

ASSURANCE SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT TO
DRAKE UNIVERSITY
DES MOINES, IOWA
FEBRUARY 4, 2008 to February 6, 2008

For the
Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

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Contents

I.	Context and Nature of Visit	3
II.	Commitment to Peer Review General Institutional Requirements	6
III.	Compliance with Federal Requirements	7
IV.	Fulfillment of the Criteria	7
	a. Criterion One	7
	b. Criterion Two	10
	c. Criterion Three	13
	d. Criterion Four	18
	e. Criterion Five	22
V.	Affiliation Status	24
VI.	Additional Comments and Explanations	25

I. CONTEXT AND NATURE OF VISIT

A. Purpose of Visit

A team of nine consultant-evaluators (hereafter referred to as CEs) representing the Higher Learning Commission (hereafter referred to as HLC) visited Drake University (hereafter referred to as DU) from February 3 to February 6, 2008. The purpose of the visit was to conduct on behalf of HLC a comprehensive evaluation for continued accreditation at the doctoral degree-granting level.

B. Organizational Context

Drake University was established in 1881. In 1888, the University organized with the College of Letters and Science, Medical College, and College of Law, School of Music, School of Commerce, the Bible College, College of Pharmacy, and the Callanan College Normal School. The years since the last accreditation visit in 1998, the University has moved to mission-driven planning, sound fiscal policies and procedures, and a clear identity. Effective strategic planning and execution has guided the growth, stability, and academic integrity of the institution. Since 1998, Drake's endowment has increased from \$86 million to more than \$153 million.

C. Unique Aspects of Visit

Drake University is a participant in the Academy for Assessment of Student Learning.

D. Sites or Branch Campuses Visited

None

E. Distance Education Reviewed

None

F. Interactions with Constituencies

President
Planning Council
Faculty
Staff
Provost
Associate Provosts
Vice Provost
Vice President, Division of Business and Finance
Vice President, Admission and Financial Aid
Vice President, Alumni and Development
Alumni

Athletic Director
Interim Dean, College of Arts and Sciences
Dean, College of Business and Public Administration
Dean, School of Education
Dean, College of Pharmacy and Health Sciences
Dean, School of Journalism and Mass Communication
Dean of the Law School
Dean of Students
Career Development
Cowles Library-Training and Service Quality
Critical Thinking Report Study Group
Institutional Research Council
Director, Center for Global Citizenship
Director, Residence Life
Director, Campus Security
Director of Community Relations
Director of Drake Head Start
Director of Experiential Education - PharmD
Director of Human Resources
Director of Learning and Assessment
Director of Sororities and Fraternities/Volunteerism
Director of Student Leadership Development
Excellence in Learning and Development Program
Fraternity and Sorority Leaders
Minority Student Organization Leaders
Professional and Career Development Services
Spirituality Group
Student Leaders
University Curriculum Committee Members
Trustees

G. Principal Documents, Materials, and Web Pages Reviewed

Academic Charter
Academy for the Assessment of Student Learning Proposal
Alumni Survey Final Report 2007
Arts and Sciences Faculty Handbook
Board of Trustees Minutes
Board of Trustees Orientation Handbook
Budget 4-year Spring 2007
Budget Plan – Three Year
Constitution and Bylaws
Campus Master Plan
Campus Master Plan Update 09/07
Chinese Cultural Exchange Program
Cowles Library Assessment Activities

Cowles Library LibQual Report – 2006
Cowles Library web site
Creating a Powerful First-Year Experience at Drake – Report
Debating America’s Role in the World
Diversity Audit Final report and Highlights
Diversity Profile – Students, Faculty and Staff
Donald V. Adams Leadership Institute
Drake Advisory Boards
Drake Curriculum Areas of Inquiry
Drake Curriculum Web page
Drake Databook
Drake Digital Repository (eScholarShare)
Drake Neighborhood Association
Drake Student Learning Outcomes – NSSE Summary
Drake Student Organizations
Drake Student Survey (DSS) Reports
Drake Undergraduate Science Collaborative Institute (DUSCI)
Drake University Academic Policies Web Page
Drake University Board of Trustees Web site
Drake University Bylaws
Drake University Unit Descriptions
Drake University: Vision 2025
Drake University Course Catalog
Drake University Language Acquisition Program (DULAP)
Drake University Wellness and Wellness Council of Iowa
Drake University 2012
Engaged Citizen – Drake Curriculum Area of Inquiry
Engaged Citizen 2007-2008 Implementation
Engaged Citizen Report
External Review Reports – Student Life and OIT
Facilities Investment: History and Future Plan
Faculty Development Funds – Provost’s
Faculty Search – Diversifying the Faculty
Faculty Senate Minutes
Faculty Senate Web site
Faculty Survey on Student Engagement (FSSE)
Fine Arts Calendar
First Year Initiative Report (FYI)
First Year Seminar Description
Graduate and Undergraduate Catalogs
Highest Enrollment Majors
I Have a Dream Foundation
Intercollegiate Athletics and Recreational and Wellness Services
Interdisciplinary Programs
Institutional Research Web site
Learning Outcomes for Master of Accounting

Learning Outcomes for Master of Business of Administration
Learning Outcomes for Master of Financial Management
Learning Outcomes for Master of Public Administration
LibQual – Cowles Library Response
LibQual Survey Results 2005
Mission Explication
Mission Learning Outcomes – Drake Web Site
Mission Map
National Survey of Student Engagement (NSSE) Reports
Multi-Year Financial Plan (Program Review Savings)
Peer Mentor Academic Consultant (PMAC) Description
Program Review: Recommendations to Board of Trustees
Provost's Faculty Development Funds
RaySociety Mission, Activities & Courses
Sabbatical Proposals 2005-06, 2006-07, 2007-08
Self-Study Committee minutes
Strategic Enrollment and Revenue Planning – Progress Report
Strategic Plan Linked to Capital Budget
Student Handbook
Student Life Assessment Summary of Actions/Summary of Procedures
Student Life Organization Chart
Study Abroad Programs
The Drake Heritage Collection
Drake University Strategic Plan Documents
Facilities Capital Action Plan
Facilities Investment: History and Future Plans
Faculty Salaries – Peer Comparison by Rank
Faculty Salary Presentations
Faculty Salary Reports: AAUP Data
Gift and Grant Faculty Development Funds – Colleges and Schools
Human Capital Reports: 2005, 2006, and 2007
Key Financial Indicators 2006
Strategic Plan – Cowles Library
Strategic Plan – Office of Information Technology
Technology Fee Reports
USA Today/NSSE initiative
Web Policy
Web Sites: Drake Units
Your First College Year Report (YFCY)

II. COMMITMENT TO PEER REVIEW

A. Comprehensiveness of the Self-Study Process

The accreditation self-study was initiated in January 2004. President Maxwell and Provost Troyer appointed Sue Wright, Associate Provost and Director of Institutional Research as the Self-Study Coordinator. The Steering Committee, chaired by the Provost, included the chairs of the five criterion committees, the president, vice president business and finance, associate director of athletics, the chief information officer, and the Self-Study Coordinator. In addition to the steering and criterion committees, a publicity and promotion task force met to develop ways to involve the campus in the process. A logistics committee prepared for the team visit. The President's Summer Planning Retreats of 2004 and 2006 were used to intensify the discussion of the self-study process with campus constituencies. Presentations about the self-study were made regularly to the Drake community, e.g., Student Senate, Faculty Senate, All-Staff Council, faculty, staff, the Board of Trustees, Alumni Board and various advisory committees of the schools and colleges.

B. Integrity of the Self-Study Report

The self-study report and preparation for the site visit team demonstrates that the institution has a clear understanding of the expectations of continued accreditation. The Self-Study is well-organized according to the HLC criteria.

C. Adequacy of Progress in Addressing Previously Identified Challenges

The team considers the response of the institution to previously identified challenges to be adequate.

D. Notification of Evaluation Visit and Solicitation of Third-Party Comment

Requirements were fulfilled.

III. COMPLAINTS WITH FEDERAL REQUIREMENTS

Federal reporting requirements were fulfilled.

IV. FULFILLMENT OF THE CRITERIA

CRITERION ONE: MISSION AND INTEGRITY

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

1. Evidence that Core Components are met

Dr. Maxwell's initiative, *Program Review 2000*, was clearly the launching pad for reviewing budgets, program review and rewriting the University's mission statement. The new mission statement, approved in 2002 by the Board of Trustees and Faculty Senate, appears to have permeated all aspects of the campus. The mission statement incorporates "an exceptional learning environment" with emphasis on a "meaningful personal life," "professional accomplishments" and "responsible global citizenship". It encapsulates "collaborative learning" within a "liberal arts and sciences with professional preparation." The mission statement is highly visible in all their publications, at the bottom of every website, email signatures, faculty and trustee handbooks, and graduate catalog.

Drake's mission statement does not openly address the theme of diversity. However the theme of diversity is expressed in the *Mission Explication*, "Provides a campus environment that welcomes and supports a diverse population as well as a diverse range of opinions and perspectives" and the Strategic Plan, "We are convinced that diversity is essential to the effectiveness of the learning environment and quality of the learning process." The website featuring a video of faculty, staff and students reciting the mission statement and its meaning to them reveals a diverse group of a racial, gender and ethnic population. The Student Senate organization has three dedicated representatives for multicultural and underrepresented students.

It is evident that the mission is at the heart of everything that happens at Drake. The previous mission statement was written in 1989 and was virtually unaltered until 2002. There is clear evidence that there was collaboration among administration, faculty and trustees in the formation and implementation of the new mission statement.

The mission explication is a four page document that more fully examines each of the components of the mission statement. This document was developed through a number of "town meetings" with various campus constituencies.

The Academic Charter of the institution provides the framework for the academic governance of the University as a "cooperatively developed and reached consensus" of the governing board, administration and the faculty." The by-laws of the University describe the roles of the trustees and the president. The Trustee Orientation Manual contains information on shared governance from the AAUP, ACE, and AGB which describes the role of the board, the president and the faculty. This material is presented by the president and provost to all new trustees and to the full board as part of board education.

There appears to be a strong collaborative process of governing between the president and provost, provost and faculty and among the president, trustees and faculty. There is a high level of mutual respect and trust that has been built over the past nine years. The Mission Explication developed in 2006 was another way of reviewing and assessing the importance of the mission statement developed in 2002.

Drake University is committed to fulfilling its mission in every aspect of its operation including its financial planning. Program support is based upon the fulfillment of the mission of the University.

Documents of the University reflect its commitment to all local, state and federal laws. The incorporation and bylaws are approved and amended by established guidelines. The University has published documents for faculty, staff, administration and students that state acceptable policies and procedures. They contain clear and understandable practices for complaints and grievances.

Notable points of assessment came in a 2005 review of the mission statements of every university unit to discern if they were consistent with the mission statement. Strategic planning was grounded upon the mission of the University. The senior administrators along with the Board of Trustees insist that financial resource allocations be based upon programs that support and enhance the mission.

2. Evidence that one or more specified Core Components need organizational attention.

- Diversity among students is enhanced by the recruitment of international students. More effort should be made to affect the diversity that exists within the American landscape of African American and Latino. Minority students who spoke during the student group interviews expressed mixed reactions as to the effectiveness of minority affairs on the Drake campus.

3. Evidence that one or more Core Components require Commission follow-up.

None.

Recommendation of the Team

The criterion is met. No Commission follow-up is recommended.

CRITERION TWO: PREPARING FOR THE FUTURE

The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

1. Evidence that Core Components are met

The planning documents and interviews with the Planning Committee, President, and Provost indicate a clear understanding of methods to establish accountability and achieve broad buy-in by the University community. Accountability is maintained through careful task identification, timelines, and active involvement of the Deans Council. The Council sets priorities and monitors progress. Planning at the enterprise-level and within academic units includes systematic monitoring of external environments to identify opportunities and emerging challenges. In addition, setting critical success measures and establishing target levels is achieved through broad involvement. Initiatives that require multi-year commitments are earmarked into Strategic Initiative Proposals and have a place-holder in future budgets.

The University has made considerable progress in strengthening its financial resource base. Drake's "key financial indicators" serve as benchmarks for assessing the strength of its financial base. Drake achieved a balanced operating budget by FY05 and continues to do so after several years of actual deficits. The growth in net tuition revenue since FY04 has remained steady. Net tuition revenue per FTE continues to improve (\$9,762 in FY 00 to \$12,604 in FY 06). Unrestricted net asset goals were exceeded, e.g., 20.8% increase for FY06 against a goal of 5%. Liquidity ratio continues to improve and all debt covenants were met.

While the change in net assets in recent years is very favorable, the auxiliary enterprises revenue to expense differences shown in the Statement of Activities is a concern. Expenses exceeded revenue in auxiliaries in FY07, FY06 and FY05 by \$7,118,294, \$6,443,193, and \$5,868,115, respectively. The primary reason for these shortfalls is the inclusion of athletics within the category. Typical of most institutions, revenues from athletics do not cover the direct operating costs.

The University's Human Capital Reports for 2005, 2006 and 2007 show that the percent tenured among faculty is steady and reasonable, e.g., 56%. Staff online performance evaluation data show that the average salary increase is tied to overall performance for FY08. In a well-attended open session with faculty and staff during the site visit, faculty and staff appeared to be satisfied with the current performance appraisal system.

Institutional facilities to support the academic mission have received considerable investment in the past five years. A total of \$65,634,000 was invested in resident hall renovation, classroom upgrades, HVAC, and a variety of student services and academic buildings. Twenty-nine percent of the funding came from gifts and an additional 17% came from institutional funds. The remainder was funded through debt.

In the area of technology, the Provost's annual technology fee expenditure report provides strong evidence of the institution's instrumental support of the educational enterprise. The reports of the years 2002 through 2007 document the systematic acquisition of infrastructure and hardware support, curricular resources, database licenses, software upgrades, and digital media tied directly to the institutional and major academic unit missions.

Faculty compensation improvement plans have been a strategic priority over the years. Yearly salary pool raises between 2003/04 and 2007/08 have attempted to improve Drake salary competitiveness against peer groups. The result has been to increase salaries to the point of achieving AAUP Levels 1 or 2 at the associate and full professor levels and level 3 at the assistant level. Equally significant, funds to support faculty development have doubled between 2006/07 and 2008/09; an achievement consistent with the three-year plan. These successes were fueled by the strategic plan mandate to attract and retain gifted faculty.

The strategic planning process and planning documents at Drake University reflect a clear understanding of effective planning methods and institutional capacity. Since January 2000, Drake has used a variety of planning tools to prepare for a viable future. Under the leadership of the President, the institution embarked on a carefully crafted process that began with a systematic academic and administrative program review. The program review process marked the beginning of effective planning.

The results of the program review, documented in the 2001 President's report to the Board of Trustees were considerable. The direct result of the review was the identification of programs for targeted enhancement, maintenance, monitoring, and closure. The process also gave rise to a cultural change where openness and trust within the academic community began to rise. This highly participatory process signaled a new era in planning.

The program review process was an important foundation from which to launch the University's strategic plan development. The 2001-2006 Strategic Plan and subsequently updated through 2008 set forth a carefully crafted set of goals operationalized through a complementary set of objectives and strategies intended to fulfill DU's mission and vision.

Concurrent with the move to establish a more planning-oriented culture, several other pieces were put in place to ensure DU becoming a mission-driven institution. Six key pieces enhance effective planning practice. Of special importance are (1) establishment of a strategic budgeting model, (2) a procedure for funding strategic improvement plans (SIPs), (3) a revised campus master plan, (4) a strategic enrollment and revenue plan (SERP), (5) creation of a contingency planning capacity, and (6) creation of a planning structure to guarantee systematic planning for the future. In addition, the creation of the "Drake University: Vision 2025" served as a focusing tool to guide the continuing evolution of thinking about the University's preferred future state.

The strategic budgeting model guided by Victoria Payseur, Vice President for Business and Finance, became an effective methodology to sustain a planning culture. The model fostered the alignment of resources with institutional priorities, promoted creativity in revenue generation, and strengthened the relationship of the University plan with College/School strategic plans.

The strategic enrollment and revenue plan highlights a continuing challenge for the President and his leadership team. The changing demographics of the prospective student pool, coupled with how the institution deploys its financial aid resources, will challenge the institution to strengthen academic quality while meeting its social responsibility of access to a broader student market.

The University continues to seek creative opportunities to promote intercollegiate planning and execution. Current methods include solid management of faculty position requests, resource allocation techniques, creating “spaces” for conversations among academic leaders about new opportunities, and the design of new centers/institutes that cut across college-bound programs.

The relationship of the strategic plan to Board oversight was established through the use of a bi-annual report to the Board on strategic indicators as well as “dashboard” indicators of progress within each unit. These indicators help form the agenda for Board committee meetings. In addition, the President has been instrumental in developing the Board by carefully building a focus on the “big picture” issues facing higher education in general and Drake in particular.

Finally, the President and the leadership team clearly understand the importance of managing momentum in planning. Through targeted initiatives, e.g., faculty compensation increases over time, recognition events, designing new campaigns, and most importantly, through strong follow-through on the part of the administration, the evidence suggests a high probability of success in future planning efforts.

2. Evidence that one or more specified Core Components need organizational attention.

- While Drake has begun to embrace strategic indicators to guide senior management and Board oversight, attention should be paid to how the specific measures and standards are tied to the strategic plan. The use of the CIC indicators, for example, provides institutional performance data. Their use in setting “stretch” goals is not clear. A review of performance standards for their political and financial feasibility should be a regular part of the bi-annual report process.
- The NSSE data provide an excellent opportunity to set student engagement standards. Drake should explore the use of comparative peer and/or institutions to which it aspires in setting realistic targets beyond its current NSSE Consortium database.

3. Evidence that one or more Core Components require Commission follow-up.

None.

Recommendation of the Team

The criterion is met. No Commission follow-up is recommended.

CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

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

1. Evidence that Core Components are met

While it is clear that most of Drake's assessment data have been collected in the last few years, it is also clear that Drake faculty and staff are developing a culture of assessment. Virtually everyone on campus talks about the mission and the assessment of learning based on the mission outcome objectives.

In the last HLC report, Drake expressed its plan to extend a uniform general education program across the professional colleges. This plan has succeeded and the Deans agree that a common general education curriculum has eased problems for students changing colleges or majoring in more than one college. At the same time the report acknowledged some financial issues which clearly hampered the advancement of Drake's goals. In the ensuing ten years, Drake has reorganized its academic programs following a thorough program review in 2000, including the termination of a number of programs and some faculty, and has developed a new mission statement and a new general education curriculum with rubrics which they believe should characterize an individual educated at Drake. An assessment program was then developed to measure these rubrics as well as the various academic programs themselves. The rubric "Critical Thinking" was experimentally tested in 2007 along with the mission goal "Engaged Citizen." Drake is currently evaluating these tests and has made some curricular change based on the data. Consequently, only now is it becoming possible to measure some of these learning outcomes. While it is true that Drake does not yet have a handle on these learning outcomes (as recently as summer of 2005 workshops for faculty were attempting to promote a culture of assessment in Arts and Sciences), Drake is to be lauded for the substantial progress made in the last ten years. Especially to be noted is the anonymous reading of student work to document outcomes in student writing and reasoning. Drake is also attempting to make full use of indirect assessment tools, e.g., NSSE, and to integrate them with the indirect data collected in the Drake Student Survey.

Each department has an assessment plan and in the Resource Room presented outcomes summaries and descriptions of actions taken as a result of assessment data. Student evaluations of teaching are not consistent across campus. Some departments use

electronic evaluations, some paper. Each department has its own instrument. Faculty seem relatively comfortable with this approach. Drake is only in the beginning stages of "closing the loop" on departmental outcomes. As would be expected, learning outcomes have been more quickly and thoroughly documented in the departments and colleges with professional accreditation affiliations such as ACPE, AACSB, NASM and ABA.

The Mission Explication (approved by the Faculty Senate in 2005 with revisions in 2006) clearly identifies learning goals for Drake graduates, linking those goals to the university's mission statement. The Mission Map (2005) links mission outcomes to the Drake Curriculum. Four faculty and staff study groups developed a report on "Achieving Mission Learning Outcomes through the Drake Curriculum" in 2005 and, after that report was approved by the Faculty Senate, the Drake Curriculum Analysis and Planning Committee (DCAP), functionally an appointed university-wide assessment facilitation group, was created to oversee ongoing assessment and revision of the Drake Curriculum.

Drake University is participating as an inaugural member of the HLC's Academy for Assessment of Student Learning with oversight by DCAP to focus on assessment of critical thinking, the Engaged Citizen Experience, and disciplinary Senior Capstones. The academy team has been merged with DCAP into an organization which encourages gathering, dissemination and use of assessment data across the university and interfaces with other elected and appointed groups on campus such as the University Curriculum Committee. The position of Associate Provost for Curriculum, Faculty Development and Assessment was created to work with DCAP and the University Curriculum Committee to ensure effective assessment of learning outcomes. Learning outcomes have been identified major programs and schools as well as the Cowles Library and the Student Life program. A number of indirect measures, including the NSSE, the Drake Student Survey, job placement rates, performance on professional exams, and alumni satisfaction surveys support the conclusion that learning outcomes are being achieved. Assessment strategies for the critical thinking outcome are being implemented, including development of a rubric for faculty to use and administration of the CLA to first-year students and seniors

University search and hiring processes and promotion and tenure criteria emphasize teaching excellence, as demonstrated by the Provost's Search Guide, the Academic Charter and faculty verbal reports. Support for effective teaching permeates the planning processes of the university. Such support appears in areas as diverse as strategic planning by the Chief Information Officer and by student life organizations. Institutional funds have supported faculty development of excellence in teaching and many workshops have been offered to assist faculty in developing pedagogical skills. Faculty expressed that opportunities to improve teaching are available. Faculty expressed some concern that support for teaching was being extended at a cost to faculty research and that merit (for research and service as well as teaching) is not truly considered in the compensation process. Faculty research involving mentoring of students is prioritized over individual faculty research.

Surveys demonstrate that students perceive Drake faculty members as committed to excellence in teaching (including the NSSE, and the Drake Student Surveys). All Drake

colleges and schools require regular and systematic evaluation of teaching and course effectiveness. Drake requires a minimum 2.00 g.p.a. for any student to participate in athletics or as an officer in a student organization. Data for average g.p.a. among athletes are quite impressive.

Drake's self study describes a "holistic learning environment" which is not limited to the classroom but extends to areas such as student life and public service. Since the announcement of Drake's new mission statement, the University has been solidly dedicated to providing an exceptional learning environment. Evidence of this commitment is seen in the renovation of all residence halls within the last five years as well as renovations and upgrades for the library and other academic buildings. Student life staff and residence hall staff are keenly aware of the importance of residential space in meeting the objectives of the University, and considered those objectives in recent renovations of the residence halls. The co-curricular activities of the University are designed to be an extension of the classroom. The institution's faculty and students value the real world and practical experience gained by internships and other opportunities provided by the University to bridge the co-curricular and the curricular. Students spoke about class assignments and projects for real-world, real-time clients. This type of connection was noted by students in the College of Arts and Sciences, as well as students enrolled in the professional colleges. The Engaged Citizens program and the Iowa Caucus program are other examples of the co-curricular and the curricular blending to enhance a student's learning experience. The Dean of Students' membership on Deans' Council, along with the Dean of the Library, is also evidence of commitment to all aspects of the learning environment.

Drake's physical plant has been altered to promote effective teaching. The team randomly examined classrooms across the Colleges and found them to reflect the different cultures of the colleges. Most contain movable furniture and many contain instructional technology. Drake has spent \$ 65,000,000 in the last five years on overall campus renovation. Drake has provided over \$250,000 in each of the last three summers to upgrade thirty-one classrooms. All buildings are wireless and bandwidth has been expanded (although faculty prioritized more bandwidth). Both faculty and the CIO prioritize improvement of learning environments as those technologies change. Attempts are being made to turn student life activities into learning environments. Examples where assessment of these activities has resulted in improvement include a 2003 decision to locate freshmen together in residence halls and 2005 study groups on capstone courses and on assessment of outcomes based on the mission statement, all based on several assessment tools. Drake's location in an urban state capital provides opportunities for service learning.

Drake is using its participation in the Academy for Assessment of Student Learning as a means of assessing the accomplishment of designated learning outcomes in the Drake Curriculum and of guiding further curricular and pedagogical strategies within that program. The new general education curriculum requires freshman seminars and senior capstones as well as courses designed for breadth according to well-defined rubrics. Indirect evidence from the NSSE, alumni satisfaction surveys, and interviews with

several alumni during the site visit, shows that Drake students perceive that the university provides a successful learning environment. The university has provided training for faculty on assessment of learning outcomes as a means of maintaining and improving curricular and pedagogical effectiveness. Curricular revisions have been based on assessment data, including the First Year Seminars, the Engaged Citizen Experience, the Drake University Language Acquisition Program, changes in the Philosophy and Religion, Chemistry, and Politics and International Relations Departments, the MBA Program, the College of Pharmacy and Health Science and other areas and also in the Library and Student Life programs

Diverse student populations have increased at Drake, as has the minority faculty population. There is some concern among team members that diversity has been decentralized and that the major source of student diversity is intercollegiate athletics. While global citizenship is a priority, few on campus mentioned study abroad opportunities. When asked, a student commented that she had studied in France, and that she believed approximately 30 % of Drake students study abroad. An external review of the Center for Global Citizenship suggests that faculty enthusiasm and expertise is high for global efforts, but that more staffing is needed for the Center.

Both indirect NSSE data and indirect data from institutional research (admission data, retention rates, placement data, licensure passage) support a conclusion that Drake provides a challenging environment for students. Students report both collaborative and individualized learning. NSSE data suggest that Drake needs to take a look at the teaching of writing at Drake, and DCAP members discussed this issue with the team. Writing expectations in the colleges seem to vary. The issue is on the agenda for DCAP.

Evidence that the organization's learning resources support student learning and effective teaching would include the fact that the university has invested funds in capital improvements over the past five years to upgrade classroom facilities and laboratories and to provide the infrastructure for using learning technology to support student learning. IT offers training for faculty in the use of instructional technology. Drake provides an office of Student Academic Support and other instructional assistance to support academic achievement by all students regardless of learning style, academic skills or disability. Two new Entering First-Year Adviser positions have been created to promote student success. The Cowles Library engages in strategies to foster information literacy, such as offering courses for credit and providing training for students within various courses. Support is offered for the integration of technology into teaching and learning.

Faculty, staff and students spoke very positively about the academic advising offered by the University. Still, the 62 % satisfaction expressed by students in the 2007 Drake Student Survey is down from the 67 % satisfaction rate in the 2002 Survey. This drop certainly does not signal a trend but is an indication that the University should continue to enhance its advising program. The Deans spoke of their challenges with advising in a multi-college environment and with many students majoring in multiple colleges. This advising includes formal faculty advising, both academic and care-oriented, as well as

peer advising programming. Student life staff talked about the intentionality of the orientation program, first year seminar courses, and the second year experience. Academic support for athletes is not distinguished from academic support for non-athletes; the academic assistance program reports to the Vice Provost. Members of the athletic staff and of the Provost's office spoke about the success of this arrangement. Results of the Drake Student Survey provide evidence of the high level of satisfaction with the academic advising and assistance programs.

Deans express a collaborative attitude. For example, each proposal for a new hire must be discussed at Deans' Council. Deans do not feel that they compete with each other for resources. It should be remembered that Deans' Council also includes the Deans of Cowles Library and Student Life. Apparently the program review process created a change in culture on campus and a sense that all share a mutual enterprise. Every attempt is made to make that mutual enterprise mission driven.

Cowles Library was an issue of concern ten years ago, but the library seems to have improved its position in several ways. The library is viewed on campus as central to the mission of the university. Librarians are tenure-track faculty reporting to a Dean, and they can be promoted for their accomplishments. They are eligible for sabbaticals. They engage in research as well as teaching. The library reports to the Provost and has a good relationship with IT, which also reports to the Provost and whose director sits on Deans' Council. Provost Troyer alleviated some of the budget concerns both by ensuring annual budget increases and by giving the library a share of the new technology fee. The technology funds have made possible the acquisition of electronic collections like JSTOR and SCOPUS, which in turn made possible the elimination of some hard-copy acquisitions. The staff has been restructured to modernize the library services. A strategic plan has been implemented and now a feasibility study group has been formed. The physical plant still presents issues, as is the case with most older library buildings. Developing a library which supports an actively researching faculty will continue to be a challenge. Cowles exhibited in the Resource Room its Assessment Plan, its data summaries, and its 2006-2008 Strategic Plan.

The team was impressed by the physical plant, especially in light of the financial situation as described ten years ago. According to Maintenance staff, more than 50 % of the items listed in the 2001 deferred maintenance list have been addressed. The 2006 "next generation" list is focusing on more critical items. The campus is well located near a revitalized downtown. The buildings, with one exception, exhibit a comfortable style of brick, concrete and glass. The one exception, Meredith Hall, housing classrooms and faculty in Journalism and Arts and Sciences, has a more modern design in darkened glass. While the building does not match the rest of the campus, it was designed by world-famous Chicago architect Ludwig Mies van der Rohe. According to Maintenance staff people visit the campus solely to study the building. The core of the campus consists of academic buildings, with residence halls on the periphery and athletic facilities to the north. New buildings blend well with old, and building additions have been well managed. A new apartment complex is under construction and appears near completion. The complex will contain commercial space as well and is a cooperative venture with a

building management company (Drake will own the land, and the company will own and manage the space). Parking facilities are also under construction which will add 440 spaces to the campus. Drake is clearly working on accessibility issues but no doubt problems in the older buildings will continue. Deferred maintenance is surprisingly low given the financial conditions documented in the last HLC report. The campus appeared well cared for, although blanketed with snow during the visit.

2. Evidence that one or more specified Core Components need organizational attention.

- While Drake has considerable institutional research underway, it should develop a richer, efficient compendium of both specific bodies of data and links to other relevant data), and establish a mechanism for regularly sharing that information with those who can use it as a basis for planning, decision-making, and evaluation.
- It should articulate more fully and explicitly an overall plan for its growing number and variety of institutional research activities. A robust data warehouse model should be considered.
- It should continue development of the Drake institutional research Web site, with provisions for sharing as much information as possible with the public and promoting the use of this Web site through e-mail announcements to alert people to new reports.

3. Evidence that one or more Core Components require Commission follow-up.

None.

Recommendation of the Team

The criterion is met. No Commission follow-up is recommended.

CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

The organization 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.

1. Evidence that Core Components are met

Faculty development is available for nearly any faculty proposal through a variety of funding sources. One result of the 2003-2008 strategic plan is the doubling of faculty

development funding. Faculty members receive \$2000 annually to present research or attend professional conferences. In addition, \$3000 summer research grants are available through the provost's faculty development funds.

The acknowledgement of faculty achievements is accomplished through awards for excellence in teaching, mentoring, and community service. Staff and management achievement is recognized in part through the opportunity to earn a certificate within the "Excellence in Learning" program. Scholarly work by faculty and students is collected and displayed electronically through the Drake Digital Depository ("eScholarShare"). In addition, there is a large display in Cowles Library featuring faculty publications

Faculty personnel decisions are based, in part, upon demonstrated engagement in scholarship and publication, as articulated both in formal documents and verbal reports by faculty and administrators. The commitment to academic vitality and to intellectual freedom is expressed clearly in the Academic Charter, the Mission Explication, and the Statement of Principles.

Drake University has implemented many programs that demonstrate how it values breadth of learning and the exercise of intellectual inquiry among its constituency. Creation of the Honors Program; implementation of an annual juried student art exhibition; and development of the Carbon interdisciplinary exchange are just a few examples. The university also sponsors the RaySociety for Lifelong Learning to bring a wide variety of events that promote lifelong development of the mind. Students in the professional degree programs (law and pharmacy) have demonstrated stable-to-improved performance on certifying examinations as evidenced by bar examination pass rates of 83% (2/2006), 91% (7/2006), 87% (2/2007), and 92% (7/2007) as well as pharmacy NAPLEX pass rates of 87% (2006) and 95% (2007).

The Center for Global Citizenship has been effective in coordinating the incorporation of international perspectives in the curriculum and culture of Drake University. A review of the documents and conversation with the Director of the Center confirmed that much progress has been made since the inception of the Center for Global Citizenship in 2002. Twenty-four faculty members have participated in summer workshops in 2005 and 2006 associated with the Global Ethics grant, resulting in incorporation of international and ethical considerations into the curriculum. This has in part led to the development of an interdisciplinary concentration in global public health. The Center's *Debating America's Role in the World* lecture series has brought attention to international issues to Drake University's campus and to the community. The Global Ambassadors certificate program prepares undergraduates from any major for work in a global society. It is estimated that 18-20% of Drake undergraduate students study abroad by the time they graduate. Twenty-four recent alumni are presently teaching English in China through the Chinese cultural exchange program.

Interdisciplinary majors support learning for students and encourage cross-disciplinary explorations by the faculty. For example, Law, Politics and Society and Biochemistry, Cell and Molecular Biology are among the programs with the highest number of majors. Concentrations in Women's Studies, Latin American Studies, Interdisciplinary Studies in Information Technology, Human Resources, and Documentary Production offer students the opportunity for study from multiple perspectives.

Experiential education and service learning opportunities are part of the curriculum in several programs. The Director of Experiential Learning in the PharmD program described systematic programming that helps students to not only develop competencies, but also to gain experiences working with diverse populations within the eight rotations.

The university has created the Drake Curriculum Assessment and Planning Committee (DCAP) with the charge of overseeing ongoing assessment and revision of its general education program and members of that committee consistently focus on and can articulate the links between the university's mission statement and the Drake Curriculum. Each graduate program at Drake has developed an assessment plan to guide evaluation of the effectiveness of its curriculum in providing appropriate professional preparation.

There are multiple ways in which academic and co-curricular programs at Drake are tied together, including placing Student Support Services under the Vice Provost, creating and using an assessment plan for Student Life, and building community service and experiential learning into the Engaged Citizen Experience. Conversations with the Director of Student Leadership programs, the student Coordinator of Volunteerism, and the Director of Sororities and Fraternities/Volunteers confirmed that students are given a wide variety of opportunities for volunteer service. The service opportunities range from short-term student volunteers on "Feel-Good Fridays" to longer term service in which the student involvement initiates from a service requirement, but then continues with student interest and commitment.

The University supports inquiry through student undergraduate research grants, undergraduate assistantships, and the Drake Undergraduate Science Collaborative Institute. The students work directly with a faculty member in the summer. The Drake Science Colloquium Series, Drake University Conference on Undergraduate Research in the Sciences (DUCURS), provide a forum to showcase scientific results of faculty/student collaborative research in math and science. Funding for student presentations at conferences is available from the colleges. Undergraduate opportunities like these examples emphasize the environment of academic inquiry among the students.

Periodic program reviews are carried out by the university for all its academic major programs with many examples of subsequent revisions in programs. As a result of Program Review 2000, the Department of Modern Languages was dissolved and replaced by the Drake University Language Acquisition Program (DULAP) to more effectively

develop competence in a second language. External reviews and external grant funding provide evidence that this change is achieving improved learning.

In response to 2006 assessment results indicating that fewer than 50% of their students could respond correctly to chemistry assessment questions, the Chemistry department has purchased visualization software and will assess the effectiveness of its use in 2008-2009.

Drake has made “critical thinking” one of its ten Areas of Inquiry at the undergraduate level. Critical thinking was also one of three projects DU identified for its participation in the HLC Assessment Academy. In a September 2005 report, a five-member, faculty study group on critical thinking provided eight implications that critical thinking could have upon the Drake curriculum. These implications were funneled in part into the creation/modification of a critical thinking assessment rubric with a version in August 2006 and version four in May 2007

The faculty plans to assess student learning outcomes in critical thinking by administering the Collegiate Learning Assessment (CLA) to a minimum of 100 first-year and 100 senior students each year. Findings from the CLA will be compared to results from the Drake critical thinking assessment. As indicated in the Self-Study document, the CLA will be linked to ACT data to allow some judgment of the value added by Drake’s program; they plan to work with other schools in the consortium to link the direct evidence provided by the CLA with the survey evidence provided by the National Survey of Student Engagement.

When asked by the HLC team what they would cite as Drake’s strengths (or weaknesses) in the application of knowledge, the Associate Provost cited three areas of strength in community engagement: an environmental sciences prairie-restoration project, Project Head Start, and expert witnesses through the Law School. It was also mentioned that students apply knowledge in their capstone projects.

Academic integrity and integrity of research and practices is assured by university policies. The university has an Institutional Review Board in place, with standard procedures for conducting research on humans. Policies regarding academic integrity are in place in each of the colleges.

Socially responsible applications of knowledge are evident in the availability of many co-curricular and curricular volunteer and service learning opportunities for students. As mentioned earlier in this document, the faculty hold to the standards of their disciplines in producing research scholarship and in the scholarship of teaching.

2. Evidence that one or more specified Core Components need organizational attention.

- Although Drake University has laid the groundwork for utilizing the Collegiate Learning Assessment (CLA) survey to provide direct evidence of critical thinking outcomes, it is recommended that consideration be given to developing additional methods and measures for documenting direct evidence of critical thinking outcomes. One such source of direct evidence may be to survey employers of Drake University graduates and ask them to rate their critical thinking abilities. Although CLA treats the university as the unit of analysis, Drake University may find it advantageous to seek permission from CLA to correlate individual CLA scores with employer ratings of critical thinking.
- It should continue the development of rubrics and assessment procedures to capture the learning outcomes associated with all aspects of the Drake Curriculum.
- It should extend efforts to build universal faculty understanding of and buy-in to the efforts of the Drake Curriculum Analysis and Planning Committee.
- It should develop more specific strategies for the use of assessment data to improve the overall curriculum and to directly demonstrate student learning outcomes.
- It should seek a broader range of alternatives for assessing student learning outcomes, including the CLA, portfolios (especially electronic portfolios), and creative use of qualitative data (e.g. responses of employers).
- It should focus more on assessing the process of learning as well as the outcomes (e.g. responding to differences in student learning style).

3. Evidence that one or more Core Components require Commission follow-up.

None.

Recommendation of the Team

The criterion is met. No Commission follow-up is recommended.

CRITERION 5: ENGAGEMENT AND SERVICE.

As called by its mission, the organization identifies its constituencies and serves them in ways both value.

1. Evidence that Core Components are met

Drake University's extensive engagement with its external stakeholders relates directly to the University's mission and its core values. It has listened to and learned from these stakeholders the nature of their needs and expectations. Data collected by the institution clearly provide evidence of a strong relationship among its stakeholders, as its faculty, staff and administration are actively involved in various community activities and

organizations. Data gathered during the self-study process indicate that faculty, staff, and administrators serve as board members in numerous community organizations. In addition, the University has been proactive in efforts to revitalize the surrounding neighborhood, working in concert with community leaders. Moreover, Drake students are, by design, actively involved in service activities within the community as part of their college experience. Specifically, through the new focus on the Engaged Citizen within the Drake Curriculum, students are provided with a wide array of opportunities to serve the broader community.

The University governance structure and a culture that encourages service in a variety of different formats have created an ethos that values community outreach as an integral part of its identity. Students, faculty, staff, and administration are actively engaged with the broader Des Moines community. Among many examples that could be cited are Drake's sponsorship of the RaySociety for Lifelong Learning, the Center for Professional Studies, the Drake Legal Clinic, and administration of the Des Moines Head Start program. The institution and its component units host a large number of community events each year, both on and off campus.

The self-study documents, as well as interviews with students, faculty, and staff, provide clear evidence that the University has established a culture of respect, support, and caring for its various constituencies. In addition to its internal stakeholders, Drake University serves numerous external constituencies: adults seeking non-credit opportunities, young children and their families, schoolchildren, local civic organizations, the immediate neighborhood, and the community at large. Since the last NCA-HLC visit ten years ago, the University has expanded its relationships with its external constituencies. In addition, the University continues to be a venue for a host of fine arts and lecture activities, serving as an important cultural resource for the community.

The outreach component of Drake University's mission is effectively implemented through its service learning programs and the service and volunteerism involvement of Drake students and employees within the greater Des Moines area. The external community values this service as evidenced by the willingness of the constituencies to continue their relationships with the University and by various awards and testimonials the University has received from those it serves.

2. Evidence that one or more specified Core Components need organizational attention.

- As noted in the self-study, Drake is encouraged to develop other objective measures of its impact on the community.
- Systematic review of the multiple roles of faculty can serve to refine a faculty member's community efforts. The recent literature on the "scholarship of service" should be consulted in developing systematic evidence of faculty activity.

3. Evidence that one or more Core Components require Commission follow-up.

None.

Recommendation of the Team

The criterion is met. No Commission follow-up is recommended.

STATEMENT OF AFFILIATION STATUS

- A. Affiliation Status
- B. Nature of Organization
1. Legal status
Private NFP
 2. Degrees Awarded
Baccalaureate, Post-Baccalaureate Certificate, Masters, Specialist, First Professional, Doctor's
- C. Conditions of Affiliation
1. Stipulation on affiliation status
None
 2. Approval of degree sites
No prior Commission approval required for offering existing degree programs at new sites within the state and within the United States.
 3. Approval of distance education degree
Prior Commission Approval Required
 4. Reports required
None
 5. Other visits scheduled
None
 6. Organization change request
None
- D. Commission Sanction or Adverse Action
None
- E. Summary of Commission Review
- Drake University is a far stronger and focused institution than it was ten years ago. Its mission is clearly understood and embraced by the administration, faculty and trustees. It has established a planning culture that guides resource allocation decisions through clearly articulated priorities. It has a solid track record of capital and operating budget decision-making as evidence of solid planning. A culture of assessment of learning has taken hold. Its participation in the Academy for Assessment of Student Learning has laid the foundation for continued improvements in effective assessment practices. It has committed resources to support faculty development. Through its systematic program review, Drake University has a process of continuous program enhancement. Finally, the University has demonstrated a continuing

commitment to provide opportunities for students and faculty to serve the broader community.

Having fully met the accreditation standards of the Higher Learning Commission, we recommend the next comprehensive team visit be set in 2017-2018.

VI. ADDITIONAL COMMENTS AND EXPLANATIONS

None