

CRITERION FOUR:

Acquisition, Discovery &
Application of Knowledge

Doane promotes a life of learning for its faculty, administration, staff and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

One of the strong themes running through our self-study is Doane's commitment to the liberal arts and the development of leadership capabilities for students, faculty and staff. The Doane 1995-2011 Mission Statement clearly indicates that the college "prepares students by offering academic and co-curricular opportunities to develop abilities and skills needed in and out of the workplace" and that it "also provides opportunities for students, faculty and staff to develop and practice leadership skills." Doane's Board of Trustees, at a meeting on February 25, 2011, approved the college's new mission statement (see Criterion 1) which focuses on "providing an exceptional liberal arts education" and preparing "students... for lives rooted in intellectual inquiry, ethical values, and a commitment to engage as leaders and responsible citizens in the world." Our understanding of that liberal arts mission means instilling in our students an appreciation of the breadth of knowledge and the value of a life of learning along with a commitment to engage as responsible citizens. To do so successfully for the 21st century we will need to continue raising the level of academic challenge and expanding opportunities for students to apply knowledge to new problems and situations. At the same time, we will provide the resources necessary for faculty and staff to continue to learn and develop as they create an exceptional learning environment for our students.

CORE COMPONENT 4A:

Doane demonstrates through actions of its board, administrators, students, faculty and staff, that it values a life of learning.

4A.1

Doane Values a Life of Learning

Doane's planning and pattern of financial allocation demonstrate that it values and promotes a life of learning for its students, faculty and staff.

Doane College's last strategic plan, covering the period from 2006–2011, had as the overarching goal "To attract engaged students who can benefit from a Doane College education and who will ultimately graduate from Doane." The plan, discussed further under Criterion 1, had three goals that specifically related to encouraging and developing lifelong learning in the Doane community; namely, committing the college to recruit students who would be "actively engaged in the intellectual enterprise;" to "recruit, develop and support faculty who are innovative teacher-scholars," and to "recruit, develop and support effective and innovative staff who provide leadership and service to the college." (See Strategic Plan 2006-11)

The programs developed to realize these goals are summarized below. The 2012–2017 Strategic Plan for Doane College is currently under development. The five major themes of the plan have been drafted; however, specific goals and tactics will be elaborated after the arrival of Doane's new President, Dr. Jacque Carter, who assumed the Office of the Presidency on July 11, 2011. A look at the major draft themes below makes clear that the new strategic plan builds on Doane College's commitment to promoting a life of learning for its students, faculty and staff.

Draft Themes for the 2012-2017 Strategic Plan

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

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

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

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

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

Financial Allocation for Learning

Doane demonstrates its strong commitment to, and support of, its students, faculty and staff in its financial allocation decisions. Table 4-1 presents the functional areas of the annual budget. Over the period 2001-2010, absolute dollars dedicated to instruction rose every year. The instruction category includes funds for both traditional and nontraditional undergraduate programs, as well as for graduate programs. As a percentage of total expenses, instruction varied from 45.5% to 50.0% over the 10 year period while averaging an annual growth of 5.13%. In addition, expenditures for academic support (library, instructional technology and academic affairs) rose every year through the end of the 2008 fiscal year. Student services (student services, career development, financial aid, registrar, admissions and athletics) also rose, in absolute dollars, every year from 2001 through 2010 with an average annual growth of 7.25%.

Table 4-1

Functional Expenses (per audited financial statements), 2001 to 2010

Fiscal year end	Instruction	Academic Support	Student Services	Institutional Support	Total Educational and General	Auxiliary Enterprises	Total Expenses
2010	14,992,108	1,656,772	4,938,513	4,705,393	26,292,786	4,774,072	31,066,858
2009	14,924,775	1,686,055	4,764,306	4,094,306	25,469,442	4,385,720	29,855,162
2008	13,958,352	1,703,109	4,433,664	4,136,082	24,231,207	4,422,310	28,653,517
2007	13,404,607	1,764,936	4,306,214	3,641,604	23,117,361	4,534,528	27,651,889
2006	12,384,338	1,685,150	3,962,548	3,367,413	21,399,449	4,425,584	25,825,033
2005	11,864,327	1,607,557	3,566,830	3,204,998	20,243,712	4,559,278	24,802,990
2004	10,996,689	1,542,764	3,348,638	3,337,170	19,225,261	4,924,803	24,150,064
2003	10,535,362	1,349,941	2,896,218	3,157,414	17,938,935	4,385,898	22,324,833
2002	10,059,403	1,241,608	2,747,053	2,778,968	16,827,032	4,296,164	21,123,196
2001	9,572,745	1,189,124	2,645,565	2,519,648	15,927,082	4,161,323	20,088,405
% of Total Expenses							
2010	48.3%	5.3%	15.9%	15.1%	84.6%	15.4%	100.0%
2001	47.7%	5.9%	13.2%	12.5%	79.3%	20.7%	100.0%

The Criterion 2 chapter provides more details on how the college used these financial resources to develop an exceptional learning environment.

4A.2

Academic Freedom and Intellectual Inquiry

The board has approved and disseminated statements supporting freedom of inquiry for the organization's students, faculty and staff, and honors those statements in its practices.

Doane's Board of Trustees has adopted and distributed policies relating to academic freedom for faculty, a code of conduct for all employees, and academic freedom and expression for its students. The Doane College Faculty Handbook, Section II-5, D.1 states that "Doane College affirms its conviction that academic tenure, rightly understood and properly administered, provides the most reliable means of assuring faculty quality and educational excellence, as well as the best guarantee of academic freedom." This policy is based on the "Academic Freedom and Tenure, 1940 Statement of Principles and 1970 Interpretive Comments" as endorsed by the American Association of University Professors and the Association of American Colleges; the "Statement on Procedural Standards in Faculty Dismissal Proceedings (1958);" and supporting statements in the AAUP, Policy Documents and Reports, 1995. The Doane College Faculty Handbook II-5, D.2, further states that faculty at Doane College "are entitled to full freedom in research and publication of the results"; that they "are entitled to freedom in the classroom in discussing their subject"; and that "when they speak or write as citizens, they [faculty] should be free from institutional censorship or discipline, but their special position in the community imposes special obligations."

Doane's students are also guaranteed freedom of inquiry and expression in the student handbooks for the various programs. The statement in the Doane College Student Handbook, Article VII, Section 8.01 applies across all campuses: "students, individually and collectively, are free to examine, discuss and express opinions and views using appropriate channels for expression and the maintenance of order. They are free to support causes by orderly means that do not disrupt the operation of the college or substantially interfere with the learning environment. At the same time, it should be made clear to the academic and larger community that in their public expressions or demonstrations, individuals speak only for themselves."

The Doane College Employee Handbook includes a Code of Conduct that applies to all "college community members." This Code of Conduct "is a shared statement of our commitment to upholding the ethical, professional and legal standards we use as the basis for our daily and long-term decisions and actions. We will all be cognizant of and comply with the relevant policies, standards, laws and regulations that guide our efforts. We are each individually accountable for our own actions and, as college community members, are collectively accountable for upholding these standards and for compliance with all applicable laws and policies."

Additionally, Doane College maintains a whistleblower policy (see the Employee Handbook, pp. 5-6) that "aims to provide an avenue for faculty and staff, students, trustees, and other volunteers to raise concerns and reassurance that they will be protected from reprisals or victimization for whistleblowing in good faith."

4A.3

Professional Development for Faculty and Staff

Doane supports professional development opportunities and makes them available to all of its administrators, faculty and staff.

Faculty

Doane College recognizes the need to support faculty development and learning. A commitment to continued professional growth of its faculty constitutes one hallmark of institutional excellence. Such support of faculty development at Doane includes both paid (sabbatical) and unpaid leaves (see Criterion 3), a professional travel budget maintained through the Office of Academic Affairs, additional support from a faculty member's department or division and/or the Vice President for Academic Affairs, the possibility of release time for research, and Faculty Development and Leadership Committee support for conference presentation/attendance (see Doane College Faculty Handbook, IV.).

The normal teaching load for full-time faculty at Doane College equals seven courses per year, either as a 4-3 or 3-4 over the fall and spring semesters. This load represents a one-course reduction from that which existed for faculty prior to the arrival of President Jonathan Brand in July of 2005. President Brand's goal in instituting this change was to allow faculty to increase their engagement with students and to develop their scholarship. While the load reduction to seven courses per year resonated with faculty, one major obstacle prevented its achievement across all departments on campus. Two years of exceptional recruitment have increased pressure on faculty to teach more courses, so that in 2009-2010, full-time faculty averaged 22.5 credits of teaching rather than 21. The college has not been able to move toward a goal of allowing some research appointments for faculty who teach only a 3-3 load while engaging in scholarly projects, although some science faculty have been able to cover reduced load through grant funding that pays for adjuncts or post-doctoral fellowships. Graduate faculty in the Masters of Education program carry a 3-3 load as required by the Nebraska Department of Education.

Doane's Faculty Development Committee has for many years encouraged and supported individual faculty efforts toward professional growth through grants and travel support to conferences and workshops. The Faculty Development Committee consists of representatives from each division on the Crete campus. The committee manages a budget of \$7,000 for the academic year which they tend to split evenly between semesters. Faculty members must apply for grants from the committee; grant awards are based primarily on the strength of the proposal and how recently, if ever, grants were received from the committee.

Each full-time faculty member can access a professional travel fund (\$500 per year per faculty member that can be carried over for one year, thereby accumulating to \$1,000) through the Office of Academic Affairs. The amount per year available to faculty will rise to \$600 (possible accumulation to \$1,200) beginning in 2011-2012. Faculty members are encouraged to utilize these funds to attend professional conferences in their scholarly area. During the 2009-2010 academic year, 43 faculty members accessed their travel monies for professional development opportunities and 39 did so during the 2010-2011 academic year.

Adjunct faculty have both access to general faculty development workshops and to retreats focused on their individual programs, as discussed under Criterion 3. A good example of adjunct faculty support comes from Doane's Education Division. The Education Division relies on adjunct faculty, especially to supervise student teachers and also to teach courses

at the graduate level. Adjunct faculty members in the Education Division have available to them the professional development activities in which the division participates. In addition, in the case of the supervision of student teachers, adjunct faculty members receive training on the Doane Teacher Education Standards and the rules and regulations which govern student teaching supervision. Typically, the Education Division selects a topic for shared professional development. The 2010-2011 focus was technology. Adjunct faculty for the Master of Education (M.Ed.) may participate in all faculty development on the chosen topics. They are invited to all special training sessions on technology including training on teaching with blackboard, utilization of web advisor and teaching online. Adjunct faculty members may attend meetings in which teaching and learning are discussed. Finally, the M.Ed. includes a budget line for adjunct faculty from which they may request funding for professional development meetings.

The Center for Excellence in Teaching and Learning (CETL) targets faculty development related to instruction. Since its creation in 2009, CETL, in collaboration with the Vice President for Academic Affairs, offered several workshops for all Doane College faculty members, full-time as well as adjunct. Initial workshops were primarily held on the Crete campus with faculty from Lincoln and Grand Island also in attendance. In 2011, the college is experimenting with offering workshops twice — once in Crete and once in Lincoln — in order to be accessible to more instructors. Workshops currently under development will reflect a particular effort to tailor sessions to the instructional needs of faculty working with adult learners and will be held on the Lincoln campus.

Workshops generally consist of two formats, full day sessions often facilitated by experts in the field from outside the Doane community and one hour “Shareshops,” presented by Doane faculty members. In both formats there is a practitioner emphasis that enables participants to directly implement strategies into their own courses. Topics have reflected varying areas of emphasis including enhanced critical thinking, integrated learning, dialogic strategies and intentional instruction for improved communication skills (particularly writing and critical reading).

Two to three Shareshops are held throughout the year that allow individual faculty to showcase instructional efforts as a means of demonstrating best instructional practices that can be easily transferable to another professor’s course. Each Shareshop generally features three to four faculty mini-presentations with a question and answer session following. All materials from the workshops/Shareshops can be accessed on the CETL website: <http://www.doane.edu/FacStaff/Resources/cetl-home/>. The planned focus for 2011-2012 workshops will be tailored to anticipated developments in Doane’s general education framework.

Recent CETL Workshops and Shareshops include:

- Faculty Workshop (Crete): Reacting to the Past – Role Playing Pedagogy, May 19, 2011
- What Works? Shareshop: Learning Communities, March 24, 2011
- Faculty Workshop (Crete and Lincoln): Wikis, Blogs, IMs, Facebook, YouTube, and Second Life: Technology in the Grounded Classroom, January 24, 2011
- What Works? Shareshop: Share the Wealth, October 28, 2010
- What Works? Shareshop: Interactive-Didactic Strategies, September 23, 2010
- Faculty Workshop (Crete): Trends in General Education, Tuesday, August 24, 2010

- Faculty Workshop (Lincoln): Active Learning: Creating Interaction in the Classroom, August 11, 2010
- Active Learning (Lincoln Faculty Workshop), August 11, 2010
- What Works? Shareshop: Helping Students Develop through Critical Dialogue, April 8, 2010
- What Works? Shareshop: Helping Students Develop as Critical Readers, February 25, 2010
- What Works? Shareshop: Helping Students Develop as Writers, November 5, 2009
- Faculty Workshop (Crete): Critical Thinking, August 19, 2009
- Faculty Workshop (Crete): Instructional Design for Today's World, May 21-22, 2009

An intentional focus on faculty development opportunities for those interested in learning communities was launched in 2006 by then Vice President for Academic Affairs Dr. Maureen Franklin. This initiative received a \$18,000 grant from the Cooper Foundation with monies available as stipends to faculty implementing team-taught courses designed around a model of a “learning community.” The college initiated its exploration of learning communities by sending nine faculty members to attend a one-week symposium at The Evergreen State College; these faculty then worked together to design a learning community approach that worked for Doane. Several learning communities were launched as pilots in 2008 and revolved around one of the following formats:

- Shared assignments, two different courses working collectively on one major project
- Partial co-enrollment, two different courses with some students intentionally taking both as a partial learning community
- Full co-enrollment, two different courses with students enrolled in both and working collaboratively

Faculty participation in this initiative was highest among those working with the Liberal Arts Seminar. Several teams worked to create a series of “Shared Assignments” that allowed for an interdisciplinary project between students in two different LAR courses. As experimentation continued, interest among several teams deepened and resulted in the creation of learning communities linked by a thematic design. These learning communities resulted in new courses that blended the curriculum of two former courses to teach issues related to a specified theme. A \$50,000 grant from the Mellon Foundation (see the final report to the Mellon Foundation) allowed for 10 faculty members to receive release time and continued faculty development opportunities to create five new courses. Three of these were successfully launched in the 2009-2010 academic year and four similar courses will be available in 2011-2012.

Administrators and Staff

Doane College's commitment to the college's vision, mission, values and goals across every department begins with its leaders. Since our leaders shape the future of Doane, so developing them helps us develop the college.

In June 2008, Doane College administered a Leadership Engagement Survey to gauge the

leadership environment at Doane. A follow-up session was held in September to review the results and discuss the college's strengths and weaknesses in leadership. This survey and discussion precipitated the implementation of a Leadership Development Program for the college. It consists of an advisory group of five to seven staff members led by the Director of Human Resources, and draws 40 participant leaders from around the college.

The 2008-2009 Leadership Development Program was built around the idea of "honoring the past and embracing the future." Presentations by emeriti presidents and the college's archivist provided a wealth of knowledge on the history of the college. Development sessions exploring the Doane College mission and values established the "present" and discussion regarding the vision of the college provided the bridge to the future. To support a collaborative environment, leaders shared their roles within the college with the entire group. The program included development opportunities in the areas of leading through change and leading during an economic downturn. In July 2009, a pivotal all-day retreat of the advisory committee led to the adoption of the seven core competencies of a Doane Leader and the Doane Leadership Program developed into a two-year Doane Leadership Quotient DLQ program.

The Doane College Leadership Competencies are:

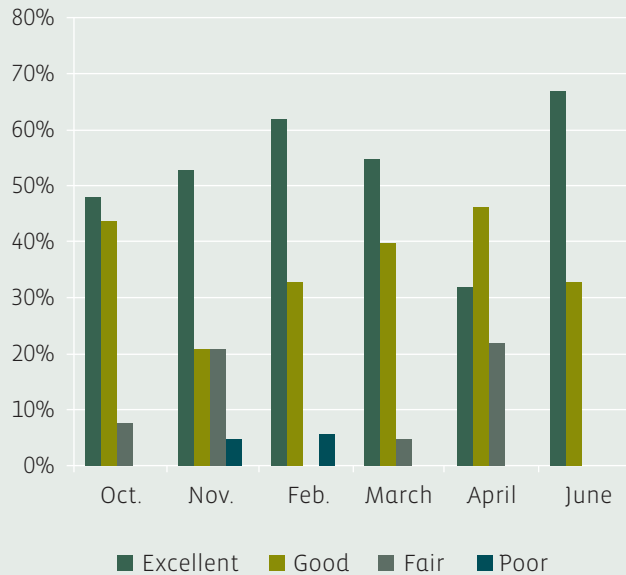
1. Development of a Core Set of Values and Vision
2. Effective Communication
3. Reflection and Analysis
4. Creating a Positive Climate
5. Facilitation and Collaboration
6. Problem Solving and Risk Taking
7. Perseverance

Beginning in the fall of 2009, participants in the DLQ program embarked on their two-year journey of leadership development. Leaders throughout the college and from all campuses engage in monthly leadership sessions that incorporate the seven core competencies of a leader upon which the program is based. Sessions have included:

- Integrating the Values into Your Office
- Leading Through Relationships
- Leadership Practices Inventory
- Reaping the Rewards of Effective Listening
- The Future of Higher Education
- Strengths Finder
- Stop Doing It: Removing Barriers
- Communication: It Takes All Kinds
- Making a Difference Intentionally

After each session, a survey is e-mailed out to the participants to gather feedback on the session. After the first year, a progress report was written and shared with the cabinet.

Graph 4-1



See graph 4-1 above: Evaluation of Leadership sessions 2009.

The advisory group is currently discussing how leadership at the college will continue to be developed after the two-year DLQ program is complete. The group is also exploring how to expand the program to reach more staff, such as emerging leaders. New members are being invited into the advisory group so others can rotate off, which should bring fresh ideas to leadership programming. In addition, this was the catalyst for Human Resources to formalize and improve college-wide staff development. A four-pronged approach has been developed to train staff in the areas of: Growth and Skill Development, Work/Life Balance, Compliance Training and Building a Culture.

The college continues to invest in the development of its human resources. In 2009, the college implemented a Supervisor Lunch-n-Learn program to provide opportunities for supervisors and managers to discuss various topics of interest to them in their current roles. The program, facilitated by the Human Resources Department, emphasizes learning new concepts and sharing ideas among participants. Some of the topics covered include: employee recognition and rewards, performance reviews, new employee on-boarding and employee assistance program tools for supervisors. Program effectiveness has been gauged by session evaluations and other forms of feedback; the program has been well received by both supervisors and managers at the college and has often created opportunities for innovation and creativity. This input has led to the formulation of future goals including: 1) creation of an Employee Recognition Program that rewards performance in alignment with the college's mission, vision and values; and 2) revising the performance review process to improve its effectiveness for both Supervisors and their employees.

All new Doane College staff members attend a two-part New Employee Orientation Program designed to ensure their successful transition and to acclimate them to the culture of Doane. Part one of the orientation program, titled "Tools for Success," informs new employees about various college policies, procedures and employee benefits. In addition, they learn about various

campus resources available to them, including campus safety, information technology and dining services. New employees receive a campus tour conducted by a Doane Ambassador. The second part of orientation, titled “Community, Empowerment, Excellence and Impact” focuses on the values of Doane College. During this half-day session, new employees learn about the mission, vision, values and history of Doane. Several members of the Doane community visit with the orientation group about their departments within the college, thereby helping new staff gain an understanding of the college as a whole.

Over the last two years, since the program’s creation, it has continued to receive positive feedback from participants. The college evaluates the program and the changing needs of the participants to ensure that it continues to meet the expectations of new employees.

Sending Faculty and Staff to External Conferences and Workshops

In its annual budgeting process, Doane College provides funds for professional development, memberships, subscriptions, dues and travel for its faculty and many of its staff from across the college. Especially important is the provision of funds to allow staff to attend professional conferences, meetings and workshops so that they can stay current on developments in their fields. The following table provides selected examples over the past three years.

Table 4-2

Academic Affairs	Student Leadership
<ul style="list-style-type: none">• Innovative Educators Workshop• National Academic Advising Association Conference• Nebraska Library Association Conference• Brick and Click Library Conference• Association of College and Research Libraries Biennial Conference• College and University Section of Nebraska Library Association Spring Meeting• NCATE Conference• Nebraska Educational Technology Association• Sirsi/Dynex Users Group Conference• Datatel Users Group National Conference• American Association of Collegiate Registrars and Admissions Officers (AACRAO) Conference• Nebraska Association of Collegiate Registrars and Admissions Officers (NACRAO) Annual Conference• Institute for Student Service Professionals Conference• Higher Education Opportunity Act Training• MO–KAN–NE Annual Conference• Nebraska Hispanic Summit• National Tutoring Association Conference• Kansas Multi–Tier System of Supports Symposium• Pathways to Respecting American Indian Civil Rights Symposium• 16th Annual Multicultural Leadership Institute• Gary Howard Equity Institute• Reacting to the Past Annual Conference• Association for American Colleges and Universities (AAC&U) General Education Meeting• Collaboration for Learning Conference	<ul style="list-style-type: none">• Cleary Act Conference• Central College Health Association Conference• National Association of Campus Activities (NACA) National and Regional Conference• Leadership Educators Institute• National Association of Student Personnel Administrators (NASPA) Region IV West Conference• Great Plains Athletic Association and Dean’s Conference• Nebraska Drive–In Conference Learning Within Boundaries: Sexual Misconduct in Higher Education Conference• Upper Midwest Regional Association of College and University Housing Officers Conference• American College Health Association Conference• Nebraska Nurses Meeting• NAA National Convention• American Football Coaches Association Convention

Finance and Administration

- Federal Student Aid Conference
- National Association of Student Financial Aid Administrators (NASFAA) Leadership Conference
- NASFAA Decentralized Training
- NASFAA Annual Conference
- Datatel Financial Aid Professionals Training Conference
- Nebraska Association of Student Financial Aid Administrators (NeASFAA) Spring Conference
- College & University Professional Association for Human Resources National Conference
- ADA/504 Issues for Colleges Workshop
- National Association for College and University Business Officers (NACUBO) Annual Meeting
- NACUBO Cutting Costs Workshop
- NACUBO Managing Risks Workshop
- NACUBO Workshop on Intermediate Accounting And Reporting
- United Educators Developments in Employment Law Workshop
- Nebraska Educational Finance Authority (NEFA) Accounting/Tax Bonds Workshop
- CIC/NACUBO CAO–CFO Partnership Workshop
- Groundwater Foundation National Conference
- Sports Turf Managers Association Conference
- Nebraska Community Forestry Conference

Information Technology

- Educause National Conference
- National Institute for Technology in Liberal Education (NITLE) National Conference
- Blackboard World
- Microsoft Professional Developers Conference
- Datatel Users Group National Conference
- Campus Technology Conference

Institutional Advancement and Marketing

- CASE District VI Annual Conference
- CASE Summer Institute in Alumni Relations
- Datatel Users Group National Conference
- Nebraska Independent College Foundation Workshop
- Midwest Regional Datatel Users Group Conference
- Great Plains Athletic Conference (GPAC) Annual Meeting
- Minnesota CLE Nonprofit Law Conference
- Creative Marketing Conference
- American Marketing Association Symposium for the Marketing of Higher Education
- CASE Design Institute
- In–Control Web Design Conference
- HOW Design Conference
- Event Planning Workshop
- University and College Designers Association Conference

Admission

- National Association of College Admission Counseling National Conference
- Great Plains Association for College Admission Counseling Regional Conference
- Iowa Association for College Admission Counseling Regional Conference
- National Association of Foreign Student Advisors (NASFA) – Association of International Educators Conference

In addition to the selected conferences, meetings and workshops listed in the table, many staff members attend other workshops, meetings and webinars, both on and off campus, in their areas of responsibility that serve to enhance their knowledge, skills and abilities.

4A.4

Acknowledging Achievement

Doane publicly acknowledges the achievements of students and faculty in acquiring, discovering and applying knowledge.

Doane's criteria for evaluation of faculty focus on the areas of teaching, scholarship and service. Doane maintains and supports several avenues for recognition of faculty scholarship in both print and electronic forms including the President's Monthly Update (e-mail sent out most months between September and May), *Doane Magazine* (published twice a year), *Doane Owl* (published most weeks during the school year), and the Doane website (updated year round). Other forms of public recognition for faculty include displays of their published work in the Doane College Bookstore and in special display cases in the Padour-Walker Administration Building and in other common areas on our three campuses. The college recognizes faculty members in many other ways including endowed professorships, Student Congress Teaching Awards, and the Bulldog Award for Faculty.

Recognition of the scholarly achievements of Doane students also occurs in publications such as the President's Monthly Update, *Doane Magazine*, *Doane Owl* and Doane website. Numerous student scholarships recognize academic achievement, particularly the Senator Hugh Butler Academic Leadership Awards (four full-tuition scholarships each year), and other merit awards including the Presidential (\$11,000), Board of Trustees (\$9,000) and Van Hoy (\$7,500) scholarships. The college honors outstanding students in two awards presentations, one the fall Honors Convocation and the other the spring Student Award Ceremony, where awards for outstanding scholarship are presented by the academic departments and service organizations, including Cardinal Key and the fraternities and sororities. The college also recognizes graduates of the honors program and confers the Zenon C. R. Hansen Leadership Awards at the spring event. In addition, student recognition can take the form of membership in campus wide and departmental honor societies, and presentation of research at MindExpo, as well as at state, regional, and national conferences. Other honors include the Dean's List, Honors In Course, Doane Scholar, Fulbright Scholar and graduation honors including cum laude, magna cum laude and summa cum laude.

4A.5

Scholarship and Creative Work

The faculty and students, in keeping with Doane's mission, produce scholarship, creative performances and shows, and create knowledge through basic and applied research. The Doane College Five-Year Strategic Plan, 2006-2011, articulates the college's commitment to facilitating original scholarship by its faculty and students. The first pillar of that strategic plan states (Discovering the Liberal Arts and Sciences, 2006):

Doane leads through academic excellence.

- Stimulating the quest for knowledge by all members of the Doane community.
- Doane's core value of excellence states that "Doane sets high standards of teaching, scholarship, service and leadership."

Evidence for original student research and creative work is most publicly seen in the yearly undergraduate research symposium, MindExpo, which the college sponsors each spring. This celebration of original student work began in 2001 and has been a venue for 565 presentations since then. Students present research in poster and oral presentation sessions with considerable opportunity for interaction between student presenters and other members of the campus community. The abstracts for these presentations are publicly available on the Doane website (see MindExpo List of 2010 presentations). Eighteen of the 37 majors offered on the Crete campus require that a student produce original research or creative work culminating in a major senior thesis or performance. Many of these experiences are shared during the MindExpo event, but an increasing number are now being presented at off-campus conferences. Many of the projects completed by students have been of high enough quality to be published with faculty co-authors.

Original scholarship by students is ably supported by work of the faculty. (See faculty vitae in the resource room.) While teaching is the most important criteria for faculty evaluation at Doane, a number of faculty have continued to carry on significant scholarship. Recent books published by faculty include: Kim Jarvis (History); *Franconia Notch and the Women Who Saved It* (U of New Hampshire P, 2007), Dan Clanton (Religious Studies), *Daring, Disreputable, and Devout: How Biblical Women Have Been Portrayed in Popular Culture* (T&T Clark, 2009); Molly Rozum (History), ed., *Small-town Boy, Small-town Girl: Growing Up in South Dakota* (U of South Dakota P, 2009); and Liam Purdon (English) and Beef Torrey, *Conversations with Tom Robbins* (U of Mississippi P, 2011). A quick overview of faculty publications in 2010-2011 provides a sense of the range of scholarly and creative work being done by Doane faculty.

Select examples of peer-reviewed publications, research grants and creative scholarship by Doane faculty, 2010-2011 include:

- Jennifer Bossard, Lecturer of Economics, co-authored a paper titled “The Representation of Women at Public Research Universities: Do Unions Make a Difference?” in the *Industrial and Labor Relations Review*. Vol. 63, No. 4 (July 2010), 699-718.
- Dr. Tim Wiedman, Assistant Professor of Management/Human Resources, worked with a nationwide team of subject matter experts to write and edit test items and scenarios for the Society for Human Resource Management’s (SHRM) *Assurance of Learning Assessment for Graduating HR Students*.
- Eric Stearns, Assistant Professor of Art, 27th Annual Sculpture in the Park, International Juried Show, Loveland, Colorado; 39th Annual Governor’s Art Show, regional Juried Show, North Platte, Nebraska, Best of Show; Annual Iowa Sculpture Festival, National Juried Show, Newton, Iowa.
- Robin McKercher, Associate Professor of Theatre, directed *The 39 Steps* and *Adaptation* at the Belvoir Terrace Fine Arts Learning Center in Lenox, Massachusetts.
- Jeffrey Stander, Assistant Professor of Theatre, designed the scenery for *Dear Ruth* with Retro Productions in New York City with two Doane students participating as assistant designers. Stander will also design *The 39 Steps* for the Nebraska Repertory Theatre over the 2011 summer.
- Roy Scheele, Poet-in-Residence, was the Lucille Cobb lecturer this April. His lecture/reading was entitled “A Few Observations on the Craft of Poetry.” Scheele has recently published poems in *Prairie Schooner* and *Measure*. He has received the Glenna Luschei Award for three poems published in the summer, 2010 issue of *Prairie Schooner*.

- Dr. Liam Purdon, Professor of English, completed and submitted for publication at PMLA an essay entitled “Symbolic Action and Language in Kate Chopin’s *The Awakening*.” He published, with alumnus Beef Torrey, *Conversations with Tom Robbins* (U of Mississippi Press, 2011).
- Dr. Evelyn Haller, Professor of English, published an essay, “*Shadows on the Rock: A Novel in American English Ezra Pound Gave to His Daughter Mary That She Might Learn His Mother Tongue and More*,” in *Paideuma: Modern and Contemporary Poetry and Poetics* Vol. 37 (2011) 245-265. Her scholarly essay, “Virginia Woolf and Dance,” is Chapter 25 in *The Edinburgh Companion to Virginia Woolf and the Arts*, ed., Maggie Humm (U of Edinburgh P, 2011), 455-474.
- Dr. Betty Levitov, Professor of English, published a film review, “Sarabah” in the *Women Make Movies Catalog*, 2011. Levitov has two works in progress: *Table for Fifteen: A Memoir* and *Deep Travel: A Semester in Africa*.

Dr. Dan Clanton, Assistant Professor of Religious Studies, published “Here, There, and Everywhere’: Images of Jesus in American Popular Culture” in *The Bible in/and Popular Culture: A Creative Encounter*. Ed., Philip Culbertson and Elaine M. Wainwright. Semeia Studies 65. Atlanta: Society of Biblical Literature, 2010.

- Dr. Tessa Durham Brooks, Assistant Professor of Biology, published two papers related to her thesis work. One was as a corresponding author who included undergraduates as the first and second authors: “Detection of a Gravitropism Phenotype in glutamate receptor-like 3.3 Mutants of *Arabidopsis thaliana* Using Machine Vision and Computation”. *Genetics* (2010) 186: 585-593. Nathan D. Miller*, 1, Tessa L. Durham Brooks*, 1, 2, Amir H. Assadi and Edgar P. Spalding*,3 (<http://www.genetics.org/cgi/content/abstract/186/2/585>) and “Separating parental environment from seed size effects on next generation growth and development in *Arabidopsis*”. *Plant, Cell & Environment* (2011) 34: 291-301. A.L. Elwell, D.S. Gronwall, N.D. Miller, E.P. Spalding, T.L. Durham Brooks.
 - Dr. Durham Brooks was awarded a four-year \$292,000 grant from National Science Foundation via the Plant Genome Research Program and was also awarded a \$4,970 EPSCOR grant titled “Defining genetic components of the AtGLR3.3 (*Arabidopsis thaliana* Glutamate Receptor Like 3.3) pathway in root gravitropism”.
- Dr. Brad Elder, Associate Professor of Biology, was awarded a portion of a \$24-million NIH EPSCoR grant as part of a large group of institutions and investigators studying use of algae for biofuels. He is working with Spring Creek, The Tri-County Burn Association, Pheasants Forever, The Nebraska DNR, Nebraska Forest Service, Konza Prairie and local land owners to develop and conduct safe prescribed burns in Nebraska and Kansas.
- Dr. Barbara J. Clement, Professor of Biology, is a co-author on a paper currently published online and shortly to be in press: *Secondary minerals from extrapedogenic per latus acidic weathering environments at geomorphic edges*, Eastern Nebraska, USA. *Catena* 85 (2011) 253–266. R.M. Joeckel, K.D. Wally, B.J. Ang Clement, P.R. Hanson, J.S. Dillon, S.K. Wilson.
- Dr. Heather York, Assistant Professor of Biology, was just granted the Nebraska EPSCoR FIRST award. Her pre-proposal titled “Ecological Profiling of Pyllostomine Bats” was funded in the amount of \$19,315.

- Dr. David Clevette, Professor of Chemistry, was co-author of a published paper: Faraldos, J.A.; Giner, J-L.; Smith, D.; Wilson, M.; Ronhovde, K.; Wilson, E.; Clevette, D.; Holmes, A.; Rouhier, K. “Enzymatic Resolution of 1-Phenylethanol and Formation a Diastereomer: An Undergraduate 1H NMR Experiment to Introduce Chiral Chemistry” *Journal of Chemical Education* (2011) 88(3): 334-336. He was also co-PI on a funded grant: “MRI: Acquisition of a 300 MHz solution- and solid-state NMR”, with Erin Wilson (PI) and Christopher Wentworth, David Clevette, Andrea Holmes, Tessa Durham Brooks (co-PIs). \$374,400 funded by NSF.
- Dr. Andrea Holmes, Assistant Professor of Chemistry, was co-author of published paper: Faraldos, J.A.; Giner, J-L.; Smith, D.; Wilson, M.; Ronhovde, K.; Wilson, E.; Clevette, D.; Holmes, A.; Rouhier, K. “Enzymatic Resolution of 1-Phenylethanol and Formation a Diastereomer: An Undergraduate 1H NMR Experiment to Introduce Chiral Chemistry” *Journal of Chemical Education*. (2011) 88(3): 334-336.
 - Dr. Holmes was also the co-author of three other published papers: 1) Lyon, M; Groathouse, J; Beaver, J; Turner, L; Rouhier, K.; Wilson, M.; Symonsbergen, D.; Sikich, S.; Holmes, A.* DETECHIP 1.2*: An improved molecular sensing array” *Journal of Forensic Research*., submitted for publication, 2011; 2) co-author of published paper: Jordan Groathouse, Homar Barcena, Casey Gustafson, Mark V. Wilson, David J. Symonsbergen, Kerry A. Lucas and Andrea E. Holmes* Wild Plum: Dyes of Improved Optical Brightness and Fluorescence. *Journal of Cosmetic Science*, 61, 279-288, 2010; 3) co-author of published paper: Burks, R; Pacquette, S.; Guericke, M.; Wilson, M.; Symonsbergen, D.; Lucas, K.; Holmes, A.* DETECHIP*: A sensor for drugs of abuse” *J. Forensic Sci.*, 55, 3, 723-727, 2010; 4) co-author of published paper: Anderson, M.; Wilcox, K.; Guericke, M.; Chu, H.; Wilson, M.; Wilson, E.; Lucas, K.; Holmes, A.* “Enantio-discrimination of methamphetamine by circular dichroism using porphyrin tweezers” in print, *Chirality* 22, 398-402, 2010.
 - Dr. Holmes was Principal Investigator (PI) on a funded grant: NSF, Research and Infrastructure grant, Nebraska-EPSCoR, Center for Nanohybrid-Functional Materials, PI at Doane College, (2010-2015) \$562, 000 and was co-PI for funded grant: NSF-CHE-1040402, “ MRI: Acquisition of a 300 MHz solution- and solid-state NMR” (2010-2013) \$374,000.
- Dr. Erin Wilson, Assistant Professor of Chemistry, was Principal Investigator (PI) on a funded grant proposal for \$374,000 from NSF titled, “MRI: Acquisition of a 300 MHz solution-and solid-state NMR”. Co-PIs were David Clevette, Tessa Durham Brooks, Andrea Holmes and Chris Wentworth. Dr. Wilson was also a PI on a funded grant: EPSCOR \$5,000.
- Dr. Chris Wentworth, Professor of Physics, published: Wentworth, C.D. “Helium Speech: An Application of Standing Waves”. *The Physics Teacher*, 49, 212-215, April 2011.
 - Dr. Wentworth was a Co-Principal Investigator on a funded grant: “MRI: Acquisition of a 300 MHz solution- and solid-state NMR”, with Erin Wilson (PI) and Christopher Wentworth, David Clevette, Andrea Holmes, Tessa Durham Brooks (co-PIs). \$374,400 funded by NSF. He was also the

editor and a content author for *The Humanized Physics Project Web Site*.
<http://physics.doane.edu/hpp/>.

The culture of respect for scholarship articulated by the most recent strategic plan and the record of original scholarship produced by faculty and students show that Doane College values a life of learning. In fact, one goal to be developed for the next strategic plan will focus on enhancing Doane's regional and national reputation through providing more resources to support faculty scholarship, publications and presentations at national meetings.

It is noteworthy that Doane faculty have connected scholarship and research to revising curriculum, as for example with these projects:

“Collaborative Proposal - Reforming Physics: Algebra-based Physics with Human Applications”, National Science Foundation, submitted by Doane physics faculty with collaborators at UNL;

“Incorporating Circular Dichroism in the Undergraduate Chemistry Curriculum”, National Science Foundation, submitted by Doane associate professor of chemistry Andrea Holmes;

Several externally funded research equipment proposals were successful in the past 10 years giving students access to modern research equipment for undergraduate research projects (see the full list under Criterion 3). Particularly noteworthy is the recent NSF funding for a state-of-art NMR spectrometer that will be used by chemistry, biology and physics students.

CORE COMPONENT 4B:

Doane demonstrates the acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

4B.1

General Education, the Doane Plan, and Skills for Lifelong Learning.

Doane integrates general education into all of its undergraduate degree programs through curricular and experiential offerings intentionally created to develop the attitudes and skills requisite for a life of learning in a diverse society.

Through the Doane Plan, the college seeks to achieve the broad learning goals that serve as the foundation for undergraduate general education on all three campuses. Successful completion of the Doane Plan is a requirement for all students in order to earn a baccalaureate degree from Doane College. Through the completion of the Doane Plan, students who take responsibility for their learning will be able to demonstrate the following outcomes:

1. An understanding of the origins, development, values and distinctive qualities of our collective heritage.
2. An understanding of the nature and effects of economic, political, psychological and social forces.
3. An understanding of the values, traditions, behaviors and philosophical foundations of diverse national and international cultures.
4. An understanding of the basic phenomena of the natural world, methodologies governing the sciences, and the relationship of both to the world community.

5. An understanding of the fundamental processes of mathematics and the ability to use mathematical modeling in solving practical problems.
6. The ability to read, write, speak, listen and interpret meanings effectively.
7. The ability to understand, appreciate and engage in creative expression.
8. An understanding of health and lifetime fitness.
9. An understanding of constructive leadership and ethical decision making.
10. The ability to appreciate and explore new areas of learning.

These outcomes have been linked to the mission outcomes discussed in Criterion 3 (see the General Education Assessment Plan 2000). The Doane Plan includes a number of categories of study from which students must complete courses in order to guarantee that they achieve a breadth of study. In most but not all of the categories, a list of courses exists from which students can choose one or more courses to meet the specific requirement. The categories of study, 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 complete the Doane Plan.

Below are brief descriptions drawn from the Doane Crete Catalog:

Heritage Studies – 9 credits

To understand ourselves and our world and to act effectively to make our lives better, we need to understand our Western and non-Western heritage in terms of its origins, development, values, and distinctive qualities. Each student must complete one course from the following areas: History, English Literature, Philosophy-Religion OR Philosophy.

Contemporary Issues – 9 credits

Interactions among social, political, economic, and psychological forces exert a powerful influence on our lives. Each student must successfully complete two courses from different areas in Group 1 and one course from Group 2. Group 1 includes the following areas: Political Science, Business OR Economics, and Education; Group 2 includes Psychology OR Sociology.

Cultural Perspectives – 3 credits

The aim of Cultural Perspectives is to provide students with the opportunity to study and gain knowledge and awareness of diverse values, art forms, social behaviors, and philosophical foundations in international and national arenas. Each student must successfully complete one course during the junior or senior year, chosen from one of the following groups: Foreign Languages OR Study Abroad; specific courses from Anthropology, Business, Speech Communication, English, Geography, History, International Studies, Political Science, Philosophy, Religious Studies, or Sociology.

Natural Science – 7 credits

It is vital to individual and community well-being that we possess an understanding of the principles and methodologies governing the sciences and their relationship to important issues. Each student must successfully complete two of the courses from those listed, one of which must be a laboratory science course: Biology, Astronomy, Chemistry, Geology, Physical Science, Physics, and Geography.

Mathematical Reasoning – 3-5 credits

Mathematical reasoning involves logical thinking, discovering relationships, making connections to other disciplines, and using higher order thinking skills to develop solutions within a framework of mathematical structures. Students must successfully complete one of the listed math courses.

Communication – 6 credits

Our abilities to interpret meaning accurately (as readers and listeners) and to convey meaning effectively (as writers and speakers) are essential for understanding and influencing the world. Each student must successfully complete each of the areas listed: English Composition, Speech Communication, and Writing in the Disciplines. The specific requirement for Writing in the Disciplines is 15 credit hours; however, a reduction is made depending on how many credit hours a transfer student brings in to Doane.

Aesthetic Perspective – 3 credits

All societies have given form to the beautiful by artistic means. The study of and experience in forms of artistic expression can lead to an understanding and appreciation of this important aspect of all human life. Each student must successfully complete at least three credits in this category, chosen from the following courses: Activity (Music OR Theatre), Art, English, Fine Arts, Journalism, Music (Lessons OR Groups), and Theatre.

Health & Well Being – 2 credits

A well-rounded education includes an understanding of what health is and how to maintain it. Each student must successfully complete each of the following courses: Physical Education Activity AND Theory of Lifetime Physical Fitness.

Liberal Arts Seminar – 3 credits

The First Year Liberal Arts Seminar is a course designed to introduce students to the intellectual expectations of the college's general education program. Students will develop critical reading and thinking skills. Students will experience significant and intellectual challenges in a supportive environment so that they may engage constructively in the rest of their general education program. All entering students who transfer in fewer than 30 credits, or have not been a full-time student for two terms at a previous institution, will take LAR 101 Liberal Arts Seminar during their first year and must pass the course before graduating. The course counts as three credits in the Liberal Learning category.

Liberal Learning – 9 credits

At Doane, the liberally educated person continues to explore new areas. Education does not suddenly narrow to one field after two years of college, nor after four. Therefore, as part of the Doane Plan, students must successfully complete nine credits of courses at an advanced level (300 or 400) in at least two different disciplines outside their primary major, or six credits outside the primary major at the advanced level (300 or 400) and Liberal Arts Seminar 101.

4B.2

The Effectiveness of General Education

Doane regularly reviews the relationship between its mission and values and the effectiveness of its general education. We understand that the broader outcomes of a Doane education rely on the connections students make between general education, their major, and their experiential

and co-curricular learning.

The Doane College 2006-2011 Strategic Plan affirms the central role of the liberal arts and sciences, and the breadth of knowledge and skills which that implies, as the cornerstone of the Doane College experience. Assessment for the general education program and for each undergraduate major emphasize success in developing such intellectual skills as creative and critical thinking, effective communication (reading, writing, speaking and listening), and independent inquiry and learning, in addition to discipline-specific and cross-discipline knowledge (see Criterion 3 and below for more general assessment data). The continued success of Doane's liberal arts seminars and learning communities demonstrate the commitment by faculty to reach beyond traditional disciplinary boundaries. The rationale for many majors, including new programs such as the RN to BSN program, explicitly establish their curricula in the liberal arts. Thus, evidence demonstrates that the acquisition of a breadth of knowledge is integral to Doane's educational programs.

The Criterion 3 chapter provides discussions of the various assessment instruments utilized at Doane over the past 10 years to assess student achievement of mission-driven outcomes for undergraduates on all campuses. It also notes the changes that have been made in the Doane Plan as a result of the analysis of assessment data. Here we will detail further evidence that Crete students are bringing together their general education, majors and co-curricular programs in order to develop the attitudes and skills requisite for a life of learning in a diverse society. In particular, Doane students consistently rate their experience at or above the level of students from institutions in the same Carnegie class. The key skills that we have identified for a life of learning include solving complex, real-world problems, including diverse perspectives in class discussions and writing assignments, and trying to understand another's viewpoint.

Doane seniors in 2010 demonstrated a considerable increase over 2008, and surpassed the Carnegie group in 2010 in rating their ability to solve complex problems—see Table 4-3 below.

Table 4-3

NSSE: Solving complex real – world problems (Mean scores*)

	First – Year		Senior	
	2008	2010	2008	2010
Doane College	2.75	2.73	2.71	2.91
Carnegie Class	2.73	2.75	2.79	2.83
NSSE	2.69	2.72	2.78	2.83

*Mean scores calculated based on responses of: 1 = Very Little; 2 = Some; 3 = Quite a bit; 4 = Very Much

In Tables 4-4 and 4-5, Doane's results regarding the inclusion of diverse perspectives in class discussions or writing assignments are comparable to both our Carnegie class and all NSSE institutions. In order to be lifelong learners, students must develop an understanding of diverse perspectives they will encounter throughout their lifetime. In the area of better understanding someone else's views, Doane's results again are comparable to both our Carnegie class and NSSE all institutions' means. As discussed in Criterion 1 and 3, however, we do not want to be complacent, but to explore through the current general education task force how to enhance

the ability of students, particularly seniors, to bring diverse perspectives together in solving problems.

Table 4-4

NSSE: Included diverse perspectives in class discussions or writing assignments (Mean scores*)

	First – Year		Senior	
	2008	2010	2008	2010
Doane College	3.02	3.00	2.98	2.89
Carnegie Class	2.91	2.90	2.94	2.95
NSSE	2.78	2.80	2.81	2.85

*Mean scores calculated based on responses of: 1 = Never; 2 = Some – times; 3 = Often; 4 = Very Often

Table 4-5

NSSE: Tried to better understand someone else’s views by imagining how an issue looks from his or her perspective (Mean scores*)

	First – Year		Senior	
	2008	2010	2008	2010
Doane College	2.87	2.89	2.90	2.95
Carnegie Class	2.87	2.89	2.90	2.95
NSSE	2.78	2.80	2.81	2.85

*Mean scores calculated based on responses of: 1 = Never; 2 = Some – times; 3 = Often; 4 = Very Often

Learning outcomes demonstrate that graduates have achieved breadth of knowledge and skills and the capacity to exercise intellectual inquiry. Students at Doane College are expected to possess the capacity to exercise intellectual inquiry while at Doane, but also as they pursue their careers and live their lives beyond Doane. Students are expected upon graduation to have achieved breadth of knowledge primarily due to their curricular experiences in completing the Doane Plan. In Table 4-6 in both 2008 and 2010, mean scores for first-year students at Doane are a little lower than our Carnegie class, but a little higher than all NSSE institutions. Doane seniors, however, had mean scores higher than our Carnegie class and NSSE in both 2008 and 2010. Thus, NSSE data indicates that Doane College students believe they have acquired a broad general education as they prepare to graduate.

Table 4-6

NSSE: Acquiring a broad general education (Mean scores*)

	First – Year		Senior	
	2008	2010	2008	2010
Doane College	3.25	3.27	3.52	3.50
Carnegie Class	3.35	3.32	3.48	3.43
NSSE	3.20	3.19	3.29	3.27

*Mean scores calculated based on responses of: 1 = Very Little; 2 = Some; 3 = Quite a bit; 4 = Very Much

The NSSE results (Tables 4-7 through 4-9) provide evidence that Doane seniors are achieving the ability to apply theories or concepts at comparable rates for both our Carnegie class and all NSSE institutions in 2010. The CAAP evidence cited in Criterion 3 provides direct evidence for a positive comparison on critical thinking. However, Doane seniors trail slightly behind the comparison institutions on the skill to synthesize and organize ideas. This raises an important question for the general education task force to explore in the fall of 2011.

Table 4-7

NSSE: Applying theories or concepts to practical problems or in new situations (Mean scores*)

	First – Year		Senior	
	2008	2010	2008	2010
Doane College	3.06	3.19	3.19	3.29
Carnegie Class	3.10	3.12	3.24	3.29
NSSE	3.03	3.08	3.19	3.26

*Mean scores calculated based on responses of: 1 = Very Little; 2 = Some; 3 = Quite a bit; 4 = Very Much

Table 4-8

NSSE: Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships (Mean scores*)

	First – Year		Senior	
	2008	2010	2008	2010
Doane College	2.98	2.93	2.92	3.07
Carnegie Class	3.05	3.05	3.21	3.22
NSSE	2.89	2.94	3.05	3.10

*Mean scores calculated based on responses of: 1 = Very Little; 2 = Some; 3 = Quite a bit; 4 = Very Much

The most important outcome, perhaps, is that students are prepared for continued learning. Students at Doane College are expected to both embrace the philosophy of lifelong learning, while developing the ability to be lifelong learners. In the NSSE survey, questions related to learning effectively on your own, the means for first-year students at Doane compare favorably to both our Carnegie class and all NSSE institutions. Mean scores for seniors at Doane showed significant improvement from 2008 to 2010. Furthermore, results for Doane seniors again compare favorably to our Carnegie class and all NSSE institutions. The NSSE data, especially in 2010, confirms that Doane students strongly believe they have developed the ability to effectively learn on their own, a key skill for lifelong learners, as they prepare to graduate.

Table 4-9

NSSE: Learning effectively on your own (Mean scores*)

	First – Year		Senior	
	2008	2010	2008	2010
Doane College	2.95	3.03	3.02	3.24
Carnegie Class	3.01	2.97	3.16	3.12
NSSE	2.96	2.95	3.05	3.07

*Mean scores calculated based on responses of: 1 = Very Little; 2 = Some; 3 = Quite a bit; 4 = Very Much

4B.3

Liberal Education and the Graduate Programs

Preparing students for lifelong learning by teaching the skills of liberal education — such as critical thinking and synthesis and the ability to develop and communicate new knowledge — are distinguishing characteristics of Doane’s graduate programs. Doane strives to go beyond providing credentialing and instead to prepare graduate students for the changing world they will face after graduation.

Doane currently offers three master’s degrees and, beginning in June 2011, will also offer an Education Specialist degree. The three master’s degrees currently offered include a Master of Arts in Counseling (MAC), Master of Arts in Management (MAM) and Master of Education (M.Ed.). The M.Ed. offers both a Curriculum and Instruction track and an Educational Leadership track. All three master’s degrees and the Education Specialist degree are designed to provide a knowledge base upon which students develop both depth of expertise in the specific field and broader critical thinking and problem-solving skills (see the descriptions of each program in the Graduate Catalog).

The Doane College White Paper for Strategic Planning on Tuition for Nontraditional and Graduate Programs, approved by the Board of Trustees at its May 2011 meeting, clearly states Doane’s larger view of its nontraditional programs:

The college has deliberately crafted these nontraditional programs to fit with its mission and commitment to the liberal arts and to a student-centered education. Programs on both the undergraduate and graduate level are:

1. Focused on the unique needs of nontraditional students. As stated in the Lincoln and Grand Island catalog, our programs specifically commit to serve “individuals who can benefit from a combination of classroom learning experiences, learning outcomes of previous formal education, and knowledge gained from work and life experience.” The classes recognize that these students bring a rich resource of previous experience into classes, and that they are “task-centered, problem-centered, and life-centered in their orientation to learning.” A great deal of effort is focused on students developing individual learning objectives and making sure they have the support needed to succeed in academic study.
2. Oriented for liberal education. These programs are intended not just to provide the credits that students need to be credentialed or licensed, but the skills and inclination to be reflective, critical thinkers and problem-solvers who can continue to learn, develop knowledge, and communicate effectively

in the changing economic, professional, and personal circumstances that they will meet after graduation.

3. Practitioner oriented. As stated in the graduate catalog, all of these programs are “based on an awareness and respect for information and experience brought from the field.” Part-time faculty are chosen from those who have expertise in the field and can provide concrete techniques, advice, and experience for students as they aspire to be practitioners themselves. Program standards are designed to create professional growth for the participants.

The Master of Arts in Counseling (MAC) program provides an example of a competency-based practitioner model in which “coursework and supervised practical experiences provides the opportunity to learn and develop skills in the assessment of problem behavior and in interventions with children, adults, couples, families, and groups” (Graduate Catalog, p. 27). The program helps students develop basic competencies and their personal professional activity, while also developing knowledge, skills and attitudes utilized in the practice of counseling. The MAC program targets the adult learner who is seeking a career change. These students are committed to learning, to becoming good at something they see as important and that they want to do. They each bring a very diverse rich accumulation of life experience. These two characteristics set the tone for the complex and stimulating class experiences. The program at its best is truly a transformational learning experience for adult students.

The program is delivered with a focus on professional practice and the liberal arts. Students become skilled in delivery in the liberal arts of direct counseling services through extensive mentoring experiences with practitioner faculty. Faculty and staff work with students so they can develop a personal professional identity. But the liberal arts are also key to the MAC program– taking students beyond the credentials they need to be mental health or alcohol and drug counselors to training that leads them to learn to think, to collect evidence and weigh the relative merits of different factors before offering a plan of action to a client. Dean Tom Gilligan indicates: “It is our assertion that knowledge and technical skills will give our graduates the ‘foot in the door’ in terms of licensure and entry into the professional counselor workforce, but a liberal arts education will provide the staying power, serve as a foundation for continuous growth and development, and lead to the professional success that is the goal of the Doane MAC program. Viewed in this context, liberal arts education remains the most practical brand of the Doane MAC education. It is our assertion that nothing else will equip our graduates with the knowledge base, skills, habits of mind and values to function effectively and productively in the unknown world of the new century” (see the White Paper). To date, this development of students has been discussed in professional development classes and through common meetings of the instructors. Starting in 2011, the MAC faculty are developing a student portfolio that will not only help students develop as reflective practitioners, but also provide a more direct means of assessing student progress in learning (see June 2011 draft plan for the portfolio).

The Master of Arts in Management (MAM) program seeks to develop managers who effectively communicate and collaborate, understand ethical dimensions of decision making, apply appropriate theories to meet organizational goals, develop leadership skills, and present and implement solutions to address problems and meet goals. Overall, it seeks to bring the liberal arts to bear on organizational leadership. MAM students are “doing their art” every day in the workplace. The majority work 40 or more hours a week, and approximately half are managers or supervisors and most of the rest have goals to become managers. As nontraditional students, they have enrolled in the MAM program, because they want learning that is relevant

and immediately applicable, and they want to develop and hone their skills for management and leadership. The program has both thesis and non-thesis options, however, most students choose the non-thesis option and take The Leading Edge. The Leading Edge is a three-credit course which emphasizes significant student reflection and analysis of their own leadership skills, and provides a unique assessment for the transformative nature of the program. Student assessment reveals the success of the mentor relationships that MAM program faculty build with their students (a rating of 4.79 satisfaction on a 5-point scale). Their qualitative comments reveal the impact of the course. One student's comment: "I was changed in many ways! The Leading Edge has enhanced my leadership skills, my listening skills, my coaching skills and has pushed me to look inside myself to become more authentic." is an example of a response. Students clearly believe that they develop broader skills (see MAM: The Leading Edge Student Satisfaction Survey 2010). Based on responses of "strongly agree" or "agree" from 141 students, the survey indicates that The Leading Edge helps student to:

99% Increase self-awareness

99% Develop skills to enhance interpersonal/coaching relationships

99% Explore my creativity and inner resourcefulness

98% Identify and prioritize their own core values

91% Grow in awareness of my intercultural competence

The Master of Education (M.Ed.) program focuses on serving practicing professionals who are seen as lifelong learners. Whether in Curriculum and Instruction or Educational Leadership, the M.Ed. graduate's experience "consists of courses and supervised field experiences, and is designed to develop and enhance the knowledge, attitude, and skills of participants (Graduate Catalog, p. 57).

In the Curriculum and Instruction program, students include: 1) those seeking a master's degree; 2) those adding additional master's hours over the degree; 3) those adding an endorsement; 4) those who are in the fast track program for initial certification; 5) the Doane students who are required to take 12 hours in the master's degree program before certification, and finally, 6) those who just want to take additional courses.

The students in the Educational Leadership program are teachers who: 1) currently have two or more years of teaching experience; 2) are degree seeking students working on a masters of Educational Leadership; 3) are teachers who currently hold an administrative endorsement and are working to add a K-12 administrative endorsement by taking an additional nine hours; and 4) are teachers who are taking hours to recertify. The latter two groups form a very small portion of the total enrolled (see the White Paper.)

The M.Ed. in Curriculum and Instruction defines teacher development "as growth which demonstrates changes over time in action, understandings, knowledge, practices, and images of what constitutes teaching and learning." To that end, the learning outcomes for the curriculum and instruction program emphasize an understanding of content, development, and differences; the ability to design instructional strategies, motivate and manage, communicate, plan, assess, reflect on practice, and participate in the professional community. The M.Ed. in Educational Leadership seeks "to develop effective leaders who are strong educators, focusing their work on the fundamental issues of teaching, learning, and school improvement" (Graduate Catalog, p. 71). Strategies utilized in the M.Ed. in Educational Leadership include classroom learning, field experiences, reflective activities and action-based research all designed to help students gain a better, more complex understanding of the role of leaders in today's schools. The outcomes of

the program require students to continually self-assess their professional growth in strategic, instructional, organizational, community and political leadership. Both programs make extensive use of school improvement projects as a final capstone experience. These projects will be detailed more under Criterion 5, but they provide evidence of the broader liberal learning – the ability to analyze problems, synthesize research in arriving at proposed solutions, and communication skills in implementation that speak to the focus of the programs on developing lifelong skills.

More detailed assessment data on each graduate program will be provided in the team resource room.

4B.4

Linking curricular and co-curricular learning

Doane has developed a number of programs that seek to establish a link between curricular and co-curricular activities in order to support inquiry, practice, creativity and social responsibility.

Through its efforts to promote service learning as a pedagogical tool, Doane has worked to enhance experiential learning opportunities that connect coursework to community needs. Several faculty in the sciences, business and education departments have established long term community partners with whom their students work to address numerous social issues including environmental awareness, educational equity, exploratory learning for children, and immigration awareness among others. These projects require students to work alongside members of diverse communities and share in the responsibility of addressing social need.

Four years ago, Doane College joined the Midwest Consortium for Service Learning in Higher Education (MCSLHE) to participate in grants and increase resources for service learning as a pedagogical element on campus. Through this effort, service learning activities by faculty increased due to the provision of instructional support through workshops and financial support from the college. Through the receipt of three institutional grants from the Consortium, Doane has supported 62 faculty projects and several student-led projects as well, including two at the graduate level. The Consortium lost its funding in 2010, so Doane will join with a number of institutions to be a founding member of the Nebraska-South Dakota Campus Compact in the fall of 2011.

The college has sponsored two service-learning interterm courses, one focusing on disaster relief and clean up for victims of Hurricane Katrina in New Orleans (2007) and the second for a Dalit village in India (May 2011) to assist with the creation of an educational center.

On the co-curricular side, Doane has contributed funding to four consecutive Alternative Spring Break trips, including efforts to assist with Hurricane Katrina disaster relief and to work with cancer patients through the American Cancer Society's Hope Lodge. Currently, Doane is working to obtain grant funding for a service-learning project to create two community garden sites in Crete targeting both immigrant and lower socio-economic population groups as beneficiaries. This collaborative project, if funded, will bring together several local agencies/groups including the United Church of Christ, Lincoln Community CROPS organization, and the Roots and Shoots Conservation Club.

Every year the college sponsors three community service projects including the monthly Community Meals program offered through the Chaplain's office, the Annual Day of Service

coordinated by Multicultural Support Services, and an annual service project embedded into the first-year student orientation experience. The interaction between the college and the larger community through service will be developed further in Criterion 5.

More than half of Doane students participate in athletics, so it is important that key values are instilled through competition as well as in the classroom. Doane's Athletic Department participates in the NAIA "Champions of Character" program, instilling five core values: Integrity, Respect, Responsibility, Sportsmanship and Servant Leadership. The college has been recognized by the NAIA with its Five Star Award in 2008 and 2010 for its distinction in developing character and service in the community. (See the NAIA press release at <http://www.championsofcharacter.org/article/31.php>.)

The college invites classroom instructors to connect their students to co-curricular learning in a number of programs. Some prominent examples that have helped advance campus discussions on inclusive communities, social responsibility and leadership include:

Observance of Dr. Martin Luther King Jr. Day, January 2004-present

As this holiday takes place during the interterm session, it is essential that students have the opportunity to explore Dr. King's legacy and contributions to the civil rights movement in the form of organized events and dialogue. These programs have included a campus and community march in the City of Crete, speakers from different backgrounds (for example, Pastor Ralph B. Lassiter from Mt. Moriah Baptist Church in Omaha, Nebraska, Dr. Lazaro Spindola Executive Director of Nebraska's Latino American Commission, Dr. Patrick Jones University of Nebraska Assistant Professor of History and Ethnic Studies) and motivational speakers. Instructors for interterm courses are encouraged to plan this event into their syllabi and to encourage student attendance.

Unity Week, September 2-7, 2007

Co-sponsored by Multicultural Support Services, Residence Life and Fellowship of Christian Athletics (FCA). Events included a movie night (Hotel Rwanda), Campus Scavenger Hunt, Prayer at the Bell Tower, and a soul food dinner. The keynote speaker Mr. Bryant K. Smith provided a riveting and thought-provoking lecture/presentation on Race, Language and Culture that sparked meaningful conversation across the campus. He also facilitated a diversity training/debriefing for the campus and community the day after the event.

Artist in Residence, January 31-February 4, 2011

There were three components to this event (on campus, in the community, and a performance), led by Michael Opoku a native of Ghana who has provided residence programs in Nebraska since 1994. Michel visited several classes during the week (music, education, cultural anthropology, etc.). He also provided music workshops for the students at Crete Elementary and Middle School. Each student had the opportunity to play a drum made in Africa. The Office of Student Leadership staff sponsored a Taste-of-Africa, where participants feasted on Peanut Butter Soup, Rice Balls, Plantains, African tea and other native cuisine prepared by Mr. Opoku. This was a cultural culinary experience and opportunity for leadership staff to dialogue with the artist.

Every Woman Matters, Leadership Banquet March 8, 2007

Guest Speaker Mercedes Ramirez Johnson shared her story of survival from a tragic plane crash that killed her family members. Her story is one of overcoming obstacles and challenges and empowering women to be leaders in

spite of their circumstances.

Shaping our Student Leaders Dinner and Dialogue, February 4, 2010

With guest speaker John Leonard Harris, “Leadership it is your time.”

Documentary When We Stop Counting, 2010

Multicultural Support Services contributed to the project and organized the viewing of the film at Doane for the campus and community. Over 450 people attended the event. This project focused on the challenges and successes of eight Hispanic first-generation students and their families who were in pursuit of their American dream. The participants in the film were students from Crete High School.

Alumni of Color Gathering, Homecoming 2006, 2008 and 2010

The AAFRO (African Americans for Rights and Opportunities) a supportive effort for alumni of color who received Honor D Awards as well as alumni from the late 1960s to mid 1970s were invited to campus to share, meet and dialogue with students, staff and faculty about their Doane experiences.

Academics and Student Leadership have collaborated regularly on the first-year experience. In 2007, for example, the common book for the Liberal Arts Seminar was *Bombingham*. Multicultural Support Services co-sponsored and hosted (in collaboration with LAR faculty) the author Anthony Grooms, award winning poet, playwright and two-time recipient of the Lillian Smith Prize for Fiction. He met with the LAR classes, engaged students in dialogue about the book, and provided a lecture for the campus and community. In 2011, the Hansen Leadership Program and the Liberal Arts Seminar program will be collaborating on a number of events around the common book *Half the Sky*, and the theme: “Injustice: Why Should You Care? What Can You Do?”

The Hansen Leadership Program (HLP) is steeped in connection to the college curriculum through contributions made by faculty members outside the classroom, and HLP’s contributions to academics in the classroom. Its Faculty-in-Residence program invites a faculty member to present a topic of their choice in the Hansen Leadership Hall as an evening activity. Past topics have included world travel and service, religious discussions and film screenings with guided discussion. The Alumni Master’s program hosts a successful alumnus to campus and classroom visits, thereby reconnecting the HLP to the classroom through ongoing career development discussions. The Hansen Speaker’s Assembly lecturers are selected based, in part, on curricular focus for academic units, and the faculty in the appropriate area support the Assembly through student attendance and follow-up discussions in classes. Lastly, the HLP Director teaches two leadership courses each year, which increase the visibility of the program and the leadership development opportunities on campus.

Career Development supports students through offering an annual Career Fair and through a biennial Etiquette Dinner. The Career Fair serves as a means for students of any major or class level to speak with organizational representatives for the purpose of exploring opportunities linking their academic studies and interests to potential employment or internships experiences. The etiquette event provides an opportunity for students to practice skill sets and appropriate behaviors for experiences they will likely encounter as part of their future careers.

CORE COMPONENT 4C:

Doane assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

4C.1

Regular Assessment of Academic Programs

Regular academic program reviews include attention to currency and relevance of courses and programs. Doane College has developed and implemented an assessment plan for the college overall to assess the general education outcomes for the Doane Plan. The range of instruments used to assess general education is discussed more fully in Criterion 3. As is also detailed in that chapter, each department on the Crete campus reports annually on the measurement of learning in its major(s) through the use of its assessment plan (see an example of a major report). In addition to these internal assessments, the Education Division maintains accreditation through NCATE for all of its undergraduate majors, and for the Masters of Education in Curriculum and Instruction and the Masters of Education in Educational Leadership. Doane's Education program will be undergoing review by the state in summer of 2011 and by NCATE in the spring of 2012. The Doane NCATE assessment system and NCATE online report will be made available to the team in October (see the Doane site: <http://www.doane.edu/ncate>).

4C.2

Assessing Preparation for a Global, Diverse Society.

The Association of American Colleges and Universities has surveyed employers regularly over the last three years to determine the essential skills and knowledge that they believe would prepare students for the 21st century global economy (AAC&U and Hart Research Associate Study 2010). The employers have consistently emphasized the need for greater preparation in liberal arts skills – the ability to communicate, think critically, analyze and solve complex problems, connect choices to ethical decisions, develop teamwork skills in diverse settings. They also assert that students should have a better understanding of new developments in science and technology and of global cultures. The employers' needs match well with the liberal education provided through the Doane Plan, majors and co-curricular activities at Doane. In keeping with our mission, learning goals and outcomes, we strive to provide students with the skills and professional competence essential to a diverse workforce. The data provided in Criterion 3 and under Core Component 4B above highlights the success of Doane students in achieving the basic skills of written communication, critical thinking, integration of theory and practice, ability to work with others, and ability to act ethically.

Scientific and cultural knowledge and skills, as called for in the Doane Plan outcomes listed above, have been measured more fully using faculty surveys in Doane Plan courses, faculty surveys in Capstone Courses, and Student Self-Assessment Surveys (see Summary of Local Surveys, 2010). Here, the picture is more mixed. From 2004-2008, faculty consistently rated students as above our benchmark score of 2.3 on a 5-point scale (1=Strongly Agree, 5=Strongly Disagree) for these key outcomes:

1. An understanding of the origins, development, values, and distinctive qualities of our collective heritage.
2. An understanding of the nature and effects of economic, political, psychological and social forces.
3. An understanding of the values, traditions, behaviors and philosophical foundations of diverse national and international cultures.

4. An understanding of the basic phenomena of the natural world, methodologies governing the sciences, and the relationship of both to the world community.
5. An understanding of the fundamental processes of mathematics and the ability to use mathematical modeling in solving practical problems.

In response to NSSE and other measures of academic challenge, however, the Assessment Committee determined that the college needed to raise the benchmark to 2.0 after 2008. Once the standard was raised, faculty assessment of student learning through the senior capstones fell below the new benchmark in 2010 for outcomes 1 (2.29), 2 (2.19), 4 (2.25-2.41 on three measures), and 5 (2.29-2.36), although student ratings of their own learning on those outcomes were above the benchmark except for outcome 4. These findings are not alarming (since they come from raising our own standards), but will need to be addressed in the ongoing deliberations of the general education task force and the Interterm Committee as we discuss the proper level of academic challenge and the appropriate way to prepare students for a diverse world. Other measures discussed as well under Criterion 1, however, indicate that we are comparable to our peer institutions in successfully preparing students for that world. This is seen particularly in the key NSSE data that supports the fact that Doane students possess the skills and professional competence essential to a diverse workforce.

Key to the contemporary work environment is the ability to work in teams. Working effectively with others is an area where both first-year and senior students at Doane scored higher than the means for both our Carnegie class and all NSSE institutions (see Table 4-10). First-year means at Doane were higher, whereas results of our Carnegie peers and all NSSE institutions were noticeably lower. For Doane seniors, the advantage was smaller in 2008 but rose in 2010.

Table 4-10

NSSE: Working effectively with others (Mean scores*)

	First – Year		Senior	
	2008	2010	2008	2010
Doane College	3.20	3.32	3.27	3.45
Carnegie Class	3.05	3.07	3.19	3.22
NSSE	2.99	3.03	3.17	3.19

*Mean scores calculated based on responses of: 1 = Very Little; 2 = Some; 3 = Quite a bit; 4 = Very Much

In teamwork skills, Doane students see themselves as better prepared than students from both comparison groups.

Both first-year and senior students at Doane perceive themselves as having acquired job or work-related knowledge and skills while in college. Means for first-year students and seniors at Doane were noticeably higher than the means for similar groups from our Carnegie class peers and when compared to all NSSE institutions results (see Table 4-11).

Table 4-11

NSSE: Acquiring job or work – related knowledge and skills (Mean scores*)

	First – Year		Senior	
	2008	2010	2008	2010
Doane College	2.87	2.98	3.25	3.15
Carnegie Class	2.80	2.82	2.94	3.00
NSSE	3.80	2.84	3.07	3.08

*Mean scores calculated based on responses of: 1 = Very Little; 2 = Some; 3 = Quite a bit; 4 = Very Much

A related NSSE question asked students whether or not they had completed a practicum, internship, or similar type of experience (see Table 4-12). While this type of experience is rather unusual for first-year students, seniors have often completed one or more such experiences. Doane first-year students had little experience as the mean scores of 0.02 and 0.03 for 2008 and 2010 attest. Mean scores for first-year students at Carnegie peers and all NSSE institutions were higher than at Doane. However, the means for Doane seniors were considerably higher (0.79 and 0.74) in 2008 and 2010 than those of our Carnegie peers or when compared to all NSSE institutions. Doane students, especially seniors, see themselves as being well prepared for a career, both in terms of having job-related skills and practical experiences on site through either internships or similar experiences.

Table 4-12

NSSE: Practicum, internship, field experience, co-op experience, or clinical assignment (Mean scores*)

	First – Year		Senior	
	2008	2010	2008	2010
Doane College	0.02	0.03	0.79	0.74
Carnegie Class	0.09	0.07	0.64	0.59
NSSE	0.08	0.07	0.53	0.50

* Mean scores calculated based on responses of: 0 = Have not decided, Do not plan to do, Plan to do; 1 = Done

As shown in Table 4-13, Doane students, both first-year and seniors, improved noticeably in developing a personal code of values and ethics between 2008 and 2010. These results compare favorably to our Carnegie class peers and all NSSE institutions over the same two years. What is especially noteworthy for Doane students is that the 2010 means for both first-year students and seniors at Doane were above both the Carnegie class and all NSSE institutions results. For seniors at Doane, the results were well above the comparison groups in 2010. Also, the change in means for both groups of Doane students between 2008 and 2010 were significantly higher (0.10 for first-year students and 0.35 for seniors) when compared to the changes for the comparison groups (0.01 for first-years and seniors for the Carnegie class and 0.03 for first-years and 0.06 for seniors for all NSSE institutions).

Table 4-13

NSSE: Developing a personal code of values and ethics (Mean scores*)

	First – Year		Senior	
	2008	2010	2008	2010
Doane College	2.73	2.83	2.64	2.99
Carnegie Class	2.81	2.82	2.83	2.84
NSSE	2.70	2.73	2.71	2.77

*Mean scores calculated based on responses of: 1 = Very Little; 2 = Some; 3 = Quite a bit; 4 = Very Much

NSSE provides additional comparative documentation to that cited in the diversity discussion under Criterion 1 to demonstrate that Doane students have gained the skills and knowledge they need to function in diverse local, national and global societies.

Tables 4-14 through 4-17 all address questions of diversity from various perspectives. As noted in the Introduction and Criterion 1, Doane students are largely drawn from Nebraska. Although the numbers of multicultural students have increased since 2001, we continue to have limited ethnic and racial diversity. Even as the college works to develop and implement strategies to more effectively increase its diversity, we can demonstrate that the academic, co-curricular and experiential programs are exposing most students to diverse views and a greater understanding of cultural differences. First, Doane students perceive themselves as doing a good job of understanding people of other racial and ethnic backgrounds (see Table 4-14). In fact, Doane students generally rank themselves higher than students at our Carnegie class peers and all NSSE institutions in this area. Given the relative lack of diversity in Nebraska, Doane does a good job of encouraging contact with students of differing economic, social, racial and ethnic backgrounds (see Table 4-15). These results, however, must be tempered by the fact that Doane is not a very diverse institution either in terms of ethnicity or race. When compared to Carnegie class peers and all NSSE institutions, Doane students do well in having serious conversations with others of differing political, personal and religious viewpoints (see Table 4-16). However, where Doane students experience their greatest difficulty is in having serious conversations with others of differing racial and ethnic backgrounds (see Table 4-17). This is certainly an area that needs to be targeted for improvement in the years ahead and, as discussed in Criterion 1, the college is developing special initiatives to tackle this issue.

Table 4-14

NSSE: Understanding people of other racial and ethnic backgrounds (Mean scores*)

	First – Year		Senior	
	2008	2010	2008	2010
Doane College	2.82	2.84	2.85	2.70
Carnegie Class	2.73	2.72	2.68	2.70
NSSE	2.67	2.70	2.64	2.69

*Mean scores calculated based on responses of: 1 = Very Little; 2 = Some; 3 = Quite a bit; 4 = Very Much

Table 4-15

NSSE: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds (Mean scores*)

	First – Year		Senior	
	2008	2010	2008	2010
Doane College	2.90	2.84	2.80	2.77
Carnegie Class	2.82	2.81	2.61	2.62
NSSE	2.70	2.74	2.50	2.57

*Mean scores calculated based on responses of: 1 = Very Little; 2 = Some; 3 = Quite a bit; 4 = Very Much

Table 4-16

NSSE: Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values (Mean scores*)

	First – Year		Senior	
	2008	2010	2008	2010
Doane College	2.70	2.95	2.83	2.82
Carnegie Class	2.86	2.83	2.84	2.82
NSSE	2.70	2.69	2.71	2.72

*Mean scores calculated based on responses of: 1 = Never; 2 = Some – times; 3 = Often; 4 = Very Often

Table 4-17

NSSE: Had serious conversations with students of a different race or ethnicity than your own (Mean scores*)

	First – Year		Senior	
	2008	2010	2008	2010
Doane College	2.61	2.73	2.63	2.53
Carnegie Class	2.73	2.71	2.72	2.70
NSSE	2.60	2.61	2.67	2.68

*Mean scores calculated based on responses of: 1 = Never; 2 = Some - times; 3 = Often; 4 = Very Often

4C.3

External Constituencies

Curricular evaluation involves alumni, employers and other external constituencies who understand the relationships among the course of study, the currency of the curriculum, and the utility of the knowledge and skills gained.

Majors on the Crete campus seek feedback from external constituencies to aid curriculum evaluation. Over the past decade, surveys of alumni have been done for most majors using traditional mail-in survey forms in the early part of the decade and more recently using web-based survey tools including SurveyMonkey and Qualtrics Survey Software, to which the college currently subscribes. Several majors have professional advisory groups that include alumni

working in areas served by the major. Lincoln and Grand Island programs regularly consult with the practitioners who make up much of the faculty in evaluating their programs. All student internship experiences include a final interview or survey with the on-site supervisor seeking information on strengths and weaknesses of student performance during the internship.

Teacher education provides the primary example of the interaction of Doane programs with external practitioners. As part of the Education Division assessment, principals of first year teachers for the undergraduate program and principals of teachers who have completed the master's degree in Curriculum and Instruction program provide information through surveys on the teachers in their building who have completed a Doane program. The surveys ask for information concerning the Doane Teacher Education Standards including the effectiveness of the teacher in working with K-12 students. The results of these evaluations are very positive with principals providing data and anecdotal information concerning the abilities of teachers in their building. The division also surveys Doane teacher education alumni in the first and third years of teaching. Alumni are asked to comment on the program and to make recommendations for programmatic change.

The Education Division also holds an assessment data retreat yearly for the purpose of evaluating the teacher education programs based on information received throughout the year for both undergraduate and graduate teacher education students and the operations of the division. Teachers, administrators, faculty and adjunct faculty, supervisors and student representatives gather together to evaluate the data and make recommendations based on their findings. Programmatic changes are made through these recommendations.

As noted above, the Teacher Education programs also undergo external evaluations by NCATE (National Council for the Accreditation of Teacher Education) and the State of Nebraska. NCATE assesses based on national standards for all aspects of the programs. The State of Nebraska assesses the program on curriculum through a folio review process tied to Nebraska Academic Code Rule 24 and to the requirements for Nebraska Academic Code Rule 20, which governs all operations of teacher education divisions in Nebraska. The division, including the undergraduate and graduate programs, have been continuously accredited since 1969.

4C.4

Doane supports creation and use of scholarship by students in keeping with its mission.

The new Doane College mission statement indicates that we will prepare students for lives rooted in intellectual inquiry. Over the last decade, students on the Crete campus have become increasingly involved in producing original scholarly work, and the importance of this work is reflected in the prominence given to it in high profile campus events and in curriculum requirements of many majors. This research has been discussed in more detail in Criterion 3 and above under 4A.5.

Also noteworthy are the interactions of the education masters programs with area schools. The Master of Education programs both in Curriculum and Instruction and Educational Leadership require students to complete Action Research Projects (See descriptions of the projects in the Orange Book 2010: Doane College Graduate Research & Projects, Masters of Education, in the team resource room). The projects for the Curriculum and Instruction program are focused on classroom change. Individuals must design an action research project in which they collect data and make changes in the classroom based on the findings. Many of the projects have been

presented to school boards across Nebraska and have effected real change in the way in which schools approach classroom activities. The Educational Leadership Program requires each student to develop and implement a school improvement project based on school-wide data. Students work with the administrative staff at their school to develop and implement their projects.

Educational Leadership (EDL) students developed and implemented projects in 62 schools over the 2010-11 school year. Each year, EDL students engage in a School Improvement Project (SIP) that is a collaborative venture involving the EDL student and a school. Each project was unique to the school setting and grounded in the current school improvement goals established in a Nebraska school. Each student led collaborative teams in the school that sought to analyze data, research and implement best practice, and measure and report results and conclusions. A total of 62 SIP were planned and developed in the fall of 2010 and implemented/measured in the spring of 2011. EDL students grounded the SIP projects in school improvement goals and plans already existing within buildings and/or districts in the following areas: Reading, 33.5; Writing, 2.5; Math, 12; and 14 “other;” (such as Mentoring, Wellness, SAT, Positive Behavior Supports, Academic Interventions, RtI, Career Academy, Graduation Rates). Each implementation required teaching and reinforcing instruction with classroom teachers and specialists. Analysis of Doane EDL Assessment K (State Folio #5) Impact on P-12 Learners, indicated that the average level of impact for the 62 projects was 3.8, between proficient and distinguished levels. This indicates that students reported successful implementation of the projects and that positive gains were noted. The impact of these projects on area schools will be explored further in Criterion 5.

4C.5

Doane provides curricular and co-curricular opportunities that promote social responsibility.

Faculty members implementing service learning projects receive instructional support via mini-grants and workshop opportunities. Service learning has as its key tenet civic engagement via service and learning, and is approached as a “partnership” with community agencies rather than a handout to agencies and people in need. Promoting this perspective through reflective journaling and dialogue sessions cultivates a campus culture that goes beyond “charitable events” which often unintentionally promote a mindset where one “gives to” those in need rather than working in partnership for change. In this way, students are exposed to a sense of social responsibility that promotes a growing consciousness rather than a sense of privileged giving.

An example of this is a new collaborative project (Fusion) underway that links the City of Crete, Lincoln Community CROPS organization and Doane College to create a community garden. With land donated by Doane staff member Kerry Craven, and a collaborative grant with CROPS called the Growing Common Ground, the Fusion project seeks to build and sustain a community garden whereby Crete residents, particularly those who have recently immigrated to Crete and who have lower socio-economic means, can raise vegetables for personal consumption and eventually for sale at the local farmer’s market. Doane students will work as ELL instructors with the adult English language class offered through the United Church of Christ. The lesson will be infused with words related to agriculture, small scale businesses and garden production.

CORE COMPONENT 4D:

Doane provides support to ensure the faculty, students and staff acquire, discover and apply knowledge responsibly.

The Doane College Code of Conduct, which applies to all college community members, states that “we are responsible for sustaining the highest ethical standards of this institution, and of the broader community in which we function. The college values honesty, integrity, fairness and responsible stewardship, and strives to integrate these values into all that we do” (Employee Handbook, p. 4).

4D.1

Doane’s academic and student support programs contribute to the development of student skills and attitudes fundamental to responsible use of knowledge.

The college has created policies and programs to train students in the ethical development and communication of knowledge. This is most evident in our efforts to communicate the standards of academic integrity.

Doane College values the responsible use of knowledge by students. Faculty members are encouraged to take a proactive approach to help our students develop the skills and attitudes needed to reach that goal. The Doane College Student Handbook on p. 73 states “The responsibility to create an environment conducive to the freedom to learn is shared by all members of the educational community.” The college’s academic integrity policy can be found in both the Student Handbook and the Faculty Handbook. Article II of the Student Rights and Responsibilities section of the Student Handbook specifically addresses the issue of academic integrity.

Academic dishonesty can take many forms including cheating, fabrication, facilitating academic dishonesty and plagiarism. Descriptions of each of the forms of academic dishonesty, as well as specific examples of each, are provided in the policy. The process to address alleged academic dishonesty is initiated by a faculty member filling out and filing a “Charge of Academic Integrity Violation” complaint form with the Chair of the Academic Integrity Committee. Prior to the filing of the form, the student alleged to have violated the policy must sign the form so that he/she knows of the charges. The complaint form is then forwarded to the Academic Affairs Office. As noted in the policy:

The faculty member will retain discretion with regard to the sanctions for the offense in the case of a first offense. However, sanctions will not be imposed until the faculty member receives written notification from the Academic Integrity Committee concerning the outcome of the meeting between the committee and the student. If a student is charged and found guilty of a subsequent offense, the faculty member may impose sanctions for the course; however, the committee may impose additional sanctions.

See the Student Handbook or the Faculty Handbook for a list of possible sanctions, up to and including receiving a failing grade in the course.

The college tries to help students understand the issue of academic integrity, especially plagiarism, since a better understanding of what constitutes plagiarism can be most helpful to students in avoiding it. Generally, a student’s first opportunity to learn about plagiarism at Doane occurs in the Liberal Arts Seminar. The Liberal Arts Seminar is “designed to introduce

students to college-level writing, discussion, critical thinking, and critical reading” (College Catalog, p. 166). Faculty members work with their students throughout the course to help them understand what constitutes plagiarism. In addition, the Liberal Arts Seminar includes an introduction to library research; generally, two class sessions are dedicated to library research and related issues. These sessions are conducted by one of Doane’s librarians, who spends a reasonable amount of time explaining how to avoid plagiarism in the process of researching and, especially, writing a paper. In addition to the Liberal Arts Seminar, all first-year students are required to complete the Learning Enhancement and Advising Program (LEAP), which was discussed in the Criterion 3 chapter. One of the LEAP sessions in 2010 addressed plagiarism along with other classroom issues. The Writing Center at Doane College is another key component in helping students learn how to write. Not only can students make appointments for individual assistance from student writing consultants, they can also access the Writing Center’s website where they can find numerous online resources related to writing including one titled “Avoiding Plagiarism.”

4D.2

Doane follows explicit policies and procedures to ensure ethical conduct in its research and instructional activities.

The following policies and procedures are utilized at Doane to ensure ethical conduct in our teaching, interaction with students and research.

Copyright Legislation

In support of copyright legislation, Doane College has posted statements of policy in the Faculty Handbook, the Student Handbook, and on the Library and Information Technology and Services websites. As stated in the Faculty Handbook:

In support of copyright legislation, Doane College adheres to the “Guidelines for Classroom Copying of Books and Periodicals,” which may be found on the Web by using any good search engine. When considering any project which calls for multiple copies for classroom use, please follow the four tests of “Fair Use:” copying must meet the test of brevity and spontaneity, cumulative effect, and must include a notice of copyright. Copying may not substitute for the purchase of books, publisher’s reprints, or periodicals or be repeated with respect to the same item by the same teacher from term to term. Copyright permission must be obtained from the owner of copyright if an item is to be placed on reserve in the library from one semester to another.

The Family Educational Rights and Privacy Act (FERPA)

Doane provides training on a regular basis to faculty and staff on their responsibilities under FERPA. The Registrar’s Office provides the college’s full FERPA policy on its website. The policy makes it clear that students have:

- the right to inspect and review their education records within 45 days of the day the college receives a request for access.
- the right to request an amendment to the student’s education records that the student believes are inaccurate or misleading.
- the right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA.

Faculty can access a student's record if they have "legitimate educational interests."

4D.3

Doane provides effective oversight and support services to ensure the integrity of research and practice conducted by its faculty and students.

Institutional Animal Care and Use Committee (IACUC)

The Institutional Animal Care and Use Committee (IACUC) is a self-regulating entity that, according to U.S. Federal Law, must be established by institutions that use laboratory animals for research or instructional purposes to oversee and evaluate all aspects of the institution's animal care and use program. IACUC.ORG, produced by the American Association for Laboratory Animal Science (AALAS), is an information resource with online archives for members and staff of institutional animal care and use committees. This organizational tool can quickly point the committee to topics of interest, such as protocol forms or disaster plans used by different institutions.

The Doane IACUC is composed of two or more scientists (usually biologists), a veterinarian, a Doane-affiliated non-scientist, and a non-Doane-affiliated community member. A scientist serves as chair. Meetings are convened twice a year, usually in October and April. At these times, new and revised or continuing proposals are discussed, edited or revised as necessary and voted on. Proposals may be approved, modified and approved, sent back to the proposer for modifications, or tabled for further discussion. If Doane facilities are being utilized (or will be utilized), a tour is conducted and the facility examined for appropriate use and housing of animals. Minutes are kept, the proposals are numbered and filed, and reports of animal care issues (such as the unexpected death of an animal) are discussed and filed. An annual report is filed to AALAS in January of every year.

Biology is the primary department using the animal facility and the IACUC. Any department using animals in research is subject to the purview of this committee and may submit proposals. At this time, a joint research project between biology and chemistry is underway. Environmental science or biology projects involving observation of animals in the wild are also evaluated and approved.

Institutional Review Board

In May 2008, the faculty approved the creation of an institutional review board (IRB) for the review of human subject research. This committee is composed of several faculty members (from multiple disciplines) and a community member. Most of the research, because of the minimal risk involved, is given expedited review by the committee chair. In addition to the creation of the IRB, the college voted to endorse the general principles of human research protection described by the federal government's Belmont Report. The faculty also endorsed a revised list of further ethical principles that, while consistent with the Belmont Report, are more specific to the practices of Doane College.

All relevant human subject research at Doane College is subject to the principles mentioned above as well as the IRB review process developed by the college. In addition, any federally supported human subject research is also subject to the specific regulations and procedures described by the Federal Office of Human Research Protection (OHRP). These regulations provide specific details regarding matters such as consent forms, the process by which

participants may be contacted, and numerous other matters. Currently, it is the responsibility of the IRB chair to ensure that federally supported human subject research at Doane College follows these more specific regulations.

In late 2008, the college filed a federal-wide assurance (FWA) with the OHRP, which is an agreement that essentially states the college will protect the rights of all of its research participants (regardless of funding sources) and more specifically, that any federally supported human subject research will also follow the specific federal regulations mentioned above. This FWA expires in late 2011. As a part of reapplying for another three-year FWA, the college will review its resources for ensuring full compliance with federal regulations for federally supported projects. Although currently the number of such projects at Doane is limited (i.e., only one federally funded project was reviewed during the 2010-2011 academic year), the college's long-term aspiration to increase the amount of funded projects will require an increase in such resources.

4D.4

Doane creates, disseminates and enforces clear policies on practices involving intellectual property rights.

In furtherance of the college's goal of encouraging creative and scholarly works, Doane College adopted an Intellectual Property Ownership Policy in May 2007. The policy covers:

- **Ownership of Creative Works:** The college determined that faculty members will own the copyrights in works that result from their pursuit of traditional teaching, research and scholarly activities, including the creation of books, articles and other literary works; computer software; inventions; artistic, musical or dramatic works; or course materials, whether in traditional or electronic form, unless extraordinary resources of the college were used in the creation of the work. Then the college and the faculty member may mutually agree on an alternative ownership arrangement.
- **Ownership of Inventions:** Unless extraordinary resources of the college are used in the creation of a work, the college will not expect the faculty member to assign his or her rights in an invention conceived, developed or discovered during the faculty member's employment with the college.
- **Responsibility of Ownership:** Unless otherwise agreed or upon the college being determined to be an owner, the faculty member shall be fully responsible for any patent/copyright applications and the expenses and costs associated with obtaining such rights and protections, as well as any legal or other professional expenses incurred in relation to such intellectual property.
- **Definition of Extraordinary Resources:** "Extraordinary resources" may consist of released time from regularly assigned duties (but not a sabbatical or similar leave); direct investment by the college through funds or staff; the college's purchase of special equipment for the project; use of the college's multimedia production personnel and facilities; or extraordinary use of the college's computing resources.

The Intellectual Property Ownership Policy is administered by the Dean of the Faculty. Disputes concerning application of this policy will be resolved by a review panel of three members consisting of the President, a representative appointed by the creator of the work, and a representative appointed by the Dean of the Faculty.

Conclusion

Doane College clearly values the liberal arts and believes that principles of inquiry, leadership and social responsibility are not only the foundational values of our educational mission for students, but also a strong guide for our continued development of faculty and staff.

Strengths

- The college has provided a strong program of general education, owned by the faculty, to create more breadth of knowledge for students, and has improved the development of intellectual skills through initiating new programs such as the Liberal Arts Seminars and learning communities.
- The college has established the foundation for a strong program of faculty-student collaboration in research.
- The college provides the resources for strong development programs for faculty, staff and administrators.
- The college has established an effective process of academic program reviews to generate continual review and improvement of our majors.
- The college has established clear policies to promote the ethical use of research and student information.

Challenges/Opportunities

- As the college moves to support increased levels of scholarship and looks for greater regional and national recognition, it will also need to enhance support for faculty and staff development, research and participation at conferences.
- Undergraduate research in the sciences has garnered considerable external support; now the college has the opportunity to use the new \$50,000 Mellon grant to enhance similar programs in the social sciences, humanities and fine arts. This opportunity also creates a challenge in accounting for undergraduate research and other aspects of experiential learning, such as service learning and faculty work load.
- The college can make greater use of alumni and external resources to contribute to curricular evaluation, faculty and staff development, and to help our graduates connect to the global community.
- The Doane Plan Task Force will need to carefully study the evaluations of key general education outcomes, particularly on knowledge of cultures and social structures and on the ability to organize and synthesize knowledge, as it reviews the general education program.
- The college has the opportunity to use the new mission statement as a guide for better integrating its general education program and intentionally pursuing learning outcomes across four years.
- The college has launched innovative courses that employ service learning, learning communities and other high-impact pedagogical practices. The college must now determine how to support efforts to expand their availability in the curriculum.