

1996 THE DRAKE STUDENT SURVEY

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1996 THE DRAKE STUDENT SURVEY

INTRODUCTION

Each year, since 1991, Drake University students have been asked to complete a questionnaire, attached to the spring Drake Registration Information Form, that ascertains their attitudes and perceptions of a variety of issues. In Spring 1996 909 responses were received.

The 1996 survey focused on several issues. Questions included on the survey asked:

- students to assess several dimensions of the overall Drake experience, academic and non-academic - including best parts of the experience and the major complaints;
- students to assess their own strength in several skills and maturity areas in comparison with when they entered Drake University;
- for perceptions of classes and the general academic experience;
- for perceptions of the Drake climate for diversity and the adequacy of Drake's engagement in activities to affect the climate for underrepresented groups;
- students to rate their satisfaction with various dimensions of student life and services Drake University.

The responses to these questions are presented in the following pages. Most of the analysis focuses on comparison of colleges and schools, comparison across years from first to senior, and comparison of responses with those provided in previous years.

RESPONDENT CHARACTERISTICS

Table 1 present respondent characteristics by College. Several things should be noted in this table.

- Arts and Sciences students are under-represented and Pharmacy and Health Sciences students are over-represented among the respondents.
- First years and sophomores are over-represented and seniors underrepresented among the respondents. These differences are particularly pronounced in Arts and Sciences and Journalism and Mass Communications.
- Men are underrepresented and women over-represented among respondents.
- Ethnic Representation among respondents is close to that of the University, though of Euro-Americans among the Education and JMC respondents, and of Asian and Asian Americans among Pharmacy respondents, is quite pronounced.
- Members of Greek social groups are slightly over-represented among respondents.

Table 1: Respondent Characteristics: Respondents from each College with Specified Characteristics - Percentages 1996

| Number of Cases | All Univ. | All Resp. | COLLEGE ¹ | | | | |
|------------------------|-----------|-----------|----------------------|------------|-----------|------------|------------|
| | | | A&S (268) | B&PA (177) | Educ (54) | J&MC (114) | P&HS (255) |
| College | | | | | | | |
| All Respond. | -- | -- | 29 | 19 | 6 | 13 | 28 |
| FT. Und. | -- | -- | 44 | 19 | 6 | 13 | 18 |
| Yr in School | | | | | | | |
| First Year | 24 | 32 | 39 | 31 | 24 | 38 | 25 |
| Sophomore | 20 | 26 | 22 | 23 | 27 | 28 | 32 |
| Junior | 25 | 28 | 25 | 34 | 27 | 26 | 26 |
| Senior | 31 | 14 | 14 | 12 | 22 | 7 | 17 |
| Gender | | | | | | | |
| Men | 40 | 33 | 32 | 44 | 21 | 37 | 31 |
| Women | 60 | 65 | 68 | 56 | 79 | 63 | 69 |
| Not identified | | 2 | | | | | |
| Ethnicity | | | | | | | |
| Euro-Amer. | 83 | 86 | 87 | 84 | 98 | 91 | 84 |
| Af.-Amer. | 4 | 3 | 5 | 3 | 0 | 2 | 1 |
| As/As. Am. | 6 | 6 | 3 | 5 | 0 | 3 | 12 |
| Lat./Nat. Am. | 2 | 2 | 2 | 1 | 2 | 4 | 2 |
| International | 4 | 3 | 2 | 7 | 0 | 0 | 2 |
| Greek Soc. Mem. | | | | | | | |
| Yes | 27 | 31 | 29 | 37 | 35 | 46 | 23 |

THE OVERALL DRAKE EXPERIENCE

The 1996 Drake Student Survey asked for several summary assessments of the Drake Experience. Respondents were asked about their satisfaction with:

- their satisfaction with the overall Drake experience;
- their satisfaction with the overall experience with faculty;
- their satisfaction with the Drake services overall; and
- the extent to which they believe that Drake is characterized by a sense of community.

Respondents also were asked to identify:

- 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.

¹ College affiliation was not reported for 41 students.

Summary Measures of Satisfaction

Table 2: Overall Satisfaction with the Drake University Experience - Percentages-1996

| Very Satis. or Satis. | All Resp. | College | | | | | Year In School | | | | Gend. | | Soc. Aff | |
|--|-----------|---------|-----|----|-----|-----|----------------|----|-----|----|-------|----|----------|-----|
| | | AS | BPA | Ed | JMC | PHS | FY | So | Jun | Sr | M | F | Gr | Ind |
| Overall Drake Exper. | 81 | 84 | 80 | 82 | 85 | 78 | 83 | 80 | 80 | 81 | 81 | 82 | 85 | 80 |
| Overall Exper. with Facul. | 84 | 88 | 83 | 86 | 92 | 76 | 84 | 82 | 85 | 81 | 84 | 83 | 83 | 84 |
| Overall Eval. of Drake Services | 72 | 73 | 73 | 63 | 74 | 73 | 76 | 70 | 69 | 70 | 73 | 72 | 75 | 72 |
| Drake is characterized by a sense of community | 45 | 39 | 47 | 40 | 42 | 51 | 52 | 48 | 40 | 35 | 45 | 45 | 50 | 42 |

Overall Drake Experience: Students are quite satisfied with the overall Drake experience. This question has been asked in previous years. From 1995 to 1996 the percentage of all respondents indicating that they were satisfied or very satisfied with the overall Drake experience increased from 76% to 81%. Only respondents in Pharmacy and Health Sciences showed no improvement in satisfaction.

Overall Experience with Faculty: A high percentage of students indicated satisfaction with the overall experience with faculty. with the highest satisfaction among Journalism and Mass Communications respondents and the lowest among Pharmacy and Health Sciences students. Satisfaction stayed relatively steady across years, gender and social affiliation.

Overall Drake Services: Seventy-two percent of the respondents were satisfied with Drake services. The lowest satisfaction was among the Education respondents. First-year students were somewhat more satisfied than were others categories.

Sense of Community: About 45% of the respondents indicated agreement or strong agreement with a statement that Drake is characterized by a sense of community. This represents an improvement over similar questions asked in previous years.

Best Parts of the Drake Experience

Table 3: The Three Best Parts of Your Drake Experience: Percentages- 1996

| Three Best Parts | All Resp | College | | | | | Year in School | | | |
|----------------------------|----------|---------|-----|----|-----|-----|----------------|----|-----|----|
| | | AS | BPA | Ed | JMC | PHS | FY | So | Jun | Sr |
| Academics | 75 | 78 | 63 | 67 | 79 | 79 | 67 | 75 | 80 | 85 |
| Personal freedom | 56 | 54 | 59 | 59 | 51 | 57 | 62 | 55 | 58 | 51 |
| People/atmosph | 44 | 38 | 50 | 39 | 38 | 52 | 46 | 46 | 41 | 45 |
| Professors | 28 | 36 | 23 | 22 | 23 | 26 | 18 | 25 | 28 | 44 |
| Social life | 27 | 25 | 26 | 33 | 28 | 26 | 30 | 30 | 23 | 18 |
| Greek life | 23 | 20 | 29 | 26 | 37 | 16 | 26 | 23 | 24 | 14 |
| Extracurricular activities | 20 | 20 | 18 | 22 | 21 | 21 | 19 | 19 | 23 | 19 |
| Intercollegiate athletics | 10 | 11 | 14 | 15 | 10 | 6 | 12 | 10 | 10 | 6 |
| Residence hall life | 9 | 10 | 10 | 7 | 6 | 10 | 14 | 9 | 6 | 8 |
| Other | 6 | 7 | 5 | 6 | 7 | 5 | 6 | 7 | 6 | 5 |

In 1996 Drake students ordered their choices for the "3 Best Parts" of the Drake Experience in about the same way as they did in 1995. The same 5 items were ranked at the top, and ranked in the same order;

Academics still was the first choice (for students in all colleges and at all levels) followed by personal freedom, independence and responsibility, people and friendly atmosphere, professors and social life. A new option in the 1996 survey was intercollegiate athletics. This took 8th place with 10% of the total respondents. As in 1995, residence hall life placed last with 9% of the respondents.

Most Difficult Adjustments

Students were asked to identify the most difficulty adjustments that they had made in college. As was true in 1995, managing time was cited most often as one of the “Three Most Difficult Adjustments” faced in college and adjusting to college academics was second. These two were top for students from all colleges. Time was mentioned most often by students in Arts and Sciences and Journalism. and adjusting to academics was first for Pharmacy and Health Sciences and Education. For Business students, the two responses tied, and both were cited more frequently than for the other colleges. Managing money and being away from home again were noted as the next two items. Making new friends, food and living a residence hall filled the next three spots at about the same percentage level as in 1995. Again, being independent seemed to pose very little difficulty for most students.

Table 4: Three Most Difficult Adjustments Faced In College: Percentages-1996

| Adjustments | All Resp. | College | | | | | Yr in School | | | |
|------------------------|-----------|---------|-----|------|-----|-----|--------------|----|-----|----|
| | | AS | BPA | Educ | JMC | PHS | FY | So | Jun | Sr |
| Managing time | 67 | 69 | 72 | 50 | 66 | 66 | 65 | 63 | 72 | 75 |
| Adjusting to academics | 63 | 55 | 72 | 56 | 62 | 68 | 67 | 58 | 65 | 59 |
| Managing money | 44 | 44 | 37 | 52 | 55 | 42 | 42 | 43 | 45 | 45 |
| Being away from home | 38 | 37 | 33 | 35 | 40 | 43 | 44 | 38 | 38 | 27 |
| Making friends | 22 | 25 | 18 | 23 | 17 | 24 | 21 | 27 | 20 | 26 |
| Food | 20 | 20 | 24 | 17 | 25 | 17 | 18 | 24 | 21 | 17 |
| Living in res. hall | 20 | 21 | 18 | 15 | 19 | 23 | 22 | 25 | 15 | 16 |
| Being independent | 10 | 11 | 10 | 14 | 9 | 9 | 10 | 9 | 7 | 13 |
| Other | 8 | 11 | 9 | 12 | 6 | 4 | 7 | 6 | 10 | 8 |

Most Important Complaints

Table 5: Three Most Important Complaints About The Experience At Drake: Percentages-1996

| Complaints | All Resp | College | | | | | Yr in School | | | |
|------------------------|----------|---------|-----|----|-----|-----|--------------|----|-----|----|
| | | AS | BPA | Ed | JMC | PHS | FY | So | Jun | Sr |
| Expense | 64 | 56 | 66 | 64 | 62 | 72 | 67 | 66 | 62 | 59 |
| Drake attitudes | 38 | 43 | 35 | 38 | 43 | 34 | 31 | 41 | 41 | 45 |
| Emphasis on Greek life | 33 | 37 | 30 | 34 | 35 | 31 | 31 | 39 | 32 | 34 |
| Bureaucracy | 28 | 33 | 23 | 30 | 27 | 26 | 21 | 31 | 30 | 38 |
| Lack of activities | 23 | 22 | 24 | 32 | 18 | 23 | 18 | 23 | 31 | 19 |
| Food | 19 | 17 | 21 | 18 | 23 | 19 | 24 | 23 | 16 | 11 |
| Residence halls | 16 | 15 | 14 | 14 | 19 | 17 | 26 | 15 | 12 | 8 |
| Curriculum | 14 | 13 | 16 | 18 | 12 | 13 | 12 | 14 | 12 | 18 |
| Rules | 12 | 13 | 10 | 14 | 20 | 8 | 17 | 11 | 11 | 7 |
| Professors | 9 | 6 | 11 | 6 | 4 | 13 | 12 | 6 | 8 | 11 |
| Other students | 7 | 7 | 8 | 4 | 6 | 8 | 6 | 5 | 5 | 12 |
| Roommate | 6 | 5 | 4 | 6 | 9 | 5 | 10 | 4 | 3 | 4 |
| Other | 19 | 21 | 22 | 12 | 16 | 17 | 18 | 19 | 21 | 19 |

The percentages of respondents selecting various factors as important complaints occurred in absolutely the same order and same general magnitude as in 1995. Expense remains the most frequently cited complaint, followed by "Drake Attitudes" and emphasis on Greek Life. Least often selected as complaints are roommate, other students and professors.

Summary of the Overall Assessments

Overall, students at Drake are quite satisfied with their experience. Over 80% indicate satisfaction with Drake and with their overall experience with faculty. Students at Drake continue to identify academics as the best part of the Drake experience, and expense as the biggest complaint.

THE ACADEMIC EXPERIENCE

Most Important Characteristics of a Good Class

Students were asked to provide information about and assessment of a variety of aspects of the academic experience. First among these was to identify what they feel are the most important characteristics of a good class.

Table 6: Three Most Important Characteristics of a Good Class: Percentages-1996

| Characteristics of a Good Class | All Resp. | College | | | | | Yr in School | | | |
|---------------------------------|-----------|---------|------|------|-----|------|--------------|----|-----|----|
| | | A & S | B&PA | Educ | JMC | P&HS | FY | So | Jun | Sr |
| Material relevant | 71 | 64 | 79 | 67 | 59 | 78 | 72 | 68 | 75 | 71 |
| Caring professor | 58 | 51 | 60 | 50 | 55 | 65 | 64 | 62 | 52 | 50 |
| Knowledgeable professor | 48 | 47 | 40 | 39 | 51 | 54 | 42 | 45 | 48 | 63 |
| Interaction | 38 | 45 | 39 | 42 | 46 | 26 | 41 | 39 | 39 | 32 |
| Class challenges students | 31 | 38 | 28 | 23 | 33 | 26 | 27 | 29 | 34 | 36 |
| Small size | 30 | 35 | 28 | 39 | 36 | 21 | 32 | 33 | 24 | 22 |
| Multiple teaching methods | 17 | 15 | 18 | 33 | 10 | 16 | 15 | 17 | 17 | 17 |
| Medium size | 6 | 2 | 4 | 2 | 8 | 10 | 6 | 6 | 5 | 4 |

The most commonly identified characteristic of a good class is "relevance" followed by "caring professor", and "knowledgeable professor". These were selected in the same order by students in all colleges. The order did change somewhat across years in school. Upper level students were more concerned with knowledge of professors while lower level were more concerned with the extent to which professors are caring.

Responses to this item showed more change from previous years than did most items. Having relevant and interesting material moved to the first position with approximately the same % selecting the item as did in 1995. This seems to be due mainly to the addition of what turned out to be a very popular option for characteristic of a good class - Knowledgeable professor, selected by 48% of the students. Far fewer students selected "caring professor" than did so in 1995. 86% of the students in 1995, but only 58% of the 1996 respondents placed this as one of the 3 most important characteristics of a good class. Having a class that broadens and challenges dropped from 43% in 1995 to 31% in 1996. While there were changes in positioning of other items, shifts in the percentage selecting each item were small.

Satisfaction with Faculty and Major

Table 7 Evaluation of Specific Academic Experiences as “Very Satisfactory” or “Satisfactory” - Percentages-1996

| Faculty & Major | All Resp. | College | | | | | Year in School | | | |
|-----------------------------------|-----------|---------|------------|------|-----|------------|----------------|----|-----|----|
| | | A & S | B & P A | Educ | JMC | P & H S | FY | So | Jun | Sr |
| Faculty Approachability | 85 | 86 | 86 | 84 | 90 | 80 | 83 | 82 | 87 | 91 |
| Quality of Major | 84 | 76 | 85 | 86 | 95 | 86 | 82 | 85 | 83 | 88 |
| Overall Exper. with Facul. | 84 | 88 | 83 | 86 | 92 | 76 | 84 | 82 | 85 | 81 |
| Academic Advisor | 75 | 77 | 76 | 71 | 87 | 68 | 71 | 71 | 78 | 84 |
| Fac. Sensitivity to Student Needs | 67 | 68 | 66 | 64 | 73 | 64 | 66 | 68 | 63 | 69 |

Student evaluation of aspects of their major and of faculty improved in 1996. In both 1995 and 1996 quality of major and faculty approachability received the highest ratings, being almost tied. In 1996 the percentage expressing satisfaction with the overall experience with faculty increased from 79% to 84%. Variations occurred across colleges as can be seen in Table 7. In general satisfaction levels were higher for seniors.

Academic Services

By comparison with 1995 responses, the satisfaction with academic services had generally increased, some quite significantly. As before, the highest level of satisfaction was with computer accessibility - but the percentage satisfied increased from 85% to 92%. As in 1995 the Dean’s offices and Admissions office were ranked in the next two positions (See Table 9 for full comparison). The low evaluation of the Student Development and Learning Center may be due to its newness and to reaction to the reduction in tutoring availability.

Table 8 Evaluation of Specific Academic Services as “Very Satisfactory” or “Satisfactory” - Percentages-1996

| Services | All Resp | College | | | | | Yr in School | | | |
|------------------------------------|----------|---------|-----|----|-----|-----|--------------|----|-----|----|
| | | AS | BPA | Ed | JMC | PHS | FY | So | Jun | Sr |
| Accessibility to computers | 92 | 95 | 88 | 93 | 94 | 90 | 95 | 94 | 92 | 83 |
| Admissions Office | 75 | 76 | 78 | 66 | 72 | 75 | 73 | 78 | 71 | 76 |
| Dean's Office (Your College) | 72 | 73 | 81 | 73 | 60 | 69 | 74 | 70 | 69 | 69 |
| D-Shoppe Bookstore Service | 71 | 69 | 65 | 73 | 70 | 76 | 76 | 67 | 68 | 69 |
| Career Center | 69 | 70 | 74 | 69 | 68 | 65 | 70 | 68 | 69 | 68 |
| Library Staff Services | 68 | 72 | 64 | 66 | 67 | 67 | 70 | 66 | 68 | 64 |
| Registrar's Office | 67 | 68 | 63 | 62 | 62 | 70 | 66 | 65 | 65 | 68 |
| Avail. of Books in Library | 67 | 66 | 70 | 57 | 63 | 69 | 78 | 69 | 58 | 52 |
| Periodical Avail. in Library | 63 | 64 | 69 | 57 | 65 | 58 | 71 | 60 | 59 | 53 |
| Dial Computer Center | 65 | 65 | 66 | 63 | 65 | 66 | 66 | 62 | 67 | 60 |
| Student Development & Learning Ctr | 56 | 51 | 50 | 52 | 61 | 61 | 60 | 57 | 54 | 47 |
| Registration Process | 60 | 60 | 62 | 62 | 57 | 59 | 58 | 55 | 59 | 69 |
| Availability of Finan. Aid | 50 | 56 | 50 | 44 | 45 | 48 | 50 | 49 | 49 | 52 |

Table 9 Percent indicating Very Satisfied or Satisfied With Aspects of Academic Experience and Services- Change 1994 through 1996

| | ch | Percent Satisfied | | |
|--|----|-------------------|------------------|------------------|
| | | 1996 (N=909) | 1995 (N=1151) | 1994 (N=1145) |
| Faculty Approachability | + | 85 | 81 | |
| Quality of Major | | 84 | 82 | 77 |
| Faculty Overall Experience | + | 84 | 79 | 78 |
| Academic Advisor | | 75 | 73 | |
| Faculty Sensitivity to Student Needs | | 67 | 65 | |
| Library | | | | |
| Computer Access | + | 92 | 85 | |
| Admissions | + | 75 | 67 | 68 |
| Dean's Office | | 72 | 70 | 69 |
| Olmsted Bookstore | + | 71 | 60 | 67 |
| Career Center | + | 69 | 55 | 52 |
| Library Staff | + | 68 | 57 | |
| Availability of Books in Library | + | 67 | 50 | |
| Registrar's Office | + | 67 | 58 | 50 |
| Dial Computer Center | + | 65 | 57 | 58 |
| Availability of Periodicals in Library | + | 63 | 49 | |
| Registration Process | | 60 | 57 | |
| Student Develop. & Learning Center | | 56 | | |

“+” indicates an improvement of 5 or more points in percentage satisfied.

Characteristics of the Drake Experience

Table 10: Strongly Agree or Agree that following reflect Drake Experience - Percentages- 1996

| Agree that following has been Drake experience: | All Resp | College | | | | | Yr in School | | | |
|---|----------|---------|-----|----|-----|-----|--------------|----|-----|----|
| | | AS | BPA | Ed | JMC | PHS | FY | So | Jun | Sr |
| Classes Challenging | 93 | 91 | 94 | 80 | 93 | 98 | 94 | 92 | 94 | 94 |
| Opportunity for interaction with other students | 86 | 84 | 83 | 86 | 91 | 88 | 90 | 85 | 83 | 84 |
| Opportunity for personal interaction with faculty | 83 | 84 | 85 | 82 | 85 | 79 | 81 | 82 | 86 | 82 |
| Helped prepare for career in chosen field | 82 | 71 | 78 | 93 | 89 | 90 | 68 | 85 | 87 | 93 |
| Classes provided open exchange of ideas | 81 | 84 | 77 | 80 | 90 | 76 | 85 | 78 | 80 | 78 |
| Major provided knowledge necessary for career | 79 | 68 | 74 | 86 | 82 | 90 | 64 | 79 | 89 | 89 |
| Fostered intellectual honesty | 77 | 71 | 70 | 86 | 77 | 84 | 75 | 73 | 79 | 74 |
| Oppor. to develop leadership skills | 75 | 68 | 73 | 86 | 90 | 74 | 69 | 76 | 79 | 74 |
| Satisfied with education in major | 75 | 69 | 72 | 71 | 78 | 82 | 65 | 73 | 83 | 86 |
| Prepared for life-long learning | 73 | 69 | 68 | 72 | 77 | 80 | 68 | 69 | 78 | 81 |
| Encouraged to engage in comm. Service | 50 | 40 | 43 | 56 | 42 | 65 | 46 | 57 | 49 | 42 |

Over 90% of the students agreed that their classes are challenging, with Pharmacy students most likely to agree. Over 80% of the students agreed that they have opportunity for interaction with students and with faculty, that they had been helped to prepare for their career in their chosen field and that classes provide for open exchange of ideas.

Evaluation of Academic Skills and Knowledge

Percentages evaluating their academic skills as "stronger" or "much stronger" changed very little from 1995 to 1996. The order, in terms of % indicating improvement, was identical. High percentages of the respondents evaluated their general knowledge, their particular knowledge of their field, their information technology skills, critical thinking skills and analytical skills as much stronger or stronger since coming to Drake. As would be hoped, for most items seniors were more likely than of first-year students to indicate that their academic skills and knowledge were stronger or much stronger than when they entered. The fewest students saw gains in math and public speaking.

Table 11: Specified Academic Skills & Knowledge are "Much Stronger" or "Stronger" Than When They Entered Drake - Percentages-1996

| Acad. Skills & Knowledge | All Resp. | College | | | | | Year in School | | | |
|----------------------------|-----------|---------|------|------|-----|------|----------------|----|-----|----|
| | | A & S | B&PA | Educ | JMC | P&HS | FY | So | Jun | Sr |
| General Knowledge | 96 | 95 | 97 | 97 | 99 | 94 | 94 | 96 | 98 | 97 |
| Partic. Field of Knowledge | 93 | 92 | 86 | 97 | 99 | 95 | 84 | 94 | 98 | 98 |
| Infor. Tech. Skills | 85 | 80 | 88 | 95 | 87 | 84 | 85 | 86 | 87 | 76 |
| Critical Thinking | 84 | 83 | 84 | 88 | 87 | 83 | 78 | 86 | 85 | 90 |
| Analytical Skills | 82 | 79 | 83 | 77 | 80 | 85 | 74 | 85 | 85 | 86 |
| Grad./Prof. School Prep. | 71 | 75 | 64 | 65 | 68 | 76 | 53 | 75 | 82 | 79 |
| Writing Skills | 65 | 65 | 61 | 63 | 84 | 55 | 66 | 59 | 64 | 65 |
| Reading Speed/ Comprehen. | 49 | 47 | 43 | 56 | 53 | 50 | 42 | 50 | 52 | 48 |
| Public Speaking Ability | 45 | 39 | 42 | 46 | 56 | 47 | 26 | 46 | 58 | 56 |
| Math Skills | 40 | 34 | 65 | 32 | 11 | 45 | 39 | 40 | 41 | 42 |

Improving the Academic Experience

Table 12: Three Most Important Things That Should Be Done To Improve The Drake Academic Experience Percentages - 1996

| Steps to Improve Drake Academic Exper. | All Rsp | College | | | | | Yr in School | | | |
|--|---------|---------|-----|----|-----|-----|--------------|----|-----|----|
| | | AS | BPA | Ed | JMC | PHS | FY | So | Jun | Sr |
| More Interesting courses | 53 | 52 | 58 | 49 | 70 | 45 | 53 | 54 | 53 | 51 |
| Support services | 45 | 41 | 42 | 43 | 28 | 59 | 42 | 51 | 46 | 38 |
| Out-of-class opportunities | 44 | 51 | 44 | 41 | 39 | 38 | 43 | 43 | 44 | 51 |
| Variety teaching methods | 44 | 49 | 44 | 49 | 44 | 36 | 47 | 43 | 42 | 42 |
| Reduce class size | 38 | 31 | 30 | 27 | 39 | 50 | 47 | 37 | 35 | 27 |
| Change requirements | 36 | 40 | 38 | 39 | 39 | 29 | 34 | 34 | 39 | 34 |
| Better professors | 23 | 16 | 27 | 14 | 24 | 27 | 18 | 24 | 23 | 27 |
| Other | 10 | 12 | 8 | 16 | 8 | 7 | 7 | 9 | 10 | 17 |

Despite generally positive evaluations of the academic experience students did agree that their are ways in which it can be improved. It should be noted thought, that the percentages for each of these items are small in comparison to those indicating areas of strength. As in 1995, developing more interesting courses is the most popular option for improving the academic experience. Wanting better

professors moved from the second most frequent item in 1995 (with 56%) to the least commonly selected item in 1996 (with 23%). More student support services moved from the bottom item (16%) in 1995 to second with 45% in 1996, undoubtedly reflecting reactions to recent changes in the support services offered. Other items had approximately the same level of support as in previous year.

PERSONAL AND INTERPERSONAL DEVELOPMENT

Students were asked to indicate whether several personal and interpersonal work and social skills had strengthened while at Drake. Table 13 indicates the percentages who indicated that they perceived their own development in these areas as "much stronger" or "stronger" than when they entered Drake. The percentages indicating gain in these areas were slightly higher than in 1995, but the items were ranked in the same order. Some real variation occurred across colleges in response to these items. Interestingly, no identifiable pattern of response occurred in relation to year in school.

Table 13: Personal and Interpersonal Skills are "Much Stronger" or "Stronger" Than When They Entered Drake - Percentages 1996

| Acad. Skills & Knowledge | All Resp. | College | | | | | Year in School | | | |
|------------------------------------|-----------|---------|------|------|-----|------|----------------|----|-----|----|
| | | A & S | B&PA | Educ | JMC | P&HS | FY | So | Jun | Sr |
| Identify Your Strengths/Weaknesses | 80 | 82 | 75 | 90 | 84 | 78 | 78 | 80 | 80 | 83 |
| Interpersonal Skills | 73 | 71 | 68 | 77 | 75 | 76 | 68 | 75 | 80 | 71 |
| Ability to Work Independ. | 71 | 70 | 67 | 58 | 78 | 75 | 70 | 72 | 71 | 69 |
| Understanding of Individ. Identity | 69 | 71 | 61 | 72 | 70 | 70 | 69 | 70 | 66 | 67 |
| Ability to Work Cooperatively | 66 | 63 | 63 | 74 | 65 | 70 | 58 | 65 | 72 | 72 |
| Leadership Abilities | 65 | 60 | 60 | 61 | 77 | 68 | 55 | 67 | 71 | 68 |
| Understanding Your Sexuality | 38 | 39 | 35 | 43 | 41 | 36 | 35 | 38 | 41 | 36 |

ISSUES OF DIVERSITY

A major focus of the University and of the Drake Student Survey over the years has been diversity. In 1996, respondents were asked about their:

- satisfaction with diversity on campus;
- perception of their own change in relation to some diversity issues; and
- perceptions about the effects of a variety of measures on the Drake climate for diversity.

Satisfaction with Diversity

Half of the Drake students responding to the survey were satisfied with the current level of diversity among students and 47% were satisfied with diversity among faculty. Both of these percentages are up from 40% and 38% respectively in 1995. There were differences across colleges with Journalism and Arts and Sciences students generally the least likely to be satisfied and Pharmacy and Business students most likely to be satisfied. No changes appeared across the years in school.

Table 14 Satisfaction with Current Level of Diversity-Percentages 1996

| Very Satisfied or Satisfied | All Resp. | College | | | | | Yr in School | | | |
|--------------------------------|-----------|---------|------|------|-----|------|--------------|----|-----|----|
| | | A & S | B&PA | Educ | JMC | P&HS | FY | So | Jun | Sr |
| Racial/Ethnic Div. of Students | 50 | 42 | 54 | 47 | 40 | 61 | 53 | 50 | 47 | 46 |
| Racial/Ethnic Div. of Faculty | 47 | 41 | 53 | 41 | 39 | 55 | 48 | 45 | 47 | 46 |

Drake has Strengthened Awareness and Relationships

Respondent perceptions of the effect that the Drake experience has had on their knowledge, relationships and tolerance of other races and cultures and persons with disabilities remained at approximately the same level as in previous years. Some patterns appeared across colleges, with education students perceiving the least improvement in relations with persons of other races and cultures and the most improvement in tolerance of different beliefs and awareness and acceptance of disabilities. Year in school demonstrated very little patter, except in response to the question about relationships with persons of different races and cultures. In this case the percentage indicating that improvement while at Drake diminished steadily from first year to senior year in school.

Table 15 Perception that as a Result of Drake Education Following are Stronger: Issues of Diversity-Percentages 1996

| Stronger or Much Stronger | All Resp. | College | | | | | Yr in School | | | |
|---|-----------|---------|------|------|-----|------|--------------|----|-----|----|
| | | A & S | B&PA | Educ | JMC | P&HS | FY | So | Jun | Sr |
| Knowledge of Races/Cultures | 67 | 69 | 64 | 65 | 67 | 67 | 69 | 67 | 65 | 68 |
| Relations with Persons of Dif. Races/Cultures | 62 | 62 | 60 | 55 | 63 | 63 | 67 | 61 | 58 | 55 |
| Tolerance of Diff/ Beliefs | 57 | 59 | 52 | 60 | 56 | 59 | 55 | 58 | 58 | 58 |
| Aware/Accept Disabilities | 39 | 39 | 35 | 56 | 28 | 42 | 33 | 37 | 44 | 41 |

Evaluation of Actions Designed to improve Climate for Diversity

The Drake Student Survey presented respondents with a descriptions of several possible actions and asked whether Drake should do more, was doing the right amount, or should do less of each. They were told that under-represented groups included women, gays, lesbians, bisexuals, racial or ethnic minorities, and disabled, and 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.

Overall, the percentages supporting increased activities to improve diversity were relatively small (Table 16a). Percentages believing that we should "do more" of any measure varied from a high of 37% indicating that we should bring in more scholars from under-represented groups to a low of 13% indicating that there should be more programming to recognize different lifestyles.

On the other hand, a very small percentage said that we should do less of most of the activities. Less than 10% supported reduction of programming in all areas but two. About 12% of the students thought that there should be a reduction in funding of organizations for under-represented groups. But, **almost 25%** supported reductions in the programming about alternative lifestyles (Table 16b). Most students supported continuing activities at present the present levels (Table 16c).

Table 16a: Drake should DO MORE of each of the Following: Actions to Improve Climate for Diversity- Percentages- 1996

| Believe that Drake Should do more of each of the following | All Resp | College | | | | | Soc. Org. | | Gender | |
|--|----------|---------|------|------|------|------|-----------|-----|--------|-----|
| | | A & S | B&PA | Educ | J&MC | P&HS | Grk | Ind | Male | Fem |
| Bring Scholars from Under-Rep Grps | 37 | 45 | 34 | 31 | 50 | 27 | 33 | 38 | 29 | 41 |
| Student Orgs.-Work on Discrimination | 36 | 49 | 31 | 34 | 41 | 25 | 32 | 38 | 30 | 40 |
| Offer Classes on Diversity Issues | 33 | 39 | 27 | 29 | 40 | 27 | 32 | 33 | 27 | 36 |
| Encourage Students to Courses about Under-Rep Grps | 33 | 39 | 30 | 38 | 42 | 24 | 33 | 34 | 26 | 37 |
| Integrate Diversity Discuss/ in Classes | 31 | 39 | 30 | 33 | 43 | 20 | 29 | 32 | 24 | 36 |
| Hire Woman in Top Admin. Positions | 30 | 40 | 22 | 45 | 40 | 19 | 29 | 30 | 16 | 38 |
| Provide Faculty Awareness Programs | 29 | 37 | 21 | 29 | 34 | 24 | 24 | 31 | 22 | 33 |
| Include Perspectives on Under-Rep. Groups in Curric. | 28 | 38 | 18 | 29 | 35 | 22 | 24 | 30 | 20 | 33 |
| Racial/Ethnic Min. in Top Admin. Pos. | 27 | 37 | 18 | 38 | 37 | 17 | 24 | 28 | 19 | 32 |
| Include Diversity Issues in Orientation | 26 | 35 | 21 | 17 | 40 | 17 | 22 | 28 | 21 | 29 |
| Adminis meet with Racial/Ethn. Grps | 25 | 28 | 21 | 23 | 35 | 21 | 24 | 25 | 23 | 26 |
| Fund Orgs for Under-Rep Grps | 23 | 31 | 15 | 23 | 30 | 17 | 19 | 24 | 20 | 25 |
| Programs for Cultural Heritages | 22 | 30 | 19 | 25 | 22 | 14 | 20 | 21 | 18 | 23 |
| Hire Under-Rep. for advising | 21 | 30 | 19 | 22 | 26 | 11 | 16 | 23 | 16 | 24 |
| Programs Recog. Lifestyles | 13 | 20 | 9 | 18 | 19 | 6 | 10 | 14 | 10 | 15 |

Table 16b Drake Should DO LESS of each of the Following: Actions to Improve Climate for Diversity- Percentages- 1996

| Believe that Drake is doing "Too Much" of each of the following | All Rsp | College | | | | | Soc. Org. | | Gender | |
|---|---------|---------|-----|----|-----|-----|-----------|-----|--------|----|
| | | AS | BPA | Ed | JMC | PHS | Grk | Ind | M | F |
| Programs Recog. Lifestyles | 24 | 23 | 32 | 18 | 21 | 24 | 26 | 24 | 39 | 17 |

Table 15c Drake Is Doing RIGHT AMOUNT of each of the Following: Actions to Improve Climate for Diversity- Percentages- 1996

| Believe that Drake is doing the "Right Amount" of each the following | All Rsp | College | | | | | Soc. Org. | | Gender | |
|--|---------|---------|-----|----|-----|-----|-----------|-----|--------|----|
| | | AS | BPA | Ed | JMC | PHS | Grk | Ind | M | F |
| Hire Under-Rep. for advising | 72 | 65 | 69 | 74 | 67 | 82 | 75 | 70 | 74 | 71 |
| Programs for Cultural Heritages | 70 | 63 | 68 | 69 | 69 | 78 | 68 | 71 | 66 | 72 |
| Admin. meet with Racial/Ethnic Grps | 69 | 65 | 71 | 68 | 60 | 74 | 64 | 72 | 67 | 70 |
| Provide Faculty Awareness Programs | 66 | 59 | 70 | 67 | 57 | 73 | 67 | 65 | 69 | 64 |
| Racial/Ethnic Min. in Top Admin. Pos. | 66 | 56 | 71 | 58 | 57 | 77 | 64 | 66 | 71 | 63 |
| Hire Woman in Top Admin. Positions | 65 | 56 | 72 | 55 | 55 | 77 | 65 | 66 | 78 | 58 |
| Include Perspectives on Under-Rep. Groups in Curric. | 65 | 55 | 69 | 65 | 60 | 74 | 65 | 65 | 69 | 63 |
| Include Diversity Issues in Orientation | 65 | 59 | 64 | 73 | 49 | 78 | 66 | 64 | 66 | 64 |
| Fund Orgs for Under-Rep Grps | 64 | 59 | 68 | 63 | 60 | 71 | 66 | 64 | 64 | 64 |
| Encourage Students to Courses about Under-Rep Grps | 62 | 55 | 65 | 63 | 52 | 72 | 62 | 61 | 65 | 60 |
| Programs Recog. Lifestyles | 62 | 57 | 59 | 65 | 60 | 70 | 64 | 62 | 52 | 68 |
| Integrate Diversity Discuss. in Classes | 61 | 53 | 62 | 61 | 48 | 74 | 62 | 61 | 65 | 59 |
| Student Orgs.-Work on Discrimination | 59 | 49 | 62 | 57 | 50 | 72 | 60 | 59 | 62 | 57 |
| Offer Classes on Diversity Issues | 59 | 54 | 61 | 63 | 52 | 66 | 59 | 59 | 59 | 60 |
| Bring Scholars from Under-Rep Grps | 59 | 52 | 57 | 65 | 47 | 71 | 61 | 58 | 62 | 57 |

SOCIAL LIFE AND STUDENT 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 16.

The highest satisfaction, as in 1995, was accorded to the Bell and Knapp Center athletics facilities. A new item in the survey this year, Fine Arts productions, was ranked second with 75% of the students indicating satisfaction. Over half of those responding expressed satisfaction with campus security, student life center, counseling center, residence halls, and Olmsted food service. Overall, the lowest level of satisfaction was expressed in relation to the health service. Every business office was perceived as satisfactory by over half of the respondents.

Satisfaction Student Life and Related Services

Table 17 Evaluation of Social and Student Life Services as "Very Satis." or "Satisfactory "- Percentages-1996

| Social & Stud. Life Services | All Resp. | College | | | | | Yr in School | | | |
|------------------------------|-----------|---------|------|------|-----|------|--------------|----|-----|----|
| | | A & S | B&PA | Educ | JMC | P&HS | FY | So | Jun | Sr |
| Bell & Knapp Center | 87 | 87 | 88 | 82 | 90 | 85 | 94 | 89 | 84 | 74 |
| Fine Arts Productions | 75 | 83 | 67 | 73 | 75 | 71 | 82 | 72 | 71 | 74 |
| Campus Security | 65 | 69 | 64 | 65 | 55 | 66 | 75 | 60 | 60 | 65 |
| Student Life Center | 64 | 64 | 58 | 67 | 70 | 62 | 69 | 67 | 57 | 54 |
| Counseling center | 57 | 58 | 57 | 61 | 44 | 61 | 61 | 62 | 48 | 58 |
| Residence Halls | 54 | 54 | 53 | 47 | 48 | 59 | 56 | 57 | 49 | 56 |
| Olmsted food service | 52 | 53 | 51 | 52 | 52 | 52 | 57 | 46 | 53 | 52 |
| Times-Delphic | 41 | 34 | 36 | 46 | 49 | 47 | 46 | 38 | 36 | 40 |
| Hubbell Dining Hall | 39 | 39 | 35 | 33 | 39 | 43 | 44 | 34 | 37 | 42 |
| Health service | 38 | 34 | 42 | 35 | 33 | 42 | 38 | 27 | 43 | 40 |

Satisfaction Business Offices

Table 18 Evaluation of Business Offices as "Very Satisfactory" or "Satisfactory "- Percentages-1996

| Business Offices | All Resp. | College | | | | | Yr in School | | | |
|---------------------------|-----------|---------|------|------|-----|------|--------------|----|-----|----|
| | | A & S | B&PA | Educ | JMC | P&HS | FY | So | Jun | Sr |
| Cashier's Office | 70 | 72 | 70 | 66 | 67 | 70 | 76 | 68 | 69 | 63 |
| Computer Store | 62 | 59 | 59 | 55 | 55 | 69 | 62 | 64 | 59 | 59 |
| Financial Aid Staff | 57 | 56 | 55 | 59 | 59 | 57 | 55 | 59 | 53 | 60 |
| Telecommunications Office | 54 | 48 | 56 | 52 | 58 | 57 | 61 | 58 | 45 | 49 |

Change from 1994-96

Changes in level of satisfaction with various student life and business offices from 1994 through 1996 are displayed in Table 18.

Table 19 Level of Satisfaction Ordered Highest to Lowest Percent Satisfaction as Indicated in 1996 - Percentages indicating Very Satisfied or Satisfied

| | ch | 1996 Percents (N=909) | 1995 Percents (N=1151) | 1994 Percents (N=1145) |
|--------------------------------------|----|-----------------------------|------------------------------|------------------------------|
| Student Life Related Services | | | | |
| Bell and Knapp Centers | | 87 | 83 | |
| Fine Arts Productions | | 75 | | |
| Campus Security | + | 65 | 55 | 51 |
| Student Life Center | + | 64 | 46 | 49 |
| Computer Store | + | 62 | 49 | 51 |
| Registration Process | | 60 | 57 | |
| Counseling Center | + | 57 | 50 | 51 |
| Residence Halls | + | 54 | 49 | 49 |
| Olmsted | | | 60 | 62 |
| Olmsted Food Service | | 52 | | |
| Times-Delphic | + | 41 | 35 | 39 |
| Hubbell Dining Hall | | 39 | 35 | 34 |
| Health Service | | 38 | 37 | 37 |
| Business Offices | | | | |
| Cashier's Office | + | 70 | 61 | 61 |
| Computer Store | + | 62 | 49 | 51 |
| Financial Aid | | | 49 | 41 |
| Financial Aid Staff | | 57 | | |
| Financial Aid Availability | | 50 | | |
| Telecommunications | + | 54 | 42 | 39 |

Changes Needed to Improve The Drake Experience

The non-academic items selected as most important to improvement of the Drake experience were approximately the same in 1995 and 1996. Students continued to want more activities and a de-emphasis in Greek life, though the order of selection changed. Improving food rose from 5th to 3rd place and more information about activities dropped from 3rd to 4th. Respondents continued to be unconcerned about Hubbell and Olmsted service and enforcing the existing rules.

Table 20 Three Most Important Things That Should Be Done To Improve The Drake Student Experience (Other than Academics): Percentages - 1996

| Steps to Improve Drake Experience (non-Academic) | All Resp. | College | | | | | Yr in School | | | |
|--|-----------|---------|------|------|-----|------|--------------|----|-----|----|
| | | A & S | B&PA | Educ | JMC | P&HS | FY | So | Jun | Sr |
| More activities | 49 | 48 | 48 | 37 | 50 | 51 | 42 | 52 | 55 | 46 |
| De-emphasize Greek life | 46 | 51 | 38 | 52 | 39 | 48 | 39 | 50 | 48 | 56 |
| Improve food | 39 | 38 | 40 | 30 | 41 | 40 | 45 | 42 | 31 | 25 |
| More info about activities | 38 | 38 | 46 | 22 | 29 | 40 | 33 | 34 | 45 | 46 |
| Improve res. halls | 36 | 34 | 34 | 39 | 43 | 34 | 42 | 41 | 26 | 30 |
| Relax rules | 22 | 22 | 23 | 30 | 30 | 17 | 26 | 19 | 22 | 16 |
| Emphasize Greek system | 18 | 16 | 20 | 28 | 27 | 12 | 19 | 18 | 22 | 8 |
| Enforce rules | 10 | 8 | 8 | 7 | 8 | 15 | 10 | 9 | 7 | 15 |
| Improve Olmsted service | 9 | 8 | 7 | 11 | 4 | 12 | 8 | 8 | 7 | 10 |
| Revise New Student Week | 9 | 8 | 6 | 9 | 14 | 10 | 14 | 6 | 6 | 9 |
| Improve Hubbell service | 8 | 7 | 6 | 9 | 5 | 10 | 10 | 6 | 7 | 7 |
| Other | 11 | 16 | 12 | 11 | 7 | 8 | 9 | 10 | 14 | 16 |

SUMMARY OF THE 1996 DRAKE STUDENT SURVEY RESULTS

The responses to the 1996 Drake Student Survey demonstrate continuation in the trend to increasing satisfaction among students with the Drake University experience. The highest levels of satisfaction continue to be expressed in relation to academic aspects of the experience. However, a high percentage of students are quite satisfied with aspects of the social dimensions of Drake life. Complaints and needed changes that are noted by students focus on expense, the desire for more activities and the dissatisfaction with current perceived emphasis on student life.