



**CRITERION TWO:**

Preparing for the Future

**D**oane College historically has used long-range planning as a means for effective allocation of resources. Within the last 10 years, the college has operated under three strategic plans and is currently developing a new plan for 2012-2017, that will include an annual review and updating process to keep the plan current as assumptions and realities change. These plans have been based on our mission, assessment data, environmental scanning and a realistic estimate of the impact of economic challenges on smaller private institutions. As we plan for the future, we have carefully established conservative fiscal policies that will allow strategic initiatives while guarding our resources for the future. By engaging the community in the process of strategic planning and budgeting, Doane demonstrates that it lives out both its core values and its mission, building a collaborative community to meet the future challenges facing higher education.

### **CORE COMPONENT 2A:**

Doane College realistically prepares for a future shaped by multiple societal and economic trends.

#### **2A.1**

##### Strategic Planning Overview

The Strategic Long Range Plan 1998-2003 defined its purpose “to move Doane College to an even more preeminent position as one of the distinctive and quality institutions in the region and the nation.” This collaborative planning process involved faculty, staff and the Board of Trustees. Continuous review of the goals, accomplishments and needs of the institution were determining factors in the plan’s success. According to the Strategic Long Range Plan 2004-2009, “virtually, all the goals, and more, of the plans of 1998-2003 have been reached or surpassed.” Significant accomplishments of this plan included:

- establishing an Honors program.
- increasing summer research funds for faculty-student research.
- updating the college academic assessment plans.
- increasing the diversity of the student body on the Crete campus.
- increasing student enrollment in our graduate programs.
- connecting residents of Hansen Hall with initiatives from the Hansen Leadership Program.
- completing the Lied Science and Mathematics Building.

In 2004, the Strategic Long Range Plan 2004-2009 was completed. In the plan, 14 institutional goals were set forth. Additionally each department created specific goals and outcomes that would achieve the institutional goals. This plan was not fully implemented before a presidential transition led to the development of a new plan.

## 2A.2

### Changes and Directions During the Brand Presidency

In 2005, Jonathan Brand began his presidency at Doane College. Later that year, the college began discussions about revisiting the strategic initiatives, resulting in a revised plan for 2006-2011. The accomplishments of that plan are summarized in the Introduction based on the President's Five-Year Report. It is important to note the broad basis of conversations that provided input into the planning process. These discussions centralized around ensuring that the college was strategically allocating resources toward the highest priorities with the goal of better achieving the mission. A central planning committee, made up of faculty, staff, students and Board of Trustee members was created and charged with developing a comprehensive strategic plan and overarching document to help guide eight task forces.

The task forces focused on six areas: the student experience; curriculum and the faculty experience; admissions, tuition and financial aid; diversity; facilities; and the Lincoln and Grand Island campuses, specifically focusing on the following topics:

- Curriculum and the Faculty Experience
- Post-Graduate Opportunities for Students
- Enrollment Management
- Lincoln/Grand Island Programs
- Diversity
- Student Life Programming and Student-Centered Facilities
- The Faculty/Staff Work Environment and Compensation
- Marketing

Members of the Task Forces developed specific initiatives to carry out each strategy.

In 2006, the 2006-2011 Discovering the Liberal Arts and Sciences; Doane College Five-Year Strategic Plan was implemented. The overarching goal of the plan was “to attract engaged students who can benefit from a Doane College education and who will ultimately graduate from Doane.”

The following sub-goals were identified in the 2006-2011 Strategic Plan:

1. Doane College will recruit and support students who seek to be actively involved in the intellectual enterprise and the community.
2. Doane College will recruit, develop and support faculty who are effective and innovative teacher-scholars who provide leadership and service to the college in realizing its mission.
3. The Doane College liberal arts and sciences curriculum will emphasize high expectations, personal responsibility, leadership, free inquiry and innovation.
4. Doane College will recruit, develop and support effective and innovative staff that provide leadership and service to the college in realizing its mission.
5. Doane College, in its curriculum and community, will actively seek and embrace local, national and global diversity and will demonstrate our commitment to its value.
6. Doane College will be fiscally responsible and enhance its financial profile.

7. Doane College will promote its public reputation of scholarship and high achievement.

The Strategic Plan reaffirmed Doane's commitment to the liberal arts and sciences and was reflective of the college's vision, purpose, mission, pillars and values.

Continuous review of the strategic plan strategies and initiatives were conducted. In 2008, the college put into place a dashboard of measurements assessment tool, the Key Performance Indicators, that was developed to measure 10 indicators directly tied to the Strategic Plan. regular reports (see for example, the Spring 2009 and Fall 2010 Key Performance Indicators) were provided to the Board of Trustees related to the progress made on the initiatives. This bridge between measurements and outcomes made it necessary in 2008 to modify the college's enrollment management and retention plans and to develop a new marketing plan. The 2009 assessments showed progress in the areas of enrollment management (entering students), learning outcomes and student satisfaction from the previous year. In the area of enriching information technology, the college exceeded targets. The matrix has proven to be a useful way to measure the progress and effectiveness of the strategies and initiatives set forth in the strategic plan.

### **2A.3**

#### Current Strategic Planning

As discussed under Criterion One, the college initiated a new strategic planning process with an all-college retreat in January 2010. The main focus of the initial planning process was the revision of the mission statement – discussed broadly in meetings with faculty, staff, students and the Board in fall and winter 2010-2011 – as well as an elaboration of five draft strategic themes:

**Theme 1** - Doane College will provide a creative and engaging living and learning environment.

**Theme 2** - Doane College will provide a national model for establishing practitioner-based liberal education in non-traditional and graduate programs.

**Theme 3** - Doane College will foster a creative, inclusive and collaborative environment in which faculty and staff can generate innovative responses to the changing conditions in higher education

**Theme 4** - Doane College will serve as a vital resource in enhancing Crete and in promoting its cultural and economic development.

**Theme 5** - Doane College will increase its local, regional and national visibility.

When the college entered a presidential search starting in December 2010, it was determined to postpone developing concrete goals and timelines for these themes until the new President was hired. President Jacques Carter, who began at the college on July 11, 2011, established a new timeline for completing the 2012-2017 Strategic Plan and for receiving the approval of the Board of Trustees by May 2012. However, the college has not stood idle while waiting to reengage in the planning process. Working groups have developed white papers in three key areas: estimating the optimal size for Doane's Crete campus given current resources (see Doane Crete Optimal Size), identifying strategic goals and initiatives for enhancing Technology and Learning (see Draft Report of the Ad Hoc Committee on Technology and Learning, April 2011), and establishing tuition goals for the non-traditional and graduate programs (see Doane College White Paper for Strategic Planning on Tuition for Non-Traditional and Graduate Programs).

The former two will be finalized as part of the planning process while the latter led to Board-approved policy on setting tuition that parallels the policy for the Crete campus that is discussed below. Preliminary conclusions from these white papers include:

### **Optimal Enrollment Size**

- The maximum size for Doane's Crete campus given existing resources is 1,100-1,125. Any growth above that number will require a substantial investment in the college's infrastructure.
- While residence halls and food services could accommodate the increased numbers, the college would have to find a way to staff 20- 35 additional courses.

### **Technology and Learning (draft recommendations)**

1. Expand opportunities for faculty to learn best practices in using technology to enhance student learning. This can be accomplished through the use of internal and external presenters, developing model courses, and piloting the use of new technology tools in the academic environment.
2. Expand the Office of Information Technology Services's human and physical resources to support academic computing and the increasing demands of research. The initial priorities include adding a Desktop Support Technician and doubling Internet bandwidth (Crete - 200 Mbs, Lincoln - 100 Mbs) to support the growing academic and research needs of Doane College. (We are in the process of joining Network Nebraska in summer 2011 to route all of our Internet services through the University of Nebraska. Once completed, there will be a net reduction in data service cost of approximately \$3,000 per month.)
3. Engage a library consultant to propose a reconfiguration and/or renovation of its spaces to create a larger learning commons that combines student access to print and digital resources with informal study spaces and includes key academic support from librarians, tutors, and offices such as the Writing Center.
4. Commit in 2012-13 to hiring an instructional designer/technologist (\$65k with benefits) who will be housed on the academic side and work closely with faculty on all campuses to keep them up on technology trends and help with individual course and assignment development.
5. Ask appropriate committees to review the possibilities for blended learning, particularly as we revise general education requirements; review interterm or use of the summer; and develop new non-traditional or graduate programs.
6. Examine pilot programs on the standardization of student hardware and software on mobile devices and assess its impact on learning within select courses or programs.

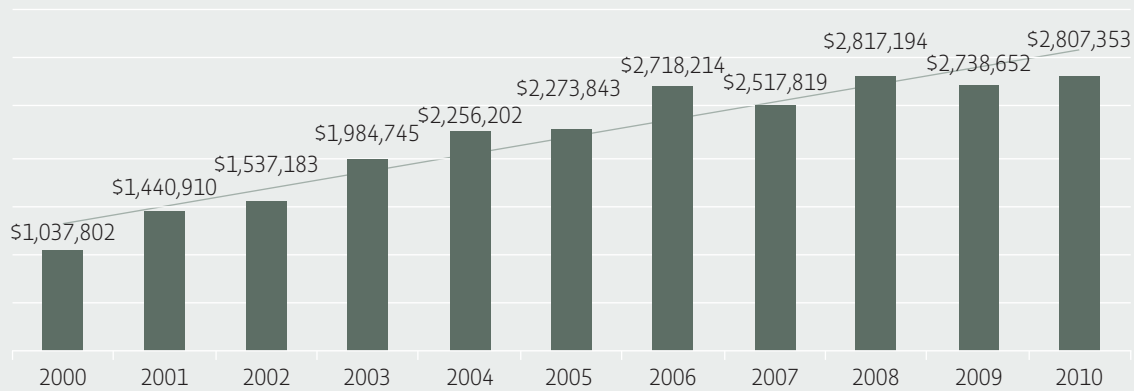
### **Tuition for Nontraditional and Graduate Programs**

The policy was adopted by the Board of Trustees in May 2011.

The report recognizes the important role that the nontraditional programs play for the college – both in extending our educational mission in Nebraska and in providing a net contribution to the college budget.

## Graph 2-1:

### Nontraditional & Graduate Programs Net Income Contribution



The college determined guiding principles for these programs and for establishing tuition, including:

- 1. Quality** - Doane's nontraditional and graduate programs are high-quality programs with a solid history and sound reputation for value and benefit among students and for the communities they serve.
- 2. Support for the Mission and the Institution** - Nontraditional and graduate programs are each expected to: a) support the liberal arts mission of Doane and its mission to serve the needs of students and communities in Nebraska, and b) generate net revenue to the institution.
- 3. Consideration of Multiple Factors** - Tuition and fees should be priced at a level that reflects their value and fulfills the institutional expectations of revenue generation, and also ensures that the programs remain accessible to target students, factoring in unique environmental, economic and demographic challenges.

Given these principles and an in-depth look at the nature and the competition for each program, the following recommendations were approved by the Board of Trustees for future tuition policy. Given the impact of state and federal budget cuts on teachers who are potential clients for the education programs, and the decline in employer tuition reimbursement in the economic crisis, it was decided to be more cautious in raising total costs for those programs.

The administration will review the policies each February in light of student enrollment and the current economic situation. Details on the recommendations will be found in the report in the team resource room.

President Carter will work with the cabinet, the Doane community, and chair of the Board of Trustees in using these white papers, the self-study for accreditation, and other data to complete the strategic plan. We will provide an update to the team in October on both the process and the draft goals.

## 2A.4(a)

### Discussion of Facilities - Crete Campus

Doane College's Campus Master Plan (see the 2000 Master Plan) was developed in the year 2000 by Clark Enersen Partners, an architectural and engineering firm with a long history of designing and developing Doane's Crete and Lincoln campuses. The plan contained short, mid- and long-term facilities development and contemplated the location of facilities in relation to their function and flow on campus in a manner that would best serve students and fulfill the college's mission. While many of the plans for growth have been accomplished, some are outdated and the college has begun to revisit the plan.

Below is a list of facilities on the Crete campus that have been built or renovated since the last accreditation visit:

**2000** Hansen Leadership Hall built in 2000 for \$5 million, 42,453 sq feet to house 177 co-ed students. This residence hall is composed of suite-style living with two to five bedrooms, restroom and lounge. It was constructed to meet the needs of increasing enrollment from 587 to 932, and to allow the campus to continue its tradition of a residential campus.

**2000** Doane Lake renovation and bridge to connect Hansen Hall to the Communications Building at a cost of \$200,000.

**2000** For Burrage Quad 6, interior finishes updated (replaced flooring, new paint, furniture, closets and curtains and door replaced) due to damage caused by a small fire.

**2001- 2005** In 24 quads in Burrage/Colonial co-ed residence halls, the interior finishes updated (replaced flooring, new paint, furniture, closets and curtains and door replaced).

**2001** Electrical upgrade and installation of fire sprinkler system at Frees Hall co-ed residence hall.

**2002** The addition of Osterhout Lane, a new east entrance to campus allowing additional access to Hansen, Sheldon and Frees residence halls, the Lied Mathematics and Science Building, and athletic facilities.

**2002** New indoor track and bleachers in Fuhrer Field House.

**2002** Remodel Fairchild 3 and 4 resident, apartment-style living.

**2002** Installation of fire sprinkler systems in Sheldon and Smith residence halls.

**2003** Installation of fire sprinkler system at Colonial residence hall.

**2004** Installation of fire sprinkler system at Burrage residence hall.

**2004** Restoration of Whitcomb Conservatory (the Con) adding four offices, classrooms, performance hall, dressing room and green rooms for the Theatre and Forensics departments. Renovation also included heating and cooling, wiring, plumbing and landscaping. Built in 1906-07, the Con is the only non-domestic Prairie School structure in the State of Nebraska and is listed on the national registry of historical places.

**2005** Renovation of Bauer House, the residence of the college President. Upgrades included new flooring, cabinets, window treatments, appliances, windows and paint.

**2005** Training Room addition to Fuhrer Field House from 800 sq. ft. to 3,200 sq. ft. at a cost of \$452,000. The additional space allowed for an increase in athletics and also to add new treatment equipment.

**2006** Construction of a new \$11 million, 55,500 sq. ft. Chab Weyers Education and Hixson Lied Art Building.

**2006** New Common Grounds Coffeeshop remodel at Perry Campus Center.

**2006** Outdoor basketball court added at Burrage/Colonial residence halls.

**2006** Khouri Plaza Outdoor Classroom and Dean Memorial Pergola renovation.

**2006** Fiske Lodge relocated to serve as a ticket booth and concessions for Simon Field.

**2007** Construction of Jose and Elizabeth Ledon Softball and Baseball complex for \$800,000.

**2007** Fitness Center remodel in Butler Gym for \$200,000.

**2007** Remodel of Tiger Inn, the quick grill dining venue for \$300,000.

**2008** Remodel of the main Dining Hall for \$750,000.

**2009** Complete renovation of Frees Hall at \$4.5 million.

**2010** Renovation of the old swimming pool in Butler Gym into a Theatre Department scene shop.

**2010** Complete renovation of Sheldon Hall at \$4.8 million.

**2009-10** Construction of the \$13 million George and Sally Haddix Recreation & Athletic Center.

**Future construction/renovations:**

- Complete renovation of Smith Hall, approved by the Board in February 2011, targeted for completion in August 2011 at a cost of \$5 million.
- Renovation of Cassel Outdoor Amphitheatre, approved by the Board in May 2011, at an estimated cost of \$225,000, scheduled for completion in 2011/12.
- Renovation of Simon Field, approved by the Board in May 2011, scheduled for completion in July 2011 at an estimated cost of \$500,000 (prior to grant and local public school support). Financial support will also come from the Legendary Coaches Campaign.
- Renovation of Fuhrer Field House is currently the focus of a fundraising campaign (Legendary Coaches Campaign) to raise \$5 million.
- Remodel of Communications Building/Perkins Library is to be determined as part of an updated campus master plan that needs to be completed.
- Remodel of Gaylord Hall is to be determined as part of an updated campus master plan that needs to be completed.



## **2A.4(b)**

### Discussion of Facilities - Lincoln and Grand Island Campuses

After years of leasing space, Doane College purchased the Fred D. Brown Center in Lincoln. The building was renovated in 2007 at a cost of \$850,000 in order to provide flexible learning spaces and the feel of a home campus for non-traditional students. The renovation included bathrooms, classrooms and furniture. Doane leases space in two other buildings in Lincoln and at College Park in Grand Island.

In addition to the physical campuses in Grand Island and Lincoln, classes are offered to employees at Valmont Industries. All space and equipment belong to Valmont. The Master of Education program utilizes space at state Educational Service Units and schools throughout Nebraska so that classes can be offered as the need demands.

College Park in Grand Island was built by the city in 1992 and is run by a non-profit organization. The mission of the organization is to facilitate higher education offerings in the city. The building was beautifully designed as an educational setting, also hosting, for example, the library for Central Community College. The College Park board of directors spent \$315,000 renovating the building, including the four Doane classrooms in 2010.

Doane bore the cost of \$4,700 to renovate a fifth classroom. Renovations included painting and new carpet. In addition, Doane spent \$9,500 in Grand Island to update technology in all five classrooms, including ceiling mount projectors, new smart carts and wall mounted technology panels. In 2009, Doane replaced 17 computers in the Grand Island lab for a cost of \$10,300.

In summer 2011, the Education Specialist Degree (EDS) welcomed its first cohort. To accommodate both our need for space for EDS and the Master of Arts in Counseling, we rented an additional 1,225 square feet of space in a shared building on the Lincoln campus. We spent \$72,500 on the renovation of the space, including new interiors and new wireless computer infrastructure in order to beautify it and make it functional for student use. In addition, \$34,000 was spent on new furnishings for various Lincoln campus programs.

Going forward, management at both campuses will work with landlords to keep buildings in good repair. Space in the College Park building would allow the student enrollment to increase by almost 150%. Grand Island and Lincoln campuses will lease additional space as needed to meet student demand.

### **CORE COMPONENT 2B:**

Doane College's resource base supports its educational programs and its plans for maintaining and strengthening its quality in the future.

Doane College, through a series of strategic five-year planning cycles dating back over 25 years, has built and maintained significant financial, physical and human resources. The most recent strategic plan, "Discovering the Liberal Arts and Sciences (2006-2011)", focuses on these resources with specific sub-goals and initiatives.

### **2B.1**

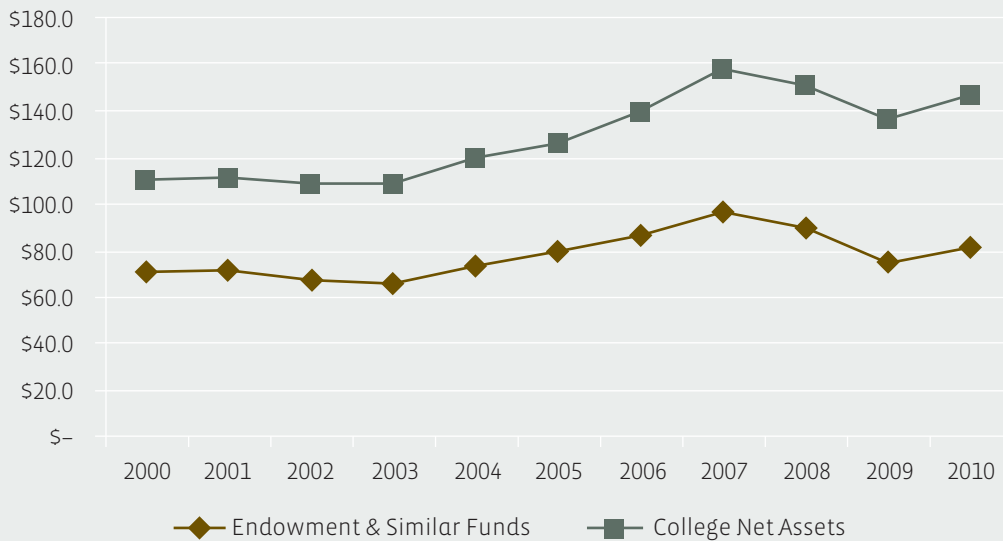
#### Strong Financial Resources

Doane College has established fiscal responsibility as a basic operating principle and is determined to enhance its financial profile in the next strategic plan.

## Endowment and Net Assets

Over time, Doane College has demonstrated fiscally responsible strategic planning, that has, in conjunction with loyal and generous alumni and donors, and increasing student enrollment, created a strong resource base to support Doane's educational mission. Doane's total net assets increased 33% from 6-30-2000 through 6-30-2010, including a 15% increase in the endowment and similar funds. Over the same 10-year period, the S&P 500 stock market index decreased by approximately 2%.

**Graph 2-2**  
Endowment and Similar Funds



As of June 30, 2011, the endowment and similar funds stood at \$93,610,635. This is well above the endowments of our peer institutions.

## Operating Surpluses

In growing the net assets, the college has been committed to a balanced operating budget since the early 1980s. Specifically, cautious and conservative enrollment and retention projections, as well as overestimating unpredictable budgeted expenditures, has helped contribute to a balanced operating budget each of these years. The college has also utilized a very flexible budgeting spreadsheet, allowing for the key budget drivers to be easily adjusted and monitored in projecting various scenarios for the future. Not only have we experienced a net operating surplus each year, we have also been able to transfer at least 1% of operating expenses to the college reserves each year.

### Chart 2-1

#### Net Income from Budgeted Operations

2001	\$ 139,418
2002	\$ 231,031
2003	\$ 485,592
2004	\$ 259,356
2005	\$ 212,010
2006	\$ 273,017
2007	\$ 197,008
2008	\$ 150,491
2009	\$ 40,125
2010	\$ 369,485

In addition to the operating surpluses noted in Chart 2-1, the college transferred over \$5 million to reserves during this time, an average of 2% of operating expenditures per year. These reserves are included in the endowment and similar funds reported in Graph 2-2.

#### Fundraising

Fundraising, while challenging in this decade of economic unrest, was even more challenging at Doane. During these 10 years, the college's Office of Advancement transitioned through five Vice Presidents. In spite of this, Doane has met with substantial fundraising success. Current Vice President Jerry Wood has been able to carry out a restructuring and strengthening of the advancement and alumni programs in the last two years.

Following a national trend of donor preference for restricted gifts, the college strategically completed a \$3.5 million renovation of a historic academic building in 2004, constructed an \$11 million art and education building in 2007, and recently finished a \$13 million recreation and athletic center, all completely funded by donor contributions.

While we celebrate the success of these projects, we recognize the pressure recent economic events have placed on the unrestricted annual fund giving. Doane has targeted this fund for an increase of \$1.2 million per year. As can be seen in Chart 2-2, unrestricted gifts have varied up and down over the decade, trending down most recently. However, despite the general hardship for annual fundraising in higher education, the Doane College donor base continues to be very loyal and generous, averaging over \$5 million in total gifts each year.

## Chart 2-2

Donations per Audited Financial Statements (in thousands)

Year	Unrestricted	Restricted	Endowment	Total
2001	\$640	\$954	\$2,747	\$4,341
2002	\$998	\$606	\$4,102	\$5,706
2003	\$854	\$1,545	\$565	\$2,964
2004	\$858	\$1,459	\$333	\$2,650
2005	\$618	\$3,339	\$469	\$4,426
2006	\$604	\$6,686	\$1,394	\$8,684
2007	\$934	\$5,097	\$1,677	\$7,708
2008	\$657	\$3,515	\$1,025	\$5,197
2009	\$586	\$3,074	\$834	\$4,494
2010	\$504	\$3,636	\$541	\$4,681
Average	\$725	\$2,991	\$1,369	\$5,085

The endowment market value has fluctuated with the volatile market since 2000. Gifts and transfers to the endowment and similar funds, together with a conservative spending policy, have resulted in a net 15% increase in these funds over the decade, as show in Graph 2-2. The college maintained a 5% spending policy, based on the average three year rolling market value, each year through 2010.

For fiscal year 10-11, the Board of Trustees approved a spending policy decrease to 4.9%, along with the recommendation to decrease this rate by .1% each successive year, budget permitting, until the spending policy rate is 4.5%. This decision was based on NACUBO/Commonfund Endowment Benchmarks for Colleges and Universities with endowments between \$50-\$100 million. This prudent move will allow the endowment to recover more quickly from the significant market decline in 2008-09. The endowment and similar funds value at year end 6-30-10 comprised 55% of the total net assets of the college, down from about 65% earlier in the decade, indicating a need for an adjustment. The five-year balanced budget forecast includes this decreased spending policy amount going forward (see five-year summary forecast).

The combination of a reduction in the three-year rolling average of the endowment (due to the downturn in 2008 and 2009), the determination to reduce the endowment spending rate, and a conservative estimate on tuition income has made the 2011-12 budget fairly tight, but increases in enrollment in Crete, Lincoln, and Grand Island in the last two years have balanced the drop in endowment income. Thus the college still projected a \$264,000 surplus in the draft budget presented to the Board of Trustees in May 2011 (including a 2% pool for salary increase). The annual budget will only be finalized in October 2011 after confirming enrollment for the fall terms, yet admissions is on track for achieving our target of 300 entering first-year students and 40 transfers on the Crete campus, and enrollment in the non-traditional programs remains strong, particularly growing in Grand Island. The team will be provided with the final budget for 2011-12 after it is confirmed by the Board of Trustees at the October meeting.

## 2B.2

### Human Resources

Doane College has highly-dedicated, motivated and qualified faculty and staff. Every person and each position play an integral role in making Doane successful. We know that the successful institutions are not just defined by a history of good results. They are also defined by a history of great staff and strong teamwork.

There are many Human Resources policies in place to support the faculty and staff at Doane College. In 2004 and 2009, the Staff Employee Handbook were revised and updated. ([http://www.doane.edu/About\\_Doane/Offices/human-resources/policies-handbook/](http://www.doane.edu/About_Doane/Offices/human-resources/policies-handbook/)) Each year the Faculty Handbook is reviewed and updated as necessary. Within the last five years, the college has created a Code of Conduct, Whistleblower Policy and Conflict of Interest Policy.

The college recognizes the benefits of providing personal and professional development opportunities for faculty and staff, and provides financial support for these on-going programs. The details of the programs will be discussed more fully under Criterion 3 and 4, and this will serve as a quick listing of the most important policies.

#### Faculty Development

- Promotion and tenure evaluations, Faculty Handbook – pg. II-1.
- Leaves of Absence: Faculty Handbook – pg. IV-1 and 2
- Professional Travel Funds: Faculty Handbook – pg. IV-7 & 8
- Faculty Development Workshops – presented by Academic Affairs, the Registrar, Information Technology Services, and the Center for Excellence in Teaching and Learning (CETL). See Criterion 3 and 4.

#### Staff Development

- Employee Feedback and Development Form
- New Employee Orientation
- Doane Leadership Quotient (DLQ)
- Supervisor and Manager Lunch-and-Learn Program
- All Staff Development: In 2010, the college enhanced the developmental opportunities of all staff. A staff development model was created that focused on a holistic approach to developing employees. The components of the program include: employee growth and skill development, work/life balance, compliance training and building a culture.

#### Compensation & Benefits

One of Doane College's 2006-2011 Strategic Plan goals is to "continue a positive work environment and competitive compensation package for all employees at Doane College." The college continually demonstrates achievement in reaching this goal by evaluating faculty and staff positions with other comparable institutions. Periodic evaluation of new and current positions has helped to ensure that the college is offering competitive compensation in line with both external market data and internal salaries.

The college continues to evaluate the results of the IPEDS and AAUP reports to determine its competitiveness for faculty positions compared to Doane's identified peer institutions. The 2009-2010 IPEDS Data Feedback Report indicates that at each academic rank other than lecturer, Doane College's average compensation ranked higher than its comparison group average salary. This current method of evaluating compensation has been effective for recruiting and retaining faculty and staff. In the next three to five years, the college anticipates embarking on the development of a comprehensive compensation plan that will address compensation competitiveness and equity for all staff positions. This compensation plan will strive to increase attraction and retention of high performers, increase employee satisfaction related to compensation, and increase compensation equity throughout the college. The college offers a competitive benefits package to faculty and staff. Our current benefits package (see [www.doane.edu/About\\_Doane/Offices/human-resources/benefits](http://www.doane.edu/About_Doane/Offices/human-resources/benefits) and copies of the policies that will be available in the team resource room) includes, but is not limited to:

- Health Insurance
- Dental Insurance
- Retirement Plan
- Term Life Insurance
- Voluntary Life Insurance
- Long Term Disability
- Flexible Spending Accounts
- Employee and Dependent Tuition Benefits
- Paid Time Off (holiday, vacation and sick leave)
- Employee-Owned Benefit Plans
- Employee and Dependent Fitness Center Access
- Employee Assistance Program
- Discounted Meals
- Various computer, cellular phone and other discounts
- Admission to Doane College activities

Within the last five years, the college has reduced or sustained costs to various levels of health insurance and added several work/life benefits, including employee-owned benefits, an employee assistance program and enhanced paid time off benefits.

Doane College employs adjunct faculty in all of the programs offered by the college. Our adjunct faculty offer our students knowledge from a practitioner's perspective. The following benefits are offered to adjunct faculty:

- Supplemental Retirement Accounts
- Faculty Development Workshops
- Employee and Dependent Fitness Center Access
- Discounted Meals
- Various computer, cellular phone and other discounts
- Admission to Doane College activities

## Staffing

Doane College makes mission-driven decisions when adding faculty and staff positions to the college. Each position vacancy is carefully evaluated by the cabinet to determine the best way to serve the students. Currently, the college is working on creating a workforce staffing model that will assist with this process.

The college measures faculty and staff attrition annually. Employee turn over is broken down into various categories including, type of position, longevity with the college and reasons for leaving. The Human Resources department also conducts exit interviews with staff that are leaving the college. The exit interviews allow exiting employees the opportunity to share their experiences with Doane and offer suggestions for improvements. Trend analysis is conducted regularly to determine opportunities for areas of improvement with the college. For example, turnover among residence hall directors was higher than acceptable. The department manager and Human Resources identified this trend and implemented a “stay interview” process where they interviewed current employees within the department periodically to gauge their job satisfaction and engagement. This process has been well received by the employees and has also offered a conduit for suggestions, ideas and concerns to be voiced. Several suggestions gathered during these sessions have already been implemented and have led to an increased satisfaction level within the department.

### Chart 2-3

#### Doane College - Crete Campus

Full Time				
Faculty Tenure Status	2007-08	2008-09	2009-10	2010-11
On tenure track	37	36	35	39
Tenured	17	18	20	16
Not on track	19	19	15	16
<b>Total</b>	<b>73</b>	<b>73</b>	<b>70</b>	<b>71</b>
Employment				
Executive/administrative/managerial	12	17	16	16
Other professionals	58	71	68	69
Technical and paraprofessionals	0	0	0	0
Clerical and secretarial	34	31	33	29
Skill crafts	5	5	5	5
Service/maintenance	35	34	33	37
<b>Total</b>	<b>144</b>	<b>158</b>	<b>155</b>	<b>156</b>
<b>Grand Total</b>	<b>217</b>	<b>231</b>	<b>225</b>	<b>227</b>

### Chart 2-4

#### Crete Campus Staff by Gender/Race

	2007		2008		2009		2010	
	Male	Female	Male	Female	Male	Female	Male	Female
White	43%	51%	45%	50%	43%	50%	39%	55%
Hispanic	0%	2%	0%	1%	1%	2%	0%	1%
Asian pacific	1%	0%	0%	1%	1%	0%	0%	1%
African American	2%	1%	2%	1%	2%	1%	2%	1%
American Indian/Alaskan	0%	0%	0%	0%	0%	0%	0%	0%
Unknown	0%	0%	0%	0%	1%	0%	0%	0%

While it is difficult to draw any long-term conclusions from the data, it is interesting to note that with the introduction of enhanced human resources services and training, as well as employee benefits, the attrition rate for staff and total attrition has stabilized and declined in the most recent year.

### Chart 2-5

#### Faculty and Staff Attrition Report\*

Fiscal Year	Faculty Attrition	Staff Attrition	Total Attrition
2006-07	13.2%	15.4%	14.7%
2007-08	2.7%	13.5%	10.5%
2008-09	9.6%	10.3%	10.1%
2009-10	6.0%	7.1%	6.8%

\*Total Employee Count includes: full-time faculty, full-time and regular part-time staff and head coaches of all sports. This count does not include: temporary employees, adjunct faculty, student workers or part-time assistant coaches.

#### Key Positions Added in the Last Five Years

As a result of decisions based on strategic planning and use of five-year budgeting models, the college has been able to make a number of significant additions to its personnel while maintaining its affordable tuition and balanced budgets. These positions include:

**Safety Office:** In 2008, Doane College hired an outside firm, Paul Ominsky and Associates, to conduct a campus safety and security assessment. At the time of the assessment, the college experienced a relatively low crime rate. However, the Doane College administrative team felt campus safety was a priority in light of several external events, such as the campus shooting at Virginia Tech and Northern Illinois. Up to this point, campus safety and security was handled by a contracted service company, the Facilities Services Department and the Residence Life staff.



The 2008 - Ominsky Safety and Security Assessment identified three areas of security needing improvement. These three areas were: compliance with the Federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, security staffing and communications.

The assessment offered several recommendations to address the areas needing improvement. The primary recommendation was to identify one office to be solely responsible for the safety and security efforts on all three of Doane's campuses. In July 2008, the college appointed Russ Hewitt, associate dean of Student Leadership, to the role of associate dean of Student Leadership and Director of Campus Safety. In August 2008, three full-time Safety Administrators were hired and the college began to operate a 24/7 Safety Office during the academic year. In 2009, a fourth full-time Safety Administrator was added to the staff.

The Safety Office is responsible for securing, monitoring, enforcing and providing administrative resources while offering visibility to the community, coordination of safety related activities, and acting as a liaison with local emergency services.

Feedback received from students, parents, faculty and staff has been favorable since the Safety Office has been created. The Safety Office continuously looks at ways to improve the services provided to the constituencies it serves.

**First-Year Academic Advisor, Academic Affairs:** In 2009, Doane College recognized a need in the area of first-year retention. The college created a new position dedicated to advising first-year students on the Crete campus. This position also serves as a liaison between faculty, Student Leadership, Financial Aid and the Business Office. The First-Year Academic Advisor has taken a leading role in initiating the LEAP – Learning, Enrichment, and Advising Program, Retention Alert, and the peer adviser program.

**Athletics:** In 2006, a full-time Athletic Director was hired. Prior to that time, each sport operated fairly independently. The creation of an Athletic Director position was to create uniformity within the Athletics Department, to create greater equity across sports, and to identify a central leader that all departments could use as a point of contact for collaborative processes and procedures. In 2009, several additions were made to the Athletics Department staff. A new dance and cheer athletic program was initiated and a Head Coach and Assistant Coach were hired to manage the program. In 2009, the part-time Head Soccer Coach and part-time Head Baseball Coach were made into full-time positions.

**Practicing Professor of Leadership in Education, Masters of Education:** In 2009, the college created this new full-time position in our master's degree program in educational leadership. This position was charged with creating the Education Specialist advanced degree with a focus on leadership for superintendents and district-level administrators. The program was approved by the Higher Learning Commission in February 2011 and enrolled its first students in the summer of 2011. The program is an extension of the master's degree program in Educational Leadership, which focuses on the principal of building level leadership. The Education Specialist degree qualifies the candidate for state certification as a superintendent of schools.

**Director of Nursing, RN to BSN Program:** In 2010, Doane began the RN to BSN program and hired a Director of Nursing to head the program. The RN to BSN program allows licensed registered nurses to complete a Bachelor of Science in Nursing.

**Business Analyst, Business Office:** In 2010, the college created the position of Business Analyst. This position is responsible for a full range of activities which ensure the operational effectiveness and excellence of the college. The Business Analyst designs and documents workflow and makes appropriate recommendations that will positively impact operational effectiveness.

**Vice President for Information Technology Services, Information Technology Services:** In 2006, the college created a cabinet-level position in Information Technology Services. The Board of Trustees recommended this position with a vision for making information technology a strategic advantage at Doane.

**Counselor, Student Leadership:** In 2002, the college hired a part-time Mental Health Counselor and continued to contract for additional counseling needs for students. In 2007, this part-time position became fulltime based on the needs of students. Students also have the option to utilize external counseling resources if they prefer.

**Manager of Ground Services & Manager of Maintenance, Facility Services:** The department hired a Manager of Ground Services in 2004 and Manager of Maintenance in 2007.

**Director of the Grand Island Campus, Grand Island Campus:** In 2003, the Grand Island campus was established. At that time, the Director was part-time at Doane and part-time at College Park, where the Grand Island campus is located. In 2008, a full-time Director was hired with the goal of increasing the presence of Doane in the Grand Island community.

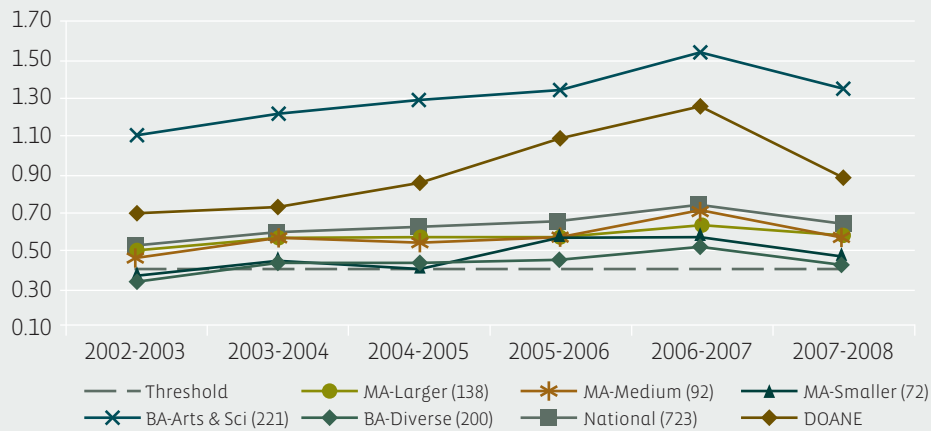
### **2B.3**

#### Strong Financial Indicators

As the following charts indicate, Doane College has maintained strong financial ratios, as measured by the Council of Independent Colleges' Financial Indicators Tool (FIT), from 2003 through 2008, the most recent comparative information available. The Primary Reserve and Viability Ratios have continued to be well above the thresholds set by the CIC, while the Return on Net Assets and the Net Operating Revenues have trended up and down with the stock market returns, similar to other colleges and universities.

The final chart shows the Composite Financial Index, as calculated by the CIC. This is a weighted composition of the four ratios that provides an overall indication of financial health. As you can see in this chart, Doane has exceeded all national Carnegie classifications of colleges and universities during this time period.

**Graph 2-3**  
Primary Reserve Ratio

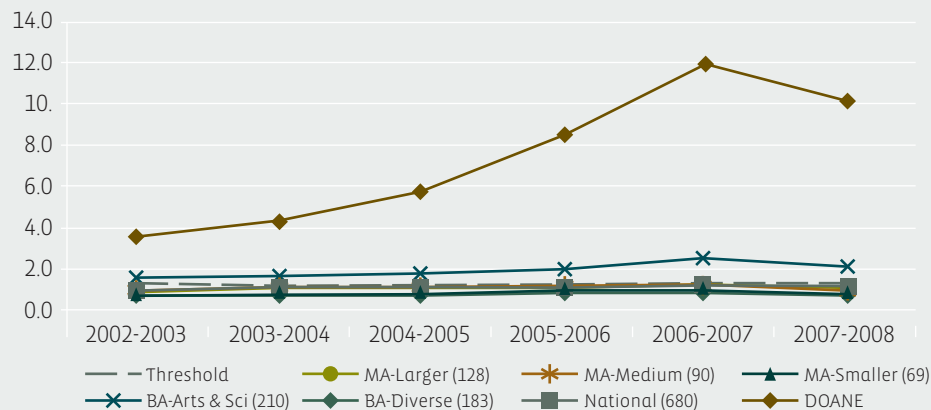


**Chart 2-6**  
Primary Reserve Ratio

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
MA-Larger (138)	0.50	0.56	0.57	0.56	0.63	0.58
MA-Medium (92)	0.46	0.56	0.55	0.57	0.70	0.56
MA-Smaller (72)	0.36	0.44	0.41	0.58	0.58	0.48
BA-Arts & Sci (221)	1.09	1.21	1.28	1.34	1.54	1.34
BA-Diverse (200)	0.33	0.42	0.42	0.44	0.52	0.41
National (723)	0.52	0.58	0.61	0.64	0.72	0.63
DOANE	0.69	0.72	0.85	1.08	1.25	0.87

NATIONAL: BY CARNEGIE CLASSIFICATION (n=723). This chart displays the median values of the ratio by year for each of the five basic Carnegie baccalaureate (BA) and master's (MA) level classifications and the national median.

**Graph 2-4**  
Viability Ratio

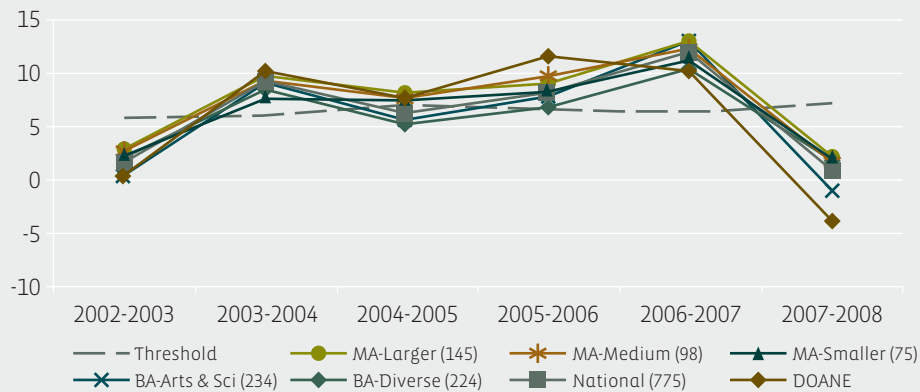


**Chart 2-7**  
Viability Ratio

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
MA-Larger (128)	0.98	1.02	1.05	1.17	1.20	1.02
MA-Medium (90)	0.94	1.04	1.06	1.11	1.18	0.93
MA-Smaller (69)	0.73	0.77	0.77	0.90	1.00	0.82
BA-Arts & Sci (210)	1.53	1.69	1.79	1.95	2.51	2.03
BA-Diverse (183)	0.67	0.68	0.69	0.78	0.88	0.72
National (680)	0.94	1.07	1.08	1.14	1.24	1.07
DOANE	3.59	4.29	5.72	8.46	11.94	10.12

NATIONAL: BY CARNEGIE CLASSIFICATION (n=680). This chart displays the median values of the ratio by year for each of the five basic Carnegie baccalaureate (BA) and master's (MA) level classifications and the national median.

**Graph 2-5**  
Return on Net Assets Ratio

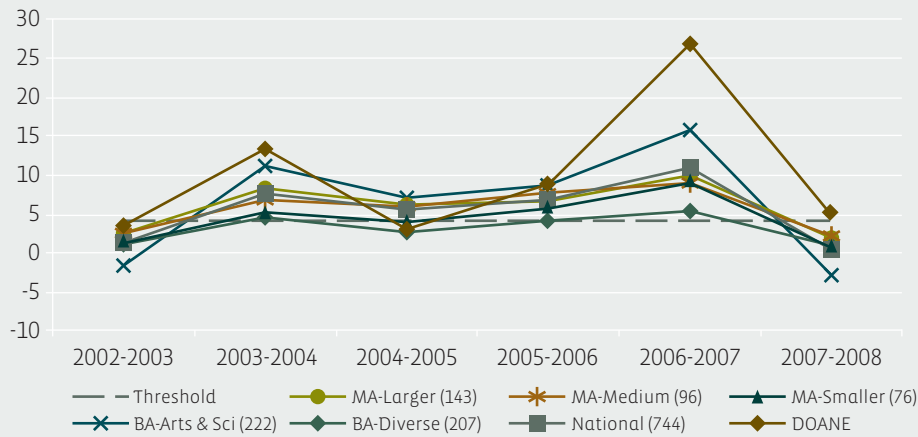


**Chart 2-8**  
Return on Net Assets Ratio

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
MA-Larger (145)	3.0	9.9	8.1	8.8	13.0	2.2
MA-Medium (98)	2.4	9.4	7.3	9.6	12.1	1.5
MA-Smaller (75)	2.3	7.9	7.4	8.2	11.4	2.0
BA-Arts & Sci (234)	0.3	9.2	5.5	7.7	12.9	-1.1
BA-Diverse (224)	2.2	8.5	5.1	7.0	10.5	1.5
National (776)	1.6	9.2	6.3	7.9	12.0	0.8
DOANE	0.4	10.2	7.5	11.6	10.3	-3.8

NATIONAL: BY CARNEGIE CLASSIFICATION (n=776). This chart displays the median values of the ratio by year for each of the five basic Carnegie baccalaureate (BA) and master's (MA) level classifications and the national median.

**Graph 2-6**  
Net Operating Revenues Ratio

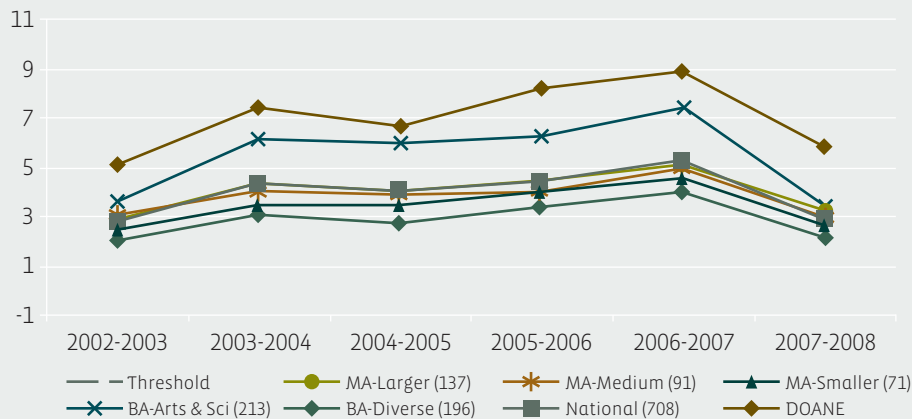


**Chart 2-9**  
Net Operating Revenues Ratio

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
MA-Larger (143)	2.4	8.3	6.2	6.9	10.4	1.9
MA-Medium (96)	2.8	6.8	5.9	7.6	9.1	2.2
MA-Smaller (76)	1.4	5.1	4.4	5.9	9.1	0.4
BA-Arts & Sci (222)	-1.6	11.3	7.0	8.4	15.8	-2.9
BA-Diverse (207)	1.2	4.6	2.8	4.1	5.5	0.7
National (744)	1.1	7.1	5.3	6.5	10.4	0.4
DOANE	3.4	13.3	3.1	8.9	26.8	5.3

NATIONAL: BY CARNEGIE CLASSIFICATION (n=744). This chart displays the median values of the ratio by year for each of the five basic Carnegie baccalaureate (BA) and master's (MA) level classifications and the national median.

**Graph 2-7**  
Composite Financial Index



**Chart 2-10**  
Composite Financial Index

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
MA-Larger (137)	2.9	4.4	4.1	4.4	5.2	3.2
MA-Medium (91)	3.1	4.0	3.9	4.0	5.0	2.9
MA-Smaller (71)	2.5	3.5	3.5	4.0	4.5	2.6
BA-Arts & Sci (213)	3.6	6.1	5.9	6.2	7.4	3.4
BA-Diverse (196)	2.0	3.1	2.7	3.4	4.0	2.1
National (708)	2.7	4.2	4.0	4.3	5.2	2.8
DOANE	5.1	7.4	6.7	8.2	8.8	5.8

NATIONAL: BY CARNEGIE CLASSIFICATION (n=708). This chart displays the median values of the ratio by year for each of the five basic Carnegie baccalaureate (BA) and master's (MA) level classifications and the national median.

Doane continues to have scores above the thresholds in 2009 and 2010 for the Primary Reserve and Viability ratios. The Return on Net Assets and Net Operating Revenues were both negative in 2009 (-10.1% and -11.4%, respectively), but turned positive again for fiscal year 2010 (6.2% and 19.0%, respectively).

The CFI score for 2009 maintained steady at 5.8, well above the recommended threshold of 3.0. The score maintained steady from 2008 to 2009 mainly due to a change in reporting the unrealized gains on the endowment assets in 2009, from permanently restricted to temporarily restricted net assets, to comply with financial accounting standards. The CFI score in 2008 would have been 7.0, if restated to reflect this change. In 2010, the score increased to 8.6. Projecting this score forward to 2011, which includes increasing the college's long term debt to as much as \$15 million, still shows a score above 8, which is very strong when compared to the colleges and universities shown in Graph 2-7. We will provide a team with the latest update on our financial ratios in October.

These financial indicators show that Doane is positioned well to "focus resources to compete in the future," as demonstrated in the CFI strategy chart below.

CFI Range	Strategy
9 to 10	Deploy resources to achieve robust mission
7 to 8	Allow experimentation with new initiatives
5 to 6	Focus resources to compete in future state
3 to 4	Direct resources to allow transformation
1 to 2	Re-engineer the institution
-X to 0	Assess viability to survive

Doane's long term-debt balance was \$3,468,046 and \$11,768,982 on 6-30-10 and 6-30-11, respectively. This very low debt balance has contributed significantly to our strong Viability Ratio and overall financial health. The growth by 2011 was based on the decision to renovate three historic residence halls, two of which had no air conditioning. Additionally, Doane had the opportunity to purchase the building used for our Lincoln operations. These projects had an

expected cost of approximately \$15 million. To guide these decisions the the Board of Trustees developed Doane’s first formal Debt Policy. The policy sets a conservative debt burden ratio limit of 5%, i.e. that Doane’s debt service payments will not exceed 5% of total operating expenditures.

Based on this, Doane was able to proceed with all needed projects, with the final hall renovation expected to be completed during the summer of 2011, within the parameters of the debt policy, as well as within the five-year balanced budget plan.

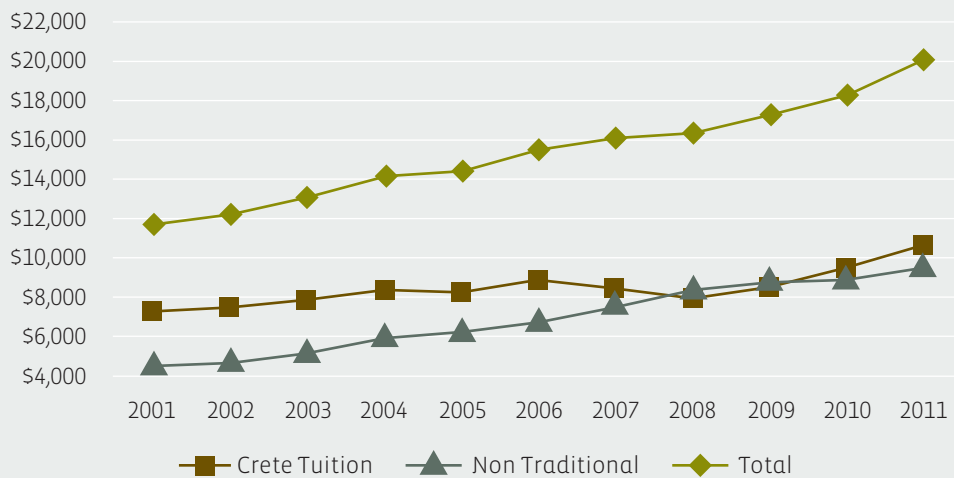
**2B.4**  
Financial Operations

With the college resources in a strong position as discussed above, the focus in this section is on the financial operations of the college. Doane’s most significant sources of income include tuition, auxiliary revenues, the endowment spending rate, gifts and grants.

Tuition

Tuition income is Doane’s single largest source of income, like most independent, private colleges in the nation. Doane’s net tuition income has increased steadily over the last 10 years as can be seen in the following graph. This 72% increase in net tuition has been accomplished through a combination of factors. First, strategic tuition increases, averaging 5.5% for the traditional programs in Crete and 3.75%- 4.0% for the non-traditional programs; second, concentrated efforts to increase enrollments and retention in both programs; and third, careful monitoring of the tuition discount on the Crete campus. Additionally, since 1983, Doane has recognized the significant demand for educating nontraditional students (mainly working adults), and has provided the means for these students to attain their degree while also diversifying the college revenue stream.

**Graph 2-8**  
Net Tuition Income (in 000s)



Tuition adjustments are set annually by the Board of Trustees. Careful consideration is given to multiple factors, including, among other things, current enrollment, the state of the national and local economies, the tuition pricing of our competitors and aspirant group, and the needs of the college to meet the strategic mission. Additionally, during the spring of 2009, the Board initiated a review of all tuition and financial aid policies and practices. An Ad hoc Committee was formed in July 2009, comprised of six Board members and five staff members. The committee focused on the traditional undergraduate program in Crete, with targeted implementation of their recommendations during the fall of 2011. The report found that Doane's tuition for our traditional campus was below peer institutions, and the initial strategy is to price Doane's tuition more competitively. Thus Doane determined a tuition increase of 6.5% for 2011-12. The recommendations of the Ad Hoc Committee to review the tuition and financial policies for the non-traditional undergraduate and graduate programs are discussed in section 2A.3.

Enrollment and retention are the most important factors in growing net tuition revenue.

Doane's enrollment plan has been updated each September (see the Enrollment Management Plan for 2010-11) to represent the current focus and strategies utilized to stabilize and ultimately enhance first-year and transfer enrollment. The current goal is to achieve a consistent enrollment of 300 first-year and 40 transfer students for the Crete campus with an academic profile similar to previous years (entering first year students have typically averaged just above a 23 ACT), while also maintaining a 50% discount rate. The Office of Admission achieved record first year enrollment in 2009 (313) and 2010 (329), but the strategic goal of 300 has allowed us to focus on gradually increasing the academic quality of the class while also testing new strategies to enhance market reach in the future.

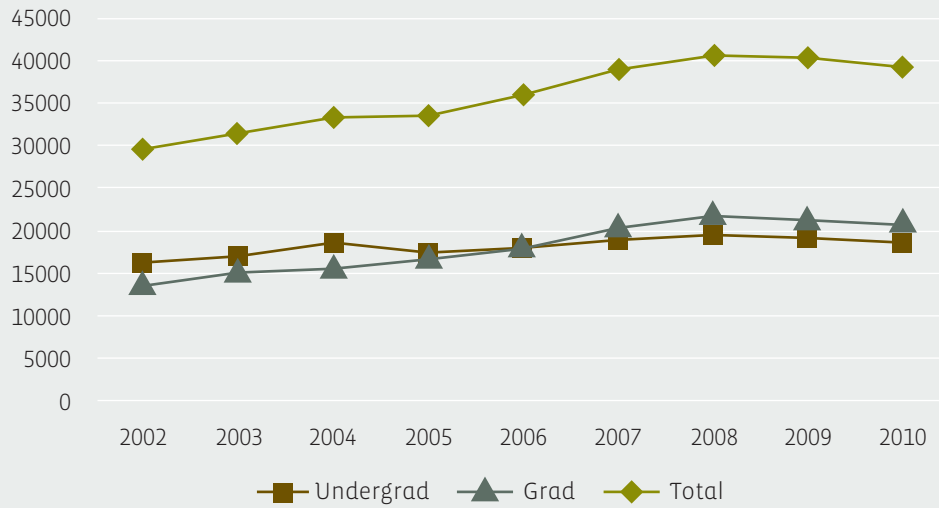
Doane's retention plan was written in 2006 and has been updated since then to reflect the new strategies employed by the college to improve our retention. Some of the most important strategies include using the Liberal Arts Seminar (LAR) classes as orientation groups, scheduling the first LAR class during orientation, hiring a full-time First-Year Student Success Advisor in the fall of 2009, and implementing the Retention Alert communication and monitoring program in the fall of 2010. For the fall of 2011, we will be using 10 returning students to serve as peer mentors assisting first-year students in their transition to Doane.

During the economic downturn in 2009 and 2010, one of the first cost cutting measures many companies incorporated was the elimination of tuition reimbursement for employees. Our nontraditional students were negatively impacted by this, as reflected by the nontraditional credit hours enrolled shown in the Graph 2-9. While enrollment has rebounded in 2010-11, more students are relying on federal loans to finance their education than on employer reimbursement, leading to a concern about maintaining tuition at an accessible level. Conversely, we have recruited the largest traditional first-year student classes in Doane's history during these same two years on our Crete campus (Graph 2-10). Early indicators point to another strong traditional first-year student class in the fall of 2011.



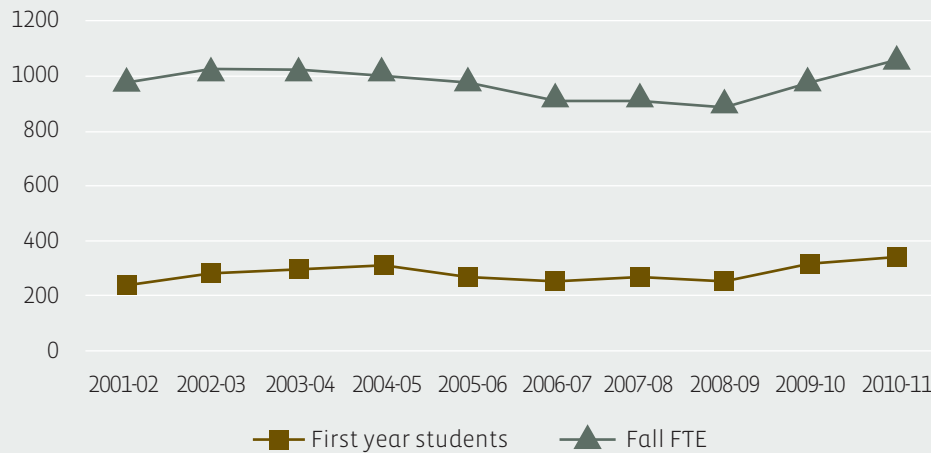
**Graph 2-9**

Nontraditional Credit Hours Enrolled



**Graph 2-10**

Traditional FTE Students



The tuition discount rate for our traditional Crete students is the third major component of net tuition revenue. A financial aid committee was established in 2007, and continues to evolve the scholarship and financial aid awarding strategies as needed, including a major overhaul of the Athletic Department’s award process. During these four years, the tuition discount rate for first-year students has decreased three years in a row, down to 50.25%, while increasing the number and quality of students at the same time. Doane’s first-to-second-year retention rate has stabilized at 77% the last two years, after several years of fluctuation. This rate is only slightly under the 78% historical average for Doane. A chart from the Council of College’s Key Indicators Tool comparing Doane with other independent colleges from 2004 to 2009 is shown in Graph 2-11.

**Chart 2-11**

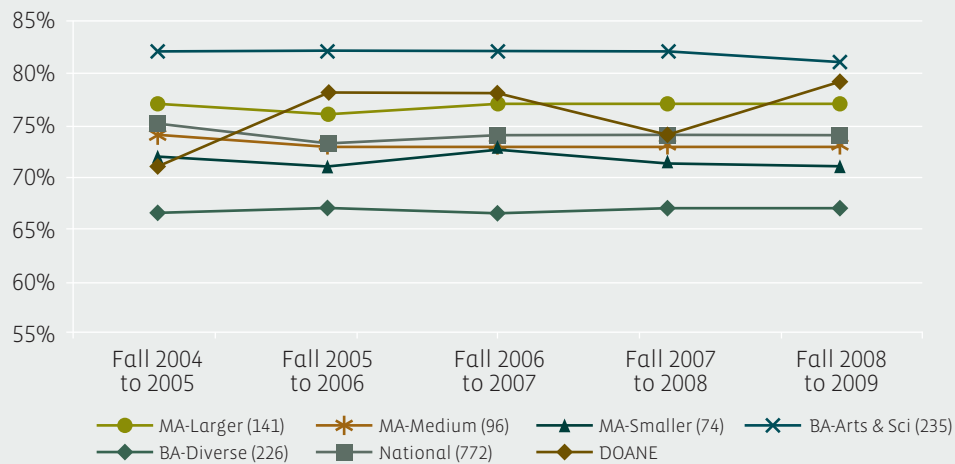
Retention Rate %

	Fall 2004 to 2005	Fall 2005 to 2006	Fall 2006 to 2007	Fall 2007 to 2008	Fall 2008 to 2009
MA-Larger (141)	77%	76%	77%	77%	77%
MA-Medium (96)	74%	73%	73%	73%	73%
MA-Smaller (74)	72%	71%	73%	72%	71%
BA-Arts & Sci (235)	82%	82%	82%	82%	81%
BA-Diverse (226)	67%	67%	67%	67%	67%
National (772)	75%	73%	74%	74%	74%
DOANE	71%	78%	78%	74%	79%

DEFINITION: The first to second year retention rate is the percentage of the fall full-time cohort (minus exclusions) that re-enrolled at the institution as either full- or part-time students in the fall of the next year. See Introduction for description of Carnegie classifications. (All national and regional data are presented as medians.) NATIONAL: CARNEGIE (N=772)

**Graph 2-11**

Retention Rate %



Our goal is to draw our retention rate closer to the BA-Arts and Sciences Schools, while recognizing that 77% is a good rate for our student profile.

### Auxiliary Revenues

Auxiliary revenues (room, board and books) have a direct correlation to the enrollment trends on the Crete campus, and have grown in 2010 to \$6.1 million, up from \$4.4 million in 2001. Doane has made significant investments in improving the residential life of the students over the last 10 years, including the addition of a campus coffee shop, a complete renovation of the campus dining facilities, and complete renovations of three dormitories. These auxiliaries continue to be self supporting, and provide an excellent environment for students to learn and live.

## Gifts and Grants

Gifts and private grants to the college have accounted for a significant source of income each year, averaging over \$5 million per year for the last 10 years.

Doane has followed the recent national trends of smaller percentages of alumni giving and fewer who still choose to make unrestricted gifts. However, the giving totals per annum have remained consistently around \$5 million to Doane College for the last 10 years. (See chart 2-2.)

To counter the national trend of decreasing alumni giving and unrestricted annual gifts, and to increase the staff's ability to focus on cultivating larger gifts, a cultivation and stewardship strategy was established in 2008 called the Doane College Society (DCS). The DCS is made up of all \$1,000 and above donors each fiscal year. The cultivation society concept uses group cultivation, increased communication, especially from the President, small dinners, peer motivation and visible signs of inclusion to cultivate large groups of donors and increase gifts and size of gifts.

After a slow start the first year related primarily to a transition in the advancement office, the DCS is in its third year is attracting new donors and providing a prospect pool used for future cultivation of major donors to the college. The DCS grew from 468 to 500 members in 2010-11. The effect of DCS on unrestricted and restricted numbers should become increasingly evident in the next several years, according to our consulting firm Performa Higher Education. We are seeing a good trend and have used the DCS concept to attract and retain larger donors and to establish names and priorities of prospect portfolios for all development staff.

Upon completing the \$13 million fundraising effort for the George and Sally Haddix Recreation and Athletic Center, a \$5.7 million Legendary Coaches Campaign was launched in May 2010 which would complete last phase of the \$18.7 million Sports and Fitness Facilities Project. As of July 1, 2011, \$2,264,000 has been raised in pledges and gifts for the campaign, which honors three great Doane coaches by naming facilities for them and will fully fund the expansion of Fuhrer Field House, replace the football surface at Memorial Stadium, and finish several projects in the Haddix Center (campaign materials are available in the team's on-campus resource room). Upon the completion of the total Sports and Fitness Facilities Project, following the close of the Legendary Coaches Campaign, the college will begin to prepare for a comprehensive campaign tied to the new strategic plan. Depending on our feasibility study and decisions on priorities for strategic initiatives by the President and the Board, this campaign could start as early as 2013.

In response to the growing number of alumni 10 years or less from graduation (30% in 2010), the Office of Advancement has begun a separate outreach with segmented messaging to young alumni. Needing a strong focus on engagement and initial gifts to the college to the Doane Scholarship Fund, the strategy has included the development of a student cadre of interns who make contact with young alumni through summer tours and social media. The Tigers on Tour program was launched in 2011 to cultivate and increase young donors to the college. With the development of a new web site in 2012, the online giving function will be enhanced to ensure the college takes full advantage of the ways young alumni are choosing to make gifts.

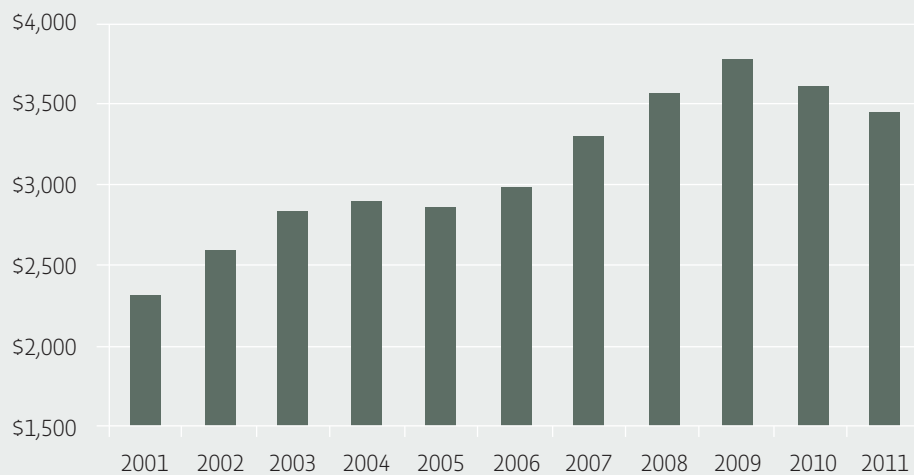
The Director of Foundation Relations works with faculty and staff to secure private foundation,

state and federal grants for the academic mission of the institution. Doane College has had significant success for a liberal arts institution in securing a number and variety of research grants. Since 2005, we have received nearly \$3.42 million in science-based awards from the National Science Foundation, National Institutes of Health, American Chemical Society, and Nebraska EPSCoR. Doane presently has an additional \$1 million in science-related grant applications in process or awaiting approval from grant funding sources. (See Criterion 3 and 4 for the impact these gifts have on student learning and faculty research.)

Add to this grants from the Ardis and Robert James Foundation, Andrew W. Mellon Foundation, Armstrong McDonald Foundation, Cooper Foundation, Ethel Abbott Charitable Foundation, Hearst Foundation, IFSA Foundation, Kemper Foundation, Kitty M. Perkins Foundation, Margaret Cargill Foundation, Messenger of Healing Winds Foundation, Nebraska Arts Council, Peter Kiewit Foundation, RBC Foundation, Robinson Charitable Trust, Sunderland Foundation, Theodore Baldwin Foundation, U.S. Environmental Protection Agency, Wal-Mart Foundation, and several others. The total amount of grant dollars awarded to Doane in just the last five years equals \$5.71 million; of this, \$750,000 is for the Legendary Coaches Campaign.

The endowment contribution to the operating budget, discussed above, continues to be significant, although recently declining. The contribution has increased from \$2.3 million in 2001 to \$3.4 million in 2011, an increase of 47.8%. The stock market difficulties caused the contribution to decline after the peak year in 2009, when it reached \$3.8 million. As already noted, the college has made a determination to take yearly steps to reduce the amount of endowment income used to 4.5% to help reduce the impact of any economic volatility on the operating budget. Working closely with our investment consultants, Asset Management Group, Doane has planned for very conservative market increases, and therefore conservative endowment contributions, over the next five years in the budget forecast.

**Graph 2-12**  
Endowment Spending (in 000s)



Based on all these factors, we feel the financial resources of Doane College are well founded to serve students both now and into the future.

## **2B.5**

### Facilities and Technology Resources

Doane College is proud of the beauty of its Crete campus and proud of the flexible educational spaces available in Crete, Lincoln and Grand Island. Our commitment to continually improving these facilities was demonstrated by the list of projects undertaken in the last decade given above (see section 2A.3 and 2A.4). Attached is a full list with brief descriptions of all of Doane's facilities (see Summary of Doane College Facilities, July 2011).

Doane has also invested in regular updates of its administrative and academic technology.

In 2008, the college established a five-year Technology Refresh Plan to ensure the appropriate hardware and software is available to support the teaching, learning and administrative environments. This plan is reviewed and updated annually. By the end of Academic year 2010-2011, all equipment was on the appropriate refresh schedule.

The college has steadily improved in the availability and accessibility of network and application services for its constituents. Since 2009, the college has benefited from a 99.99% availability of all mission critical information services. Throughout the year, Information Technology Services staff proactively monitor and program adjustments to services to prepare for future needs.

In May 2010, the college published an Information Technology Strategic Plan to guide the institution's resources and investments in support of the institutional goals. The plan outlines five strategic areas of focus closely coupled to their larger institutional counterpart. Annually, Information Technology Services performs a needs assessment to identify the priorities of the academic and administrative divisions at the college. This information collected during the assessment is used to update the Information Technology Strategic Plan, set the priorities for the yearly operational plan, and prepare the annual budget.

Information Technology Services provides training opportunities for students, faculty and staff in the form of scheduled training for new or enhanced products, personal training sessions and helpdesk support. Recent examples of this training include college-wide Gmail and Google Apps training, Microsoft Office 2007 training, and Datatel training for the Colleague Advancement conversion. The helpdesk is staffed by three full-time support technicians and 11 students, and is open every day, 70 hours per week.

## **CORE COMPONENT 2C:**

The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

### **2C.1**

#### Evaluation and Assessment Process

Doane College maintains, manages and reports accurate and reliable data that addresses all aspects of Doane's mission. The college also employs a variety of methods to evaluate its effectiveness. These assessment activities are reviewed annually, and include the Student Exit

Survey, Student Satisfaction Survey, and the Career Development Survey, and the Council of Independent Colleges Benchmarking (CIC). Instruments administered every other year include the National Survey of Student Engagement (NSSE).

**Chart 2-12**

Doane College Crete Campus Survey Administration Timeline

	2002-01	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
<b>Student Survey</b>										
National Survey of Student Engagement (NSSE)				Spring x		Spring x		Spring x	Spring x	
Beginning College Survey of Student Engagement (BCSSE)						Fall x				
Senior Survey (Exit Survey)							Fall x	Fall x	Fall x	Fall x
Student Satisfaction Survey		x		x				Spring x	Spring x	Spring x
<b>Alumni Survey</b>										
Career Survey (6 months-one year after graduation day)	x	x	x	x	x	x	x	x	x	x
Alumni Survey	Image Survey x	Stamats x						Performa x		
<b>Faculty and Staff Survey</b>										
Faculty survey of student Engagement (FSSE)										Spring x

The college also invests in assessment of the non-traditional programs through regular administrations of the Noel-Levitz Adult Learner Inventory. The results and uses of the various surveys will be discussed more fully under Criterion 3 and 4.

In addition to the regular cycle of assessment, in the fall of 2009, a Doane Key Performance Indicator matrix was developed and implemented to measure institutional effectiveness.

General health indicators for Doane all campuses included such factors as:

1. Learning outcomes (example: internal and external surveys, senior assessment survey, Capstone survey and NSSE)
2. Enrollment management (example: yield rates, tuition discount rates, revenue per FTE and financial aid)
3. Doane Resources (example: endowment, reserve ratio, viability ratio, assets ratio, debt burden ratio and operating budget)
4. Alumni (example: gifts, fundraising and national media profile )

In 2006, the college selected peer and aspirant institutions, which were approved by the Board of Trustees, for institutional comparisons and benchmarking. The college used these institutions for the specific purpose of benchmarking and trended data. For example the analysis of faculty constitution and review program requirements. The two peer institutions (Hastings College and Nebraska Wesleyan University) and seven aspirants (Beloit College, Coe College, Cornell College, Drury University, Gustavus Adolphus, Knox College, St. Olaf College, Westminster College) appear in these reports.

## **C2.2**

### External Review and Continuous Improvement

Doane is committed to self-assessment and continuous improvement. The college utilizes findings and recommendations in the planning, decision-making and to ensure quality and accountability. External reviews portray a college that is stepping forthrightly into the future, even as it upholds the college traditional values. In the past five years these administrative areas have been reviewed (copies of these reviews will be in the team's resource room):

1. Office of Advancement
2. Office of Admission
3. Athletic Department
4. Facility Services (currently ongoing)
5. Office of Information Technology Services
6. Safety Department

The Department of Education regularly submits to review by the State of Nebraska and by the National Council for Accreditation of Teacher Education (NCATE). Both reviews are due in 2011-12 and the department's self-study will be made available for the team in October (in October we will provide the team access to the Education NCATE website). Other departments have periodically used external measures. For example, for the past five years the Division of Economics and Business has administered the Educational Benchmarking Incorporated (EBI) survey to its graduating seniors. The EBI survey is nationally normed and provides feedback on business students' program experience. Results of the 2010 administration of the survey indicate that Doane's factor means continue to compare favorably with the institutions in the Select 6, Carnegie and All Institutions categories.

Following up on the recommendation of the previous visit by the Higher Learning Commission, all academic programs on the Crete campus are now on a seven-year cycle for external review (see the timeline under Criterion 1). The college provides a \$1,000 stipend plus travel expenses for one or two reviewers for each program. The reviewers comment on a departmental self-study as well as make a day-and-a-half visit to campus to consult with faculty, students and administration. The department is expected to draw up its own strategic goals in response to the self-study and the reviewer comments. Details on some of the initiatives generated by the external review are provided in Criterion 3 and 4.

Perkins Library owns and/or has electronic access to over 335,000 volumes, which includes 93,019 print books and 20,741 e-books; 651 serial titles in print and access to 31,682 electronic serials; 94,248 government documents in print and 2,084 digital government documents; and 10,295 audio-visual materials. In addition, the patrons of Perkins Library are offered approximately 70 subscription-based, Internet-accessible databases for identifying periodical

articles and reference materials, many of which provide full-text availability. With only a few exceptions, students can gain access to all of the online resources from anywhere on or off campus. All that is required is to log in with Doane credentials from the links on the Library's Web site. Students and faculty of Doane College increasingly rely on the electronic databases provided by the library. In the past three years, usage of the electronic resources has grown from a little more than 119,000 searches in the 2007-2008 academic year to just under 150,000 in 2009-2010.

In an era of tight budgets, the library has continually reevaluated book purchases and the growing expense of electronic databases. To help with these decisions, we engaged an external reviewer, Michael La Croix from Creighton University. His findings "demonstrate that the library contributes to the mission and goals of Doane College. Within the constraints of the budget and staff, the library provides resources for the 40 majors and 26 minors on the Crete Campus and the graduate, undergraduate and non-degree programs offered in Lincoln, Grand Island and other sites." (LaCroix Report -p.2). He recommended that we continue work with the Nebraska Independent Library Consortium to make joint purchases to keep costs lower. Doing so has allowed us to expand our purchases of electronic collections, however, the college has determined to go further than merely reviewing current operations. Thus, the Ad Hoc Committee on Technology and Learning is exploring the expansion of our learning commons and the Interim Director of the Library has made site visits of several new libraries (Morningside, University of Nebraska-Kearney and the University of Pennsylvania.) The results of this planning for student learning will be discussed more fully under Criterion 3.

### **C2.3**

#### Examples of Benchmarking

Where appropriate, Doane uses external benchmarking and environmental scanning to improve services or develop programs. Examples include:

**Financial Aid:** The Financial Aid Committee sets awarding policies based on the directives of the Board of Trustees and the institutional discount rate, also determined by the Board. The policies are reviewed annually and set to yield the most students with an overall institutional discount rate of 50%. The committee consists of the Vice President of Finance and Administration, the Vice President of Admissions, the Vice President of Student Leadership, the Athletic Director and the Director of Financial Aid. The committee reviews and benchmarks its policies and direct costs against other private colleges in Nebraska, mainly Hastings College and Nebraska Wesleyan University. It has been determined that these are the best sources to benchmark rather than using information from our aspirant institutions as Doane's costs and student population are most similar to these two institutions. (awarding policies since 07-08)

**Enrollment Management:** Another example of setting benchmarking is in the policies for making scholarships and academic awards – see the Strategic Objectives Enrollment Management Document (p.10) for the Crete campus set forth by the Board of Trustees and the President. One of these goals is to have approximately 30% of our student population as Pell grant eligible. This is used in order for Doane College to guarantee accessibility to higher education for many first-generation students and underrepresented minorities. Another benchmark is the percentage of students employed on campus, as the more engaged students are on campus the more likely we are to retain these students.



The Institute of College Access and Success ([http://projectonstudentdebt.org/pub\\_view.php?idx=684](http://projectonstudentdebt.org/pub_view.php?idx=684)) is another resource Doane College uses to benchmark its success in its awarding policies. The annual report regarding student loan debt by the state is used to compare and benchmark Doane with its peer institutions (again using the private schools in Nebraska) to ensure that we are not overloading our students with loan debt in comparison.

### **CORE COMPONENT 2D:**

All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

#### **2D.1**

##### Linking Mission to the Strategic Plan

As discussed above, Doane developed a Key Performance Indicators matrix to monitor the progress of the 2006-2011 Strategic Plan, and to help inform program and budgetary decision being made by the administration and the Board of Trustees. Once the new strategic plan is completed in 2012, the college will revise the matrix to reflect the new goals, and establish the most relevant measurements in each area.

#### **2D.2**

##### Mission-Driven Strategic Planning Leads to Effective Decision-Making

Doane's planning has resulting in mission-driven initiatives that demonstrate decision-making processes based on effective use of budget and resources. The President's Five-Year Report highlighted in the Introduction summarizes the achievements under the 2006-2011 Strategic Plan. To illustrate the college's efforts to make data driven decisions, we will provide two examples – the decision to maintain the Grand Island campus, taken in 2009, and the decision to add the RN to BSN program in 2010.

Doane has provided courses on the Grand Island campus since 2003-04. Initially, this campus was managed by a part-time director and undergraduate enrollment declined from 2005-06 to 2007-08 (from 255 to 234 student headcount.). Prior to August 2008, discussions took place with senior leadership that Grand Island would either close or build enrollment. The decision was made for the campus to build enrollment. Other four-year schools left the facility and Doane had the only four-year program with a presence in the community. Doane also sees the campus as fulfilling its mission to serve non-traditional as well as traditional students, and to serve the needs of greater Nebraska. Doane committed more resources to the program by hiring a full-time director with a goal to maintain an undergraduate enrollment of at least 75 students per term for at least three consecutive terms. The Director of the Grand Island Campus engaged in outreach to the local community college and built undergraduate enrollment. The campus also offers Masters of Counseling, Masters of Management and Masters of Education programs. By 2010-11, the campus had a headcount of 462 undergraduates for the year – averaging 92 students per term (see Grand Island Undergraduate Enrollment). In addition, the Master of Arts in Management program enrolled 117 students for an average of 23 per term.

A step further in the development of the Grand Island and Lincoln programs came in the decision to establish an RN to BSN major. In 2008, the Dean of Undergraduate Studies at Lincoln and Grand Island identified a need for a face-to-face RN to BSN program. In central and western Nebraska, RNs did not have educational opportunities for such programs and hospitals identified a need for BSN level training. This matches Bureau of Labor Statistics

estimates that by 2020 the nation as a whole will face a serious shortfall of nurses and the demand will increase at double the rate of most occupations. In reviewing data from the Nebraska Department of Health and Human Services, we identified more than 11,000 practicing RNs in Nebraska who have not completed a BSN, of which 6,600 worked in counties served by the Lincoln and Grand Island campuses. Central Community College graduates a strong contingent of LPNs each year, and Doane was able to join with them in a grant to develop state-of-the-art facilities on Central's campus with the knowledge that these students could step into Doane's program to complete a BSN. The only other option for many would have been an online program, whereas Doane was determined to build a major based on our mission's call for close interaction between students and instructors and the development of hands-on leadership skills.

Thus, the decision to implement the program was based on student and industry need. In 2010, a Director of Nursing was hired and initial interest by students in 2011 has been strong. The Director of Nursing, Deb Savage, has designed the program to complement the clinical side of a nursing education by demonstrating the equal importance of an understanding of the humanities and social sciences – a thorough grounding in the liberal arts. Students must develop the skills for critical thinking and effective problem-solving, understand the importance of empathy, communication and relationship-building, and grow in abilities for individual initiative, teamwork and leadership. The liberal arts mission of Doane College leads naturally to inform and inspire nursing students in the art, culture and science of health care, completing the technical training they receive from other institutions.

### **Conclusion: Strengths and Challenges**

Doane has a strong basis in financial and human resources to fulfill its educational mission now and in the future, and it has a demonstrated history of planning to make the best use of those resources. Doane has maintained balanced budgets in a time of general economic difficulty while at the same time having sufficient resources to develop and enhance facilities and programming initiatives. We will continue this strong tradition as we develop the next strategic plan for 2012-2017.

#### **Strengths**

- Doane has a relatively strong endowment and financial position for institutions in our Carnegie class.
- Physical fixed assets are in good shape with renovations and additions and a regular budget surplus devoted to capital improvements.
- Fiscally conservative practices (balanced budgets and low but adequate endowment spending rate) are maintained in our five-year budget plan.
- Doane has talented and dedicated faculty and staff and has maintained a compensation level above Carnegie peers.

#### **Challenges & Opportunities**

- Doane is sound financially but will need to maintain the ability to react to uncertain national and global economic trends on endowment and giving levels, as well as the impact of federal and state budget cuts on the ability for traditional and non-traditional students to pay for private higher education.
- We will need to boost the percentage of alumni who donate to the college to match the high levels of long-term satisfaction with the Doane education that alumni have demonstrated in our planning surveys.

- While recent enrollment trends have been positive, we will need to develop strategies to expand recruitment to account for the continuing demographic shifts in Nebraska and the decline of high school graduates in the state overall.
- As we complete renovation programs for our residence halls, we will need to turn our attention to the fine arts and humanities facilities and continue our progress on deferred maintenance.
- While our resources are sufficient for our current size and mission, we will need to carefully identify institutional priorities in the next strategic plan and determine the resources demanded if we are to aspire to enhancing faculty scholarship and expanding experiential opportunities for our students.