The program does not have any ownership, which leads to a lack of being able to adequately assess the program. This is obviously a significant concern/problem.
- An additional weakness within this program is that students do not have a designated advisor, but rather the entire START team.
- The lack of understanding of the nature of this program (from various CSC stakeholders) is also a weakness.
- Being that every student comes in with transfer credits to this program, there is no specific plan of study to provide incoming students.
- A pro to this program is that Technical Occupations is a specialized degree that serves as a bridge for students who come in with an associate's degree from a community or technical college to earn their bachelor's degree.
- An additional strength of this program is that it allows individuals to move up the pay scale in their respective fields by earning a bachelor's degree. Furthermore, some of the jobs these students are seeking require more than their associate's degree.
- A pro is that students can bring in/transfer up to 66 credits from an associate's degree.
- A minimum of 30 essential study hours and a minimum of 40 credits are required for this program.

Adequacy of Resources and Related Concerns

- Faculty and faculty-related resources: The program is housed within the School of Professional Studies and Applied Sciences. The Dean of Curriculum, as well as faculty from a majority of academic departments serve our students in Technical Occupations.
- Informational resources (library, technology, data services, etc.): Sufficient

- Physical facilities and instructional equipment, if applicable: Sufficient
- Fiscal resources: Sufficient

3. Evidence of Demand and Efficiency (per established CCPE standards for 5-year means)

Number of Degrees/Awards in Program		SCH/FTE
Baccalaureate	7	300
Masters	5	300
Specialist	4	300

	17-18	18-19	19-20	20-21	21-22	5 yr avg	
Student Credit Hours (SCH)	NA	NA	NA	NA	NA	NA	
Faculty Full-time Equivalency (FTE)	NA	NA	NA	NA	NA	NA	
SCH/Faculty FTE	NA	NA	NA	NA	NA	NA	
Number of Degrees and Awards <i>(list degrees/ awards separately)</i>	BAS	6	17	9	6	9	9.4

**PSC Academic Program Review Report 2023
Business Administration and Management BAS**

1. Section One: Overview of Program Offerings

Major	Option, Concentration, Focus Area, or Endorsement	Minor	Degree	Credit Hours
Business Administration	Accounting (including CPA)		BA, BS	57/72
Business Administration	Business Finance		BA, BS	57
Business Administration	Accounting (CMA)		BA, BS	57
Business Administration	Computer & Management Info Systems		BA, BS	57
Business Administration	Human Resources & Risk Management		BA, BS	57
Business Administration	Management & Leadership		BA, BS	57
Business Administration	Marketing		BA, BS	57
Business Administration	Public Administration		BA, BS	57
Business Administration	Business Finance		BA, BS	57
Business Administration	Healthcare Business Administration		BA, BS	54
Business Administration		Accounting		21
Business Administration		Business Administration		21
Business Administration		Business Finance		21
Business Administration		Computer & Management Info Systems		21
Business Administration		Human Resources & Risk Management		21
Business Administration		Marketing		21
Business Administration		Organizational Leadership & Global Issues		21
Business Administration		Organizational Leadership & Management		21
Business Administration		Business Finance		21
Business Administration	BMIT Education Field Endorsement (6-12)		BS	51
Management	Management – Applied Science		BAS	30

2. Section Two: Analysis of Program, Including Adequacy of Resources and Related Concerns

Analysis of Program

The Bachelor of Science in Business Administration degree program includes options in Accounting, Human Performance/Systems Management, Human Resources/Risk Management, Computer Information Systems, Management, Marketing, Information Technology (in conjunction with the School of Education as a secondary teaching degree), Healthcare Business Administration (new), and

Business Finance (new). The Bachelor of Applied Science in Management accommodates transfer credits from community colleges and offers a degree completion program for students with an Associate's of Applied Science degree. Online and on-campus courses offer high-quality online degree programs in a distance education format to non-traditional learners. Thus, Peru State College serves constituents in Southeastern Nebraska and globally.

The Board has approved new programs, options, and minors following College approval. Proposals demonstrated evidence of demand, program outcomes, resource availability, and alignment of the program to the College's mission. The Board approved a new Business Finance and Healthcare Business Administration option. Also, a Business Finance minor. A minor in Business Healthcare Administration will be presented to the Board for approval.

The Business Administration Program's mission is to provide an engaging learning environment that promotes inquiry and prepares students to think critically, communicate compellingly, and act ethically as knowledgeable business leaders. To accomplish the program mission, each faculty hold the expertise to instruct in various option areas, allowing for an exceptional educational experience for students in both online and on-campus formats. The flexibility and dedication of faculty in adapting courses to 8-week or 16-week online formats have been appreciated by on-campus and online students based on anecdotal evidence from the annual business capstone report from BUS 495 Business Policy. Student comments from the capstone course survey also reflect a high level of satisfaction with faculty teaching and time commitment to students in both online and on-campus formats.

Adequacy of Resources and Related Concerns

Faculty members' credentials include PhDs, accountants, attorneys, experts in economic development, and scholar-practitioners in computer management information systems. In addition, the Business program uses several highly qualified and effective adjunct faculty to instruct courses in the program. The faculty instruct in the Bachelor of Science in Business Administration program and the Bachelor of Applied Science program, which allows for efficiencies in the programming and scheduling of classes. Students in the Bachelor of Science of Business Administration program are typically on-campus students; however, there has been a rise in the number of non-traditional learners seeking a degree in the online format and an increase in campus students taking online courses. Peru State College transitioned from Blackboard to the online learning management system, Canvas, in the summer of 2022. Business faculty embraced this change and moved courses to the new student-continuity platform.

Faculty are active in student engagement opportunities, including Future Business Leaders of America (FBLA), which has won many national awards. Research often involves students in the research process. Some faculty continue to enrich communities by applying research in the community and helping local businesses with research and business plans. Also, community service for the City of Peru has helped business students apply classroom material. Business faculty are involved in the High School Business Contest annually, which hosts 400 students from 30 area high schools to participate in several business-related competitive events and tests in 15 disciplines. In 2023, the College will host the 50th High School Business Contest held at Peru State College.

The BUS 201, BUS 214, ECON221/222, and CMIS101 first-year courses are the most significant bottleneck; classes are large (40+), with the College average professor-to-student ratio being 20 -1. More sections have been added, but this overloads the faculty. Additionally, larger classes are counterproductive to the retention of our students. In addition, the new programs, when successful, will require additional faculty for expertise and consistency. The business faculty have not mirrored enrollment. Lastly, there is a need to add faculty in management, finance, accounting, and CMIS to support the need to add sections to generalist classes.

3. Evidence of Demand and Efficiency (per established CCPE standards for 5-year means)

Number of Degrees/Awards in Program		SCH/FTE
Baccalaureate	7	300
Masters	5	300
Specialist	4	300

		17-18	18-19	19-20	20-21	21-22	5 yr avg
Student Credit Hours (SCH)		11,200	10,946	10,445	9,390	9,268	10,250
Faculty Full-time Equivalency (FTE)		19	19.75	20.54	21.15	20.29	20.15
SCH/Faculty FTE		589	554	508	444	457	511
Number of Degrees and Awards <i>(list degrees/awards separately)</i>	Business Administration, BA/BS	79	105	120	77	65	89.2
	Management – Applied Science, BAS	44	28	29	29	17	29.4
	TOTAL	123	133	149	106	82	118.6

PSC Academic Program Review Report 2023
Criminal Justice

1. **Section One: Overview of Program Offerings**

Major	Option, Concentration, Focus Area, or Endorsement	Minor	Undergraduate	Credit Hours
Criminal Justice	Justice Administration		BA, BS	57
Criminal Justice	Justice Counseling		BA, BS	57
Criminal Justice	Legal Studies		BA, BS	57
Criminal Justice		Criminal Justice		21

2. **Section Two: Analysis of Program, Including Adequacy of Resources and Related Concerns**

Analysis of Program

The Criminal Justice Program at Peru State College has experienced tremendous development in providing students with hands-on training, allowing for a more seamless transition into the professional workforce. Through the yearly assessment reviews completed by the Criminal Justice Faculty and Dean of Professional Studies, changes were made to the curriculum and course offerings to meet the needs of students and the agencies/organizations they will work for upon graduation. Significant partnerships have been cultivated to create one-of-a-kind offerings. Additionally, the facilities used by the Criminal Justice Program have undergone a complete transformation resulting in this program becoming one of the premier programs in the region. The program standards and offerings are consistently compared to other state colleges, comparable schools, and the guidelines set forth by the Academy of Criminal Justice Sciences. The faculty working within the program maintains strong connections to external agencies to ensure they remain knowledgeable of trends or needs for future job candidates. The faculty and staff continue their participation in the American Criminal Justice Association by taking students to participate in regional and national conferences.

In 2016, senior criminal justice majors completed a standardized exam comparing their scores nationwide. The results suggested the students ranked average across the United States. As a result, from exam scores and the recommended standards from the Academy of Criminal Justice Sciences (ACJS), a course in Homeland Security was created and added to the core curriculum. Courses are consistently updated to follow current trends, and new courses are added as the faculty's expertise changes.

Adequacy of Resources and Related Concerns

The faculty's current makeup brings experience in various areas within corrections, law enforcement, investigations, victim advocacy, public policy, and emergency management. Other members connected to the department have experience in crime scene investigations and criminal threat group investigations. Not only does the faculty have the background, but also the education to instruct all courses offered within the program. The students at Peru State College are genuinely learning from experts in the field.

In the last three years, the Criminal Justice Faculty have created several new classes to increase the areas of coursework as electives. These new courses include Forensic Psychology, Sexual Deviance and Violence, Intelligence and Crime Analysis, Social Media and Crime, and Criminal Justice Ethics. These courses provide students with more courses on specific topics and meet some needs for our students to understand certain concepts and practices before graduation. Additionally, the Criminal Justice: Law & Society option has changed to Criminal Justice: Legal Studies to represent better those students wanting to pursue law school upon graduation.

The 2016 Criminal Justice report identified the need for a "crime scene" house to train students in crime scene procedures. Additionally, the report noted the need for an additional faculty position. Through the Correctional Leadership Program, funding has been obtained to fund an engaged learning center, an additional faculty line, and a staff position to manage the program. The collaboration between the Nebraska Department of Correctional Services (NDCS) and Peru State College provides a significant opportunity for our students to earn up to \$15,000 per year in scholarships in return for becoming a member of the Correctional Leadership Program. While in this program, students work part-time at the Tecumseh State Correctional Institution during college, earning approximately \$19 per hour and gaining experience in the field. These students will be eligible to apply for manager-level positions upon graduation. With the funding provided for this program that allows up to 45 students to be in the program at a time, the State of Nebraska includes a significant amount of money to create new facilities. The funding allowed for new faculty, a studio apartment for simulations, a prison cell, and the purchase of a MILO simulator. All improved facilities and equipment give students a significant advantage when entering the field. The Correctional Leadership Program is a first-of-its-kind program.

Enrollment trends show a slight decrease in students majoring in criminal justice. The Covid-19 pandemic likely impacted lower enrollment numbers during 2020 and 2021; enrollment numbers are expected to increase as we have returned to procedures before the pandemic. The Corrections Leadership Scholarship Program provides scholarships to Peru State Criminal Justice students who are completing a degree while working at the Tecumseh State Correctional Institution (TSCI) during the school year and summer.

Several new classes have been added to the course curriculum.

- CJUS 100 Mentorship for CLP Students
- CJUS 390 Ethics in Criminal Justice
- CJUS 350 Sexual Deviance and Violence
- CJUS 391 Intelligence and Crime Analysis,
- CJUS 498 Crime and Social Media
- HP 311 Forensic Psychology

Faculty will look to develop additional courses in the future. Therefore, the current open FTE would need to be hired to avoid faculty continuing to teach overloads and allow for the expansion of the program. The program budget is currently adequate; however, hiring the open position would need to support \$60,000+ in salary range plus benefits.

3. Evidence of Demand and Efficiency (per established CCPE standards for 5-year means)

	Number of Degrees/Awards in Program	SCH/FTE
Baccalaureate	7	300
Masters	5	300
Specialist	4	300

		17-18	18-19	19-20	20-21	21-22	5 yr avg
Student Credit Hours (SCH)		3,125	2,571	2,853	3,116	2,760	2,885
Faculty Full-time Equivalency (FTE)		6	4.96	5.83	5.08	6.59	5.69
SCH/Faculty FTE		521	518	489	613	419	512
Number of Degrees and Awards	Criminal Justice, BA/BS	39	34	29	24	26	30.4

**PSC Academic Program Review Report 2023
Organizational Management**

1. Section One: Overview of Program Offerings

Major	Option, Concentration, Focus Area or Endorsement	Minor	Graduate	Credit Hours
Organizational Management	Entrepreneurial and Economic Development		MS	36

2. Section Two: Analysis of Program, Including Adequacy of Resources and Related Concerns

Analysis of Program

The Master of Science in Organizational Management MSOM offers one focus area in Entrepreneurship and Economic Development. The MSOM degree offered entirely online and is taught by a combination of full-time faculty and adjunct faculty.

Strengths of the Program fall into three areas:

- **Improved Accessibility:** The program is highly accessible in that it can be completed entirely online by those students who may be too busy or engaged to leave their current positions/projects. This is also an attractive feature for those in rural areas who would otherwise not have access to graduate education.
- **Innovative Curriculum Flexibility:** Students develop their own project proposals in nearly all the courses. In other words, students continually create ideas for entrepreneurship and economic development relevant to their own situations as they progress through the program. This allows them to apply what they are learning to real life situations and develops more opportunities for them to pursue. These projects/proposals support the student’s final project, which can be an internship, action research project, or thesis. Students have a great degree of flexibility in that they can choose the culminating experience most useful for them, depending on the strengths they wish to develop and their career interests.
- **Updated Curriculum Structure:** The program not only emphasizes entrepreneurship education, but puts it in the context of economic development and organizational change by offering mutually reinforcing courses in each area. This unique coursework combination creates graduates who can have a potentially greater long run impact on society than if they focused just on classic entrepreneurship startup issues. There is also an emphasis on developing more effective and advanced management skills, which are often more critical as entrepreneurial activity evolves toward managerial activity when projects progress. Traditional programs often assume the entrepreneur already possesses these skills. The emphasis on the development of negotiations skills, often neglected in traditional programs, is a particularly valuable aspect of this program.

The College mission states, "Peru State College provides students of all backgrounds access to engaging educational experiences to strengthen and enrich communities, Nebraska, and the world." This program contributes to the mission of the College by providing our students with an engaging educational experience while giving them additional opportunities after graduation. With its online availability, people already working will have access to further their education, which will allow them to stay in their communities while completing the degree program. It is hoped that graduates will remain or return to rural communities in the State of Nebraska to serve in the healthcare services industry. It will also serve the state by preparing individuals for productive skills and developing and nurturing the citizens and future leaders of Nebraska. Economic developers provide critical assistance and information to companies that create jobs in our economy.

The program helps students to connect new-to-market and existing companies with the resources and partners needed to expand. Economic development helps to protect the local economy from economic downturns by attracting and expanding the region's major employers. Inclusive economic development works to support the community's quality of life through initiatives such as supporting the regional transportation network, affordable housing, innovation and entrepreneurship as well as upskilling opportunities for the local workforce. The MSOM program is consistent with the Coordinating Commission for Postsecondary Education's Comprehensive Statewide Plan for Postsecondary Education and helps the state advance three major goals: meeting the educational needs of students, meeting the needs of the state, and meeting the needs through exemplary institutions.

This program meets the educational needs of students, as this program offers lifelong learning opportunities that are responsive to students' and workforce needs as well as generate critical thinking skills with the knowledge and workplace skills needed to be successful employees. The program also helps to meet the needs of the state by creating a knowledgeable, trained and skilled workforce. As evidenced by the high demand for positions in this field, this program will prepare students to fill these positions, serving in critical workforce areas.

Adequacy of Resources and Related Concerns

The faculty and related resources are sufficient for the existing program. Full time faculty teach as part of their load and adjuncts teach according to their own areas of expertise. Resources are provided for the faculty via online resources as the program is entirely online.

Informational resources are sufficient as they are provided access to online resources through our library and through our support in the distance education office. Fiscal resources are sufficient as well for the operation of the graduate programs, however, with the addition of two new focus areas this may change as the programs grow. The recent addition of two new focus areas to the MSOM will create more opportunities for students. Health care Administration and Strategic Leadership and Communication were added and will be offered starting the Fall Of 2023.

3. Evidence of Demand and Efficiency (per established CCPE standards for 5-year means)

	Number of Degrees/Awards in Program	SCH/FTE
Baccalaureate	7	300
Masters	5	300
Specialist	4	300

		17-18	18-19	19-20	20-21	21-22	5 yr avg
Student Credit Hours (SCH)		648	516	477	540	477	532
Faculty Full-time Equivalency (FTE)		1.25	1.25	.63	1.13	.63	.98
SCH/Faculty FTE		518	413	757	478	757	542
Number of Degrees and Awards	MS	11	10	18	11	10	12.0

WSC Academic Program Review Report 2023
Business Administration

1. **Section One: Overview of Program Offerings**

Major	Option, Concentration, Focus Area or Endorsement	Minor	Degree	Credit Hours
Business Administration	Accounting		BA, BS	48
Business Administration	Agri-Business		BA, BS	48
Business Administration	Economics		BA, BS	48
Business Administration	Finance		BA, BS	48
Business Administration	Human Resource Management		BA, BS	48
Business Administration	International Business Studies		BA, BS	48
Business Administration	Management		BA, BS	48
Business Administration	Marketing		BA, BS	48
Business Administration	Office Administration		BA, BS	48
Business Administration	Professional Studies		BA, BS	48
Business Administration	Public Accounting		BA, BS	61
Business Administration	Supply Chain Management		BA, BS	48
Business Administration		Business Administration		21
Business Administration		Management Information Systems		21
Business Administration	BMIT Education Field Endorsement (6-12)		BA, BS	48
Business Administration	MBA-non-focus area		MBA	30
Business Administration	MBA-Accounting Focus		MBA	36
Business Administration	MBA—Human Resource Management Focus		MBA	36
Business Administration	MBA—Supply Chain Management Focus		MBA	36

Business programs offered by the School of Business and Technology at WSC were granted specialized accreditation by the International Accreditation Council for Business Education for the accreditation period from May 1, 2022 to April 30, 2029. The programs have been IACBE accredited since January 8, 2002.

2. **Section Two External Accreditation Findings**

The current accreditation status of this program can be found at <https://iacbe.org/memberpdf/WayneStateCollege.pdf>.

All notes or requests for additional information prompted by IACBE’s most recent evaluation were satisfied on June 1, 2022.

A full copy of the self-study submission is available upon request. The information below is a summary of our outcomes assessment plan, both student outcomes and operational outcomes.

Our assessment plan has worked well. The ETS exam results have helped us to better refine our curriculum and provide our students the ability to benchmark against a national test. The capstone class project allows for other measures of student performance. Our indirect measures show the same results as our direct measures, providing confidence we are meeting our student learning objectives. The main operational goal that is not met is staffing. During the self-study year, the FTE faculty for the department was 27.42. A breakdown of the self-study year FTE is presented in the table below:

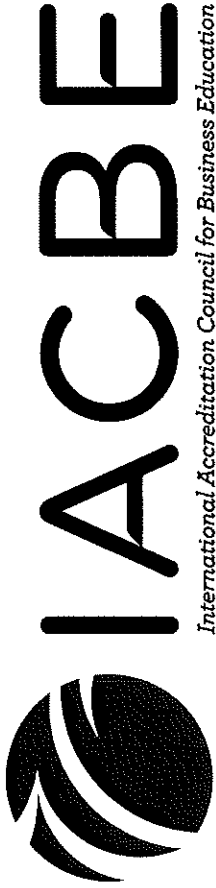
Description	FTE	Percentage
Total FTE during self-study year	27.42	100.0
Full-time faculty assigned	14.00	51.1
Adjunct	4.91	17.9
Summer teaching by full-time faculty	3.54	12.9
Overload teaching by full-time faculty—regular term	4.97	18.1

The department is staffing 17.9% of its regular term courses with adjunct faculty, along with another 18.1% being staffed by overloads.

3. Evidence of Demand and Efficiency (per established CCPE standards for 5-year means)

Number of Degrees/Awards in Program		SCH/FTE
Baccalaureate	7	300
Masters	5	300
Specialist	4	300

	17-18	18-19	19-20	20-21	21-22	5 yr avg	
Student Credit Hours (SCH)	10,505	11,957	14,538	15,688	16,692	13,876	
Faculty Full-time Equivalency (FTE)	19.01	19.76	23.93	26.92	27.69	23.46	
SCH/Faculty FTE	553	605	607	583	603	591	
Number of Degrees and Awards	BA/BS	113	114	121	148	145	128
	MBA	22	41	43	43	49	40



**THE BOARD OF COMMISSIONERS OF
The International Accreditation Council for Business Education**

**HEREBY AWARDS THIS
Certificate of Accreditation**

**TO BUSINESS PROGRAMS OFFERED BY
Wayne State College
School of Business and Technology**

This accreditation applies only to the programs approved by the Board of Commissioners and is contingent upon the accredited programs remaining in compliance with the principles and policies of the Council.

Period of Accreditation: May 1, 2022, through April 30, 2029

**DR. SCOTT SCHROEDER
CHAIR, BOARD OF COMMISSIONERS**

**DR. PATRICK HAFFORD
PRESIDENT, IACBE**

WSC Academic Program Review Report 2023
Criminal Justice

1. **Section One: Overview of Program Offerings**

Major	Option, Concentration, Focus Area or Endorsement	Minor	Degree	Credit Hours
Criminal Justice	N/A		BA, BS	36
		Criminal Justice		21
		Emergency Management		18

2. **Section Two: Analysis of Program, Including Adequacy of Resources and Related Concerns**

Analysis of Program

Since the date of the previous program review (2015) the Criminal Justice department has grown in overall enrollment as reflected by the 5-year SCH average increase from 2,673 to 3,706; an increase of 1,033 student credit hours. The number of degrees awarded also increased since the previous program review increasing to 56 from 43.8.

A strength of the Criminal Justice department is the dedicated, tenured and tenure-track faculty. The CJ faculty continue to expand their knowledge through professional development and training. They consistently refresh their courses to include new knowledge and timely examples. Further, the department brings in regional stakeholders to share knowledge and provide mentoring. A second strength is the Crime Scene Investigations House, which enhances learning through hands-on exercises in evidence collection and documentation. This facility has also attracted regional stakeholders for training, knowledge sharing, and employer recruiting.

The most significant concern faced by the department in 2015 was the need for an additional faculty line. WSC was able to address this need and brought on a new tenure-track faculty line that began in fall 2022.

With the current high demand for in-person, online, and MSOM-CJ courses, the primary concern moving forward is related to staffing needs associated with continual program growth. To address the MS level concerns, the school Dean is participating in the campus-wide development of the graduate strategic enrollment plan (GSEP). Conclusions and priorities identified through this process should help with both short and long-term staffing plans.

Adequacy of Resources and Related Concerns

Faculty and faculty-related resources

The Criminal Justice Program utilizes five full-time faculty to deliver the program. Four of the five current full-time faculty are terminally degreed (rank of professor with tenure), one is a newly hired tenure track Assistant Professor filling the new line created to meet program needs. The fifth member is a lecturer who is pursuing their M.S. degree with their specialty being forensic crime

scene investigation. In addition, the program utilizes several adjuncts including local lawyers and police officers. Collectively, the talent and expertise is sufficient to support the program at its current enrollment level.

Informational resources (library, technology, data services, etc.)

The Conn Library maintains a library of criminal justice related materials including texts and books in the fields of sociology, psychology, and criminology. Additionally, there is availability of electronic journal articles and interlibrary loan. WSC Network and Technology Services (NATS) provides faculty with instructional planning, acquisition of hardware and software, troubleshooting, and invaluable support in the use of the campus learning management software Canvas.

Physical facilities and instructional equipment, if applicable; and

The Criminal Justice department is catching up in regard to availability of needed instructional equipment. With evolving technology, there is continuing need for updated equipment to support the Crime Scene Investigations house. There is a need for 3-D scanning technology for crime scene documentation. There is also a need for a dedicated fingerprint laboratory within our academic building. There is also an ongoing request to develop a dedicated mock courtroom in our academic building to better train students in the legal processes which occur within the court system.

Fiscal resources.

Continued support fiscally in meeting the changing needs of our curriculum for students is very important. Our department keeps administration abreast of departmental needs required to maintain quality programming for our students.

3. Evidence of Demand and Efficiency (per established CCPE standards for 5-year means)

Number of Degrees/Awards in Program		SCH/FTE
Baccalaureate	7	300
Masters	5	300
Specialist	4	300

		17-18	18-19	19-20	20-21	21-22	5 yr avg
Student Credit Hours (SCH)		2,992	3,097	3,891	4,293	4,259	3,706
Faculty Full-time Equivalency (FTE)		4.63	4.88	5.75	6.75	6.88	5.78
SCH/Faculty FTE		646	635	677	636	619	642
Number of Degrees and Awards <i>(list degrees/ awards separately)</i>	BA/BS	51	56	51	64	58	56

WSC Academic Program Review Report 2023
Engineering Technology

1. **Section One: Overview of Program Offerings**

Major	Option, Concentration, Focus Area or Endorsement	Minor	Degree	Credit Hours
Engineering Technology	NA		BA,BS	57

2. **Section Two: Analysis of Program, Including Adequacy of Resources and Related Concerns**

Analysis of Program

The Engineering Technology program was recently approved within the last five years and has not gone through a formal review process. While there are no program completers at this time, enrollment trends indicate growth and interest in the program.

Adequacy of Resources and Related Concerns

Faculty and faculty-related resources

The BA/BS in Engineering Technology academic program is an interdisciplinary major which is typically delivered by faculty members from Industrial Technology, Chemistry, Computer Science, Math and Physics. At the current time, faculty resources for the BA/BS in Engineering Technology program are adequate.

Informational resources (library, technology, data services, etc.):

General Resources:

The Conn Library building underwent a total building renovation that was completed in 2017. The redesigned building now provides a variety of different learning spaces. Features include:

1. Sixteen small group and individual study rooms that are available for students.
2. Three technology-infused, easily reconfigurable teaching classrooms.
3. Tutoring services supervised by the Holland Academic Success Center

The Library is open approximately 90 hours weekly, serves approximately 224,000 students, staff, faculty and community members annually. The library's information desk provides in person and telephone reference services and instruction 60 hours weekly. Librarians provide over 200 information literacy instruction classes or guest speaking sessions annually to Wayne State College students and area high schools. Interlibrary loan arrangements with state colleges and universities as well as with libraries throughout the nation have ensured that materials not housed in the collection can be made available within an average of two to three working days.

The campus network provides off and on campus access to the library's catalog, Discovery system, and dozens of databases. More than 40,000 journal titles are available in full text from the library's journal database subscriptions. Over 350,000 monographic and 1,200 periodical titles are housed in the Conn Library Collection.

Technology Resources:

Appropriate technical resources are available. Technology support is available six days per week through phone, email, or by visiting the NATS Help Desk Service Center. Engineering Technology students and faculty have access to the same centralized technology support services available to all WSC affiliates including support for both campus and personal technology needs. The NATS Help Desk Service Center is currently utilizing the InfoTech Research Group analyst services for optimizing technology support services. The current IT support management (ITSM) software system will soon be replaced to improve the process for identifying technology needs across campus and to prevent support services from being a barrier to student and faculty success.

In January 2023, NATS installed 24 high-powered workstations in the Library for Industrial Technology, Engineering Technology, and Technology students. In order to maintain relevancy, it is critical that the TASC Department maintain specialized software such as AutoDesk Revit, Solidworks, Adobe, and CNC software.

Data Resources:

The Engineering Technology faculty are provided access to a considerable amount of internal data via the various systems and applications accessible through the “My WSC” branded portal available over the college network. Monthly reports regarding departmental budget status are provided to the TASC Department Chair. Examples of such internal reports and external data sources include:

1. Major-Minor Reports (which include enrollment data of Concentrations and Endorsements)
2. QAR reports (data/information regarding key institutional and program variables/metrics)
3. Admissions Reports
4. Course Enrollment History Reports
5. Faculty Load Reports
6. Student Migrations Between Academic Program Reports
7. Print and Photocopying Services Usage Reports
8. Academic Calendar Reports (and updates)

Physical facilities and instructional equipment, if applicable:

In 2019, the Center for Applied Technology (CAT), was built and remains the newest facility on campus. The CAT houses the Technology and Applied Science Department and the Engineering Technology program. The 53,000-square-foot structure includes two new classrooms and 13 new state-of-the-art instructional labs. This new space creates synergy through faculty alignment enhancing the student experience. The CAT features computer labs, a robotics lab, drafting and design lab, industrial technology labs and additional classrooms. The center features new tech-savvy classrooms and instructional labs for drafting and design, manufacturing, welding, power and energy, construction and woodworking, robotics, computing and networking, and mechatronics (technology combining electronics and mechanical engineering). The lab spaces provide hands-on learning experience with equipment and technology that directly transfer to jobs in the industry.

Fiscal resources:

The TASC Department uses the departmental budget to support the recurring costs, necessary periodic, equipment upgrades, required service contracts, supplies expenditures, faculty travel, and other appropriate costs. The budget has adequately supported the TASC Department during the period addressed by this report’s time frame. However, much of the equipment was new when the CAT building was built. This equipment is nearing its useful life. The ITE program estimates that equipment replacement costs are approximately \$100,000/year.

3. Evidence of Demand and Efficiency (per established CCPE standards for 5-year means)

Number of Degrees/Awards in Program		SCH/FTE
Baccalaureate	7	300
Masters	5	300
Specialist	4	300

	17-18	18-19	19-20	20-21	21-22	5 yr avg	
Student Credit Hours (SCH)	NA	NA	2,089	2,462	2,697	NA	
Faculty Full-time Equivalency (FTE)	NA	NA	6.60	7.52	7.45	NA	
SCH/Faculty FTE	NA	NA	316	327	362	NA	
Number of Degrees and Awards <i>(list degrees/ awards separately)</i>	BA/BS	NA	NA	0	0	0	NA

The Engineering Technology program was new in the 2019-2020 Academic Year, so 5-year data are not available during this review cycle. SCH and FTE data are included for 2019-20, 2020-21, and 2021-22 and reflect SCH/FTE above CCPE thresholds. No students are completers in this program yet, but enrollment numbers are provided below to document program growth.

Engineering Technology (BA BS) Enrollment					
17-18	18-19	19-20	20-21	21-22	22-23
		1	10	14	22

4. Section 4: Justification and Evidence of Need

As per the CCPE Program Review Guidelines, no additional justification is required if the program is newly approved within the last five years. However, additional information is provided below to support continuation of the program.

Evidence of Need

The Wayne State College Engineering Technology program offers a rigorous curriculum for students who seek employment as engineering technologists who work alongside engineers on a wide variety of projects. The program emphasizes the theoretical aspects of mathematics, science, and engineering.

The Engineering Technology program produces engineering technologists, which are considered part of the O*Net's STEM architecture and engineering occupational categories. According to Nebraska Department of Labor (2022), STEM occupations comprised 12.4% of the state's total employment. Nebraska STEM occupations are projected to grow by 10.8%, faster than the 4.8% employment

growth projected for non-STEM occupations. Almost a quarter (24.3%) of total openings due to growth are projected to be in STEM occupations.

Plan for Continuation

The BA/BS in Engineering Technology program aligns well with the mission of the College and the Wayne State College Strategic Plan. The program provides students with access to an affordable, high quality academic program. It also meets the demands of regional needs (WSC Strategic Goal #2) and the focus on targeted workforce areas (WSC Strategic Goal #3).

The TASC Department has worked diligently on recruiting students to this program. This includes high school visits, attending secondary education career fairs, attending the WSC Career Fair, and hosting the CAT Career Fair. We believe that these areas of outreach have been instrumental in the growth of the program. Steady enrollment growth in the program suggests that recruitment strategies are taking hold effectively.

WSC Academic Program Review Report 2023
Industrial Technology

1. Section One: Overview of Program Offerings

Major	Option, Concentration, Focus Area or Endorsement	Minor	Degree	Credit Hours
Industrial Technology	Construction Management		BA,BS	63
Industrial Technology	Drafting and Design		BA,BS	63
Industrial Technology	Safety Management		BA,BS	63
Industrial Technology	Manufacturing Management		BA, BS	63
Industrial Technology		Construction		21
Industrial Technology		Drafting		21
Industrial Technology		Manufacturing Management		21
Industrial Technology		Safety Management		21
Industrial Technology	Skilled and Technical Science Education Field Endorsement (6-12)		BA,BS	48
Industrial Technology	Skilled and Technical Science Supplemental Endorsement (9-12)		BA,BS	

The Industrial Technology program has been accredited by the Association of Technology, Management, and Applied Engineering (ATMAE). This accreditation does not include the Skilled and Technical Science Education Field Endorsement or the Skilled and Technical Science Supplemental Endorsement.

2. Section Two: External Accreditation Findings

External Accreditation Findings are included in

- Wayne State College ATMAE BS
- Wayne State College Letter

The Association of Technology, Management and Applied Engineering (ATMAE) assessed WSC on 19 standards and required the institution to submit a self-study report giving evidence of how these standards are being met. After the self-study was completed and submitted to ATMAE, a visiting team made up of three individuals, two working in higher education and one industry representative, visited Wayne State College to complete a report. The visiting team assessed each of ATMAE's 19 standards through interviews with students, staff, and faculty, and walk-throughs of all classrooms associated with the ITE Major Programs. They were also given access to examples of student work, syllabi, and any other relevant materials.

Upon completion of the site visit, the reviewers identified that WSC's ITE Major programs met all criteria in 16 of the 19 standards. The report indicated that within the three standards in which the criteria was not satisfactory, we had met most of the criteria but had some weaknesses or deficiencies.

Quotes from visiting team comments provided by ATMAE are as follows:

- The visiting team identified that current faculty meet instructional responsibilities; however, faculty overload causes faculty to be ineffective.
- WSC currently has appropriate technical support, software, and equipment; however, the visiting team strongly recommends a fulltime technician for the labs.
- Manufacturing Management will need to show adequate enrollment growth to be sustainable.

The visiting team was able to verify that that WSC's self-study report was cooperatively prepared by faculty, staff, administrators, students, and advisory board members. They found that academic programs within the ITE major were well defined including a program definition, curriculum, program acceptance and internal/external contributions. The team indicated that program option, mission and general outcomes were included and that program goals, both long-term and short-term were highlighted within each concentration.

WSC program learning outcomes are clearly listed and mapped out for each concentration with direct measures and validation of these outcomes was made by advisory board members and faculty and clearly documented. They indicated that the structure of the program and course sequencing was clearly defined with additional degree map provided by the department. Evidence and examples of concepts such as computer applications, communication skills and external activities were provided.

It was identified that students enrolled in ITE majors are comparable to the quality of students enrolled in other majors across campus. Policies on how transfer credits are reviewed, and the percentage of transfer students enrolled in ITE majors was well outlined. It was noted that three of the four concentrations have maintained an adequate number of students to sustain the program.

The visiting team identified that quality of instruction, student motivation, safety for all, instructional resources, and supervision of instruction are highly evident. They also gave positive remarks concerning scheduling procedures and our advising model.

The reviewers met with advisory board members and established that WSC is adequately tracking employer satisfaction, and that policies for the advisory board are in place and the interaction and input of members is clearly defined to show program input. WSC has well defined outcome measurements and is using a combination of resources to improve goals as described for each concentration. Required information as well as other useful information is made available to the public regarding the program.

Please note: Skilled and Technical Science Education Field Endorsement and Skilled and Technical Science Supplemental Endorsements are not included in ATMAE accreditation, but both are accredited by the Nebraska Department of Education.

3. Evidence of Demand and Efficiency (per established CCPE standards for 5-year means)

Number of Degrees/Awards in Program		SCH/FTE
Baccalaureate	7	300
Masters	5	300
Specialist	4	300

		17-18	18-19	19-20	20-21	21-22	5 yr avg
Student Credit Hours (SCH)		2,097	1,978	2,089	2,462	2,697	2,265
Faculty Full-time Equivalency (FTE)		5.39	4.75	6.60	7.52	7.45	6.34
SCH/Faculty FTE		389	416	316	327	362	357
Number of Degrees and Awards <i>(list degrees/ awards separately)</i>	BA/BS	30	38	26	32	34	32



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Director of Accreditation

Wayne State College
Dr. Marysz Rames
Wayne, Nebraska 68787

Dear Dr. Marysz Rames

It was a pleasure serving as Chair of the Accreditation Team that visited your campus on 27-29 April 2022. The faculty of the Department of Technology and Applied Sciences was very responsive in providing us with the information and materials we needed to complete our report. The team especially wishes to thank Dean Powers for her efforts leading up to, and during, our visit.

Enclosed is a copy of our final team report that will be presented to the ATMAE Board of Accreditation. The Board will meet during the ATMAE annual conference to act on the team's recommendation. This year's meeting will be held on November 9 at the Galt House Hotel in Louisville, KY. If upon reviewing the final report, your institution wishes the Board to review brief written materials related to the report's factual accuracy, such material must be sent to the ATMAE Director of Accreditation at accreditation@atmae.org sixty (60) days prior to the Board of Accreditation meeting on November 9, 2022, making the due date for your response on or before September 9, 2022.

ATMAE requires that your institution have a representative attend the Hearings to address the Board and answer any questions they may have. The schedule for the hearings will be provided approximately sixty (60) days before the meeting.

If I can provide additional information about the report or the procedures to be followed when appearing before the Board, please contact me or Amy Good, ATMAE's Director of Accreditation. Thank you for your support of ATMAE accreditation.

Sincerely,

A handwritten signature in black ink, appearing to read "Ivan T. Mosley, Sr.", written over a horizontal line.

Ivan T. Mosley, Sr., Ph.D.
Tennessee State University
ATMAE Accreditation Team Chair
imosley@tnstate.edu

ATMAE Accreditation

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Recognized by the Council for Higher Education Accreditation (CHEA)



Report
Visiting Team Worksheet
Associate, Baccalaureate & Master Level
Outcomes Assessment Accreditation Model

Visiting Team Report
for the
The Association of Technology, Management, and Applied Engineering

Institution: Wayne State College
President or CEO: Dr. Marysz Rames
City & State: Wayne, Nebraska

Date of Accreditation Self-Study Report:
March 2022

Date of Visiting Team Report:
27-29 April 2022

Visiting Team Members:
Ivan T. Mosley, Sr., Ph.D. (Chair)
Tennessee State University

Mr. Lance Welter
Welter Associates

Dr. J. Jonathan Lewis
Texas Southern University

Program(s) Reviewed (with options):
B.S. in Industrial Technology
Construction Management
Drafting and Design
Manufacturing Management
Safety Management

I. The On-Site Visit

A. Date of the Visit 27-29 April 2022

B. The Visiting Team (provide names, addresses, and telephone numbers)

Chair: Ivan T. Mosley, Sr., Ph.D.
Address 1: 3500 John A. Merritt Blvd
Address 2: AIT Box 9550
City, State Zip: Nashville, TN 37209-1561

Team Member 1: Mr. Lance Welter
Address 1: Welter Associates
Address 2:
City, State Zip: Glenview, IL

Team Member 2: Dr. J. Jonathan Lewis
Address 1: Texas Southern University
Address 2:
City, State Zip: Kathy, TX

C. On-Site Visit Agenda (provide the specific agenda followed during the visit)

27-29 April 2022

D. Current Accreditation Status of Programs (provide the current accreditation status of all programs and program options under consideration)

Seeking initial Accreditation for Bachelor of Science in Industrial Technology with concentrations in Construction Management, Drafting and Design, Manufacturing Management and Safety Management.

II. General Information

A. The Institution (summarize the information about the institution included in the self-study report)

Wayne State College (WSC) is a regional public, open admission college geographically positioned to serve rural Nebraska. The college is primarily an undergraduate institution; however, graduate programs are offered at the Master's level in Education, Business Administration and Organizational Management and the Education Specialist level in Education. It draws students primarily from a 47- county service region in northeast Nebraska and northwest Iowa. Over 60% of Wayne State College students come from communities smaller than Wayne (population 5,240), and over 25% come from communities with a population less than 1,000. Wayne State College is largely a traditional campus and is accredited by the Higher Learning Commission.

B. Administrative Unit(s) Information (include specific organization and personnel information about the department, college, and division housing the programs being evaluated)

School of Business and Technology
1111 Main Street
Gardner Hall 106
Wayne State College
Wayne, NE 68787

Dr. Anne Power, Dean
School of Business and Technology

Mr. Dan Mitchell, Chair
Technology and Applied Sciences

Standards for Accreditation

Compliance with Standards (describe how each program and option complies with, or fails to comply with each standard - the final line shall indicate whether the program or option is in non-compliance, partial compliance, or compliance)

Standard 1 - Preparation of Self-Study Report: The Self-Study Report shall follow the guidelines of the Accreditation Handbook version in place at the time of the accreditation application. The report shall be completed by a representative portion of the institutions administrative staff and teaching faculty directly related to the program(s) to be reviewed. Students should be involved in the accreditation preparation process. Representative student transcripts for each program and/or option shall be included in the self-study and made available for the visiting team. Representative examples of student's management and/or technical graded work shall be available for each course in the Self-study and/or campus documentation room. Examples of textbooks and instructional materials for each management and/or technical course shall be provided for the visiting team.

Team Comments: The institutional self-study report was cooperatively prepared by faculty, staff, administrators, students and Advisory Board members.

All Program/Option Same: Compliance Partial Compliance Non-Compliance

Program/Option: Construction Mgmt Compliance Partial Compliance Non-Compliance
Program/Option: Drafting and Design Compliance Partial Compliance Non-Compliance
Program/Option Manufacturing Mgmt Compliance Partial Compliance Non-Compliance
Program/Option Safety Mgmt Compliance Partial Compliance Non-Compliance

Standard 2 - Program Definition: A program is a set of courses leading to a degree. A program may have more than one option, specialization or concentration, but specific course requirements for each option shall be clearly specified, and as appropriate all program/options shall meet ATMAE standards. In situations where an option is not appropriate for ATMAE accreditation based upon the approved definition of technology, management, and applied engineering, the request for accreditation should clearly state which option, concentration, or specialization is seeking accreditation and which ones are excluded. The case for exclusion should be made with the application for accreditation. If an option, concentration or specialization is excluded and the program becomes accredited, the program must identify specifically which concentrations, options and specializations are and are not accredited in all their publications and promotional materials that mention accreditation. Only institutions legally authorized under applicable state law to provide degree programs beyond the secondary level and that are recognized by the appropriate regional and/or national accrediting agency are considered for accreditation. Evidence must exist that the programs are understood and accepted by the university/college community, and the business/industry community.

Team Comments: Well defined programs. Included program definition, curriculum, program acceptance and internal/external contributions.

All Program/Option Same: Compliance Partial Compliance Non-Compliance

Program/Option: Construction Mgmt Compliance Partial Compliance Non-Compliance
Program/Option: Drafting and Design Compliance Partial Compliance Non-Compliance
Program/Option Manufacturing Mgmt Compliance Partial Compliance Non-Compliance
Program/Option Safety Mgmt Compliance Partial Compliance Non-Compliance

Standard 3 - Program Title, Mission, and General Outcomes: Each program/option shall have appropriate titles consistent with the approved ATMAE definition of Technology, Management, and Applied Engineering.

- The program/option title, definition and mission shall be compatible with the ATMAE definition of Technology, Management, and Applied Engineering. The program/option shall lead to a degree at the associate, bachelor, or master's level.
- General program outcomes shall be established for each program/option that provides a framework for the development of specific measurable program learning outcomes.

ATMAE approved definitions for degree programs are as follows:

- a. *Master's Degree:* Programs/options that prepare individuals for career advancement in that involve the management of complex technological systems.
- General outcomes shall be established for each program/option that provides a framework for the development of specific measurable learning outcomes. Validation of the general outcomes shall be accomplished through a combination of external experts, an industrial advisory committee and, after the program is in operation, follow up studies of graduates.
 - Note: Each program/option shall have appropriate titles consistent with the approved ATMAE definition of Technology, Management, and Applied Engineering. Representative student transcripts for each program and/or option shall be made available for the visiting team.

Team Comments: Program option, mission and general outcomes were included.

All Program/Option Same: Compliance Partial Compliance Non-Compliance

Program/Option: Construction Mgmt Compliance Partial Compliance Non-Compliance
Program/Option: Drafting and Design Compliance Partial Compliance Non-Compliance
Program/Option Manufacturing Mgmt Compliance Partial Compliance Non-Compliance
Program/Option Safety Mgmt Compliance Partial Compliance Non-Compliance

Standard 4 - Program Goals: Each program and program option shall have current short and long range goals and plans for achieving these goals.

Team Comments: Program goals were listed and highlight for each concentration.

All Program/Option Same: Compliance Partial Compliance Non-Compliance

Program/Option: Construction Mgmt Compliance Partial Compliance Non-Compliance
Program/Option: Drafting and Design Compliance Partial Compliance Non-Compliance
Program/Option Manufacturing Mgmt Compliance Partial Compliance Non-Compliance
Program/Option Safety Mgmt Compliance Partial Compliance Non-Compliance

Standard 5 - Program Learning Outcomes Identification & Validation: Measurable program learning outcomes shall be identified, assessed and validated for each program/option. These outcomes must align with the program goals established for the program/option and validation shall be accomplished through a combination of external experts, an industrial advisory committee and, after the program is in operation, follow up studies of direct and indirect measures for each outcome.

Team Comments: PLOs are clearly listed and mapped out for each concentration with direct measures. Validation was made by Advisory Board and faculty and clearly documented.

All Program/Option Same: Compliance Partial Compliance Non-Compliance

Program/Option: Construction Mgmt Compliance Partial Compliance Non-Compliance
 Program/Option: Drafting and Design Compliance Partial Compliance Non-Compliance
 Program/Option Manufacturing Mgmt Compliance Partial Compliance Non-Compliance
 Program/Option Safety Mgmt Compliance Partial Compliance Non-Compliance

Standard 6 - Program Structure & Course Sequencing: Each program/option shall meet minimum foundation semester hour requirements. Programs/options may exceed maximum foundation semester hour requirements specified in each area, as long as minimums are met. A specific list of courses and credit hours that are being counted toward each category shall be included in the Self-Study Report (please use the attached table C). For institutions on the quarter system *they shall convert the course work to the semester system(hours based on Federal Regulations)*

NOTE: Programs in manufacturing at the Associate, Baccalaureate and Masters levels should review and consider for adoption as a quality improvement tool, the SME 4 Pillars of Manufacturing as may be appropriate for their respective Programs. ATMAE Accreditation has formally adopted this concept for use as a model quality improvement tool and encourages manufacturing programs to utilize components that apply to their programs. The Pillars are applicable to both technical manufacturing and to manufacturing management curricula.

Program Minimum Curricula Foundation

Bachelor's Degree: Programs/options shall be a minimum of 120 semester hours and shall meet the following minimum/maximum foundation semester hour requirements:

General Education (must include oral and written communications)	18-36
Mathematics	6-18
Physical Sciences*	6-18
Management.....	12-24
Technical	24-36
Electives	0-18

*Life Sciences may be appropriate for selected programs of study.

Students must successfully complete a minimum of 15 semester hours of junior or senior level major courses at the institution seeking accreditation.

Categories	Required Hours	Construction Management	Drafting and Design	Manufacturing Management	Safety Management
General Ed	18-36	24	24	24	24
Mathematics	6-18	6	6	6	6
Physical Sci	6-18	6	6	6	6
Management	12-24	21	18	24	18
Technical	24-36	36	36	33	36

Electives	0-18	27	30	27	27
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NOTE: Programs in Safety. The Board of Certified Safety Professionals (BCSP) evaluates programs in safety designed that are designed to gain recognition for students in the safety profession, Programs may have specific requirements based on local market needs and on national professional safety practice studies and standards such as ANSI Z590.2.

NOTE: Programs in manufacturing at the Associate, Baccalaureate and Masters levels should review and consider for adoption as a quality improvement tool, the SME 4 Pillars of Manufacturing as may be appropriate for their respective Programs. ATMAE Accreditation has formally adopted this concept for use as a model quality improvement tool and encourages manufacturing programs to utilize components that apply to their programs. The Pillars are applicable to both technical manufacturing and to manufacturing management curricula.

- Appropriate laboratory activities shall be included in the program/option and a reasonable balance shall be maintained between the practical application of "how" and the conceptual application of "why." Master's degree programs and/or options may not have formal laboratory activities, but must maintain a balance between the practical application of "how" and the conceptual application of "why."
- There shall be evidence of appropriate sequencing of courses in each program/option to ensure that applications of mathematics, science, written and oral communications are covered in technical and management courses.
- Course sequencing should ensure that advanced level courses build upon concepts covered in beginning level courses.

Team Comments: Course sequencing was clearly defined with additional degree map provided by the department. Evidence and examples of concepts such as computer applications, communication skills and external activities were provided.

All Program/Option Same: Compliance Partial Compliance Non-Compliance

Program/Option: Construction Mgmt Compliance Partial Compliance Non-Compliance

Program/Option: Drafting and Design Compliance Partial Compliance Non-Compliance

Program/Option Manufacturing Mgmt Compliance Partial Compliance Non-Compliance

Program/Option Safety Mgmt Compliance Partial Compliance Non-Compliance

Standard 7 - Student Admission & Retention Standards: There shall be evidence showing that the quality of technology, management, and applied engineering students is comparable to the quality of students enrolled in other majors at the institution. Additionally, the standards for admission and retention of technology, management, and applied engineering students shall compare favorably with institutional standards. (Sources of admission information may include test scores and grade rankings. Sources of retention information shall include general grade point averages of technology, management, and applied engineering students compared to programs in other institutional programs.)

Team Comments: Student admission and retention were clearly defined by the ATMAE standard.

All Program/Option Same: Compliance Partial Compliance Non-Compliance

Program/Option: Construction Mgmt Compliance Partial Compliance Non-Compliance

Program/Option: Drafting and Design Compliance Partial Compliance Non-Compliance

Program/Option Manufacturing Mgmt Compliance Partial Compliance Non-Compliance

Program/Option Safety Mgmt Compliance Partial Compliance Non-Compliance

Standard 8 - Transfer Course Work: The institution shall have policies in place to ensure that coursework transferred to the program is evaluated and approved by program faculty.

Team Comments: Policies on transfer work are clearly defined. Percentage of transfer students was highlighted as well.

All Program/Option Same: Compliance Partial Compliance Non-Compliance

Program/Option: Construction Mgmt Compliance Partial Compliance Non-Compliance
Program/Option: Drafting and Design Compliance Partial Compliance Non-Compliance
Program/Option Manufacturing Mgmt Compliance Partial Compliance Non-Compliance
Program/Option Safety Mgmt Compliance Partial Compliance Non-Compliance

Standard 9 - Student Enrollment: Program enrollment shall be tracked and verified. There shall be evidence of an adequate number of program majors to sustain the program, and to operate it efficiently and effectively, as defined by your state or institution standards.

Team Comments: Three concentrations have maintained an adequate number of students to sustain the program; however, Manufacturing Management will need to show an adequate number to sustain over a longer period of time.

All Program/Option Same: Compliance Partial Compliance Non-Compliance

Program/Option: Construction Mgmt Compliance Partial Compliance Non-Compliance
Program/Option: Drafting and Design Compliance Partial Compliance Non-Compliance
Program/Option Manufacturing Mgmt Compliance Partial Compliance Non-Compliance
Program/Option Safety Mgmt Compliance Partial Compliance Non-Compliance

Standard 10 - Administrative Support & Faculty Qualifications: There must be evidence of appropriate support from the institution for the technology, management, and applied engineering program/option.

- Appropriately qualified administrators are assigned to the program/options.
- An adequate number of appropriately qualified full-time faculty members are available and assigned to teach courses in the technology, management, and applied engineering program/option.
- Full time faculty qualifications shall include emphasis upon the extent, currency and pertinence of: (a) academic preparation; (b) industrial professional experience (such as technical supervision and management); (c) practical business experience using applied technology; (d) membership and participation in appropriate technology, management, and applied engineering professional organizations; and (e) scholarly activities. The following minimum qualifications for full time faculty are required (except in unusual circumstances which must be individually justified):

Bachelor's Degree: The minimum academic qualifications for tenure track, or full-time faculty members shall be an earned graduate degree in a discipline closely related to the instructional assignment. A minimum of fifty percent of the tenure track, or full-time, faculty members assigned to teach in the program of study content area(s) shall have an earned doctorate or other appropriately earned terminal degree as defined by the institution.

Exceptions may be granted to this standard if the institution has a program in place that will bring the faculty demographics into compliance within a reasonable period of time.

Master's Degree: An earned doctorate degree in a discipline closely related to the faculty member's instructional assignment (exceptions may be granted for specialized technical management programs/options).

- Policies and procedures for faculty selection, appointment, reappointment and tenure shall be clearly specified and shall be conducive to the maintenance of high quality instruction. This should include policies and procedures for the selection and reappointment of part-time/adjunct faculty.
- Faculty teaching, advising, and service loads shall be reasonable and comparable to the faculty in other professional program areas.
- Appropriate criteria shall be in place to assure part time or non-tenure track faculty are highly qualified to deliver and evaluate student performance in courses assigned.

Team Comments: Faculty meet instructional responsibilities; however, faculty overload causes faculty to be ineffective.

All Program/Option Same: Compliance Partial Compliance Non-Compliance

Program/Option: Construction Mgmt Compliance Partial Compliance Non-Compliance
Program/Option: Drafting and Design Compliance Partial Compliance Non-Compliance
Program/Option Manufacturing Mgmt Compliance Partial Compliance Non-Compliance
Program/Option Safety Mgmt Compliance Partial Compliance Non-Compliance

Standard 11 - Facilities, Equipment & Technical Support: Facilities and equipment shall be adequate to support program/option goals.

- Appropriate technical support necessary to assure safety and for maintenance is available.
- Current computer equipment and software programs to cover functions and applications in each program area is available.
- Facility and equipment needs shall be included in the long-range goals and budget plans for the program.

Team Comments: Appropriate technical support was defined and equipment programs seems adequate as defined by the University/College/Department; however, the Team strongly recommends a fulltime Technician for the labs.

All Program/Option Same: Compliance Partial Compliance Non-Compliance

Program/Option: Construction Mgmt Compliance Partial Compliance Non-Compliance
Program/Option: Drafting and Design Compliance Partial Compliance Non-Compliance
Program/Option Manufacturing Mgmt Compliance Partial Compliance Non-Compliance
Program/Option Safety Mgmt Compliance Partial Compliance Non-Compliance

Standard 12 - Program/Option Operation: Evidence shall be presented showing the adequacy of instruction including: (a) scheduling of instruction and student advising; (b) quality of instruction and motivation of students; (c) observance of safety standards; (d) availability of resource materials; (e) teaching and measurement of competencies (specific measurable competencies shall be identified for each course along with the assessment measures used to determine student mastery of the competencies); (f) supervision of instruction; and (g) placement services available to graduates. Furthermore, evidence shall be presented showing the following:

- Management and/or technical course syllabi must clearly describe appropriate course objectives and student competencies.
- Each student learning competencies shall be mapped to the program learning outcomes established for the program/option.
- Courses delivered by distance. Appropriate criteria are in place to assure the adequacy of distance and/or non- traditional instruction

NOTE: *The ATMAE Board of Accreditation has developed standards to help each degree program/option seeking accreditation to implement continuous program improvement based on Outcome-Assessment. The Board prefers that most outcome measures be documented after the program has established a history of producing graduates. In the case of modified programs/options the institution is charged to make a transition to Outcome-Assessment data collection and review. In the case of NEW programs/options the institution is charged to explain intended processes and include examples of instruments to be used and data analysis plans. (Standard 13 thru Standard 16).*

Team Comments: Scheduling, advising, quality of instruction, motivation, safety, resources, and supervisor of instruction was clearly defined.

All Program/Option Same: Compliance Partial Compliance Non-Compliance

Program/Option: Construction Mgmt Compliance Partial Compliance Non-Compliance
Program/Option: Drafting and Design Compliance Partial Compliance Non-Compliance
Program/Option Manufacturing Mgmt Compliance Partial Compliance Non-Compliance
Program/Option Safety Mgmt Compliance Partial Compliance Non-Compliance

Standard 13 - Graduate Satisfaction with Program/Option: Graduate evaluations of the program/option shall be made on a regular basis (two to five years). These evaluations shall include attitudes related to the program learning outcomes identified for the program/option. Summary data shall be available for the graduate evaluations of the program/option

Team Comments: Students were surveyed and provided adequate feedback.

All Program/Option Same: Compliance Partial Compliance Non-Compliance

Program/Option: Construction Mgmt Compliance Partial Compliance Non-Compliance
Program/Option: Drafting and Design Compliance Partial Compliance Non-Compliance
Program/Option Manufacturing Mgmt Compliance Partial Compliance Non-Compliance
Program/Option Safety Mgmt Compliance Partial Compliance Non-Compliance

Standard 14 - Employment of Graduates: Placement, job titles, and salaries of graduates shall be tracked on a regular basis (two to five years) including the degree to which jobs held by graduates are consistent with program learning outcomes. Summary data shall be available

for the employment of graduates.

Team Comments: Placement, job titles, and salaries were collected with the program learning outcomes highlighted.

All Program/Option Same: Compliance Partial Compliance Non-Compliance

Program/Option: Construction Mgmt Compliance Partial Compliance Non-Compliance
Program/Option: Drafting and Design Compliance Partial Compliance Non-Compliance
Program/Option Manufacturing Mgmt Compliance Partial Compliance Non-Compliance
Program/Option Safety Mgmt Compliance Partial Compliance Non-Compliance

Standard 15 - Job Advancement of Graduates The advancement of graduates within organizations shall be tracked on a regular basis (two to five years) including promotions to positions of increasing responsibility. Summary data shall be available for the job advancement of graduates.

Team Comments: The advancement of graduates as well as salaries were included with examples of increased responsibilities.

All Program/Option Same: Compliance Partial Compliance Non-Compliance

Program/Option: Construction Mgmt Compliance Partial Compliance Non-Compliance
Program/Option: Drafting and Design Compliance Partial Compliance Non-Compliance
Program/Option Manufacturing Mgmt Compliance Partial Compliance Non-Compliance
Program/Option Safety Mgmt Compliance Partial Compliance Non-Compliance

Standard 16 - Employer Satisfaction with Job Performance: Employer satisfaction with the job performance of graduates shall be tracked on a regular basis (two to five years) including employer attitudes related to the importance of the specific program learning outcomes for the program. Summary data shall be available showing employer satisfaction with the job performance of graduates.

Team Comments: Employer satisfaction was tracked and provided adequate input.

All Program/Option Same: Compliance Partial Compliance Non-Compliance

Program/Option: Construction Mgmt Compliance Partial Compliance Non-Compliance
Program/Option: Drafting and Design Compliance Partial Compliance Non-Compliance
Program/Option Manufacturing Mgmt Compliance Partial Compliance Non-Compliance
Program/Option Safety Mgmt Compliance Partial Compliance Non-Compliance

Standard 17 - Advisory Council Approval of Overall Program: A functioning industrial advisory committee shall exist for each program/option. If more than one program of study or program option is available, then appropriately qualified industrial representatives shall be added to the committee or more than one committee shall be maintained.

- Policies for the advisory committee shall exist that include: (a) criteria for member selection; (b) procedures for selecting members; (c) length of member appointment; (d) committee responsibilities; (e) frequency of meetings (at least one per year); (f) methods of conducting business; (g) a roster of advisory committee members and minutes of advisory committee meetings shall be made available to the visiting team; and (h) evidence shall exist showing the advisory committee participates in program outcome and program learning outcomes validation and the evaluation of overall program success.

Team Comments: Policies for the Advisory Board were met and the interaction and input of members is clearly defined to show program input.

All Program/Option Same: Compliance Partial Compliance Non-Compliance

Program/Option: Construction Mgmt Compliance Partial Compliance Non-Compliance
Program/Option: Drafting and Design Compliance Partial Compliance Non-Compliance
Program/Option Manufacturing Mgmt Compliance Partial Compliance Non-Compliance
Program/Option Safety Mgmt Compliance Partial Compliance Non-Compliance

Standard 18 - Outcome Measures Used to Improve Program: Evidence shall be presented showing how both direct and indirect outcome measures have been used to improve the overall program/option*. Evidence that program stakeholders participate in this process must be demonstrated. Outcome measures (standards 14-16) and advisory Board input (standard 17) must be used to improve the program. Measures must include a combination of the following: Graduate Satisfaction with Program/Option, Employment of Graduates, Job Advancement of Graduates, Employer Satisfaction with Job Performance of Graduates, Graduate Success in Advanced Programs, Student Success in Passing Certification Exams, Course-based Direct Measures, Other criteria established by the institution's Regional Accreditation activities, and Evidence must exist showing how the Advisory Committee Approval of Program have been used to improve the overall program/option based on data collected and analyzed.

Team Comments: Well defined outcome measurements and use of a combination of resources to improve goals was described for each concentration.

All Program/Option Same: Compliance Partial Compliance Non-Compliance

Program/Option: Construction Mgmt Compliance Partial Compliance Non-Compliance
Program/Option: Drafting and Design Compliance Partial Compliance Non-Compliance
Program/Option Manufacturing Mgmt Compliance Partial Compliance Non-Compliance
Program/Option Safety Mgmt Compliance Partial Compliance Non-Compliance

Standard 19 - Program Responsibility to Provide Information to the Public: The program must make available to the public via website, information on student performance and achievement as may be determined appropriate by the institution or the program. Information on student performance and achievement may also be provided in hard-copy forms as may be determined appropriate by the institution or the program. Sources of potential information include but are not limited to: student graduation rates from the program; average starting salaries; mean grade point averages; promotions achieved; time to secure first position; average years to complete the degree; and student awards/scholarships received. Institutions are required to provide the hyperlink of where this information located.

Team Comments: Required information as well as other useful information is made available to the public regarding the program. Sources of potential information listed in standards were achieved with the exception of student awards/scholarships.

All Program/Option Same: Compliance Partial Compliance Non-Compliance
Program/Option: Construction Mgmt Compliance Partial Compliance Non-Compliance
Program/Option: Drafting and Design Compliance Partial Compliance Non-Compliance
Program/Option Manufacturing Mgmt Compliance Partial Compliance Non-Compliance
Program/Option Safety Mgmt Compliance Partial Compliance Non-Compliance

IV. Summaries and Recommendations

A. Summaries:

1. Place a "C" in the appropriate space if the Program/Option meets all the criteria of the standard.
2. Place a "P" in the appropriate space if the Program/Option meets most of the stated criteria for the standard, but has weaknesses or deficiencies that need to be corrected.
3. Place an "N" in the appropriate space if the Program/Option fails to substantially meet the criteria of the standard.

Note: Duplicate this table if there are more than six (6) Program/Options.

Standards	Program/ Option Construction Mgmt	Program/ Option Drafting and Design	Program/Option Manufacturing Management	Program/ Option Safety Mgmt
Standard 1	C	C	C	C
Standard 2	C	C	C	C
Standard 3	C	C	C	C
Standard 4	C	C	C	C
Standard 5	C	C	C	C
Standard 6	C	C	C	C
Standard 7	C	C	C	C
Standard 8	C	C	C	C
Standard 9	C	C	P	C
Standard 10	P	P	P	P
Standard 11	P	P	P	P
Standard 12	C	C	C	C
Standard 13	C	C	C	C
Standard 14	C	C	C	C
Standard 15	C	C	C	C
Standard 16	C	C	C	C
Standard 17	C	C	C	C
Standard 18	C	C	C	C
Standard 19	C	C	C	C

B. Visiting Team Recommendation

Select only one option.

The recommendation should include accreditation level and conditions)

Program (Please List)	Accreditation	Accreditation with a Report in 2 Years	Accreditation with an On-Site Visit and report in 2 Years	Non Accreditation
Construction Mgmt	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drafting and Design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manufacturing Management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safety Management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. Conditions:

1. **Accreditation - Report in Two Years:** A written progress report is required in two years, which details the corrective action taken to meet standards.
2. **Accreditation Report and On-Site Visit in Two Years:** A written progress report by the institution and an on-site visit by one of the initial visiting team members is required in two years.
3. **Non-Accreditation:** Denial of accreditation occurs when a program does not substantially comply with standards. If a program receives Non-Accreditation status, the application for reaccreditation will be considered as an initial application and the maximum period of accreditation granted will be four years.

WSC Academic Program Review Report 2023
Mathematics

1. Section One: Overview of Program Offerings

Major	Option, Concentration, Focus Area or Endorsement	Minor	Undergraduate	Credit Hours
Mathematics	Applied Mathematics		BA, BS	49-50
	Mathematics Education Field Endorsement (6-12)		BA, BS	42
	Pure Mathematics		BA, BS	49
		Mathematics		21

2. Section Two: Analysis of Program, Including Adequacy of Resources and Related Concerns

Analysis of Program

Since the date of the previous program review (2015) the Mathematics program has remained steady in overall enrollment as reflected by the 5-year SCH average of 3,167 in 2015 and 3,153 in 2022. The number of degrees awarded has changed slightly since the previous program review increasing to 8.0 from 6.8.

Strengths of the Mathematics program include dedicated, tenured and tenure-track faculty. The math faculty continue to expand their knowledge through professional development and training. They consistently refresh their courses to include new knowledge and timely examples. Further, the faculty lead science education students in the delivery of a Family Math and Science Night for Wayne Elementary School families.

In an effort to attract more students interested in STEM, math faculty have been integral in the writing and delivery of an NSF funded S-STEM grant (award #). While the program is open to all STEM majors, the project PI and co-PI's have been intentionally targeting students interested in pursuing careers in math.

While there is not graduate level degree in mathematics at WSC, math faculty have been teaching several graduate level math courses in the past 5 years. These courses are being taught in response to local math educator need to further their skills and improve math education for K-12 students.

Teacher Education: The WSC Field Endorsement in Mathematics includes all but one of the courses in the non-education math majors, making our graduates knowledgeable in a variety of areas to draw upon when teaching. As noted above, mathematics teachers are in high demand. This demand can be especially acute in rural areas. Students at WSC generally come from smaller towns in Nebraska and often return to small towns to teach after graduation, helping to alleviate the unfilled mathematics teaching positions that often are overlooked by students graduating from larger universities. WSC is known regionally for its quality math teachers. Some of our graduates have secured positions even before beginning their student teaching.

Careers and Graduate Studies: Students earning bachelor's degrees in mathematics from WSC have worked in the oil industry, insurance, banking, and similar fields. Our majors are prepared to pursue advanced degrees in a broad swath of fields related to mathematics such as computer science, finance, economics, and law.

NSF Noyce and NSF S-STEM grants: These grants provide scholarships for individuals majoring in either pure or educational STEM fields. The goal is to increase enrollment and retention while also providing a unique experience to scholars participating in these grant programs. These grants have also provided pedagogical professional development opportunities for math and science faculty, such as the Mobile Summer Institute (MOSI) on Scientific Teaching.

General Studies: Mathematics plays an integral part of WSC's General Studies Program. All students are required to take at least one course in quantitative and logical reasoning (Core Academic Tenet 3) as part of the general studies curriculum. Many students take our MAT 110 Contemporary Applications of Mathematics course, which focuses on problem solving techniques, mathematical persistence and written communication. In addition to this course, the math faculty provide service courses for the pre-professional programs and other majors across campus, including, but not limited to, majors in Biology, Clinical Lab Science, Respiratory Therapy, Chemical Sciences, Computer Science, Elementary Education, Pre-Engineering, Pre-Medicine, Pre-Nursing, Applied Human and Sport Physiology, and Special Education Field Endorsement. Although not part of the General Studies Program, the math faculty recently developed a math course for Industrial Technology majors. Tailored for the specific mathematics necessary for construction, drafting, and workplace safety, this course is further evidence of the support the Math Program and faculty provide to other departments campus-wide.

Regional Leadership in Mathematics Education and Outreach: Mathematics faculty and students work with schools in the Wayne community to enhance mathematics, especially at the elementary level. One faculty member spends several hours a week doing "Math Circles" with the first and second grade high-ability learners. These students are introduced to a variety of interesting mathematics topics they would not normally be exposed to such as engineering and geometry. Additionally, mathematics faculty have annually hosted Math and Science Night at Wayne Elementary and St. Mary's Catholic Schools. These evenings involve the WSC Elementary Education students interacting with the elementary students on various mathematically oriented projects and puzzles as a service-learning project. The mathematics faculty also serve as a resource for mathematics in, not only northeast Nebraska, but the entire state. Faculty members have served in a variety of board positions of the Nebraska Association of Teachers of Mathematics (NATM) organization. This state-wide group provides professional development opportunities for pre-service, early career, and practicing mathematics teachers. Faculty members have also served the Nebraska Southeast South Dakota Section (NeSeSD) of the Mathematical Association of America (MAA) both nationally as a Representative to the MAA Congress and national committees, and regionally as program chair and treasurer of the NeSeSD Section. The MAA focuses on research in undergraduate mathematics teaching, and, through our work, we are able to bring concerns about rural mathematics education to the national level.

Solid Quantitative Data: The Mathematics Program has a good student credit hour production, averaging 3153 over the past five years and a SCH/Faculty FTE ratio of 509, on average, well above the CCPE threshold of 300 hours per faculty. We also graduate a good number of students each

year, with a five-year average of 8 graduates/year, increasing to an average of 10 graduates/year in the past three years. This is an outstanding number of graduates for any small, rural, Midwest college.

Summary: Mathematics is the core of STEM fields and other subjects and as such is a necessity at any college, to study in its own right and to support other majors. Graduates from our program acquire good paying jobs across the state or continue their studies in graduate school. The need for students educated in mathematics is growing. Combine this with devoted and caring faculty, to get a Mathematics Program that can meet the needs of the present and the future in Nebraska.

Adequacy of Resources and Related Concerns

Faculty and Faculty-Related Resources

The Mathematics Program utilizes full-time faculty to deliver the program. Three of our four current full-time faculty are terminally degreed, tenured Professors or Associate Professors. The fourth member is an Assistant Professor with a master's degree in mathematics plus an additional 18+ hours of mathematics courses toward a doctorate. In addition, the Mathematics Program utilizes three adjunct instructors who teach a total of 18 hours each semester. Each full-time faculty member is supported with an on-campus faculty office and all of the information resources and office assistant support afforded to all full-time WSC faculty.

Informational Resources (Library, Technology, Data Services, Etc.)

The Conn Library maintains a library of mathematics and statistics books and resources as well as the availability of electronic journal articles and interlibrary loan. WSC Network and Technology Services (NATS) provides faculty with instructional planning, acquisition of hardware and software, troubleshooting, and invaluable support in the use of the campus learning management software Canvas.

Physical Facilities and Instructional Equipment

The math faculty are located on the first floor of Carhart Science building. The majority of our courses are taught in the classrooms located in this building, as well. The current physical facilities and classroom instructional equipment are adequate for our current enrollment levels. However, we appreciate periodic updating of our instructional equipment, in particular to demonstrate current classroom technology for preservice educators.

Fiscal Resources

The Math Faculty are in communication with administrators and the chair of the Physical Sciences and Mathematics (PSCM) department about our fiscal needs. We appreciate the continued support of our professional development and our quality program.

3. Evidence of Demand and Efficiency (per established CCPE standards for 5-year means)

Number of Degrees/Awards in Program		SCH/FTE
Baccalaureate	7	300
Masters	5	300
Specialist	4	300

		17-18	18-19	19-20	20-21	21-22	5 yr avg
Student Credit Hours (SCH)		2,987	3,541	3,201	3,071	2,965	3,153
Faculty Full-time Equivalency (FTE)		5.62	6.21	6.29	6.59	6.26	6.19
SCH/Faculty FTE		531	571	509	466	474	509
Number of Degrees and Awards <i>(list degrees/ awards separately)</i>	BA/BS	5	5	11	9	10	8

**WSC Academic Program Review Report 2023
Organizational Management**

1. Section One: Overview of Program Offerings

Major	Option, Concentration, Focus Area or Endorsement	Minor	Degree	Credit Hours
Organizational Management	Criminal Justice Administration and Management		MS	36
Organizational Management	Human Performance and Wellness Management		MS	36
Organizational Management	Human Resource Management		MS	36
Organizational Management	Information Technology Management		MS	36
Organizational Management	Public Affairs		MS	36
Organizational Management	Public Relations Management		MS	36
Organizational Management	Sports and Recreation Management		MS	36

2. Section Two: Analysis of Program, Including Adequacy of Resources and Related Concerns

Analysis of Program

Since the previous program review (2015) the MSOM program has grown in overall enrollment as reflected by the 5-year SCH average of 471 in 2015 and 817 in 2022. The number of degrees awarded has almost doubled since the previous program review increasing to 23.0 from 12.4.

Strengths of the MSOM program include dedicated, tenured and tenure-track faculty who are willing to collaborate across disciplines to support students in this program. Faculty are creative and innovative when it comes to designing new focus areas and continually improve existing ones.

Concerns of the MSOM include a lack of data that could inform the growth potential of the program, and creation of new focus areas. Resolving this issue is a current priority of this school and we are engaging in the development of a Graduate Strategic Enrollment Plan. Through this work, we expect to arrive at answers to resolve existing issues and help better define the direction this program is going.

Students continue to be attracted to this each focus area which are well supported by faculty and current resource levels. New focus areas since the previous program review include Human Performance and Wellness Management and Public Relations Management. Each of these new areas is attracting new students to the MSOM program. Also of note, the Criminal Justice and Administration and Management focus area has been restructured recently to include new content and coursework (2023).

Adequacy of Resources and Related Concerns

Faculty/Staff

All programs are led by a full-time tenured or tenure-track faculty member at WSC with each fully supported with an on-campus faculty office and all of the information resources and administrative/

secretarial support afforded to all full-time WSC faculty. CANVAS is the learning management system (LMS) used to deliver online courses. The technologies and infrastructure that enable instructional delivery, student advising, and other interactions are professionally managed by a dedicated functional area on campus. Adequate training in the LMS is provided to faculty using the system and refresher trainings and update training sessions are offered frequently.

Criminal Justice Administration and Management: This focus area is supported by the three of the five member Criminal Justice (CRJU), one being a new line which was hired in fall 2022. Three faculty currently teach the graduate level content and the new hire is scheduled to teach graduate level courses next year. Two graduate assistants and three adjuncts contribute their expertise in rounding out the in-person and online offerings. Enrollment in this focus area is high and sufficiently supported by current staffing.

Human Performance and Wellness Management (Newest focus area): Our Health, Human Performance, and Sport (HHPS) department is staffed with eight full time faculty. Each year the department employs four to five graduate assistants who contribute by teaching several undergraduate courses and assisting with setting up the Human Performance Lab. Enrollment in this focus area is well supported by current staffing.

Human Resource Management: This focus area is supported by the department of Business and Economics (BSEC) which is comprised of fourteen full-time faculty and several adjuncts. Graduate level courses are taught by three tenured or tenure-track faculty. Enrollment in this focus area is well supported by current staffing.

Information Technology Management: This focus area is supported by five faculty members to deliver courses in the Computer Science and Computer Information Systems academic programs. Four of the five faculty members teach courses in both Computer Science and Computer Information Systems. In most years, the CTIS Department is assigned one Graduate Assistant who assists with laboratory setup, instructional setup, and teaches an appropriate load of courses. The department typically has one or two adjunct faculty member per semester. Enrollment in this focus area is well supported by current staffing.

Public Affairs: The public affairs focus area is supported by the two faculty of the seven-member department of History, Politics, and Geography which consists of seven tenure or tenure track full time faculty. Enrollment in this focus area is well supported by current staffing.

Public Relations Management: This focus area is supported by four of the nine faculty from Wayne State's Communication Arts Department. Enrollment in this focus area is well supported by current staffing.

Sport and Recreation Management: This focus area is supported by two of the eight faculty from Wayne State's Health, Human Performance, and Sport Department. Enrollment in this focus area is growing and well supported by current staffing.

Library/Information Resources.

General Resources. The Conn Library is open approximately 90 hours weekly, serves approximately 224,000 students, staff, faculty and community members annually. The library's information desk

provides in person and telephone reference services and instruction about 72 hours weekly. Librarians provide over 200 information literacy instruction classes or guest speaking sessions annually to Wayne State College students and area high schools. Interlibrary loan arrangements with state colleges and universities as well as with libraries throughout the nation have insured that materials not housed in the collection can be made available within an average of seven working days.

The campus local area network provides distributed and in-library access to the library's catalog, the Internet and several indexing systems. More than 16,000 journal titles are available in full text from the library's journal database subscriptions.

Over 350,000 monographic and 1,200 periodical titles are housed in the Conn Library Collection. The Conn Library is a 27% federal and 100% state depository library, increasing ready access to important materials.

Approximately 375 government document categories are selected on behalf of the School of Business & Technology in which the CTIS Department is located. This count results in thousands of items added to the collection annually in support of the school's academic programs. Materials received cover areas such as finance, accounting, small business development, and economic development. Additional government resources in electronic format are available. They include census and demographic databases, National Trade Data Bank information, Regional Economic Information System files and the National Economic, Social and Environmental Data Base.

Library personnel provide both general and discipline-specific tours to all majors and minors in various classes. Discipline-specific tours acquaint students with the many computing and information system resources available in the various areas of the library. In addition, the library provides individualized advice and assistance to WSC students and faculty. Many students benefit from the information literacy instruction provided by the library. Students and faculty make use of the interlibrary loan arrangements with other Nebraska State Colleges and with other institutions of higher learning around the nation and the world.

Each year multiple faculty participate in the materials selection group for all programs. They provide purchase and acquisition recommendations to the Wayne State College Library staff.

Physical Facilities

The Wayne State College campus consists of 22 major buildings situated on 128 acres. Maintenance of the physical plant has traditionally been a high priority at Wayne State College. While resource levels for major and minor improvements have varied from year to year, the overall level of maintenance has been quite high. devoted and productive custodial staff accomplishes daily upkeep.

During spring of 2020, all full-time faculty were provided a new laptop-tablet computer and all classrooms were updated for wireless connectivity and projection. Additional purchases included stand-alone cameras, lecture capture devices, and lecture capture software. All programs benefit from this equipment and infrastructure improvement as this investment allowed faculty to continue to teach effectively during the pandemic but also improved the display capabilities and teaching opportunities upon return to in-person instruction.

Marketing

The MSOM program could benefit from enhanced resources for marketing and promotion of the program.

Fiscal resources

Up to this point the program has thrived with very little resources being devoted to marketing or staffing. The popularity of the program could reach new levels if an appropriate marketing campaign was employed. As mentioned in other areas of this review, if that were to happen additional FTE, staff, and adjunct support would be essential to maintain the quality and success of the program.

3. Evidence of Demand and Efficiency (per established CCPE standards for 5-year means)

Number of Degrees/Awards in Program		SCH/FTE
Baccalaureate	7	300
Masters	5	300
Specialist	4	300

		17-18	18-19	19-20	20-21	21-22	5 yr avg
Student Credit Hours (SCH)		SCH/FTE not required for standalone graduate programs					
Faculty Full-time Equivalency (FTE)							
SCH/Faculty FTE							
Number of Degrees and Awards <i>(list degrees/ awards separately)</i>	MSOM	11	10	15	38	40	23

WSC Academic Program Review Report 2023
Social Sciences

1. **Section One: Overview of Program Offerings**

Major	Option, Concentration, Focus Area or Endorsement	Minor	Undergraduate	Credit Hours
Social Sciences	Social Sciences Field Endorsement		BA, BS	66
Social Sciences	Social Sciences		BA, BS	55
		Social Sciences		21

2. **Section Two: Analysis of Program, Including Adequacy of Resources and Related Concerns**

Analysis of Program

The Social Sciences degrees include a 55-hour non-teaching major and a 66-hour Field Endorsement. The Field Endorsement is a rather popular program of study, which prepares students to serve as Social Studies teachers in the secondary schools. Both the teaching and non-teaching degrees are interdisciplinary programs, which include courses from at least seven disciplines at WSC.

The Field Endorsement aligns with Nebraska Department of Education Rule 24 guidelines for educator preparation in Social Studies. The Nebraska Department of Education in its *2021-22 Teacher Vacancy Survey Report*, identified Social Studies/Social Science as an area of teacher shortage, with 9 unfilled positions during the 2020-2021 academic year. This indicates more demand for Social Studies teachers than college and universities are able to train each year. The Field Endorsement in Social Sciences at WSC continues to adequately prepare students for careers in social studies education and has seen strong enrollment over the last several years.

The 5-year averages in degrees conferred and SCH/FTE have declined slightly, dropping from 11 to 8 degrees and 436 to 394 SCH/FTE. The overall number of students majoring in Social Sciences has steadily increased, however, rising in fall of 2022 to the highest number in a decade (from the Major-Minor Report Snapshot). 62 students declared Social Science Education as their major and 2 declared a major in Social Science (non-teaching). Applications by prospective students remain high for the coming year.

Adequacy of Resources and Related Concerns

Faculty and faculty-related resources

The Wayne State College Social Sciences program utilizes faculty members from the following areas to deliver coursework: Criminal Justice, Economics, Geography, History, Political Science, Psychology and Sociology. Almost all are terminally degreed and full-time tenured or tenure-track faculty members. Teaching of content courses in the Social Sciences Education major is carried out by all 7 faculty in the Department of History, Politics, and Geography and all 5 faculty in the Department of Psychology and Sociology. In addition, 2 faculty from the School of Business offer required Economics courses for these majors. Each faculty member is fully supported with an on-campus

office and all of the information resources and administrative/secretarial support afforded to all full-time WSC faculty. At the current time, faculty resources are adequate to support the degrees in Social Sciences

Informational resources (library, technology, data services, etc.)

The Conn Library is open approximately 90 hours weekly and services approximately 224,000 annual requests from students, staff, faculty and community members. The library's information desk provides in person and telephone reference services and instruction about 72 hours weekly. Librarians provide over 200 information literacy instruction classes or guest speaking sessions annually to Wayne State College students and area high schools. Interlibrary loan arrangements with state colleges and universities as well as with libraries throughout the nation have insured that materials not housed in the collection can be made available within an average of two to three working days.

The campus network provides off and on campus access to the library's catalog, Discovery system, and dozens of databases. More than 40,000 journal titles are available in full text from the library's journal database subscriptions. Over 350,000 monographic and 1,200 periodical titles are housed in the Conn Library Collection. To assist majors in Social Sciences Education, Conn Library also houses the Writing Help Desk, Research Help Desk, and Peer Tutors. Services provided by these entities can be of enormous aid to students working on term papers. In addition, the Instructional Resource Center maintains resource collections including K-12 textbooks, curriculum guides, and educational kits.

While no specific NATS support or instructional software are required in Social Sciences Education, students in the program may take advantage of Connell courses that offer training in specialized teaching software for student use including SPSS (statistical package for the social sciences) and GIS (geographic information systems).

Physical facilities and instructional equipment, if applicable

The program is housed in Connell Hall. Originally constructed in 1923, the building underwent a complete renovation in 1999-2000 and has three floors. Classroom and office space is adequate for program professors and staff. Connell Hall features a lecture hall, 11 technology-based classrooms, and a computer lab with 22 workstations, and a conference room to host visiting prospective students.

Technology support is available six days per week through phone, email, or by visiting the NATS Help Desk Service Center. Students and faculty have access to the same centralized technology support services available to all WSC affiliates including support for both campus and personal technology needs.

Fiscal resources

The program includes coursework from all four Schools at WSC and is supported by a variety of budget lines within the Academic Affairs unit. Funding streams are adequate to support annual operations.

3. Evidence of Demand and Efficiency (per established CCPE standards for 5-year means)

Number of Degrees/Awards in Program		SCH/FTE
Baccalaureate	7	300
Masters	5	300
Specialist	4	300

		17-18	18-19	19-20	20-21	21-22	5 yr avg
Student Credit Hours (SCH)		324	375	232	225	173	266
Faculty Full-time Equivalency (FTE)		0.75	0.88	0.63	0.63	0.50	.68
SCH/Faculty FTE		432	429	371	360	346	394
Number of Degrees and Awards <i>(list degrees/ awards separately)</i>	BA/BS	6	17	10	5	4	8