



**CRITERION THREE:**

Student Learning  
& Effective Teaching

Doane College provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

**D**oane College is committed to providing students with a rich liberal arts education that prepares them with the knowledge and skills they will need in and out of the workplace. Doane has intentionally pursued the liberal arts outcomes detailed in the mission statement, as described in Criterion 1, for the traditional undergraduate program and has also blended a broad liberal arts model with practitioner education for the development of our nontraditional and graduate programs. Our intent is for all students to develop the skills and inclination to be reflective, critical thinkers who can continue to learn, develop knowledge and communicate effectively in the changing economic, professional and personal circumstances they will encounter after graduation. Clearly, our academic programs are at the core of our commitment to provide an exceptional liberal arts education and to prepare students with the intellectual skills and reasoned values that will help develop their commitment to engage as responsible citizens in the world.

### **CORE COMPONENT 3A:**

Doane College's goals for student learning are clearly stated for each educational program and make effective assessment possible.

#### **3A.1**

Doane's Culture of Inquiry

Since its last accreditation, Doane College has pursued a consistent assessment strategy for its liberal education program and has expanded the evaluation of major programs by adding external reviews. Faculty have been involved in regular, annual assessment activities to develop information for continuing program improvements. Evidence cited below demonstrates that Doane has been effective in delivering its essential learning outcomes in comparison to institutions in our Carnegie class. However, the college still faces challenges in developing more direct evidence of student learning and implementing assessment measures that permit comparisons across our traditional and nontraditional programs.

Doane's mission, as stated from 1995-2011, identified seven broad learning goals that served as the foundation for all undergraduate and graduate programs.

As the college pursues its mission, students will demonstrate the ability:

- To read, listen, write and speak effectively.
- To think critically.
- To integrate theories with practice.
- To collect and process information by selecting methods to improve understanding and solve problems.
- To use problem-solving skills effectively.
- To work with others.
- To act ethically and to lead responsibly. (Doane Crete Catalog, 2010 p. 7)

These learning goals have been assessed through a variety of direct and indirect methods across our campuses and programs. The faculty governance system includes a standing Assessment Committee consisting of seven faculty members, the Dean of Undergraduate Studies for the Lincoln and Grand Island Campuses, and the Vice President for Academic Affairs. This Assessment Committee established learning outcomes and descriptive rubrics for the Doane Plan (the general education program) and mapped these outcomes back to the mission outcomes. At the same time, faculty members identified student outcomes for each undergraduate major and graduate degree program and make regular reports to the faculty Assessment Facilitator. In response to the Higher Learning Commission recommendations, in 2006, Doane also inaugurated a plan for rotating external reviews for its individual academic programs.

The seven goals from the college's mission statement served as the foundation to all undergraduate learning programs. In establishing the general education program, faculty developed 10 Doane Plan learning outcomes (see below) to ensure achievement of the mission statement's learning goals. Each learning outcome has a primary association with one of the Doane Plan categories, but their achievement crosses the boundaries of individual courses so that students experience integrated learning in relation to the Doane Plan outcomes. Student learning in a given Doane Plan outcome is not limited to the courses of the primary category; most goals are embedded throughout several courses in more than one category. The structure of the general education system will be discussed more thoroughly in Criterion 4.

Crete's campus has consistently administered a mix of locally developed student and faculty surveys on the Doane Plan learning outcomes, the National Survey of Student Engagement (2006, 2008, 2010), and five ACT Collegiate Academic Assessment Program (CAAP) Tests in order to assess levels of student achievement:

- CAAP Critical Thinking Test – 1999, 2003, 2007
- CAAP Mathematics Test – annually, 1999-2009
- CAAP Writing Skills Objective Test – 2001, 2005, 2009
- CAAP Reading Test – 1998, 2002, 2006, 2010
- CAAP Science Test – 2000, 2004, 2008

Attached to provide evidence of student learning are:

- Summary of Local Surveys, 2010
- NSSE Summary Report and Changes 2006, 2008 and 2010
- Summary of ACT CAAP Data, 2010

Information will be cited from these reports in the discussion below.

The Lincoln and Grand Island undergraduate programs have also employed regular assessment processes. Student learning outcomes are specified for each program and then serve as the basis for senior seminars and projects. Students complete student evaluations for each course using questions that are geared to the outcomes, while similarly faculty complete the Faculty Assessment of Student Learning and Engagement. Starting in 2009, Doane also implemented a Graduation Exit Survey intended to review both the major and mission learning outcomes. Reviews of major programs are now on a rotating basis. Data from course evaluations are analyzed after each term by both faculty and staff. Data from the Graduate Exit Survey is discussed by the Lincoln Quality Team. The results on learning outcomes are also compared to

results on the overall adult experience gathered from the Noel Levitz Adult Learner Inventory (see below), which was administered in 2005, 2007, 2008 and 2010. These results are then reviewed with faculty and staff.

### Student Learning Outcomes for Each Degree Program

The Assessment Program includes annual reports (see representative reports attached; reports from each program will be available in the team resource room) from each academic program. The annual assessment report includes a statement of the mission of the department/program, student learning goals for the major, regular key assessments, data gathered during the last year, trend line data as appropriate, and program improvements based on the data. The template also asks reporting faculty to include budget requests for programmatic changes. These annual reports make substantial contributions to the external program reviews conducted on a seven-year rotating basis. Annual assessment reports are available from each departmental faculty representative. Reports are also stored electronically by one of the Faculty Administrative Assistants, as well as in paper copy by the Assessment Coordinator. The nontraditional and graduate programs have also developed regular assessment processes which are detailed below.

#### **3A.2**

##### Achievement of Mission Learning Goals

Doane College recognizes that achievement of its mission-driven learning goals for traditional students calls for the combined effort of the Doane Plan's general education program, the students' specialized learning in their major or professional program and their co-curricular experiences. We will discuss the structure of the general education and individual programs in more detail below, and in Criterion 4, but evidence collected has consistently indicated that Doane students are accomplishing the college-wide mission outcomes.

#### **3A.2(a)**

Students are gaining the knowledge and skills to read, listen, write and speak effectively.

Doane students consistently indicate their learning experiences have improved their communication skills. On the National Survey of Student Engagement (NSSE), 83% of Doane seniors in 2008 and 86% in 2010 indicated their experience at Doane increased their ability to write clearly and effectively. Additionally, 79% of seniors in 2008 and 75% of seniors in 2010 indicated they had increased their ability to speak clearly and effectively. Seniors also assessed their ability to write and speak effectively above the benchmark score on Doane Plan self-assessment surveys for each year from 2004-2010. The CAP Writing Skills Test results have provided further evidence to confirm the NSSE and local surveys, indicating that Doane students have regularly scored higher than the national mean score, 67.3 to 64.1 in 2010.

### Chart 3-1

#### ACT CAAP Writing Objective Test

	Doane College			National Sample		
	N=	PB	SD	N=	PB	SD
Fall 2001	114	67.0	3.5	42,461	64.3	4.7
Fall 2005	133	66.7	4.0	31,582	64.3	4.7
Fall 2009	112	67.3	3.7	24,071	64.1	4.7

PB = Cumulative Percentage Score, SD=Standard Deviation

Doane's adult learners also report an increase in their abilities in reading, listening, writing and speaking. Their responses were all above our benchmark of 4 on a 5 point scale (1= strongly disagree, 5= strongly agree) when asked in the 2010 Graduation Exit Survey whether "coursework in my program of study (all courses taken on the Lincoln campus) enabled me to:"

- Improve my ability to read with comprehension: 4.12
- Learn to listen effectively and accurately: 4.46
- Write clear, concise and grammatically correct English: 4.31
- Speak in clear, concise and grammatically correct English: 4.25

### 3A.2(b)

Students are gaining the knowledge and skills to think critically.

Doane seniors indicated on the NSSE Survey that they believe their education has improved their ability to think critically and analytically. In 2008, 91% of seniors and 95% of seniors in 2010 responded that their critical thinking ability improved "very much" or "quite a bit." Students also assessed their ability to "interpret meanings effectively" and to "think critically" above the benchmark score in local surveys from 2004 to 2010. These student impressions have been confirmed by the direct evidence of the CAAP Critical Thinking Test, where Doane students performed above the national sample, 64.6 to 62.6 in 2010.

### Chart 3-2

#### ACT CAAP Critical Thinking Test

	Doane College			National Sample		
	N=	PB	SD	N=	PB	SD
Fall 1999	163	64.7	4.6	11,494	62.3	5.3
Fall 2003	162	64.5	4.3	13,865	62.1	5.5
Fall 2007	126	64.6	4.1	12,073	62.6	5.4

PB = Cumulative Percentage Score, SD = Standard Deviation

Data from nontraditional students also provide evidence of meeting this outcome. In the Doane-Lincoln-Grand Island Assessment Report (p.7) students indicated that:

- “In class, I was challenged with thought provoking ideas,” rated 4.7 on a 5 point scale
- They improved their critical thinking skills, rated 3.79 on a 4 point scale

### **3A.2(c)**

Students are gaining the knowledge and skills to integrate theories with practice.

Evidence related to the integration of theory with practice also demonstrates effective learning. Crete campus seniors regularly report on NSSE that they are asked to put together ideas or concepts from different courses when completing assignments – 76% indicated that this happens “often” or “very often” in 2010 compared to 74% at institutions in the same Carnegie classification. When asked in that same year whether their coursework asked them to make judgments about the value of information, arguments and methods, 71% of Doane students indicated a positive response, although in this case we trailed our Carnegie peers who registered 77% for “quite a bit” or “very much.” However, when including all students who responded at least “some,” Doane seniors indicated a 99% positive response rate versus 97% for the same Carnegie class schools. Doane provides numerous opportunities to apply knowledge – 82% of Doane seniors reported in 2010 that they had done (74%) or planned to do (8%) a practicum, internship, field or co-op experience, or clinical assignment, again ahead of our peers at just 59% reporting they had completed such an experience. Both students and faculty in Doane’s local survey reported positive responses above our benchmark for “learning the ability to appreciate new areas of learning.”

Nontraditional students from the Lincoln and Grand Island campuses indicated on the Noel Levitz Adult Learner Inventory that they have a clear understanding of what they are expected to learn and that they are given many ways to demonstrate their learning at rates significantly above other schools. Recent revisions to the capstones in the majors (see below) will emphasize even more the application of knowledge through simulations. Again, the Doane Lincoln-Grand Island Assessment Report, based on a sample of Doane Plan classes in 2009, provides evidence that students believe they are learning to integrate theory and practice. Students indicated that they agreed:

- “During the course, I learned practical applications of the concepts we were learning,” 4.69 on a 5 point scale
- That they had developed their skill to integrate theory to practice, 3.8 on a 4 point scale

### **3A.2(d)**

“Students are gaining the knowledge and skills to collect and process information by selecting methods to improve understanding and solve problems.”

“Students are gaining the knowledge and skills to use problem-solving skills effectively.”

Doane’s next two mission learning goals are closely related. In both cases, NSSE scores and our local surveys indicate effective achievement of our learning goals. In 2008, 89% and in 2010, 97% of Doane’s seniors (compared to 91% of Carnegie peers in that year) indicated their coursework required integrating ideas or information from various sources. Some 70% of

first-year students and 68% of seniors indicated they tried to understand someone else’s view by imagining an issue from a different perspective. Eighty-five percent of seniors responded “quite a bit” or “very much” that their coursework emphasized applying theories or concepts to practical problems or in new situations – on par with 84% of Carnegie peers. Similar comparisons arise as Doane 2010 seniors asserted that their education had developed their skills in analyzing quantitative problems (75%) and in using information technology (74%). In the local survey, both faculty in capstone courses and senior students assessed their achievement of the ability “to interpret meanings effectively” as above our benchmark. Lincoln campus students also rate highly their learning of problem solving skills – scoring 3.71 on a scale of 4.

### Chart 3-3

Student and Faculty Survey Data – Crete Campus “To Interpret Meanings Effectively”

Year of Spring Graduation	Faculty Assessment of Student Performance Capstone Courses			Student Self-Assessment		
	N	Mean	SD	N	Mean	SD
2005 Fall (Class 2006)	93	1.78	0.61	133	1.65	0.67
2007 (2006 Fall)	90	1.78	0.87	131	1.69	0.58
2007-08	70	1.91	0.76	126	1.57	0.59
2009	118	1.90	0.94	118	1.47	0.61
2010	86	1.92	0.80	112	1.55	0.67

Note: The Faculty Surveys for students in Doane Plan courses or the Capstone Courses and the student self-assessment survey use a 5-point Likert scale, 1=Strongly Agree, 2=Agree, 3=Neutral, 4=Disagree, and 5=Strongly Disagree. The benchmark is set at 2.0.

### 3A.2(e)

Students are gaining the knowledge and skills to work with others.

Doane students have a wide variety of opportunities to learn collaborative skills – both in classes smaller than those at major state institutions and in extra and co-curricular activities. A majority of Crete campus students participate actively in athletics, the fine arts and student organizations. These opportunities to work collaboratively are well reflected in our NSSE data. Sixty-eight percent of Doane first-year students reported in 2010 that they worked with other students on projects during class and 75% worked with classmates outside of class to prepare assignments (versus 43% and 51% respectively for our Carnegie classification peers). Eighty-three percent of seniors in both 2008 and in 2010 reported on the NSSE that their Doane experience had developed their skills in working effectively with others. Pedagogy for the nontraditional students also emphasizes interaction as students reported on the Adult Learner Inventory that Doane’s encouragement of student-student interactions both exceeds their expectations and significantly exceeds that of other institutions, while the 2010 Graduate Exit Surveys indicate that seniors rated Lincoln’s campus a 4.54 on the 5 point (5= strongly agree) scale in the level at which their coursework enabled them to learn the skills to “collaborate successfully with others.”

### 3A.2(f)

Students are gaining the knowledge and skills to act ethically and to lead responsibly.

Doane is committed to providing a liberal education that helps prepare students to engage as citizens in the world around them and to take the lead in developing the vision and actions to achieve the common good whether in their profession, culture, religion or within the larger democracy. While it is not possible to guarantee the behavior and attitudes of graduates once they leave the institution, our available evidence points to Doane providing a strong foundation for ethical action and leadership. A large percentage of Doane students provide volunteer service for the community, but more impressively, a larger percentage of Doane students report participating in service learning as part of a course than their peers at similar Carnegie schools.

#### Chart 3-4

NSSE 2010 Service-Learning Comparisons

	Doane FYS	Carnegie FYS	Doane Seniors	Carnegie Seniors
Community service/volunteer (Plan to do, Done)	91%	84%	92%	80%
Service learning as part of a course (Some, Often, Very Often)	53%	44%	71%	52%

Lincoln and Grand Island students clearly indicate they have developed an understanding of ethical and responsive leadership, rating it a 3.8 out of 4 on the 2009 Doane Plan survey. Similarly, Crete's seniors report that their education helped provide them the skills to develop a personal code of values and ethics, as well as developed their interest in contributing to the welfare of the community, again at a rate above our Carnegie classification comparison group.

#### Chart 3-5

NSSE 2010: To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

	Doane Seniors	Carnegie Seniors
Developing a personal code of values and ethics (Quite a Bit, Very Much)	73%	65%
Contributing to the welfare of your community (Quite a Bit, Very Much)	59%	55%

In Doane's local survey, both students and faculty were asked to rate whether students demonstrated "An understanding of constructive leadership and ethical decision making." Students consistently rated their understanding above the benchmark goal. Faculty rated students above the benchmark from 2004-2008, but then rated student performance in capstone courses just below the benchmark in 2009 and 2010 (noting that the benchmark itself was adjusted higher from 2.3 to 2.0). Thus, faculty will examine strategies to improve students' comfort with analysis of ethical theories in future years. Examining how to better achieve these key liberal arts goals will be one of the primary tasks of the faculty as the Doane Plan is reviewed in 2011-2012.



### 3A.2(g)

#### Overall Effectiveness

Overall, these surveys and tests demonstrate effective education, and faculty continue to seek ways to make a good education even better. One aim of our faculty development programs through the Center for Excellence in Teaching and Learning is to improve the faculty's ability to teach essential skills and knowledge. Our current review of the general education curriculum will look at how to refine our understanding of liberal education at Doane and intentionally sequence courses and experiences to more effectively achieve the development of individual and professional skills and talents as well as the values and dispositions of the engaged citizen that are called for by a 21st century liberal education. We also recognize that while the CAAP provides direct evidence and some external validation of the effectiveness of Doane's learning experiences, we need to develop additional authentic measures to provide a richer source for discussion of curriculum improvement. Key to this effort will be the development of more effective general education rubrics that can be used to measure products of student learning drawn directly from class assignments. Revised rubrics will enable us to compare the achievements of undergraduate students from our different campuses.

Not only can we demonstrate student achievement of our learning outcomes, we can consistently establish a level of overall excellence that equals or exceeds our peers in both our traditional and nontraditional undergraduate programs. In 2008 and 2010, Doane scored at or above the scores of other Carnegie-level institutions in key benchmark comparisons on the NSSE categories of Active and Collaborative Learning, Student-Faculty Interaction, and Supportive Campus Environment, with the most recent comparisons given below.

#### Chart 3-6

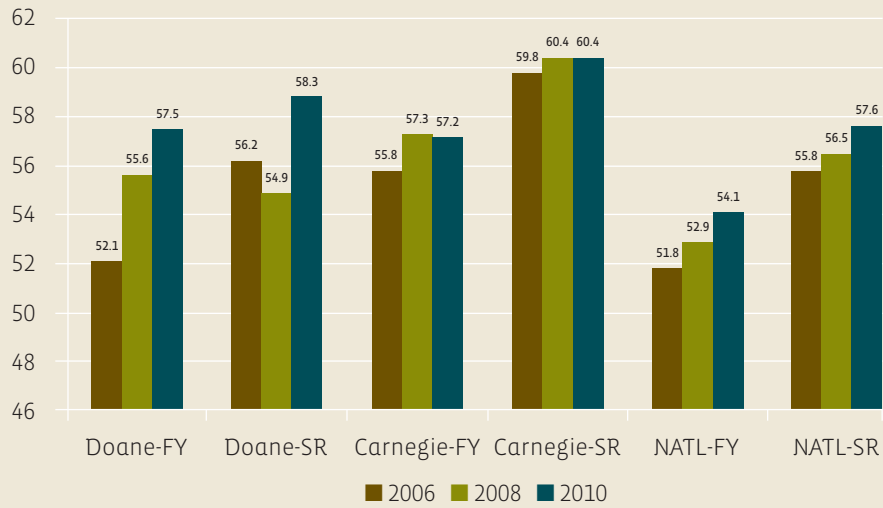
##### Measures of Overall Effectiveness

NSSE 2010 Benchmarks	First Year		Senior	
	Doane	Carnegie	Doane	Carnegie
Active/Collaborative Learning	53	43.7	57.5	53.4
Student-Faculty Interaction	40.7	37.2	52.6	47.9
Supportive Campus Environment	69.7	65.3	66.8	62.0

In 2006, Doane's Level of Academic Challenge was lower in comparison to our Carnegie peers in both first year and senior surveys. Since 2006, the college has improved on this benchmark and in 2010 rated above the national sample of all schools which administered the NSSE.

**Chart 3-7**

Level of Academic Challenge Benchmark Comparison



In 2010, Doane has risen above our Carnegie peers in the first year and close to our peers among seniors. Continuing to improve the level of Academic Challenge, particularly reviewing our senior year experience, will be a major issue for consideration in our reviews of the Doane Plan and interterm during the next two years.

**Chart 3-8**

Academic Challenge

NSSE 2010 Benchmarks	First Year		Senior	
	Doane	Carnegie	Doane	Carnegie
Academic Challenge	57.5	57.2	58.8	60.4

Doane measures the nontraditional undergraduate programs delivered at the Lincoln and Grand Island campuses through the Noel-Levitz Adult Learner Inventory, based on the standards developed by Noel-Levitz and the Council for Adult and Experiential Learning for programs aimed at students who are 25 years old and older. Doane’s nontraditional program has consistently performed well in comparison to the other adult-oriented programs that use the Noel-Levitz. In 2010, Doane scored significantly higher in 45 of 47 categories in terms of student satisfaction with their education and services, including demonstrating particular strength in these objectives related to learning:

- This institution provides students with the help they need to develop an education plan.
- I have a clear understanding of what I’m expected to learn in my classes.
- I receive timely responses to my requests for help and information.
- My studies are closely related to my life and work goals.

- My instructors provide timely feedback about my academic progress.
- Sufficient course offerings within my program of study are available each term.
- I receive the help I need to stay on track with my program of study.
- My instructors respect student opinions and ideas that differ from their own.
- The learning experiences within my program of study challenge me to reach beyond what I know already.
- The frequency of interactions with my instructors is satisfactory.

In fact, when comparing their satisfaction with their expectations, Doane students rated the program higher than other institutions on every scale of the Noel-Levitz Survey to the highest level of statistical significance.

### Chart 3-9

Lincoln and Grand Island Undergraduate Programs Compared to National Group of Adult Learners

Scale	Doane College			National Four-Year			Adult Learners
	Import	Satis.	Gap	Import	Satis.	Gap	Mean Difference
Scale #1: Outreach	6.52	6.25	0.27	6.52	5.75	0.77	0.50 ***
Scale #2: Life and Career Planning	6.37	5.91	0.46	6.40	5.40	1.00	0.51 ***
Scale #3: Financing	6.26	5.89	0.37	6.39	5.46	0.93	0.43 ***
Scale #4: Assessment of Learning Outcomes	5.96	5.77	0.19	6.09	5.41	0.68	0.36 ***
Scale #5: Teaching - Learning Process	6.29	6.12	0.17	6.37	5.77	0.60	0.35 ***
Scale #6: Student Support Systems	6.17	5.90	0.27	6.25	5.51	0.74	0.39 ***
Scale #7: Technology	6.09	5.95	0.14	6.29	5.73	0.56	0.22 ***
Scale #8: Transitions	6.17	6.02	0.15	6.28	5.55	0.73	0.47 ***

Import = importance; Satis.= Satisfaction; \*\*\* = indicates the highest level of statistical significance. Smaller gaps between importance and satisfaction indicate that Doane students are more satisfied with their education and services than the national sample.

The college will do more in the coming years to develop direct assessments on our mission learning outcomes for our undergraduate programs. Our strategic vision will necessitate finding the right level of academic challenge while slowly increasing the quality of the student body. But the data clearly indicates that Doane provides an effective liberal education for both traditional and nontraditional students.

### 3A.3

Effective use of Doane Plan (General Education) Assessment

Successful completion of the Doane Plan, which appeared as the name of Doane's general education requirement in the 1978-79 catalog, is a requirement for all students in order to receive a baccalaureate degree. The outcomes for the Doane Plan are stated in the catalog and indicate that through the completion of the Doane Plan, students will demonstrate:

- An understanding of the origins, development, values, and distinctive qualities of our collective heritage.
- An understanding of the nature and effects of economic, political, psychological and social forces.
- An understanding of the values, traditions, behaviors and philosophical foundations of diverse national and international cultures.
- An understanding of the basic phenomena of the natural world, methodologies governing the sciences, and the relationship of both to the world community.
- An understanding of the fundamental processes of mathematics and the ability to use mathematical modeling in solving practical problems.
- The ability to read, write, speak, listen and interpret meanings effectively.
- The ability to understand, appreciate and engage in creative expression.
- An understanding of health and lifetime fitness.
- An understanding of constructive leadership and ethical decision making.
- The ability to appreciate and explore new areas of learning.

The Doane Plan consists of a number of categories of studies from which students must complete courses. The categories of studies, which first appeared in the 1989-1990 catalog, include Heritage Studies, Contemporary Issues, Cultural Perspectives, Natural Science, Mathematical Reasoning, Communication, Aesthetic Perspective, and Health and Well Being. A Liberal Arts Seminar and Liberal Learning requirement are also part of the Doane Plan. (See a definition of each category in Criterion 4.)

As outlined in the Faculty Handbook, the assessment of the Doane Plan is carried out by the Assessment Committee and changes to the Doane Plan as a result of that assessment are overseen by the Doane Plan Committee. The duties of the Doane Plan Committee are 1) to oversee changes to the Doane Plan, and 2) to consider student requests for exceptions to general academic policy in terms of the Doane Plan. The committee consists of one faculty member from each academic division, the Vice President for Academic Affairs, the Dean of Undergraduate Studies-Lincoln, a representative from the Assessment Committee, and one to two students. The Doane General Education Metric indicates all the sources available in assessing the Doane Plan.

As a result of assessment activities and continuous dialogue on the Doane Plan Committee, the following changes have been made over time to the Doane Plan:

1991-92	<i>Life-Long Learning</i> renamed <i>Liberal Learning</i> <i>Learning Community</i> renamed <i>Community</i>
1992-93	Separated Doane Plan into <i>Categories of Study</i> and <i>General Requirements</i> (which included learning skills, interterm, the community and liberal learning)
1995-96	10 student learning outcomes appear in The Doane Plan The Community and Liberal Learning are back under Categories of Study
1997-98	The Community changed to <i>Community and Leadership</i>
1999-2000	10 student learning outcomes are revised to current outcomes

2000-2001	IT/computer skills removed as a learning skill on the Crete campus
2005-2006	First-year experience Liberal Arts seminars (LAR 101) added
2006-2011	Doane College Five-Year Strategic Plan includes an initiative “to modify the Doane Plan and graduation requirements consistent with the foregoing to ensure that students receive an education consistent with our concept of a broad and deep liberal education.”

Consistent with the strategic plan in September 2010, at the request of the Doane Plan Committee, the Vice President for Academic Affairs established the Doane Plan Task Force with the charge to:

1) Review relevant materials, including:

- The draft working statement from the Doane Plan Committee
- The report “College Learning for the New Global Century” a report from the Liberal Education and America’s Promise (LEAP) initiative of the Association of American Colleges and Universities, noting that the LEAP project argues that liberal education should prepare students for three goals:
  - Engaged democratic citizenship
  - The development of individual capability and responsibility through the education of the whole student
  - The skills needed for working in a dynamic 21st Century global economy, including cultural knowledge, skills in problem-solving, collaboration and communication
- The materials from the August 2010 general education workshop

2) Review student learning outcomes within the context of:

- The revised mission
- The assessment of the existing Doane Plan learning outcomes
- The ideas contributed by faculty at the August workshop
- A review of general education systems outside of Doane. Note that achievement of mission-related outcomes should be the result of the combination of general education, the major, and co-curricular learning, thus the committee should be aware of the broader qualities faculty would like to see in a Doane graduate but then focus in on the role of the general education program in achieving those qualities.

3) Develop a proposal for a structure that will sequence courses and learning experiences back from graduation to intentionally achieve those outcomes. Scholars such as John Gardner and John Tagg have produced lists of best practices for programs that focus on active student learning. The Task Force should strive to achieve a well-designed curriculum that:

- Helps students to identify their own learning goals.
- Develops skills that students can use to adapt to new learning challenges.

- Provides students with frequent opportunities to practice skills or apply knowledge.
- Aligns learning so that junior and senior courses deliberately build on the skills and knowledge developed in first and second year courses.
- Provides students with frequent and ongoing feedback with enough information so that they can improve their performance.
- Provides students with the motivation to take their learning beyond the end of the course or semester.
- Provides students with an understanding of the connections between courses/categories and the mission outcomes.
- Provides students with an understanding of the connections between general education courses/experiences and their major fields of study.

To date, the Task Force carried out regular meetings during the 2010-2011 academic year and sent teams of faculty to the November 2010 meeting of the Collaboration for Learning and to the March 2011 Association of American Colleges and Universities Conference on general education and assessment. They drafted a philosophy of general education (see below) and learning outcomes – tying both in with the new mission statement. At a three-day retreat in June, the Task Force developed the first draft proposal for a four-year structure for general education linked to a series of liberal arts seminars. The draft proposal will be further developed during the summer of 2011 and then shared with the Doane Plan Committee and full faculty for comment in the fall of 2011. The hope is to use comments discussed to revise the proposal and bring it forth for formal approval in the spring of 2012 with a potential implementation date in August 2013. We will provide the team with the latest version of the proposal in October.

Draft philosophy and learning outcomes for a revised general education program:

### **Philosophy of General Education**

The Doane Experience is an immersive, collaborative environment, a community of students, faculty and staff that inspires students to take responsibility for their ongoing academic and personal growth. It is a defining experience that serves as a catalyst for students to develop intellectual skills, to build connections among diverse sources of knowledge, and to adapt their liberal education to serve and to lead at all levels of social, civic and professional citizenship.

### **Essential Student Learning Outcomes**

1. Develop crucial intellectual skills. Students will learn to:
  - engage in discovery;
  - assemble and evaluate facts and assumptions;
  - support conclusions with relevant evidence; and
  - practice effective communication.

2. Build connections of knowledge across various disciplines. Students will learn to:

- synthesize knowledge across general and specialized studies;
- develop creative insights and expressions; and
- apply and integrate knowledge collaboratively to solve complex problems.

3. Adapt their liberal education to serve and to lead at all levels of citizenship.

Students will learn to:

- create a refined, empathetic understanding of a multifaceted world;
- orient their own ethical compasses to act accordingly; and
- engage with people of varying perspectives to build just societies.

### **3A.4**

#### Achievement of Learning Outcomes in Major and Graduate Programs

Most major programs have consistently provided annual reports on their assessment programs and evaluations over the decade. The reports are filed with the Assessment Coordinator and used regularly in planning program improvements at the departmental level. The overview of program assessment indicates the variety of tools used by major programs including portfolios, senior research projects, standardized tests such as the CAAP or GRE, senior and alumni surveys, and tracking of graduate admission and career placements. In addition, a common student course evaluation instrument is used in Crete. The Lincoln and Grand Island programs are reviewed internally on a three-year rotation using both student and faculty course evaluations keyed to the outcomes for each program and the annual Graduation Exit Survey for the different majors that began in 2009.

#### Crete Undergraduate Major Programs

Prompted by the suggestions of the last Higher Learning Commission report, the college added external reviews of undergraduate majors in Crete beginning in 2006. To date, biology, mathematics, chemistry and biochemistry, art, physics, business administration, psychology, information systems and computer science, music and environmental science have completed external reviews. All other programs are scheduled to be completed by spring of 2014 when the seven-year cycle will be renewed.

### Chart 3-10

#### Seven-Year Rotating Schedule for External Program Review (Rev. May 2011)

Academic Year	Fall Term Reviews	Spring Term Reviews
2006-2007*	Biology & Honors Biology	
2007-2008*	Mathematics	Chemistry/Biochemistry
2008-2009*	Art Business Administration	Physics
2009-2010*	Perkins Library Music	Psychology Information Systems Computer Science
2010-2011		Environmental Science
2011-2012	HLC on-site accreditation review	NCATE on-site accreditation review including Elementary Education, Special Education, and secondary licensure programs ** Theatre English Journalism & Media
2012-2013	Sociology History Economics	German, Spanish, French Political Science Public Administration Accounting
2013-2014	Biology & Honors Biology	Philosophy Religious Studies

Continue each program on a 7 year cycle

\*Reviews in these years have been completed.

\*\* Reviews of majors tied to education, such as Natural Science or Social Science, will be timed as part of the Education review with discussion of the major with faculty in the relevant disciplines.

For each external review, programs produce a self-study, reviewing their assessment data and setting future goals for the program, before hosting a peer reviewer for a one-two day visit to campus. The reviewer's report is then used by the program and the Vice President for Academic Affairs to set ongoing goals for the department and link those goals to academic planning and budgeting.

These efforts have led to regular program updates or curricular revisions in the major programs. Examples include:

- **Biology** – following the fall of 2006 review of the biology major, a complete overhaul of the major was submitted and the new curriculum began in the fall of 2007. The new structure features a rigorous three-course core sequence, which intentionally stresses experimental design and related skills in an inquiry-based laboratory curriculum. In addition, scientific communication is intentionally taught with writing emphasized in the first course, oral presentations emphasized in the second course, and poster presentations



emphasized in the third. This has enabled the department to increase the sophistication of discussions about communication and experimental design in the junior seminar students take to prepare their senior research proposals.

- **Business Administration** – moving away from professional accreditation, the major was revised in 2009-2010 with a smaller number of credits to better fit within a liberal arts institution.
- **Economics** – added econometrics to the major core in 2008.
- **History** – created a sophomore-level historiography course in 2010 to better prepare and track majors.
- **Information Science and Technology** – revised curriculum in 2002 to create three focus areas: software, hardware and networking.
- **Mathematics** – added a senior project and presentation as a requirement in 2003, restructured key courses including Math 107: Problem Solving, restructured the calculus sequence from four to three courses in 2007 and 2008.
- **Physical Education** – revised major in 2006 with changes in emphasis titles, course titles, some course content/descriptions, core requirements, cognates and fieldwork requirements.
- **Psychology** – added a career-planning course in 2000 and added a comprehensive final in PSY 252 in 2011.

#### Lincoln and Grand Island Undergraduate Programs

As indicated, the Lincoln and Grand Island majors are assessed on a rotating basis. The primary tool for evaluation is the Graduation Exit Survey and the capstone experience.

- The Graduation Exit Survey was first designed and administered in 2009. The purpose of the survey is to assess the graduates overall perception of their learning within their major, to have the graduates assess their capstone experiences, and to assess their overall satisfaction with their Doane experience. The survey was conducted using Survey Monkey and consisted of two parts. Part one gathered information pertaining to the learning outcomes of the major. Students were asked to rate their learning of each outcome. This section also included a question for open comments on the capstone experience. The second section of the survey addressed the graduates overall assessment of the Doane Experience (see Graduation Exit Survey Overall Assessment of Doane Experience). This survey was administered in 2009, 2010 and 2011.
- In 2009, we had 96 responses to the survey. The results were reviewed by the Lincoln Quality Team. It was noted that students expressed concern over the usefulness of the senior seminar experience, but the team decided more than one year of data was needed before major changes were made.
- The 2010 survey was completed by 94 graduates. The Assessment Officer for the Lincoln and Grand Island campuses decided to put the review of programs on a rotation.

Program	Review Year
Allied Health	2011
Professional Studies in Accounting	2010
Professional Studies in Business Marketing	2010
Professional Studies in Business Management	2010
Professional Studies in Business Human Resource Management	2010
Professional Studies in Business General Business	2010
Criminal Justice	2011
Graphic Design	2011
Human Relations	2012
Information Systems Management	2012
Liberal Arts	2012
Organizational Communication	2013
Paralegal Studies	2013
RN to BSN	2013

- Upon review, the Lincoln Quality Team concluded that the senior capstone experience for the Professional Studies in Accounting major was appropriate. That experience consists of a class using the CPA review materials.
- The Lincoln Quality Team also decided that the capstone experience for the other three majors under consideration should be changed. At that time, students completed a research project for their capstone experience. While this project seemed valuable, it did not meet the goals of the major nor assess the overall learning in the program effectively. The team agreed to change the capstone experience to a business simulation spanning two terms. The simulation is completed in teams and each team presents some portion of the results to the entire class and a faculty review team. This change was made in autumn/winter II of 2010 and repeated in winter I/spring of 2011. Written student team reports have been gathered and some presentations videotaped. These, along with responses from the 2011 Graduation Exit Survey, will be reviewed to determine the impact of this change. So far, student feedback has been very positive.

As in most small colleges, the combination of state oversight and external review by the National Council for Accreditation of Teacher Education results in the most significant assessment processes being built for both our undergraduate and graduate education programs. Examining the graduate programs in education, our largest graduate programs, provides a good example of the depth of this assessment.

#### Graduate Programs - The Example of Education

The Master of Education in Curriculum and Instruction and the Master of Education in Educational Leadership have a history of utilizing assessment for programmatic approval. The Master of Education has clearly stated outcomes for each program. The outcomes are aligned with the INTASC Standards for the Curriculum and Instruction program and the Standards for School Leaders by the Council of Chief State School Officers for the Educational Leadership program. The program standards are also related to the overall Doane College mission through the theme of leadership and promoting quality programs at the graduate level. Both programs

have as a foundation the Master of Education mission statement. The themes that are found throughout the programs are those of leadership, reflectivity, contextual understanding and collaboration with constituencies. Program outcomes are designed for each program and are aligned with all student and programmatic assessment forms. The National Council for the Accreditation of Teacher Education (NCATE) self-study website will be made available to the team in October.

The Master of Education program is accredited through the State of Nebraska and NCATE. The last external evaluation was in April 2005, and the next scheduled visit will be in the spring of 2012. Assessment data is collected at numerous points and provides information for student and programmatic assessments through direct and indirect measures.

There are internal and external components to the system. The three external review processes include the following:

1. The Nebraska Department of Education requires folios for each of the endorsement areas to be filed yearly. The data filed is aggregated and disaggregated by subject/content area which assures state compliance. All information is supplied online to the state.
2. As an accredited member of NCATE since 1969, Doane has seen its extensive assessment system evolve over time. NCATE requires accredited institutions to provide yearly information to them concerning programmatic and student data. This assessment system provides meaningful data for input into designing programs and for programmatic improvement.
3. Finally, the Education Division provides the federal government information concerning the Master of Education program yearly concerning programs that lead to endorsement areas. This is embedded in the school report card for teacher education and is placed on the Doane website. In addition to these external reviews, the Higher Learning Commission visited and accredited the site-based Curriculum and Instruction and Educational Leadership program sites as required by the U.S. Department of Education.

#### Assessment for M.Ed. in Curriculum and Instruction, Educational Leadership

The assessment plan for the Master of Education for Curriculum and Instruction and Educational Leadership has four points at which data is collected yearly and in some instances by semester. The data is disaggregated by site to ensure each site is receiving the same quality of program. The data collection and assessment points include entry to the program, full admission to the graduate program, assessment during the program and at the program's completion. These points include the collection of data which provides information concerning program and student performance data. Internal and external data is included in the assessment system. The data collected includes the following:

#### Candidate Data

- TRANSITION POINT ONE: (Entrance to program)
- Application
  - Transcripts
  - Satisfactory letters of recommendation
  - Passing PPST

- Review of GPA – 2.8 overall required
- Completion of pre-assessment survey for program (Curriculum and Instruction only)
- An interview for admittance to the program (Educational Leadership only)
- Proof of ability to use technology (Educational Leadership only)

TRANSITION POINT TWO: (Full admittance to program)

- Review of course grades in first nine hours
- Maintaining GPA (minimum 3.0)
- Successful completion of nine hours of graduate work
- Interview with students to review progress in program (Educational Leadership only)

TRANSITION POINT THREE (During the program)

- Grades (maintain a 3.0)
- Successful completion of the critical pieces during coursework at proficient or distinguished level
- Course evaluations
- Successful completion of the practicum/internship experiences. (Educational Leadership only)

TRANSITION POINT FOUR: (Completion of Program)

- Portfolio review
- Completion of action research project
- Review of GPA
- Post review completed (Curriculum and Instruction only)

### Programmatic Data

Additional internal and external sources of data for programmatic improvement are also collected throughout the program. These include the following:

- Exit Survey from graduates of program
- Employer survey (principals of students complete a survey about student and program)
- Statistics of degree and non-degree seeking students
- Data from course evaluations
- Pre- and post data analysis for programmatic review of outcomes (Curriculum and Instruction only)

The data is collected and a yearly assessment retreat is held. Students, faculty, adjunct faculty and employers are invited to help in the analysis of the data. From these conversations, changes to the Curriculum and Instruction and Educational Leadership program are made.

### Changes to the Curriculum and Instruction and Educational Leadership Programs

Since 1995, the following changes have been made based upon the data collected.

1. There has been a complete review of the mission and outcomes of the programs. Information which connects K-12 student learning to students in the

program was added, along with dispositional factors concerning the belief that all students can learn and fairness and equity for all students.

2. Critical pieces were designed for the program that were tied to the required courses. These include the ability to plan units and lessons utilizing multiple factors, dispositional statements for philosophy, completion of a multicultural education field experience, demonstration of the ability to assess students in multiple ways and the ability to do and utilize research for change to affect change.

3. Several endorsements were designed following state guidelines and received approval. These include early childhood education, English as a second language, special education and reading specialist.

4. A component to help inform principals of the graduate program and the research being completed by teachers in their buildings.

5. An IRB was designed and put into place.

6. An online assessment system was designed.

7. Changes to the survey instruments have been completed as requested during the data retreats.

8. Sites were added for the Educational Leadership program. Both the Educational Leadership program sites and Curriculum and Instruction sites were approved by the Higher Learning Commission in 2008.

9. The addition of an Educational Specialist Program was approved by the Higher Learning Commission in 2011.

The assessment system for the new Education Specialist degree was based on experience in the other two graduate education programs. The HLC review team for the Ed.S. program praised the assessment system and noted: “The assessment plan for the proposed Ed.S. degree program includes various student assessment components in a number of areas. There are also feedback loops in place at different levels of the proposed program to inform decision on curriculum and course sequencing, and to provide remediation for students as needed in the cohort model.”

The Master of Arts in Counseling program has relied on quarterly meetings of faculty to discuss the progress of individual students and possible changes in the curriculum. In the summer of 2011, the faculty approved developing a portfolio system that will require student reflection on their developing identity as a counselor tied to artifacts that provide evidence of their progress for admission to each stage of the program. The portfolios will provide a powerful new tool for program assessment as well (see draft proposal for MAC portfolio).

### **CORE COMPONENT 3B:**

The organization values and supports effective teaching.

Doane College places effective teaching and a high degree of interaction between students and faculty at the forefront of its mission and its academic programming. Our overall effectiveness is demonstrated by the alumni and student surveys conducted by Performa Higher Education in 2010, in which current and former students repeatedly cited the influence of individual faculty on their development. In responding to questions about why students should choose Doane, they have a remarkable consistency in their praise of the emphasis on teaching and close interaction with students. Below are several responses to the question, “Please explain why you

believe a student should choose a Doane College education instead of one offered by another higher education institution.”

A sampling of nontraditional and graduate student comments:

- “Smaller classrooms provide better relationships and greater learning. Doane College Lincoln (campus) students are nontraditional and are looking for specific work/life related courses, teachers in those subjects are an excellent resource to those students.”
- “Out of every higher educational institution I have attended, Doane by far is the best. The staff, from the receptionists, advisers to the professors are outstanding. They treat you like a real person vs a number. They want you to succeed in your education and are there to help you when you need it. I feel like I AM going to succeed in my education at Doane. And with that my life will become even better than it already is based on my education/degree that I receive.”
- “Doane was the best decision I’ve made in my life thus far. I know my instructors and furthermore, they know me. All of my classes were taught by professionals who not only knew exactly what they were talking about but made me understand and be captivated. Education isn’t about how great you can do on some tests (like most colleges) but rather how you apply the things you learn to everyday life to better yourself and your community.”
- “Doane has high expectation of their students, yet are flexible and willing to work with nontraditional students.”
- “The curriculum is outstanding. The professors are amazing and really made me feel like they cared. The convenience of night classes and the flexibility of the faculty to work with students on schedules and really anything else is unmatched.”

A sampling of comments from traditional students:

- “The professors actually care about the students and help as much as they can.”
- “The ability to personally interact with your professors more than just during class time is a great because it builds a close relationship that enhances your learning ability and can help in the long run. The fact that you can spend more time with your professors can help them identify what type of student you are, and how you learn best.”
- “I think that Doane offers more than just an education. Faculty offers relationship - many are on a first-name basis with all their students. There is always mutual respect in the classroom.”
- “You get a closer relationship with professors which allows you to learn material more in depth than you would at a large university.”
- “Doane provides a smaller classroom where teachers know each and every one of their students. They take the time to get to know them and are more personable than a larger college. Doane not only provides you with great classes for your desired degree, but they also provide you with experiences that form us into well rounded students and people.”
- “The small size fosters close relationships with faculty and staff. You get the chance to make the most of your education through these relationships.”

- “Doane offers individualized instruction. Here you are not a number, but a student.”
- “I transferred from another 4 year liberal arts college. I have had a much better experience in the classroom at Doane. I feel I am learning more in class. There is a greater connection between teachers and students as well as the campus as a whole. Doane college definitely feels like a community.”

A sampling of alumni comments:

- “Good academics, PERSONAL attention paid to students, high rate of students going on to obtain advanced degrees, high number of Fulbright scholars, internship opportunities, travel opportunities.”
- “Doane has a broad base and legacy of committed students and dedicated/competent faculty; encourages critical thinking and analysis associated with liberal arts; promotes service and enhanced quality of life; and has a highly conducive setting at (the) Crete campus.”
- “The quality of the faculty and their dedication to the students; the quality of the programs; small classes; opportunity for international studies.”
- \* “I believe the individual support and interest in each student to achieve their future goals is truly important to the faculty and students.”
- “For the academics, life experiences and the close relationships with your instructors. They support you and your education each step of the way.”
- “Closer contact with teachers and other students as well (as) having a strong academic program.”
- “It offers quality education...and because of its size can personalize attention to students.”
- “I’ve taught in large lecture halls at the University of Colorado and University of Denver and the student contact is non-existent. Doane still offers student-faculty contact & interaction - a big plus in my opinion.”
- “A quality liberal arts education at Doane is far superior to one at a larger university. Faculty are at Doane because they love to teach and to become a big part of the student’s lives during the student’s very formative years. This is not as readily available at the larger institutions.”

The individual comments are reflected in the complete Performa surveys. When asked if they have a strong connection to at least one faculty member, 89% of 220 traditional students indicated that they strongly agreed, as did 65% of 102 nontraditional students. When asked their opinion of the statement “I am satisfied with the education I am receiving from the college,” 92% of traditional students, 96% of nontraditional students, and 94% of graduate students indicated that they “agreed” or “strongly agreed.” This confidence in the effectiveness of their education carries past graduation. In the same round of surveys administered as part of the strategic planning effort in 2010, 54% of 1,123 alumni “strongly agreed” and 43% “agreed” with the statement “I am satisfied with the education I received from the college” for a total positive response of 97%. Doane is committed to maintaining the high quality of teaching and high level of student-teacher interaction that is at the heart of those results.

### **3B.1**

#### The Role of Teaching Effectiveness in Faculty Hiring and Evaluation

From the advertisement for a vacant or new faculty position to the extensive review process with yearly checkpoints through tenure review, Doane College demonstrates that teaching effectiveness is the most highly valued faculty characteristic.

As an example of hiring practice, consider the recent search for a new biology faculty member. The advertisement emphasized teaching as the key criterion for the candidate's acceptability by listing teaching responsibilities first and requiring a statement of teaching philosophy as a part of the application. Ability to do research is considered, but it is linked to working with undergraduates, emphasizing again the teaching mission of the college. The interview questions used for the telephone interviews for this position also highlight the emphasis on teaching effectiveness as the most important criterion. All search committees for faculty positions are composed of faculty members and at least one student.

Upon arrival on campus, a new faculty member begins an extensive review process that emphasizes developing teaching effectiveness. The Faculty Handbook lists criteria for evaluation that starts with performance in teaching. Beginning in year one, a faculty member develops a portfolio, which is used at formal evaluation points including third year, sixth year and promotion reviews. Teaching effectiveness is the first area to be highlighted in the portfolio (Faculty Handbook 2010-2011 p. 11-14). Classroom visits by the division chair and/or Vice President for Academic Affairs are required in year one, two and three. Formal classroom observation reports must be included in the faculty member's employee file. Each course taught by a faculty member is evaluated by students at the end of the semester using a college-wide evaluation form, and these evaluations are considered by review committees during the Third Year Review, Sixth Year Review (tenure review) and promotion reviews. Review committees are always composed of four faculty members, with at least one faculty member from outside the candidate's division, and the committee report forms the primary source of data for retention/promotion recommendations made to the President and the Board of Trustees by the Faculty Affairs Committee and the Vice President for Academic Affairs.

Faculty evaluations for adjunct faculty in Lincoln and Grand Island are handled by the respective Deans. All courses require an evaluation in which students are asked to comment on their achievement of the outcomes for the course. The Dean provides standard syllabi and refers new instructors to veterans in crafting their courses. Low performing faculty who do not show potential for improvement are simply not hired for subsequent terms. However, the majority of faculty in our nontraditional undergraduate and graduate programs have been teaching effectively for Doane for several years. Dean Janice Hadfield reports that of the 76 adjunct instructors who have taught regularly for Lincoln and Grand Island, 32 (41% of the whole) have taught for Doane for more than 10 years, 20 (26%) have taught for 5-10 years, and 10 (12%) have taught for 3-5 years. Similarly, in the Master of Arts in Management program, 18 of 23 instructors have taught in the program more than three years – 11 of them (48%) for more than 10 years. This stability of adjunct faculty has allowed for enhanced communication on the programs and development of faculty through working with the Deans over time.



### 3B.2

#### Faculty Development for Effective Teaching

A very important factor in achieving student learning outcomes is effective teaching. Doane College is taking an increasingly proactive approach towards pursuing, achieving and sustaining effective teaching by investing in the development of each faculty member.

A recent example of this investment is the formation of the Center for Excellence in Teaching and Learning (CETL), in the fall of 2009. As a faculty development center, it is the mission of CETL to support all Doane College faculty members in their pursuit of effective teaching. Offerings from CETL center around instructional elements found in the latest Doane Strategic Long-Range Plan and include offering workshops and shareshops that focus on innovative and effective instruction and assessment practices in areas that cross all disciplines such as critical thinking, developing students as communicators (writing, reading, dialogue), and active learning; facilitating the creation of interdisciplinary offerings through learning communities and the Arts Are Basic program; and driving the development of service-learning opportunities. (See more data on the CETL website and in Criterion 4).

An established example of this investment towards effective teaching is the Faculty Development Travel Fund administered through the Academic Dean's office. In 2011-2012, this fund will be increased from \$500 to \$600 annually, available to each full-time faculty member to help defray the travel costs associated with professional activities. A faculty member can carry over up to \$600 in unused funds to the next academic year.

This travel fund can be supplemented by development grants overseen by the Faculty Development Committee. Each semester this committee considers proposals from the full-time faculty and makes recommendations for grants for faculty development and diversity (and in the past, leadership). The committee has awarded \$3,500 per semester to faculty to engage in a variety of development activities. The grants have ranged from \$150-\$1,500 (see list of Faculty grants for 2010-11).

One of the largest investments annually made by Doane towards effective teaching is the granting of three to five Faculty Development Leaves (sabbaticals) per year. These leaves provide the opportunity for research, creative effort or intensive study, all of which promote a more effective instructor. In order to provide flexibility to the various needs of faculty, the types of leaves were expanded to include a full year at half pay, one term at full pay, or half time at full pay through a full year. Departments work with the Vice President for Academic Affairs to determine how to cover classes during the leaves – adjusting the rotation of classes in a department or adding adjunct help are the most common accommodations. The sabbaticals for the last 10 years are attached (see Sabbaticals 2000-2012), but the list for those from the last five years indicates that the leaves are used by faculty from all academic divisions.

#### **Paid leaves:**

2007-08

Brad Johnson, English  
Peter Reinkordt, German  
Russ Soucek, Biology

2008-09

Deryl Merritt, Business  
Jay Gilbert, Music  
Alec Engebretson, IST

2009-10

Danelle DeBoer, Sociology  
Kathy Springer, Business  
Tom King, Education

2010-11

Maureen Franklin, French  
Mark Meysenburg, IST  
Brian Pauwels, Psychology  
Mark Plano-Clark, Physics  
Molly Rozum, History

2011-12

Kim Jarvis, History  
Kurt Runestad, Music  
Kate Marley, Biology  
Andrea Holmes, Chemistry

One final investment in the pursuit of effective teaching is one of time – the time devoted to the faculty evaluation process described above. Each year, several members of the faculty are engaged with annual evaluations (years one through six), promotion evaluations and/or tenure evaluations (see the yearly schedule of evaluation activities for tenure-track faculty in the Faculty Handbook). One of the primary purposes of such evaluations is to provide feedback to faculty regarding their performance which, in large part, promotes professional development. As noted in the Faculty Handbook, “the quality of a faculty member’s teaching shall be the most important basis for making judgments about the issuance of subsequent term contracts, reappointment to tenure-track contracts, and the granting of promotion or tenure.” Evidence of teaching effectiveness in a faculty member’s portfolio is mandatory. The evaluation process provides a mechanism to help a faculty member develop as an effective teacher.

Supplemental to the evaluation process for full-time members of the faculty is the mentoring process for undergraduate adjunct faculty on the Crete campus as outlined in the current Faculty Handbook. This process is intended to support and strengthen the teaching effectiveness of adjunct instructors.

The development process for adjunct faculty in the graduate programs is nicely illustrated by the Master of Arts in Counseling. Each summer, the Dean brings together adjunct faculty for a retreat. The June 18, 2011, retreat of the counseling faculty was attended by 17 out of 18 of the regular adjunct faculty, most of whom have been with the program three years or more. There, the faculty discussed both curriculum and pedagogy. In the workshop they agreed to:

- Approve a new course: Human Development Across the Life Span
- Approve the Marriage and Family course as a requirement for the curriculum
- Approve changes for the Master of Arts in Counseling Faculty Handbook
- Discuss the new college mission and strategic planning process with the Vice President for Academic Affairs
- Discuss and adopt an electronic portfolio both as a place for students to reflect on and develop their identity as professional counselors and as a means of individual and program assessment across the professional identity development courses that are taught by diverse instructors
- Discuss contemporary pedagogy and the level of work and engagement to be expected across courses

### 3B.3

#### Examples of Innovative Teaching

The Doane College 2006-2011 Strategic Plan (p.5) states “that the liberal arts and sciences curriculum will emphasize high expectations, personal responsibility, leadership, free inquiry and innovation.” We can point to several examples of curriculum developments at the college over the past decade that show Doane faculty working in a culture of innovation.

- **Inquiry-based science courses:** During the last decade, the Chemistry Department shifted the format of its introductory chemistry sequence from a traditional lecture/lab style to a format called “Studio Chemistry,” which emphasizes collaborative work and inquiry-based activities. Biology, as noted above, founded a three course core based on experimental design and inquiry-based labs. The Physics Department had been using a similar active engagement format, sometimes called “Workshop Physics,” in their introductory sequence before the year 2000, but continued to innovate by developing a new curriculum based on using the human body as a context for learning physics. This project, called the “Humanized Physics Project,” received funding from the National Science Foundation, and resulted in many presentations at national conferences, as well as publication of a CD and web-accessible multimedia resources.
- **Learning communities:** Since 2006, Doane faculty have shown increasing interest and success in creating learning communities. With college support, a team of faculty went to a symposium on learning communities at The Evergreen State College in the summer of 2006 and returned with tremendous enthusiasm for the concept. The faculty started to implement the new ideas during the fall of 2006. These early examples involved students in two different courses working on a shared assignment, usually with a culminating joint gathering of all the students to present or discuss the results. Since that time, other models of learning communities have been implemented, including full co-enrollment of students in two courses, which are team-taught by both faculty members (for more details on learning communities see Criterion 4). Several of the learning communities have been connected to the first year Liberal Arts Seminar (LAR) program including these examples:

#### **Social Responsibility**

**LAR 271:** Challenging Your Perspective

**Course Credit:** LAR 101=3; Soc 109=3 Or LAR 371=3; Soc 109=3

**Faculty:** DeBoer (Sociology), Vertin (Math)

What are your thoughts on immigration? Do you support same sex marriage? Do you oppose the death penalty? Do you support a National Health Care Plan? Have you ever carefully analyzed your position on social issues? In this course, students will use a sociological lens to examine the effects of variables such as race, ethnicity, social class, and gender on social issues. Through this exploration students will engage in critical analysis and develop an educated perspective on these issues. Students will learn how to formulate, organize, and communicate thoughts and ideas using sociological principles. Students will express thoughts and ideas in persuasive essays, informal debates, and a group project intended to educate others about a social issue of interest.

### **Truth(s)**

**LAR 271:** Seeking Truth: A Human Rights Exploration

**Course Credit:** LAR 101=3; PRE 111=3

**Faculty:** Kalbach (Education), Engebretson (ITS)

This course will take students on an intellectual journey of seeking *truth* as it relates to the issue of human rights and human wrongs. Students will explore these issues by focusing on the concept of ethics in relation to human thought and behavior. Readings, speakers, field trips, and mock trials will be used as guides on the journey. This journey will include a service-learning activity as another window into truth(s).

### **Emergent Properties**

**LAR 271:** Molecules to Cells

**Course Credit:** Bio 120=4; Chm 125=4

**Faculty:** Marley (Biology), E. Wilson (Chemistry)

Through this course, students will discover the properties of individual atoms, how they combine and interact to form molecules and how those molecules interact to create a cell which can carry out all the biochemical reactions it needs to survive and reproduce. Upon successful completion of this course, students will have an understanding of general chemistry concepts including atomic structure and properties, stoichiometry, properties of solutions, oxidation and reduction, acid-base chemistry, and intermolecular interactions, all the while weaving together an understanding of how these general chemistry principles apply to and can be used to understand the molecular and biochemical nature of cells.

- **Service learning:** Service learning is another curriculum innovation successfully implemented by several faculty members with financial assistance from the college and from external funding, often drawn as a member of the Midwest Consortium for Service Learning in Higher Education. Doane has also used interterm and alternative spring break to create service learning opportunities. In 2006, the college sponsored the interterm course “A Third World Country Revealed at Home: Disaster Mitigation and Conservation Biology in the American South,” which included a service trip to the New Orleans and rural Mississippi area after Hurricane Katrina. Another interterm course involved travel to Galveston, Texas, to work on wetlands restoration after Hurricane Ike. In May 2011, an interterm group carried out service in India helping to prepare land for the building of a school. Service learning courses have not yet become pervasive in the curriculum, however, and the Consortium disbanded after losing its funding in 2010. Doane hosted the final service learning conference of the group in the fall of 2010 (see the conference program). Doane has been an active participant with Nebraska and South Dakota institutions in planning the creation of a Campus Compact, and Doane has pledged the funds to become a founding member of the new organization in the summer of 2011 (the executive director will be housed at the University of Nebraska-Lincoln). The impact of service learning will be discussed further in Criterion 5.

The chart below captures the range of Doane’s service learning courses and projects.

### Chart 3-11

#### 2006-2010 Service Learning Overview

Divisional participation:	2006 Science Education Business Fine Arts Humanities	2007 Science Education Business Humanities	2008 Science Education Business Humanities	2009 Science Education Business Humanities	2010 Science Education Business
Total number of projects:	17	11	10	10	14
Approximate number of students:	140	101	89	134	133
Number of community agencies	16	9	9	10	10
Number of faculty participants	12	8	9	10	8

#### Listing of community agencies involved:

Lincoln Children’s Museum, Spring Creek Prairie Audubon, NE State District Health Department, Lower Big Blue Natural Resources District, Crete Schools, Blue Valley Action Center, Living Waters Children Center, Oldadai High School, Fairbury Police, Omaha Police Department, Gage County Sheriff’s Office, Congressman Tom Osborne, Region V Services, Garden Square Assisted Living, Lincoln Children’s Zoo, Porcupine Elementary School, I-Café – Jarena Lee Community Outreach, Stickney’s Toy Breed Rescue and Retirement, Nebraska is Home, Quinn Chapel AME Church, Rocky Mountain National Park, Texas Department of Parks, Waveland City Government, Operation Blessings.

#### Project Focus Areas:

Disaster relief  
 Immigrant issue awareness  
 Human rights awareness  
 Self-defense  
 Gambling addiction issues  
 HIV/Aids  
 Visual disabilities  
 Conservation efforts  
 HPV awareness  
 Domestic violence, spouse abuse and sexual abuse  
 Hunger, poverty and the absence of basic resources  
 Needs of the elderly  
 Water contamination and treatment  
 Exploratory learning outside formal educational settings  
 Drug abuse and related criminal activity  
 Tribal issues and needs (Oglala Lakota Sioux)  
 Environmental awareness  
 Digital divide  
 Cancer patient relationship/support efforts  
 Child soldier awareness issues/Invisible Children  
 Land preservation/tall grass prairie

Since the creation of CETL in 2009, it has provided a clearinghouse and administrative structure for promoting discussion of and assistance with new approaches to teaching. More information on its programming will be discussed in Criterion 4.

Further examples of innovative teaching and academic programming will be noted below. The college culture at Doane encourages faculty to explore and implement new methods of teaching. We have the data for faculty committees to reflect on our curriculum, and through resources such as CETL we can adapt or change directions based on that assessment.

### **3B.4**

#### Recognizing Good Teaching

In April of every year, Doane's Student Congress administers ballots for the student body to vote on outstanding faculty members. Students vote for faculty members who teach in innovative ways, encourage learning and foster an environment of mutual respect. The two faculty members receiving the highest amount of votes are granted the "Outstanding Faculty Award" along with a \$500 prize awarded by Student Congress. Lincoln and Grand Island campus seniors vote each year to designate an outstanding faculty member, a distinction awarded at their final banquet before graduation.

The college is moving to recognize faculty teaching and scholarship in more formal and tangible ways. A first step is being taken with the establishment of the Ardis Butler James Endowed Chair for the Advancement of the Liberal and Fine Arts. The first installment of funding for this chair was received in 2011, and when fully funded over five years, it will provide a prestigious acknowledgement of intellectual achievement at Doane College and serve as a powerful incentive for advanced work in the liberal and fine arts by Doane faculty. The award will provide faculty development funds, enhanced salary and release time for one year. All faculty members who have completed at least three years of full-time teaching at Doane College are eligible to propose a year-long project that explores one or more of these themes:

- The relevance of the liberal arts and sciences to the understanding of the depth, wholeness and timeless elements of the human condition.
- The links of human freedom and self-expression to the search for meaning in contemporary culture.
- The use of fine arts broadly to address a range of issues in the humanities, including religion and spirituality in all their dimensions.
- Innovative and integrative approaches to teaching the liberal or fine arts to help students develop as leaders and engaged citizens.

The college will begin making smaller awards based on our endowment spending policy pending the completion of the gift when it is estimated that the annual income will produce an award of \$33,000.

The college will also establish another new award in 2012 – the Walt Olsen Fund for Faculty Development. When fully funded at its \$100,000 endowment, it will provide \$4,500 per year in faculty funds for the development of innovative courses and teaching methods to promote student knowledge and exploration of religion, philosophy or ethics, or to understand the application of those concepts to contemporary issues and problems.

### **CORE COMPONENT 3C:**

The organization creates effective learning environments.

#### **3C.1**

##### Faculty-Student Interaction

As called for in the new mission statement and discussed above, Doane takes advantage of small class sizes to create effective learning environments that focus on a high degree of student-faculty interaction and student-student interaction. This is demonstrated by the average class sizes on the Crete campus in the fall 2010 (see the data in the Doane College Optimal Size Report 2011).

Average class size (excluding music studio classes, independent studies, etc.)

- 100 level classes average 20.66 students per class
- 200 level classes average 16.19 students per class
- 300 level classes average 11.68 students per class
- 400 level classes average 8.33 students per class
- Doane Plan (general education) classes at all levels average 18.93 students per class

Doane faculty uses pedagogies fitting for such small class sizes and makes themselves available to students. This is reflected in our NSSE data. In 2010, 78% of seniors on the Crete campus reported using e-mail to communicate with a professor “very often,” while another 20% indicated “often.” Some 84% of seniors discussed ideas or readings with faculty members outside of class – 40% of them “very often” or “often.” Of seniors, 35% plan to or had completed a research project with faculty outside of course or program requirements. In rating the quality of relationships with faculty members on a 1 (unavailable, unhelpful) to 7 (available, helpful, sympathetic) scale, 31% of seniors indicated a “7,” 38% a “6,” and 23% a “5” for 92% positive responses. Overall, 92% of seniors reported “very much” or “quite a bit” in commenting on whether the institution provided the support they needed to succeed academically. This degree of interaction begins early, as first year students indicated on the 2010 NSSE, where 68% of them worked with other students on projects “often” or “very often” during class compared to 43% at other institutions of the same Carnegie rank. That number rose to 75% of seniors working on projects with classmates outside of class compared to 51- at comparable schools. Similar to the seniors, 87% of first-year students ranked positively the quality of their relationships with faculty members. The Noel Levitz Adult Learning Inventory reveals the same story for nontraditional students who reported positively on the November 2010 survey that “Instructors involve me in the evaluation of learning,” and “Instructors encourage student to student interaction” at a significantly higher level than comparable institutions and they also indicated a higher frequency of interaction with their instructors.

Thus, Doane builds a positive learning environment by taking advantage of small class size to encourage mentorship and interaction between faculty and students.

#### **3C.2**

##### Effective Learning Programs – The First-Year Experience

Doane College understands the value that an engaging, enriching and supportive first-year experience provides. Several interconnected programs have been put in place in order to create

such an environment for first-year students.

At the center of our students first year is the Liberal Arts Seminar. Added to the curriculum in 2005-2006, the Liberal Arts Seminar is “designed to introduce students to college-level writing, discussion, critical thinking and critical reading” (2010-2011 Crete Campus Catalog). While there are around 18 sections of the seminar taught each fall by faculty from a variety of disciplines, all have common student learning outcomes, including 1) improving oral and written communication skills, library and research skills, critical reading and critical thinking, and 2) working with others constructively and ethically. In addition to the common learning outcomes, all LAR sections are linked together with a common book, chosen each year by LAR faculty, and common public events tied to the common book. The 2010-2011 LAR course descriptions are attached. The LAR Fall 2010 assessment report demonstrated that students find that the seminars fulfill the Doane mission outcomes by enabling them to write more effectively, use critical thinking skills, read more analytically, listen more intently, have increased knowledge of the course content, develop better collaborative skills, and develop more meaningful connections between past learning and course content. Assessment of the seminars was weaker on the development of oral communication skills and varied on the use of the common book. In discussing the results, the LAR faculty decided to develop a common theme for fall 2011: “Injustice: Why Should You Care? What Can You Do?” centered around the common text, “Half the Sky: Turning Oppression Into Opportunity for Women Worldwide” by Nicholas Kristof and Sheryl WuDunn (2009), and coordinated with speakers such as Lisa Shannon, who will be brought to campus by the Hansen Leadership Program. While individual instructors still have leeway on how to incorporate the text into their individual sections, the level of commonality will be raised through the theme and co-curricular programming. This will enhance the LAR seminars which already have demonstrated their capability to help students learn college-level intellectual skills and provides them a place to connect with other first-year students.

In order for the students in each LAR section to bond and come together as a community of learners, the Office of Student Leadership groups students for orientation activities based on their LAR class section. This practice allows the students in each LAR section to meet each other and work together prior to the beginning of the semester. To further accelerate the development of a community of learners, the teaching assistants for the LAR section are selected to serve as orientation leaders for the group. In addition, time is given during orientation week for a class session that begins the LAR experience prior to the start of the semester.

In the fall of 2010, the Learning Enrichment and Advising Program (LEAP) was added to the first-year experience. Successful completion of this program is a requirement of each LAR course. All students must participate in three to five sessions that provide valuable tools and resources for success at Doane College (see 2010 program brochure). In the fall of 2010, with the help of Doane’s first-year student success adviser, Rhonda Lake, students gained information about study habits, stress, time and financial management. Students also learned to use Doane’s library resources, writing resources (namely the Writing Center), explore a major or career path, and use Blackboard and Web adviser.

Over the last several years, some of the LAR sections provided students with the opportunity to experience learning communities. As noted above, these courses are interdisciplinary by definition, and engage students and faculty with experiences, centered on a theme, that intentionally make connections across the liberal arts and sciences. In addition, learning community experiences at Doane focus on developing students and faculty as critical and creative thinkers as well as effective communicators.



### 3C.3

#### Additional Effective Learning Programs

Doane is recognized both for the strength of its academic programs and for the numerous co-curricular opportunities that extend student experiences and learning. Doane's residential campus in Crete provides undergraduates with chances to compete and excel in many arenas. Among its successful and distinctive programs are:

**1. Fulbright scholarships:** Doane students have been extraordinarily successful in applying for Fulbright scholarships, mentored through the application process by faculty such as Peter Reinkordt and Maureen Franklin. Overall, Doane students have been awarded 57 Fulbrights – 17 in the last 10 years. The full list since 1952 is included in the Crete campus catalog, p. 272. In the last three years alone, students have earned the following awards:

- 2009 Mike Guericke '09, chemistry/German, Heidelberg, Germany
- 2009 Rachel Rasmussen '08, history/Spanish, Dresden, Saxony, Germany
- 2010 Kristen Erthum '10, political science/international studies, Port Said, Egypt
- 2010 Tyler Jackman '10, business administration/French, Saint-Quentin, France
- 2010 Kara Maize '10, elementary education/Spanish, Madrid, Spain
- 2011 Malissie Boyer '11, German and English, Germany
- 2011 Marcus Lyon, biochemistry and German, Karlsruhe Institute of Technology, Germany

**2. Forensics:** Led by Professor Dawn Bartlett since the 2000-2001 academic year, the Doane forensics team has had outstanding success on both regional and national levels. Examples of that success include (see Forensics Award Summary 2001-2011) these first place team sweepstakes awards:

- 2010-11 1st place – Hutchinson Community College
- 1st place – Concordia University
- 1st place – Bethel University
- 1st place – University of Nebraska Lincoln
- 2009-10 1st place – Kansas City Kansas Community College
- 1st place – University of Nebraska-Omaha
- 1st place – UNL/UNO Swing
- 1st place – Barton County Community College
- 1st place – Sterling College
- 1st place – Creighton University
- 1st place – University of Nebraska-Lincoln

In the last three years, the team has finished 11th (2009), 19th (2010), and 15th (2011) at the American Forensics Association National Individual Events Tournament where schools of every size compete together. In 2011, Doane qualified students in 40 individual events.

**3. Theatre:** Doane Theatre provides students with an extraordinary range of opportunities, not only in its regular season, but also through the numerous student-directed and designed productions that are part of their advanced

curriculum. The department and its students have regularly garnered awards through the competitions sponsored by the Kennedy Center American College Theatre Festival (KCACTF) Region V. In the most recent festival in January 2011, Doane received these honors:

- Josh Rajae won first place in the Barbizon Award for Scenery (realized scenic design) for “The Odyssey,” with a paid trip to Washington D.C. in March to compete with seven other of the nation’s top student designers (graduate and undergraduate).
- Chet Miller won the Meritorious Award in Sound Design for “Dead Man’s Cell Phone.”
- Chris Owens was selected for the Stage Directors and Choreographers Society (SDC) National Fellowship Scene Audition (top eight student directors in the region).
- Rebecca Wilson was selected for Directing a Concert Reading of a National Playwriting Program (NPP) (selection of only six directors).
- Katy Jo Anderson was cast in the National KCACTF Award-Winning Play Concert Reading of “Las Hermanas Padilla” by Tony Meneses.
- Joe Anderson was cast in “Fallen” by Tyler Walton as a part of the Ten-Minute Play Festival.

In the 2010 festival, theatre students also gained numerous honors, including: five Meritorious Achievement Awards for Best Acting Ensemble: “A Dream Play,” Best Directing: “Book of Tink,” Best Scenic Design: “Book of Tink,” Best Scenic Design: “Evil Dead the Musical,” and Best Stage Management: “Evil Dead the Musical.”

The department regularly invites KCACTF reviewers to critique its productions – and those reviews underline the quality of all aspects of the shows. Indicative of these reviews is the one earned for the spring of 2011 show, “Spinning into Butter.” The reviewer provided these comments:

“I’ve seen so many college shows over the years that are simply [garbage], but your show was top notch.” “I knew I was in good firm hands with the actor’s performances through out the entire production.” “Excellent attention to the detail of the physical performance ... I never stopped believing the world you created.” “Fantastic costume design.” “It was like a mirror within a mirror within a mirror – college production of a college themed show – but I always believed your deep, intensely real portrayals.” “Excellent scenic artistry painting the floor and wood work in the design.”

**4. Music:** The music program is flourishing and is increasingly attracting good students. The vocal music program under Kurt Runestad is growing. In 2007-2008, 36 hopeful students auditioned for Kurt, and 26 were accepted; by 2009-2010, 84 auditions were held and 53 singers were admitted, necessitating the need for a new Women’s Chorale. The Doane Choir was selected in 2008 to perform at the Nebraska Music Teachers Association Conference, as was the college’s Jazz Unlimited group in 2010. The Doane Choir performed with Abendmusik in 2009, and with the Lincoln Symphony in 2010. The group toured Brazil in May 2011, performing for full audiences and selling out all of the CDs that were taken on the tour. The Symphonic Wind Ensemble under Jay Gilbert has been equally successful, growing from 47 students to 100 during his

tenure. The ensemble was invited to perform at the Nebraska Music Educators Association Conference in the fall of 2010, and has been invited to play a joint concert with both the Kansas State University Wind Ensemble and the University of Nebraska at Omaha Symphonic Wind Ensemble. Eleven Doane students were selected to play in the Nebraska Intercollegiate band.

**5. Undergraduate research:** Doane has increasingly emphasized the importance of undergraduate research, both in the sciences and beyond. The college sent a team to the 2009 Council on Undergraduate Research (CUR) Regional Workshop on Institutionalizing Undergraduate Research, with a follow-up visit and workshop from a CUR external consultant in September 2010. Doane's self-study for the consultant site visit lays out a plan for creating an Office of Undergraduate Research with a faculty director. In July 2011, the college received a \$50,000 grant from the Mellon Foundation to help fund this initiative, particularly to promote research in the humanities and the fine arts. The college has increased funding in the Academic Dean's budget for summer undergraduate research grants to \$40,000 in 2011-2012.

The list of projects for 2010 is indicative of the range of projects funded through the Academic Dean's office:

- BIO/PHY: Experimental & Theoretical Study of the Growth Kinetics *Pseudomonas aeruginosa* Biofilms. TOTAL \$2,000
- SOC: The Effect of Infertility on Intimate Relationships. TOTAL \$3,450
- ENG: Genre Confusion: Mary Rowlandson's Captivity Narrative as Travel Literature. TOTAL \$1,650
- PSY: Sexualization and Sexual Exploitation of Girls: An Examination of Culture. TOTAL \$3,500
- HIS: The War at Home: German POWs in Nebraska. TOTAL \$1,750
- MUS: Create performing editions of pieces that will be performed by the Doane Choral Program in 2010-2011. TOTAL \$1,005
- MTH/BIO: Effect of the herbicide Roundup on soybean aphid and Lady Beetle interaction. TOTAL \$3,800
- BIO: Insectivore in the short-tailed fruit bat. TOTAL \$2,200
- BIO: Effects of treatment on Honey Bee development. TOTAL \$1,183

These awards generally provide three to six weeks of support for the student researcher, plus a small stipend for the faculty supervisor. The ability of Doane students to participate in research has been greatly extended by the success of the science faculty in receiving grants. The full list is attached (Grants Involving Undergraduate Research 2005-2011), but an awareness of the range of awards and students involved can be gained just from looking at the past two years.

### Chart 3-12

#### Grants Involving Undergraduate Research 2009-2011

Date	Grant Award	Source	Amount	Researcher(s)	Students (#)
1/09	CAREER	NSF	\$105,000	A. Holmes	3
5/09	INBRE	NIS/UNMC	\$240,827	INBRE Team	11
6/09	INBRE Summer Prgm	NIS/UNMC	\$66,805	INBRE Team	10 + 3 H.S. Stdts
9/10	PGRP Genomics	NSF	\$96,969	T. Durham Brooks	9
1/10	CAREER	NSF	\$105,000	A. Holmes	3
5/10	INBRE	NIS/UNMC	\$240,827	INBRE Team	3
5/10	FIRST AWARD	NE EPSCoR	\$20,000	H. York	2
5/10	Biology/Chemistry	NE EPSCoR	\$125,237	B. Elder, A. Holmes	7
6/10	INBRE Summer Prgm	UNMC	\$66,805	INBRE Team	10 + 3 H.S. Stdts
1/11	CAREER	NSF	\$105,000	A. Holmes	4
5/11	INBRE	NIS/UNMC	\$220,932	INBRE	Team 2
5/11	Physics	NE EPSCoR	\$5000	M. Plano-Clark	1
5/11	Chemistry	NE EPSCoR	\$5000	E. Wilson	1
5/11	Biology	NE EPSCoR	\$5000	T. Durham Brooks	1
5/11	Chemistry	NE EPSCoR	\$2580	A. Holmes	1 H.S. Std
5/11	Chemistry/Biology	NE EPSCoR	\$86,634	A. Holmes, B. Elder	7
9/11	PGRP Genomics	NSF	\$62,237	T. Durham Brooks	7

Note: NSF = National Science Foundation, NE EpscoR+ Nebraska Experimental Program to Stimulate Competitive Research, INBRE=IDeA Networks of Biomedical Research Excellence – see the full report.

**6. Interterm and study abroad travel:** For over 30 years, Doane has used interterm for both innovative courses on campus and as a venue for students to study abroad through short-term experiences. These experiences are reviewed and approved by a faculty committee. In the five years from 2006-2011, travel interterm courses provided 540 students with experiences abroad in locations such as Thailand, Costa Rica, the Czech Republic, Brazil, Italy, Egypt, Greece, Turkey, China and Africa (see the full list of interterm trips abroad, 2006-2011). The college has also devoted more resources to facilitating full semester trips abroad – which are required for language majors and Honors Program participants, but encouraged for any student – by establishing the Office of International Programs. Doane provides all students with access to a \$1,000 travel scholarship during their junior or senior years; and allows language and Honors students to retain their institutional aid for one semester of study abroad if they participate in approved programs. Doane provides its own unique college semester in Africa, led by Dr. Betty Levitov, that takes students on a broad experience through eastern, central and southern Africa. The experience has been captured in Dr. Levitov's book, "Africa on Six Wheels: A Semester on Safari" (U of Nebraska P, 2007). The full list of students who have studied abroad in the last five years is attached.

**7. Honors:** The Honors Program provides a unique enhancement for our liberal arts education. As part of its mission, it aims to create not just a peer group for exceptional students, but to also have them carry their interdisciplinary insights and skills into the regular curriculum.

The overall goal of the Honors curriculum is to strengthen the expressive and thinking skills and worldview perspectives in high achieving students. The program encourages interdisciplinary thought with particular regard to cultural concepts, conceived broadly. Honors professors aim to model standards of high-level reading, intense open and respectful discourse, and analytical writing. The honors program provides the ambitious, gifted student an intellectual peer support group....The program envisions the honors classroom as space to cultivate an intellectual community of spirited students: the seed to be broadcast throughout the many classroom spaces on campus.

The program currently admits only 15 students each fall, by inviting major scholarship recipients and also putting out a general invitation. Admitted students then enroll in a one-credit honors seminar each semester. These seminars are used to explore interdisciplinary learning. Honors students are required to study abroad and receive benefits to facilitate this study, including maintaining their institutional aid for full semesters away from campus in approved programs, or receiving a \$2,000 travel scholarship for summer study. The Honors students get to plan unique social and intellectual events, and during their senior capstone, they research problems or issues related to the college. Recent seminar topics include:

- 2011 “The Expansion and Success of Cultural Perspective at Doane College”
- 2010 “Doane College Since the Creation of the Safety Office”
- 2009 “Life at Doane: The Student Perspective”
- 2008 “The Impact of Walmart Supercenter on Crete, Nebraska”
- 2007 “Civic Education in America”
- 2006 “A Comparison Liberal Arts Education in the Midwest”

From 1999-2011, 190 students entered the program. Along the way, 38 dropped out, usually due to not maintaining the program’s required 3.5 GPA. The remaining 113 students graduated with an honors degree (see HLC –Statement, Honors Program). The biggest challenge for the program is finding enough faculty to provide the seminars, given the many demands on full-time faculty on the Crete campus.

**8. The Hansen Leadership Program:** This is the college’s distinctive co-curricular initiative. The program’s mission indicates that it is “the avenue through which strong character and leadership skills are cultivated by actively leading and serving others” (see Hansen Leadership Program Description). The programs activities are funded by an endowment from the Zenon C. R. Hansen Foundation and include:

- Hansen Speaker Assembly – brings outstanding leaders to the Doane campus to interact with students. The 2010-2011 academic year speakers were Blake Mycoskie and Paul Rusesabagina. For the 2011-2012 academic year, three speakers have been selected; Lisa Shannon, Steven Squyres and Jonathan Kozol.
- Leadership training – the program holds a major retreat at least once a year and works with students on training in communication, collaboration, conflict resolution and coaching.

- Hansen Leadership Hall – a leadership-focused residence hall where students organize to get involved in campus life and service opportunities.
- Alumni Masters’ Series – in partnership with academic departments, the series brings distinguished alumni back to campus to interact with students.
- One major focus of the leadership training on campus is the student organized effort to raise funding for Relay for Life on behalf of the American Cancer Society – the college raised nearly \$70,000 in 2011.

**9. Four-year guarantee and HELPS:** (see the Crete Campus Catalog). Since 1995, Doane College has issued a four-year guarantee. If students enroll in eight consecutive semesters, maintain their GPA in good standing, average 15 credits a semester, successfully complete four interterms, and declare a major before his/her fourth semester (in their first semester for students majoring in accounting, biology, chemistry, or education), Doane guarantees that it will offer all the courses needed to complete the major and general education requirements, as well as a qualified adviser and academic support services, so that a student can graduate in four years. If they are unable to do so, Doane will cover the cost for up to two consecutive semesters so the student can take the courses needed to finish their undergraduate degree. With effective undergraduate advising and a willingness to offer small sections of required courses, Doane has not had anyone ask for the additional semesters in the last five years. More common has been a request to participate in the HELPS Program – Higher Education Life Planning Systems. If a Doane graduate is unable to find employment in their field two years after graduation, they can ask to return tuition free to the Crete campus for up to two academic terms and an interterm (limit of 37 credits) to pursue a new major that can help with their career advancement. Fourteen students have taken advantage of the HELPS program in the last decade.

### **3C.4**

#### Academic Advising

Doane College provides effective academic advising. On the Crete campus, advising is provided by full-time faculty and begins when first-year students sit down with faculty members to enroll for courses during Summer Enrollment Days. Each year, the college publishes an advising guide (see Doane College Advising Guide for 2010-2011) which lays out the details of the Doane Plan and four-year plans for majors, and also provides a clear statement of the responsibilities of both students and advisers in the process (see p. 8). Lincoln and Grand Island undergraduate students are served by professional advisers who remain with individual students throughout the paths to their degrees. The Doane-Lincoln Student Handbook, (p.3) also clearly lays out the responsibilities for both students and advisers.

Advisees on the Crete campus have the opportunity to evaluate their adviser and the results are considered by the promotion and tenure evaluation committees (see the Faculty Handbook, p. V-49). Lincoln and Grand Island students complete an Adviser Survey each spring during formal registration. These surveys are reviewed by the adviser and the Dean as part of an annual performance evaluation.

### **CORE COMPONENT 3D:**

The organization's learning resources support student learning and effective teaching.

#### **3D.1**

##### The Library and Learning Resources

In recent years, Perkins Library has taken steps to accommodate the growing demand for digital resources that support online searches and research, as well as the demand for informal and group study spaces within the library. It currently provides the students, faculty and staff of Doane College with a variety of informational resources, including individual and group study space to support their academic endeavors. The 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 are available in full text. 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 website. 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.

The library is open 85 hours per week during the academic year. In 2008-2009, the library moved to improve its Information Commons, providing iMac computers with both Windows and Macintosh operating systems and two printers for printing, copying and scanning. The library enhanced group study spaces on the first floor, brought in new furniture and artwork, and added the Buck Seminar Room. Thus, Perkins Library now provides multiple study areas—information commons for computer use, areas for group study, areas to accommodate individual quiet study, lounge areas for more comfortable seating, individual study rooms for viewing DVDs and/or videos, and a room with computer equipment for the visually impaired. With the improved learning environment, student usage grew from 43,611 visits in 2008 to 47,466 visits in 2009. Students, of course, also have 24/7 access to the library through their computers.

The two professional librarians teach all incoming students to use the library, and all staff participate in assisting students (note that the college is carrying out a search to replace one of these librarians, the director, who retired on June 30, 2011). Any faculty can ask for library instruction geared to a particular class, and the librarians meet with all academic divisions to explain services and better understand the information needs of the students in each area. The success of this instruction is determined by the faculty who have assigned research to the students, but the library does need to develop more effective surveys on the usage of library resources. Tight budgets had led to some slippage in acquisition budgets compared to peer institutions, but the college has been able to raise the book and periodical acquisition budget from \$267,850 in fiscal year 2011 to \$291,375 in fiscal year 2012 to begin to make up that gap.

Faculty input is used in making decisions about purchases including books, databases and periodicals. The professional librarians belong to the American Library Association, while all library staff (including the professional staff) belong to the Nebraska Library Association. The library also belongs to the Nebraska Independent College Library Consortium of small private

colleges. The directors of each of the libraries in the consortium meet regularly to discuss the best practices and to explore shared purchases where possible.

Doane is determined to look at the long-term impact of technology on the college library and thus has made it one focal point for the white paper being prepared for Strategic Planning Stewardship Team and the Board of Trustees by the Ad Hoc Committee on Technology and Learning. The initial draft of that white paper advocates the renovation of existing space to develop a full learning commons within the library with these characteristics:

1. Enhanced access to traditional library services through technology, including digital access to general information, library catalog access, reference services, reserves, circulation and inter-library loan.
2. “High-tech” resources including standard hardware and software found in a computer lab configured for one-on-one and small group collaboration, along with specialty configurations (multi-media, assistive technology) and a full range of software for development of teaching materials and class projects.
3. Access to the complete continuum of virtual resources (journals, catalogs, indices, databases, newspapers, books, video media and Internet resources).
4. An expansion of a variety of collaborative spaces including group study rooms, smart classrooms, consulting stations, media center, copy and print services, and informal study/meeting areas with comfortable seating and access to coffee/snacks.
5. Concentration to the extent possible of academic support within the same library spaces, possibly including the Writing Center, tutoring services, multicultural services, and help desk, to create a “one-stop shopping” experience for students who are seeking help for development of course projects. Students would find tiered support for studying, practicing skills, or developing research, starting with online tutorials, moving to support by student workers and then access to professional services from Information Technology staff and librarians.
6. A seamless integration of resources supported by skilled, cross-trained consultants and experts that are proficient with technology and information resources.
7. Integration of library staff within the learning commons space (i.e., rather than in isolated offices), for ease of interaction with users.
8. Ideally, the Center for Excellence in Teaching and Learning would be located in the learning commons, and staffed by an instructional designer for easy access by faculty.

The recommendations will be reviewed in 2011-2012 as part of the larger strategic planning process, with the proposed next step engaging a library consultant to propose a reconfiguration and/or renovation of its spaces to create a learning commons that includes key academic support offices such as the Writing Center. Perkins Library meets the current needs of faculty and staff, but we are determined that it will also find the right balance of traditional and digital resources and services in the future to remain at the center of a vital intellectual life for students at Doane.



### 3D.2

#### Academic Services and the Academic Support Center

The mission of the Doane College Academic Support Center (ASC) is to provide academic assistance, training and intervention to Doane students who wish to improve their academic performance. Whenever possible, ASC staff also encourage qualified students to pursue graduate study.

The center consists of two separate programs: the Doane Learning Center (DLC) and the Doane Student Support Services (DSS). Any student may participate in the DLC program offerings. DSS is a Federal TRIO program, so participants must meet government eligibility guidelines (low-income, first-generation or disabled students). Eligible students receive notification in the fall, as well as updates on program events throughout the year.

#### Doane Learning Center (DLC)

The DLC is a walk-in center for students wanting to raise their grades or improve their study skills. The program provides academic counseling, preparation for graduate entry exams, peer tutoring, writing assistance and courses in pre-college math and college-level reading and writing skills. The DLC testing center provides a quiet, distraction-free environment for students with disabilities who need extended time testing and other accommodations.

#### Doane Student Support Services (DSS)

DSS is a federally funded program to assist 200 eligible students annually in reaching their academic and personal goals. The primary goal of the project is to retain and graduate its participants. Eligible students receive notification in the fall and may use any of the following services:

*Peer Tutoring* – Peer tutors who have been recommended by the faculty are hired, trained and supervised by the tutor coordinator. DSS administrators work with faculty to provide tutor-led group recitations for selected courses. Tutors help students clarify course concepts, suggest ways to organize class notes and help students prepare for exams. Peer tutors are available in most courses at no cost to the students.

*Writing Lab* – The lab is located in the Perry Campus Center. It is equipped with computers and a printer. The writing specialist assists students in organizing and revising papers. The writing specialist also advises students as they prepare scholarship applications and personal statements for entry to graduate and professional study.

*Academic Counseling (close monitoring)* – DSS academic specialists work with students to help them improve their study habits, reduce test anxiety, set and monitor grade goals, analyze exam errors and improve their academic performance. Staff assists students with disabilities to increase their learning efficiency. Probationary and conditional admit students must attain a specific term target grade point average to reach academic good standing and continue at the college.

*Courses* – The DSS program provides courses in college-level study skills, writing and pre-college computational mathematics. Students are referred into these courses based on ACT subject scores. Course instructors assess student

performance through the use of pre- and post-tests. Adjustments to learning activities and course curriculum are made accordingly.

*Direct Grant Aid for Participants* – A limited amount of funding (approx. \$25,000) is available as direct grant aid to SSS participants who are in their first or second year of college and receive a Pell Grant. Grant regulations require that Doane College provides approximately 50% of the Federal amount as a matching share. For 2010-2011, the college's share amounts to approximately \$12,500.

*Cultural Events* – DSS sponsors two or three trips to Lincoln for cultural events including dance, theatrical and musical performances chosen by a student culture committee. Tickets and transportation are provided at no cost to participants.

The impact on students who participate in the SSS programs has been demonstrated in reports made to the federal government and summarized in the 2010 application for renewal of the program.

The program has consistently hit its goal of keeping 90% of enrolled participants in its program in good academic standing:

### **Chart 3-13**

Student Support Services Good Academic Standing Rates, Fall 07/08 - Fall 09/10

Fall 09-10	90% were in good academic standing
Fall 08-09	92% were in good academic standing
Fall 07-08	88% were in good academic standing
The goal is 90%.	

Perhaps the most significant statistic is the success of the program in bringing at-risk students to graduation, which matches and sometimes exceeds the rate for all Doane students..

### Chart 3-14

#### Graduation Rates

DOANE GRAD RATE				SSS COHORT GRAD RATE			
Within 4 years				Within 4 years			
Fall Cohort	Class Size	Number of Grads	%	Project Year	Cohort Size	Number of Grads	%
2000	298	179	60%	2000	128	85	66%
2001	235	128	54%	2001	132	76	58%
2002	275	173	63%	2002	115	76	66%
2003	288	174	60%	2003	119	75	63%
Mean=59%				Mean=63%			

The Academic Support Center provides a model for program development based on assessment – see the ASC Assessment of Student Academic Performance Report (2008-2011). During the last three years the program has:

- Added a tutor coordinator to enhance the Peer Tutoring program.
- Planned for implementation of a new financial literacy program required by the TRIO program.
- Increased the number of staff meetings to improve communication on student performance.

It also has identified future needs for additional testing, tutoring and office space, the need to expand a part-time academic counseling position to full-time, and designing a new course to meet the ELL needs of new students.

#### The Writing Center

The Doane College Writing Center opened in August of 2009, in conjunction with the start of fall semester classes. Created and directed by Phillip Weitzl, Associate Professor of English, the Writing Center was staffed by 17 students and provides writing help to all students on the Crete campus. The Writing Center has been a success. Its reach has expanded steadily, and it continues to serve increasing numbers of students each semester.

Number of hour-long sessions with student writers:

- 2009 – 96
- 2010 – 182
- 2011 – 300

As the demands on the center grow, the college will need to identify additional support for student staff and determine if it should move to hiring a full-time director with a composition and rhetoric degree.

### 3D.3

The organization supports students, staff and faculty in using technology effectively.

In May 2009, the college published an Information Technology Strategic Plan to guide the institution's resources and investments in Information Technology in support of the institutional goals of the college. The plan outlined five strategic areas of focus closely coupled to their larger institutional counterparts. 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.

Through this plan, Doane has made technology ubiquitous on campus, so that faculty can count on having the resources they need when teaching, and students have supplements for their own personal computers. Most classrooms and laboratories are equipped with technology, including:

#### **Crete**

70 Classrooms (8 Smart Boards)

13 Labs with 138 machines (Anatomy, Biology, Chemistry, Education, Geology, Graphic Arts, Information Science and Technology, Journalism, Math, Music, Physics, 24x7 Lab, Library)

2 Assistive Technology labs

Business Center in each of 6 residence halls

#### **Lincoln**

26 Classrooms (2 Smart Boards)

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 help desk support. Recent examples of this training include college-wide Gmail and Google Apps training, Microsoft Office 2007 training, Datatel training for the Colleague Advancement conversion, and faculty training on the upgraded Blackboard system and on the use of the Qualtrics survey tool. The help desk is staffed by four full-time support technicians and eleven students, and is open every day for a total of 70 hours per week.

In 2008, the college has established a five-year Technology Refresh Plan for all information technology equipment 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 members proactively monitor and program adjustments to services to prepare for future needs.

Doane faculty have increasingly incorporated technology into their teaching. At one of the most basic levels, use of Blackboard as a course management system has steadily increased with 854 courses using the system in 2009-2010. In the spring of 2011, Doane upgraded to

the Blackboard Enterprise system which gave faculty many additional features, including the ability to host class blogs and wikis. But faculty also want to go beyond Blackboard. To explore current possibilities of using technology in the classroom, Doane hosted Dean Pape from Ripon College to conduct two workshops, one on the Crete campus and one on the Lincoln campus, entitled: “Wikis, Blogs, IMs, Facebook, YouTube, and Second Life: Technology in the Grounded Classroom.” Surveys by the ad hoc committee (see its report) indicate that faculty clearly want more development on a number of the tools that are available through Blackboard or through our Google applications. Additional applications that interest faculty include e-portfolios, simulations, video sharing, and collaborative applications, as well as demonstrating interest in open-ended response systems, mobile applications, lecture capture and telepresence. The Lincoln and Grand Island Deans and faculty are interested in the development of video conferencing capabilities to share instructors across the campuses and to invite external practitioners into their classrooms.

Even as Doane faculty explore the ways to enhance traditional learning with technology, the college is also seeing increased use of blended courses and an increased demand for technology resources to support research. Doane currently has some online and blended courses in its graduate education programs – last year students took a total of 3,032 credit hours in such courses. Doane’s initial decision has been not to offer any complete online programs. Rather, given the emphasis in our mission on interaction between faculty and students, we will work to develop more blended options in the future, i.e. courses that mix face-to-face with online sessions. As Doane’s emphasis on faculty and undergraduate research grows, so do demands for increased storage and bandwidth for sharing scientific data in collaboration with other research institutions. For example, in support of a recent grant to Dr. Tessa Durham Brooks (Biology) for plant genome research from the National Science Foundation, and with the assistance of representatives from the High Performance Computing Group at the University of Nebraska, we have installed a High Throughput Computing (HTC) cluster and added 54 terabytes of storage in our data center. The project is currently using 60 Mbs of our available 80 Mbs on an ongoing basis to transfer high-resolution images to the University of Wisconsin. A dedicated network segment is under construction in the summer of 2011 to connect this cluster to the Open Science Grid through the University of Nebraska and increase the overall bandwidth to 200 Mbs. Information Technology Services is working closely with the ad hoc committee, the Standing Information Liaison Committee, and our strategic planning process, to plan carefully to provide the technology resources needed for these research and classroom collaborations.

The ad hoc committee’s report lays out clear recommendations that will be considered in the strategic planning process. While not all may be fully funded, it is clear that the college is committed to providing the human and technological resources necessary for maximizing the potential for using technology to enhance learning within the context of Doane’s identity and mission. The recommendations that will be considered in the strategic planning process include:

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 IT’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 currently in the process of joining Network Nebraska and will 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 \$3k per month.

3. Engage a library consultant to propose a reconfiguration and/or renovation of its spaces to create a learning commons that includes key academic support offices such as The Writing Center.
4. Commit to the hiring for 2012-2013 of an instructional designer/technologist who will work closely with faculty to keep up with technology trends and work with individual faculty on all campuses on course and assignment development.
5. Ask appropriate committees to include a review of the possibilities for blended learning, particularly as we revise general education requirements, review the interterm or use of the summer, and develop new nontraditional 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.

### 3D.4

#### Classrooms and Study Spaces Designed to Facilitate Learning

In building and renovating spaces over the last decade, Doane has followed best practices in classroom design. We have created flexible learning spaces that allow faculty to move from lectures to small group discussions to hands-on activities. To provide living and learning spaces we have included classrooms in our residence hall renovations and in the new Haddix Athletic Center. The most significant recent construction and renovation of classroom buildings include:

**Lied Science and Mathematics Building:** This state-of-the-art facility houses Doane's Science, Mathematics, and Information Science and Technology programs. The Lied Science and Mathematics Building encompasses 60,000-plus square feet and incorporates the college's science and mathematics departments. Specialized laboratories and flexible classrooms allow for more in-depth interaction among faculty and students. The Lied Building houses astronomy, biology, chemistry, geology, environmental science, information science and technology, mathematics, natural science, physics and physical science.

**Chab Weyers Education and Hixson Lied Art Building:** This new facility was built in 2007, providing new offices and classrooms for art and Doane's nationally recognized education program. The college's visitor center and the Office of Admission are housed on the lower level, providing easy access for prospective students. The building combines the best features of Doane's collegiate style architecture with prairie influences found throughout our historic buildings. Adjacent to Miller Pond and an arboretum, the building maximizes its site by providing a dramatic view of one of the most signature features of Doane College. The new building is designed to inspire teaching and learning in a collaborative work environment. Color, texture, lighting and acoustics are used to create a comfortable and enriching setting for faculty, students and staff. The materials used are long-lasting and environmentally friendly.

**Whitcomb Lee Conservatory:** The "Con" was built in 1906 in the Prairie School style. This unique five-sided building, listed in the National Register of Historic Buildings, originally housed Lee Memorial Chapel and the music department. It underwent a \$3 million renovation in 2005 and now houses the theatre and forensics departments. It is used for college and area community events and performances.

2007 marked the purchase and total renovation of the **Fred D. Brown Center in Lincoln**, to provide the nontraditional programs with a state-of-the art academic facility.

Our next efforts, when funding is available, will be to address the older spaces in Gaylord Hall and the music and library spaces in the Communications Building. As we move to renovate or add space in the future, we will continue to design the best learning environments that are possible within our resources.

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

Doane College is committed to student learning and effective teaching and can demonstrate student achievement of learning outcomes. Our graduate and undergraduate programs emphasize the liberal arts and a close interaction of students and faculty. Doane has a strong history of faculty involvement in assessment that is used to revise and improve both general education and major programs. The college is distinguished in providing academic support for at-risk and first- generation students. We continue to renovate and innovate in placing students in excellent learning environments that allow for flexible pedagogy within classrooms and access to appropriate technology.

#### **Strengths**

- Doane College can demonstrate that we have effective liberal learning programs in which students meet our mission learning outcomes, particularly in comparison to other schools in our Carnegie class.
- Doane College has established a culture of evidence – the institution uses student learning data to revise and improve programs.
- Faculty through the Assessment Committee, meetings of Liberal Arts Seminar, retreats of graduate faculty and other such groups are involved in developing and using assessment data.
- Doane can demonstrate a high degree of student and alumni satisfaction with their education at all levels: traditional, nontraditional and graduate.
- Doane programs across all our campuses have developed an identity rooted in close student-faculty interaction and on education in liberal arts skills.
- Doane has a number of distinctive academic programs, and has succeeded particularly in enhancing the first-year experience with Liberal Arts Seminars and the LEAP programs.
- Doane provides excellent learning environments and academic support.
- Doane is carrying out clear planning on improving the general education program and on reaching the potential for using technology to enhance learning.

#### **Challenges/Opportunities**

- Doane needs to develop more instruments to provide direct evidence of student learning, and to permit comparison of key indicators of educational quality across the different campuses, both for general education and for common majors.
- Doane needs to consider the evidence on our level of academic challenge and determine how best to increase the level of rigor and of student responsibility

for learning while still recognizing the demands on the time of traditional (athletics and co-curricular activities) and nontraditional (working) students.

- The college has the opportunity to use the new mission statement as the core of a re-examination and revision of the general education program and to more intentionally sequence students' learning across their Doane careers.
- The college needs to find ways to support faculty and staff in Lincoln and Grand Island in researching and sharing information with the larger academic community about our successful model for nontraditional, practitioner-based, liberal education.
- As full and part-time faculty explore new pedagogies through the general education and technology and learning initiatives, the college will need to enhance support for faculty development and the Center for Excellence in Teaching and Learning.
- The college needs to further define the role of small departments (i.e. 1-2 faculty members and small numbers of majors) and provide help for them to carry out meaningful, consistent assessment.
- Doane needs to more clearly connect the results of learning assessments and external reviews to planning and budgeting.
- Doane needs to develop the library's potential to be a center of campus intellectual life and academic support in an age of digital information.
- Doane's greatest challenge comes from our strength. We have a creative and dedicated faculty that is interested in developing innovative programs in undergraduate research, in the use of technology and in experiential learning. With a substantial teaching load, Doane will be challenged to provide faculty both the resources and the time to make all of these possibilities a reality and to maintain the momentum that has been created over the last five years.