

**THE 2000 DRAKE STUDENT SURVEY**  
**A Summary Report of Findings**  
**by College/School of Enrollment, Year in School and Gender**

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## INTRODUCTION

Each year, since 1991, Drake University students have been asked to complete the "Drake Student Survey," a questionnaire that ascertains student attitudes and perceptions about a variety of issues. The Drake Student Survey is attached to the student pre-registration forms in the spring and is mailed to both fall and spring graduating seniors. This report provides a summary of responses to the survey, analyzed by college/school of enrollment, year in school and gender.

### RESPONDENT CHARACTERISTICS

One thousand and thirty-seven students responded to the 2000 Drake Student Survey. Table 1 presents the distribution of these respondents across primary variables and compares these distributions to the distribution of all full-time undergraduates at Drake University in 1999-2000.

**Table 1. Respondent Characteristics by College/School- Percentages 2000**

	All Univ.	All Resp.	COLLEGE/SCHOOL				
			A&S	BPA	Educ	JMC	PHS
<b>Number of Cases</b>			377	198	56	154	243
Survey Respondents	--	--	37%	19%	5%	15%	24%
Full-time Undergraduates	--	--	39	24	5	14	18
<b>Year in School</b>							
First Year	30%	25%	28%	29%	29%	27%	18%
Sophomore	20%	24	26	22	18	28	23
Junior (DP1)	21%	22	20	21	35	19	28
Senior (P4)	27%	21	24	24	15	26	17
Grad (P5, P6) other	2%	5	1	4	4	1	15
Unclassified		3					
<b>Gender</b>							
Men	40%	33%	34	51	30	28	23
Women	60	64	66	49	70	72	77
Not identified		3					
<b>Enrollment Status</b>							
Full-time		96%	98%	92%	100%	96%	98%
Part-time		4	2	8	0	4	2
<b>Living Arrangements</b>							
Ever lived in residence hall		85%	86%	86%	75%	93%	80%
<b>Current Residence</b>							
Residence Halls		62%	70%	58%	58%	66%	52%
With Family		6	5	9	6	6	7
Greek Houses		8	6	10	13	13	5
Independently		21	16	19	24	14	34
Not reported		2	3	4	0	2	2

In summary, the data in Table 1 show that:

- The distribution of respondents fairly closely reflects the full-time undergraduate student body. Business and Public Administration students are slightly underrepresented and Pharmacy and Health Sciences students somewhat over represented among the respondents.
- The distribution across "year in school" differs somewhat from the distribution among full-time students at Drake. First-year and senior students are slightly underrepresented while

sophomores and graduate students are over represented among the respondents. Some variations exist in the class level of respondents within colleges and schools. Most notably, is the variation in distribution among the Pharmacy and Health Sciences students and the overrepresentation of sophomores among the Journalism students.

- Women are over represented and men underrepresented among the respondents.

### THE OVERALL DRAKE EXPERIENCE

While the Drake Student Survey focuses on many specific aspects of academic, social and service experiences at Drake knowing the “general” or “overall” sense of satisfaction is very important. Over the years the level of satisfaction expressed by Drake students has varied relatively little.

Most notable in Tables 2 and 3 are:

- Students in Business and Public Administration are least likely to be satisfied in relation to all overall items except advising.
- Men tend to be less satisfied than do women.
- Satisfaction tends to drop off in the senior year.

It should be noted that a higher percentage of the BPA respondents are male. That relationship will need to be explored further before suggesting any causal relationships.

**Table 2. Overall Satisfaction with the Drake University Experience - Percentages 2000**

Very Satis. or Satis.	All	College/School					Year In School					Gend.	
		AS	BPA	Ed	JMC	PHS	FY	So	Jun	Sr	Gr*	M	F
Experience with Faculty	78	83	66	82	77	79	76	75	81	78	86	74	80
Quality of Classes	77	82	65	75	77	79	78	76	77	77	75	73	79
Overall Drake Experience	74	77	66	82	79	72	78	74	75	72	73	70	77
Overall Advising	67	76	60	67	74	55	69	68	68	64	64	65	69
Drake Services	56	61	46	60	55	57	63	62	54	47	49	57	57

As indicated in Table 3, the greatest dissatisfaction is expressed in relation to advising. While the lowest level of satisfaction with advising occurs in Pharmacy followed by Business, the highest level of dissatisfaction is in Education. In other areas, variation across colleges is minor. Arts and Sciences Students are least likely to express dissatisfaction overall.

Year in school shows no clear relationship to expression of dissatisfaction. Men are more likely to be dissatisfied than are women with every overall item.

**Table 3. Overall Dissatisfaction with the Drake University Experience - Percentages 2000**

Very Unsatis. or Unsatis.	All Resp.	College/School					Year In School					Gend.	
		AS	BPA	Ed	JMC	PHS	FY	So	Jun	Sr	Gr	M	F
Academic Advising	14	12	14	24	14	17	12	14	15	17	14	17	13
Overall Drake Experience	11	11	14	13	10	10	11	10	14	11	6	13	10
Drake Services	11	9	13	13	13	11	12	7	11	15	10	14	10
Quality of Classes	9	7	11	11	12	9	9	8	11	9	6	11	8
Experience with Faculty	9	8	11	13	10	7	8	9	10	8	8	10	8

The factors that have greatest impact on the general satisfaction vary. Somer's  $d_{yx}$ , a common asymmetrical measure of correlation, indicates that Quality of Classes has the greatest impact on Overall satisfaction with the Drake Experience ( $d_{yx}=+.69$ ) followed by Experience with faculty ( $d_{yx}=+.60$ ), Drake Services ( $d_{yx}=+.41$ ) and Academic Advising ( $d_{yx}=+.39$ ).

This perhaps can be understood better by looking at crosstabulation tables. The following tables provide a look at the relationship between each of the four areas of satisfaction and overall satisfaction with the Drake Experience.

- The first table indicates that 90% of those who are satisfied with class quality are satisfied overall with Drake, while only 36% of those who were neutral and 4% of those who were unsatisfied with class quality were satisfied with Drake overall.
- By comparison, those who were neutral or even unsatisfied in their evaluation of the other components were more likely to be satisfied with their overall experience. Thirty-one percent of those indicating that they were not satisfied with advising, were satisfied with the overall experience.

It is clear that perceptions of class quality and of experience with faculty have the greatest impact on the overall perception of satisfaction with Drake University.

Drake	Class Quality			Exp. Faculty			Services			Advising		
	Satis	Unsat		Satis	Unsat		Satis	Unsat		Satis	Unsat	
Satis	90%	36%	4%	87%	49%	8%	90%	67%	15%	87%	65%	31%
		49%	13%		31%	12%		22%	26%		21%	24%
Unsat			83%			80%			59%			46%

### Characteristics of the Drake Experience

Many diverse aspects of college life reflect and affect the ways in which students perceive their Drake experience, and many have an impact on academic dimensions of college life. The Drake Student Survey attempted to get at student perceptions of a few such factors that have been reported as important by respondents to past surveys.

Table 4 reports percentages agreeing that certain factors characterize the Drake experience, while Table 5 reports satisfaction with dimensions of the Drake experience. Respondents were satisfied with opportunities for personal freedom and independence and making friends. They also were relatively satisfied with friendliness on campus and felt there was sufficient opportunity for involvement on campus.

Comparison of these two sets of responses reveals some interesting patterns. For instance, while 76% agree that there are sufficient opportunities for involvement on campus:

- only 41% are satisfied with campus activities,
- only 35% are satisfied with the social options on campus, and
- only 18% are satisfied with the school spirit.

Only 44% agreed that there is sufficient racial and ethnic diversity among students and 43% agreed that Drake is characterized by a sense of community. It should be noted that this represents a sizeable increase from past years in the percentage perceiving a sense of community.

Particular note should be taken of the fact that only 24% of the students are satisfied with the value they are receiving for room and board and only 41% are satisfied with the value received for the cost of education.

**Table 4. Characteristics of the Drake Experience - Percentages 2000**

Agree that following reflect Drake experience:	All Resp	College/School					Year in School					Gender	
		AS	BPA	Ed	JMC	PH S	FY	So	Jun	Sr	Gr	Male	Fem
Suff. opportunity for involvement in campus	76	72	71	79	79	81	76	77	77	70	80	71	78
Sufficient gender diversity among students	61	68	66	66	57	55	66	64	56	56	53	81	50
Sufficient racial/ethnic diversity among students	44	37	49	46	36	54	47	46	46	34	47	46	42
Drake is characterized by a sense of community	43	43	34	52	37	53	52	45	43	32	39	38	46

**Table 5. Satisfaction with Dimensions of the Drake University Experience - Percentages 2000**

Very Satisfied or Satisfied	All Resp.	College/School					Year In School					Gend.	
		AS	BPA	Ed	JMC	PHS	FY	So	Jun	Sr	Gr	M	F
Opportunity for personal freedom and independence	80	80	75	87	83	78	82	81	73	80	82	79	80
Opportunity to make friends	77	77	71	84	79	80	84	77	74	72	80	75	78
Friendliness on campus	68	67	63	87	71	66	78	69	66	56	61	67	68
General attitudes at Drake	56	59	56	70	50	54	71	59	50	44	49	57	56
Greek life	48	45	54	65	48	41	60	46	40	39	44	49	46
Campus activities	41	44	34	44	44	39	50	41	39	33	36	35	44
Value of room and board	24	25	21	34	27	26	30	21	27	21	24	20	28
Value for the cost of education	41	42	36	40	51	39	43	39	44	40	39	39	43
Social options on campus	35	39	29	44	29	34	43	40	31	23	24	34	35
School spirit	18	20	14	11	17	22	21	21	13	15	20	17	18

### ACADEMICS AT DRAKE UNIVERSITY

Among the general questions about the Drake experience were three that addressed satisfaction with academic dimensions of campus life. Respondents expressed a high level of satisfaction with "Academics," and 70% percent were satisfied with "curriculum and classes." Only 48% of the respondents were satisfied with the Drake Curriculum. It should be noted that this was the first year of the Drake Curriculum. In addition, there might have been some confusion about the term. This is particularly suggested by the fact that 78% of the graduate students expressed satisfaction with the Drake Curriculum.

**Table 6. Satisfaction with Dimensions of the Drake Academic Experience- Percentages 2000**

Very Satisfied or Satisfied	All Resp.	College/School					Year In School					Gend.	
		AS	BPA	Ed	JMC	PHS	FY	So	Jun	Sr	Gr	M	F
Academics	86	85	78	91	91	89	86	88	88	81	88	82	88
Curriculum and classes	70	67	65	78	75	72	76	62	73	62	88	63	73
Drake Curriculum	48	19	11	62	46	50	52	37	51	47	78	44	50

### Satisfaction with Classes and Curriculum

As noted in the introduction, satisfaction with quality of classes is most highly related to overall satisfaction with the Drake experience. When asked about satisfaction with a variety of specific aspects of their classroom experience, Drake students displayed a high level of satisfaction. Students were asked to respond from strongly agree through strongly disagree to a number of statements in relation to (1) their first major, (2) their second major, minor or concentration, and (3) other classes. Table 7 shows responses to the questions as they relate to their first major.

Seventy-five percent or more responded positively to each question. Two questions requested respondents to evaluate the overall education in their major and the quality of major. Eighty-six and 85% respectively indicated satisfaction with these dimensions of academic life. Eighty-five percent also indicated that their classes have been challenging and that class size is right.

Variation did occur across colleges with students in Business and Public Administration least likely to express satisfaction in every area except class size. No meaningful patterns of response appeared across "Year in School". As is true every year, women are more satisfied than are men.

**Table 7. Characteristics of Classes in Major Field - Percentages 2000**

Strongly agree or agree with Statements About <u>First Major</u>	All Resp.	College/School					Year In School					Gend.	
		AS	BPA	Ed	JMC	PHS	FY	So	Jun	Sr	Gr	M	F
I am satisfied with the education I am receiving	86	87	80	93	89	86	88	85	90	81	80	83	88
I am satisfied with the quality of my major	85	84	74	89	89	90	87	85	87	79	86	79	88
My classes have been challenging	85	86	79	84	86	89	84	88	89	82	82	81	88
Typical class is the right size	85	87	83	93	90	78	85	82	86	85	90	83	86
There is sufficient opportunity for interaction in classes	78	79	65	83	88	80	76	75	86	76	80	75	80
My classes provide opportunity for open exchange of ideas	76	79	62	89	83	75	73	75	82	72	80	75	77
Typically classes are interesting	75	80	59	82	80	77	72	73	82	72	82	65	80

### Perceptions of Faculty

Students also were asked to agree or disagree with several statements about faculty in their major program. The characteristics about which questions were posed are characteristics identified as important by respondents to previous surveys. The responses to these questions appear in Table 8. All but one question received positive responses from 75% or more of the respondents. The only statement receiving a lower level of agreement was related to whether gender diversity among the faculty is sufficient.

More than 90% of the respondents perceive major faculty as knowledgeable and approachable; 80% or more are satisfied with their opportunity for personal interaction with major faculty and perceive them as enthusiastic and caring. Satisfaction with academic advisor and agreement that faculty are sensitive to students needs was somewhat lower but still greater than 75%. Again, on most questions the lowest agreement was among students in Business and Public Administration. Exceptions were lower satisfaction with advisor among Pharmacy respondents and lower satisfaction with gender diversity among A&S and Journalism respondents. Variation across year in school was not marked on most of the questions about faculty. The exception was a markedly lower level of satisfaction among graduate students with their advisor.

**Table 8. Characteristics of Faculty in Major Field - Percentages 2000**

Strongly agree or agree with Faculty in my major	All Resp.	College/School					Year In School					Gend.	
		AS	BPA	Ed	JMC	PHS	FY	So	Jun	Sr	Gr	M	F
Professors are knowledgeable	93	95	85	95	93	94	92	94	96	89	94	90	95
Faculty are approachable	91	91	85	93	95	91	89	90	92	91	92	90	91
Satisfied with opp. for personal interaction with faculty	86	88	79	89	88	86	83	86	88	85	90	86	86
Professors are enthusiastic	82	84	72	87	85	84	85	80	87	76	88	78	84
Professors at Drake are caring	80	81	71	82	82	82	81	78	82	75	90	75	83
I am satisfied with my academic advisor	76	86	72	82	85	59	79	78	78	75	49	76	76
Faculty are sensitive to student needs	76	80	69	77	76	73	76	71	79	77	73	73	77
There is sufficient gender diversity among faculty	64	61	64	68	60	70	68	70	57	55	77	67	62

### Focus on Advising

The introduction of the Drake Curriculum increases the importance of academic advising and the need for new advising skills and styles. Thus, several questions focusing on the importance of various dimensions of advising and satisfaction with advising were included in the 2000 survey. Students were provided a list of characteristics that traditionally are cited as important for advisors. They were asked first to evaluate their importance on a 3 point scale from very important to not important and second to indicate their satisfaction with their advisor on each characteristic on a 3-point scale from satisfied to dissatisfied.

Table 9 displays responses to the advising questions. Values in the first column indicate the percentage who identified the item as an important characteristic of an advisor. The second column indicates the percentage of all respondents who indicated satisfaction with the specified dimension of advising. The first row repeats the responses to overall satisfaction with advising from Table 2. Providing accurate information and approachability were by far most often identified as important dimensions of advising. Significantly, only 67% of the students are satisfied with their advisor in relation to this activity.

Also evaluated as important by 80% or more of the respondents were provision of a caring, open atmosphere, having sufficient time for discussion, helping with exploration of careers, assisting in course selection and registration, and being on time for appointments. Notably, advisor familiarity with academic background and encouragement from advisor to be active in planning were thought important by just 75% of the respondents. Use of computer to access records was least likely to be thought important.

Satisfaction with advisor characteristics varied from a high of 81% expressing satisfaction with timeliness to a low of 56% who were satisfied with advisor help in exploring career options. Across the board, the lowest level of satisfaction with advisor characteristics was in Pharmacy and Health Sciences and among graduate students. The fact that a high percentage of the graduate students are enrolled in PHS undoubtedly affects this figure. While women were more likely to express overall satisfaction with advising, they were less satisfied with many of the specific advisor characteristics.

**Table 9. Satisfaction with Advising - Percentages 2000**

Very Satisfied or Satisfied	All		College/School					Year in School					Gender	
	Imp	Satis	A&S	BPA	Educ	JMC	PHS	FY	So	Jun	Sr	Gr	Male	Fem
Overall Satisfaction with Advising		67	76	60	67	74	55	69	68	68	64	64	65	69
Provides accurate information	94	67	74	67	71	74	51	71	67	67	69	47	71	65
Approachable	93	75	85	72	75	76	62	76	79	74	76	49	76	75
Caring, open atmosphere	84	74	80	72	75	81	62	78	78	73	72	52	75	74
Sufficient time for discussion	83	70	78	65	69	72	58	72	73	68	71	43	72	69
Helps me explore careers	81	56	60	51	65	64	47	56	60	62	51	32	56	57
Assists in course selection & registration	80	68	78	68	77	76	43	71	70	64	70	44	68	67
On time for appointments	80	81	86	81	81	82	72	83	84	78	85	61	82	81
Familiar with academic background	75	62	71	57	73	72	46	63	64	66	63	36	65	62
Encourages me to be active in planning	75	73	81	64	79	77	61	75	74	76	72	39	73	73
Refers to other sources	68	65	72	58	71	74	54	63	69	67	65	50	66	65
Uses computer	50	71	80	68	85	76	55	72	78	69	70	50	73	71

### Drake Curriculum Outcome Goal Achievement

All education seeks growth in some area of skill and knowledge. The new Drake Curriculum specifies eight outcome areas in which we expect students to achieve competence by the time that they graduate from Drake University.

The Drake Student Survey posed questions about a variety of skill areas, including all of those specified in the Drake Curriculum. Students were asked to respond to two sets of questions about a series of knowledge and skills areas - including all of the stated goals of the Drake Curriculum. For each item, students were asked to evaluate their skill/knowledge when they came to Drake as good, moderate or poor. They then were asked to evaluate perceived change in each since coming to Drake. Table 10 displays responses to the question about level of knowledge when they came to Drake, with overall figures on the percentage perceiving that their competence has strengthened since coming to Drake. Table 8 provides a breakdown of the perceptions of improvement by college, year and gender.

As shown in Table 10, students most often reported good skills on entering the University in their abilities to work independently, define their own value system, and work cooperatively. Quite appropriately, they were least confident of their knowledge of their major field and their preparation for graduate or professional school.

**Table 10. Skill and Knowledge Areas - Level When Entered and Improvement While at Drake- Percentages 2000**

Acad. Skills & Knowledge	Skill level when entered			% stronger since at Drake
	Good	Moderate	Poor	
Ability to Work Independently	75	23	2	56
Define own value system	67	30	3	48
Ability to Work Cooperatively	65	33	2	51
General Knowledge	59	40	1	82
Ability to Think Critically	53	44	3	71
Writing Skills	52	43	5	66
Analytical/Prob Solving	51	44	4	64
Leadership Abilities	50	42	8	51
Reading Speed & Comprehen.	50	43	7	48
Mathematical Skills	46	40	14	34
Information & tech. literacy	41	56	3	51
Scientific Understanding	41	51	8	56
Skill using information resources	37	56	7	62
Computer Skills and Understanding	36	48	16	69
Skill using ethical inquiry and reasoning	36	58	7	51
Knowledge of different races	35	47	18	55
Knowledge of the Arts	35	45	20	44
Public Speaking Ability	35	47	18	46
Historical Awareness	31	52	17	47
Knowledge of other cultures	29	58	14	56
Knowledge of Major Field	25	54	21	85
Prep. for Grad/Prof Schools	18	54	28	61

Table 11 organizes these responses according to the percent reporting growth since coming to Drake. More than 80% of the respondents report that they have gained in knowledge in their major field and in general knowledge. There is some variation across colleges, with Pharmacy students most likely to report gain in their major field (perhaps reflecting the high proportion from this college who are in the latter stage of their academic career), and Journalism students most likely to report gains in general knowledge. As would be expected, the percentage reporting gains in their major field increases from first to junior year. But the percentage drops off in the senior year. As has been observed in other years the most significant jump is from first to sophomore year.

To some extent, variation in responses across colleges/schools is predictable given emphasis in majors. In other words, students who are required to take courses in the sciences report gains in scientific understanding. However, given the fact that

Skills in which there is 20 points or more variation across colleges/schools in percentage reporting improvement are:

Writing Skills	JMC - 83%	PHS - 56%
Scientific Understanding	PHS - 84%	BPA - 34%
Historical Awareness	A&S - 59%	PHS - 31%
Knowledge of the Arts	A&S - 56%	BPA - 30%
Mathematical Skills	BPA - 44%	JMC - 15%

Generally, increase in skills and understandings should improve from first to junior or senior year. Such improvement is reported in relation to several of the skill and knowledge areas. The high

percentage who report improvement in the first year in critical thinking, computer skills and writing skills leaves less room for improvement in later years. Despite this, higher percentages report improvement in junior and senior years in relation to almost all areas.

The exception to this pattern is in relation to scientific understanding where the percentage reporting improvement drops off to 45% in the senior year. This could be a product of the relatively high representation of Business and Journalism students in the senior class. A drop off from junior to senior year in percentages reporting improvement also occurs in relation to information literacy, public speaking ability, knowledge of the arts and mathematical skills. This senior drop-off has been observed most years in the Drake Student Survey responses and may reflect self doubts attendant to leaving the university and worrying about preparation for careers or graduate school. Alternatively, these may reflect variations across colleges more than variation in year in school.

**Table 11. Perception of Change in Drake Curriculum Related Knowledge and Skills- Percentages 2000**

Acad. Skills & Knowledge Stronger	All	College/School					Year in School					Gender	
	Resp	A & S	BPA	Educ	JMC	PHS	FY	So	Jun	Sr	Gr	Male	Fem
<b>General Areas</b>													
Knowledge of Major Field	85	84	78	84	88	90	78	84	91	87	96	78	89
General Knowledge	82	82	77	80	87	82	79	82	83	82	84	79	83
<b>Drake Curriculum Outcomes</b>													
Ability to Think Critically	71	76	67	75	71	68	61	68	77	79	88	68	74
Computer Skills and Understanding	69	61	79	61	74	73	61	67	74	72	82	68	70
Writing Skills	66	68	57	80	83	56	62	69	68	67	64	67	66
Analytical/Prob Solving	64	64	68	56	55	68	53	63	70	68	88	63	65
Skill using information resources	62	59	60	63	61	67	51	60	67	67	80	60	62
Knowledge of other cultures	56	58	50	51	62	57	43	58	67	67	80	60	62
Scientific Understanding	56	54	34	51	47	84	53	62	59	46	76	52	58
Knowledge of different races	55	57	52	55	51	55	53	49	59	57	55	58	53
Information literacy	51	51	47	60	53	50	41	52	59	52	64	52	51
Ethical inquiry	51	53	44	46	55	52	33	52	64	55	66	51	51
Reading Speed & Comprehension	48	51	41	48	47	49	45	50	51	45	58	43	51
Define own value system	48	48	43	53	53	47	42	44	47	59	51	46	49
Historical Awareness	47	59	39	52	52	31	38	56	53	47	32	50	46
Public Speaking Ability	46	46	44	48	46	45	26	49	54	52	70	44	46
Knowledge of the Arts	44	56	30	45	48	34	38	51	44	42	40	43	43
Mathematical Skills	34	33	44	21	15	42	25	37	40	35	40	35	34

### Other Learning Goals

There are, of course, many important learning goals that are not encompassed by the Drake Curriculum Outcomes. Table 12 displays responses to several skill areas that are classified here as personal development goals. In relation to each of these, upper level students and women were most likely to indicate improvement. No meaningful patterns appeared across colleges.

**Table 12. Perception that Personal Development Skills & Knowledge are Stronger Than When They Entered Drake - Percentages 2000**

Personal Development Stronger	All	College/School					Year in School					Gender	
	Resp	A & S	BPA	Educ	JMC	PHS	FY	So	Jun	Sr	Gr	Male	Fem
Prep. for Grad/ Professional Schools	61	58	61	64	52	71	50	58	69	66	76	56	64
Ability to Work Independently	56	56	51	59	56	58	51	54	58	57	68	54	56
Ability to Work Cooperatively	51	48	52	61	50	51	33	52	59	59	66	48	52
Leadership Abilities	51	46	48	57	52	57	32	52	60	55	80	45	53

Students were asked about additional learning goals that many expect to derive from the overall Drake University experience (Table 13). Over 80% of the respondents agreed that Drake is helping them prepare for a career, that they have had the opportunity to develop leadership skills, that Drake fosters respect for intellectual honesty, and that Drake is preparing them for life-long learning. Only about 50% agree that they have been encouraged to do community service or that there are sufficient out-of-class academic opportunities. Agreement drops on most of these items in the senior year.

**Table 13. Overall Academic Experience Goals- Percentages 2000**

Agree that following reflect Drake experience:	All	College/School					Year in School					Gender	
	Resp	AS	BPA	Ed	JMC	PHS	FY	So	Jun	Sr	Gr	Male	Fem
Drake helping prepare me for a career	86	81	80	93	92	95	84	88	94	76	94	80	89
I have opportunity to develop leadership skills	83	80	82	80	88	84	79	87	84	81	86	83	82
Drake fosters respect for intellectual honesty	82	82	74	88	84	89	87	82	83	76	88	80	84
Drake preparing me for life-long learning	81	79	77	88	83	86	85	79	85	73	92	77	84
Encouraged to do community service	53	50	49	50	48	67	51	51	57	55	58	51	55
There are sufficient out-of-class academic opportunities	50	48	42	52	50	53	53	56	47	41	51	49	50

### NON-CURRICULAR DIMENSIONS OF DRAKE LIFE

Many aspects of the Drake University student experience might be classified as non-curricular. Yet these activities have a very major impact on the ways in which students perceive their academic experience and their overall Drake experience. Questions were asked about satisfaction with academic services, student life and residence services and other dimensions of Drake life. These responses are reported in Tables 14 through 18.

**Satisfaction with Academic Services <sup>1</sup>**

Table 14 groups all services that students might experience primarily as advising related. The highest level of expressed satisfaction was with the Dean's Offices followed by the registration process and Registrar's office. It should be kept in mind that for most students, the registration process is related to their advisor and college, not to the Registrar's office. Satisfaction with all other services was between 56% and 63%.

**Table 14. Satisfaction with Admissions and Advising Related Services- Percentages 2000**

Satisfaction with Admission & Advising Services	*Not Appl	% of Resp	College/School					Year in School					Gender	
			AS	BPA	Ed	JMC	PHS	FY	So	Jun	Sr	Gr	Male	Fem.
Dean's Office (Your College)	24	72	68	77	77	56	82	70	72	78	67	77	67	64
Registration Process	6	67	69	63	76	70	64	62	69	70	68	70	62	70
Registrar's Office	18	66	68	64	64	62	67	67	67	63	64	78	63	68
Admissions Office	18	63	65	61	63	57	65	67	64	61	56	67	57	65
Study Abroad Program	67	60	68	62	43	58	44	59	51	65	67	50	53	63
Career Center	35	59	61	60	65	52	56	56	58	67	53	59	53	62
Off. of Acad. Assistance	53	56	59	53	61	50	56	56	60	53	49	50	52	57
Financial Aid Staff Service	29	53	56	40	72	55	55	56	58	54	46	55	49	56
Availability of Financial Aid	14	52	55	47	60	64	48	53	53	50	48	67	51	52

Students also were asked about other direct academic support services which might be classified as technical support services (Table 15). Satisfaction with library staff services was highest. Satisfaction with computer related services was relatively low, having dropped significantly in recent years.

**Table 15. Satisfaction with Technical Assistance Services - Percentages 2000**

Satisfaction with Academic Support Services	*Not Appl	% of Resp	College/School					Year in School					Gender	
			AS	BPA	Ed	JMC	PHS	FY	So	Jun	Sr	Gr	Male	Fem.
Library Staff Services	10	69	73	66	78	66	65	65	68	71	70	75	65	70
Access to Computers	7	57	61	41	69	60	58	57	59	59	54	54	55	58
Computer Help Desk	24	47	52	40	50	46	45	50	48	47	45	37	46	48
Computer labs	17	40	42	28	55	36	48	43	47	43	30	36	40	40

**Residential and Support Services**

A relatively clear relationship emerges between year in school and evaluation of several of the social and student services. There is a fairly steady drop from first to senior year in satisfaction with the Hubbell Dining Hall, Resident Life Office, Campus Security, and Dean of Students Office. It is likely that the drop in satisfaction reflects reduced access or relevance to students who have moved off

<sup>1</sup> When asked to evaluate these offices and services, students were given the option of indicating no experience, or not applicable. The percentage of respondents who indicated no experience with each area is reported in the "Not Applic." column.

campus. Services accruing higher satisfaction from first to junior/ senior year include International Center and Disability Resource Center.

**Table 16. Satisfaction with Food and Residential Services - Percentages 2000**

Social and Residential Services and Offices	% not appl	% of Resp	College/School					Year in School					Gender	
			AS	BPA	Ed	JMC	PHS	FY	So	Jun	Sr	Gr	Male	Fem.
<b>Residential</b>														
Hubbell Dining Hall	17	64	62	63	64	64	69	69	64	66	57	50	62	65
Residential Life Office	34	59	61	52	71	65	55	60	68	55	50	46	55	61
Residence Halls	18	49	51	44	57	43	52	49	47	51	49	49	48	49
Olmsted Food Service	15	42	43	36	38	42	45	44	38	41	44	46	39	44
<b>Support and Special Needs</b>														
Campus Security	15	60	63	53	56	63	56	66	60	58	51	52	59	59
Student Life Center	28	58	63	49	77	58	56	55	64	57	58	56	52	61
Dean of Students Office	49	56	58	58	58	54	52	59	63	54	48	36	48	60
International Center	67	55	64	58	47	52	41	47	51	66	65	14	47	60
Peer Mentor Program	46	54	61	50	50	52	49	48	56	55	56	48	46	57
Health Services	25	54	56	46	71	49	57	58	51	54	50	63	52	55
Disability Resource Ctr	71	49	56	46	60	42	43	49	50	44	56	36	42	53
Counseling Center	62	44	53	33	61	32	45	42	44	48	43	33	37	48

### Social and Recreational Services

Once again the Bell Center received the highest satisfaction ratings among the social and recreational activities followed closely by the Fine Arts productions. Satisfaction with several of these areas drops off from first to senior-year. This pattern of decreasing satisfaction with social and recreational options among juniors and seniors is a pattern that should be further explored.

**Table 17. Satisfaction with Student Activities - Percentages 2000**

Satisfied with	% not appl	% of Resp	College/School					Year in School					Gender	
			A & S	BPA	Educ	JMC	PHS	FY	So	Jun	Sr	Gr	Male	Fem.
<b>Student Activities</b>														
Bell Center	15	78	80	73	83	77	79	80	84	74	74	71	74	80
Fine Arts Productions	30	76	78	68	88	79	73	76	75	73	78	84	69	79
Intramural Programs	44	67	65	66	79	67	67	68	73	65	60	63	66	67
Intercollegiate Athletics	47	60	62	58	58	55	61	59	60	63	57	56	57	62
Times-Delphic	17	51	47	48	64	55	51	64	46	48	42	59	49	52
Drake Magazine	44	45	44	41	57	57	36	49	47	39	16	38	34	51
Student Government	18	36	35	34	44	35	38	39	40	34	29	36	33	37
KDRK Radio	53	33	36	22	40	35	31	30	35	34	31	20	27	36
Drake TV	42	29	27	21	38	42	26	31	31	30	22	16	24	31

**Drake Business Offices**

Students were relatively likely to be satisfied with the Cashier's, with lowest satisfaction being expressed in relation to the Telecommunications Office [it may be that students are not sure what is encompassed by Telecommunications]. Satisfaction with the Cashier and D-Shoppe again dropped in the senior year.

**Table 18: Satisfaction with Business - Percentages 2000**

Satisfied with	%	% of	College/School					Year in School					Gender	
	Not		A & S	BPA	Educ	JMC	PHS	FY	So	Jun	Sr	Gr	Male	Fem.
<b>Business Offices</b>	<b>Appl</b>	<b>Resp</b>												
Cashier's Office	11	70	74	65	73	64	70	75	71	70	62	67	62	73
D-Shoppe	11	64	63	60	78	62	68	70	67	62	55	67	56	68
Telecommunications Office	55	45	51	38	42	46	43	40	46	47	52	44	44	66

**APPENDIX**

One set of questions asked students about how difficult it had been to adjust to various aspects of university life. In the past these have been important issues for students. This year, relatively few students reported difficulty in any of these areas. Thus, they are merely reported in the appendix.

**Table 19. Difficulty Adjusting to Dimensions of University Life - Percentages-2000**

Very Difficult or Difficult	All	College/School					Year In School					Gend.	
	Resp.	AS	BPA	Ed	JMC	PHS	FY	So	Jun	Sr	Gr	M	F
Managing Time	36	33	46	40	40	38	43	39	36	32	21	37	37
Adjusting to College Academics	27	27	25	38	26	28	32	32	22	23	17	29	25
Balancing Multiple Roles	25	25	20	27	31	25	29	29	19	23	13	27	23
Being away from home, family and friends	25	21	22	19	28	34	25	28	21	26	31	16	30
Money Concerns	22	23	20	26	27	18	26	18	23	22	11	23	21
Living in a residence hall	18	17	19	12	19	20	19	18	14	20	26	17	19
Making new friends	14	15	15	5	12	15	12	13	13	18	10	16	13