

Drake University Summary of 2004 NSSE Surveys

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The following pages present tables with summary data for the 2002-2004 National Survey of Student Engagement. Respondent Characteristics are presented first, followed by tables with 2002, 2003 and 2004 scales for First-Year Students and Seniors. The Scale tables compare Drake student responses with those for students from all Masters institutions. Drake's percentile rank indicates the percent of all schools that had scores below Drake's on the scale.

The next section presents scale component items for each scale for 2002, 2003 and 2004 for first-year students then for seniors.. The level of significance, (extent to which Drake score is higher or lower than other Masters institutions) is indicated as follows:

- 1 star (*) = .05 level of significance
- 2 stars (**) = .01 level of significance
- 3 stars (***) = .001 level of significance

A plus (+) after the star(s) indicates that Drake's average is significantly higher, while a minus (-) indicates that Drake's score is significantly lower.

Respondent Characteristics - 2004 NSSE Survey

	Drake		Master's	
	FY	SR	FY	SR
Response Rate - Overall		48%		36%
By Class	50%	45%	35%	38%
Sample Size				
Mode of Completion				
Paper	0%	0%	29%	38%
Web	100%	100%	71%	62%
Gender				
Female	64%	69%	70%	69%
Male	36%	31%	30%	31%
Race/Ethnicity				
African American/Black	2%	3%	7%	8%
American Indian/Native American	0%	0%	0%	1%
Asian American/Pacific Islander	5%	7%	4%	4%
Caucasian/White	88%	84%	76%	76%
Hispanic	0%	2%	7%	6%
Other/Multi	5%	4%	5%	6%
International	3%	8%	5%	5%
Class Level	54%	46%	49%	51%
Enrollment Status - Full-time	98%	91%	95%	82%
Place of Residence - On-campus	92%	33%	63%	17%

NSSE Scales

2002-04 NSSE First-Year Students: "Level of Academic Challenge"

	Drake Score	Masters Institution Score	Drake Percentile Rank
2002	58.1	52.1	90 th
2003	56.2	52.7	80 th
2004	56.9	52.6	80 th

2002-04 NSSE Seniors: "Level of Academic Challenge"

	Drake Score	Masters Institution Score	Drake Percentile Rank
2002	55.2	56.1	40 th
2003	55.5	56.4	30 th
2004	58.4	56.8	60 th

2002-04 NSSE First-Year Students: "Active & Collaborative Learning"

	Drake Score	Masters Institution Score	Drake Percentile Rank
2002	42.1	40.9	60 th
2003	41.2	41.1	50 th
2004	42.9	41.6	60 th

2002-04 NSSE Seniors: "Active & Collaborative Learning"

	Drake Score	Masters Institution Score	Drake Percentile Rank
2002	49.9	50.1	40 th
2003	50.6	50.2	50 th
2004	50.7	51.2	40 th

2002-04 NSSE First-Year Students: "Interactions with Faculty Members"

	Drake Score	Masters Institution Score	Drake Percentile Rank
2002	33.1	35.0	30 th
2003	36.0	35.7	50 th
2004	31.2	32.3	30 th

2002-04 NSSE Seniors: "Interactions with Faculty Members"

	Drake Score	Masters Institution Score	Drake Percentile Rank
2002	43.4	41.9	60 th
2003	45.4	42.4	60 th
2004	44.1	42.5	60 th

2002-04 NSSE First-Year Students: “Enriching Educational Experiences”

	Drake Score	Masters Institution Score	Drake Percentile Rank
2002	56.1	54.0	60 th
2003	59.8	55.4	70 ^t
2004	29.0	25.8	80 th

2002-04 NSSE Seniors: “Enriching Educational Experiences”

	Drake Score	Masters Institution Score	Drake Percentile Rank
2002	52.7	45.7	80 th
2003	51.7	46.6	60 th
2004	45.2	38.6	80 th

2002-04 NSSE First-Year Students: “Supportive Campus Environment”

	Drake Score	Masters Institution Score	Drake Percentile Rank
2002	58.9	60.2	40 th
2003	61.7	61.1	50 th
2004	63.8	62.3	60 th

2002-04 NSSE Seniors: “Supportive Campus Environment”

	Drake Score	Masters Institution Score	Drake Percentile Rank
2002	57.6	57.6	50 th
2003	59.2	58.6	50 th
2004	56.2	59.4	20 th

Scale Component Questions

First-Year Responses

2002-04 NSSE First-Year Students: "Level of Academic Challenge" Scale Items

Item	2002	2003	2004
Preparing for class (studying, reading, writing, rehearsing, and other activities related to your academic program)	4.94***	4.48***+	4.43***+
1= 0, 2=1-5, 3=6-10 hours/week; 4=11-15 hours/week; 5=16-20, 6=21-25, 7=26-30, 8=more than 30 hours/week)			
Number of assigned textbooks, books, or book-length packs of course readings	3.90*	3.67*** +	3.63***+
written papers or reports of 20 pages or more	1.77	1.64	1.47***+
written papers or reports between 5 and 19 pages	2.61	2.64*** +	2.50***+
written reports of fewer than 5 pages	3.46*	3.48*+	3.35*+
1=none; 2=1 to 4; 3=between 5 & 10; 4=between 11 & 20; 5=more than 20			

2002-04 NSSE First-Year Students: "Level of Academic Challenge" II

Item	2002	2003	2004
Coursework emphasizes: Applying theories or concepts to practical problems in new situations	3.12	3.24*** +	3.21***+
Analyzing the basic elements of an idea, experience or theory	3.28	3.22* +	3.23***+
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	2.93	2.83	2.97**+
Making judgments about the value of information, arguments, or methods	2.80	2.73	2.79
Institution emphasizes spending significant amounts of time studying and on academic work.	3.35	3.32***+	3.35***+
1=very little, 2=some; 3=quite a bit; 4=very much			
Worked harder than you thought you could to meet an instructor's standards or expectations	2.60*	2.57	2.59
1=never; 2=sometimes; 3=often; 4=very often			

2002-04 NSSE First-Year Students: “Active and Collaborative Learning”

Item	2002	2003	2004
During current school year, how often have you: Asked questions in class or contributed to class discussions	2.75	2.67* -	2.76
Made a class presentation	2.15*	2.22	2.23
Discussed ideas from your readings or classes with others outside of class	2.76*	2.76	2.78**+
Worked with classmates outside of class to prepare class assignments	2.84*	2.75*** +	2.67***+
Worked with other students on projects during class	2.16*	2.25** -	2.33
Tutored or taught other students	1.76	1.68	1.77**+
Participated in a community-based project as part of a regular course	1.32	1.34* -	1.45*-
1=never; 2=sometimes; 3=often; 4=very often			

2002-04 NSSE First-Year Students: “Interactions with Faculty Members”

Item	2002	2003	2004
During current school year, how often have you: Received prompt feedback from faculty on your academic performance (written or oral)	2.51*	2.57	2.64
Discussed grades or assignments with an instructor	2.41*	2.58	2.53
Talked about career plans with a faculty member or advisor	2.12	2.16	2.10
Worked with faculty members on activities other than coursework (committees, orientation, student life)	1.45	1.47	1.49
Discussed ideas from your readings or classes with faculty members outside of class	1.66	1.86	1.74
(Above items: 1=never; 2=sometimes; 3=often, 4=very often)			
Worked with a faculty member on a research project outside course or program requirements (% yes) ¹	24%	26%	03% / 26%

¹ For 2004, the first figure indicates the percentage who have done the activity; the second includes those who have or plan to do the activity.

2002-04 NSSE First-Year Students: “Enriching Educational Experiences” - Participated or Planned to Participate

Item	2002	2003	2004
Time spent participating in co-curricular activities (social orgs, publications, student government, sports, etc.)	2.60	2.58*** +	2.56***+
1= 0, 2=1-5, 3=6-10 hours/week; 4=11-15 hours/week; 5=16-20, 6=21-25, 7=26-30, 8=more than 30 hours/week)			
Have done or plan the following (% yes)			
Practicum, internship, field experience, co-op experience, or clinical assignment	91%	93%*** +	10%*+ / 90%
Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	71%	71%*** +	1% / 69%
Community service or volunteer work	82%	82%** +	42%*+ / 78%
Foreign language coursework	25%	29%*** -	11%***- / 23%
Study abroad	41%	38%	1%*- / 37%
Independent study or self-designed major	10%	17%	3% / 16%

For 2004, the first figure indicates the percentage who have done the activity; the second includes those who have or plan to do the activity.

2002-04 NSSE First-Year Students: “Enriching Educational - Experiences II” Participated or Planned

Item	2002	2003	2004
Had serious conversations with students of different religious beliefs, political opinion or personal values	2.75*	2.95*** +	3.09***+
Had serious conversations with students of a different race or ethnicity	2.45*	2.57	2.73***+
Used electronic medium (list-serve, chat group, internet, etc.) to discuss or complete an assignment	2.84*	2.68	2.80***+
1=never; 2=sometimes; 3=often; 4=very often			
Campus environment encourages contact with students from different economic, social, and racial or ethnic backgrounds	2.35	2.62	2.70*+
1=very little, 2=some; 3=quite a bit; 4=very much			

2002-04 NSSE First-Year Students: “Supportive Campus Environment”

Item	2002	2003	2004
Institution emphasizes:			
Providing the support you need to help you succeed academically	2.94*	3.15* +	3.18*+
Helping you cope with your non-academic responsibilities (work, family, etc)	1.97*	2.00	2.10
Providing the support you need to thrive socially	2.27*	2.29	2.39
1=very little; 2=some; 3=quite a bit; 4=very much			
Quality of relationships			
with other students	5.76*	5.72	5.83**+
with faculty members	5.07*	5.59	5.59
with administrative personnel and offices	4.59	4.94	5.08

Students: 1=unfriendly, unsupportive, sense of alienation to 7=friendly, supportive, sense of belonging; Faculty: 1=unavailable, unhelpful, unsympathetic to 7=available, helpful, sympathetic; Administrators: 1=Unhelpful, inconsiderate, rigid to 7=Helpful, considerate, flexible

2002-04 NSSE First-Year Students: Satisfaction

Item	2002	2003	2004
How would you evaluate your entire educational experience at Drake University (1=poor; 2=fair, 3=good, 4=excellent)	3.09*	3.31** +	3.30**+
If you could start over again, would you go to Drake University (1=definitely no; 2=probably no; 3=probably yes, 4=definitely yes)	3.16*	3.23	3.32**+

2002-04 NSSE First Year Students: Additional Items

Item	2002	2003	2004
Prepared two or more drafts of a paper or assignment before turning it in	2.34*	2.48*** -	2.34***-
Used e-mail to communicate with an instructor (Items 1-2: 1=never; 2=sometimes; 3=often, 4=very often)	3.05	3.19*** +	2.91***+
Examinations challenged you to do your best work (1=very little to 7= very much)	5.75	5.74***+	5.73***+
Quality of the advising you have received (1=poor; 2=fair, 3=good, 4=excellent)	2.82*	2.89	2.96

2002-04 NSSE First-Year Students: Educational and Personal Growth

Item	2002	2003	2004
Drake experience contributed to development in:			
Acquiring a broad general education	3.02	3.26* +	3.09
Acquiring job or work-related knowledge & skills	2.68	2.80* +	2.79**+
Writing clearly and effectively	2.68	2.92	2.87
Speaking clearly and effectively	2.29*	2.45*** -	2.53**-
Thinking critically and analytically	3.21	3.26* +	3.26**+
Analyzing quantitative problems	2.58*	2.72	2.76**+
Using computing and information technology	2.65*	2.97	2.89
1=very little; 2=some; quite a bit; 4=very much			

2002-04 NSSE First-Year: Educational and Personal Growth

Item	2002	2003	2004
Drake experience contributed to development in:			
Working effectively with others	2.84	2.81	2.87
Voting in local, state, or national elections	1.35*	1.76	2.12***+
Learning effectively on your own	3.01*	2.93	2.99*+
Understanding yourself	2.71*	2.64	2.76
Understanding people of other racial and ethnic backgrounds	2.46*	2.47	2.58
Developing a personal code of values and ethics	2.48*	2.46* -	2.58
Contributing to the welfare of your community	1.99*	2.15* -	2.21
1=very little; 2=some; quite a bit; 4=very much			

2002-04 NSSE First-Year Students: Time Usage

Item	2002	2003	2004
Time Usage			
Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other activities related to your academic program)	4.94***	4.48*** +	4.43***+
Relaxing and socializing (watching TV, partying, exercising, etc.)	3.96	3.85	3.81
Working for pay off campus	1.65***	1.75*** -	1.58***-
Participating in co-curricular activities (organizations, campus publications, student govern., social fraternity or sorority, intercollegiate or intramural sports, etc.)	2.60***	2.58*** +	2.56***+
Working for pay on campus	1.82**	1.74* +	1.73
Providing care for dependents living with you	1.12***	1.06***-	1.20***-
1= 0, 2=1-5, 3=6-10 hours/week; 4=11-15 hours/week; 5=16-20, 6=21-25, 7=26-30, 8=more than 30 hours/week			

Senior 2004 NSSE Responses

2002-04 NSSE Seniors: "Level of Academic Challenge"

Item	2002	2003	2004
Time spent preparing for class (studying, reading, writing, rehearsing, and other activities related to your academic program)	4.35*	4.26* +	4.27**+
1= 0, 2=1-5, 3=6-10 hours/week; 4=11-15 hours/week; 5=16-20, 6=21-25, 7=26-30, 8=more than 30 hours/week)			
Number of assigned textbooks, books, or book-length packs of course readings	3.50	3.35	3.39*+
written papers or reports of 20 pages or more	1.77	1.64	1.70
written papers or reports between 5 and 19 pages	2.83	2.54	2.62
written reports of fewer than 5 pages	3.39*	3.33* +	3.40***+
1=none; 2=1 to 4; 3=between 5 & 10; 4=between 11 & 20; 5=more than 20			

2002-04 NSSE Seniors: "Level of Academic Challenge" - II

Item	2002	2003	2004
Coursework emphasizes:			
Applying theories or concepts to practical problems in new situations	3.14*	3.19	3.23
Analyzing the basic elements of an idea, experience or theory	3.19*	3.17	3.31
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	2.85*	2.98	3.08
Making judgments about the value of information, arguments, or methods	2.79*	2.91	3.02
Institution emphasizes spending significant amounts of time studying and on academic work.	3.00*	3.04	3.09
1=very little, 2=some; 3=quite a bit; 4=very much			
Worked harder than you thought you could to meet an instructor's standards or expectations	2.40*	2.46***-	2.68
1=never; 2=sometimes; 3=often; 4=very often			

2002-04 NSSE Seniors: “Active and Collaborative Learning”

Item	2002	2003	2004
During current school year, how often have you: Asked questions in class or contributed to class discussions	3.24	3.15	3.09
Made a class presentation	2.83*	2.90	2.77*-
Discussed ideas from your readings or classes with others outside of class	2.85*	2.90	2.90
Worked with classmates outside of class to prepare class assignments	3.07*	2.87* +	2.97***+
Worked with other students on projects during class	2.32*	2.41	2.49
Tutored or taught other students	1.84	1.91	1.87
Participated in a community-based project as part of a regular course	1.42	1.54	1.63*+
1=never; 2=sometimes; 3=often; 4=very often			

2002-04 NSSE Seniors: “Interactions with Faculty Members”

Item	2002	2003	2004
During current school year, how often have you: Received prompt feedback from faculty on your academic performance (written or oral)	3.02	2.95* +	2.97**+
Discussed grades or assignments with an instructor	2.75*	2.84	2.78
Talked about career plans with a faculty member or advisor	2.52*	2.62* +	2.48
Worked with faculty members on activities other than coursework (committees, orientation, student life, etc.)	1.80*	2.08*** +	2.04***+
Discussed ideas from your readings or classes with faculty members outside of class	1.99*	1.96	2.01
Above items: 1=never; 2=sometimes; 3=often, 4=very often			
Worked with a faculty member on a research project outside course or program requirements (% yes)	23.3%	29%	25%*+ 33%

¹For 2004, the first figure indicates the percentage who have done the activity; the second includes those have or plan to do the activity.

2002-04 NSSE Seniors: “Enriching Educational Experiences”

Item	2002	2003	2004
Time spent participating in co-curricular activities (social organizations, publications, student government, sports, etc.)	2.43*	2.54*** +	2.51***+
1= 0, 2=1-5, 3=6-10 hours/week; 4=11-15 hours/week; 5=16-20, 6=21-25, 7=26-30, 8=more than 30 hours/week)			
Have done the following (% yes)			
Practicum, internship, field experience, co-op experience, or clinical assignment	78%	84%** +	75%***+ / 89%
Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	93%	82%*** +	60%***+ / 92%
Community service or volunteer work	73%	72%	68%***+ / 78%
Foreign language coursework	36%	32%	31%*- / 35%
Study abroad	26%	19%	21%***+ / 23%
Independent study or self-designed major	32%	35%* +	27%*+ / 29%

For 2004, the first figure indicates the percentage who have done the activity; the second includes those have or plan to do the activity.

2002-04 NSSE Seniors: “Enriching Educational Experiences”-II

Item	2002	2003	2004
Had serious conversations with students that have different religious beliefs, political opinions, or personal values	2.84*	2.87** +	2.90***+
Had serious conversations with students of a different race or ethnicity	2.64	2.65	2.69
Used electronic medium (list-serve, chat group, internet, etc.) to discuss or complete an assignment	2.89	2.74	2.78
1=never; 2=sometimes; 3=often; 4=very often			
Campus environment encourages contact with students from different economic, social, and racial or ethnic backgrounds	2.18	2.26	2.27*
1=very little, 2=some; 3=quite a bit; 4=very much			

2002-04 NSSE Seniors: “Supportive Campus Environment”

Item	2002	2003	2004
Institution emphasizes: Providing the support you need to help you succeed academically	2.94	2.96	2.95
Helping you cope with your non-academic responsibilities (work, family, etc)	1.88	1.89	1.71***-
Providing the support you need to thrive socially	2.13	2.04	2.00
1=very little; 2=some; 3=quite a bit; 4=very much			
Quality of relationships with other students	5.83	5.67	5.63
with faculty members	5.54	5.94	5.63
with administrative personnel and offices	4.60	4.79	4.63*-
Students: 1=unfriendly, unsupportive, sense of alienation to 7=friendly, supportive, sense of belonging Faculty: 1=unavailable, unhelpful, unsympathetic to 7=available, helpful, sympathetic Administrators: 1=Unhelpful, inconsiderate, rigid to 7=Helpful, considerate, flexible			

2002-04 NSSE Seniors: Additional Items

Item	2002	2003	2004
Prepared two or more drafts of a paper or assignment before turning it in	2.22*	2.27*** -	2.35**-
Used e-mail to communicate with an instructor	3.31	3.46*** +	3.40***+
(Items 1-2: 1=never; 2=sometimes; 3=often, 4=very often)			
Examinations challenged you to do your best work	5.23*	5.17** -	5.43
(1=very little to 7= very much)			
Quality of the advising you have received	2.95	2.98	2.92
(1=poor; 2=fair, 3=good, 4=excellent)			

2002-04 NSSE Seniors: Educational and Personal Growth

Item	2002	2003	2004
Drake experience contributed to development in:			
Acquiring a broad general education	3.25	3.27	3.22
Acquiring job or work-related knowledge & skills	3.05*	3.19	3.20*+
Writing clearly and effectively	3.06	3.05	3.11
Speaking clearly and effectively	3.00	2.85	3.01
Thinking critically and analytically	3.38	3.40	3.42
Analyzing quantitative problems	2.84	2.88	2.91
Using computing and information technology	3.00	3.12	3.09
1=very little; 2=some; quite a bit; 4=very much			

2002-04 NSSE Seniors: Educational and Personal Growth

Item	2002	2003	2004
Drake experience contributed to development in:			
Working effectively with others	3.19	3.16	3.17
Voting in local, state, or national elections	1.73*	1.67* (-)	1.83
Learning effectively on your own	3.08	3.06	3.00
Understanding yourself	2.92*	2.86	2.80
Understanding people of other racial and ethnic backgrounds	2.59	2.48	2.45*-
Developing a personal code of values and ethics	2.70	2.77	2.60
Contributing to the welfare of your community	2.21*	2.26	2.26*-
1=very little; 2=some; quite a bit; 4=very much			

2002-04 NSSE Seniors: Satisfaction

Item	2002	2003	2004
How would you evaluate your entire educational experience at Drake University	3.28	3.26	3.22
(1=poor; 2=fair, 3=good, 4=excellent)			
If you could start over again, would you go to Drake University	3.08	3.26	3.03*-
(1=definitely no; 2=probably no; 3=probably yes, 4=definitely yes)			

2002-04 NSSE Seniors: Time Usage

Item	2002	2003	2004
Time Usage			
Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other activities related to your academic program)	4.35*	4.26* +	4.27**+
Relaxing and socializing (watching TV, partying, exercising, etc.)	4.08**	4.08*** +	3.72*+
Working for pay off campus	3.51***	3.43** -	3.64*-
Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	2.43***	2.54*** +	2.51***+
Working for pay on campus	1.77	1.67	1.74
Providing care for dependents living with you	1.31***	1.55*** -	1.51***-
1= 0, 2=1-5, 3=6-10 hours/week; 4=11-15 hours/week; 5=16-20, 6=21-25, 7=26-30, 8=more than 30 hours/week)			

