

THE DRAKE STUDENT SURVEY

Analysis of the Spring 1995 Results

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Table of Contents

	page
Respondent Characteristics.....	1
Achievement Of Drake University’s Educational Goals - A Summary.....	3
Assessment of the Overall Drake Experience	5
Assessment of the Academic Experience at Drake.....	10
Personal Development	16
Social Life and Student Services.....	18
Issues of Diversity	21

List of Tables

	page
<i>Table 1:</i> Respondent Characteristics: Respondents from each College with Specified Characteristics.....	2
<i>Table 2:</i> Overall Satisfaction with the Drake University Experience	5
<i>Table 3:</i> The Three Best Parts of Your Drake Experience	6
<i>Table 4:</i> Three Most Difficult Adjustments Faced In College.....	7
<i>Table 5:</i> Three Most Important Complaints About The Experience At Drake.....	9
<i>Table 6:</i> Three Most Important Characteristics of a Good Class.....	10
<i>Table 7:</i> Evaluation of Specific Academic Experiences and Services as “Very Satisfactory” or “Satisfactory “.....	11
<i>Table 8:</i> Respondents Indicating That Specified Academic Skills and Knowledge Items are “Much Stronger” or “Stronger” Than When They Entered Drake	13
<i>Table 9:</i> Three Most Important Steps To Improve The Drake Academic Experience	14
<i>Table 10:</i> Respondents Indicating that Specified Work and Interpersonal Skill Items are “Much Stronger” or “Stronger” Than When They Entered Drake.....	16

List of Tables (cont)

	page
<i>Table 11:</i> Respondents Indicating That Items Related to Their Sense of Self are “Much Stronger” or “Stronger” Than When They Entered Drake.....	17
<i>Table 12:</i> Evaluation of Social and Student Life Services as “Very Satisfactory” or “Satisfactory “	18
<i>Table 13:</i> Evaluation of Business Offices as “Very Satisfactory” or “Satisfactory “	19
<i>Table 14:</i> Three Most Important Things That Should Be Done To Improve The Drake Student Experience (Other than Academics)	20
<i>Table 15:</i> Students Reporting That They “often” or “Sometimes” Hear Disparaging Remarks about Categories of Individuals.....	22
<i>Table 16:</i> Responses that Measures would Improve Climate for Diversity.....	23
<i>Table 17:</i> Satisfaction with Campus Diversity and Perceptions of Change in Diversity Related Attitudes.....	24

INTRODUCTION

Each year, since 1991, Drake University students have been asked to complete a questionnaire that ascertains their attitudes and perceptions of a variety of issues. The questionnaire normally has been attached to the Drake Registration Information Forms (DRIF) distributed to students for preregistration. Students have been asked to complete the questionnaire and return it to their Dean's office with the DRIF. In the Spring of 1995, this procedure was followed, resulting in a total of 1151 responses.

The 1995 survey focused on several issues (See Appendix for full questionnaire). These can be grouped into four general categories:

- questions that asked students to assess their own strength in several skills and maturity areas in comparison with when they entered Drake University.
- questions that asked for student perceptions of the frequency with which they hear disparaging remarks about members of various under-represented groups, and what effect they perceive would various actions would have on the climate for diversity at Drake.
- questions that asked students to rate their satisfaction with various offices and characteristics of the Drake University.
- questions that asked students to identify the best parts of their Drake experience, the most important characteristics of a good class, the most important steps to improve the Drake academic experience and to improve the Drake student experience other than academics, the most difficult adjustments they faced in college, and the most important complaints about their Drake experience.

This report presents and analyzes responses to each of these question sets, providing some analysis by college or school of enrollment, year in school, gender and membership in a social organization. Generally, data are reported and patterns of responses are noted with minimal effort to interpret the data at this juncture.

RESPONDENT CHARACTERISTICS

Table 1 presents percentages of respondents and of all Drake Undergraduates by college or school, year in school, gender, ethnicity, and Greek social organization membership.

College - The first section of Table 1 allows comparison of the distribution of respondents with the distribution of undergraduates across Drake's colleges and schools. The distribution of respondents reflects the actual distribution of students across the undergraduate colleges fairly well. The second row indicates the breakdown of full-time undergraduates (including P5) by college. Comparing these figures to the respondents row indicates that Arts and Sciences students are under-represented among the respondents, and the other colleges are slightly over-represented. The differences are very small for each of the other colleges. The third row provides the percentage distribution of all undergraduates by college - full-time and part-time. For all of the colleges except one, the percentage of respondents and percentage of all undergraduates are almost identical. Using all undergraduates as a comparison point, Journalism and Mass Communication majors are slightly over represented among the respondents.

Year in School - The respondents were relatively evenly distributed across the year in school. However there are differences in the distribution of year across the colleges. Proportionally more of the Arts and Sciences respondents and less of the Pharmacy respondents are seniors. Similarly a relatively small

proportion of the Arts and Sciences students are first year students and a higher proportion of the Pharmacy and Health Sciences students are sophomores.

Table 1: Respondent Characteristics: Respondents from each College with Specified Characteristics - Percentages

Number of Cases	All Univ.	All Respond.	COLLEGE				
			A & S (406)	B & PA (239)	Educ (72)	J & MC (160)	P & HS (244)*
College							
All Respondents	--	--	35.6	20.8	6.3	13.9	21.2
FT. Undergrads**	--	--	41.6	19.4	6.1	13.2	19.7
All Undergrads	--	--	41.1	19.8	5.7	11.6	21.8
Year in School							
First Year	21.8	26.9	19.0	27.1	27.6	28.4	24.8
Sophomore	19.4	21.9	20.8	17.3	13.8	17.9	33.8
Junior	26.6	21.9	18.7	28.0	25.9	23.1	20.3
Senior	32.2	29.3	41.5	27.6	32.8	30.6	21.2**
Gender							
Men	41.8	28.7	29.2	47.2	31.0	26.1	26.1
Women	58.2	58.5	70.8	52.8	69.0	73.9	73.9
Not identified	--	12.9					
Ethnicity							
Euro-American	87.3	90.1	89.8	90.2	96.6	91.0	88.2
African American	4.3	1.9	2.5	.5	3.4	3.0	1.4
Asian/Asian Am.	2.8	3.9	3.2	3.7	0.0	3.0	6.4
Latino/Native Am.	2.4	1.8	2.5	1.4	0.0	1.5	1.8
International	3.2	2.4	2.1	4.2	0.0	1.5	2.3
Greek Social Mem.							
Yes	28.0	29.5	26.5	31.0	36.2	37.6	25.3

* 30 respondents did not identify their college affiliation.

** P1 students are listed as first-year, P2 as sophomores, P3 as Juniors and P4 and P5 students are combined and listed as seniors.

*** Includes undergraduate and graduate students, full and part-time

Gender - Because the survey relied on securing the social security number of students in order to identify gender, this variable is unknown for almost 13% of the respondents. Women are represented among respondents proportionately to their representation in the student body; men are significantly under-represented. The College of Business and Public Administration has the highest percentage of men. The lowest percentage of sorority and fraternity members are found in the colleges of Pharmacy and Arts and Sciences, and the highest percentages are in the colleges of Journalism and Education.

Race/Ethnicity - Students of Euro-American heritage are slightly over-represented among respondents as are students of Asian American heritage. African American, Latino and Native American, and International students are under-represented among survey respondents.

Greek/Independent - Members of Greek social organizations are slightly over-represented among respondents.

ACHIEVEMENT OF DRAKE UNIVERSITY'S EDUCATIONAL GOALS - A SUMMARY

Drake University's plan for assessment of student learning identifies nine educational outcome goals for students based on the institutional mission. The plan states that Drake students will:

- A. Acquire fundamental knowledge in a discipline (area).
- B. Develop communication skills
- C. Develop Critical thinking and problem solving skills.
- D. Develop the ability to apply the theoretical to the practical.
- E. Develop cultural and historical awareness.
- F. Develop values and ethics.
- G. Develop self-learning abilities and habits.
- H. Develop a sense of personal identity and purpose.
- I. Enhance information technology skills and understanding.

The Drake Student Survey provides data addressing several of these educational goals. Those data are presented in summary form in this section and are presented and discussed in greater detail in later parts of the report as identified by page numbers in parentheses.

First, it should be noted that 72% of all respondents identified academics, and 63% identified personal freedom, independence and responsibility, as one of the three best parts of the Drake experience. These two areas of University life encompass the majority of the specific goals identified. The high percentage of student identification of these as important parts of the Drake experience suggest relatively high overall success in achievement of these institutional goals.

Acquire Fundamental Knowledge In A Discipline (Area)

- 82% of all respondents evaluated the quality of their major as very satisfactory or satisfactory (page 12).
- 94% of all respondents and 98% of the seniors indicated that compared to when they first entered Drake, their knowledge of their particular field or discipline was stronger or much stronger (page 13).

Develop Communication Skills

- 66% of all respondents and 74% of the seniors indicated that, compared to when they first entered Drake, their writing skills were stronger or much stronger (page 13).
- 47% of all respondents and 48% of the seniors indicated that, compared to when they first entered Drake, their public speaking skills were stronger or much stronger (page 13).

Develop Critical Thinking And Problem Solving Skills

- 85% of all respondents and 93% of the seniors indicated that, compared to when they first entered Drake, their critical thinking skills were stronger or much stronger (page 13).
- 81% of all respondents and 91% of the seniors indicated that, compared to when they first entered Drake, their analytical skills were stronger or much stronger (page 13).

- 39% of all respondents and 41% of the seniors indicated that, compared to when they first entered Drake, their math skills were stronger or much stronger (page 13).

Develop Cultural and Historical Awareness

- 61% of all respondents and 64% of the seniors indicated that, compared to when they first entered Drake, their knowledge of people from different races and cultures was stronger or much stronger (page 22).
- 59% of all respondents and 67% of the seniors indicated that, compared to when they first entered Drake, their cultural awareness and appreciation was stronger or much stronger (page 22).
- 58% of all respondents and 60% of the seniors indicated that, compared to when they first entered Drake, their tolerance for differences was stronger or much stronger (page 22).
- 51% of all respondents and 53% of the seniors indicated that, compared to when they first entered Drake, their acceptance of persons from different races/cultures was stronger or much stronger (page 22).

Develop Self-Learning Abilities and Habits

- 68% of all respondents and 71% of the seniors indicated that, compared to when they first entered Drake, their ability to work independently was stronger or much stronger (page 16).

Develop a Sense Of Personal Identity and Purpose

- 63% of all respondents and 73% of the seniors indicated that, compared to when they first entered Drake, their leadership abilities were stronger or much stronger (page 16).
- 80% of all respondents and 84% of the seniors indicated that, compared to when they first entered Drake, their ability to identify their strengths and weaknesses was stronger or much stronger (page 17).
- 70% of all respondents and 77% of the seniors indicated that, compared to when they first entered Drake, their understanding of their individual identity was stronger or much stronger (page 17).

Enhance Information Technology Skills And Understanding

- 69% of all respondents and 78% of the seniors indicated that, compared to when they first entered Drake, their information technology skills were stronger or much stronger (page 13).

ASSESSMENT OF THE OVERALL DRAKE EXPERIENCE

Several questions on the 1995 Drake Student Survey asked for assessment of the total Drake Experience. These asked respondents to identify:

- satisfaction with the overall Drake experience;
- the three best parts of their Drake experience;
- the three most difficult adjustments they faced in college;
- the three most important complaints about the Drake experience.

Responses to these questions provide a useful starting point in examining the student perceptions of the Drake experience.

Satisfaction with the Overall Drake Experience

Students were asked to evaluate their satisfaction with the overall Drake experience on a continuum from very satisfactory to very unsatisfactory. Seventy-six percent of the students indicated that the experience had been very satisfactory or satisfactory, and only 3.4% indicated that they were dissatisfied or very dissatisfied. The remaining respondents were neutral.

Table 2: Overall Satisfaction with the Drake University Experience - Percentages

Very Satis. or Satis.	All Resp.	College					Year In School				Gender		Soc. Aff	
		A&S	BPA	Educ	JMC	PHS	FYS	Soph	Jun	Sen	Men	Wom	Grk	Ind
Overall Drake Exper.	76	77	73	81	74	78	79	79	74	75	77	76	77	76

Examination of the percentage of students who are satisfied with the overall Drake experience by specified student characteristics indicates that there is very little variation across categories.

- There is very little variation by college in percentage responses. The highest percent of satisfied responses were among Education students (81%) and the lowest was Business and Public Administration (73%);
- there is a slight tendency for lower level students to be more satisfied;
- there is no difference between men and women or Greeks and independents.

Three Best Parts of the Drake Experience

Students were asked to identify the three best parts of their academic experience. In all except one college, and at all levels above first year, students chose “academics”. “Residence hall life” was the least frequently selected option for all categories. Responses by college and by year in school are presented in Table 3.

Table 3: The Three Best Parts of Your Drake Experience: Percentages

Best Parts of Drake Exper.	All Resp.	College					Year in School			
		A&S	B&PA	Educ	J&MC	P&HS	FYS	Soph	Jun	Sen
Academics	72	78	61	64	74	74	64	70	75	81
Personal freedom, indep. and responsibility	63	63	65	55	66	59	67	62	64	60
People and friendly atmosphere	41	32	48	41	40	49	47	50	38	32
Professors	30	37	26	22	30	26	18	25	33	41
Social Life	28	23	28	28	27	35	33	32	24	22
Extracurricular activities	25	27	25	30	22	22	23	25	28	24
Greek Life	21	19	24	25	27	16	25	23	20	17
Residence hall life	9	8	12	19	4	10	17	8	5	7
Other*	7	8	5	8	7	7	6	3	8	11

* Most common among "other" responses were "friends", "lasting relationships", "meeting girlfriend, boyfriend, or spouse" mentioned by 18 persons. Respondents clarified in many cases that this was really different than being on a friendly campus; athletics, specific sports, and sports facilities (10), study abroad (6), on-campus work (4) and computers (4).

When these responses are further broken down by college, year in school, gender and membership in Greek social organization, some interesting patterns appear.

College: For all but two of the items (extracurricular activities and Greek Life) responses to this question varied across colleges by 11 or more percentage points.

- Arts and Sciences students were more likely than others to select "academics" and "professors"; they were less likely to select "people and friendly atmosphere" or "social life" as one of the three best parts of their Drake experience;
- Students from Business and Public Administration did not have the highest percentage for any item. They were relatively more likely to select "personal freedom, independence and responsibility" and "people and friendly atmosphere" as one of the three best parts of their Drake experience;
- Education students were less likely than others to select "personal freedom, independence and responsibility" and "professors", and more likely to select "extracurricular activities" and "residence hall" as the best part of their Drake experience;
- Journalism and Mass Communication students were more likely than others to select "personal freedom, independence and responsibility" and "Greek Life" and less likely to select "extracurricular activities" and "residence hall life" than others;
- Pharmacy and Health Sciences students were more likely than others to select "people and friendly atmosphere, and "social life" and less likely to select "Greek life".

Year in School: Some clear relationships appeared between what was considered the best part of the experience and year in school:

- The percentage identifying "academics" and "professors" as among the three best parts of the experience rose steadily with class rank - only 64% of the first-year students but 81% of the seniors identified academics; 18% of the first-year students 41% of the seniors identified professors as one of the best part of the Drake experience.

- The proportion choosing people and atmosphere and social life decreased steadily with increase in class rank.

Gender: Gender differences appeared in relation to two items. Women were more likely to say that personal freedom and independence was important (65% to 55% for men) while men were more likely to say that extracurricular activities were important (31% to 22% for women).

Greek Social Organization Membership: Independents were more likely to indicate that academics (77% to 59% of the independents), personal freedom and responsibility (65% to 58% of the independents), people and friendly atmosphere (45% to 30% of the independents) and professors (36% to 16%) were among the best parts of the Drake experience. Members of Greek social organizations were more likely to select Greek life (70% to 1% of independents) as best.

Three Most Difficult Adjustments You Faced In College

Students were asked to identify the three most difficult adjustments they faced in college. Time management and college academics were without question the first choices. Interestingly these two factors were mentioned less often by seniors than by students in earlier stages of their academic careers.

Table 4: Three Most Difficult Adjustments Faced In College: Percentages

Adjustments	All Resp.	College					Year in School			
		A&S	B&PA	Educ	J&MC	P&HS	FYS	Soph	Jun	Sen
Managing time	65	64	66	59	67	66	62	70	66	60
College academics	62	59	66	73	56	65	66	66	66	50
Away from home, fam., & friends	40	38	38	48	39	45	46	40	34	42
Managing money	39	43	37	34	41	34	34	39	45	41
Making new friends	24	26	24	17	17	27	24	24	26	21
Living in a residence hall	24	23	23	20	26	26	27	26	18	25
Food	22	20	25	11	27	21	24	19	22	23
Being independent	8	9	7	16	7	7	8	7	6	11
Other*	8	11	8	2	11	4	7	6	8	10

* "Other" responses included lack of transportation (inability to get around in Des Moines) (8), adjustments to roommate (7), difficulties in balancing roles (family, school, work etc.) (7); social life problems including that Des Moines has no social life and that the Drake social life is "highschoolish" or too reliant on alcohol (6); maturing, becoming independent, personal development (5); dominance of Greek life, the fact that they were not Greek as difficult adjustments (4); and discrimination of various types (4).

Some informative variations in what students found difficult to adjust to occurred across the colleges and year in school.

College: Time management was the adjustment cited most often by Arts and Sciences, Journalism, and Pharmacy students. Academics was a bigger issue for Education students and Business students chose the two with equal frequency.

- Arts and Sciences students were more likely than others to cite money management as a difficult adjustment and less likely than others to cite problems being away from home, family and friends.
- Business and Public Administration students did not have the highest or the lowest percentage for any response, but were comparatively likely to select time management.

- Education students were much more likely than others to note difficulty adjusting to college academics, to being away from home, family and friends and to being independent. They were least likely to have trouble managing time, making friends or dealing with food.
- Journalism and Mass Communication students were the most likely to cite difficulties with time management, living in residence halls, and university food. They were less likely than others to note trouble with academics and making new friends.
- Pharmacy and Health Sciences students were more likely than others to cite difficulty with making new friends and living in the residence halls. They were least likely to have difficulty managing money.

Year in School: There were no notable patterns related to year in school in responses to this question.

Gender: Differences in response patterns were:

- Women much more frequently mentioned being away from home, family and friends (47% to 28% of men) and making new friends (53% to 24% of men).
- Men more often mentioned managing money (45% to 37% of women) and food (28% to 20% of women) as difficult adjustments.

Greek Social Membership: The differences between Greeks and Independents on this issue were minimal (at the most, 6% difference).

- Greeks were slightly more likely to mention difficulty in adjusting to academics (66% to 60% of the independents) and managing money (44% to 37% of the independents).
- Independents more often mentioned making new friends (28% to 15% of the Greeks) and living in a residence hall (26% to 19% of the Greeks).

Three Most Important Complaints About The Drake Experience

Finally, students were asked what were their three most important complaints about the Drake experience. Not surprisingly, the most frequently mentioned item was expense. This was followed by attitudes at Drake, and too much emphasis on Greek life. No academic issue appeared until the 7th item. It should be noted at the outset that 35 students volunteered the response that a major complaint was negativism toward Greek life.

College: There was relatively little variation across colleges in reference to complaints. That which did appear related to concern about attitudes and professors. Year in college is a more important distinguishing variable.

- Arts and Sciences students were more likely than others to complain about emphasis on Greek life and too much bureaucracy, and relatively unlikely to be concerned about food
- Business and Public Administration students were most likely to complain about professors, and comparatively inclined to complain about lack of activities and opportunities and relatively unlikely to be concerned about expense, emphasis on Greek life, and curriculum and classes.
- Education students more often noted attitudes at Drake and curriculum and classes as complaints and less often than others noted expense, emphasis on Greek life, lack of activities and support, and restrictions and rules.

- Journalism and Mass Communications students were more likely than others to complain about lack of activities and opportunities and about restrictions and rules and least often noted attitudes, residence halls, curriculum and classes and professors as complaints.
- Pharmacy and Health Sciences students were more likely to complain about expense and about residence halls and less likely to complain about attitudes bureaucracy, curriculum and classes.

Table 5: Three Most Important Complaints About The Experience At Drake: Percentages

Complaints	All Resp.	College					Year in School			
		A&S	B&PA	Educ	J&MC	P&HS	FYS	Soph	Jun	Sen
Expense	64	63	61	60	66	69	65	68	61	65
Attitudes at Drake	41	45	42	50	37	36	27	49	42	48
Too much emphas. on Greek life	36	39	33	31	36	37	37	41	31	35
Bureaucracy	28	32	26	28	29	24	16	18	37	39
Lack of activities & opportun.	25	25	27	19	28	24	24	28	28	21
Food	18	13	22	18	17	21	24	21	18	10
Residence halls	15	13	15	15	13	20	20	19	15	10
Curriculum and classes	13	14	13	15	13	13	18	12	11	12
Restrictions and rules	12	11	11	6	17	12	13	15	10	8
Professors	8	7	13	12	1	8	9	7	7	8
Fellow students	7	7	6	7	6	7	6	7	6	7
My roommate	6	5	5	6	6	8	16	2	2	2
Other*	17	18	18	16	24	10	15	10	23	20

* The most commonly mentioned "other" complaint concerned negative attitudes and discrimination toward the Greek system (35). In addition, 5 students specifically noted excessive attention by administrators to Greek/non-Greek relations. Other frequent complaints were lack of adult student services for, lack of communication with, and lack of respect for non-traditional students (18); apathy and lack of school spirit (10); lack of cultural diversity and false claims about diversity (8); Des Moines generally, lack of things to do in the community(7); the financial aid office (7); difficulty with parking (5). Many other items were mentioned - but by fewer than five students.

Year in School: Responses of first year students differed from those of upper level students as follow:

- First-year students were much less likely than any of the other categories to mention attitudes at Drake and bureaucracy (steady increase to senior year).
- First-year students were most likely to cite roommate, residence halls, food and curriculum.
- Juniors and seniors were more likely to complain about bureaucracy.

Overall Assessment of Drake: A Summary

Overall students at Drake identify academics as the best part of the Drake experience and expense as the biggest complaint. Generally academics faired well in the analysis as did the sense of personal freedom and people at Drake. with the social aspects, including Greek life, residence halls etc. falling in the lower half of items mentioned as the "best" parts of the Drake experience. The biggest complaint was about expense, with very few students mentioning academic issues as complaints, and emphasis on Greek life being the only social aspect of Drake life receiving responses from more than one-quarter of the students.

ASSESSMENT OF THE ACADEMIC EXPERIENCE AT DRAKE

Several questions asked students to reflect on aspects of the academic portion of their experience at Drake. Students were asked:

- to identify the three most important characteristics of a good class;
- what steps need to be taken to improve the Drake Academic experience;
- to assess the impact of the Drake experience on specific areas of academic development;
- to indicate their satisfaction with specific academic dimensions of the Drake experience.

Three Most Important Characteristics of a Good Class

Respondents in all colleges and at all class levels identified a caring, enthusiastic professor as the most important characteristic of a good class, with Pharmacy and Health Sciences students most likely and Education students least likely to do so. The second most popular response overall was relevant and interesting class material.

Table 6: Three Most Important Characteristics of a Good Class: Percentages

Characteristics of a Good Class	All Resp.	College					Year in School			
		A&S	B&PA	Educ	J&MC	P&HS	FYS	Soph	Jun	Sen
Caring, enthusiastic professor	86	84	88	80	82	92	85	91	87	84
Mater. relevant & interesting	69	62	76	63	55	82	72	69	70	66
Interaction and discussion	44	49	40	50	60	26	48	44	40	44
Broadens and challenges	43	51	34	37	49	37	35	37	43	56
Small size (approx. 20)	33	36	32	36	35	26	37	32	27	30
Multiple teaching methods	15	12	17	23	15	16	15	11	21	13
Medium size (approx. 50 studs)	8	3	7	3	2	21	7	15	9	3
Other*	3	2	3	4	3	2	1	1	3	3

* Other responses most often dealt with type and fairness of evaluation techniques (mainly tests) with 6 mentions, having fair, helpful professors (4 mentions) and with the times that classes are scheduled (3 mentions).

College: Student responses to this question varied extensively by college, with at least 10% difference among colleges on every item.

- Arts and Sciences students were more likely than others to identify as important small size and that a class broaden and challenge. They were less likely than others to identify use of multiple teaching methods as important.
- Though not having the highest percentage response for any item, comparatively high proportions of the Business and Public Administration students indicate the importance of caring, enthusiastic professors and having class material that is relevant and interesting. They were least likely to find it important that a class broaden and challenge students and comparatively unlikely to select small size as important.
- Education students more often than others chose small size and multiple teaching methods and less often selected caring, enthusiastic professors as important.

- Journalism and Mass Communication students were more likely than others to note the importance of interaction and discussion and comparatively likely to select small size. They were less likely than others to select relevant and interesting class material.
- Pharmacy and Health Sciences students were more likely than others to select caring, enthusiastic professors, relevant and interesting class material and medium size classes as important. They were less likely than students in other classes to feel that interaction and discussion and small size are important characteristics.

Year in School: The percentage identifying broadens and challenges as an important characteristic of a good class increased with class rank (35% of first-year to 56% of the seniors).

Gender and Greek Social Organization Membership: No meaningful relationships appeared between responses to this question and either gender or Greek membership.

Satisfaction with Academic Dimensions of the Drake Experience

Students were asked to indicate their level of satisfaction from “very satisfactory” to “very unsatisfactory” with several items, including the academic items in Table 7. Consistent with the fact that the students selecting academics as the best part of the Drake experience, a relatively high percentage of the students indicated satisfaction with the specific academic experiences which they were asked to evaluate. The quality of the major and the overall experience with faculty were rated most highly.

Table 7: Evaluation of Specific Academic Experiences and Services as “Very Satisfactory” or “Satisfactory” - Percentages

Faculty and Major	All Resp.	College					Year in School			
		A&S	B&PA	Educ	J&MC	P&HS	FYS	Soph	Jun	Sen
Quality of Major	82	78	84	88	85	85	84	87	84	78
Faculty Approachability	82	85	80	76	85	77	82	82	81	81
Overall Exper/ with Faculty	79	81	77	81	81	78	81	80	83	78
Academic Advisor	73	75	70	77	73	72	69	75	79	70
Fac. Sens.. to Student Needs	65	64	61	70	73	64	70	63	64	65
Services										
Accessibility to computers	85	84	85	96	82	86	99	90	81	95
Dean's Office	70	68	77	79	69	65	73	69	68	74
Admissions Office	67	65	63	72	65	71	72	71	68	60
Olmsted Book Store	60	59	54	67	57	67	65	59	60	58
Registrar's office	58	57	57	66	48	65	64	60	57	55
Dial computer center	57	56	59	69	50	62	61	55	59	57
Library staff service	57	58	50	61	60	58	55	52	56	64
Registration Process	57	55	52	61	54	65	58	57	59	57
Career Center	55	55	58	60	52	52	60	57	49	55
Book availability in library	50	47	49	58	48	55	60	47	48	45
Period. availability in lib	49	44	50	66	48	54	62	48	47	45

College: Faculty and Major: Differences across colleges in response to these items tended to be relatively small. However, students in the School of Education were most likely to be satisfied with these academic dimensions, followed by students in Journalism and Mass Communications. The college reporting the lowest levels of satisfaction varied by item, and displayed no pattern.

Services: School of Education students expressed the highest level of satisfaction with every service area except registration process. Pharmacy and Health Sciences students were most satisfied with registration. No consistency appeared in across colleges in terms of lowest level of satisfaction.

Year in School: Faculty and Major: Meaningful patterns were not discernible when looking at responses to these items by year in school. Differences were very small across years and showed no consistent patterns of increase or decrease with year.

Services: There were fairly steady decreases from first to senior year in satisfaction with the Admissions Office, Olmsted book store, Registrar's Office, Career Center and book and periodical availability in the library.

Gender: Faculty and Major: Again, patterns were not discernible. In general, no percentage differences greater than 3 appeared between men and women.

Services: Women were much less satisfied than men with three of the areas of academic services. Those were access to computers (84% compared to 90% of men), admissions office (65% compared to 71% of the men), periodical availability (45% compared to 60% of men) and book availability (46% compared to 59% of men) in the library.

Greek Social Membership: Faculty and Major: Again, patterns were not discernible. In general, no percentage differences greater than 3 appeared between Greek and Independent responses. The one exception was a 7% fewer Greeks expressed satisfaction with faculty sensitivity to student needs.

Services: In three areas Greeks expressed lower satisfaction than did independents. These were access to career center (49% compared to 57% of independents), periodical availability (45% compared to 51% of independents) and book availability (44% compared to 52% of independents) in the library.

Academic and Professional Skills: The Impact of the Drake Experience

Students were asked to evaluate how they had changed since they came to Drake in relation to a number of skills and development items. They indicated whether their ability or knowledge was "much stronger", "stronger", "no change", "weaker", or "much weaker" compared with when they first entered Drake University. Several of the items to which they were asked to respond were academic skills and abilities. Note that responses to these questions presume a starting point that may affect the responses. For instance, it would be assumed that students majoring in natural science might enter with greater strength in math and thus might not have as much room to improve their skills.

Responses to most of these items were very positive. Significantly, more than 90% of the respondents said that their general knowledge and knowledge in their particular field was stronger, or much stronger than when they entered Drake. High percentages also responded positively about development of critical thinking and analytical skills. Math skills and public speaking were identified as areas of improvement by less than 50% of the respondents.

Table 8: Respondents Indicating That Specified Academic Skills and Knowledge Items are “Much Stronger” or “Stronger” Than When They Entered Drake - Percentages

Acad. Skills & Knowledge	All Resp.	College					Year in School			
		A&S	B&PA	Educ	J&MC	P&HS	FYS	Soph	Jun	Sen
General Knowledge	97	99	95	96	96	96	96	97	96	99
Partic. Field of Knowledge	94	95	89	93	96	97	87	97	96	98
Critical Thinking	85	90	80	82	80	86	77	85	86	93
Analytical Skills	81	82	79	83	76	83	64	80	86	91
Infor.. Tech. Skills	70	68	75	63	76	66	63	70	70	78
Grad./Prof. School Prep.	70	76	69	63	62	69	52	72	80	79
Writing Skills	66	70	60	64	79	56	60	64	65	74
Reading Speed/Comprehen.	51	58	45	49	54	46	44	54	53	56
Public Speaking Ability	47	42	51	53	48	48	30	42	50	65
Math Skills	39	37	64	39	11	36	38	37	38	41

The most significant differences in responses to the skills items are by class rank - from first to senior year. This is of course what would be hoped for and expected if the University is accomplishing its mission. Generally in the analysis below, items discussed are those on which there is 10% or more difference between response categories.

Colleges: The variation in responses by college is minimal on most of the skills items. The items on which there is a 10% or more difference in response include:

- **Critical thinking:** 90% of the Arts and Sciences and 80% of the Business and Public Administration students reported improvement in critical thinking skills.
- **Information Technology:** 76% of the Journalism and Mass Communications students and only 63% of the Education students reported improvement in information technology skills.
- **Graduate and Profession School Preparation:** 76% of the Arts and Sciences and only 62% of the Journalism and Mass Communication students reported being stronger or much stronger in this area.
- **Writing:** 79% of the Journalism and Mass Communication students and only 56% of the Pharmacy and Health Sciences students reported gains in writing skills.
- **Math:** 64% of the Business and Public Administration students and only 11% of the Journalism and Mass Communication students reported improvement in math skills.

Year in School:

- On all skills items, except reading speed/comprehension and math, there was a steady increase from first to senior year in the percentage reporting that they were much stronger or stronger than when they first entered Drake.
- In all class categories, including the First-year students (FYS), 96% or more rate their general knowledge as stronger or much stronger than when they entered Drake.
- By the senior year over 90% of the students evaluate themselves as stronger or much stronger in general knowledge, particular field of knowledge, critical thinking and analytical skills.

- By the senior year between 74% and 78% of the seniors indicate that they are stronger or much stronger in relation to informational skills graduate/professional school preparation and writing skills.
- The percentage of student reporting that they have gained in the areas of reading speed and comprehension, public speaking and math are much smaller. There is little gain in the percentage reporting improved math skills as students move from first to senior year.

Gender: There were few differences between the responses of men and women to the skills improvement questions. Men were somewhat more likely to feel that their preparation for graduate/professional school was stronger (75% compared to 68% for women), and that their public speaking ability (51% compared to 45% of women) and math skills (43% of the men and 36% of the women), and information technology skills (75% of the men and 68% of the women) were stronger than when they entered Drake. On no skills item did a higher percentage of the women than men report improvement.

Greek Social Organization Membership: Greeks were more likely to report being stronger in preparation for graduate/professional school (76% compared to 68% of independents) and public speaking ability (53% compared to 44% of independents).

Three Most Important Steps To Improve The Drake Academic Experience

Despite high levels of satisfaction with academics at Drake, students do respond that there are areas that need to be improved. When asked about steps that would improve the academic experience, responses were quite varied. Overall, development of more interesting courses, and better more enthusiastic professors were almost tied for the highest percentage of responses. Across colleges there was a great deal of variation in where the emphasis was placed, very likely reflecting differences in the academic experiences of the respondents.

Table 9: Three Most Important Steps To Improve The Drake Academic Experience: Percentages

Steps to Improve Drake Academic Experience	All Resp.	College					Year in School			
		A&S	B&PA	Educ	J&MC	P&HS	FYS	Soph	Jun	Sen
Develop more interesting courses	57	56	60	45	62	55	59	58	56	55
Better, more enthusiastic profs.	56	51	60	54	47	66	57	59	57	51
Greater variety of teach. meth.	45	42	44	61	51	40	46	46	41	45
Better out of class acad. opp.	41	50	40	33	40	30	35	42	45	44
Reduce size of large (100+) classes	38	29	32	37	45	55	43	41	36	34
Change gen. ed/ core require	31	40	32	21	27	18	27	29	31	32
More stud. support services	16	14	19	18	8	23	23	16	18	11
Other*	10	12	7	15	14	6	8	6	11	15

* "Other" responses that were most frequent were comments about professors (need for more preparation, better professors, specific professors, etc.) (14); comments suggesting need for more classes, new classes or greater variety (9); need for more discussion based (more interaction in) classes (7); better scheduling of classes (reduce conflicts, etc.) (6); more critical thinking, more challenging classes (5); need for connections to real life and community (5); and University policies that result in good faculty leaving (5).

College: Developing more interesting courses and getting better, more enthusiastic professors were the two most commonly selected responses when asked what should be done to improve the Drake academic experience. Arts and Sciences and Journalism students more often selected the first, while Education and Pharmacy students more often selected the second. Equal proportions of Business students selected the two options.

- Arts and Sciences students were much more likely than others to choose developing better out of class academic opportunities and changing general education or core requirements as important. They were less likely than others to note reducing the size of large classes as important.
- Business and Public Administration students selected developing more interesting courses and selecting better and more enthusiastic professors comparatively frequently and showed relatively low interest in developing better out of class academic opportunities and reducing the size of large classes.
- Education students were more likely than others to indicate that use of a greater variety of teaching methods would be an important step to improve the academic experience, and comparatively lacking in interest in changing the general education or core requirements.
- Journalism and Mass Communication students were more likely than others to note the importance of developing more interesting courses and least interested in providing of more student support services and in better, more enthusiastic professors.
- Pharmacy and Health Sciences showed the most distinctive pattern of responses. P&HS students more often than others selected better and more enthusiastic professors, reducing size of large classes, and providing more student support services. They were less likely than any other group to select use of a greater variety of teaching methods, developing better out of class academic opportunities, and changing the general education requirements as important.

Year in School:

- First-year students were more likely to identify need for more support services and to reduce the size of large classes
- Upper level students were slightly more likely to express desire for better out of class academic opportunities and change in the general education requirements.

Gender:

- Women were more likely to cite the need for a greater variety of teaching methods (48% compared to 36% of the men)
- Men were more likely to express a desire for out of class academic opportunities (46% compared to 39% of the women).

Greek Social Organization Membership:

- Greeks were more likely than independents to express as desire for better more enthusiastic professors (63% to 53%).

Assessment of the Academic Experience: A Summary

Drake University students convey a relatively high level of satisfaction with most dimensions of academic life. They were highly satisfied with the quality of their major, faculty approachability and their overall experience with the faculty. Satisfaction with their academic advisor and with faculty sensitivity to student needs was expressed by 65-69% of the students. Among the academic services, accessibility of computers received the most favorable marks. Satisfaction with other services ranged from 49 to 70%.

When asked to assess change in themselves, high percentages indicated that their general knowledge, knowledge in their particular field, critical thinking skills, and analytical skills were stronger or much stronger in comparison with when they entered Drake. Most significantly, over 90% of seniors indicated such progress in each of these areas. A much smaller percentage of students indicated progress in reading speed and comprehension, public speaking ability and math skills. Students identified having caring, enthusiastic professors and material that is relevant and interesting as the most important characteristics of a good class. When asked the steps need to improve the Drake Academic experience the highest percentages identified need for development of more interesting classes and need for better, more enthusiastic professors.

PERSONAL DEVELOPMENT

Another focus of the Drake Student Survey was student perceptions of their personal development and of social dimensions of the Drake Experience. Several questions shed light on these issues. Students were asked to

- to assess the impact of the Drake experience on several areas of interpersonal and work skills;
- to assess the impact of the Drake experience on development of an understanding and acceptance of the self.

Work and Interpersonal Skills

Respondents were asked to indicate how their work, interpersonal and leadership abilities had changed since they entered Drake University. A very high percentage of the students felt that they were much stronger or stronger in each of these areas than when they first entered Drake. The highest percentage noted improvement in their interpersonal skills and the lowest in their ability to work cooperatively.

Table 10: Respondents Indicating that Specified Work and Interpersonal Skill Items are “Much Stronger” or “Stronger” Than When They Entered Drake - Percentages

Interpersonal & Work Skills	All Resp	College					Year in School				Soc. Org.	
		A&S	B&PA	Educ	J&MC	P&HS	FYS	Soph	Jun	Sen	Grk	Ind
Interpersonal Skills	76	76	76	72	76	76	72	74	81	81	73	66
Ability to work Independently	68	67	69	61	64	73	64	70	66	71	68	58
Leadership Abilities	63	59	66	65	66	64	51	63	66	73	71	59
Ability to Work Cooperatively	61	56	61	67	63	66	56	56	64	64	82	73

Colleges: Few differences appeared across the colleges in response to these items. Pharmacy and Health Sciences students were somewhat more likely to indicate gain in ability to work independently, while Education students least often indicated change here. Education and Pharmacy students had the highest percentages indicating gain in ability to work cooperatively, while Arts and Sciences Students were least likely to indicate improvement in that area.

Year in School: As would be hoped a relationship appears between year in school and each item:

- the highest percentage of positive responses to each item came from seniors;
- interpersonal skills and ability to work cooperatively seemed to experience a positive jump from sophomore to junior years.

Gender: No gender based differences greater than 4% appeared on any of these items.

Greek Social Membership: Members of Greek social organizations were more positive than independents on all of these items. The greatest difference was in the percentage indicating improvement in leadership abilities.

Sense of Self

Five items asked that respondents judge change in understanding and acceptance of themselves and their roles during their time at Drake. Overall, a high percentage of those responding indicated that they were stronger or much stronger in their ability to identify their strengths and weaknesses, and their understanding of their individual identity. Less than 40% indicated such improvement in relation to understanding sexuality, acceptance of physical appearance, or role clarification.

Table 11: Respondents Indicating That Items Related to Their Sense of Self are “Much Stronger” or “Stronger” Than When They Entered Drake - Percentages

Dimensions of Self	All Resp.	College					Year in School			
		A&S	B&PA	Educ	J&MC	P&HS	FYS	Soph	Jun	Sen
Identify Strengths & Weakness	80	81	75	75	81	80	80	78	77	84
Understand Individ. Identity	71	76	65	63	70	71	68	72	66	77
Understanding Sexuality	40	44	31	44	37	43	36	43	35	45
Role Clarification	38	42	31	35	42	41	31	40	39	46
Accept. of Physical Appearance	39	43	35	31	34	39	35	39	35	45

College: Differences across colleges were minimal on these items. Education students were least likely to indicate improvement in understanding their own identity and in acceptance of physical appearance. Business and Public Administration less likely to indicate gain in understanding sexuality, and role clarification.

Year in School: Responses to all of these items improved somewhat from first to senior years, though the only item showing a major improvement was role clarification.

Gender: Meaningful gender differences appeared only in relation to role clarification with women more likely to indicate improvement (43% compared to 33% of the men).

Greek Social Membership: Greeks were somewhat more likely than independents to indicate improvement in relation to role clarification (45% compared to 37% of the independents).

Personal Development: A Summary

From 60 to 74% of the respondents indicated that each of four interpersonal and work skills, and ability to identify strengths and weakness and understanding of their individual identity were stronger or much stronger than when they entered Drake. Positive responses to each item were higher among seniors than first-year students. Responses concerning understanding of sexuality, acceptance of physical appearance and role clarification suggest low levels of gain while at Drake.

SOCIAL LIFE AND STUDENT SERVICES

Very important in the overall student experience are social life and the campus offices that affect the day-to-day lives of the Drake students. In relation to these issues, students were asked to

- evaluate several aspects of social life and student life;
- evaluate student services;
- identify the three most important things to improve the Drake Student Experience outside of academics.

Social and Student Life Services

Students were asked to evaluate several aspects of Social Life and Student Services on a scale from Very Satisfactory through Very Unsatisfactory. Those items that relate most directly to the social life and living experiences of students on the Drake campus are presented in Table 12.

Overall, the highest satisfaction was accorded to the Bell and Knapp Center athletics facilities. Over half of those responding expressed satisfaction with “other students”, with Olmsted, campus security and the counseling center. Somewhat lower levels of satisfaction accrued to other areas of campus life and services. Overall, the lowest level of satisfaction was expressed in relation to the “sense of community”.

Table 12: Evaluation of Social and Student Life Services as “Very Satisfactory” or “Satisfactory” - Percentages

Social and Student Life Serv	All Resp.	College					Year in School			
		A&S	B&PA	Educ	J&MC	P&HS	FYS	Soph	Jun	Sen
Bell & Knapp Center	83	84	82	91	76	83	89	84	84	77
Other students	67	66	68	65	67	71	42	74	64	64
Olmsted	60	57	60	67	61	64	61	63	58	60
Campus Security	55	51	55	64	54	60	60	57	52	56
Counseling center	50	51	46	72	33	56	54	51	37	57
Residence Halls	49	49	48	56	45	52	47	50	54	48
Student Life Center	46	39	40	60	45	58	54	48	43	44
Health service	37	31	43	49	28	41	42	38	34	36
Hubbell Dining Hall	35	34	32	53	31	39	41	37	30	32
Times-Delphic	35	32	28	52	32	44	42	40	31	27
Sense of Community	28	25	26	37	17	43	41	29	23	19

Colleges: There were major differences in the responses to these items by college. Overall the School of Education students seemed to be the most satisfied with the social and student life services, with the highest percentage indicating satisfaction 11 of the 13 items. There was variation among colleges in expression of the lowest level of satisfaction. However, Journalism and Mass Communication students were least satisfied with the Bell and Knapp centers, the counseling center, residence halls, the health service, Hubbell dining hall and the “sense of community”.

Year in School: For most of the social and student life items, no clear relationship between response pattern and year in school emerged. On only one item, “other students”, did satisfaction increase with years in school. On several items satisfaction decreased in a fairly steady pattern from the first year

through the senior year. These items include Bell and Knapp centers, Student Life Center, Hubbell Dining Hall, Times Delphic, and the Sense of Community.

Gender: Gender differences appeared on very few of the social and student life items. On most items women were more satisfied, but the percentages of men and women who expressed satisfaction were relatively close. On only one item, satisfaction with the health service, was the percentage of women expressing satisfaction 5 or more points below the percentage for men; 48% of the men and only 32% of the women were satisfied. Men were less likely than women to be satisfied with campus security (51% compared to 59%), the counseling center (45% compared to 52%) and residence halls (46% compared to 51%).

Greek Social Organization Membership: Few differences appeared between Greeks and Independents in response to these items. Members of Greek social organizations were more likely to be satisfied with other students (73% compared to 65% of the independents). Independents were more likely to be satisfied with the health service (40% compared to 26% of the Greeks) and with Hubbell Dining Hall (37% compared to 30% of the Greeks).

Business Offices

Several offices that might be thought of primarily as “business” also are a part of the Drake University environment. Students were asked to indicate their level of satisfaction with the offices as shown in Table 13. The highest level of satisfaction overall occurred to the Cashier’s Office with Financial Aid and the Computer store tied just below 50% satisfaction and the Telecommunications Office somewhat lower.

Table 13: Evaluation of Business Offices as “Very Satisfactory” or “Satisfactory” - Percentages

Business Offices	All Resp.	College					Year in School			
		A&S	B&PA	Educ	J&MC	P&HS	FYS	Soph	Jun	Sen
Cashier's Office	61	60	54	72	63	67	74	66	54	55
Financial Aid	49	45	47	52	48	56	58	55	44	43
Computer Store	49	46	49	50	43	58	58	52	42	47
Telecommunications Office	42	35	45	46	37	54	49	39	42	40

College: The Pharmacy and Health Sciences students expressed the highest level of satisfaction with three of the four offices. No pattern emerged among the colleges in terms of least satisfied.

Year in School: Satisfaction decreased from first to senior year for all of these business services.

Gender: No gender differences appeared in satisfaction with the cashiers or telecommunications offices. Men were more likely than women to be satisfied with financial aid (54% to 48%) and with the computer store (53% to 48%).

Greek Social Membership: Independents were more likely to be satisfied with financial aid (51% to 42%) and telecommunication offices (44% to 35%). Greeks were more likely to be satisfied with the computer store (53% to 47%).

Three Most Important Things To Improve The Drake Student Experience (Outside of Academics)

Respondents were asked what should be done to improve the non-academic aspects of Drake University. No one factor was mentioned by even 50% of the respondents, reflecting the diversity of

interests among Drake Students. Overall, more students identified de-emphasis of Greek Life as important to improving the experience than any other item. Almost as frequently selected was need to provide more activities and provide more information about activities. Students overall had very little concern about improving service at Olmsted and Hubbell. Variation across colleges was less clear than in relation to the academic items.

Table 14: Three Most Important Things That Should Be Done To Improve The Drake Student Experience (Other than Academics): Percentages

Steps to Improve Drake Experience (non-Academic)	All Resp.	College					Year in School			
		A&S	B&PA	Educ	J&MC	P&HS	FYS	Soph	Jun	Sen
De-emphasize Greek Life	48	52	41	43	46	51	48	49	43	51
Provide more activities	46	45	44	41	43	55	42	51	47	46
More inf. about activities	43	50	40	51	37	38	37	40	48	51
Improve residence halls	34	30	36	29	39	41	46	37	28	28
Improve the food	32	25	38	29	37	36	46	34	31	19
Relax rules & restrictions	22	23	27	16	23	19	18	29	25	19
Emphasize the Greek system	16	13	22	21	19	10	14	17	17	14
Enforce existing rules	10	10	8	14	9	13	9	7	9	13
Revise New Student Week	10	9	9	18	13	9	14	6	8	11
Improve service at Olmsted	8	8	6	5	8	10	6	6	11	6
Improve service at Hubbell	6	6	9	3	5	7	9	7	6	4
Other*	15	20	15	18	14	8	9	10	18	26

* "Other" comments overwhelmingly conveyed a very strong need for a sense of place socially on and around campus - for more of a sense of campus in the traditional sense. Sixteen students noted a desire for a real student union - just for students - as a place to gather, to know that they can find other students for social activity. Another 11 students expressed a need for a sense of community or school spirit, and 9 students wanted more social options on campus. Nine students expressed a desire for a campus town (several used the term DogTown) with stores and options for activities in easy walking distance. Many comments also centered on the need for greater sensitivity to the needs and circumstances of non-traditional students. Nineteen respondents commented either generally on this issue or specifically asked for better communication, more integration, reinstatement of the adult student resource area, etc. There were also a number of comments related to food with sixteen students asking for healthier food, more variety in food options, or better service and prices. Other issues identified by five or more students were reinstate the Relays tent party (7); need for more publicity about activities (6), and better support of Greek life (6).

Colleges:

- Arts and Sciences and Pharmacy and Health Sciences students were most interested in reducing emphasis on Greek life while Business and Education students were least interested in this item.
- P&HS students were most interested in having more activities, while education majors mentioned this least frequently. In contrast, Education and A&S students expressed a desire to have more information about activities.
- Students from Pharmacy and Health Sciences, Business and Public Administration and Journalism and Mass Communication mentioned a need for improvement in the residence halls and food more often than did others.

Year in School:

- First-year students were most likely to mention improvement in the residence halls and in the food, with a fairly steady decrease in mentions of both items with increase in year.
- Seniors were most likely to want more information about activities, with mention of this item decreasing steadily to first year students.

Gender:

- Women were more interested than men in de-emphasizing Greek life (52% to 41%) and getting more information about activities (49% to 33% of men).
- Men were more interested in having improvement in food (41% to 29% of the women), relaxing of rules (30% to 18% of the women) and emphasizing the Greek system (23% to 12% of the women).

Greek Social Organization Membership:

- Independents much more often mentioned de-emphasis of Greek life (64% to 11% of the Greeks) and enforcing existing rules (13% to 4% of the Greeks).
- Greeks much more frequently mentioned a desire for more activities (51% to 44% of the independents), relaxation of rules and restrictions (34% to 18% of independents) and emphasizing the Greek system (49% to 1% of independents).

Social Life and Student Services: A Summary

When asked to evaluate social life and student services, more than 50% of the students expressed satisfaction with the athletics facilities, other students, Olmsted, and campus security. The lowest levels of satisfaction accrued to Health services, Hubbell Dining Hall, the Times-Delphic and the Sense of Community on campus. Overall, the School of Education students and First-Year students were most satisfied. Level of satisfaction with the business offices was lower, with the Cashier's office receiving the highest ratings.

When asked what should be done to improve the non-academic aspects of the Drake experience, little no single issue was cited by even 50% of the students. The issue noted by the highest percentage of students was the need to de-emphasize Greek life, followed closely by the need for more activities and more information about activities. Written responses focused heavily on a need for community, for a place such as a student union and shops around campus to promote a sense of place. There also were many comments about the need to improve services to non-traditional students.

ISSUES OF DIVERSITY

One focus of the Drake Student Survey was diversity. Respondents were asked:

- how frequently they heard disparaging remarks about various categories of individuals;
- their perceptions about the effects of a variety of measures on the Drake climate for diversity;
- their perception of their own change in relation to some diversity issues; and
- satisfaction with diversity on campus.

Disparaging Remarks About Under-represented Groups

Students were asked to indicate whether they "often", "sometimes" "seldom" or "never" hear insensitive or disparaging remarks about several under-represented groups from students, faculty and

staff. The results appear in Table 15. In interpreting these data, keep in mind that these data do not measure how often the remarks actually occur - rather, they indicate student awareness of the remarks. Similarly, variation across colleges may reflect differences in actual experience and/or differences in awareness. In addition, these data do not ask whether the faculty, staff and students from whom they hear such remarks are in their own colleges or organizations, or are from across the University.

Table 15: Students Reporting That They “often” or “Sometimes” Hear Disparaging Remarks about Categories of Individuals - Percentages

Often or Sometimes Hear Disparaging Remarks	All Resp	College					Soc. Org.		Gender	
		A&S	B&PA	Educ	J&MC	P&HS	Grk	Ind	Male	Fem
By Students about:										
gay, lesbian & bisexuals	60.9	64.7	62.8	59.2	64.1	51.9	68.9	57.9	67.6	58.6
racial/ethnic minorities	55.7	54.8	59.4	57.7	58.0	51.5	64.8	51.5	60.2	53.7
women	45.7	56.5	37.6	49.3	46.8	33.3	52.7	42.9	50.9	44.5
men	32.6	36.3	29.6	40.8	34.6	25.2	34.3	32.1	39.5	30.1
internationals	32.6	29.3	31.8	22.5	31.8	42.2	36.2	30.9	37.7	30.1
nontraditional students	30.3	27.6	24.5	19.7	35.7	39.7	37.7	27.4	29	31.6
people with disabilities	14.4	12.8	14.1	16.9	21.2	12.6	17.3	13	18.8	11.7
By Faculty about:										
women	15.7	20.4	12.4	9.9	13.5	15.2	17.4	15.1	9.3	19.0
men	8.9	10.6	7.3	11.3	8.3	6.7	11.0	8.0	13.3	6.0
racial or ethnic minor.	7.9	8.8	6.0	5.6	5.1	10.9	8.5	7.6	7.7	7.2
gay, lesbian & bisexuals	5.1	8.0	2.6	7.0	1.3	4.2	6.3	4.7	7.7	3.3
nontraditional students	4.6	5.3	2.1	2.8	5.8	5.4	5.0	4.4	5.0	4.1
internationals	3.9	3.5	4.7	16.9	2.6	5.1	2.5	4.4	4.9	3.0
people with disabilities	2.0	2.3	2.6	2.8	0.0	1.7	2.2	1.9	2.8	1.2
By Staff about:										
women	11.0	14.0	6.8	12.7	11.5	9.3	10.2	11.3	9.0	11.8
racial or ethnic minor.	8.2	10.8	9.4	5.6	4.5	6.3	5.7	9.3	8.0	7.5
gay, lesbian & bisexuals	6.9	9.6	3.8	12.7	3.9	5.9	5.4	7.5	7.4	5.4
men	6.0	7.8	4.7	8.5	5.1	4.2	4.7	6.6	8.4	4.4
internationals	4.6	4.0	6.0	1.4	3.2	5.5	3.2	5.2	5.3	3.5
nontraditional students	3.9	5.5	2.1	2.9	3.2	3.8	3.8	3.9	3.4	3.3
people with disabilities	2.3	2.5	3.0	2.8	1.3	1.7	1.6	2.6	2.5	1.5

Overall, students most often reported hearing disparaging remarks from other students, and most frequently these remarks were about gay, lesbian and bisexual students followed closely by remarks about racial and ethnic minorities. Remarks by faculty and staff were comparatively less frequent, and were reported most often about women.

College: Percentages did differ across the colleges for most of these categories. Arts and Sciences students most often reported often or sometimes hearing remarks about 4 of the 7 categories by staff. Pharmacy and Health Sciences Students had the lowest percentage reporting often or sometimes hearing comments about 5 of the 7 categories by students.

Year in School: There were no meaningful patterns in percentages by year in school.

Gender: In every category except a couple men were more likely than women to report hearing disparaging comments. The exceptions were comments about non-traditional students by students, and about women by faculty and by staff,

Greek Social Organization Membership: In every category except one (internationals buy faculty) members of Greek organizations were more likely than were independents to report hearing remarks by students and faculty. Interestingly, this pattern totally reversed in relation to remarks by staff. Independents reported hearing more remarks by staff in relation to every under-represented category. This very likely reflects greater contact with staff among students living in the residence halls.

Perceived Effect of Measures on Drake Climate for Diversity

The Drake Student Survey presented students with a series of proposed measures and asked respondents to indicate their opinions about how each might affect the climate for under-represented groups on campus. They were told that under-represented groups included women, gays, lesbians, bisexuals, racial or ethnic minorities, and disabled. They were given the option of indicating whether they thought the measure would improve the climate for diversity, have no effect, or hurt it using a 5 point scale. A relatively high percentage of students supported most of the measures, with nine of the thirteen presented identified as improving the climate by more than 50% of the respondents. Lower support was given to three items that suggested hiring more members of under-represented groups for various positions and providing more funding to organizations for under-represented groups.

Table 16: Responses that Measures would Improve Climate for Diversity: Percentages

Believe that Measure Would Improve Campus Climate for Diversity	All Resp	College					Soc. Org.		Gender	
		A&S	B&PA	Educ	J&MC	P&HS	Grk	Ind	Male	Fem
More distinguished educators from under-rep. groups as visiting scholars	68.4	76.0	57.5	73.5	73.9	61.4	62.8	70.6	61.0	73.6
Encourage student organizations to work on probs of discrimination	67.9	73.4	57.2	72.5	66.2	69.9	62.0	70.5	59.5	73.9
Include issues of diversity in student orientation	64.7	71.2	55.7	66.2	62.3	64.6	58.5	67.3	54.1	71.0
More progs. to help faculty become more aware of the needs of under-represented groups	63.9	68.4	56.1	68.1	60.6	64.3	62.1	64.7	52.3	71.3
Encourage faculty to incorporate research & perspectives on under-rep/ groups into curriculum	60.3	67.7	47.7	66.2	67.1	54.0	57.1	61.7	48.3	67.5
More programs that recognize distinctive cultural heritage's or diverse lifestyles	59.5	63.1	50.4	59.4	59.6	62.1	53.7	62.1	47.5	66.5
Exchange faculty with specialized institutions (i.e., historically Black colleges)	59.8	70.6	45.0	65.7	60.4	53.9	54.4	61.6	50.5	65.1
More reg. meetings between top admin. & reps of student racial/ethnic groups	57.6	62.2	53.7	61.2	59.1	51.5	52.1	59.9	52.8	60.4
Require at least one gen. ed. course that heightens awareness of under-represented groups	57.5	62.4	52.5	68.1	58.1	50.9	58.5	57.0	45.8	63.7
Hire more women as top administrators	49.8	55.1	38.6	50.0	52.9	50.0	44.4	52.0	35.4	57.8
Hire members of under-represented groups as to provide couns/ advice.	49.3	53.0	41.1	47.8	49.7	51.3	38.2	53.7	41.2	53.9
More funding for orgs for under-rep grps	49.2	57.9	36.4	55.9	50.0	44.7	43.5	51.3	40.1	54.0
Hire more racial/ethnic minorities as top administrators	45.4	50.8	35.9	52.9	49.4	41.0	37.9	48.5	37.1	50.2

College: Arts and Sciences students were the strongest supporters of all but two of the proposed measures. Those two, hiring more racial and ethnic minorities as top administrators and requiring at least one course that heightens awareness, were given the greatest support by Education students. The lowest support for all but two of the measures was derived from students in the College of Business and Public Administration. The lowest support for those two issues, more regular meetings between administrators and representatives of underrepresented groups and requiring at least one course that heightens awareness was derived from Pharmacy and Health Sciences students.

Year in School: No meaningful response pattern to these questions emerged in relation to year in school.

Gender: A greater proportion of the women respondents supported every measure proposed. In many cases the difference was 20 or more percentage points.

Greek Social Membership: A greater proportion of independents than Greeks supported all but one of the measures. Differences in many cases were relatively small. A slightly higher proportion of Greeks supported requiring at least one course that heightens awareness.

Diversity Related Attitudes and Satisfaction with Campus Diversity

Several items relating to diversity were included in the survey. Four items asked students to assess whether their knowledge and tolerance of diversity were stronger than when they entered Drake. More than 50% of the respondents indicated growth in relation to each item. Two items asked students their level of satisfaction with diversity among faculty and students. Only about 40% of the respondents indicated satisfaction with these two characteristics of Drake.

College: There was relatively little difference among the responses of students across colleges in relation to perception of change in diversity related attitudes while at Drake; no difference was greater than 8%. In relation to both satisfaction with faculty and student diversity, Journalism and Mass Communication students were the least satisfied and Pharmacy and Health Sciences students were the most satisfied.

Table 17: Satisfaction with Campus Diversity and Perceptions of Change in Diversity Related Attitudes - Percentages

Diversity Attitudes Stronger	All Resp	College					Year in School			
		A&S	B&PA	Educ	J&MC	P&HS	FYS	Soph	Jun	Sen
Race and Cultural Knowledge	61	63	61	60	56	64	58	63	60	64
Cultural Awareness/Appreciation	59	63	61	57	55	59	59	61	53	67
Tolerance of Different Beliefs	58	60	56	64	56	63	57	62	59	60
Race/Culture Acceptance	51	54	50	54	47	55	49	54	54	53
Very Satisfied or Satisfied with:										
Racial Ethnic Diversity of Faculty	38	32	43	33	28	50	44	41	36	32
Racial/Ethnic Diversity of Students	40	33	49	38	31	52	49	42	37	36

Year in School: On all items related to change in diversity attitudes while at Drake, a greater percentage of seniors reported increased awareness than did first-year students; but in no case was there a steady increase from first to senior year. Satisfaction with diversity of faculty and students decreased steadily from first year to senior year.

Gender: Differences between men and women were minimal (1 to 4%) in relation to perception of change in attitudes since coming to Drake. Men were much more likely to be satisfied with the diversity of faculty (47% compared to 34% of women) and students (49% compared to 37% of women).

Greek Social Organization: No difference greater than 2% points appeared between Greeks and Independents in response to these questions.

Issues of Diversity: Summary

A relatively high percentage of students reported hearing disparaging remarks about various groups from other students. The highest frequencies were remarks about gay, lesbian and bisexuals. A smaller percentage reported hearing comments by faculty and staff. However, over 15% reported hearing disparaging remarks by faculty about women. Students convey relatively high levels of support for various measures that might have an impact on the climate for diversity at Drake, a relatively positive image of change in their own attitudes and knowledge related to diversity while at Drake, and relatively low satisfaction with the amount of diversity among Drake faculty and students.