

Drake Student Survey

2009

Undergraduate and
PharmD Report

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Introduction

Beginning in 1991 Drake has regularly administered the Drake Student Survey (DSS) as a way to assess the satisfaction with and perceived effectiveness of various elements of the Drake experience. From 2003-2006 Drake focused on using the National Survey of Student Engagement (NSSE) for this purpose. With the spring 2007 semester the institution began a rotation of administering these two instruments in alternate years.

In the spring 2009 semester two Drake Student Surveys were administered: one to undergraduate and Pharmacy students, and the second to graduate students (law students were excluded as they participated in the Law School Survey of Student Engagement instead). Several variations between the two versions of the survey exist, including questions on the Drake Curriculum for undergraduate and Pharmacy students and questions on specific services important to graduate students on their respective version.

The survey was administered via a web-based tool. Students were contacted with an initial request for participation that included a link to the survey, with a similar follow-up to non-respondents approximately ten days later. Approximately two weeks later each school/college included a note in their respective announcements reminding students of the survey. This method of administration was quite effective as the response rate was the several points higher than in 2007. There were 1366 respondents to the undergraduate and Pharmacy version of the survey (a 36% response rate), and 364 respondents to the graduate version of the survey (a 28% response rate).

Following are summary results of the surveys analyzed by college/school of enrollment, including demographic characteristics of respondents.

To summarize:

- Respondents were proportionately distributed across all colleges/schools.
- Impressions of the overall Drake experience have improved steadily since 2002 to nearly 90% of students reporting satisfaction with the Drake experience.
- The percent of students noting stronger skills increased in every Drake Curriculum objective between the 2007 and 2009. The smallest increase (3%) was in ‘interpret art’ and the largest increase (14%) was in ‘engage in strategies to promote intercultural communication.’
- Faculty and the quality and challenge of learning opportunities are viewed more favorably than any other area of the academic experience.
- Infrastructure for learning is largely viewed as sufficient and is utilized (i.e. study space, library collections, learning technologies), though room for improvement exists.
- Review of open-ended response will be available later in the summer.

Table 1: Respondent Demographics, Undergraduate and PharmD

College	No Coll.	AS	BN	ED	JO	PH	Total #	% of total resp.
# respondents	11	434	381	73	139	328	1366	100%
% respondents*								
FR	100%	22%	21%	14%	29%	20%	301	22%
SO	0%	21%	19%	14%	23%	27%	363	27%
JR	0%	24%	21%	26%	26%	1%	242	18%
SR	0%	33%	39%	47%	22%	2%	295	22%
P1	--	--	--	--	--	12%	58	4%
P2	--	--	--	--	--	14%	46	3%
P3	--	--	--	--	--	6%	21	2%
P4	--	--	--	--	--	18%	40	3%
Gender								
Male	55%	35%	47%	10%	27%	33%	493	36%
Female	45%	65%	53%	90%	73%	67%	873	64%
Race/Ethnicity								
Am. Indian	0%	1%	0%	0%	0%	0%	3	0%
Asian	0%	4%	3%	4%	3%	6%	55	4%
Black	18%	4%	2%	7%	3%	2%	42	3%
Foreign	0%	2%	15%	0%	3%	2%	74	5%
Hispanic	0%	3%	2%	4%	0%	1%	25	2%
White	27%	79%	71%	81%	88%	84%	1073	78%
Other	0%	4%	3%	1%	1%	6%	53	4%
Unknown	55%	3%	5%	3%	1%	1%	44	3%
Full/Part-time								
Full-time	18%	94%	94%	96%	99%	100%	1305	96%
Part-time	82%	6%	6%	4%	1%	0%	61	4%

* Percentages are within column (i.e. by college/school) for each category.

Table 2: Respondent Demographics, Graduate

College	BN/JO*	ED	Total #	% of total resp.
# respondents	163	201	364	100%
% respondents**				
Gender				
Male	40%	22%	110	30%
Female	60%	78%	254	70%
Race/Ethnicity				
Asian	4%	2%	9	2%
Black	4%	6%	18	5%
Foreign	3%	1%	7	2%
Hispanic	0%	2%	5	1%
White	72%	80%	278	76%
Other	2%	2%	7	2%
Unknown	15%	7%	40	11%
Full/Part-time				
Part-time	84%	82%	83%	302
Full-time	16%	18%	17%	62

* Graduate students in BN and JO were combined to protect anonymity as there were only 9 JO respondents.

** Percentages are within column (i.e. by college/school) for each category.

Based on the demographic data displayed in tables 1 and 2, some minor disproportionalities exist in the respondent pool, though not strongly enough to merit adjustments or controls in the analysis of the data. The gender split skewed slightly towards women, as is common in survey research. Full-time students were somewhat over-represented at the graduate level (17% of respondents versus only 10% of all graduate students). The respondents to the DSS were proportionately distributed across the colleges/schools, a primary category of interest, at the undergraduate/Pharmacy level (Table 3) and modestly over-represented by Business and Public Administration students at the graduate level (Table 4).

Table 3: Respondent Distribution by College, Undergraduate and PharmD

College	Actual Spring 09 Enrollment	DSS 2009 Respondents
OO	2%	1%
AS	31%	32%
BN	29%	28%
ED	6%	5%
JO	11%	10%
PH	22%	24%

Table 4: Respondent Distribution by College, Graduate

College	Actual Spring 09 Enrollment	DSS 2009 Respondents
OO	0%	0%
BN	34%	42%
ED	63%	55%
JO	2%	2%

Note: Due to only 9 JO respondents, they were rolled into BN in all other tables to protect student confidentiality and prevent misinterpretation of results.

Overall Satisfaction and Drake Experience

The Drake Student Survey has historically included questions regarding overall impressions of key factors, as well as an overall satisfaction indicator. 2009 results for these questions are displayed in table 5. These questions were identical on both the undergraduate/Pharmacy and the graduate versions of the survey, so results from both surveys are shown. *Experience with faculty* receives universally high ratings across all subpopulations. Slightly more variance exists in *Quality of classes* and the *Overall Drake experience*, though marks are still quite high. The area of lowest response is academic advising with the lowest mark (69%) from Pharmacy & Health Sciences as well as graduate Education students and the highest mark (78%) from undergraduate Journalism students. No significant variance was found between responses from males and females.

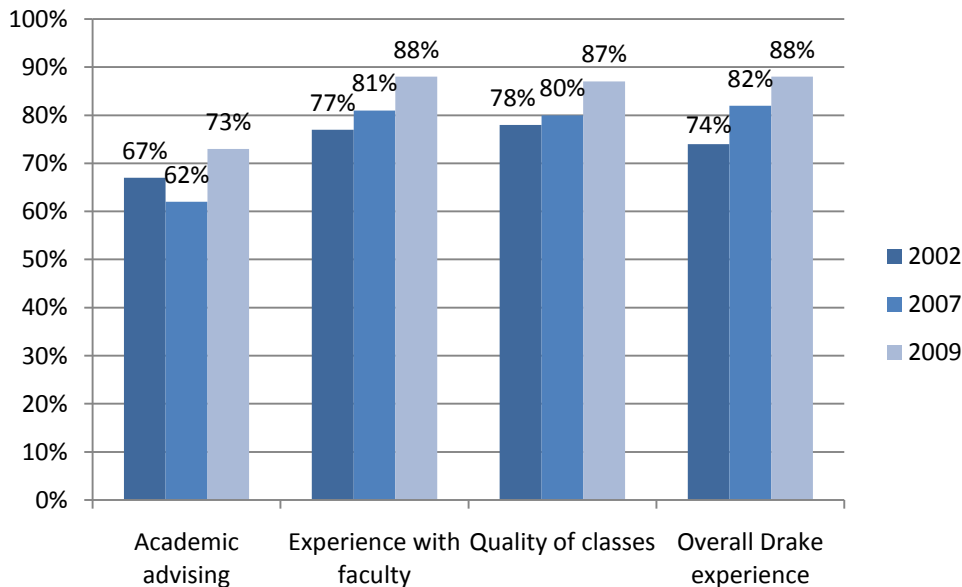
Table 5: Overall Drake Experience ‘Very Satisfied’ or ‘Satisfied’, Undergraduate and Graduate

	AS	BN	ED	JO	PH	Female	Male	UG/PH Total	Grad BN/JO	Grad ED	Grad Total
Academic advising	71%	77%	70%	78%	69%	73%	74%	73%	72%	69%	70%
Experience with faculty	88%	88%	89%	88%	89%	89%	88%	88%	89%	88%	89%
Quality of classes	88%	85%	90%	85%	87%	88%	85%	87%	89%	90%	90%
Overall Drake experience	86%	89%	88%	85%	89%	88%	87%	88%	91%	87%	90%

Results from the past three administrations of the DSS (see Figure 1) show steady improvement among undergraduate and Pharmacy students in all areas except *Academic advising*, where results are somewhat uneven going from 67% in 2002 to 62% in 2007, and finally to 73% in 2009. In spite of the recent increase, it is worth noting that 12.5% of undergraduate and Pharmacy students cited being ‘very dissatisfied’ or ‘dissatisfied’ with their academic advising in 2009. More attention will be paid to advising-related issues in a later section of this report.

Satisfaction levels at 87-88% observed for the other three areas are 6-7% higher than reported in 2007.

Figure 1: Historical Trends in Drake Experience Satisfaction, Undergraduate and PharmD



Drake University Mission Relevance

For the Higher Learning Commission reaccreditation process concluded in June 2008, several questions were added to the 2007 DSS to gauge the importance of key elements of the Drake Mission Statement to students. These questions were retained for the 2009 DSS to look for any change in student attitudes regarding institutional objectives. Overall, results were comparable to 2007 with students of all colleges and levels consistently reporting that these elements of the mission statement were ‘important’ or ‘very important’ to their Drake experience.

The area of least consistency between colleges/schools in the 2009 results was *Integration of the liberal arts and sciences with professional preparation*. The range of respondents citing this area as ‘very important’ or ‘important’ was from a high of 90% for Arts and Sciences students to a low of 69% of undergraduate Business students (note: graduate students were not asked about this statement due to the intentionally professional nature of these programs). Pharmacy & Health Sciences students were also substantially lower than the other colleges/schools with 80% reporting the integration element to be ‘very important’ or ‘important.’ While undergraduate Business students were the least likely to find integration of these elements important, only 8% of them cited integration as ‘unimportant’ or ‘very unimportant’ along with 7% of Pharmacy & Health Sciences students.

Table 6: Drake Mission Support ‘Very Important’ or ‘Important’, Undergraduate and Graduate

	AS	BN	ED	JO	PH	Total UG/PH	Total Grad
An exceptional learning environment	98%	97%	99%	100%	98%	98%	98%
Preparation of students for meaningful personal lives	91%	94%	93%	91%	93%	93%	77%
Preparation of students for future professional accomplishments	97%	98%	99%	98%	99%	98%	99%
Preparation of students for responsible global citizenship	82%	82%	89%	87%	78%	82%	80%
Collaborative learning among students, faculty, and staff	93%	86%	97%	89%	89%	90%	92%
Integration of the liberal arts and sciences with professional preparation	90%	69%	86%	85%	80%	81%	**

**Graduate students were not asked about the integration element.

The mission area of greatest change from 2007 to 2009 was ‘Preparation of students for responsible global citizenship,’ increasing from 78% to 82% of undergraduate and Pharmacy students citing this element as ‘very important’ or ‘important.’ The Engaged Citizen Experience

and curricular revision was fully instituted in the 2007-08 academic year, so it is possible that the increased emphasis placed on this area is beginning to be realized by students.

Mission Achievement

In 2009, one set of questions was designed to measure student perceptions of how various aspects of the Drake experience contribute to their achievement of mission objectives. Students were asked which elements of the Drake experience contribute to each individual mission objective (table 7). Results indicate the following:

- Drake Curriculum and major/minor coursework contribute to each mission objective for half or more of all students.
- Co-curricular activities contribute to achieving mission objectives for fewer students than any other area.
- Student activities contribute more than any other area to achieving a meaning personal life.
- Additional detail on the contribution of faculty advising is discussed later in this report.

Table 7: Percentage of Respondents Reporting Each Aspect of the Drake Experience as Contributing to Mission Achievement, Undergraduate and PharmD

	Future Professional Accomplishments	Meaningful Personal Life	Responsible Global Citizenship	Collaboration among stu/fac/staff	Integrate lib. arts & sci w/ professional practice
Drake Curriculum (i.e. gen ed courses)	70%	51%	69%	68%	80%
Major/minor coursework	88%	50%	50%	72%	71%
Faculty advising	53%	45%	29%	61%	37%
Internships/other outside classroom experiential learning	70%	60%	51%	41%	41%
Student activities (ex. student organizations and service, SAB events)	55%	75%	61%	51%	31%
Co-curricular activities (ex. invited lecturers, Adams Academy)	40%	46%	50%	37%	30%

Drake Curriculum

Requirements within the Drake Curriculum are meant to provide a breadth of knowledge and skills. The DSS asked undergraduate and pharmacy students to report their perception of whether they had become stronger or weaker in each of the Drake Curriculum-related areas since enrolling at Drake. Areas are listed in Table 8 from highest rating (i.e. most students reporting gain in skills) to lowest (i.e. fewest students reporting gain in skills).

Table 8: Percentage of Respondents Reporting Stronger Skills Since Enrolling, Undergraduate and PharmD

	AS	BN	ED	JO	PH	Total
Acquire, analyze & interpret information	85%	85%	78%	82%	93%	86%
Evaluate reasoned arguments	81%	74%	69%	82%	81%	78%
Raise questions about the relationship of your field of study to ethical issues	77%	71%	79%	86%	79%	76%
Construct reasoned arguments	75%	72%	63%	81%	71%	73%
Understand the perspectives & experiences of other nationalities, genders, ethnicities and cultures	76%	69%	75%	80%	69%	73%
Use technology to acquire information	64%	75%	71%	69%	82%	72%
Critically reflect upon civic (social, economic, & political) issues	75%	70%	68%	83%	59%	70%
Understand the social & ethical issues related to use & misuse of information	66%	69%	69%	85%	68%	69%
Read with understanding	72%	61%	57%	67%	65%	66%
Read and understand scientific papers written for an informed lay audience	66%	47%	46%	43%	95%	64%
Participate effectively in the democratic process	65%	61%	56%	76%	55%	62%
Interpret current events in relevant historical contexts	70%	61%	57%	77%	49%	62%
Write persuasively	66%	55%	54%	71%	48%	59%

	AS	BN	ED	JO	PH	Total
Understand historical developments of periods and regions	69%	44%	59%	58%	46%	55%
Engage in strategies to promote inter-cultural communication	53%	54%	53%	65%	52%	54%
Execute appropriate mathematical operations for a given question	42%	73%	35%	14%	71%	54%
Interpret art	43%	17%	38%	45%	17%	29%

Items of note in regard to the Drake Curriculum include the following:

- ‘Acquire, analyze and interpret information’ had the highest percentage of students indicating stronger skills, as was true in 2007.
- An increase was found in every objective between the results in 2007 and 2009. The smallest increase (3%) was in ‘interpret art’ and the largest increase (14%) was in ‘engage in strategies to promote intercultural communication.’

Academic Experience

A series of questions about the general academic experience were included to assess aspects outside of the Drake Curriculum that contribute to learning. Of particular note are results in the following areas:

- Faculty and the quality and challenge of learning opportunities drew the most support.
- Infrastructure for learning is largely viewed as sufficient and is utilized (i.e. study space, library collections, learning technologies), though room for improvement exists.
- First-year seminars were not viewed as helpful with achieving college-level writing and speaking skills for most students. Approximately one-third of students responded with ‘neither agree nor disagree’ to those statements.

Table 9: Percentage of Respondents ‘Strongly Agree’ or ‘Agree’, Academic Experience, Undergraduate and PharmD

	AS	BN	ED	JO	PH	Total
Professors are knowledgeable.	92%	93%	94%	93%	96%	93%
Faculty are approachable.	89%	89%	88%	90%	93%	90%
My classes have been challenging.	86%	89%	82%	84%	96%	89%
I am satisfied with the learning opportunities.	83%	88%	84%	85%	88%	86%
I am satisfied with the quality of my major classes.	78%	85%	86%	77%	84%	82%
My personal views are treated respectfully by my professors.	80%	80%	87%	84%	84%	82%
My classes provide opportunity for open exchange of ideas.	83%	78%	89%	84%	78%	81%
My personal views are treated respectfully by other students.	75%	78%	85%	76%	84%	79%
I have sufficient space to study and collaborate with others.	75%	85%	70%	78%	77%	78%
My academic advisor provides me with accurate information.	75%	71%	67%	72%	77%	74%
The Cowles Library collections (physical and on-line) sufficiently support my academic needs.	74%	67%	70%	74%	78%	73%
The Drake Curriculum has helped me develop or maintain interests or skills beyond those needed for my major.	69%	75%	73%	81%	71%	72%
Learning technologies (Blackboard, "clickers", podcasts, etc.) have been used appropriately to enhance learning environments.	65%	77%	70%	67%	75%	71%
Exposure to a diverse set of ideas and theories has shaped my own values.	74%	73%	76%	64%	65%	70%
My academic advising focuses on learning required for academic success.	69%	73%	73%	64%	64%	69%
My first-year seminar helped me achieve college-level writing skills that were useful in other classes.	39%	44%	34%	46%	45%	42%
My first-year seminar helped me achieve college-level speaking skills that were useful in other classes.	32%	37%	30%	39%	33%	34%

Global and International Perspectives

The final section of questions on the DSS was new this year by request of the Directors of International Programs and the Center for Global Citizenship. The objective was to get campus-wide data to utilize for assessment of international objectives stated in the strategic plan, as well as other programmatic objectives in need of assessment. Results are displayed in table 10.

Table 10: Percentage of Respondents Who ‘Strongly Agree’ or ‘Agree’, Global Perspective Questions, Undergraduate and PharmD

	AS	BN	ED	JO	PH	Total
I am informed of current issues that impact international relations.	64%	75%	55%	74%	53%	65%
I understand the reasons and causes of conflict among nations of different cultures.	70%	71%	58%	78%	54%	67%
I can discuss cultural differences from an informed perspective.	76%	72%	76%	77%	61%	71%
I can explain my personal values to people who are different than me.	89%	90%	92%	89%	89%	89%
I am uncomfortable when I need to work with people who have different cultural values from me.	22%	32%	30%	20%	27%	26%*
I intentionally involve people from many backgrounds in my life.	47%	51%	57%	43%	41%	47%
I think of my life in terms of giving back to society.	61%	55%	77%	58%	65%	61%
I consciously behave in terms of making a difference.	68%	63%	85%	64%	67%	67%
Most social problems of the world do not affect me.	17%	26%	11%	12%	22%	20%*
I am confident I can take care of myself in a completely new situation.	84%	88%	79%	88%	87%	86%

*For these questions a lower percentage in agreement is positive.

Academic Advising

Based on past Drake Student Survey results as well as other assessment tools, advising has been identified as an area in need of improvement and revision at Drake. As was previously noted, general satisfaction with academic advising among undergraduate and Pharmacy students is higher in 2009 than in the two previous administrations of the DSS. However, of the four major categories of satisfaction, advising has perennially been and continues to be the lowest. Additional questions were embedded in the survey this year to gather more detailed information on the ways in which academic advising contributes to students’ Drake experience.

As described above, a series of questions asked students to mark each aspect of their Drake experience that contributed to achieving the objectives of the mission statement. Table 11 displays the percent of students who reported that academic advising contributes to their ability to achieve the respective mission objectives. At present it seems that academic advising is perceived as most relevant to helping students in preparation for professional accomplishments and in experiencing collaborative learning; however, only somewhat more than half of all respondents to these questions felt advising was contributing to these areas at all.

Table 11: Percentage of Students Reporting that Academic Advising Contributes to Ability to Achieve the Mission, Undergraduate and PharmD

	AS	BN	ED	JO	PH	Total
Preparation for professional accomplishments	61%	48%	58%	59%	41%	53%
Preparation for meaningful personal life	51%	42%	49%	44%	38%	45%
Preparation for responsible global citizenship	33%	28%	37%	21%	28%	29%
Collaborative learning among students, faculty and staff	64%	59%	66%	66%	56%	61%
Integration of liberal arts and sciences with professional preparation	47%	31%	49%	43%	24%	37%

Two questions related to academic advising asked students to state the degree to which they agreed with the statements found in table 12. The majority of students felt their advising focused on learning required for academic success and felt they received accurate information. Disagreement with these statements was highest among Education and Journalism students.

Table 12: Academic Advising Experience, Undergraduate and PharmD

	Strongly Agree/Agree					Strongly Disagree/Disagree				
	AS	BN	ED	JO	PH	AS	BN	ED	JO	PH
My academic advising focuses on learning required for academic success.	69%	73%	73%	64%	64%	8%	7%	14%	10%	11%
My academic advisor provides me with accurate information.	75%	71%	67%	72%	77%	6%	9%	14%	11%	7%

Finally, questions regarding the utility and ease of use for the technical tools related to advising were included to determine the degree to which technical issues may serve as barriers or enhancements to the process. While many students indicate that MyDUSIS and the degree audit functions are easy and helpful, 27% of students find it difficult to identify required classes (table 13) and 21% believe that degree audits are not helpful (table 14).

Table 13: Ease/Difficulty of Using MyDUSIS Functions, Undergraduate and PharmD

	Very Easily/ Easily	Neutral	Very Difficult/ Difficult
Find course descriptions	75%	14%	11%
Add or drop classes	75%	17%	7%
Identify courses that meet degree requirements	48%	26%	27%

Table 14: Helpfulness of Degree Audits, Undergraduate and PharmD

	Total
1 (Not helpful)	9%
2	13%
3	35%
4	27%
5 (Helpful)	15%
Mean	3.26

Open-Ended Comments

The final question on the DSS permitted students to provide open-ended comments or any particular concerns. Of the 1,223 students who completed the entire survey, 245 (20% of respondents) chose to provide comments. Review and coding of these comments is ongoing. Results will be compiled and presented as an addendum to this report later in the summer.