

Academic Program Review Operational Vision/Mission Statement

Vision

Drake University shall maintain and enhance its position as the premier private, comprehensive university in the Midwest. At the same time, the University shall play a national leadership role as one of a select group of institutions (Associated New American Colleges) committed to the development and implementation of more effective paradigms for learning, faculty roles, and public service in higher education. While global in its vision, outreach, and impact, Drake also shall serve its immediate community as an educational resource in the economic, cultural, and social development of Des Moines and Central Iowa.

Mission

Drake University is a *community of learners*. Thus, the mission of the University is to encourage and support the acquisition, application, and transmission of knowledge, the appreciation of the joys of discovery and the liberating power of knowing, and the development of abilities and perspectives that enable members of the community to pursue their goals and to make meaningful contributions in their personal and professional lives. The activities of the University are concentrated on carefully selected liberal arts and sciences and professional programs.

Thus all activities, resources, and structures are focused to the greatest extent possible on: the support of inquiry and the discovery of knowledge; the creation, implementation, and management of learning opportunities; the provision of guidance and support from recognized experts; the maintenance of an environment that is conducive to learning, personal growth, and community engagement; and, the assessment and certification of learning outcomes.

The defining features that characterize the University's academic programs — and thus the indicators of each program's relevance to the University's mission — are:

- *Excellence* — the program shall be characterized by high quality, as measured by appropriate and generally accepted indicators; each program will have in place an ongoing program of assessment and feedback in order to guarantee continued excellence.

- *Currency and innovation* — program content and structure is informed by the most current knowledge and strategies of the field(s); innovation in the development of new and more effective learning environments is a core value of the program.
- *Learner-centered* — the program is designed to maximize opportunities for learning, and responsive — to the greatest extent appropriate and feasible — to differences in learning styles, learner backgrounds and goals.
- *Holistic* — the program focuses not only on the acquisition of knowledge, but on the development of intellectual skills and abilities that enable the effective and creative application of that knowledge, preparation for leadership, and the management of change.
- *Responsive to external demands and needs* — the program addresses current or projected student demand and/or the learning needs of identified communities of learners; program is designed to prepare students for the needs of the workplace — local, regional, national, and global (as determined by objective indicators where possible).
- *External Connections* — the program maximizes opportunities — as appropriate — for students to make connections between their academic studies and the non-academic world, and thus to apply their learning to real-world tasks (internships, community service, etc.), and facilitates the students' transitions between the two.
- *Responsive to internal needs* — the program responds appropriately to student needs and interests; contributes to the programmatic needs of other parts of the University; contributes to the overall intellectual vitality of the University.
- *Internal Connections* — program structure and philosophy encourages and enables connections to other fields, and — where appropriate and feasible — formalizes and integrates those connections programmatically (e.g., participation in multi-/interdisciplinary programs).
- *Global/International in perspective* — programmatic offerings emphasize the global nature of knowledge, of the workplace, and of human society. The

program contributes as appropriate to students' ability to understand the importance of other cultural perspectives: to understand and appreciate their own place on the globe; and to function effectively—both personally and professionally—in a variety of cultural contexts. Faculty members are knowledgeable about the international dimension of their respective disciplines. and that perspective informs the substance of learning experiences at the University.

- *Multiple access points to learning* — the program provides multiple and ubiquitous “access points” to learning that maximize the availability of learning opportunities regardless of time or place. These access points include — but are not limited to — experiential learning such as internships and community service, independent study and research, engagement in student life activities, study abroad, and technology-based learning.
- *Preparation for and support of life-long learning* —the program explicitly prepares students for the effective life-long acquisition and application of new knowledge, and participates in University-wide initiatives to support intellectual engagement, personal enrichment, and professional development among its alumni and other interested members of the community.
- *Appropriate use/integration of technology* — the program uses technology in innovative and appropriate ways that enhance learning, increase the effectiveness of the learning process, facilitate communication among learners, and improve access to learning opportunities.
- *Values-based* — the program explicitly confronts ethical issues specific to the field(s), and encourages students to understand the ways in which both ideas and actions have moral and ethical consequences.