

THE 2002 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 three hundred and ninety one students responded to the 2002 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 2001-2002.

Table 1. Respondent Characteristics by College/School- Percentages 2002

	All Univ.	All Resp.	COLLEGE/SCHOOL				
			A&S	BPA	Educ	JMC	PHS
Number of Cases		1393	302	558	57	122	339
Survey Respondents	--	--	22%	40%	4%	9%	24%
Full-time Undergraduates	--	--	36%	24%	6%	13%	21%
Year in School							
First Year	30%	23%		23	24%	30%	27%
Sophomore	20%	22%		21	22%	23%	27%
Junior (DP1)	21%	26%		35	29%	20%	22%
Senior (P4)	27%	21%		21	25%	26%	17%
Grad (P5, P6) other	2%	2%		0	0%		7%
Unclassified		6%					
Gender							
Men	40%	39%	33%	56%	21%	25%	23%
Women	60%	60%	67%	44%	79%	75%	77%
Not identified		1%					
Enrollment Status							
Full-time		96%	96%	96%	96%	100%	99%
Part-time		3%	4%	4%	4%		1%
Not identified		1%					
Living Arrangements							
Ever lived in residence hall		85%	86%	86%	75%	93%	80%
Current Residence							
Residence Hall		56%	56%	51%	46%	58%	63%
With Family/independently		34%	35%	34%	44%	23%	34%
Greek Houses		9%	15%	15%	10%	19%	4%

In summary, the data in Table 1 show that:

- Students from the College of Business and Public Administration and Pharmacy and Health Sciences are over-represented among the survey respondents, while students from the other colleges are under-represented.
- Sophomores and juniors are over-represented. First-year and senior students are under-represented among survey respondents
- The gender distribution of respondents reflects the university gender distribution
- Most respondents are full time students, who have at one time lived in a residence hall

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 Education are least likely to be satisfied in relation to all overall items.
- Variation in satisfaction among students at different stages of their academic career is unsystematic.
- There is very little difference in satisfaction levels of men and women..

Table 2. Overall Satisfaction with the Drake University Experience - Percentages 2002

Very Satis. or Satis.	All	College/School					Year In School					Gend.	
		AS	BPA	Ed	JMC	PHS	FY	So	Jun	Sr	Gr*	M	F
Quality of Classes	78	80	77	72	81	77	75	78	81	77	69	76	79
Experience with Faculty	77	82	75	65	82	76	72	75	81	79	85	76	78
Overall Drake Experience	74	75	75	72	79	71	76	71	77	74	69	73	76
Overall Advising	67	76	70	54	64	58	66	65	71	68	62	68	67
Drake Services	50	51	50	35	62	48	57	45	51	50	46	48	51

As indicated in Table 3, the greatest dissatisfaction is expressed in relation to advising, with the greatest dissatisfaction expressed by students in education, followed by Pharmacy.

- Education students were most likely to be dissatisfied in every area.
- Variation from first through senior year students was insignificant.
- Men were more likely to be dissatisfied with Drake Services.

Table 3. Overall Dissatisfaction with the Drake University Experience - Percentages 2002

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	15	12	14	21	16	18	16	16	11	16	15	14	16
Drake Services	12	13	13	18	9	8	12	14	10	13	0	15	10
Overall Drake Experience	8	5	8	14	9	10	8	8	8	7	12	10	7
Quality of Classes	7	5	8	9	7	6	7	7	7	5	4	9	5
Experience with Faculty	6	5	7	12	10	5	5	7	6	7	4	8	6

ACADEMICS AT DRAKE UNIVERSITY

As noted in Table 2, among the general questions about the Drake experience were three that addressed satisfaction with academic dimensions of campus life. Further probing revealed a similar level of satisfaction overall with Quality of Classes. Satisfaction with Curriculum and Classes dropped somewhat, and only 44% of the respondents indicated satisfaction with “The Drake Curriculum General Education Program” (Table 4). Students were very likely to agree that Drake fosters respect for intellectual honesty and is preparing them for life-long learning.

- Students in the School of education were least likely to be satisfied with any of these dimensions of the academic experience.
- Interestingly, Juniors were most likely to be satisfied with the Quality of Classes but least likely to be satisfied with Curriculum and Classes.
- Satisfaction with the Drake Curriculum diminished steadily with year in school. This may reflect recent changes in the Drake Curriculum or the fact that the newer students are further removed from the controversies that surrounded its implementation.

Table 4. Satisfaction with Dimensions of the Drake Academic Experience- Percentages 2002

Very Satisfied or Satisfied	All	College/School					Year In School					Gend.	
	Resp.	AS	BPA	Ed	JMC	PHS	FY	So	Jun	Sr	Gr	M	F
Quality of Classes	78	80	77	72	81	77	75	78	81	77	69	76	79
Curriculum and classes	65	65	65	56	69	66	68	66	61	67	65	62	67
Drake Curriculum (Gen. Ed)	44	47	44	39	44	42	51	46	41	36	65	43	45
Agree that following													
Drake fosters respect for intellectual honesty	84	83	81	82	88	88	86	83	86	81	84	79	87
Drake preparing me for life-long learning	79	77	78	72	83	83	84	76	80	76	76	75	82

Satisfaction with Classes and Curriculum

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 5 shows responses to the questions.

First, it should be noted that in relation to all questions, students in all colleges respond most positively to their own major. It certainly is to be expected, and hoped, that the area in which students have chosen to focus is the one they find most interesting and satisfying.

Variation did occur across colleges. In relation only to the responses about their majors.

On the positive side:

- JMC students were most likely to be positive about their major in relation to education they are receiving, quality of education they are receiving, the size of the classes and opportunity for exchange of ideas, and interest level.
- Pharmacy students are most likely to be positive in their responses about courses being challenging and Education students are least likely to see a need for more interaction.

On the more negative side:

- Pharmacy students were least likely to indicate satisfaction with the education they are receiving, least likely to agree that class size is about right or that their classes provide opportunity for open exchange of ideas.
- Education students were least likely to be positive about level of challenge

- Business students were least likely to be satisfied with the quality of their major, most likely to agree that there is need for more interaction in classes, and least likely to agree that classes are interesting.

In relation to year in school patters were complicated.

- Seniors were least likely to be satisfied with the education they are receiving. But satisfaction increased steadily from first through junior year.
- Seniors also were least satisfied with the quality of their major and least likely to characterize their classes as challenging.
- Seniors were most likely to agree that classes are the right size, provide opportunity for open exchange of ideas, and are interesting. and to not express need for more interaction.

In relation to every item, women were more positive about their majors than were men. They tended to be more positive about minors and other classes as well

Table 5. Characteristics of Classes - Percentages 2002

Strongly agree or agree with Statements About Majors/Minors	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													
in my major	83	86	82	82	89	81	81	85	88	78	73	78	86
in 2nd major or minor	78	76	78	68	79	80	78	79	78	75	75	79	77
in other courses	72	73	71	63	77	72	75	75	71	68	60	69	74
I am satisfied with the quality													
in my major	83	83	80	83	88	87	85	83	84	79	81	80	85
in 2nd major or minor	74	73	74	64	73	78	79	75	73	71	50	74	75
in other courses	67	69	63	74	66	73	67	66	68	63	75	61	70
My classes have been challenging													
in my major	88	89	88	69	81	93	90	89	89	84	81	86	89
in 2nd major or minor	78	78	80	59	76	77	80	83	7	74	63	78	78
in other courses	71	72	70	71	75	66	83	76	66	63	60	69	72
Typical class is the right size													
in my major	84	89	87	82	97	70	81	81	87	86	85	83	85
in 2nd major or minor	82	82	81	77	81	84	83	80	81	82	75	79	84
in other courses	72	73	70	63	70	80	78	72	76	63	60	68	75
Should be more interaction													
in my major	39	37	43	26	29	38	43	40	40	34	16	43	36
in 2nd major or minor	40	39	45	36	31	36	36	46	39	40	13	45	37
in other courses	41	47	42	25	35	35	43	39	44	41	0	41	41
My classes provide opportunity for open exchange of ideas													
in my major	74	80	72	89	91	64	68	69	78	79	81	71	76
in 2nd major or minor	72	71	74	55	77	69	64	76	71	76	75	70	74
in other courses	68	69	69	46	69	67	69	73	67	63	40	67	68
Typically classes are interesting													
in my major	74	84	67	80	86	71	67	72	75	80	89	68	78
in 2nd major or minor	72	76	68	64	73	74	71	73	69	71	75	69	73
in other courses	59	62	54	54	62	63	63	59	60	53	60	55	61

Perceptions of Faculty

Students also were asked to agree or disagree with several statements about faculty in their major program, second major or minor or concentration, and other courses. 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 6.

Again, the discussion focuses on responses in relation to their major. All but one question received positive responses from 75% or more of the respondents. The only statement receiving less than 75% overall agreement was satisfaction with academic advisor.

Table 6. Characteristics of Faculty - Percentages 2002

Strongly agree or agree with Faculty Characteristics	All	College/School					Year In School					Gend.	
	Resp.	AS	BPA	Ed	JMC	PHS	FY	So	Jun	Sr	Gr	M	F
Professors are knowledgeable													
in my major	92	95	89	93	96	92	90	92	92	92	96	90	93
in 2nd major or minor	87	90	87	86	85	85	87	89	86	86	88	87	88
in other courses	81	86	76	79	83	81	84	79	80	81	80	75	84
Faculty are approachable													
in my major	88	92	87	87	93	87	85	88	92	87	96	87	89
in 2nd major or minor	80	81	80	68	77	80	80	77	81	81	63	79	80
in other courses	72	71	73	54	73	76	75	76	70	67	80	70	74
Satisfied with opp. for personal interaction with faculty													
in my major	82	87	79	82	92	77	75	79	85	84	100	80	83
in 2nd major or minor	77	78	77	68	79	74	72	78	77	78	50	76	78
in other courses	66	68	66	58	64	65	65	69	63	65	80	66	66
Professors are enthusiastic													
in my major	81	85	77	87	91	78	77	81	82	81	85	78	82
in 2nd major or minor	79	82	77	64	80	78	71	80	80	80	63	76	81
in other courses	72	75	66	65	74	79	75	75	69	70	40	67	75
Professors at Drake are caring													
in my major	78	82	73	87	90	75	74	76	80	80	85	76	79
in 2nd major or minor	76	81	72	68	83	74	72	78	78	77	50	72	79
in other courses	70	70	69	58	73	76	69	73	73	69	20	66	73
Faculty are sensitive to student needs													
in my major	74	79	71	80	83	70	69	70	76	78	89	71	76
in 2nd major or minor	74	75	76	59	74	74	72	73	76	75	63	75	74
in other courses	66	68	64	71	61	67	68	69	63	64	60	64	66
I am satisfied with my academic advisor													
in my major	71	81	74	63	72	60	70	66	75	73	56	74	70
in 2nd major or minor	66	69	69	65	60	53	58	66	70	65	50	66	65
in other courses	65	71	69	41	59	54	66	63	68	60	60	69	63

- In relation to every question except one, Journalism students were most likely to respond positively about their faculty. Arts and Sciences students were a close second in response to

knowledge and approachability of faculty. Arts and Sciences students are most likely to respond positively about advising.

- Pharmacy and Business students were least likely to be satisfied with personal interaction or to feel that professors are enthusiastic, caring or sensitive to student needs.
- The students least likely to be satisfied with their advisor were Pharmacy and Education students.

Focus on Advising

Several questions focusing on the importance of various dimensions of advising and satisfaction with advising were included in the 2002 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 7 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 items in the table are organized according to the percentage who classify the characteristic as important. 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 important by 92% of the students. Only 73% were satisfied with their advisor in terms of providing accurate information and only 73% with their advisor's approachability.

The highest satisfaction was with timeliness and the lowest satisfaction was with assistance in exploring graduate school and career options. These are the same as two years ago.

- Arts and Sciences students are most satisfied in relation to every item except satisfaction with assistance in career exploration where Journalism students were most satisfied.
- The lowest levels of satisfaction overall was Education, but on specific items, Pharmacy and Business students often were less satisfied:
 - Education students were least satisfied with provision of accurate information, timeliness, sufficiency of time for discussion, and assistance in exploration of graduate school options
 - Education and Pharmacy were tied for least satisfied on approachability and familiarity with academic background
 - Pharmacy students were least satisfied with assistance in course selection and registration and encouragement to be active in planning
 - Business students were least satisfied with provision of a caring open atmosphere, help with exploration of career options and referrals to other sources

No clear patterns emerge in satisfaction with advisor across majors, though sophomores seem to be least likely to be satisfied. Satisfaction expressed by men and women varies according to item.

Table 7. Satisfaction with Advising - Percentages 2002

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	70	54	64	58	66	65	71	68	62	68	67
Provides accurate information	92	65	74	67	51	67	56	66	60	68	65	50	66	65
Approachable	92	73	79	72	68	77	68	75	68	72	74	85	72	73
Assists in course selection & registration	84	65	75	67	62	69	52	66	63	66	66	50	68	64
On time for appointments	80	79	83	78	65	75	80	81	75	78	81	85	69	71
Caring, open atmosphere	79	70	79	66	73	73	68	70	65	73	72	80	69	71
Sufficient time for discussion	79	68	74	65	59	71	66	69	62	67	72	75	67	68
Helps me explore careers	77	53	56	50	53	60	52	53	51	55	54	45	55	52
Familiar with academic background	73	56	68	56	46	61	46	49	51	58	66	55	59	55
Encourages me to be active in planning	70	68	82	65	67	75	60	65	64	73	73	63	67	70
Refers to other sources	67	60	68	54	58	61	62	59	55	64	61	70	59	61
Assists in exploring graduate school options	48	42	50	38	34	44	39	38	37	45	45	47	43	40

Drake Curriculum Outcome Goal Achievement

The new Drake Curriculum specifies eight areas of inquiry in relation to which students are expected to explore and grow by the time that they graduate from Drake University. The Drake Student Survey posed questions about these and other skills areas. 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 8 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 9 provides a breakdown of the perceptions of improvement by college, year and gender.

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

Table 8. Skill and Knowledge Areas - Level When Entered and Improvement While at Drake - Percentages 2002

Acad. Skills & Knowledge	Skill level when entered			% stronger since at Drake
	Good	Moderate	Poor	
Ability to Work Independently	76	22	2	59
Ability to Work Cooperatively	65	32	3	56
Define own value system	63	34	3	49
General Knowledge	54	45	1	80
Leadership Abilities	52	41	7	53
Reading Speed & Comprehen.	52	41	7	52
Ability to Think Critically	51	47	3	72
Analytical/Prob Solving	51	45	4	65
Mathematical Skills	49	41	11	42
Writing Skills	45	47	8	60
Computer Skills and Understanding	40	50	10	67
Information resource skills	39	55	7	62
Scientific Understanding	39	52	9	52
Skill using ethical inquiry and reasoning	38	56	6	53
Technology Skills	37	55	8	65
Knowledge of different races	35	46	19	54
Public Speaking Ability	34	48	18	47
Historical Awareness	29	55	16	47
Knowledge of other cultures	29	56	15	57
Knowledge of the Arts	26	51	23	44
Knowledge of Major Field	22	55	23	86
Prep. for Grad/Prof Schools	12	53	35	52

Table 9 organizes these responses according to the percent reporting growth since coming to Drake. Eighty percent or more of the respondents report that they have gained in knowledge in their major field and in general knowledge. Arts and Sciences students are most likely to report gain in their major field and most in general knowledge. As would be expected, the percentage reporting gains in their major field increases from first to senior year. As has been observed in other years the most significant jump is from first to sophomore year. Reported increase in general knowledge

Table 9. Perception of Increased Strength in Drake Curriculum Related Knowledge and Skills- Percentages 2002

Acad. Skills & Knowledge Stronger	All Resp	College/School					Year in School					Gender	
		A & S	BPA	Educ	JMC	PHS	FY	So	Jun	Sr	Gr	Male	Fem
General Areas													
Knowledge of Major Field	86	91	82	87	88	88	76	85	91	92	88	83	89
General Knowledge	80	85	76	81	79	81	79	79	81	81	76	76	82

Table 9 continued. Perception of Increased Strength in Drake Curriculum Related Knowledge and Skills- Percentages 2002

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
Drake Curriculum Outcomes													
Ability to Think Critically	72	78	68	77	79	70	64	70	75	78	76	68	75
Computer Skills and Understanding	67	63	71	60	75	65	63	68	68	69	84	64	70
Analytical/Prob Solving	65	64	66	62	67	66	58	61	67	75	76	64	66
Technology skills	65	61	70	49	69	62	56	65	70	66	84	64	66
Information resource skills	62	64	61	57	65	61	56	57	66	66	76	58	65
Writing Skills	60	65	60	72	77	49	57	60	62	63	52	59	61
Knowledge of other cultures	57	59	57	64	61	55	53	55	56	63	68	52	61
Knowledge of different races	54	59	54	53	52	52	51	52	54	58	64	53	55
Ethical inquiry skills	53	59	50	57	60	51	43	52	55	59	72	51	55
Reading Speed & Comprehension	52	55	49	60	62	49	52	52	56	57	52	51	53
Scientific Understanding	52	57	39	45	36	78	49	53	53	51	83	48	55
Define own value system	49	52	46	51	53	46	44	49	51	48	60	46	50
Historical Awareness	47	61	44	51	54	36	41	51	51	45	28	48	46
Public Speaking Ability	47	45	49	60	44	43	25	48	56	55	68	48	47
Knowledge of the Arts	44	63	37	45	50	37	32	49	46	46	44	41	46
Mathematical Skills	42	29	54	36	14	44	37	43	44	40	60	48	38

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

Technology Skills	BPA - 70%	SOE - 49%
Writing Skills	JMC - 70%	PHS - 49%
Scientific Understanding	PHS - 78%	JMC - 36%
Historical Awareness	A&S - 61%	PHS - 36%
Knowledge of the Arts	A&S - 63%	BPA & PHS - 37%
Mathematical Skills	BPA - 54%	JMC - 14%

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 and computer 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.

Other Learning Goals

There are, of course, many important learning goals that are not encompassed by the Drake Curriculum Outcomes. Tables 10 displays responses to several skill areas that are classified here as personal development goals. Differences across colleges were not major except that Pharmacy students were less likely than others to feel that they were stronger in leadership skills and more likely to feel prepared for graduate or professional school. No consistent patters emerged across year in school or gender. The exception was that sense of improved preparation for graduate school increased with year in school.

Table 10. Perception that Personal Development Skills & Knowledge are Stronger Than When They Entered Drake - Percentages 2002

Personal Development Stronger	All	College/School					Year in School					Gender	
	Resp	A&S	BPA	Educ	JMC	PHS	FY	So	Jun	Sr	Gr	Male	Fem
Ability to Work Independently	59	62	57	60	62	58	56	59	63	56	80	57	61
Ability to Work Cooperatively	56	54	58	53	54	55	44	50	64	62	76	55	56
Leadership Abilities	53	53	56	55	56	47	35	51	61	64	76	55	52
Prep. for Grad/ Professional Schools	52	55	47	36	37	64	33	52	59	60	75	50	52

DIVERSITY AT DRAKE

Perceptions of Drake Diversity

Students were asked to indicate strong agreement through strong disagreement with statements that there is sufficient gender diversity among students and faculty and sufficient racial and ethnic diversity among the same groups. Seventy percent of the students agree that there is sufficient gender diversity among the faculty. Across the colleges/schools, the percentage agreeing varied only from 66% in Education to 74% in Pharmacy. There was a slight drop in agreement among seniors.

Level of agreement that sufficient diversity exists dropped on all other items. Only 51% of the students agreed that the gender diversity among students was sufficient. Journalism students were least likely to agree with this item. A dramatic difference between responses of men and women appeared, with 73% of the men, but only 36% of the women agreeing that there was sufficient gender diversity. Agreement increased with year in school.

Only 54% of the students agreed that racial and ethnic diversity was sufficient among students. The lowest levels of agreement was among Education and Journalism students, while Pharmacy and Business students were most likely to agree that diversity was sufficient. Agreement decreased with year in school. The patter was similar in relation to racial and ethnic diversity among faculty. Men were much more satisfied than women, first-year more likely to be satisfied than seniors, and Business and Pharmacy students were much more likely to agree than students from the other colleges. Education students were least likely to agree.

Table 11. Diversity Characteristics at Drake - Percentages 2002

Agree that following reflect Drake experience:	All Resp	College/School					Year in School					Gender	
		AS	BPA	Ed	JMC	PHS	FY	So	Jun	Sr	Gr	Male	Fem
Sufficient gender diversity among faculty	70	72	68	66	71	74	72	72	73	68	81	74	68
Suff. racial/ethnic diversity among students	54	47	59	33	38	62	63	53	50	50	72	58	52
Sufficient gender diversity among students	51	54	57	44	28	47	46	49	52	54	69	73	36
Suff. racial/ethnic diversity among faculty	45	32	56	18	23	53	49	45	47	38	79	51	42

Perceptions of Drake Diversity Actions

Table 12. Percentage indicating that Drake should "Do More" in relation to specific Diversity Actions - Percentages 2002

Do More	All Resp	College/School					Year In School					Gend.	
		AS	BPA	Ed	JM C	PHS	FY	So	Jun	Sr	Gr	M	F
Bring distinguished educators from under-represented groups to campus to serve as visiting scholars.	36	46	30	51	48	30	29	40	36	41	24	29	40
Offer classes that focus on diversity.	32	37	30	35	38	28	25	36	34	35	27	24	37
Integrate discussions of diversity in classes.	32	39	30	31	44	25	29	35	30	37	27	25	37
Encourage student organizations to work on problems of discrimination	32	41	28	51	48	24	24	26	32	37	27	24	37
Advisors encourage students to take courses that enhance their knowledge of under-represented groups.	30	38	25	48	46	23	25	31	29	36	27	21	35
Include issues of diversity in student orientation programs.	29	35	26	43	38	22	26	29	27	35	31	21	34
Provide awareness/sensitivity programs to help faculty become more aware of needs of under-represented groups.	27	30	25	52	33	21	23	31	26	28	19	21	31
Encourage faculty to incorporate research and perspectives on under-represented groups into curriculum.	27	33	24	39	38	21	21	27	28	32	23	21	31
Hire women for top admin posts.	27	39	20	46	42	19	21	29	25	34	13	16	34
Hire racial/ethnic minorities for top administrative posts.	26	34	21	44	45	16	21	25	24	34	8	20	29
Provide programs that recognize distinctive cultural heritages	24	34	20	35	39	15	19	25	25	29	19	21	26
Provide funding for organizations for under-represented groups	24	30	22	38	34	18	21	27	25	25	24	19	28
Provide special services to under-represented students by hiring members of the groups to provide counseling or advising.	22	25	18	39	40	16	19	25	21	22	24	16	26
Provide programs that recognize distinctive life styles (e.g., Gay Pride Week)	15	22	11	29	28	8	12	16	16	18	12	11	18

The 2002 Drake Student Survey asked students to indicate their perception of the appropriateness of Drake's current engagement in a number of activities that affect the climate for under-represented groups (e.g. gays, lesbians, bisexuals, ethnic minorities, adult students, or the disabled). They could indicate that Drake "Should Do More" is "Doing the Right Amount" or is "Doing too Much." Table 12 provides percentages of students indicating that Drake should "Do More" in relation to specific activities.

The highest level of support was 36% who supported doing more in relation to bringing distinguished educators from under-represented groups to campus as visiting scholars. The lowest level of support accrued to providing more programs that recognize distinctive life styles (e.g., Gay Pride Week). For every item (except one where they tied with Business) Pharmacy students were least likely to support doing more. In all cases, the highest level of support was in Journalism or Education.

In most cases, support for doing more tended to increase from first to sophomore year, tended to drop off in the junior year and increase slightly in the senior year. Rather than indicating any systematic difference by year, these appear to be cohort differences. Women were uniformly more supportive than were men of "doing more."

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.

Satisfaction with the General Non-Curricular Environment

Table 13 displays responses to questions about satisfaction with various aspects of non-academic dimensions of Drake student life. Gender patterns were irregular to non-existent on these items.

Table 13. Satisfaction with Dimensions of the Drake University Experience - Percentages 2002

Very Satisfied or Satisfied	All Resp.	College/School					Year In School					Gend.	
		A&S	BPA	Ed	JMC	PHS	FY	So	Jun	Sr	Gr	M	F
Opportunity for personal freedom and independence	77	79	76	68	85	75	82	76	74	78	77	75	78
Opportunity to make friends	77	80	74	75	81	76	80	76	73	77	81	75	78
Friendliness on campus	71	73	70	67	75	71	77	68	70	70	77	71	71
General attitudes at Drake	64	61	65	60	66	65	71	60	66	59	54	63	65
Campus activities	44	45	42	39	50	44	53	42	38	44	54	43	44
Value for the cost of education	44	45	45	29	52	43	46	42	43	48	42	43	45
Greek life	40	34	46	40	47	32	47	44	39	29	25	44	37
Social options on campus	40	42	38	40	43	41	54	38	35	33	54	39	41
School spirit	27	25	27	23	20	33	36	29	23	19	39	26	28
Agree that following reflect Drake experience:													
Suff. opportunity for involvement in campus	71	73	68	68	85	72	75	69	70	72	73	73	71
Drake is characterized by a sense of community	42	40	42	32	39	47	56	42	35	39	46	39	44

Opportunity for personal freedom and independence, opportunity to make friends, and friendliness on campus all garnered satisfied responses from more than 70 of the respondents. A&S and JMC students were most positive on these items while Education students were least likely to be

satisfied. On the first two items, satisfaction dropped from first through third years, then improved in the senior year. The response on friendliness dropped in sophomore year, then increased only slightly in junior and senior years.

Fewer respondents were satisfied with general attitudes, campus activities and the value for the cost of education. The lowest percentage of satisfied respondents on value and campus activities was in education. Seniors were more positive than juniors in response to questions about campus activities and value for the cost of education.

In relation to Greek life, social options, and school spirit there was little variation across colleges. Percentage satisfied dropped steadily from first through senior years.

Satisfaction with Academic Services

Table 14 groups all services that students might experience primarily as academic. The highest level of expressed satisfaction was with the Office of Admission, followed by the Dean's Offices. Satisfaction with all other services was between 41% and 62%. Variation did occur across colleges and schools on these items, with education students least likely to be satisfied with nine of the services. Journalism students were most likely to be satisfied on seven of the items, with Arts and Sciences having the highest percentage of satisfied students on the other four.

Table 14. Satisfaction with Admissions and Advising Related Services- Percentages 2002¹

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.
Admissions Office	7	72	74	73	52	77	70	74	74	69	70	73	72	72
Dean's Office (Your College)	15	71	68	71	64	84	69	68	71	73	71	83	70	71
Library On-line Services	13	66	71	62	47	77	66	69	66	64	66	53	61	69
Library Staff Services	8	64	70	62	47	71	62	63	63	63	67	73	59	67
Registration Process	2	62	70	61	53	71	55	63	60	62	62	67	60	64
Registrar's Office	13	61	64	60	50	66	61	60	62	60	64	71	58	63
Study Abroad Program	51	60	72	57	65	76	42	61	54	59	65	60	50	67
Financial Aid Staff Service	11	60	63	60	61	66	55	60	56	59	68	67	60	60
Availability of Financial Aid	3	56	64	59	49	58	50	56	53	56	66	50	58	56
Off. of Acad. Assistance	38	55	61	53	43	65	51	58	59	54	49	63	53	56
Career Center	23	41	61	58	48	52	50	60	56	54	52	43	55	57

Students also were asked about other direct academic support services which might be classified as technical support services (Table 15). Satisfaction with access to computers was highest, followed by satisfaction with the computer labs. Satisfaction with computer related services was lower.

¹ 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.

Table 15. Satisfaction with Technical Assistance Services - Percentages 2002

Satisfaction with Academic Support Services	*Not	% of	College/School					Year in School					Gender	
	Appl	Resp	AS	BPA	Ed	JMC	PHS	FY	So	Jun	Sr	Gr	Male	Fem.
Access to Computers	3	70	75	66	51	76	73	77	72	68	63	80	72	68
Computer labs	10	60	61	56	53	61	65	66	58	60	56	68	58	61
Drake Email Services	6	60	61	60	52	61	60	67	60	57	56	57	58	61
Computer Help Desk	24	51	51	54	45	55	46	59	50	50	47	44	49	52
Support to Learning Technology	38	47	52	44	29	30	49	51	44	47	45	36	44	49

Residential and Support Services

The Residential Life Office had the highest level of satisfaction of the residential services with 53% of the students indicating that they were satisfied. Satisfaction was higher on the food service areas among women. Satisfaction with Olmsted food service decreased with year in school while satisfaction with Hubbell food service stayed more flat.

Satisfaction with the support and special needs areas varied from a high of 61% satisfied with the Peer Mentor program to a low of 49% satisfaction with the Disability Resource Center (old name). Satisfaction among women was equal or greater to that expressed by men for all services. School of Education students were least likely to be satisfied with Peer Mentor program, Campus Security and Dean of Students Office, while Pharmacy and Health Sciences Students were least often satisfied with Counseling Center, International Center, Health Services, and Disability Resources. The two were tied on the Student Life Center satisfaction.

Satisfaction with several services dropped from first two second year, but in several cases increased again by the senior year.

Table 16. Satisfaction with Food and Residential Services - Percentages 2002

Social and Residential Services and Offices	% not	% of	College/School					Year in School					Gender	
	appl	Resp	AS	BPA	Ed	JMC	PHS	FY	So	Jun	Sr	Gr	Male	Fem.
Residential														
Residential Life Office	31	53	60	50	43	56	52	54	56	49	53	46	49	55
Olmsted Food Service	11	50	52	47	40	55	50	63	50	42	41	60	42	54
Residence Halls	15	46	49	45	43	51	43	45	48	41	48	47	47	45
Hubbell Dining Hall	14	38	41	37	37	43	36	38	36	36	41	71	36	40
Support and Special Needs														
Peer Mentor Program	13	61	64	60	50	66	61	60	62	60	64	71	58	63
Campus Security	10	59	59	59	50	62	58	65	61	53	53	76	54	62
Dean of Students Office	35	59	64	61	41	73	49	61	53	62	60	55	59	59
Student Life Center	20	57	63	53	63	67	53	60	56	53	58	43	49	62
Counseling Center	46	55	58	58	63	58	44	62	49	55	50	50	54	55
International Center	51	54	59	58	46	60	40	49	48	53	61	67	48	58
Health Services	16	50	51	50	48	55	47	56	47	45	50	60	48	51
Disability Resource Ctr	55	49	48	49	52	67	41	49	47	51	45	67	49	49

Social and Recreational Services

Once again the Bell Center received the highest satisfaction ratings among the social and recreational activities followed closely by intramural programs. Satisfaction with most 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 2002

Satisfied with Student Activities	% not	% of	College/School					Year in School					Gender	
	appl	Resp	A & S	BPA	Educ	JMC	PHS	FY	So	Jun	Sr	Gr	Male	Fem.
Bell Center	8	78%	81	76	75	84	78	84	82	73	76	60	78	78
Intramural Programs	28	70	64	71	63	73	71	76	71	68	64	85	68	71
Fine Arts Productions	23	66	77	60	74	77	61	65	63	67	70	79	60	70
Intercollegiate Athletics	25	57	56	51	58	58	63	67	58	53	54	53	55	59
Times-Delphic	8	56	56	56	54	55	57	60	61	55	47	55	55	57
Drake Magazine	24	52	58	50	48	70	43	57	53	48	52	50	48	55
Student Government	26	46	51	44	50	51	41	50	47	43	40	62	39	50
Drake TV	26	45	45	43	46	60	40	52	47	37	38	40	40	48
Drake Radio	38	43	42	40	36	62	40	51	42	39	36	20	40	45

Drake Business Offices

Satisfaction with business offices was in all cases in the 62 to 66% range. Women were more likely to be satisfied with the Cashier's Office and D-Shoppe, while men were more satisfied with telephone services. Satisfaction with all of these areas dropped in the sophomore year, and in the case of telephone services, continued to drop.

Table 18: Satisfaction with Business Services - Percentages 2002

Satisfied with Business Offices	% Not	% of	College/School					Year in School					Gender	
	Appl	Resp	A & S	BPA	Educ	JMC	PHS	FY	So	Jun	Sr	Gr	Male	Fem.
Cashier's Office	11	66	65	67	58	69	67	70	64	68	65	70	64	68
D-Shoppe	7	66	69	63	65	74	66	74	64	61	65	71	57	71
Telephone Services	16	62	71	59	57	67	59	68	63	56	59	53	69	64