MINUTES: School of Professional Studies Meeting, February 10, 2011, 3:30 p.m.

PRESENT: Dean Galardi, Dr. Asmussen, Dr. Devancy, Ms. Edris, Dr. Gardner, Dr. Goebel-Lundholm, Mr. Griffin, Dr. J. Groutian, Ms. S. Grotian, Mr. Jackson, Dr. Hutchison, Dr. Nevitt, Dr. Snyder, Mr. Wray.

I. Dean Galardi called the meeting to order.

II. Minutes of the January 12, 2011 meeting were approved with motion and second from Messrs. Griffin and Jackson.

III. Updates
A. Faculty positions in accounting and economics have been filled.
B. Masters for capstone reports are underway for Spring 2011. Faculty were asked to incorporate surveys into the capstone courses. Alan Jackson advised he used one in BUS 495, Business Policy. Dean Galardi advised the school would discuss this more at a future meeting.

IV. Academic Advising
A. Dean Galardi explained that a regular statistics course from a community college does transfer counting in place of Peru State College’s Math 340 requirement. For courses with titles such as “Using Statistics” or something similar, advisors can use judgment about applying credit or can consult with Dean Galardi.
B. Unless the transferring students are covered by the seamless transfer agreement, the upper-level global studies course will be required.
C. Campus students receiving Campus Citizen or Campus Continuing Studies scholarships are required to be enrolled in at least 12 credits of campus coursework each semester for which the scholarships are awarded. Dr. Hutchison indicated that she had checked MyPSC thoroughly and was not able to find access to information that indicated if a student held such a scholarship. Dr. Galardi asked faculty members to preface their advising conversations with a question concerning whether or not the student has such a scholarship. Dean Galardi indicated that he would check on that access.
D. Dr. Goebel-Lundholm advised that advising files sometimes have documents about students other than the file name. Dean Galardi advised this information would be relayed accordingly.

V. Dean Galardi asked faculty members what they thought about the proctoring policy?
A. Mr. Griffin indicated that he liked the quality control in classes, however, he believed all solutions to proctoring had not been explored. He related the cases of online students from Lincoln who were required to come to Peru to take the examinations – using several vacation days to do so – when they had only a few days of vacation each year. Discussion points also included insuring students were who they advised they were when taking exams, whether proctoring should be used over the entire student population in lieu of only a few students committing academic dishonesty, and the possibility of insuring at least the capstone course was proctored and included a live or recorded presentation to document students were indeed the ones completing the capstone course. Mr. Wray indicated that there was a definite need for proctoring. Faculty members discussed pros and cons of the current proctoring policy. Upon the conclusion of the extensive discussion, Mr. Griffin posed the question: Do you support the proctoring policy and its implementation as currently in place? Eleven faculty members voted that they did not support the current policy.

VI. Dean Galardi and faculty members discussed the proposal of the additional use of Professional Development monies in support for faculty members working on graduate education. The focus of discussion for this money revolved around the numerous ways which the money could be used for by faculty, such as conferences, journals, professional memberships, college education, etc. Dr. Snyder was a proponent for assisting faculty without terminal degrees in helping them by allowing Professional Development funds to be used in these cases. Discussion and alternatives included suggesting equivalent allocation of Professional Development funds for faculty, use of these funds as part of the Professional Activities Report in conjunction with the respective Dean. Additionally the suggestion of establishing additional funding for a global studies/student development fund for faculty interested in enriching the educational experience for students was discussed. They concluded that they would support the new use to provide this assistance as long as the policy would not exclude or negatively impact the traditional applications and uses of the Professional Development monies.
VII. General Studies Review
Mr. Jackson reported on the work of the Curriculum Committee. Dean Galardi provided a handout, “General Education Program Review Strategic Questions. Input was sought from all faculty members.

Question 1. Strategic Values Perspective: How can our General Studies Program be developed to promote student engagement and reflect a culture of inquiry, discovery, and innovation?
Mr. Jackson advised courses should be taught with critical thinking, quantitative skills by someone who knows the skill set; themes could be based around majors. Discussion focused on the emphasis of students acquiring the necessary knowledge, skills and abilities to successfully reflect their accomplishments as an undergraduate degree recipient from a four year college.

Question 2. Assessment Perspective: What conclusions can we draw from our assessment data regarding our program? Consider CAAP, NSSE, Senior Exit Surveys, Alumni Surveys, Capstone Course Reports. Our Assessment Committee has identified promoting a focus on critical thinking skill development as a next step in curriculum enhancement. How might our Gen Studies program be enhanced given this focus?
Faculty members discussed
A. The negative results of the CAAP test as a point of assessment when students do not take it seriously.
B. The inconsistency of going in two directions – teaching to the tests due to the quantitative nature of such assessments like the CAAP, especially when what is taught may not be as important as important as the knowledge, skills and abilities students acquire in the process and use in a lifelong manner.
C. Federal government mandates on testing which was currently employed at the secondary level, the possibility of such testing moving to the post-secondary level, and the necessity of the College to continue to study assessment data, which are currently inconclusive.

Question 3. Best Practices Perspective: What does a review of “best practices” literature indicate? Should we consider, for example, UNL and Harvard’s changes given how much effort went into to considering them?
A. Many PSC students are underprepared on arrival and this challenges the College.
B. UNL and Harvard’s changes may not apply to the PSC student body due to the lack of prior preparation and the possibility these would not fit into our culture.

Question 4. Market-Driven Perspective: Is there a way to change the General Studies program that provides a competitive and/or educational advantage? How does our program compare to what our sister and peer institutions have? What changes are they likely to make?
A. Impediments here
   1. PSC 16 week courses - taught in 8 weeks at sister institutions
   2. No proctoring at Wayne and Chadron results in competitive disadvantage; very little use of proctoring at peer institutions.
B. COLL 101 with positive and negative results
   1. greater retention with students involved in college life
   2. students do not appreciate the Friday classes

Question 5. Social Expectations Perspective: Does our General Studies program reflect contemporary knowledge/skill needs and social goals? For example, should we beef up the STEM (science, technology, engineering, math) disciplines to reflect our understanding of national initiatives/social priorities?
A. A suggestion was made to place an emphasis on the Technology emphasis of STEM initiative and expand the science requirements of the General Studies curriculum to allow for inclusion of a computer technology lab class which would meet the lab requirements. Such a class could include the facets of computers, technology, programming, computer networking and the use of the scientific method. It is perceived students want more hands-on educational opportunities and society is focusing on the use of technology.

Question 6. In what way should our General Education goals be enhanced? Note, General Education goals do not just apply to the General Studies program.
A. Faculty discussion focused on insuring the College meets our current General Education goals. A brief discussion followed on whether these goals would change due to our mission changing.
Question 7 What descriptions should be developed for each General Studies cognate area to guide future decisions about what should be counted in a given area?
A. This question and question 8 became intermingled. Discussion focused on the consensus that improvements to the descriptions of the general studies program might be the same, be moved to more thematic courses or areas where a wide array of courses could satisfy an area. The focus of the courses under these descriptions should interdisciplinary and thematic and taught by passionate faculty who would enrich the student experience.

Question 8 What is the rationale for some cognate areas to be larger than others and specific course types to be required in some cognate areas? Is this rational still compelling? Should what is required be modified? How and why?
A. Professional Studies personnel should have input in how general studies are presented
B. More interdisciplinary/team teaching
C. Contemporary themes; thematic teaching
D. Teach math within the student’s discipline/major
E. Teach statistics within the academic discipline in the respective school- business majors would be taught business statistics by a business faculty member, behavioral statistics by a psychology faculty member, biology students by a science faculty member, etc/
F. Incorporating Theories and Themes was a way to enhance the program.
G. Faculty strongly suggested a matrix of objectives and a scoring rubric on each course in the enhanced general studies program be required for all courses.
H. Curriculum mapping for schools to determine overflow would assist in assisting in gauging the content to be delivered to students in general studies courses.
I. Equal representation by faculty on all College committees and bodies would encourage more input from all schools in this process.

Question 9 Should our General Studies program have a formal interdisciplinary capstone course which is not waived for transfer students? To meet Board policy regarding seamless transfers, this could be moved to a graduation requirement outside the program.
A. A capstone course for General Studies appeared to be a good idea if done correctly.
B. Would testing out of the capstone course be possible?
C. Creation of the course and input from all faculty would encourage this process.

Question 10 Are there courses in the General Studies program that should be removed and considered “program prerequisites” only for those entering college less prepared/having not taken similar courses in High School/having failed to achieve a certain grade in similar courses?
A. Yes, Math and English 100 courses.

Question 11 Should courses in the major “double count” for courses in the General Studies program?
A. A vote was taken, with the final tally being Yes – 10; No – 1.

Question 12 In what manner should the students’ perspectives be incorporated into this review process?
A. Student Senate – yes
B. Surveys incorporated into Blackboard course shells, focus groups or meetings with students in classes would assist in gaining student input.

Question 13 What is the best way to proceed with the General Studies Program Review?
A. School input on each issue is critical.
B. The Committee should be empowered to continue their work and move forward and present recommendations to the faculty and student body.
C. Faculty are encouraged to email input to Mr. Jackson, and he will present them to the Committee.

Question 14 Are there other questions that should be answered?
A. The discussion of how funding would be arranged for these courses in the true interdisciplinary teaching methods would be used by the College.
VIII. 2010-2011 Program Enhancement Study – Bachelor of Applied Science-Management: Dr. Hutchison presented a summary of recommendations. Dr. Christy Hutchison presented her evaluation of the program as a handout to faculty. Her recommendations included;
A. Eliminate BUS 373 (Organization Behavior) as a prerequisite for BUS 380 (Human Resources Management)
B. Delete the requirement to take BUS 414 (Supervisory Skills and Practices) from the program.
C. Add BUS 431 (Small Business Management) to the program with “applied” emphasis and formal business plan.
D. Close BUS 496 (Organizational Leadership) to non-business majors.
E. Discussion included using a Project Management/Business planning course in lieu of the Small Business Management course, or possibly making the Small Business Management course the capstone course. Discussion also included the evolution of the BAS degree, which had moved solely from a Technical/Management degree program to one which many non-traditional students inside and outside of service area used as a degree completion program. Dr. Judy Grotrian suggested adding such wording regarding the program also having merit as a degree completion program into the description.

IX. 2010-2011 Program Enhancement Studies- Bachelor of Science in Business Administration and option areas, Bachelor of Science in Psychology, and Bachelor of Science in Criminal Justice. Handouts regarding these program evaluations were provided to all faculty. The programs had been under constant review since October of 2010, with faculty providing input into the Blackboard Discussion boards for Professional Studies, faculty posting work products at that location, and Dean Galardi discussing these programs and meeting with faculty in the different majors while undergoing numerous iterations of the program evaluations. Dean Galardi noted the excellent work Drs. Gardner and Nevitt had done in Psychology, and the work of Drs. Asmussen and Devaney in the Criminal Justice Program. Dean Galardi also thanked the Business faculty for their comments and issue focus on the Blackboard shell set up to evaluate these programs. The faculty for each of these programs met in small groups by academic discipline with Dean Galardi for a final time on Friday, February 4, 2011 to discuss and finalize the draft program evaluations.

It was the consensus of all faculty attending the department meeting February 10th to distribute the program evaluations to students and constituents to gain feedback.

The faculty also requested that the Research Goals and Public Stewardship goals in the Business Administration program evaluation be forwarded to Dr. Drew to determine their origin and whether these had been formally adopted by the college. If so, these should be included in the college catalog. Dean Galardi advised that he would forward these goals.

X. A handout of the new Professional Studies Mission was reviewed and discussed by faculty. Discussion points included the changes being made, how the change related to the College’s new mission, and the input of Dr. Asmussen, Dr. Judy Grotrian and the business faculty in suggesting these changes. Approval of the new mission was motioned for approval by Dr. Hutchison and seconded by Mr. Jackson. All present voted in favor of the new mission, which will be forwarded to faculty senate.

XI. Dean Galardi reviewed the history of the Certificate Program 2004-2010. A handout was provided. Faculty discussed the historical issuance of certificates. Faculty also discussed problems associated with certificates such as the confusion by students in believing such certificates gave them an Industry standard certification, such as a PHR or PMP certification, which such certificates do not provide to students. A motion was made Dr. Judy Grotrian and seconded by Dr. Christy Hutchison, and approved by the members present to forward all information to the respective committee to determine if continuance of offering certificate programs was warranted.

XII. The meeting was adjourned at 6:17 p.m. Motion by Dr. Goebel-Lundholm and seconded by Mr. Jackson. All approved.
Taking Different Perspectives...

1. **Strategic Values Perspective**: How can our General Studies Program be developed to promote student engagement and reflect a culture of inquiry, discovery, and innovation?

2. **Assessment Perspective**: What conclusions can we draw from our assessment data regarding our program? Consider CAAP, NSSE, Senior Exit Surveys, Alumni Surveys, Capstone Course Reports. Our Assessment Committee has identified promoting a focus on critical thinking skill development as a next step in curriculum enhancement. How might our Gen Studies program be enhanced given this focus?

3. **Best Practices Perspective**: What does a review of "best practices" literature indicate? Should we consider, for example, UNL and Harvard’s changes given how much effort went in to considering them?

4. **Market-Driven Perspective**: Is there a way to change the General Studies program that provides a greater competitive and/or educational advantage? How does our program compare to what our sister and peer institutions have? What changes are they likely to make?

5. **Social Expectations Perspective**: Does our General Studies program reflect contemporary knowledge/skill needs and social goals? For example, should we beef up the STEM (science, technology, engineering, math) disciplines to reflect our understanding of national initiatives/social priorities?

Practical Questions...

6. In what way should our General Education goals be enhanced? Note, General Education goals do not just apply to the General Studies program.

7. What descriptions should be developed for each General Studies cognate area to guide future decisions about what should be counted in a given area?
8. What is the rationale for some cognate areas to be larger than others and specific course types to be required in some cognate areas? Is this rational still compelling? Should what is required be modified? How and why?

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12. In what manner should the students' perspectives be incorporated into this review process?

13. What is the best way to proceed with the General Studies Program Review?

14. Are there other questions that should be answered?
BAS Program – Summary of Hutchison Recommendations

Purpose of BAS Degree

The Bachelor of Applied Science Degree (BAS) is a career-oriented degree for professionals with allied health, public safety, technical/industrial, and/or specialized occupational backgrounds. The BAS Degree is structured on an “inverted major” concept which adds general studies and management competencies to the technical, or occupational “major” the student has already earned. A student completes his or her bachelor degree by taking general studies courses, business courses, and other course work appropriate to his or her prior learning and future goals. *Adapted from description provided by Siena Heights University*

Current Program

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<td>BUS 414</td>
<td>Supervisory Skills and Practices</td>
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<tr>
<td>BUS 496</td>
<td>Organizational Leadership (senior competency course)</td>
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Program Pre-requisite: MATH 340 - Statistics
AS degree or equivalent in credits or prior life experience (max 66 credits combined)
30 hours of general studies courses distributed over 5 or more topic areas

Recommendation

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</table>

Program Pre-requisite: MATH 340 - Statistics
AS degree or equivalent in credits or prior life experience (max 66 credits combined)
30 hours of general studies courses distributed over at least 5 topic areas
**Small Business Management** *(3 hours)*
This course studies planning, requirements, resources, and operations involved in small business management/ownership.

**Organizational Leadership** *(3 hours)*
Prerequisite: Students must have completed a minimum of one-half of School of Professional Studies courses required in their major. Seniors taking this capstone course for the Bachelor of Applied Science - Management program learn leadership theories and are required to demonstrate their analytical, communication, and solution development competencies through preparation of business case reports covering a wide variety of organizational issues. Preparation of a final comprehensive report is also required. This course is open to other students interested in developing a detailed understanding of leadership principles and practices.
Hutchison Draft 1-6-11 – All new text in blue
Peru State College
2010-2011 Program Enhancement Study
Bachelor of Applied Science - Management

PSC Mission

In educating the individual to the benefit of society, Peru State College cultivates the capacity and propensity for life-long learning by fostering independent inquiry and promoting the value of knowledge and discovery. Through innovative undergraduate and graduate programs, Nebraska's first state college continues its commitment to making a vital contribution to the future of the region and the state.

Goals of Peru State College

Instill in our students;

- effective communication skills;
- computer and information literacy;
- independent critical thought and capacity for change;
- preparation to assume social and civic leadership roles, and;
- the ability to pursue intellectually, ethically, aesthetically and physically rewarding lives.

Professional Studies Mission

The School of Professional Studies offers programs to prepare students for a wide range of occupations in business, government, and nonprofit organizations.

Our programs are designed to provide marketable skills and knowledge, preparation for advancement on the job, and a strong foundation for graduate study.

Continuously review curriculum content to ensure best practices are represented.

Program Mission Statement (update if necessary)

Pursuit of the Bachelor of Applied Science degree requires the completion of a technical associate degree or the equivalent in prior course work and life experience. The degree is designed for those interested in developing management skills to complement their technical backgrounds.

Program Goals (update if necessary)

The Business Administration Department has established the following goals for its Bachelor of Applied Science program.

Graduate students who can:
A. analyze the impact of the competitive, economic, legal, political, and social environments on organizations;

B. engage in corporate planning processes; identify and resolve strategic problems; and make process improvements;

C. develop a strategic plan for the acquisition, development, training, performance management, compensation and retention of human resources;

D. apply principles of organizational theory, behavior, and communications;

E. apply established concepts, processes, and practices to the efficient production and distribution of goods and services;

F. use accounting statements to make informed decisions about the effective allocation of organizational resources;

G. effectively use current application software and corporate information systems;

H. articulate the importance of belonging to professional organizations and the pursuit of lifelong personal and professional development and contribution.

**BUS 496 Organizational Leadership**

**BUS 496 Capstone Objectives**

Seniors taking this capstone course for the Bachelor of Applied Science – Management program learn leadership theories and are required to demonstrate their analytical, communication, and solution development competencies through preparation of business case reports covering a wide variety of organizational issues. Preparation of a final comprehensive report is also required. This course is open to other students interested in developing a detailed understanding of leadership principles and practices.

**Prerequisite:**

Students must have completed a minimum of one-half of the School of Professional Studies courses required in their major.

**Upon completion of this course a student should be able to:**

1. Discuss leadership theories and styles, including the interaction among the leader, the followers, and the situation. Discuss sources of power and influence and the effective use of these. Identify leadership traits, behaviors and values.

2. Conduct a self-assessment of basic and advanced leadership skills and develop a personal plan for enhancement of these skills.

3. Apply leadership theories and styles to a complex case scenario requiring identification of issues, development of action steps, and creation of a plan for implementation of such action steps and assessment of the effectiveness of actions taken to the resolution of the issues.

4. Demonstrate effective verbal and written communication skills and evaluate and critique the
reasoning of others in a mature, thoughtful and respectful manner.

Organizational Leadership is intended to reinforce and evaluate these competencies for all Bachelor of Applied Science students who are nearing graduation. The primary pedagogical tools in the course are (a) two complex case studies completed individually and in teams, and (b) a number of written assignments pertaining to single-issue cases, leadership qualities, leadership behaviors and styles, and self-analysis of leadership skills.

**Evidence of Demand and Efficiency** (complete the table below)

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The 2010-2011 school year began with only 148 majors in the BAS program. Based on that number, the rate of growth is a -5% per year over the entire period.

**Perspective** – Considering College and Program goals, trends in the above data, assessment data (CAAP, NSSE, Senior Exit Surveys, Alumni Surveys, Capstone Course Reports), peer institution programs, and best practices in the discipline, please comment below on the program’s strengths and weaknesses, then make recommendations for program enhancement.

**Program Strengths** – lead with your program’s greatest strengths/unique attributes.

1. **Flexibility**

In comparing our program requirements to those of other schools (see information about other programs at end of this report), our program appears to be the most flexible for students.

Our program requires:

A. Completion of an associate of science (AS) degree, or an associate of applied science (AAS) degree, or completion of an equivalent number of technical education hours, and

B. Thirty (30) hours of general education courses distributed across at least five general education topic areas, and

C. Thirty (30) hours of specific business courses covering concepts in accounting; law; communications; production management; organizational behavior; human resources management, training, development and supervision; and leadership.

In comparison, most other programs require more or specifically prescribed general studies courses or more specified business major courses. The only program that might be more flexible than ours is the program at Chadron State College where major courses are customized for each student. See chart below for comparison of eight (8) BAS programs with that of Peru State College.
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<th>General Studies Hours</th>
<th>Major Course Hours</th>
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<td>Yes (or equivalent)</td>
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<td>30 (specified)</td>
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<td>Chadron State College</td>
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<td>Southwest Minnesota State University</td>
<td>Yes</td>
<td>41 (10 topic areas)</td>
<td>42 (specified)</td>
</tr>
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<td>Southern Oregon University</td>
<td>Yes</td>
<td>30 (specified)</td>
<td>32 (specified)</td>
</tr>
<tr>
<td>Polk College</td>
<td>Yes</td>
<td>36 (customized)</td>
<td>42 (specified)</td>
</tr>
<tr>
<td>University of Arkansas at Fort Smith</td>
<td>Yes</td>
<td>24 (8 topic areas)</td>
<td>24 (specified)</td>
</tr>
<tr>
<td>Siena Heights University</td>
<td>Yes</td>
<td>Unclear - 60 total hours</td>
<td>Unclear - 60 total hours</td>
</tr>
</tbody>
</table>

Notes:
All credits converted to semester credits for comparison purposes.
Courses assumed to be 3 semester credits unless otherwise specified.
2. Accessibility Online

Eight of the ten major core requirement courses are offered online in both fall and spring semesters. The remaining two are offered at least once per year online. This gives students significant opportunities to take courses in the appropriate order online. This is critical because the majority of our BAS students attend courses online. In Fall 2010, [insert proper number or percentage] of our BAS students were enrolled as 100% online students.

<table>
<thead>
<tr>
<th>Every fall and spring semester</th>
<th>At least once per academic year (once in fall or spring semester)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAS Major Core Courses Offered Online</td>
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<tr>
<td>Other Business (BUS) Courses Offered Online</td>
<td>4</td>
</tr>
<tr>
<td>General Studies Courses Offered Online</td>
<td>13</td>
</tr>
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</table>

Fewer of our other business courses are offered online every year (see chart above) and even fewer of our general studies courses are offered online every year. However, these offerings have increased over the past several years as student numbers have increased, and we should continue to offer more courses online as our BAS student numbers grow.

3. Supports Economic Development and Entrepreneurship

One underlying purpose of this program is to give students with technical skills the knowledge and confidence to start their own businesses. This program contributes to the economic growth of our region, and supports the mission of the college to make a "vital contribution to the future of the region and the state.”

4. Should we also consider BAS degrees in Management of CMIS, Public Safety, Human Services, ? This would allow students to have a degree tailored to their employment, My review of students coming into the program is many are looking for something which ties in with their past experience or education.
Program Weaknesses – in order of highest concern noted first.

1. Some Redundancy in Course Content of Major Core Requirements.

There appears to be some redundancy in course content of the courses in the major core requirements. After reviewing the course descriptions, the course with the most apparent overlap with others is BUS 414 – Supervisory Skills and Practices.

2. Should Have More Practical “Applied” Emphasis

The purpose of this degree is to provide students with general studies and management courses to complement their applied technical degrees. Given this, the major should have an “applied” philosophy and approach to course activities. (Need to elaborate on this point)

3. Lacks Consistent Program Assessment for Longitudinal Analysis and Comparison

The program lacks a quantitative assessment in the capstone course. Among the considerations should be inclusion of rubrics for all exercises in the program so that baseline data can be established, a content examination over core business classes, and a recorded or publicly presented final project which would be graded. Another option is to use a standardized examination over the core topics. The Instructor of record for the capstone course would be responsible for collecting faculty input, gathering data for questions, conducting the assessment, utilizing item analysis to determine the validity and reliability of the questions within the exam, and providing the examination to all instructors who teach the capstone course.

Recommendations for Program Enhancement – Consider as priorities approaches to enhancing student engagement/instructional effectiveness, student retention, and program distinctiveness/marketability. Describe changes in facilities, technology, staffing and funding necessary to support proposals.

1. Remove BUS 414 – Supervisory Skills and Practices from the major core requirements.

Supervisory skills and Practices appears to overlap significantly with BUS 373, BUS 380, and BUS 381. Noted below are the course descriptions of all four courses with highlights noting where overlaps seem to occur.

BUS 414 – Supervisory Skills and Practices
Students learn the basics of effective supervision including worker motivation, leadership styles and practices, communication with workers, selection, promotion, compensation, training, counseling, evaluation and discipline all within the confines of front-line management.
BUS 373 – Organizational Behavior
This course presents the foundations of the history, theory, and applications of organizational behavior in the areas of personality, stress, motivation, job design, goal setting, learning theory, behavior modification, group behavior, power, leadership, organizational structure, decision-making, and control.

BUS 380 – Human Resources and Management
Students build upon the behavioral theories presented in Bus 373, Organizational Behavior, and learn how to plan and implement strategies to efficiently manage the firm’s most critical resource – employees. Recruiting, selecting, evaluating, developing, and compensating employees is emphasized, while legal issues and managing in a union environment are covered.

BUS 381 – Employee Training and Development
This course assists students in the study of corporate training. Topics include: needs assessment, relevant education theories and program design, transfer of training, traditional training methods, use of new technologies in training, and follow-up and evaluation of costs and benefits of training.

2. Add New Course as described below to the major core requirements:

BUS 4XX – Entrepreneurship and Business Planning
This course explores the practical considerations associated with the start-up of a new business venture, including product and/or service design, market analysis, production planning, funding, and the development of a formal business plan. The course is project oriented with each student creating and presenting a formal business plan to a prospective investor.

3. Clarify purpose of BUS 496 – Organizational Leadership

The current course description for BUS 496 – Organizational Leadership is as follows:

BUS 496 – Organizational Leadership
Prerequisite: Students must have completed a minimum of one-half of the School of Professional Studies courses required in their major. Seniors taking this capstone course for the Bachelor of Applied Science – Management program learn leadership theories and are required to demonstrate their analytical, communication, and solution development competencies through preparation of business case reports covering a wide variety of organizational issues. Preparation of a final comprehensive report is also required. This course is open to other students interested in developing a detailed understanding of leadership principles and practices.

(Need to elaborate on this point)

5. Establish a comprehensive student survey to be administered in BUS 496 – Organizational Leadership to evaluate the students’ confidence and preparedness
to perform as a professional business manager. Track survey responses to help identify the strengths, weaknesses, possible redundancies or gaps of the program as observed by students, and to explore student recommendations for program enhancements.

6. A quantitative content based assessment and a documentable personal identification technique, such as a public presentation or a recorded video presentation, need to be included in the capstone course to reflect the student’s personal capacity to meet the requirements of the degree program.

7. Establish an advisory board to meet once a year or to survey to review the curriculum of the program and to make recommendations for program enhancements. Such a board might be comprised of full-time and adjunct faculty, recent program graduates, area business owners, managers and executives, and employers/ supervisors of program graduates.

Appendix A – BAS Program Research Results

A thorough review of the web sites of our peer institutions as listed below resulted in the identification of eight (8) BAS programs. More information about each of these programs is included in Appendix B.

* Peer Group Schools that offer BAS Degrees:

Chadron State College  www.csc.edu
Black Hills State University  www.bhsu.edu  (Called Bachelor of Applied Technical Science)
University of Arkansas-Monticello  www.uamont.edu
Southwest Minnesota State University  www.smsu.edu

Other Notable Schools that offer BAS Degrees:

Southern Oregon University  www.sou.edu
Polk College  www.polk.edu
University of Arkansas at Fort Smith  www.uafortsmith.edu
Siena Heights University  www.sienaheights.edu

* Peer Group Schools that do not offer BAS Degrees:

Concord University  www.concord.edu
Dakota State University  www.dsu.edu
Dickinson State University  www.dickinsonstate.edu
Indiana University-East  www.iue.indiana.edu
Northwestern Oklahoma State University  www.nwosu.edu
University of South Carolina-Aiken  www.usca.sc.edu
Western State College of Colorado  www.western.edu
Wayne State College  www.wsc.edu

Other Notable Schools that do not offer BAS Degrees

University of Nebraska – Lincoln  www.unl.edu
University of Nebraska – Omaha  www.unomaha.edu
University of Nebraska – Kearney  www.unk.edu

* Peer Group List established by the Coordinating Commission for Postsecondary Education (CCPE).
Peru State College
2010-2011 Business Administration Program Enhancement Study

PSC Mission

In educating the individual to the benefit of society, Peru State College cultivates the
capacity and propensity for life-long learning by fostering independent inquiry and
promoting the value of knowledge and discovery. Through innovative undergraduate and
graduate programs, Nebraska’s first state college continues its commitment to making a
vital contribution to the future of the region and the state.

Goals of Peru State College

Instill in our students;

- effective communication skills;
- computer and information literacy;
- independent critical thought and capacity for change;
- preparation to assume social and civic leadership roles, and;
- the ability to pursue intellectually, ethically, aesthetically and physically rewarding lives.

Professional Studies Mission

The School of Professional Studies offers programs to prepare students for a wide range of
occupations in business, government, and nonprofit organizations. Our programs are
designed to provide marketable skills and knowledge, career preparation and
enhancement, and a strong foundation for graduate study.

Program Mission Statement (update if necessary)

The mission of the Business Administration department is to provide students with the
skills and knowledge necessary for successful careers and the pursuit of additional
education.

Every student completing a Business Administration major must successfully complete the
capstone course, Business 495, Business Policy. The course attempts to integrate a number
of concepts introduced in the Business Administration curriculum, to develop strategic
thinking skills, and to provide opportunities to analyze sophisticated business situations in
written and oral presentations.

Name of Program: Business Administration

The option areas in Business Administration include Accounting, Basic Business Subject
Endorsement, Computer Management Information Systems, Human Performance and Systems Management, and Marketing. Each area is described below.

**Accounting** - The Accounting option prepares students for high-demand careers in financial reporting and management. Initial coursework is designed to prepare students for positions in private industry and the Certified Management Accountant (CMA) examination. Students who wish to take the Certified Public Accountant (CPA) examination will need to complete the additional Requirements for the Public Accounting/CPA Focus.

**BBSE** - The Basic Business Subject Endorsement prepares students for certification to teach basic business courses in Nebraska public schools in grade levels 7-12.

**Computer Management Information Systems** - The Computer and Management Information Systems (CMIS) option prepares students for employment in the development and use of computer-based systems that generate timely and accurate information used for managing an organization. Though a particularly rigorous field of study, the financial rewards from completing a CMIS option can be particularly high, given the student acquires not only technical computer skills, but also a detailed understanding of the language, processes, and issues of the business world.

**Human Performance and Systems Management** - The Human Performance and Systems Management option provides a sophisticated general business education and prepares graduates for entry and midlevel supervisory and management positions. Peru State College's Human Performance and Systems Management option is unique in its emphasis on the development of advanced computer skills, which gives graduates an advantage in the job market.

**Marketing** - The Marketing option prepares graduates for a wide variety of high-demand careers in marketing and sales. Given the strategy development focus and case-oriented instructional approaches used in many of the marketing courses, this option is a particularly good preparation for students who eventually intend to pursue a Master of Business Administration (MBA) degree. Marketing students are also encouraged to develop graphic design and other creative skills by earning an Art Minor. See an advisor in the Art program for more details.

**Program Goals (update if necessary)**

1. Produce Business Administration graduates who demonstrate an understanding of the:
   A. impact of the competitive, economic, legal, political, and social environments on organizations;
   B. concepts, processes, and institutions involved in the production and marketing of goods and services;
   C. means and consequences associated with alternative approaches to financing organization;
D. methods of accounting and quantitative analysis;
E. role and utility of current application software and corporate information systems;
F. principles of organizational theory, behavior, and communications;
G. corporate planning process as well as approaches to identify and resolve strategic problems.
H. techniques and resources available to research companies, industries, and best practices.

*In regards to the following goals, did our School ever officially adopt them? They are in 2001 evaluation, but not in the catalog.*

**Research Goals**

1. Faculty will be affiliated with at least one relevant professional organization and will read the professional journals in their fields.

2. Faculty will, as part of their development plans, identify potential applied or theoretical research interests and will plan to conduct research and share the results with appropriate audiences.

3. Faculty will help students identify opportunities for independent study, internships, and co-ops that have a research component.

**Public Stewardship Goals**

1. Students will be offered opportunities to volunteer their time and talents to organizations through coursework or professional student organizations.

2. Course content and curricula will be continuously reviewed to ensure the interests of our various constituencies are represented.

3. The school will renew its commitment to ensuring the best adjunct faculty will be identified, supervised, and supported.

4. The school will develop proposals to improve on- and off-campus enrollment productivity while maintaining its commitment to student service.
### Evidence of Demand and Efficiency (complete the table below)

<table>
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<tr>
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<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
<th>08-09</th>
<th>09-10</th>
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* Based on student credit hours, there should be 15.75 faculty members; currently have 8.

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<th>Majors- Degrees Conferred</th>
<th>05-06</th>
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<td>5</td>
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<td>Computer Management Information Systems</td>
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<tr>
<td>Accounting</td>
<td>56/45/12</td>
<td>62/64/28</td>
<td>94/92/34</td>
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<td>19/24/9</td>
<td>34/37/18</td>
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<td>76/89/21</td>
<td>89/87/24</td>
<td>86/73/16</td>
<td>76/71/17</td>
<td>-1.9%</td>
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**Perspective** – Considering College and Program goals, trends in the above data, assessment data (CAAP, NSSE, Senior Exit Surveys, Alumni Surveys, Capstone Course Reports), peer institution programs, and best practices in the discipline, please comment below on the program’s strengths and weaknesses, then make recommendations for program enhancement.
Program Strengths -

1. The Business administration program offers five different option areas in business administration, which allows for some flexibility for students. This allows for a core set of courses to be taught across the curriculum which can be assessed for program evaluation purposes.

2. All required courses in the Business Administration Program are offered completely online and on campus annually.

3. Accounting (19.2%) and CMIS (36%) majors have steadily increased over the past 5 years, primarily due to the growth of online students.

4. The Basic Business Subject Endorsement degree, offered in conjunction with the School of Education, has been the primary business teaching degree. However, recent developments in technology have changed the outlook of business teaching. Exploration of the Business, Marketing, and Information Technology (BMIT) teaching field endorsement, which is currently approved by the Nebraska Department of the Education, could be investigated. (Review this again)

5. The Accounting program has ongoing approval of the Nebraska Board of Public Accountancy as meeting the course content requirements to sit for the CPA exam.

6. The Phi Beta Lambda chapter at Peru State College has been very successful in regional and national competitions.

7. The School of Professional Studies, in conjunction with Peru State College, sponsors a High School Business Contest annually.

8. We share multiple faculty with the School of Graduate Studies.

9. The faculty have a willingness to be involved in community outreach.

10. We have a unique mixture of scholar-practitioners for faculty.

Program Weaknesses – in order of highest concern noted first.

1. Eight (8) full time faculty teach in the School of Business Administration degree program. The program shares multiple faculty members with Graduate Studies. An Economics faculty member is retiring Spring 2011, and a tenured Marketing faculty member is on phased retirement and will retire in Fall 2011. This creates a lack of available full time faculty members for on campus and online classes.
2. According to FTE figures, the business area should have 15-16 full time faculty. Two reasons support this belief. First, this understaffing has led to excessive faculty workload in the critical area of student advising. The majority of faculty members voluntarily exceed the contractually mandated limit of 50 advisees. This number is fluid due to the entrance, exit and readmission status of students. In conjunction with committee duties, class preparations, the existence of some hybrid shells or creation of master shells, research and service, this creates challenges for faculty and administration. Second, there is a high reliance on adjunct faculty members to teach courses in the Business program, which can affect program quality and consistency.

3. The online courses are a mixture of 8-week and 16-week courses, which creates some consternation for purely online students, who would prefer all classes be 8 weeks online, and results in a competitive disadvantage when comparing us to our own sister institutions.

4. The core curriculum lacks an entry-level class, such as Principles of Management. Such classes allow for students to gain an initial understanding to their academic program choice their freshmen year and develop positive relationships with faculty mentors/advisors which in turn may lead to increased retention in the program area.

5. The Accounting Program has one faculty member who prepares 4-5 different classes each semester, resulting in nine preparations per year. There is no other full time tenure-track faculty in this area. In the past, it has been very difficult to find qualified CPAs or terminally degreed candidates to instruct these classes. The upper division classes are taught in a hybrid format on Friday; however, enrollment in on campus classes is chronically low. Through conversations with current students, key courses they believe should be offered on campus include all entry level accounting courses, intermediate accounting courses, and tax accounting courses at a minimum. There are enough accounting sections offered to employ two full-time accounting faculty members.

6. The CMIS Program has one faculty member who prepares 4-5 different classes each semester, resulting in nine preparations per year. Specifically in the CMIS area, every on campus course and online course has been at capacity or overload status the past two years. CMIS 495 is taught as a directed study by the same instructor who teaches all other CMIS courses. CMIS 101 is a requirement for all Business, Criminal Justice and Psychology courses, and this necessitates the use of adjuncts for that course, both online and on campus. CMIS 410 Web Page Programming and Development is now offered in the Marketing major, which has also increased the number of students in that course. Student retention on campus can be affected due to students not actually taking major courses until their junior or senior year with the primary instructor in this area. There is exceptionally high demand for a 2nd instructor in this area.
7. Every academic program reviewed from peer institutions had an upper level course in Management Information Systems in its core. Peru State College does not currently have one in the core curriculum.

8. The Accounting program has a standardized set of core courses as required by the Nebraska Certified Public Accountancy law. The State of Nebraska has a requirement for a Quantitative Methods course for Accounting candidates desiring to take the CPA examination, and has eliminated the more specific general education requirements, now only requiring 150 of college credit hours. However, having only one CPA on staff limits student exposure to faculty, and creates a burden on the one faculty member in regards to advising, student organization sponsorship, research and service.

9. The Marketing program requires updating in order to provide students with skills necessary to compete for employment in the modern competitive environment.

10. The change of the Business Administration, Management degree to Human Performance and Systems Management has confused some students who are seeking a basic management degree until the purpose of the degree is explained to them. Anecdotal information from past students and current students reveals that the majority of employers are unsure what this degree consists of, and students must provide explanation of the degree. Some employers believe the degree is based on fitness, as this title is similar to many degrees offered in physical fitness. Coincidentally, the number of majors in this degree option has steadily declined (12.2% per annum) over the past five years.

11. The core and or prerequisite courses of the business program lack an Organizational Ethics Requirement and a Global Business requirement. Topics in Business which would result in a competitive advantage, such as e-commerce, entrepreneurship, small business management, and project management, are not offered in the Business core or as electives.

12. Human Performance and Systems Management, Marketing and Accounting lack clearly noted internship options in the elective areas.

13. The CMIS area has two internships in its core course offerings area, which appears to be excessive when compared with peer institutions. This also adversely affects students who are online and currently employed in the Information industry. Frequently, we substitute an upper division course for one or both internships.

14. The Business Administration program rarely offers courses in the basic pillars of business; small business management, telemarketing management, cyber security, banking, insurance and real estate, all of which are businesses which provide viable employment opportunities for students.
Recommendations for Program Enhancement – Consider as priorities approaches to enhancing student engagement/instructional effectiveness, student retention, and program distinctiveness/marketability. Describe changes in facilities, technology, staffing and funding necessary to support proposals.

1. At a minimum, in addition to replacing the current Economics and Marketing Professor who are retiring, the hiring of two (2) full time tenure track faculty is necessary to reinvigorate and enhance the perception of academic quality of the business degrees offered at Peru State College. Additional faculty members in Accounting (1) and CMIS (1) are necessary to accomplish this. These changes would reduce the number of advisees per faculty member, increase full time faculty members instructing online and on campus courses, and allow for faculty to immerse themselves further in student advising, service, campus activities, and research. The Accounting Faculty member might also instruct Business Finance.

2. The consideration of additional prerequisite courses which would also serve as fulfilling general education requirements for the Business Administration Degree would allow the College to have a Business Administration program more consistent with larger Universities, thus providing a competitive advantage for a College our size. It would also afford students with the skills necessary to perform better in upper division classes and have a more cogent world view. Business 353, Organizational Ethics can serve as a Philosophy/Humanities requirement and should be required of all students considering recent and past ethical scandals in the business world. Past capstone evaluations in BUS 495, Business Policy, indicate a need to strengthen writing and research skills. Business 301, Organizational Communications, could be changed to Business 201, Organizational Communications, and serve to fulfill the general education speech requirement for Business students, emphasize writing, be revised to include understanding of communication skills earlier in student’s academic careers and include white paper research, design, and writing, business letters, memos, individual presentations, group presentations, electronic media communications, presentations and the use of PowerPoint). Finite Math (Math 120) could be replaced with a 200-level class in Business Quantitative Methods, which would assist students in understanding their academic discipline practically to a greater degree, and clearly meet the requirements for Accounting students. Students would still be required to complete College Algebra in the general education program. International Business, BUS 480, would be required to insure students were exposed to global perspectives in business, and would serve as a global studies general education requirement. Microeconomics and Macroeconomics would be prerequisite courses for business students. Upon culmination from the General Studies/prerequisite program, students would be more adequately prepared to pursue upper division coursework.

The prerequisite courses for the Business Administration program, some of which would meet General Studies* requirements, are:

Organizational Communications* - speech requirement
Organizational Ethics*- philosophy requirement
Information Concepts and Applications
Statistics*- 
Business Quantitative Methods in lieu of Finite Math
Macroeconomics*- social science
Microeconomics*- social science
International Business*- global studies

The changes to the prerequisite classes would allow the Core classes of the proposed Business Administration Major Core Classes to be significantly enhanced and allow the students to have more marketable skills. The addition of CMIS 310 Management of Information Systems course to the core would allow the program to be consistent with competitors. International Business, BUS 480, would be required to insure students were exposed to global perspectives in business.

Principles of Management
Financial Accounting
Managerial Accounting
Legal Environment and Contract Law
Principles of Marketing
Business Finance
Operations Management
Organizational Behavior
Management of Information Systems
International Business
Business Policy

3. The Accounting degree has shown growth in class enrollments and numbers of majors since the movement of it to online programming. However, there are very few students who attend the Friday classes. A suggestion to enhance the continuation of on campus majors attending the class would be to move the most challenging of these classes, Intermediate Accounting 1 & 2, and Tax Accounting classes back to the twice a week (MW-TTh) rotation of courses; however, still offer the course as a hybrid for off-campus students who wish to attend class.

4. Revising the Marketing major would provide students with a more fundamental knowledge of modern marketing techniques, along with the background to allow them to have a competitive advantage over other applicants for employment. The inclusion of Internet Marketing, Social Media, Marketing Research, the merging of Marketing Strategies and Marketing Management into a single course, and removal of Loss Prevention could accomplish this. Adding an option of completing an Internship would assist students in gaining experience and providing a means to employment. Marketing courses would include would include;

Promotion
Social Media
Consumer Behavior
Salesmanship
Internet Marketing
Web Page Development and Programming
Marketing Management and Strategy
Marketing Research
*recommend an internship

5. In regards to the degree, Human Performance and Systems Management, the College may be “ahead of the curve” with this unique nomenclature for this degree as “Human Performance and Systems” management emerges in contemporary society. Past graduates have expressed that this degree title is consistent with the changing globally competitive business environment. The Human Performance and Systems Management Degree could be re-titled simply as Management, which is the most recognizable undergraduate degree, and it allows for the use of the traditional Management title along with topics pertinent to contemporary society. Additionally, an option for an internship should be included in this option. Emphasis areas could be optional, which may include Human Resources (which has had the highest number of completed Certificates), Human Performance, Small Business and Entrepreneurship.

6. The CMIS degree should reduce the number of internships to one in its core area to increase basic knowledge of computer programming, while allowing online students who have experience to acquire additional knowledge in the core content area. This would also allow a sophomore level class to be included in the curriculum. The suggested program revision would be as follows.

CMIS 101 Information Systems Management (prerequisite)
CMIS 210 Computer Programming 1
CMIS 300 Information Systems and Management
CMIS 310 Network Administration and Implementation
CMIS 410 Web Page Development and Programming
CMIS 420 Database Developments and Programming
CMIS 441 Computer Management Information Systems Internship
or Internet Marketing
BUS 342 Accounting Information Systems Analysis and Design
CMIS 495 Systems Project Management and Development

The CMIS 101 class is in the process of being revised and updated to provide students with a more in depth understanding of current technology. This update is slated to being in spring 2011 and both full time and adjunct faculty are included in the revision process.

7. Future consideration for an additional major to the program, should faculty numbers increase, would be to add a traditional business degree. To remain competitive with peer institutions and provide students with exposure to types of
industry in Southeast Nebraska they are most likely to encounter and find employment in upon graduation from Peru State College an Option area in Management, Business and Industry should be developed as the national economy regenerates itself.

Banking
Insurance
Retail Management and Merchandising
Entrepreneurship
Real Estate
Small Business Management
Internet Marketing
Internship or Upper Division Business course

8. Consideration of a capstone course or Internship in each Academic Option area along with an objective examination over the Core academic requirements would allow better assessment of student learning. The objective examination would cover all prerequisite and Business core courses. The capstone course or Internship would allow evaluation of knowledge, skill and ability development in the student’s major area. A student survey should be implemented in all capstone courses. Another consideration is verifiable documentation (video, SKYPE sessions, presentations) being required in all capstone courses.

9. The consideration of adding blended classes in courses with low enrollments should be considered. This strategy has been successful with Accounting and CMIS, and should be considered for other courses.

10. The School of Professional Studies should continue to investigate a more enhanced partnership with the School of Education for the Business, Marketing and Information Technology (BMIT) field endorsement, which can be offered along with the BBSE endorsement.

11. The College should seek to continually update access to current technology by providing laptop computers to all faculty. The college should also consider a leasing opportunity for computers for all students. Faculty and students will then be provided an opportunity to access and utilize the most recent technology when instructing, learning, or conducting research.

12. An 8-semester plan for all students should be created and posted on the School’s website to allow students to understand the planning required for graduation.
Peru State College
2010-2011 Psychology Program Enhancement Study

PSC Mission

In educating the individual to the benefit of society, Peru State College cultivates the capacity and propensity for life-long learning by fostering independent inquiry and promoting the value of knowledge and discovery. Through innovative undergraduate and graduate programs, Nebraska’s first state college continues its commitment to making a vital contribution to the future of the region and the state.

Professional Studies Mission

The School of Professional Studies offers programs to prepare students for a wide range of occupations in business, government, and nonprofit organizations.

Our programs are designed to provide marketable skills and knowledge, career preparation and enhancement, and a strong foundation for graduate study.

Program Mission Statement

The Psychology major prepares students for graduate study as well as for careers where strong human services skills are necessary. Students may take approved Provisional Licensed Alcohol and Drug Counselor (PLADC) courses which are indicated with an asterisk (*) below. To earn the PLADC credential, in addition to completing the required courses, students must complete 300 hours of supervised field experience and pass the required examination. Psychology majors are encouraged to take Spanish in their general studies program.

Program Goals

Based on the program evaluation conducted by psychology faculty members and the Dean of Professional Studies, the suggestion, discussion and agreement of modifying the program goals to mirror those of the American Psychological Association(2002) for undergraduate degree education in psychology were adopted and slightly modified. These goals included producing graduates who can demonstrate;

1. A knowledge base in psychology that includes key concepts, theories, findings and trends.

2. An understanding of research methods in psychology, including how to design studies and analyze and interpret data.

3. The use of critical thinking skills, especially in application of critical thinking to psychological issues.

4. The ability and predisposition to apply psychology to relevant personal and societal issues.
5. An understanding of psychology's values, including but not limited to gaining comfort with ambiguity, considering evidence, and adhering to ethical principles in teaching, research, and practice.

6. The use of technology to evaluate the quality and credibility of information obtained from a variety of sources.

7. The ability to communicate effectively in writing using APA format, in presenting, and interpersonally.

8. An awareness of and sensitivity to multicultural issues.

9. The ability to use psychology to improve one's self.

10. How to develop a realistic plan for how psychology will inform one's future career plans.

Source (Undergraduate Psychology Major: Learning Goals and Outcomes, American Psychology Association)

2011 Capstone Course Goals

The capstone course prior to Spring of 2011 provided limited quantifiable data. During Summer and Fall of 2010, Dr. Kelli Gardner, in conjunction with other members of Professional Studies, revised the course objectives to create one which would more closely evaluate the capabilities of senior psychology students, while providing future quantifiable data for assessment. After research on APA recommendations for undergraduate psychology programs by Dr. Gardner, and in consultation with Dr. Nevitt and the Dean of Professional Studies, the 2011 Psychology 495 Capstone Course description and objectives (PSYC 495) area as follows;

**Course Description:** This senior-level seminar is a capstone experience, utilizing individual research and incorporating cooperative learning for assignments in which each student demonstrates mastery of verbal and written expression of major, broad psychological concepts, concerns, and perspectives, and their application in society.

**Course Objectives:** After completing Psychology 495, students will have:
- reflected on your own educational experience in psychology
- considered psychology’s role and importance in the greater society
- explored, in-depth, a psychological topic, theory, or idea that interests you
- debated some of the most influential developments in psychology’s history
- improved your ability to read and understand research literature
- sharpened your writing and oral presentation skills

It should be noted the exercises and grading scale within the course will provide a large amount of quantifiable data for assessment of the program and students within the program.

**Evidence of Demand and Efficiency** (complete the table below)
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**Perspective** – Considering College and Program goals, trends in the above data, assessment data (CAAP, NSSE, Senior Exit Surveys, Alumni Surveys, Capstone Course Reports), peer institution programs, and best practices in the discipline, please comment below on the program’s strengths and weaknesses, then make recommendations for program enhancement.

**Program Strengths** – Strengths that are specific to the Psychology Program at Peru State College include:

1. Full time tenure track professionals who all have attained the terminal degree in their field and have a documented record of being able to teach an extremely wide variety of psychology courses.
2. In addition to teaching the department demonstrates the ability to publish research, sponsor student organizations, participate on faculty committees and make other creative contributions to their field.
3. A high degree of cooperation and interdependence with the Criminal Justice program and professionals teaching those programs.
4. All required courses for the major are offered online and on campus.
5. Peru State College offers opportunities to qualify for Provisional Licensed Alcohol and Drug Counselor (PLADC). Some of these courses are offered both online and on campus.
6. The program reflects one of the highest growth rates in majors (22.9%) over the past 5 years and has substantially increased the number of graduates (15.8%) during the same time frame.
7. A program faculty member instructs the highly popular honors classes in Analysis of Evil to students, thus providing a wide variety of interdisciplinary learning for students.
8. As reported by CAAP scores, Psychology majors improve significantly in their writing ability while at Peru State College.
9. Psychology members completed a revision of the goals of the program in 2011, along with analysis of individual courses within the program using a rubric designed by Dr. Gardner. This allowed for an initial review and focus on the content of the program, which requires some modification to more closely move to newly adopted program goals.
Program Weaknesses –

1. Most emphatically, the singular most glaring program weakness is the lack of full time tenure track faculty available to instruct classes. Currently, there are only two full time tenure track faculty teaching classes for a full academic load (four classes) per semester. The full time equivalency for psychology faculty should be closer to 7 full time faculty members per the standards adopted by the NSCS. This disparate condition forces the College to use a wide variety of adjunct faculty in course instruction. Fewer full time faculty creates significant problems including overuse of faculty time/energy in expectation that the personnel must be teachers, advisors, researchers, student advocates, and service on multiple committees in any given semester. Current faculty members are voluntarily exceed their advising limits of 50 students due to a lack of faculty to advise such students, however, they have capped their advisees at 60 students, which results in other non psychology faculty or the Dean advising psychology majors. The lack of an advising connection between students and a faculty member in their academic discipline may affect retention negatively.

2. The current psychology program capstone course (PSYC 495) experience historically has not collected adequate data from student learning as needed to better evaluate the program. Follow up reflection on assessment has been extremely limited.

3. The two lowest areas in NSSE scores reported by Psychology students were in Active and Collaborative Learning and Enriching Educational Experiences. Part of this experience may be remedied by offering a course with a laboratory, which would be similar to programs found at the majority of its peer institutions.

4. In regards to curricular offerings the core psychology program offers both courses in the areas of Human Growth and Development and Adolescent Psychology courses, which, from the analysis Dr. Gardner conducted using a rubric designed for evaluate the key content areas of undergraduate programs in psychology, substantially cover the same content areas. Other courses not offered in the curriculum include Neuropsychology, Psychology of Gender, Psychology of Motivation and Psychology of Relationships.

5. Psychology students complete a statistics class in the Math department in lieu of a Behavioral Statistics class founded in the origins of psychology. Additionally, psychology and criminal justice students share the same research methods class, which results in students failing to obtain adequate in depth understanding of research methods particularly pertinent to their academic discipline.

6. The College offers no major in sociology or social work, yet offers a social work (SOWK) curriculum.

7. Internship results reflect some psychology students experiencing difficulty in this component. It is fairly difficult for students to obtain a psychology internship within
driving distance of the main campus. Nontraditional online students are currently employed and also face numerous challenges completing an internship.

8. The College currently does not routinely offer foreign languages, which affects the capacity of students to achieve a Bachelor of Arts degree in different academic disciplines, including psychology.

9. The College Library does not allow access to the most frequently used academic databases and articles pertinent to Psychology, specifically PSYCHINFO.

Recommendations for Program Enhancement – Consider as priorities approaches to enhancing student engagement/instructional effectiveness, student retention, and program distinctiveness/marketability. Describe changes in facilities, technology, staffing and funding necessary to support proposals.

1. The primary need for the psychology program is the addition of at least one more full time tenure track faculty who can teach on campus. At a minimum, the current faculty member who is retiring in 2010-2011 must be replaced. The Psychology program also shares a 1/2 time faculty member with the School of Education, and upon that faculty member’s retirement another should be sought solely for the psychology program. This would allow for a more proportional share of the workload among psychology department faculty in regards to teaching, service, student advisement and research.

2. A dedicated laboratory in T.J. Majors should be established which could be used either for psychology or criminal justice students to expose them to more practical applications of the scientific methods and enhance the educational experience. While Arts and Sciences and Education both have laboratories, Psychology and Criminal Justice lack one for students. Current courses within psychology which could have a lab component include PSYC 320 (Psychology of Learning) and PSYC 410 (Experimental Psychology), or possibly a Physiological Psychology course could be utilized as a future class with a laboratory.

3. In regards to the SOWK classes which lead to the PLADC certification, two points of contention arose during the evaluation of those courses. The first was that many community colleges offer these courses, and our program may be repetitive. Conversely, traditional on campus students like these courses as they offer them an additional option in both the psychology and criminal justice areas. As the College offers no major in sociology or social work, the social work (SOWK) curriculum should be revised to reflect a Case Management and Community Psychology minor, and moved under the Psychology (PSYC) program. This would provide a unique minor for future students who possibly are not interested in a psychology degree and provide a competitive advantage over other institutions. The majority of the Social Work (SOWK) courses related to the PLADC certification should be moved online and not be offered on campus. On campus enrollment in these courses whether taught by full-time faculty or adjunct faculty has been historically low. There may be some value in retaining SOWK 410 as an on campus course currently supporting the
Psychology Core and/or combining it creatively as a support course for the Criminal Justice Core. It would be easy enough, however, to move SOWK 410 to an exclusive online status as well. The two courses in which students are instructed in interview and counseling techniques SOWK 310 and SOWK 390 should remain, for the moment, as on campus courses. Logistically it would be difficult to develop these types of courses into online format. Additionally, the State of Nebraska Health and Human Services has repeatedly expressed desires that these two courses, as well as SOWK 300, be offered on campus only. In order to comply with these wishes these courses should not yet be made available online. SOWK 300 should be removed as a prerequisite for other SOWK courses, and PSYC 250 should be removed as a prerequisite for Abnormal Psychology.

4. The capstone course underwent significant revision beginning in spring 2011. The new version of Psychology 495 provides students a comprehensive exploration of the breadth and depth of their journey in psychology. Students will complete their capstone papers independently, rather than working in groups. They will also be required to complete a first draft and a final draft of the papers, to give students more experience with the process of revision in writing for the social sciences. Students will present their papers to their classmates in a brief presentation toward the end of the semester, and will also lead a class discussion of one of the studies found in the book Forty Studies that Changed Psychology. Finally, students will take an objective, multiple-choice test assessing their knowledge of main ideas, theories, and figures from their course courses. Students' performance on this objective test will provide invaluable data regarding the strengths and weaknesses of our core courses. With this information, the psychology faculty can consider how to best remediate gaps in our students' knowledge about psychology. This data should be collected, reported and reviewed on an annual basis.

5. As the Psychology Major has moved towards 150 enrolled students, consideration should be given to splitting the capstone course into two separate sections, with one being offered in Spring and one in Fall. Currently, a hybridized course for both online and on campus students is offered only in Spring. Offering the course twice a year would also allow for students who fail the course to repeat it the following semester, instead of waiting another year. This would also assist nontraditional learners who don’t follow the same schedule as campus based students.

6. Cohen's d, a measure of effect size that is not as influenced by a small sample, indicates that the difference between freshmen and seniors on science CAAP scores is small, at -.193. The results for math are even less pronounced (t(24) = 0.99, p = .33). Given that psychology is a social science, these results are somewhat disappointing. It appears that our students would benefit from an enhanced focus on statistics and science as the basis of inquiry and discovery in psychology. An additional course in research methods could be one remedy to this issue. Dedicated courses in Behavioral Statistics and discipline specific research methods courses should be considered to improve student knowledge with their specific academic discipline in regards to research, data collection and data analysis.

7. In lieu of adding different types of minors in psychology, the suggestion of faculty would be that "emphasis areas" could be developed in the psychology elective area to allow students to explore more specific areas of psychology. Addition of a minimal
number of additional course offerings along with the combination of preexisting courses would allow students to more fully explore their major area, while providing a competitive advantage and providing preemptive experiences to graduate school for students. Emphasis areas suggested include social psychology, family psychology, forensic psychology and industrial organizational psychology.

8. In past student surveys, many psychology majors have advised they intend to attend graduate school. Replacement of the internship requirement in the core of psychology requirements with an additional required course would allow students to be better prepared for graduate school. Among the suggestions offered, which would create an advantage for students who desire to attend graduate school, would be to add an Advanced Research Class where students conducted an undergraduate research project with a faculty mentor. The internships would be moved to the psychology elective area for those desiring a transition into a career position in psychology.

9. There is only one room used as a computer laboratory in TJ Majors, Room 203, and while this room has traditionally been used by the School of Professional Studies, the School of Education now requests more use of that room. Consideration of converting room TJ Majors room 308 into a second laboratory for increased use of computers and establishment of a computer based research laboratory could be considered.

10. Initiate the acquisition of more online academic research databases, such as PSYCHINFO, for the psychology discipline at the Peru State College Library. Undergraduate students in general, and more specifically, students completing capstone papers would be able to utilize this resource.

11. Replace Adolescent Psychology with a course which will more closely provide students with a higher quality undergraduate psychology education. Dr. Gardner suggests that the key areas lacking in the curriculum, according to the APA recommendation for an undergraduate psychology education are values, multicultural perspectives, and career planning. Suggestions from Dr. Gardner include cross-cultural psychology or movement to a global studies capstone course to address the deficiency in multicultural perspectives.
Peru State College
2010-2011 Criminal Justice Program Enhancement Study

PSC Mission

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Professional Studies Mission

The School of Professional Studies offers programs to prepare students for a wide range of occupations in business, government, and nonprofit organizations.

Our programs are designed to provide marketable skills and knowledge, preparation for advancement on the job, career preparation and enhancement, and a strong foundation for graduate study.

Program Mission Statement

The Criminal Justice major is an interdisciplinary social science curriculum that is focused on the development of practical skills and knowledge for professional careers in the justice field. Students' studies focus on law enforcement, corrections, courts, juvenile justice, criminology, victimology, and research methods to study crime, criminal and abnormal behavior, and society’s response to these dynamics. Criminal Justice majors are encouraged to take Spanish in their general studies program. The Justice Administration option is for students who are interested in developing career-enhancing leadership/management skills. The Justice Counseling option is offered for students who are interested in more applied case management skills in a variety of human services-related agencies. Students may also take approved Provisional Licensed Alcohol and Drug Counselor (PLADC) courses. To earn the PLADC credential, in addition to completing the required courses, students must complete 300 hours of supervised field experience and pass required state examinations.

Program Goals

The Criminal Justice Department incorporates activities and assignments into the curriculum which support the mission and educational goals of Peru State. Peru State College's general educational goals include:

- effective communication;
- computer and information literacy;
- independent critical thought;
- intellectual capacity for change;
- preparation to assume social and civic leadership roles; and
- the ability to pursue intellectually, ethically, aesthetically, and physically rewarding lives.
The Criminal Justice Department's goals embrace student development of skills and knowledge for leadership/management positions or expertise in human services-related fields of study. Graduates are expected to demonstrate satisfactory levels of competence in meeting the following capstone course objectives:

1) Write and communicate in a scholarly fashion.
2) Demonstrate an understanding and knowledge of the key concepts and elements of the criminal justice system, the methodological frameworks of major criminological theories, and how to apply such knowledge to issues, problem areas, or policies.
3) Demonstrate critical thinking and problem-solving skills through collaborative class discussions.
4) Routinely research and evaluate positions regarding an issue, problem area, or policy and effectively defend their position using research-based evidence.
5) Demonstrate the ability to utilize a variety of professional resources to write a satisfactory literature review in defense or investigation of, a particular issue or problem affecting the criminal justice system.
6) Analyze, evaluate, develop, and interpret alternative positions of thought regarding issues, problem areas, and policies.
7) Analyze how issues, problem areas, and policies may influence law enforcement, corrections, and judicial systems.
8) Demonstrate competence presenting oral presentations utilizing current technologies.

Evidence of Demand and Efficiency (complete the table below)

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Perspective – Considering College and Program goals, trends in the above data, assessment data (CAAP, NSSE, Senior Exit Surveys, Alumni Surveys, Capstone Course Reports), peer institution programs, and best practices in the discipline, please comment below on the program's strengths and weaknesses, then make recommendations for program enhancement.

Program Strengths – lead with your program's greatest strengths/unique attributes.
Program Strengths -- Strengths that are specific to the Criminal Justice Program at Peru State College include:

1. Two full time tenure track faculty members, along with a Dean who serves as a part time faculty member, all have attained the terminal degree in their field, are considered experts in policing, corrections and probation and parole. This allows for high program marketability along with the opportunity to provide in depth academic experiences to criminal justice majors.

2. Dedicated and student-oriented faculty who sponsor an active major’s club, take students on agency tours, bring to campus professional guest speakers and expose students to career exploration, employment and internship opportunities.

3. The program routinely offers a course through a faculty member, which leads to the study and analysis of comparative justice systems and cultural diversity experiences, primarily in Australia and Costa Rica, for students.

4. The program has dual options, Justice Administration and Justice Counseling, which allows for students to seek a degree plan consistent with their future career or academic plans. Students are also encouraged to seek a double major or minor to increase their marketability when they graduate.

5. A high degree of interdependence with the Psychology program in the Justice Counseling option, especially as it pertains to the Provisional Licensed Alcohol and Drug Counselor (PLADC). Students have highly sought after skills when they complete the coursework and are employed quickly as there is a high demand for their skills.

6. All required courses for the major are offered online and on campus annually.

7. The program reflects increasing growth rates in majors (9.8%) over the past 5 years and a consistent number of graduates (18 annually) during the same time frame. There has been a steady growth in graduates over the last 10 years.

8. The program prides itself on the use of active and engaging learning strategies to enhance student learning.

9. Students in the Criminal Justice program do very well in the required internships, many of which have led to employment opportunities. Internships provider feedback is overwhelmingly positive.

10. The program meets the minimum core courses as recommended by the Academy of Criminal Justice Sciences within the key areas designated as necessary for an undergraduate degree.
11. Highly motivated students have been mentored in undergraduate research projects for service area agencies in Southeast Nebraska, which has led to funded grants for these agencies using the data collected and analyzed in the projects.

12. The College is fortunate to have a wide variety of high quality adjuncts assisting in teaching criminal justice courses. These adjuncts understand the mission and goals of Peru State College. All possess at least a Master’s degree and significant experience.

**Program Weaknesses** – in order of highest concern noted first.

1. Two Criminal Justice faculty and the Dean of Professional Studies currently advise over 160 advisees; based upon the number of advisees, each faculty member is exceeding the number of advisees stipulated by the negotiated faculty contract. Thus, full-time faculty voluntarily assume many extra duties that cannot be assigned to adjunct faculty, which creates an imbalance in teaching, service and research. The number of advisees fluctuates from semester to semester depending upon active enrollment.

2. The program lacks supporting elective criminal justice classes beyond the core curriculum in the elective areas. There is a lack of a laboratory to expose students to forensic science, criminalistics, correctional environment experiences, drug testing, and other similar types of professional experiences. According to NSSE results, active learning and collaboration and enriching educational opportunities were the two most poorly rated areas by our students. This could provide a means to address a portion of that observation.

3. Criminal Justice students are required to complete a statistics class though the Math department in lieu of a Behavioral Statistics class founded in the origins of criminal justice. Additionally, criminal justice and psychology students complete the same research methods course, thus failing to obtain adequate in depth understanding of research methods particularly pertinent to their academic discipline.

4. There is little focus toward offering mentored undergraduate research opportunities; in terms of planning and scheduling within the curriculum, dedicated space or technology or availability of adequate research funding.

5. The Justice Administration program lacks required classes which expose students to cultural diversity, addictions-drugs, the court system, and crime mapping. Students who are not required to take such classes lack a perspective on these issues prior to entering careers or graduate school.

6. There is a wide array of Business courses listed in the Criminal Justice Administration option with no focused outcome of these option courses specifically toward Criminal Justice. It is suggested we refine selection of the Justice Administration electives, along with more focused student outcomes toward a more targeted skill set.

7. The continued reliance upon adjuncts does not create a campus environment conducive to academic advising, student retention or on campus growth. The addition of a full-time faculty member will provide much more continuity to a program and can be held
responsible for program and curriculum goal achievement.

8. As the Criminal Justice Major has moved towards 160 enrolled students, consideration should be given to splitting the capstone course into two separate sections, with one being offered in Spring and one in Fall. Currently, a hybrid course for both online and on campus students is offered only in Spring. The hybrid course allows for both online and on campus students to complete the same class with some differences. Students selecting the on campus version are required to have weekly discussion or debates, while on line students use the Blackboard Discussion Board tool for that element of the course. All learners are required to take the final comprehensive exams. On campus students conduct a live presentation of their capstone paper, while online students electronically record and submit their presentation via DVD or other electronic means. Capstone papers are typically submitted electronically to allow for the use of Turnitin. Offering the course twice a year would also allow for students who fail the course to repeat it the following semester, instead of waiting another year. This would also assist nontraditional learners who don’t follow the same schedule as campus based students.

9. Based on the capstone course evaluations from 2009 and 2010, there may be an overlap or lack of exposure to current criminal justice topics within the curriculum.

10. Based on CAAP test scores, paired comparisons of criminal justice students declined significantly in reading scores during their collegiate experience at Peru State College. While there was a substantially standard deviation (sd=31.48) for juniors and seniors taking the reading exam, which possibly reflects a student or students not taking the exam seriously, faculty should be aware of this element of assessment and monitor it closely in the future.

11. Having an Enriching Educational Experience was an area on the NSSE study which criminal justice students rated poorly. This may be partially attributed to a perceived lack of academic major related activities or events.

**Recommendations for Program Enhancement** – Consider as priorities approaches to enhancing student engagement/instructional effectiveness, student retention, and program distinctiveness/marketability. Describe changes in facilities, technology, staffing and funding necessary to support proposals.

1. The primary need for the criminal justice program is the addition of at least one more full time tenure track faculty who can teach on campus. This would allow for a more proportional share of the workload among criminal justice department faculty in regards to teaching, service and student advisement. Additionally, a new faculty line would allow for Criminal Justice courses to be developed using the faculty member’s focus or expertise, would be based upon strengthening the selection of courses recommended by the Academy of Criminal Justice Sciences, and providing students with more skills for career and graduate opportunities.

2. Based on input from faculty, students, and a review of the NSSE scores in active learning and collaboration and enriching educational experiences, more active learning exercises in classroom teaching and a dedicated laboratory in T.J. Majors could be established which would be used criminal justice students to expose them to more practical applications of the scientific method and provide them with a more
enriching experience at PSC. While Arts and Sciences and Education both have laboratories, Psychology and Criminal Justice lack any type of laboratory for their majors. The current courses within Criminal Justice which would utilize a laboratory would be CJUS 450, Criminalistics, CJUS 360 Criminology, PSYC 330 Research Methods, a new course in Crime Mapping, plus the opportunity for mentored undergraduate research. A course offering of Forensic Science as a laboratory course would enhance the reputation of an already strong criminal justice program.

3. It is recommended both statistics and research methods be moved into the discipline of criminal justice to strengthen the knowledge of those areas for criminal justice students. As more students seek to pursue Master's degrees, this would present the students with opportunities to have a more in-depth understanding of research and statistics as they apply to criminal justice. There are adequate students at this time in the Criminal Justice and Psychology major to divide the research methods course into separate criminal justice and psychology courses.

4. There is only one room used as a computer laboratory in TJ Majors, Room 203, and while this room has traditionally been used by the School of Professional Studies, the School of Education now requests more use of that room. Consideration of converting room TJ Majors room 308 into a second computer laboratory for increased use of computers should be considered. This laboratory could be outfitted with contemporary crime mapping software in addition to SPSS and other Social Science software.

5. Based on student feedback from the capstone course in 2009 and 2010 and faculty feedback from program evaluation meetings, consideration should be given to requiring certain classes (Addictions, Child Abuse and Neglect, Comparative Justice, Criminalistics, Crime Mapping, Diversity in Criminal Justice) as required in the elective area of the major to allow for students to experience a more in-depth approach to understanding criminal justice. Additionally, refocusing on more specific elective classes in the core of the criminal justice option areas would allow for higher productivity among faculty. All courses are currently offered, and the addition of Crime Mapping and Diversity in Criminal Justice would strengthen an already competitive program. Purchase of a software program to support crime mapping would be required to support this initiative. Another effective way to add diversity in curriculum would be to hire an annual or biennial visiting professor who specializes in cultural diversity.

6. There should be an extensive curriculum mapping review of the course offerings within the program. This curriculum mapping process, as discussed in program evaluation meetings, would take place in the 2011-2012 school year. Based on review of peer institutions, the College lacks the versatility of other colleges and universities within the program. Adding options in Juvenile Justice, Forensic Science, Forensic Psychology or Pre-Law would create more diverse offerings and provide a full-service major. A large percentage of students who enroll at PSC are interested in working with juveniles. Employment opportunities working with troubled youth are readily available throughout the United States. Thus, developing unique skill sets through new curriculum designs, which can be advertised and marketed, especially to our on-line majors, would create new demand for this concentration, along with providing our current on-campus students another alternative for study.
7. Faculty recommended immediate changes to two course titles and minor modification of the objectives to provide more focus on key areas within the criminal justice system, provide students a more specific focus to enhance career opportunities, and prepare students for graduate school. Among the changes recommended were:

   a. Revise CJUS 340 Criminal Procedures to Criminal Law and Procedures
   b. Revise CJUS 308 Community Based Corrections to Probation and Parole

8. Faculty should closely monitor reading assignments for students, and consider unique and engaging reading assignments to allow for students to gain a greater perspective on criminal justice issues, thus allowing students to enhance their reading ability.

9. The course rotational schedule needs to be examined and reevaluated to see if course offerings reflect actual needs; updating the schedule is highly recommended. Design of an eight semester course rotation schedule would also assist students in planning.

10. Faculty suggested the use of an activity credit, similar to the ones for varsity sports, to be available for students participating in on campus academic or professional organizations. This would increase student interest in selected career fields, allow social networking, and provide research and service opportunities for students and faculty mentors.
Old Professional Studies Mission

The School of Professional Studies offers programs to prepare students for a wide range of occupations in business, government, and nonprofit organizations.

Our programs are designed to provide marketable skills and knowledge, preparation for advancement on the job, and a strong foundation for graduate study.

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Between May and December 2010, an analysis of academic certificates offered by the School of Professional Studies was completed by personnel in that school. The certificate program, which was initiated in 2004, was reviewed over a six (6) year time frame (2004-2010). The certificates were issued in 6 different areas; Accounting, Criminal Justice, Human Resources, Human Services and Office Management.

The original purposes of the certificate program, as delineated by then President Ben Johnson, were twofold. The first purpose was to attract students to returning to school to gain some academic experiences which could transfer into a higher degree of employability through knowledge and skill acquisition. The second purpose was to attract students to attending Peru State College, with the hope the students would stay and complete a bachelors degree.

Analysis reflected 187 certificates offered by the School of Professional Studies were issued between 2004 and 2010. The issuance of certificates peaked in 2008, with 50 certificates being issued that year. The largest group of certificates issued was in the area of Human Resources, of which 80 certificates were issued between 2004 and 2010.

The program appears to have attracted 15 students who came to Peru State solely for the certificates; Twelve of those students never graduated and three were post grads. However, 80% (n=157) of all students who were issued a certificate went on to graduate from Peru State College with a Bachelor’s degree. Sixty-four percent (n=122) waited until the end of their academic program to request the certificate. In regards to the number of students who received degrees and were transfer students, 65% all students requesting the certificates were transfer students from other institutions.

Considerations in continuing the certificate program include analysis of the incorrect student perception the certificates issued are comparable to industry standard certificates, such as the PHR, SPHR, CAPM, PHP, or other industry standard certificates, which they are not. In fact, there has been some student confusion on what the certificates allow them to do professionally or academically. Evidence also reflects the certificates did not attract many new students during this 6 year period.

<table>
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<tr>
<th>Certificate Type</th>
<th>Accounting</th>
<th>Criminal Justice</th>
<th>Human Resources</th>
<th>Human Services</th>
<th>Retail Management</th>
<th>Office Management</th>
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<tr>
<td>Total issued</td>
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<td>9</td>
<td>80</td>
<td>7</td>
<td>24</td>
<td>48</td>
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<tr>
<td>Year certificates issued</td>
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<td>2005</td>
<td>2006</td>
<td>2007</td>
<td>2008</td>
<td>2009</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td>29</td>
<td>32</td>
<td>34</td>
<td>50</td>
<td>21</td>
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When was certificate received and how many graduated?

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<tr>
<th>When issued</th>
<th>Initially</th>
<th>Half way</th>
<th>Three-fourth</th>
<th>Seven Eighths</th>
<th>End</th>
<th>Post grad return</th>
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<tr>
<td># Graduated w/degree</td>
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<td>6</td>
<td>9</td>
<td>22</td>
<td>120</td>
<td>3</td>
<td>5</td>
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<tr>
<td></td>
<td>2004</td>
<td>2005</td>
<td>2006</td>
<td>2007</td>
<td>2008</td>
<td>2009</td>
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</tr>
<tr>
<td>12</td>
<td>8</td>
<td>9</td>
<td>28</td>
<td>122</td>
<td>32</td>
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