

Drake Curriculum Assessment Data

43 Total Outcomes

	AOI	Outcome	Direct Measures	Indirect Measures	Comments
CT1	Critical Thinking	Clearly define a question or problem.	<ul style="list-style-type: none"> The average percent of student papers across the four years of paper reviews with a median score that was "marginal" or "unsatisfactory" was 31% for this outcome. 	<ul style="list-style-type: none"> Various statements in NSSE, DSS, and MSL loosely cover this outcome. In general, Drake students were performing at an average or above level. 	See summary documents here: http://www.drake.edu/ir/studentlearningoutcomes/criticalthinking/
CT2	Critical Thinking	Gather information that is relevant to that problem.	<ul style="list-style-type: none"> The average percent of student papers across the four years of paper reviews with a median score that was "marginal" or "unsatisfactory" was 41% for this outcome. 	<ul style="list-style-type: none"> Various statements in NSSE, DSS, and MSL loosely cover this outcome. In general, Drake students were performing at an average or above level. 	See summary documents here: http://www.drake.edu/ir/studentlearningoutcomes/criticalthinking/
CT3	Critical Thinking	Rigorously identify assumptions and preconceptions, including their own, that influence analysis of that problem.	<ul style="list-style-type: none"> Four years of paper reviews revealed that this outcome was consistently the lowest. The average percent of student papers across the four years with a median score that was "marginal" or "unsatisfactory" was 72% for this outcome. 2010-2011 CLA: Both Freshmen and Seniors ranked lowest in the area of Make-an-Argument. 	<ul style="list-style-type: none"> 2010 NSSE items: For both Freshmen and Seniors, found lower results than peers for "Tried to better understand someone else's views by imagining how an issue looks from his or her perspective." 2011 DSS & 2012 MSL: Drake students ranked themselves lower in the areas of putting ideas together to form an argument and analyzing ideas/information. 	See summary documents here: http://www.drake.edu/ir/studentlearningoutcomes/criticalthinking/
IL1	Information Literacy	Navigate and integrate scholarly resources into their research and reflection.	<ul style="list-style-type: none"> Sample of papers were reviewed using rubric in 2013: on a scale of 1-4, the papers averaged 2.58 with regards to organization/application/use of information 	<ul style="list-style-type: none"> 2010 NSSE: "Worked on a paper or project that required integrating ideas or information from various sources." Drake Freshmen's frequency was equivalent to ANAC Freshmen; Drake Seniors' frequency was lower than ANAC Seniors'. 	Information Literacy Review of Student Work
IL4	Information Literacy	Select and employ the appropriate method and data for disciplinary research, problem-based learning, experiential-based research, and/or reflective/integrative coursework.	<ul style="list-style-type: none"> Sample of papers were reviewed using rubric in 2013: on a scale of 1-4, the papers averaged 2.73 with regards to analysis 	<ul style="list-style-type: none"> 2011 DSS: "How have you or your abilities changed in each of the following areas since coming to Drake?-- Acquire, analyze & interpret information." On a scale of 1-5, the mean was 4.15. 2014 DSS: "Evaluate the quality or reliability of information." 84% of students responded strongly agree or agree. 	Drake Student Survey-Historical Results
WCI	Written Communication	Learn to read with discrimination and understanding and to write persuasively.		<ul style="list-style-type: none"> 2011, 2014 DSS: "Employ evidence effectively in writing"--across the two years, an average of 75.5% of students responded strongly agree or agree. 2013 NSSE Writing Module: <ul style="list-style-type: none"> -Drake students' ability to "summarize material you read, such as articles, books, or online publications" was slightly higher than students at other schools -Drake students' ability to "analyze or evaluate something you read, researched, or observed" was higher than students at other schools -Drake students' ability to "argue a position using evidence and reasoning" was higher than students at other schools 	2013 NSSE Writing Module

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WC2	Written Communication	Learn to shape their writing according to subject, purpose, medium, context and intended audience.		<ul style="list-style-type: none">•2013 NSSE Writing Module:<ul style="list-style-type: none">-Drake first-year students' ability to "write in the style and format of a specific field (engineering, history, psychology, etc.)" was much higher than peers, but slightly lower for Drake seniors-Drake students' ability to "address a real or imagined audience such as your classmates, a politician, non-experts, etc." was slightly higher than peers.	2013 NSSE Writing Module