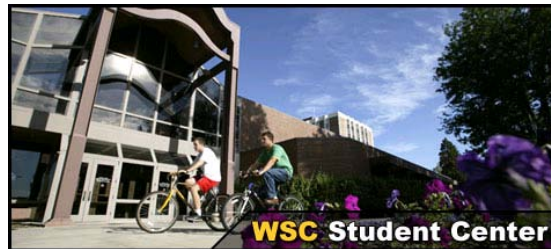


# Wayne State College

## AQIP Systems Portfolio Overview



**Academic Quality Improvement Program**  
The Higher Learning Commission

AQIP Categories and Items  
2008 Revision

October 2009

Wayne State College ■ 1111 Main Street ■ Wayne, NE 68787  
800-228-9972 ■ [www.wsc.edu](http://www.wsc.edu)

## Introduction

Wayne State College (WSC) ([www.wsc.edu](http://www.wsc.edu)) is a regional, public, open-admission, not-for-profit college, geographically positioned to serve rural northeast Nebraska. WSC has an annual operating budget of \$47.5 million and enrolls more than 3,500 students. WSC is located in the [City of Wayne](#), population 5,583. Wayne is located approximately 100 miles northwest of Omaha and 50 miles southwest of Sioux City, Iowa in the northeast corner of Nebraska.

WSC's campus dwells on 128 acres at the north edge of Wayne. Its 22 buildings are notable for a continuity of architecture. Half of them were built in the past 30 years, and the older buildings have been extensively modernized. The campus is designated as a Nebraska State Arboretum, recognizing the variety and number of trees and shrubs. A distinctive feature of the campus is its Willow Bowl, a picturesque amphitheater that is the traditional site of spring commencement and many programs. Open land to the north and east of clustered buildings gives ample space for athletic fields and a popular new jogging trail that winds through hundreds of recently planted trees and shrubs. The 18-hole Wayne Country Club golf course is adjacent to campus and is available for student use.

Students are attracted to the college by its rural setting and small size, the personalized support by faculty, variety of student activities, and opportunities to enhance leadership skills.

Wayne State College has a rich history as a teacher preparing institution. It was founded in 1891 as the Nebraska Normal College. One of its most famous alumni, [John G. Neihardt](#), attended the school in those early years and later wrote of the intellectual vistas the college opened for him. *"It was as though the college had been created for me. It lifted me to a higher, creative level of being. Often there came upon me a thrilled sense of expectancy, as though something particularly glorious were getting ready to happen all at once."* Neihardt published the tremendously popular book, *Black Elk Speaks*. He was also named Nebraska's poet laureate in 1921. A residence hall on campus bears his name.

The Nebraska legislature purchased the Normal College from J. M. Pile in 1910 and created Nebraska State Normal College. Its history from that point follows a typical progression from normal college to state teacher's college to state college. During the

1950s and 1960s liberal arts degrees and a Master's degree in Education were added. Throughout the 1970s and 1980s, enrollment increased and the college developed academic programs in business and the arts and sciences. During the 1990s the college evolved into a comprehensive institution with equal emphasis on the arts and sciences, business, and teacher education. During the decades of enrollment growth and transition to a comprehensive college, new curricula were created and an academic structure developed to support this growth.

The institution underwent an extensive review and implemented a more centralized academic structure on July 1, 2001. The reorganized structure includes four schools, each directed by a dean. The College's new academic structure has enhanced its ability to: provide greater opportunities for cross-disciplinary initiatives focused on improved student learning; allow for more flexible approaches to meet regional service needs resulting in improved recruitment of students and faculty; and improve the College's ability to adapt to and position itself within the changing environment of higher education.

The college also embarked on a campus-wide initiative in 2001, to improve institutional quality using both AQIP and Strategic Planning implementing the plan-do-check-act model for carrying out change. The initial 2001 strategic planning task force was selected representing students, faculty, professional staff, and staff to review, revise and adopt the mission, vision, and philosophy of Wayne State College. The following statements were developed to guide our efforts in providing Learning Excellence, Student Success, and Regional Engagement of quality educational services.

**Mission:** Wayne State College is a comprehensive institution of higher education dedicated to freedom of inquiry, excellence in teaching and learning, and regional service and development. Offering affordable undergraduate and graduate programs, the College prepares students for careers, advanced study, and civic involvement. The College is committed to faculty-staff student interaction, public service, and diversity within a friendly and collegial campus community.

**Vision:** To make a notable difference to rural and community life through learning excellence, student success, and regional

service; a regional college of national distinction.

The Philosophy of the College can be derived through a summary of the mission and vision which is for the College to lead in Learning Excellence, Student Success, and Regional Service.

Representatives from across the campus, as well as citizens from the community of Wayne, participated in planning retreats, committee meetings, and discussion forums. Strategic planning was reviewed and updated in 2003, 2007 and 2009 using the SWOT analysis. The planning process has now merged with AQIP planning and AQIP initiatives now appear in the strategic plan.

The General Education Program forms the foundation of a Wayne State College liberal arts education. Drawing from disciplines across campus, the General Education Program widens students' intellectual inquiry, encourages personal and professional development and promotes responsible citizenship. The required courses that make up the General Education Program prepare students for the advanced coursework that is a part of their major.

All of the ingredients necessary for an outstanding educational experience are in place

at Wayne State College: The right size, excellence in teaching, plenty of support, and opportunities for involvement and interaction. Wayne State College is all about students.

Connections between students and faculty, in and out of the classroom, are strong predictors of academic accomplishment. Wayne State College is known for its user-friendly environment and dedication to students' success. Wayne State College is an excellent place to make connections. Our faculty work closely with students in and outside of the classroom.

Wayne State College is committed to excellence. As part of its accreditation process, the college participates in the Academic Quality Improvement Program (AQIP) and is a member of the Voluntary System of Accountability (VSA). All programs which require special state and/or national accreditation status are accredited as prescribed by the respective agencies. Student-learning goals, objectives, and outcomes are aligned with the college mission and vision. Assessment data is used to continuously improve programs by refining curriculum and refining processes.

## **O1. What are your goals for student learning and shaping an academic climate? What are your key credit and non-credit instructional programs, and educational systems, services, and technologies that directly support them?**

Wayne State College is an open institution committed to providing access and opportunity for all students to fulfill essential educational needs regardless of race, creed, disability, marital status, national origin, gender, sexual orientation, culture, and/or socioeconomic conditions. Continuous program improvement is accomplished by using assessment data to improve programs and processes to enhance student learning.

Wayne State College has formulated student learning objectives that are universal to all students. In addition, objectives have been developed for general education, pre-professional, professional education and graduate programs. These objectives are listed in the WSC General and Graduate Catalog. Each individual course syllabus contains the relevant general objectives and the specific objectives and expected outcomes of the course.

Wayne State College's key instructional programs are primarily undergraduate degrees, offering a comprehensive curriculum with equal emphasis on the arts, sciences, business, and teacher education. WSC is authorized to grant four graduate degrees: Master of Science in Education, Education Specialist in School Administration/Educational Leadership, Master of Business Administration and Master of Science in Organizational Management.

Through a cooperative effort between the academic schools and the Office of Continuing Education, WSC is able to offer classes at off-campus locations and through alternative delivery methods. Courses offered through the Continuing Education office range from traditional face-to-face delivery to flexible internet based courses and interactive courses delivered through local distance learning consortiums.

WSC is an educational partner with many northeast Nebraska community school districts in supporting a regional, interactive, distance learning network. Continuing education courses are scheduled and organized to be responsive to the needs of non-traditional students and may meet weekends, evenings, once a week, or in other flexible formats.

WSC has partnered with Northeast Community College (NECC) to offer a joint Elementary Education degree program for Norfolk students. Students attend NECC for the first two years, attend WSC courses in Norfolk for one semester, and then complete the final three semesters of course work in Wayne. WSC's continuing education programs also serve the graduate student population. Each year a large number of courses are offered for graduate students in master's level programs and workshops throughout the region.

Students interested in the Master of Science in Education (MSE) degree are served in our off-campus programs through classes held in various communities. In addition, the Education Specialist degree is offered online. Programs such as the Master of Business Administration (MBA) degree are scheduled with the busy working student in mind. Students may complete an MBA degree in Wayne, Norfolk, or online by attending flexible evening and/or technology-delivered courses. A Master of Science (MS) degree in Organizational Management with a choice of four concentrations has been added in a cooperative venture through the Nebraska State College System (NSCS) and will soon be available entirely online.

Graduate level students interested in courses for personal and professional enrichment find many opportunities for continuing their education and lifelong learning through WSC continuing education course offerings.

Dual-credit courses are available in cooperating high schools through WSC. These courses, offered in the high school during the regular school day, provide a mechanism for qualified high school juniors and seniors to take entry-level college courses.

The Board of Trustees and the Nebraska State Legislature determine the programs of study offered at WSC. Non-teaching programs offer 71 majors, and 46 minors; teaching programs offer 17 field endorsements, 21 subject endorsements and 6 special endorsements; pre-professional programs offer

27 fields of study; graduate programs offer 14 fields of study. WSC offers day and evening classes, online courses, distance education classes (offered at other locations), satellite classes, and independent study. Classes are scheduled to rotate in a timely manner to allow the students to complete their degree without delays.

WSC faculty strives to teach students with different learning styles through lectures, visual demonstrations, practical hands-on experiences, role-playing, student reports, research, discussion, and lab sessions. The faculty also post office hours for individual assistance and use e-mail to receive and respond to student assignments.

Wayne State College is accredited by [The Higher Learning Commission](#) of the North Central Association of Colleges and Schools, receiving accreditation since 1917. The baccalaureate degrees have been approved since 1933, the master's degrees since 1962, and the education specialist degree since 1983. The college became a participant of [AQIP](#) in 2000 and received Reaffirmation of Accreditation during the 2007-2008 academic year.

The [National Council for Accreditation of Teacher Education \(NCATE\)](#) has accredited all of the College's undergraduate education programs since 1954 and all graduate programs since 1962. Bachelor of Science in Business Administration and Master of Science in Business Administration have been accredited by the [International Assembly of Collegiate Business Education \(IACBE\)](#), a professional business accrediting institution. The College is approved at both undergraduate and graduate levels by the Nebraska Board of Education. In the spring of 2009, the Department of Art and Design became an accredited institutional member of the [National Association of Schools of Art and Design \(NASAD\)](#). In June 2009, the Music Department received word of accreditation from the [National Association of Schools of Music \(NASM\)](#).

WSC believes technology is important in the classroom to supplement traditional face-to-face instruction. For example, almost 100% of the faculty have web pages with professional information, and 30% of the faculty have course-related web pages. The number of online courses (both hybrid and fully online) has increased by more than 500% over the past five years, and 70% of WSC faculty have been

trained in the use of online course management software.

The college has recently been granted approval by the Higher Learning Commission to offer two graduate degrees fully online. Academic buildings have wireless internet access, computer labs are available across the campus with extended hours, and wireless laptop computers are available for checkout in the Library and the Student Center. WSC provides high-speed or wireless internet connections to each student. All WSC residence halls and most WSC administration buildings provide wireless service.

Each WSC academic building contains more than one smart classroom, also known as technology enhanced classrooms, which create new opportunities in teaching and learning by integrating networking, digital, and audio visual technologies.

Computer projection systems have been installed in more than 50 classrooms, several classrooms have interactive whiteboards, and videotaping or digitizing of lectures is possible.

Two distance learning classrooms utilize fiber-optic video conferencing, and four dedicated rooms utilize IP video conferencing. IP videoconferencing has enabled students in WSC classes to interact with students in India, Costa Rica, and Taiwan. Desktop video systems, which will enable faculty to conduct one-on-one videoconferences with students, are being piloted.

Specialized departmental labs in music, industrial arts, and graphic arts contain state-of-the-art technology. Wayne State College continues to investigate additional ways to employ technology to strengthen the students' educational experience.

## **O2. What key organizational services, other than instructional programs, do you provide for your students and other external stakeholders? What programs do you operate to achieve them?**

Wayne State College provides many key organizational services for our students and external stakeholders with nearly 100 student [clubs and organizations](#) on campus there is always something going on and a way for students to become involved.

Wayne State College clubs and organizations encompass a wide variety of interests. Art, politics, athletics, business and multicultural affairs are just a few of the interests that can be explored. These clubs and organizations sponsor on-campus events, bringing nationally renowned speakers to campus, or hosting off-campus adventures that allow students to apply classroom knowledge in the field and witness the connection between the classroom and the world of work.

Wayne State College's clubs and organizations, plus intramural sports, the student activities board and [NCAA athletics](#) provide more than 400 student-centered activities on campus each year.

Members of the faculty have developed numerous service learning projects that are integrated into the curriculum of various courses. Some departments require an [internship experience](#) to fulfill degree requirements. All of these approaches result in excellent collaborative learning opportunities.

Many of the [services](#) provided to our students are listed below with in-depth descriptions listed on the [WSC Web site](#).

- [Learning Center](#)
- [Writing Help Desk](#)
- [Early Alert Program](#)
- [Peer Tutor Program](#)
- [Athletic Academic Program \(AAP\)](#)
- [STRIDE](#)
- [Counseling Center and Programs](#)
- [Academic Advising](#)
- [Career Planning](#)
- [Career Services](#)
- [Campus Officers and Services](#)
- [Service Learning](#)

Extracurricular activities are promoted at WSC because they can make a significant contribution to the education and satisfaction of students. Some activities are co-curricular, related to classes, but open to any student interested in participating. Among them:

- [Athletics](#) - The intercollegiate athletic program at WSC.
- [Broadcasting](#) - Stereo FM radio station on the air daily through first and second semesters, television station airing several nights a week on a city cable channel.

- **Concerts, speakers, drama** - The College's [Black & Gold Series](#) brings renowned speakers, musicians, and other interesting performers to campus.
- **Dramatics** - Five to seven plays and musicals a year, including several one-acts that are student-directed.
- **Forensics** - Intercollegiate competition in forensic events.
- **Intramural sports** - These attract a large percentage of WSC students, both men and women.
- **Music** - Marching and concert band, chorus, orchestra, madrigal singers, jazz band, small ensembles.
- **Social activities** - Students may find opportunities for pleasure at formal and

- informal dances, parties, and programs sponsored by campus organizations.
- **Student publications** - Weekly newspaper rated All-American, annual literary magazine.  
Three organizations are concerned with student government, the Student Senate, the [Student Activities Board](#), and the Residence Hall Councils.  
A list of [Other organizations](#) are listed in the Student Activities Handbook:
  - [honorarys in academic disciplines](#)
  - [national service honorarys](#) and a scholastic honorary for high-ranking freshmen.
  - a national [professional fraternity in business](#).
  - religious clubs.
  - about two dozen special interest clubs.
  - social sororities and fraternities.

**O3. What are the short- and long-term requirements and expectations of the current student and other key stakeholder groups you serve? Who are your primary competitors in serving these groups?**

The short and long-term requirements and expectations of the current students and other stakeholder groups WSC serves are detailed in **Table 1**. WSC has identified various classifications of students as having unique needs and expectations. These classifications include freshman, other undergraduates, and graduate students. In addition, we have identified numerous other stakeholders who are important to our college. Our major stakeholders as well as their requirements and expectations are indentified. Primary competitors in serving these groups would be other higher education institutions within our region.

**Table 1**

<b>STUDENT AND STAKEHOLDER SEGMENTS WITH CORRESPONDING REQUIREMENTS AND EXPECTATIONS</b>
<b>Feeder Institutions</b>
<ul style="list-style-type: none"> <li>• <b>High Schools</b></li> <li>Timely and helpful interaction</li> <li>Interaction with high school guidance counselors</li> <li>Facilities use and faculty involvement with activities: business comp, history day, FCCLA &amp; math contests, etc.</li> <li>Timely and helpful interaction</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Community Colleges</b></li> <li>Northeast Community College/Wayne State College South Sioux College Center</li> <li>Transfer articulation agreements</li> <li>Timely and helpful interaction</li> </ul>
<b>Potential Students</b>
<ul style="list-style-type: none"> <li>• Excellent customer service/student orientation</li> <li>• Assurance of quality programs</li> <li>• Clear and accurate information</li> <li>• Timely information &amp; assistance</li> <li>• Useful website (on-line services)</li> <li>• Scholarship/financial aid packages</li> </ul>
<b>Freshmen</b>
<ul style="list-style-type: none"> <li>• Effective teaching and learning</li> <li>• Available classes</li> <li>• Academic advising</li> <li>• Quality faculty</li> <li>• Fiscal responsibility</li> <li>• Respect</li> <li>• Modern residence halls</li> <li>• Financial aid</li> <li>• Learning support resources (campus technology network, tutors, special population needs, library)</li> <li>• Campus learning facilities, activities and recreation opportunities</li> <li>• Employment opportunities (testing, placement, work-study)</li> <li>• Student success/completion of academic goals</li> <li>• Safe and secure campus</li> </ul>

<b>All Other Undergrads</b>
<ul style="list-style-type: none"> <li>• Effective teaching and learning</li> <li>• Available classes</li> <li>• Academic advising</li> <li>• Quality faculty</li> <li>• Specialized information and skills (in major)</li> <li>• Fiscal responsibility</li> <li>• Respect</li> <li>• Learning support resources (library, campus technology network, tutors, special population needs)</li> <li>• Campus learning facilities, activities and recreation opportunities</li> <li>• Employment opportunities (testing, placement, work-study)</li> <li>• Student success/completion of academic goals</li> <li>• Technology resources</li> <li>• Safe and secure campus environment</li> <li>• Financial Assistance availability</li> </ul>
<b>Graduate</b>
<ul style="list-style-type: none"> <li>• Effective teaching and learning</li> <li>• Range/Availability of courses</li> <li>• Academic advising</li> <li>• Quality faculty</li> <li>• Clear/concise programs of study</li> <li>• Specialized information and skills (in major)</li> <li>• Technology resources</li> <li>• Financial Assistance availability</li> <li>• Relevance of coursework to employment requirements</li> </ul>
<b>Continuing/Non Degree Seeking</b>
<ul style="list-style-type: none"> <li>• Effective teaching and learning</li> <li>• Range/Availability of courses</li> <li>• Quality faculty</li> <li>• Convenient schedules for courses</li> <li>• Timely and helpful communication</li> <li>• Career advancement/Job Skills</li> <li>• Relevance of coursework to employment requirements</li> </ul>
<b>Parents</b>
<ul style="list-style-type: none"> <li>• Effective teaching and learning</li> <li>• Safe campus</li> <li>• Affordable education</li> <li>• Academic Support Services</li> </ul>
<b>Alumni</b>
<ul style="list-style-type: none"> <li>• Communication from college/connection with other alumni &amp; faculty</li> <li>• Assurance of sustained quality and effectiveness</li> <li>• Positive institutional image</li> <li>• Recognition for support (donations, time, mentoring, etc.)</li> </ul>

<ul style="list-style-type: none"> <li>• Job networking</li> </ul>
<b>Supporters</b>
<ul style="list-style-type: none"> <li>• Support contributes meaningfully to college</li> <li>• Recognition for support</li> </ul>
<b>Employers</b>
<ul style="list-style-type: none"> <li>• Well-prepared graduates and employees (includes basic &amp; specialty areas)</li> <li>• Well-prepared interns</li> <li>• Collaboration &amp; partnerships</li> <li>• Opportunities for continuing education</li> </ul>
<b>Local Government Agencies</b>
<ul style="list-style-type: none"> <li>• Population Growth Student Employee</li> <li>• Good Citizenship (fiscal responsibility, law abiding)</li> <li>• Community Contributors</li> </ul>
<b>Nebraska State College Board; Coordinating Commission</b>
<ul style="list-style-type: none"> <li>• Exercises overall governance over colleges/compliance with system standards</li> <li>• Promote system-wide efforts &amp; initiatives</li> <li>• Fiscal responsibility/cost effectiveness</li> <li>• Student success and satisfaction</li> <li>• Quality academic programs and instruction/positive institutional image</li> <li>• Service to our region</li> </ul>
<b>Minorities</b>
<ul style="list-style-type: none"> <li>• Address special needs</li> <li>• Effective teaching and learning</li> <li>• Range/Availability of courses</li> <li>• Quality faculty trained to assist special needs</li> <li>• Convenient schedules for courses</li> <li>• Timely and helpful communication</li> <li>• Career advancement/Job Skills</li> <li>• Relevance of coursework to employment requirements</li> </ul>
<b>Wayne State College</b>
<ul style="list-style-type: none"> <li>• Exercises overall governance over colleges/compliance with college &amp; system standards</li> <li>• Promote college-wide efforts &amp; initiatives</li> <li>• Fiscal responsibility/cost effectiveness</li> <li>• Student success and satisfaction</li> <li>• Quality academic programs and instruction/positive institutional image</li> <li>• Service to our region</li> </ul>
<b>Employees (Faculty, Professional, Support, Casual)</b>
<ul style="list-style-type: none"> <li>• Timely communication from college</li> <li>• Assurance of sustained quality and effectiveness</li> </ul>

<ul style="list-style-type: none"> <li>• Positive institutional image</li> <li>• Recognition for support (donations, time, mentoring, etc.)</li> <li>• Effective teaching and learning opportunities</li> <li>• Teaching support resources (library, campus technology network, tutors, special population needs)</li> <li>• Campus learning facilities, activities</li> <li>• Respect</li> <li>• Fiscal responsibility/cost effectiveness</li> <li>• Collaboration &amp; partnerships</li> </ul>
<b>Legislature</b>
<ul style="list-style-type: none"> <li>• Fiscal Responsibility /cost effectiveness</li> <li>• Success: Student /Employee</li> <li>• Retention: Student /graduates /Employee</li> </ul>

<b>Other Four Year Institutions</b>
<ul style="list-style-type: none"> <li>• Collaboration and partnerships</li> <li>• Shared Distance Education</li> </ul>
<b>Nebraska Citizens (especially northeast region)</b>
<ul style="list-style-type: none"> <li>• Educational opportunities</li> <li>• Service to communities</li> <li>• Access to programs and service</li> </ul>

**O4. What are your administrative, faculty, and staff human resources? What key factors determine how you organize and use them?**

WSC employed 125 full-time faculty and 106 part-time and graduate assistants in fall, 2008. The total student enrollment for that semester was 3,584, yielding a faculty/student ratio of 15 to 1. Seventy-eight percent of ranked faculty hold a terminal degree; the average faculty age is 51; and the average faculty years of service is 13. All full-time faculty and staff employed in the Fall 2008 are listed in **Table 2**. In addition, an [organizational chart](#) for WSC can be found in Appendix A.

Other Student Services Professional Staff	23
All Other Non-Supervisory Professional Staff	27
<b>SUPPORT STAFF:</b>	
Clerical and Secretarial	56
Service and Maintenance	61

**Table 2**

<b>FULL-TIME FACULTY AND STAFF FALL 2008</b>	
<b>FACULTY (by School):</b>	
Arts and Humanities	34
Business and Technology	25
Education and Counseling	19
Natural and Social Sciences	47
<b>ADMINISTRATION/PROFESSIONAL STAFF:</b>	
Administration (President, Vice Presidents, Deans)	10
Directors and Managers	35
Coaches, Assistant Coaches, Athletic Trainers	16
Technology (Admin. Systems, NATS, Graphic Design)	13

In 2004, a Human Resource Director was hired and the Human Resource Department was established. This need was determined through strategic planning processes and an AQIP Action Project. This AQIP Project has been retired due to its completion, following the successful “Plan-Do-Check-Act” cycle of continuous improvement.

The [Human Resources Department](#) is responsible for developing and administering a comprehensive human resources services program for all personnel of Wayne State College. This includes recruitment, hiring, classification, compensation, benefits administration, staff relations, training and staff development, which serves the needs of the College and its employees. It is in accordance with the policies and procedures of Wayne State College, the Board of Trustees of Nebraska State Colleges, the State of Nebraska, the Federal government and general standards of human resources administration.

Bargaining agreements exist between the Board of Trustees for the Nebraska State Colleges and the [State College Education](#)

[Association \(SCEA\)](#), the [Nebraska State College Professional Association, \(NSCPA\)](#) and the [Nebraska Association of Public Employees \(NAPE\)](#) for the purpose of establishing mutually acceptable procedures, practices, and conditions regarding rates of pay, hours of work, and conditions of employment.

WSC is organized as part of the [Nebraska State College System \(NSCS\)](#) that serves close to 8,000 students from Nebraska and surrounding states through three geographically diverse institutions: [Chadron State College](#), [Peru](#)

[State College](#) and [Wayne State College](#). Combined, the three colleges offer more than 200 degree, certificate, and pre-professional programs that are accessible on the three campuses, via the internet, and in several satellite locations throughout the state. With more than 250 credentialed faculty and 50,000 successful graduates, the NSCS provides significant human and intellectual capital that contributes to the current and future economic strength of the State of Nebraska.

## **O5. What strategies align your leadership, decision-making, and communication processes with your mission and values, the policies and requirements of your oversight entities, and your legal, ethical, and social responsibilities?**

The Wayne State College Mission Statement and Strategic Plan form the two primary mediums for articulating and aligning college values. The [Mission Statement](#) details our involvement in regional service and development, civic engagement, public service, communication, diversity, and excellence in teaching and learning.

Our [Strategic Plan](#) articulates these values further and provides the framework to ensure their alignment and implementation. At the core of the plan are six central themes or core values that were formulated by the entire campus community in a lengthy, articulation and alignment process through the “Plan-Do-Check-Act” cycle of continuous improvement.

The Mission Statement, Strategic Plan, and all relevant communications are communicated through the institutional Web site. Besides the Web site, the institution uses e-mail, newsletters, blogs, and face-to-face meetings to disseminate communications. The Faculty Senate, Student Senate, Professional Staff Senate and Support Staff Senate serve as communication bodies for their members.

The Strategic Planning Council hosts a biennial retreat that embraces a cross-section of the entire institutional environment. This process includes a review of the previous recommendations and a [SWOT analysis](#). A [Strategic Plan](#) for the next biennial with continued alignment to the Mission Statement and its goals is developed. The process and recommendations are annually analyzed by the administration and the Strategic Planning Council. AQIP Action Projects are developed in areas where improvement is strategized.

The institutional [Strategic Plan](#) is cross-walked annually by the President’s Council to ensure alignment with the institutional financial goals for financial budgeting and with the [Nebraska State College System \(NSCS\)](#) Strategic Plan. Budget allocations are aligned and prioritized with AQIP Projects and Strategic Planning items receiving highest priority.

The alignment, articulation and expression of institutional values has undergone considerable restructuring since the AQIP continuous process of improvement was implemented. The continuous alignment and review process has been stimulated by many factors: the presidential leadership exercised during this period, the major revision of the Board Policy Manual, the adoption of the Strategic Planning Process, the adoption of a new Campus Master Plan and Master Landscape Plan, declining college enrollments, state budget deficits and the resulting campus budget cuts, and a fledgling initiative toward campus conservation and preservation issues. All of these forces have contributed to the need for significant, continuous alignment and ongoing reevaluation of who we are and what we value.

The Board of Trustees of the [Nebraska State College System \(NSCS\)](#) provides primary direction, review, and oversight of the college’s leadership. The Board delegates routine administrative and oversight responsibilities to the Nebraska State College System Office, which oversees the operations of the three state colleges. The Board’s primary vehicle for

oversight is the [Board Policy and Procedural Manual](#).

Through the System Office, The Board of Trustees also exercises oversight by routine reports and meetings.

The following organizations also exercise oversight functions of the college's leadership:

- Higher Learning Commission of the North Central Association of Colleges and Schools
- Nebraska State Colleges and Universities Coordinating Commission
- National Council for Accreditation of Teacher Education
- Other Institutions of the State College System
- National College Athletic Association

- Certification and regulatory agencies that affect specific academic departments or programs
- State fiscal and engineering offices that regulate college operations

Wayne State College has expressed its primary values and expectations as holistic and continuous learning, civic engagement, quality education, honesty in communication, good stewardship initiatives, upgrades to the physical plant, internal communication development, strengthening of diversity, expansion of community and rural connections. These values are defined in several ways and continuously checked for alignment with the college mission.

## **O6. What strategies align your key administrative support goals with your mission and values? What services, facilities, and equipment do you provide to achieve them?**

Wayne State College's dedication to helping students learn and accomplishing other distinctive objectives has been a focus of its mission since before the college embarked on the AQIP process. A summary of [WSC's Mission Statement](#) lists Learning Excellence, Student Success, and Regional Service as the college's goals, and all student and administrative support units have been encouraged to aim toward those goals both in their day-to-day operations and long-term planning. AQIP has provided an opportunity to allow all units on campus to actualize specific action projects and processes aimed toward meeting those goals. Progress on these projects is reported annually and published for campus review on the [WSC AQIP webpage](#).

Wayne State College's Strategic Themes include a number of goals and projects that illustrate ways in which efforts by support units reinforce AQIP's role in continuous campus improvements. Learning Community and Service Learning projects have brought together student support groups, administrators, faculty members and stakeholders in the community; Technology Infusion projects have led to increased collaboration among student support, administrative support and academic areas; and Human Resources Development efforts have resulted in cooperation among a variety of units on campus, from the Operations & Maintenance Office to the President's Office.

The office of assessment has documented assessment results and provided evidence that the results are used for continuous improvement of programs and services to cultivate a strong systemic culture of assessment at WSC. All institutional learning programs have developed and reported assessment plans to the office of assessment with 100 percent compliance. Results may be viewed on the [assessment web page](#).

As the systemic process of assessment was established, a [WSC Assessment Data Flow Chart](#) was developed indicating the systematic flow of assessment data from the faculty to internal and external users of the data. Each department is systemically reporting and collecting assessment data for analysis and program improvement.

Wayne State College has been an active participant in the [Academy for Assessment of Student Learning](#) since 2007, belonging to the February 2008 Cohort. The institution has established a comprehensive, institutional assessment initiative with emphasis on General Education Assessment for their academy action project. The WSC Academy Team has been instrumental in providing professional development of assessment for continuous improvement of student learning through various activities developed through their Academy Action Project, which is also a WSC AQIP Action Project.

To improve tracking of how campus units reinforce these and other AQIP criteria, guidelines and procedures have been developed to systematize departmental annual

reports, specifically to determine how each department measures user satisfaction for stakeholders and identifies support service needs from stakeholders.

## **07. What determines the data and information you collect and distribute? What information resources and technologies govern how you manage and use data?**

Wayne State College is completing a multi-year deployment of new software for the SAP and SIS systems, (September 2008 – August 2010). SAP stands for systems, applications and products and is the name of a software company that operates accounting, budget, purchasing, payroll and human resources. WSC and the other State Colleges are joining the SAP system already used by the University of Nebraska.

SIS stands for Student Information System and typically operates admissions, registrar, housing, financial aid, student billing and related areas. The State College System and the University of Nebraska System collaborated in the purchase and implementation of these new software initiatives. Oracle's PeopleSoft software was selected to replace the SIS Plus system. Extensive training to personnel with primary system control was collaborated through the assistance of CedarCrestone Consultants.

Wayne State College uses several key information systems to support data collection, data processing, storage, and information reporting. Many smaller, specialized independent information systems supplement the major information systems or fill needs not addressed by those systems. The set of information systems at WSC collectively supports the work of the institution at multiple levels: These levels include the work of the individual, team, academic department/functional area sub-unit, academic school/entire functional area, and the institution as a whole. In addition, the information systems support WSC's role in systems that are larger than WSC, such as the [Nebraska State College System](#), the entire education system in the State of Nebraska, and all State of Nebraska agencies.

The Student Information System (SIS), the Nebraska Information System (NIS), the Alumni Development System (ADS), the Financial

Record's System (FRS), and the Education Management Action System (EMAS) are the five major systems that serve as the focal points for centralized information in the institution. These centralized systems, as well as many stand-alone systems, support operations and decision makers at the operational, operational control, tactical, and strategic levels of the organization.

WSC data is collected in both paper-based forms and electronically. Data from paper-based source documents are entered manually by various types of employees. In recent years, a considerable amount of paper-based data input has been replaced by electronic data capture. One example of this is the movement of the registration process from a paper-based process to an online electronic process. A second example is the movement of student course grades by faculty members from a paper-based process to an online electronic process.

The collection of centralized information systems (SIS, NIS, ADS, and FRS) plus various specialized systems of a decentralized nature, serve the needs of end-users at WSC. These systems may individually or collectively support users at multiple levels of the organization.

WSC reports information on a regular basis to various external entities. Some of these reports go to Nebraska's Coordinating Commission for Postsecondary Education (CCPE) and some to the Nebraska State College System (NSCS) Office. Information is also sent to other external entities for purposes such as the Common Data Set, Nebraska Educational Data System (NEEDS), the Integrated Postsecondary Education Data System (IPEDS), and the National Student Clearinghouse (NSC). Some of the information that WSC provides to external entities is mandatory while some of it is voluntary.

## 08. What are the key commitments, constraints, challenges, and opportunities with which you must align your organization's short- and long-term plans and strategies?

Wayne State College's [Vision](#) is to be a comprehensive institution of higher education dedicated to making a notable difference to rural and community life through learning excellence, student success and regional service.

Wayne State College's [Mission](#) is to be a comprehensive institution of higher education dedicated to freedom in inquiry, excellence in teaching and learning, and regional service and development. Offering affordable undergraduate and graduate programs, the College prepares students for careers, advanced study, and civic involvement. The College is committed to faculty-staff-student interaction, public service, and diversity within a friendly and collegial campus community. In order to achieve this, the College must individually and collectively strive for enhanced quality in all that it does.

WSC's short-term strategies incorporate our [AQIP Action Projects](#), which are annually reviewed. Wayne State College has initiated seven Action Projects since joining AQIP. The institution has retired four of the projects and has three active, current Action Projects. Reviews from the Higher Learning Commission's reviewers for the institution's three current Action Projects have been very commendatory (Fall 2008). Four of the seven Action Projects and their goals have been satisfactorily met and those projects have been retired. These retired AQIP Action Projects have enabled our institution the opportunity to focus on areas of needed improvement and complete the Plan-Do-Study-Act cycle that is the cornerstone of AQIP. AQIP has enabled our institution to target specific areas for improvement and "shine a spotlight" on these areas as noted improvement has been accomplished through the AQIP process.

The AQIP Council and the Strategic Planning Council were integrated into one council as part of a well thought-out, sequential process in the fall of 2008. Previously, the AQIP Council had been instrumental in organizing AQIP at WSC and the Strategic Planning Council had been instrumental in organizing a systemic, continuous strategic planning process at WSC.

As the Strategic Planning Council integrated AQIP categories for improvement into its strategic planning a natural migration of the AQIP process occurred. Thus, the former AQIP Council transitioned and was combined into the Strategic Planning Council.

The Strategic Planning Council meets annually to discuss and analyze the strategic needs of the institution. The WSC Strategic Plan is systemically reviewed at these meetings with recommendations made for continuous improvement utilizing AQIP guidelines. The Strategic Planning Council hosts a biennial retreat that embraces a cross-section of the entire institutional environment to review the previous recommendations and develop a [Strategic Plan](#) for the next biennial. The recommendations are continually analyzed by the administration and the Strategic Planning Council and AQIP Action Projects are developed in areas where improvement was strategized.

The institutional [Strategic Plan](#) is used for budgeting and alignment of goals with the [Nebraska State College System \(NSCS\)](#).

Long-range planning for large-scale budget items is done in a very deliberate, systematic process using collaborative strategic planning with all units.

Long-range planning initiated a \$12.8 million dollar joint college center building project in 2006, between Wayne State College and Northeast Community College, on a 57-acre plot of land in South Sioux City. The project should be substantially completed in December 2010.

The State Legislature plays a major role in providing funding for our long-range planning for budgetary items. The result of LB 605 was a joint bonding effort between the NSCS and the state. The Wayne State projects funded included the Campus Services Building, Memorial Stadium and Rice Auditorium. The institution received nearly \$9 million worth of construction projects and the state paid a little more than half of the costs.

In another State Legislative measure, LB 309, provided funding for building upkeep. In 2006-2007, the task force invested \$2.7 million in NSCS projects. For Wayne State College that included upgrades, repairs or renovations in Benthack and Connell Halls, and the Brandenburg Education, Peterson Fine Arts,

Hahn Administration, Humanities and Maintenance buildings, and Rice Auditorium.

## **O9. What key partnerships and collaborations, external and internal, contribute to your organization's effectiveness?**

Wayne State College has collaborative relationships noted with primary and secondary educational institutions, other post-secondary educational institutions and organizations, community partners, corporate and business partners, and government sector partners. Key collaborative relationships are chosen based upon: 1) their contribution to the mission of Wayne State College, 2) their impact in terms of WSC students affected, 3) their external impact in the region, and (4) cost/benefit factors. These key relationships are placed into one of seven categories: 1) Institutions from which WSC receives students, 2) Institutions to which WSC sends students to complete undergraduate/graduate degrees, 3) Institutions that work directly with WSC students by providing needed services, 4) Institutions that assist WSC in providing necessary educational resources and experiences, 5) Institutions that assist WSC students in obtaining employment, 6) Institutions that assist WSC in its regional service mission, and 7) Institutions that provide business services to WSC.

Building and sustaining collaborative relationships with a variety of stakeholders is essential to the fulfillment of WSC's mission. Because WSC is seen as a regional resource, many relationships develop as a result of requests from external agencies. For example, [Rural Health Opportunities \(RHOP\)](#) and the [Northeast Nebraska Teacher Academy \(NENTA\)](#) developed from a recognized need (i.e. shortage of health professionals and substitute teachers in the area). Other collaborative relationships are created at the request of WSC for support and enhancement of services that WSC cannot financially or fully support. For example, the collaborative agreements with the City of Wayne, the Northeast Nebraska Regional Library Consortia and the collaborative agreement with the University of Nebraska-Lincoln to provide mainframe computer resources have enhanced WSC access to security, academic, and technological resources. Some collaborative relationships are initiated by mutual interaction and shared interests. For example, articulation agreements with community colleges, other four

year colleges and medical centers were developed in order to seamlessly move students between institutions to optimize the educational and professional opportunities offered at each.

Identifying collaborative opportunities is a high priority at Wayne State College. Administrators, faculty and staff serve on numerous regional and local committees and boards that generate opportunities for collaboration. Wayne State College faculty members are on the Wayne City Council, the Wayne Community School Board, Wayne Industries, and the Wayne Area Chamber of Commerce Board. Being a regional college, faculty and staff reside in numerous surrounding communities and serve on similar committees and boards in their locale. WSC faculty serve in leadership roles in state and regional professional organizations.

Collaborations with outside agencies and institutions are a natural outcome of their involvement. The formal process for prioritizing and building collaborative relationships at WSC flows from these numerous interactions. When a collaborative opportunity emerges each individual has an opportunity to explore its potential with his/her supervisor. The need to prioritize collaboration opportunities is largely a function of the resource requirements of the opportunity and its relationship to the Wayne State College mission.

One new innovative initiative and major planning effort between Northeast Community College and Wayne State College to build a South Sioux College Center is close to becoming a reality. This project has required an extensive feasibility study, detailed financial budgets, approvals from numerous local, regional and state agencies and boards and the involvement of the entire Wayne State College community. The Governor approved the joint facility between Wayne State and Northeast Community College in 2007. This facility will help provide extensive educational and cultural benefits to students in the Siouland area. The counties in this area have the fastest growing populations in the state, yet the area is currently underserved by the higher education community. This project is truly an example of

how colleges – our colleges and the community colleges – can work together for the benefit of the state. Receiving this funding after many meetings with Northeast representatives and many visits to the Coordinating Commission for Postsecondary Education was a huge accomplishment for Wayne State and the NSCS system.

A process similar to the formal evaluation process was utilized by the State College Board of Trustees in developing the Joint Admissions Program. This collaborative relationship allows a student to be admitted to all community colleges and state colleges with one application fee.

**WAYNE STATE COLLEGE  
Organization Chart  
Fall 2009**

