

**THE 2007 DRAKE STUDENT SURVEY**  
**A Summary Report of Findings**  
**by College/School of Enrollment**

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## Introduction

From 1991 to 2002 the Drake Student Survey was administered each year. After a break during which the institution focused on using the National Survey of Student Engagement (NSSE), in the spring 2007 semester the Drake Student Survey was again administered. The mode of administration changed from a paper version attached to course registration forms, to an electronic version administered through Drake's BlueView on-line portal. Two surveys were administered: one to undergraduate and Pharmacy students, and the second to graduate and law students. The primary difference between the surveys was the inclusion of a section of questions for undergraduate and Pharmacy students that focused on the Drake Curriculum.

Following are summary results of the surveys analyzed by college/school of enrollment and gender. An additional division by year/level was to have been included, but due to problems in the data, it is unavailable with this year's results. The problem will be corrected in future administrations. There were 959 respondents on the undergraduate and Pharmacy version of the survey (a 27% response rate), and 158 respondents to the graduate and law version of the survey (a 10% response rate).

Table 1-Respondent Characteristics by College/School\*

	AS	BN	ED	JO	PHS	All UG/PH Resp.	All UG/PH Univ.	GR BN	GR ED	LW	All GR/LW Resp.	All GR/LW Univ.
<b>Number of Cases</b>	303	323	28	90	212	959	3584	75	58	25	158	1614
<b>Ethnic Description</b>												
Asian or Pacific Islander	6%	2%	4%	1%	9%	5%	5%	1%	0%	0%	1%	1%
Black Non-Hispanic	2%	3%	4%	2%	1%	2%	3%	1%	7%	0%	3%	3%
Foreign	3%	15%	0%	1%	1%	7%	6%	14%	3%	0%	8%	3%
Latino/a	2%	2%	4%	1%	1%	1%	2%	0%	0%	0%	0%	0%
Indian Sub-Continent	0%	1%	0%	0%	3%	1%	1%	0%	0%	0%	0%	2%
Multiracial	2%	1%	4%	0%	1%	1%	1%	1%	2%	0%	1%	0%
Other	0%	1%	0%	0%	1%	1%	1%	0%	2%	0%	1%	1%
White Non-Hispanic	84%	73%	86%	93%	83%	81%	78%	64%	84%	100%	78%	80%
Unknown	1%	3%	0%	1%	1%	2%	3%	17%	2%	0%	9%	9%
<b>Gender</b>												
Women	70%	48%	86%	76%	72%	64%	58%	51%	76%	44%	59%	61%
Men	30%	52%	14%	24%	28%	36%	42%	49%	24%	56%	41%	39%
<b>Cumulative GPA Category</b>												
>1.0	0%	1%	0%	0%	0%	0%	1%					
1.0-1.99	2%	3%	4%	1%	0%	2%	3%					
2.0-2.99	24%	27%	4%	32%	11%	22%	30%					
3.0-3.99	68%	64%	79%	64%	85%	70%	63%					
4.0	6%	6%	14%	2%	4%	5%	4%					

\*An additional 15 responses were received for which we have no demographic information.

In summary, Table 1 shows that

- respondents were spread across ethnic groups with Black and Latino/a students slightly under-represented at the undergraduate and pharmacy levels and Foreign students strongly over represented among graduate students;
- A substantial number of graduate Business students have not self-reported their race/ethnicity, so those data are unavailable;
- Gender is somewhat skewed towards females at the undergrad and pharmacy levels, a factor common in almost all survey research, though it is proportionally balanced at the graduate/law level;
- Nearly three-quarters of undergraduate and Pharmacy respondents had a cumulative GPA of 3.0 or higher as of the end of the spring 2007 term.

Table 2 displays the over-representation among undergraduate survey respondents by the College of Business and Public Administration. All other schools are at least slightly under-represented, with the School of Education the most under-represented at the undergraduate level. There are only 28 respondents from the School of Education at the undergraduate level, so those results should be interpreted with caution.

Table 3 displays the strong over-representation at the graduate level by Business students. Graduate Education students are nearly proportional, but Law students are quite under-represented. With full responses from only 25 Law students, all Law results should be interpreted with caution.

Table 2-Undergrad/Pharm Respond. Distribution

College	% of All UG/PHS Respondents	% of All UG/PHS Students
00	0%	2%
AS	31%	34%
BN	33%	26%
ED	3%	6%
JO	9%	11%
PHS	22%	22%
Unknown	2%	0%

Table 3-Grad/Law Respond. Distribution

College	% of All GR/LW Respondents	% of All GR/LW Students
Grad BN	47%	29%
Grad ED	37%	43%
Law	16%	27%

### The Overall Drake Experience

Past Drake Student Surveys have asked broad questions about the overall Drake experience. These questions were included again as a barometer of the overall sense of satisfaction with Drake with results displayed in Table 4. Again, graduate and law students are reported separately from undergraduate and pharmacy students, with additional analyses by gender. Note that results on all ‘satisfaction’ questions should be viewed as general barometers of student opinion and not as exact measures of university or unit level performance.

Table 4-% Responding 'Satisfied' or 'Very Satisfied'

	AS	BN	ED	JO	PH	Female	Male	Total UG/PHS	GR BN	GR ED	LW	Total GR/Law
Academic Advising	64%	63%	54%	57%	62%	62%	63%	<b>62%</b>	64%	62%	28%	<b>57%</b>
Experience w/ Faculty	81%	81%	86%	83%	82%	82%	80%	<b>81%</b>	81%	84%	88%	<b>83%</b>
Quality of Classes	77%	80%	82%	81%	83%	82%	76%	<b>80%</b>	60%	62%	28%	<b>55%</b>
Overall Drake Experience	77%	85%	75%	87%	82%	84%	78%	<b>82%</b>	80%	79%	64%	<b>77%</b>

In comparison to the 2002 DSS, the number of satisfied students has increased in every category and subcategory except Academic Advising. In Academic Advising there is, in fact, a decrease in satisfied students from 2002 to 2007 (from 67% overall satisfied to 62% for ug/phs). The Overall Drake Experience category, on the other hand, has risen from 74% in 2002 to nearly 82% for undergraduate and Pharmacy and 77% for graduate and law in 2007.

Ratings at the bottom of the satisfaction spectrum displayed in Table 5 have shown less change than at the top end. As in past years,

- Undergraduate Education students are least likely to be satisfied;
- Undergraduate and Pharmacy men are less likely to be satisfied in all areas except advising;
- Arts & Sciences students show a nearly 100% increase in the number of students with overall dissatisfaction since 2002 while all other subgroups stayed even or have lower levels of dissatisfied students;
- The number of students dissatisfied with the quality of classes for graduate students (17%) is notably high in comparison to the undergraduate and pharmacy level (6%). Even when removing the Law students from this calculation, 11% of Business and Education graduate students report dissatisfaction.

Table 5-% Responding 'Unsatisfied' or 'Very Unsatisfied'

	AS	BN	ED	JO	PH	Female	Male	Total UG/PHS	BN	ED	LW	Total GR/LW
Academic Advising	18%	15%	29%	26%	17%	19%	17%	<b>18%</b>	9%	17%	48%	<b>18%</b>
Experience w/ Faculty	5%	6%	7%	6%	3%	4%	7%	<b>4%</b>	7%	3%	12%	<b>6%</b>
Quality of Classes	8%	5%	7%	6%	3%	5%	7%	<b>6%</b>	9%	14%	48%	<b>17%</b>
Overall Drake Experience	10%	6%	7%	6%	8%	6%	10%	<b>8%</b>	5%	3%	16%	<b>6%</b>

## Drake University Mission

In support of the accreditation process, questions were added to the DSS to assess the importance of elements of the Drake mission to students at all levels. Overall, students are very supportive of the mission at Drake, though there appears to be less interest in the integration of liberal arts and sciences with professional preparation and the preparation for responsible global citizenship than may have been anticipated. Such findings do not indicate a need to alter the mission of the institution, but perhaps a need to better communicate the importance of these aspects of the Drake education to students who arrive focused on the idea of preparing for professional careers.

Table 6-Drake Mission Support, Undergraduate and Pharmacy Students

<b>How important is it that the following is part of the Drake experience? (n=798--blank responses removed from %)</b>	<b>Not at all important or somewhat important</b>	<b>Neutral</b>	<b>Important or Very important</b>
An exceptional learning environment	0.5%	1.9%	97.6%
Preparation of students for meaningful personal lives	1.6%	7.7%	90.7%
Preparation of students for professional accomplishments	0.6%	2.0%	97.3%
Preparation of students for responsible global citizenship	6.0%	16.2%	77.8%
Collaborative learning among students, faculty, and staff	2.7%	9.0%	88.1%
Integration of the liberal arts and sciences with professional preparation	8.6%	17.2%	74.0%

Table 7-Drake Mission Support, Graduate and Law Students

<b>How important is it that the following is part of the Drake experience? (n=134—blank responses removed from %)</b>	<b>Not at all important or somewhat important</b>	<b>Neutral</b>	<b>Important or Very important</b>
An exceptional learning environment	2.9%	3.0%	94.0%
Preparation of students for meaningful personal lives	6.7%	9.7%	83.6%
Preparation of students for professional accomplishments	1.4%	3.0%	95.5%
Preparation of students for responsible global citizenship	6.7%	15.7%	77.6%
Collaborative learning among students, faculty, and staff	3.0%	6.8%	90.2%
Integration of the liberal arts and sciences with professional preparation	9.1%	21.1%	69.9%

## Drake Curriculum

The Drake Curriculum is the base of liberal education for all Drake undergraduates. 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).

Items of note:

- ‘Acquire, analyze and interpret information’ shows the greatest total growth, though it is comparatively quite low for Education students.
- Pharmacy students show very strong growth compared to peers in other colleges/schools in the ‘use of technology to acquire information’ and ‘read and understand scientific papers written for a lay audience.’
- Journalism students show much more growth in skills related to “understand social and ethical issues related to use and misuse of information,” ‘critically reflect upon social, economic, and political issues’ and ‘participate effectively in the democratic process’ than students in any other college/school.
- Few students in any college/school report any gain in ‘interpret art.’

Table 8-% Respondents report stronger skills since enrolling at Drake (cont. on next page)

<b>Stronger since enrolling at Drake (n=785-blank responses removed from %):</b>	<b>AS</b>	<b>BN</b>	<b>ED</b>	<b>JO</b>	<b>PHS</b>	<b>Total</b>
Acquire, analyze & interpret information	82.4%	81.4%	61.5%	80.3%	84.5%	<b>81.8%</b>
Use technology to acquire information	59.2%	76.6%	65.4%	65.8%	80.5%	<b>70.2%</b>
Evaluate reasoned arguments	74.0%	69.4%	53.8%	67.5%	63.1%	<b>68.9%</b>
Construct reasoned arguments	70.2%	68.9%	44.0%	68.0%	60.2%	<b>66.6%</b>
Raise questions about the relationship of your field of study to ethical and civic issues	67.0%	57.1%	73.1%	83.1%	66.1%	<b>66.1%</b>
Understand the perspectives & experiences of other nationalities, genders, ethnicities and cultures	71.9%	65.4%	73.1%	69.7%	54.6%	<b>65.5%</b>
Understand the social & ethical issues related to use & misuse of information	61.6%	62.6%	50.0%	74.0%	58.3%	<b>61.9%</b>
Critically reflect upon social, economic, & political issues	63.4%	62.7%	61.5%	76.6%	42.2%	<b>59.5%</b>
Read and understand scientific papers written for an informed lay audience	54.5%	37.0%	38.5%	28.9%	84.0%	<b>54.4%</b>

Table 8 (cont.)						
<b>Stronger since enrolling at Drake:</b>	<b>AS</b>	<b>BN</b>	<b>ED</b>	<b>JO</b>	<b>PHS</b>	<b>Total</b>
Read with understanding	59.2%	46.7%	39.3%	66.2%	53.5%	<b>54.2%</b>
Execute appropriate mathematical operations for a given question	35.4%	67.6%	30.8%	15.6%	68.4%	<b>50.4%</b>
Interpret current events in relevant historical contexts	58.8%	47.9%	38.5%	57.1%	40.3%	<b>50.1%</b>
Write persuasively	54.5%	43.9%	30.8%	64.9%	32.1%	<b>46.0%</b>
Understand historical developments of periods and regions	54.7%	38.3%	42.3%	44.7%	44.9%	<b>45.7%</b>
Participate effectively in the democratic process	45.9%	42.4%	42.3%	71.1%	29.9%	<b>43.1%</b>
Engage in strategies to promote inter-cultural communication	40.8%	42.9%	50.0%	45.5%	31.4%	<b>40.1%</b>
Interpret art	35.7%	19.0%	11.5%	23.4%	23.1%	<b>26.2%</b>

## Academic Experience

Drake students at all levels were also asked a variety of questions regarding their academic experience across all courses (Tables 9 & 10). A strong majority of students indicated great support in almost all areas represented by the questions. In particular, for undergraduate and Pharmacy students the learning environment draws strong positive marks in the following areas:

- Professors are seen as knowledgeable (93%) and approachable (86%), as well as respectful of students' personal views (79%).
- Courses are viewed as challenging (87%) and interesting (74%) with good quality in major classes (79%).
- Nearly 90% of the respondents agreed that they have access to resources necessary for learning.

In comparison to 2002 DSS results, there is no change regarding perceptions of professors knowledge or approachability and a small decline in the perception of quality of major classes (2002: 83% to 2007: 79%) among undergraduate and Pharmacy students.

In response to several questions about faculty and classes, the undergraduate students in Education were least likely to be positive. It should first be noted that only 28 undergraduate Education students responded to the survey. However, given the relatively small number of undergraduate Education majors (about 200) the percentage of respondents is about 15% (compared to a nearly 27% overall response rate).

Education majors were least positive on 8 of the 12 questions about classes and faculty. They were least likely to perceive faculty as knowledgeable or approachable, and do not feel that their academic advising focuses on student learning required for academic success. They were least likely to perceive their classes as challenging, to be satisfied with learning opportunities, or to agree that new learning technologies have been used appropriately to enhance learning environments. They are also least likely to feel that Drake policies and procedures make it easy

to have multiple majors. On a positive note, Education majors were most likely to agree that their personal views are treated respectfully by other students, that exposure to a diverse set of ideas and theories has shaped their own values, and that their classes typically are interesting.

Positive responses were more distributed across the colleges and schools with Journalism students having the highest percentage of positive responses on four questions. Journalism students were most likely to agree that faculty is knowledgeable, to indicate that they are satisfied with learning opportunities, to perceive that their classes provide an opportunity for open exchange of ideas, and to agree that new learning technologies have been used appropriately to enhance learning environments. However Journalism students were least likely to agree that they are satisfied with the quality of their major.

It is also noteworthy that 97% of Pharmacy students indicated their classes have been challenging. This is an increase of 4% from the 2002 DSS and substantially higher than any other college or school in the current year.

Table 9-UG/PHS-Those responding 'Agree' or 'Strongly agree'

<b>(n=785-blank responses removed from %)</b>	<b>AS</b>	<b>BN</b>	<b>ED</b>	<b>JO</b>	<b>PHS</b>	<b>Total</b>
Professors are knowledgeable.	90.9%	92.2%	84.0%	95.9%	95.1%	<b>92.6%</b>
I have access to resources (e.g. research labs, libraries, performance space) necessary for learning.	86.8%	86.8%	84.0%	87.8%	93.5%	<b>88.2%</b>
My classes have been challenging.	83.0%	85.9%	76.0%	83.8%	97.3%	<b>87.2%</b>
Faculty members are approachable.	86.8%	73.3%	68.0%	83.8%	85.9%	<b>86.1%</b>
I am satisfied with the quality of my major classes.	75.7%	80.8%	80.0%	68.9%	80.5%	<b>78.9%</b>
My personal views are treated respectfully by my professors.	81.1%	77.9%	80.0%	76.7%	75.1%	<b>78.5%</b>
My personal views are treated respectfully by other students.	73.3%	75.6%	80.0%	77.0%	72.8%	<b>77.8%</b>
I am satisfied with the learning opportunities.	71.6%	81.4%	56.0%	83.8%	78.4%	<b>76.9%</b>
Typically, classes are interesting.	76.5%	67.3%	80.0%	75.7%	76.1%	<b>74.3%</b>
My classes provide opportunity for open exchange of ideas.	75.2%	70.2%	68.0%	79.7%	63.2%	<b>71.1%</b>
New learning technologies have been used appropriately to enhance learning environments	57.6%	71.6%	58.3%	79.7%	77.0%	<b>68.5%</b>
Exposure to a diverse set of ideas and theories has shaped my own values.	67.3%	56.9%	72.0%	63.5%	54.1%	<b>60.6%</b>
I feel like my academic advising focuses on student learning required for academic success.	55.8%	61.0%	48.0%	56.2%	59.8%	<b>57.8%</b>
Drake policies and procedures make it easy to have multiple majors.	53.0%	75.0%	36.0%	44.6%	37.2%	<b>53.1%</b>

At the graduate level, scores remain quite high for the most part, but there are some variations across units here that bear mention.

- Law students report much less agreement regarding opportunities for open exchange of ideas (72%), personal views being treated respectfully by peers (76%) and professors (76%), and that exposure to diverse ideas has shaped their own ideas (56%).
- When compared to undergraduate and Pharmacy students, graduate Business and Law students are less likely to report that classes have been challenging, though more graduate Education students agreed classes were challenging than at the undergraduate level.
- Only 63% of graduate Education students believe learning technologies are being used appropriately to enhance learning, much like undergraduate Education students (58%).

Table 10-Grad/Law-Those responding 'Agree' or 'Strongly Agree'

<b>(n=134-blank responses removed from %)</b>	<b>GR BN</b>	<b>GR ED</b>	<b>LW</b>	<b>GR/Law Total</b>
Professors are knowledgeable.	92.3%	89.5%	92.0%	<b>91.0%</b>
My classes provide opportunity for open exchange of ideas.	86.5%	93.0%	72.0%	<b>86.6%</b>
Faculty members are approachable.	84.6%	89.5%	80.0%	<b>85.8%</b>
I have access to resources (e.g. research labs, libraries, performance space) needed for learning.	75.0%	89.5%	96.0%	<b>85.1%</b>
Typically, classes are interesting.	82.7%	89.5%	76.0%	<b>84.3%</b>
My personal views are treated respectfully by other students.	78.8%	93.0%	76.0%	<b>84.3%</b>
My personal views are treated respectfully by my professors.	78.8%	91.2%	76.0%	<b>83.6%</b>
I am satisfied with the quality of my major classes.	82.7%	87.7%	72.0%	<b>82.8%</b>
I am satisfied with the learning opportunities.	80.8%	86.0%	80.0%	<b>82.8%</b>
My classes have been challenging.	80.8%	84.2%	72.0%	<b>80.6%</b>
Exposure to a diverse set of ideas and theories has shaped my own values.	69.2%	80.7%	56.0%	<b>73.9%</b>
New learning technologies have been used appropriately to enhance learning environments.	73.1%	63.2%	76.0%	<b>69.4%</b>

An additional section was included on both surveys to gather feedback on potential businesses to recruit for the new Drake West Village area. Results are not reported here but have been used for internal decision-making purposes.