



CRITERION FIVE:

Engagement & Service

As called for by its mission, Doane College identifies its constituencies and serves them in ways both value.

Doane College's engagement with and service to its constituencies is driven by its identity as a liberal arts college. Doane's curricular and co-curricular programs engage students in service and internships that provide valued functions for our community and school partners as well as provide the students effective learning experiences. Doane as an institution performs valuable services for the communities of Crete, Lincoln and Grand Island. Our faculty and staff are engaged in the region's professional life. Doane's commitment to preparing students for a life of leadership and civic engagement is modeled by our faculty, staff and alumni.

CORE COMPONENT 5A:

Doane learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Doane College regularly consults its varied constituents and uses the information to improve its programs. During the self-study process, we identified a varied group of constituents.

Internal, including:

- Traditional undergraduate students on the Crete campus
- Nontraditional undergraduate students in Lincoln and Grand Island
- Adult graduate students in Crete, Lincoln Grand Island and at course locations throughout Nebraska
- Alumni
- Full- and part-time faculty and staff
- The Board of Trustees

External, including:

- Host communities for our three campuses in Crete, Lincoln, and Grand Island
- Donors and friends of the college
- Educational partners include businesses and agencies who host internship sites, and other institutions of higher education with formal articulation agreements
- Vendors
- Nebraska Independent College Foundation (NICF)
- Great Plains Athletic Conference (GPAC) / National Association of Intercollegiate Athletics (NAIA)
- Crete Area Medical Center staff for athletic trainers
- School partners across the state including the Crete Public Schools

In this self-study, particularly in the chapters on Criterion 3 and 4, Doane provides evidence that the college has used assessment data to create and improve academic and co-curricular

programs for our students and to provide development programs for faculty and staff. This chapter will focus more attention on our relations with our external constituencies.

5A.1

Doane's commitments are shaped by its mission.

Doane's 1995-2011 mission made clear the connection of our educational programs to the external community:

The college prepares students by offering academic and co-curricular opportunities to develop abilities and skills needed in and out of the workplace. Doane also provides opportunities for students, faculty and staff to develop and practice leadership skills.

The revised 2011 mission statement strengthens this commitment to the larger society in stating that we are preparing both undergraduate and graduate students for a life rooted in "a commitment to engage as leaders and responsible citizens in the world." These commitments are shaping not only our curricular discussions, but also strategic planning discussions on how to make Doane a vital resource for Crete, where the college has a major presence in a small community; Grand Island, where Doane provides a unique service as the only provider of a four-year degree in the community; Lincoln, where Doane serves adult students looking to improve their job skills or change careers; and to course sites such as Omaha and Norfolk, where Doane brings continuing education opportunities for teachers.

5A.2

Doane practices periodic environmental scanning to understand the changing needs of its constituencies and their communities.

Doane College recognizes that progress requires continual reflection on what works and what doesn't work in higher education. Regardless of whether it is applicable to teaching in the classroom, recruiting students, creating an enjoyable and productive work environment, or supporting the community, the college strives to meet the evolving needs of its primary constituents.

Environmental scan of prospective students:

In the fall of 2009, Doane College engaged Performa Higher Education to conduct a web-based survey of the class of admitted applicants for the 2009-2010 academic year. The survey addressed college search in general and Doane College's ability to meet the individual student's needs and interests. In addition, it provided the applicants the opportunity to assess Doane's admission office activity/engagement in comparison to the institution they ultimately chose, whether that is Doane or another institution. Upon completion of the survey, Doane College received a report outlining the responses and providing key outcomes of the survey. The results were used to assist in the updating of the Office of Admission enrollment plan the fall of 2009 (see the 2010-11 enrollment plan). In general, the report indicated that Doane College delivered an exemplary service to prospective students during their campus visit. Individual student decisions, however, are clearly defined by a relationship students develop with people at the institution whether that is a faculty member, coach, admission counselor, or student. Thus, Doane emphasizes those connections.

Environmental scanning of alumni:

The primary venue to receive input from alumni on current issues is the Alumni Council. Its

purpose, as stated in the Alumni Council Handbook is “to connect Doane’s legacy of alumni and friends with the college today, and work together for Doane’s future.” The council consists of 18 members representing classes across five decades and includes members from the Lincoln as well as the Crete campus. Meeting twice yearly, its initiatives have included:

- Summer alumni reunions such as Stop Day weekends, 120th birthday and 125th anniversary celebrations
- Senior reception at commencement
- Establishment of Paul D. Kersenbrock Humanitarian, Young Alumnus and Exceptional Service Alumni Awards
- Alumni trustee representatives on the Board of Trustees
- Alumni survey 1994, 2003 and 2009
- Ad hoc committees on networking, young alumni initiatives and awards
- Privacy policy for alumni records
- New student welcome event
- Brick anniversary patio
- Assistance with capital campaigns and on-campus reunions including commencement and homecoming
- Assistance with integrated marketing plans
- Alumni networking on the Doane website

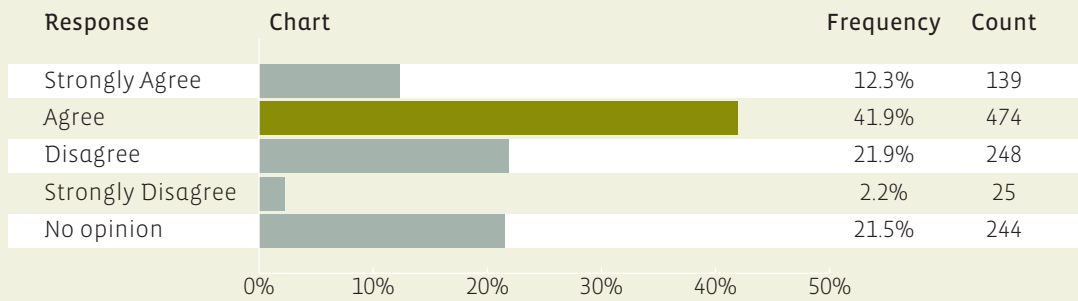
Doane College has engaged in two separate alumni surveys over the last 12 months. The first was a Strategic Planning Survey administered by Performa Higher Education that sought to answer questions about their experiences at Doane. It included those things that made – and make – the college what it is, as well as what they felt the future priorities were for Doane and how they might help support them. Some of those results (see charts 5-1 to 5-3) were noted under Criterion 1 and 3 indicating an overwhelmingly positive sense of the education that alumni received while at Doane. Their comments helped contribute to our discussion of mission and identity. In terms of future planning, 54% of 1,130 alumni agreed/strongly agreed that Doane College should grow in enrollment, while 24% disagree, although many cautioned against losing the close interaction between faculty and students. Fifty-six percent agreed that alumni should give back to the college. Overall, in the spring of 2010, 72% of alumni indicated that they believe that the college is moving in a positive direction. Among hundreds of qualitative comments there is still strong support among the alumni for the liberal arts focus of the college and its benefit to students after they graduate, as well as support for continuing to focus on recruiting and retaining an excellent faculty. (See Doane College Strategic Planning Alumni – the tables are cited here, the full 200 plus pages of comments will be available for the team in the on-campus resource room).

The second survey, also conducted through Performa Higher Education, focused more specifically on Doane College’s website and asked them to rate our current navigation, content and design in order to gather feedback for a redesign initiative. More informally, yet no less important, the Advancement staff makes regular visits, phone calls, networks in other ways, and alumni events as opportunities to engage alumni with Doane and Doane with alumni.

Recognizing that the Board of Trustees and administration can benefit from this direct connection to alumni, in 2010 the Trustees decided to welcome a representative of the Alumni Council onto the Board for a regular four-year term with full voting privileges.

Chart 5-1

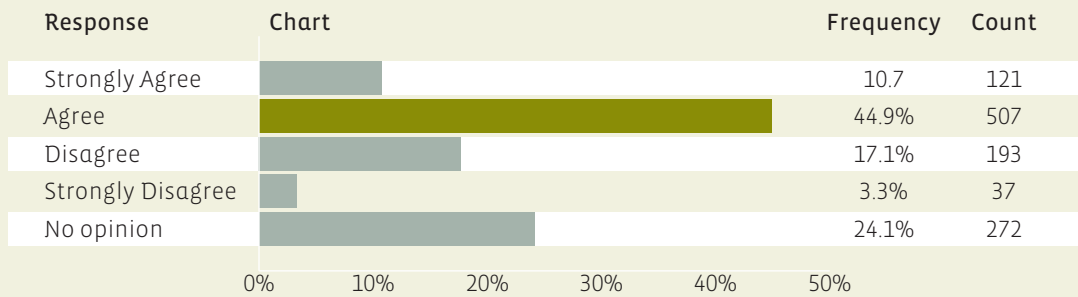
I believe the college should grow in enrollment.



Mean = 2,788; Standard Deviation = 1,324; Total Responses = 1130

Chart 5-2

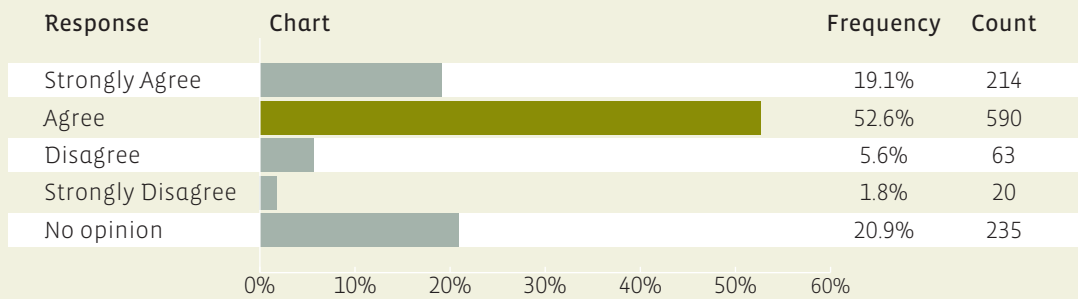
Every alumnus/alumna should give something back to the college.



Mean = 2,851; Standard Deviation = 1,361; Total Responses = 1130

Chart 5-3

Overall, the college is moving in a positive direction.



Mean = 2,529; Standard Deviation = 1,387; Total Responses = 1122

(Respondents could only choose a single response.)

Environmental scanning of the current undergraduate students:

Student Congress is the formal, organized venue for students to provide regular feedback to the Doane College administration. Residence Hall and Greek Councils also offer opportunities for students to share their thoughts.

Additionally, current students have been asked to participate in several surveys during the last four years. In 2007, Debra Semans from Polaris Marketing Research conducted student focus groups to better understand why Doane was their college of choice. The survey asked questions ranging from how they found out about Doane to their current experiences while attending. In 2009, a survey was conducted through Performa Higher Education focusing specifically on Doane College's website that asked students to rate our current navigation, content and design in order to gather feedback for a redesign initiative.

At the same time as the Alumni survey in 2010, Performa conducted a Strategic Planning Survey of current students about their experiences at Doane. This survey provides evidence to support a generally positive impression of Doane that was drawn from NSSE and other data. Eighty percent of 224 students agreed that overall communication from Doane is excellent or good, 87% agreed that it is easy to find information on classes, and 94% agreed that administrative offices are customer friendly. Eighty-seven percent agreed or strongly agreed that the admissions process was straightforward, although a slightly lesser number at 75% indicated that the Financial Aid Office does a good job of informing students of important financial aid issues. A large majority, 92%, indicated that they were satisfied with their education, and a sound majority of 67% agreed that the college is moving in a positive direction. There was no consensus on future directions for Doane, but students expressed appreciation for the beauty of the campus, the renovation of facilities and the quality of the faculty. Concerns seemed to group around typical college student issues about parking and food, the quality of the residence halls (desiring to move renovations more quickly), issues of cost and accessibility, and apprehension that residential life rules were becoming too restrictive on the use of alcohol. Students also hoped that the college would continue to expand communication with students and to involve them in discussions of important issues. These comments have not only helped raise issues for strategic planning discussions, but also helped contribute to decisions to renovate Sheldon Hall in 2010 and Smith Hall in 2011, in order to maintain the college's momentum in creating outstanding living and learning environments available for students.

The surveys have helped us understand the primary motivations of both alumni and current students for attending Doane College. When asked what "Played the most important role in your decision to enroll at Doane College?" (see chart 5-4) alumni and student responses demonstrated how important it is for traditional students to be involved on campus in athletics, the fine arts or student life. While the alumni statistics are not strictly comparable, since they also include nontraditional students who do not have access to athletic or residence life programs, they still rank athletics as second behind the overall quality of education.

Chart 5-4

Primary motivation for enrollment at Doane College - Crete campus (Performa 2010 Surveys) 2010 Strategic Planning Surveys:

	Current Crete students	Alumni (Crete and Lincoln)
Athletics	23.5%	13.7%
Performing Arts	15.2%	3.3%
General quality of education	12.4%	14.8%
Special attention from staff/faculty	8.8%	9.7%
Specific academic program	8.8%	9.7%
Location	6.9%	8.4%
Student life	6.5%	2.2%

The fact that Doane offers 18 intercollegiate sports as a member of the National Association of Intercollegiate Athletics (NAIA) and the Great Plains Athletic Conference (GPAC) is thus a key element not only for recruitment but in shaping the Doane experience for many students.

Women's Sports

Basketball
Cheerleading and Dance
Cross Country*
Golf*
Soccer*
Softball*
Tennis
Track (Indoor and Outdoor)*
Volleyball*

**2010-11 NAIA Scholar Teams*

Men's Sports

Baseball*
Basketball
Cross Country
Football
Golf
Soccer
Tennis*
Track

The Athletic Director and coaches recognize the importance of academics for students recruited to athletic teams and on the whole, work well with faculty and academic support staff in keeping studies at the forefront for student-athletes. This is evident from the fact that 10 of the teams above that were named 2010-11 NAIA Scholar Teams (see news release <http://www.doane.edu/Athletics/News/41977/>) for maintaining a cumulative GPA of 3.0 overall. Four hundred and three varsity athletes carried a 3.08 GPA.

The Strategic Planning Survey for graduate (106 responses) and adult (104 responses) students that was also carried out by Performa in 2010, indicates the same overwhelming satisfaction of education and services provided by Doane, and was confirmed by the Noel Levitz Adult Learner Inventory (discussed under Criterion 3). Eighty-nine percent of adult students and 81% of graduate students thought the college was moving in a positive direction (while a few were undecided, only two students out of the combined groups disagreed). Most common among comments for the college, was that it should increase the number of programs or courses available, and expand the hours that courses are offered. The responses also give a clear indication to the college of the different motives for attendance of nontraditional versus traditional students. These factors are listed as most important in the decision to enroll at Doane by the combined responses of the non-traditional and graduate students who were surveyed:

Location/convenience	27.1%
Academic reputation	17.4%
Classes once a week	16.9%
Small classes	10.1%

These surveys have supplemented regular enrollment data developed by Office of Admission in Crete and by the Deans for Lincoln, Grand Island and graduate programs, to help the college clearly understand our students and the populations we serve. The graduate education program, for example, uses exit surveys to ask for student responses on topics such as scheduling, course content, advising and instruction as they relate to usefulness in the classroom. The information from all these sources has been useful both for annual revisions and for long-range planning.

CORE COMPONENT 5B:

Doane has the capacity and the commitment to engage with its identified constituencies and communities.

Doane College demonstrates an ability to engage its students with the community through internships, service learning, civic and artistic programming.

Internships

Doane students engage with the external community through a wide range of academic internships. On the Crete campus, the Career Development Center gives credit for academic internships (it does not document a large number of internships that are non-credit bearing). The number of credit-bearing internships has risen in the last year, after falling from its highpoint in 2004.

Chart 5-5

Internship Participation*

2001-2010 Doane College - Crete, Nebraska										
	2010	2009	2008	2007	2006	2005	2004	2003	2002	2001
Internships completed	130	112	125	122	108	120	183	174	179	147

*Internships completed for credit as documented by the Career Development Center.

In July 2011, Doane filled a new career development staff position on the Lincoln and Grand Island campuses to help facilitate and track internships for undergraduates on those campuses as well. Specific examples of practicums and field experiences related to the graduate programs will be discussed. Generally, completing an internship is valued by Doane students. In the 2010, NSSE 81% of Doane first-year students indicated that they planned to do a practicum, internship or field experience, while 74% of seniors indicated that they had completed such an experience, while another 9% still planned to do so.

Service

Doane was an active participant in the Midwest Consortium on Service Learning, and has become a founding member of the Nebraska-South Dakota Campus Compact in order to help support service-learning activities and develop grant opportunities for faculty. As discussed under Criterion 3 and 4, Doane students engage in service to the community in a number of ways, both through credit-bearing service-learning courses and through service projects undertaken by student organizations and athletic teams. NSSE 2010 data describes student-reported levels of engagement as a part of coursework. Doane students report more community-based projects in their senior year than in their first year (see chart 5-6). Both Doane groups report more engagement in these community-based service projects than do their Carnegie peers.

Chart 5-3

2010 NSSE

Participated in a community-based project (e.g. service learning) as part of a regular course

	First-Year Students	Seniors
	Doane	
Often	12.5%	16%
Very Often	6.7%	12%
	Carnegie Classification BAC/A&S	
Often	10%	12%
Very Often	5%	7%

Examples of service-learning courses are discussed in Criterion 3. Broader examples drawn from co-curricular and student organization programming can also be cited. For example, Doane College has provided students with opportunities to:

- Participate in the America Reads Program in the elementary school and the Crete Community Learning Center, an after school program.
- Provide childcare through the Blue Valley Family Center and coordinate activities through the Crete Parks and Recreation program.
- Assist with the Prizm Club, a multicultural club, at Crete High School, with many of its activities.
- Work as student assistants for PK-12 schools in the Lincoln and Crete area.
- Develop their own service-learning project in Saline County or Lincoln through the Hansen Leadership Program's Directions Program for first-year students. In 2011-2012, the program will add a service-learning/servant leadership emphasis, where students will engage in individual service with reflections throughout the year, as well as a larger group project.
- Organize the Relay for Life event. The Doane College Relay for Life group is a student-led effort which brings together all members of the Doane community as well as those who live in Saline county in fundraising and educational efforts on behalf of the American Cancer Society. Since 2001, Relay for Life

has had a proud and successful history at Doane College as we have been the recipient of several national and regional fundraising awards and are viewed as a model program by the American Cancer Society, including (with amounts raised):

- 2005 - \$35,295 - Doane College is ranked first in its FYE category of colleges and universities
- 2006 - \$38,000 – Nationwide Top 5 youth per capita
- 2007 - \$62,000 – Outstanding Student Organization of the Year and Nationwide Top 5 youth per capita
- 2008 - \$60,000 – Nationwide Top 5 youth per capita
- 2009 - \$55,000 – Nationwide #1 youth per capita
- 2010 - \$61,000

Our athletic teams, Greek organizations and student clubs/organizations all provide service to the community throughout the year. By keeping roadsides free of litter, volunteering for various community-led projects, providing dances for developmentally disabled adults and donating clothes, shoes and books to those in need, our students, faculty and staff are engaged in the community (see Student Congress minutes in the resource room).

As discussed in Criterion 3 and 4, these efforts have a demonstrated impact on our students. The 2010 NSSE results provide evidence that Doane students increase their engagement with the community from their first year to their senior year. Students who responded that their experience increased their interest in contributing to the welfare of the community increases from 48% of the first-year students to 59% of seniors – a positive response rate ahead of our Carnegie peers among seniors (55%). Doane students are engaging with community members in authentic activities. Again, 2010 National Survey of Student Engagement (NSSE) data describes high levels of student and faculty interaction within our communities. Of Doane seniors, 81% have actually completed service activities and 11% still plan to participate in service (see chart 5-7). This number, 81%, is higher than any of the NSSE provided comparison groups and reveals how Doane faculty and staff ensure students have both the motivation and the opportunities to serve.

Chart 5-7
2010 NSSE

Community service or volunteer service		
	First-Year Students	Seniors
	Doane	
Plan to do	47%	11%
Done	44%	81%
	Carnegie Classification BAC/A&S	
Plan to do	41%	13%
Done	43%	67%

Doane provides support for co-curricular service work through student fees allocated by the Student Congress for student clubs and organizations, and through the Hansen Leadership Program that focuses on developing students' leadership skills and emphasizes service and engagement in all of its initiatives. The program has a full-time director and assistant director and endowed funds that supplement the operating budget to provide excellent resources to complete its objectives.

Doane students have also participated in service beyond the region. Prominent examples of service beyond Nebraska include:

1) Alternative Spring Break (ASB) - 2007 through 2010. ASB is a student-led initiative and all planning, fundraising and community presentations are facilitated by students. ASB groups have over the past four years, averaged 10 students with two Doane staff/faculty serving as sponsors. Students engaged in four separate ASB experiences between 2007 and 2010. In each of these experiences, students identified the need, established the location for their service project, arranged fundraisers to generate monies for travel and to participate in the service project. In 2007 and 2008, students selected locations impacted by the destruction of Hurricane Katrina in New Orleans and Waveland, Mississippi. Their work focused heavily on the physical labor of demolition, hauling debris and helping to rebuild homes. In 2009, students worked to help cleanup parks and beaches hit by the hurricane in Galveston, Texas. In 2010, they chose Philadelphia and worked with cancer patients. To augment their own fundraising, ASB students have received additional support from Student Congress, the Office of Student Leadership, the Office of the President, and the Midwest Consortium for Service-Learning in Higher Education.

2) 2011 May interterm course in India - Six Doane students participated in a 16-day travel course planned by Reverend Karla Cooper to Chennai, India with the intent of contributing to the building of an educational center in Thirumani, a small Dalit village. The first student group from Doane included students majoring in biology, international business, sociology, public relations and religious studies. They engaged primarily in laying "relational" seeds for what is hoped to be a long-term partnership around the educational center project. Students met with several groups of local children in different villages and in Chennai's urban center, and also visited schools and a government center for juvenile girls. The primary goal of "serving" by physically helping with the creation of the educational center took a back seat to "learning" — a harsh lesson about the caste division of labor in India. For example, a visiting college student volunteering to paint or build, would take away another person's badly needed job and daily pay. The group realized its greatest contribution would be to use raised funds to buy supplies and allow local community members to do the work, thereby helping them earn money. The group plans to return in 2012.

3) Thailand school, 2007 through 2011. Each January for the past five years, Doane students have taken a three-week trip to Thailand for the purpose of working in a Thai school. Pasanusornbangkae School is a private school for middle class Thai students. Doane students work with elementary and middle grades children. These Thai children do not speak English, yet the Doane students teach lessons and help with English acquisition. Doane students also learn about the culture, language and people of Thailand.

Civic and Artistic Programming

Doane makes its major speakers and artistic events open to the public. In addition, the Doane choir and band share their music with the broader community as well as hold festivals for area high school students.

A prime example of a shared civic event was the showing of the documentary in November 2010, “When We Stop Counting.” Multicultural Services helped sponsor this film that looked at the challenges and opportunities experienced by Hispanic students in the Crete High School. Over 450 people attended its premiere. Community members also frequently attend Hansen Speaker Assemblies that bring outstanding leaders to the Crete campus to interact with students and make public presentations. The 2010-2011 academic year speakers were Blake Mycoskie and Paul Rusesabagina. For the 2011-2012 academic year, three speakers have been selected: Lisa Shannon, Steven Squyres and Jonathan Kozol. Notable speakers from past years include Jane Goodall, Tom Robbins, Arun Gandhi, Dr. William F. Shulz (former director of Amnesty International USA), Dr. Thomas Kostigen (author of *The Green Book*), and Irshad Manji (author of *The Trouble with Islam Today: A Muslim’s Call to Reform the Faith*).

Doane band and choir tours provide a primary method for reaching out to a larger community. A list of recent choir tour destinations demonstrates their scope:

February 2005	Iowa and Minnesota
May 2005	Germany and the Czech Republic
January 2006	California
February 2007	Nebraska, South Dakota, and Minnesota
January 2008	Arizona and New Mexico
May 2008	Austria, Germany, Switzerland, Lichtenstein
February 2009	Nebraska and Colorado
January 2010	Southern US: Kansas, Missouri, Oklahoma, Texas
February 2011	Nebraska, Iowa, and Illinois
May 2011	Brazil

In addition, both the vocal and instrumental music departments hold festivals for local students. Every January, for example, the vocal music department hosts 200 high school students overnight for a Sunday-Monday choral festival. Over 80 schools from the surrounding area nominate their best students to attend. The students sing in a festival choir under the direction of Doane faculty, watch other Doane groups perform and participate in a solo competition. In the end, five students are chosen to sing at the final Monday evening concert. This festival is both an educational and a recruiting tool, since more than half the students who sing in the Doane Choir (the top choir at Doane) attended the Doane Vocal Festival when they were in high school. The instrumental music department hosts the Fall Festival of Winds and the Winter Festival of Strings with participants also drawn from area schools.

Doane also invites the public to special artistic performances, such as the September 2010 performance by pianist Jean-Frederic Neuberger, as well as the fall and spring concerts of Doane’s musical groups. Past artists and groups have included the Amadeo Mogdilian String Quartet, pianist Alexandre Pirojenko and classical guitarist Peter Jankovic. One particular annual treat for the community is the annual Christmas Festival featuring the Doane choirs, concert band and Symphonic Wind Ensemble.

CORE COMPONENT 5C:

Doane demonstrates its responsiveness to those constituencies that depend on it for service.

Doane College recognizes the impact it has on the Nebraska community, particularly in Crete, but also in Lincoln and Grand Island. Service to the community is important to the overall health of the college, the community residents and the future.

5C.1

Contributions and Service to Crete

Community Leaders Breakfast: The Doane President hosts a monthly community breakfast forum to provide a regular venue for communication between the larger Crete community and Doane. This meeting allows community members to learn about events on campus and they serve to strengthen communication and the Doane-Crete partnership. The breakfasts have become even more important in the last two years for bringing together a diverse group of community leaders to share information and discuss critical issues for the city. College facilitators have helped these leaders to frame problems and identify priorities. In spring 2011, for example, the breakfasts focused on issues raised by the changing demographic of the city and brought members of the Latino community into the same forum as Crete civic and business leaders. In the last meeting of the spring, the group identified priorities for conversation and action during the next year (see the summary of the Community Breakfast final discussion).

Community Dinners: Each month during the academic year, the college hosts a community dinner for 75-80 people at the United Church of Christ. These meals are open to the public and are free of charge. This program offers opportunities for various Doane College departments and organizations to volunteer within the Crete community.

Holiday Giving: Every year Doane College faculty and staff participate in a holiday giving program. In the past, employees have enjoyed creating care packages for deployed soldiers, Toys for Tots, local food pantries, the City Mission, Cedars Youth Services, Matt Talbot Kitchen, KVC Behavioral Care and the Stephen Center HERO program.

Youth Activities: Due to a growing demand for recreational activities for the community's youth and an interest in providing a positive social activity on a Friday night, the football and cheer teams in conjunction with the Crete Area Medical Center provide a free football and cheer camp for community youth each fall. This event generally hosts up to 150 youth and has received countless positive reviews from parents, children and community leaders.

Educational Enrichment Activities: The Mathematics Department hosts an annual triMATHlon event on campus for area high school students. The departments in natural science host a campus CSI day for high school students interested in biology, chemistry or physics. Music, theatre and communication all host high school students on campus for various events.

Community Diversity Efforts: Doane's Office of Multicultural Support Services (MSS) sponsors a Cinco De Mayo celebration every other year which is open to the Crete community as well as the Doane campus community. MSS also sponsors an annual Day of Service with Doane's Campus Crusade for Christ, which serves over 500 people in our diverse community. In addition, the Director of Multicultural Support Services has provided training and consulting services to several community entities over the past years including: the Crete Area Medical Center, Wilber-Clatonia Schools and Blue Valley Community Action Agency.

Multicultural Fair: Each spring the education department hosts the Multicultural Fair. Doane students design programs for school children to promote multicultural understanding. In 2011, over 600 elementary and middle school students from the area participated in the fair.

Athletic Training: In the summer of 2010, Doane developed a partnership with the Crete Area Medical Center to provide athletic training services to our student athletes. This partnership benefits both our student athletes and the community by increasing the number of athletic trainers available.

Partnership with Crete Community for Fitness Facility use: The fitness center and weight room in the new George and Sally Haddix Recreation and Athletic Center on the Crete campus opened to the public January 3, 2011. The space is one of the highlights of the \$13-million building that opened on the east side of campus in November. Great attention to detail in the fitness center design created a space that can accommodate student athletes, employees and community members. Community members can either pay an annual membership fee to use the new center or pay on a daily basis. (Community passes cost \$180 annually for individuals and \$300 per year for families. Daily pass members pay a \$5 fee).

5C.2

Contributions and Service to Lincoln, Grand Island and the Greater Nebraska

Doane provides contributions to Lincoln, Grand Island and the greater Nebraska by serving as a vehicle for work force development as well as providing training for career development and career changes through its graduate and undergraduate programs. Beyond the broader contribution, there are a number of specific programs and partnerships that serve both the needs of students and their communities. Examples from Lincoln and Grand Island include:

1) Doane's Dean of Undergraduate Studies, Janice Hadfield, is a member of the Academic Advisory Board for Southeast Community College in Lincoln. She is also a member of the College Park Board of Directors in Grand Island and meets often with the Grand Island Economic Development group to explore opportunities for Doane to contribute to the economic development of the city.

2) Doane College is an active member of the Lincoln Small Business Association.

3) Doane College is a member of the American Society for Training and Development and regularly serves as the primary sponsor of the Nebraska chapter's annual conference. We also provide workshops (free of charge) for the Lincoln chapter's members including training for Leadership Teams at BryanLGH Medical Center in Lincoln and Crete.

4) The Master of Arts in Counseling program, at any time, has 35-40 individual agreements in place for specific interns to practice and receive training in a particular community agency. Each intern provides a minimum of 1,000 hours of community service in the agency. This has resulted in more than 375,000 hours of service to the mental health and addictions treatment community over the past 10 years. Specifically Doane has signed agreements for intern training with:

1. Avera McKennan Behavioral Health Center
2. BryanLGH Medical Center
3. Lancaster County: Lancaster County Community Mental Health Center

4. Mary Lanning Memorial Hospital
 5. Offutt Air Force Base: 55th Medical Group
 6. Peoples City Mission Medical Clinic
 7. Saint Francis Medical Center
 8. University of Nebraska Medical Center: Munroe-Meyer Institute
 9. VA Nebraska-Western Iowa: Network 23 – Midwest Health Care Network
- 5) After the University of Nebraska withdrew its degree programs from Grand Island, Doane College, which already taught education courses in the area, negotiated an agreement to move into College Park with the goal of offering undergraduate and graduate degrees in central Nebraska. The partnership has been very successful. Doane College is able to offer nine undergraduate and four graduate degree programs. In addition to educational opportunities, the availability of undergraduate and graduate degrees is one indicator used by economic development to quantify quality of life for businesses considering locating in the area.
- 6) In Grand Island, Doane College signed a memorandum of understanding with Central Community College to provide educational services for a major five-year grant from the Department of Health and Human Services for the Project Health Education Laddering Program. The grant also involves St. Francis Hospital and Grand Island Public Schools on a project that will take minority students through all the education required first for an Associate Degree in Nursing through Central Community College and then for a Bachelor of Science in Nursing through Doane.
- 7) In November, Lincoln and Grand Island celebrate nontraditional student week. Each year the students vote and select one charity organization in the community to support during the week. In 2008, students, faculty and staff raised \$1,045 for The Friendship Home, which helps women and children escape from domestic violence. In 2009, students, faculty and staff raised \$1,139.35 for The People’s City Mission.
- 8) Doane’s education department started the HOPE (hope, originality, perseverance, experience) program in the fall of 2010 working with 160 sixth graders at Culler Middle School in Lincoln. Once a month, Doane students and faculty combine with Culler’s instructional coach to teach lessons on hope, originality and perseverance. In the spring, Culler students visited the Crete campus for lessons in areas of sociology, mathematics, multiculturalism, social studies and science. The admissions director shared with them information on how to prepare for college. The goal of the program is to revive and solidify hope for students and their families with the possibility of attending college in order to better their collective futures. The plan is to follow these students for three years in a sustainable relationship. The seventh grade theme revolves around, “Success: What is my interest in college?” and the eighth grade theme helps them to determine, “What classes do I need to take to get to college?”
- 9) “Arts are Basic,” a national program aimed at teacher and curriculum development for schools, is provided office space on the Lincoln and Grand Island campuses, as well as access to Crete campus facilities for programs each summer.

10) First-Plymouth Congregational United Church of Christ in Lincoln, Nebraska has two formalized partnerships with Doane College. First is the annual Otis Young Theological Lecture Series. The Reverend Young served First-Plymouth as senior pastor for 35 years and was a member of the Doane Board of Trustees. Each year, a speaker lectures on both the college's Crete campus and the church's facility in Lincoln. Second, the First-Plymouth Board of Christian Outreach contributes an annual gift of \$2,000 to Doane's chaplaincy fund. This modest gift supports student activities for engagement and service.

Greater Nebraska

Doane has provided specific training programs for area employers. Most notably since 1998, Doane has partnered with Valmont Industries, Inc. in Valley, Nebraska, offering on-site courses to its employees required to complete the Bachelor of Arts majoring in Professional Studies in Business and the Master of Arts in Management.

The largest impact on greater Nebraska comes from the undergraduate and graduate teacher education programs. Undergraduate students participate in field experience in Crete and Lincoln during their sophomore and junior years to prepare for student teaching their senior year. They spend between 800-1,000 hours from sophomore to senior year assisting cooperating teachers. The graduate programs provide partnerships with districts in the area of literacy and technology. Doane faculty provide mentoring and training in a number of areas to K-12 teachers. In addition, graduate students complete action projects in their schools which impact the curriculum and/or school environment directly.

Evidence of this impact is found in the school projects completed by Master of Education in Educational Leadership candidates. An examination of the May 2011 report on the School Improvement Projects (SIP) from the Doane Educational Leadership (Ed.L) documents this. In 2010-2011, educational leadership students, members of cadres 20 and 21, carried out 62 school improvement projects across the state – 54% in reading, 4% in writing, 19.4% in math and 22.5% in other projects such as mentoring, wellness, academic interventions and graduation rates. In doing so, the 62 cadre members carried out 5,803 hours of service in the schools. Examples of some of the SIP projects include:

- Scott Middle School (Lincoln) – Effective Strategies for Improving Reading Comprehension
- Lincoln High School – Sustained Silent Reading in the High School Reading Classroom
- Creighton Community Schools – Increasing Vocabulary Comprehension
- Norris Elementary (Millard) – Improving Special Education Achievement in Reading
- Palmyra High School – Improving High School Writing
- Prescott Elementary (Lincoln) – Improving Student Math Achievement
- Omaha North High Magnet School – Quantitative Literacy in Societal Studies: the Infusion of Mathematics with High School Social Studies Courses
- St. Cecelia High School – School-Based Student Mentoring Plan
- Adams Elementary (Lincoln) – Increasing Hope, Engagement and Well-Being in Fifth Grade Students

- Irving Middle School (Lincoln) – Improving the Academic Success of Student Athletes
- Lincoln Southwest High School – Improving Achievement of 9th Grade Male Students using Adult Advocates

Assessment indicates that these SIPs are having a real impact in the K-12 schools. The ratings of the final projects indicate positive results (percentage of SIPs at each level as rated by graduate faculty):

- 9.6% – Professional – measured important increase in student performance
- 30.6% – Distinguished – measured increase in student performance
- 45.1% – Proficient – successful implementation with positive gain in student achievement but additional refinement necessary
- 12.9% – Progressing – promising impact but further study is needed
- 0% – Emerging – little or no impact

In addition, 64.5% of the graduate students noted that there were changes in student behavior outside the focus of the individual projects that provided a broader impact on learning in their schools. In the process, the students gained experience in leading teams and bringing teachers on board into their projects. Over the course of the entire EDL program, 614 students have carried out school improvement projects across the state of Nebraska with similar successful results.

Doane's impact also comes through the lives of service lived by its alumni. In the 2010 Alumni Survey 47.3% of the 1,128 alumni who responded indicated that they were affiliated with churches, 45.6% with educational organizations, and 37.9% with civic organizations. Thus the influence of Doane's education is extended through their engagement in the larger society.

5C.3

Collaborative Ventures with Other Educational Institutions

Doane has articulation arrangements with all six community colleges in the state of Nebraska. More extensive articulations exist with the two community colleges in the communities in which Doane is located: Southeast Community College in Lincoln and Central Community College in Grand Island. These specific articulation agreements were created in 2007, updated in 2010, to help students smoothly transfer into programs in accounting, business, criminal justice, education and human relations on the three Doane campuses. A growing percentage of nontraditional undergraduates are transferring credits from community colleges. Doane's 2+2 program with Central Community College, for example, provides a clear, understandable path for students and parents that take them from high school to community college to Doane College. The program includes dual advising and it is marketed to show the economic advantage even to the poorest of students. Students who are full PELL scholarship eligible have the ability to earn a two- and four-year degree at no cost, except for books. The Crete campus has developed two articulation agreements with Southeast Community College in education and business for traditional students who choose to start at the community college and then transfer. Crete also provides transfer students scholarships and special orientation sessions to encourage them to attend Doane and get acclimated to campus. Recently, the Lincoln and Grand Island campus programs adopted a new academic forgiveness policy to help students who wish to return to Doane College after being absent for five years. This policy helps students who had a

poor academic term when first attending Doane. The term affecting their GPA is removed from the calculation so the student can return in better standing.

Doane College has 3-2 articulation agreements with the University of Nebraska-Lincoln, the University of Minnesota, Columbia University and Washington University for students interested in a career in engineering.

Doane College developed the RN to BSN program in 2010 to meet the medical industry's stated goal of providing a higher percentage of Bachelor trained nurses in the profession. The program allows licensed registered nurses to complete a Bachelor of Science in Nursing. Completion of degree requirements involves courses in nursing and the liberal arts that will continue the development of skills for critical thinking, problem solving, conflict resolution and team building. The Grand Island campus began offering courses for RNs in central and western Nebraska based on requests from area hospitals. Catholic Health Initiatives, which operates several hospitals in Nebraska, reimburses RNs for tuition and allows Doane to recruit in the hospital.

CORE COMPONENT 5D:

Internal and external constituencies value the services Doane College provides.

In the 2010 surveys cited above, students and alumni express a high degree of satisfaction with Doane's education and services. The mayor of Crete issued a "Day of Service" proclamation in honor of the service provided by Doane students. The greater external community not only values the specific programs provided by Doane, but they also demonstrate their appreciation through using Doane's facilities on the Crete and Lincoln campuses, and through choosing Doane faculty and staff for leadership roles in a number of civic, academic and professional organizations. Appreciation of Doane's programs is also demonstrated by the quality of the community leaders who participate as adjunct instructors in our adult and graduate programs.

5D.1

External communities make use of Doane facilities in Crete and Lincoln.

The Lincoln and Grand Island campuses make facilities available for meetings and training activities of any non-profit organization. Doane has hosted the Lincoln Fire Department, Lincoln Police Department, Girl Scouts of America, various church groups, American Society for Training and Development, American Business Women's Association (ASTD), National Student Loan Program (NSLP), Friendship Home, MADD DADS and many others.

The facilities on the Crete campus are regularly used by external groups. During the regular academic year in 2010-2011, these events included (see the full list attached):

- Crete Public Schools Luncheon
- City Bank & Trust Banquet
- Crete High School Football
- Friends Covenantal Learning Group of the Nebraska Conference
- Nebraska Band Members Assoc. Meeting
- Crete TeamMates Luncheon
- Midwest Service Learning Conference
- Fraternal Order of Police Meeting

- Southeast Nebraska Leadership Conference
- Nestle Purina Training Meeting
- Southeast Nebraska Corn Growers Dinners
- Crete Public Schools Concert
- High School Holiday Basketball Tournament
- Kriz-Davis Co. Electrical Training Seminar
- Crete Volunteer Fire & Rescue Dept. Annual Dinner/Dance
- Crete Area Medical Center Leadership Event
- Falls City Sacred Heart High School Track Meet
- Crete Area Medical Center – Suicide Prevention
- Crete High School Post Prom
- Crete High School Graduation

Note: The Nebraska Conference of the United Church of Christ holds its annual four-day meeting at Doane two years in every three-year cycle.

In the summer, the Crete facilities are used for a wide variety of athletic camps and other meetings, including meetings by Nebraska Law Enforcement, Nebraska Leadership Seminar, Nebraska Children’s and Families Foundation, Nebraska Association of Collegiate Registrars and Admissions Officers, Nebraska Choral Directors Association, the Lion’s Club, Arts Are Basic and the Mid-America Woodcarvers Association. Additionally, community access has been added to the new Haddix Recreation and Athletic Center within the last year.

5D.2

Faculty volunteer activities are well received by the communities served.

External constituencies value the service provided by Doane College faculty. In fact, faculty have compiled an outstanding record of voluntarism and civic and professional service. A selection of these activities include (see faculty vitae in the on-campus resource room):

- a wide range of activities at churches and schools, including the United Church of Christ Nebraska’s Ghana Partnership Committee
- local civic service including Saline County’s Farm Safety Day, the Saline County Extension Board, Crete Heritage Society and the Ross Media Arts Center
- local environmental and scientific service including at the Nebraska Audubon’s Spring Creek Prairie, Healing Hearts Therapy Dogs, multiple animal rescue organizations, Hitchcock Nature Center Hawkwatch, the Nebraska Academy of Sciences, Tri-County Burn Association, Pheasants Forever and Nebraska Forest Service
- social agencies and centers: the Hope Crisis Center, Relay for Life, the National Special Olympics, Camp Kindle and charitable efforts in Africa
- professional and academic service: as advisers to the Higher Learning Commission, the Nebraska Council for Teacher Education, Nebraska Association of Teacher’s of Mathematics, National History Day competition and the Missouri Valley History Conference

Examples of faculty holding leadership positions in the spring of 2011 include:

- Tessa Durham Brooks (Biology): Consultant for the Stanford Research Institute's Destination Scenario Based Learning Project at De Anza College.
- Barb Clement (Biology): Environmental Science Advisory Group and Prairie Site Advisory Board.
- Wendy Hind (Business): Board of Directors Teach a Kid to Fish.
- Andrea Holmes (Chemistry): Advisory board member for molecular modeling company MARUZEN International.
- Tom King (Education): Crete Public School Board, State Social Studies Stars Curriculum Committee.
- Julie Kozisek (Education): President of the Nebraska State Reading Association.
- Les Manns (Economics): Nebraska Economics and Business Association Board of Directors.
- Heather Lambert (Psychology): President of the Board of Directors of Hope Crisis Center and member Board of Directors of Jana's Campaign.
- Dave Swartzlander (Journalism): President-elect of College Media Advisers.
- Heather York (Biology): Board of Governors for the Central Plains Society of Mammalogists.
- Kathleen Zumpfe (Business): the Saline County Extension Board.

5D.3

Community leaders contribute to Doane's programs.

The level of respect for Doane's contributions to the community is particularly demonstrated by the number of community leaders who teach in Doane's undergraduate programs in Lincoln and Grand Island and in our graduate programs of the many excellent practitioner faculty, here is a selection of the community leaders who contribute to Doane:

- Peter Allman: the Executive Director of Lighthouse, a non-profit counseling center for at-risk adolescents.
- Randy Blair: the Executive Director of College Park in Grand Island and a board member of St. Francis Medical Center Board of Trustees, Salvation Army Advisory Board, the Chamber of Commerce Committee on Higher Education, and Grand Island Public Schools.
- Michael Bockhoven: marketing director for the Stuhr Museum of the Prairie Pioneer and an executive board member for the Grand Island Boys and Girls Club, the Association for Child Abuse Prevention, and for the Central Nebraska Health Center.
- Michael Britten: the president of Service Research Corporation and past president and member of both the Lincoln Private Industry Council and the American Society for Training and Development.
- Tom Duden: director of human resources for Design Data Corporation, also a retired police officer. During his 22 years of service in law enforcement, Tom was the president of Lincoln Police Union Charities and president of the Lincoln Police Union.

- Lee Elliott: the retired vice president of Human Resources and Fund Development for Saint Francis Medical Center in Grand Island. He is on the board of directors for Grand Island Chamber of Commerce, for the Community Redevelopment Authority, and for the Overland Trails Council of the Boy Scouts of America. He is the past chair of the Goodwill Foundation Board of Directors and served on the Advisory Board, Office of Dispute Resolution, Nebraska Supreme Court.
- Donald Fritz: the statewide coordinator for the Continuous Improvement Integrated Visits Pilot Project and the Nebraska-Led Peer Review of STARS for the Nebraska Department of Education and serves or has served on numerous advisory boards for a number of state education initiatives.
- Stephen Joel: the superintendent of schools for Lincoln Public Schools and a board member of the Hall County Economic Development Board, the Board of Directors for Heartland United Way, and President of the Grand Island Multicultural Coalition.
- Doug Johnson: the director of the Department of Accounting for Southeast Community College and the current vice president for Academic Affairs for the North American Accounting Society.
- Pat Roschewski: director of Statewide Assessment, Nebraska Department of Education.
- Kate Speck: senior research project manager for the University of Nebraska Public Policy Center and a community volunteer working with Fresh Start Facility for Homeless Women, the Nebraska State Penitentiary, Convicts Helping Youth, and the Victims First Program. She serves on the advisory boards for Lincoln Police Citizens Academy, Carol Yokum Family Resource Center, and the State Advisory Board on Problem Gambling.

Conclusion

Doane College regularly consults with its key constituents through surveys, direct meetings and informal gatherings. Students engage with the community through internships and service, while Doane as an institution provides faculty and staff who help lead area civic and educational groups. Doane welcomes the communities it serves to use college facilities, and in so doing provides a wide-range of civic and artistic programming as well as professional training that serves the larger community.

Strengths

- Doane students take advantage of numerous opportunities to engage with the external community through career development internships and through service learning courses and projects. Evidence points to students developing a greater sense of civic responsibility as a result of these efforts.
- Doane College has engaged with the City of Crete and its business, government and education leaders to encourage and facilitate strategic planning on issues from economic development to relations with the growing Latino population of the city.
- Doane's nontraditional programs have met critical needs in Nebraska communities, providing for example, school improvement plans through the Masters of Education programs, responding to demand by initiating an RN

to BSN program, and working closely with city leaders in Grand Island to provide the only four-year program in the city.

- Doane has provided a number of resources for the City of Crete including access to speakers, fine arts events and athletic and meeting facilities.
- Doane faculty and staff are engaged in active leadership in a number of professional and civic organizations.

Challenges/Opportunities

- As the college moves to be a co-founder of the Nebraska-South Dakota Campus Compact and increasingly emphasizes experiential learning, we will need to provide more resources, both human and financial, for service learning and study away from campus.
- The current draft strategic plan has a theme that focuses on the role the college can play in supporting the cultural and economic development of the City of Crete. Support and resources will be needed to respond appropriately to this initiative.
- Doane will reach out to connect with its alumni in greater numbers to take advantage of their diverse talents and knowledge. Two specific tasks are to develop more relationships between alumni and current students (for example to serve as speakers for Hansen Leadership program workshops), and to engage the alumni in conversations about Doane's responses to the changing conditions in higher education.