

**Drake Curriculum Assessment Committee (DCAC)**  
**Summary Report for 2015-16**  
**Submitted to Senate Exec: May 4, 2016**

**Membership:** Eric Manley (Chair), Chuck Phillips, Ronald S Bakari, Jerry Parker, Priya Shenoy, Jerome Hilscher, Tonia Land, Kathleen Richardson, Amy G Vaughan, Todd Hodgkinson. Ex officio members: Michelle Rogers, Kevin Saunders.

I. **Overview:** DCAC met formally six times (September, October, December, February, March, April). Members also contributed to the Assessment Coordinator recruitment process when that position became vacant (the Chair served on the Search Committee, and various members attended all of the “public” candidate sessions).

II. **Actions**

- Worked with University Curriculum Committee to review and amend proposed changes to the two committees. The group discussed several possibilities for coordinating meetings, workload, and processes.
  - We encourage Faculty Senate to set 2016-2017 UCC and DCAC meeting times (example: non-Senate Wednesdays at 3:30pm) and then determine committee membership based on availability at those times.
  - If Faculty Senate wishes UCC and DCAC to become one committee, we suggest that the size of the group be reduced to 10 members total.
  - If UCC and DCAC retain their current structure in the future, we encourage the official establishment of such a vice-chair position that is selected at the same time as the chair and the rest of the committee membership.
  - UCC and DCAC could work together on efforts to revise and streamline outcomes.
  
- Provided Faculty Senate with a summary of Drake Curriculum Assessment findings related to the impact of the Drake Curriculum (see Appendix 1).
  - The combination of indirect and direct measures provide insight into students’ and alumni perceptions of skills, some comparisons to student ratings at peer institutions, and some direct reviews of student work. General findings indicate that students perceive growth in multiple areas, but identify consistent themes in areas of challenge (See Table 1, Figure 1).
  - A 2011-2014 longitudinal panel study indicates that students report significant growth in 13 of 18 skills related to the Drake Curriculum (See Table 2).
  - Students participating in focus groups appreciated the breadth of courses offered through the Drake Curriculum, but noted the lack of integration between courses. Students highlighted positive learning experiences involving teamwork, understanding perspectives, challenging one’s own views, relating to out-of-class learning experiences, and demonstrating expertise outside a student’s major.

- Multiple instruments indicate challenges in Drake students' ability to understand other perspectives, identify assumptions, make arguments, and integrate skills and knowledge (DCAC direct assessment, Collegiate Learning Assessment, 2013 National Survey of Student Engagement).
- Reviewed assessment data for Written Communication (see Appendix 2)
  - Endorsed report recommendations as solid and meaningful.
  - Noted need for three components to develop a writing-intensive culture: faculty development, resources, and curriculum. Writing needs to be a key component in the curriculum.
  - Pay attention to continued development of the writing-intensive first-year experience.
  - There is a need for field-specific writing instruction.
- Reviewed assessment processes for the Drake Curriculum (see Appendix 3 and 4)
  - Noted the need to more closely direct assessment activities to impact what is happening in the classroom.
  - Recommended revising Drake Curriculum assessment practices to more fully engage AOI faculty in the design and implementation of assessment strategies.
  - Recommend piloting this revised effort with Global and Cultural Understanding (workshop near the start of the fall semester)