

**THE 1999 DRAKE STUDENT SURVEY**  
**A Summary Report of the Findings**  
**by College/School of Enrollment, Year in School and Gender**

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## INTRODUCTION

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

## RESPONDENT CHARACTERISTICS

Nine hundred and seventy-one students responded to the 1999 Drake Student Survey. Table 1 presents the distribution of these respondents across primary variables and compares these distributions to the distribution of all full-time undergraduates at Drake University in 1999.

**Table 1. Respondent Characteristics by College/School- Percentages 1999**

Number of Cases	All Univ.	All Resp.	COLLEGE/SCHOOL <sup>1</sup>				
			A & S (337)	BPA (221)	Educ (47)	JMC (125)	PHS (226)
<b>College</b>							
Survey Respondents	--	--	35%	23%	5%	13%	24%
Full-time Undergrads	--	--	37	22	9	13	19
<b>Yr in School</b>							
First Year	28%	25%	32	26	16	31	19
Sophomore	22	21	22	22	23	25	21
Junior (DP1)	21	19	16	23	30	20	24
Senior (P4)	21	22	28	28	28	23	14
Grad (P5, P6) other	5	6	2	1	2	1	22
Unclassified	2	8					
<b>Gender</b>							
Men	40%	35%	34	53	30	32	24
Women	60	63	66	47	70	68	76
Not identified		2					
<b>Enrollment Status</b>							
Full-time		87%	96	97	97	96	95
Part-time		4	4	3	3	4	5
Not identified		9					
<b>Living Arrangements</b>							
Ever lived in residence hall		70%	75	80	24	85	80
<b>Current Residence</b>							
Residence Halls		56%	68	58	46	68	52
With Family		7	7	9	2	3	7
Greek Houses		8	5	14	30	8	7
Independently		21	19	19	21	21	34
Not reported		8					

<sup>1</sup> College affiliation was not reported by 15 students (1.5%).

In summary, the data in Table 1 show that:

- The distribution of respondents fairly closely reflects the full-time undergraduate student body. Education students are slightly underrepresented and Pharmacy and Health Sciences students somewhat over represented among the respondents.
- The distribution across “year in school” is similar to the distribution among full-time students. First-year students are slightly underrepresented and graduate students are over represented among the respondents. Some variations exist in the class level of respondents within colleges and schools. Most notably, first-year students are underrepresented among Education majors and graduate students (P5 and P6) are over represented among Pharmacy students.
- Women are slightly over represented and men underrepresented among the respondents.

### THE OVERALL DRAKE EXPERIENCE

A major focus of the Drake Student Survey (DSS) is to ascertain satisfaction with the total Drake Experience. In general, students are highly satisfied with their Drake University experience.

The 1999 DSS requested that students indicate their satisfaction with five overall aspects of the University. Three-quarters or more of the students indicated that they were “very satisfied” or “satisfied” with the quality of classes, experience with faculty, and the overall Drake experience. Sixty-six and 47% respectively were satisfied with academic advising and Drake services (Table 2). The percentage satisfied with these overall areas has remained relatively stable over the past few years.

Percentages differed by eight or more points across the colleges for each item. Pharmacy and Arts and Sciences students were most likely to lead the way with in terms of percentage satisfied, while Education and Business and Public Administration students most often indicated dissatisfaction in relation to these overall measures.

- Pharmacy and Health Sciences (PHS) students were somewhat more satisfied than others with their experience with faculty, overall Drake experience and with Drake Services.
- Arts and Sciences (A&S) had the highest level of satisfaction with the quality of classes and Arts and Sciences and Journalism (JMC) students were tied for most satisfied with academic advising.
- Students in the College of Business and Public Administration (BPA) were least often satisfied with the quality of classes and with Drake services while students in Education were least likely to be satisfied with their experience with faculty, Academic Advising and their overall Drake Experience.

**Table 2. Overall Satisfaction with the Drake University Experience - Percentages-1999**

Very Satis. or Satis.	All Resp.	College/School					Year In School					Gend.	
		AS	BPA	Ed	JMC	PHS	FY	So	Jun	Sr	Gr*	M	F
Quality of Classes	78	81	73	75	76	78	76	78	78	76	83	74	80
Experience with Faculty	77	78	73	70	77	82	76	76	77	80	88	73	80
Overall Drake Experience	76	77	70	68	78	79	77	79	71	73	85	73	77
Academic Advising	66	71	69	53	71	55	69	69	68	62	52	70	64
Drake Services	47	45	43	44	49	51	54	46	43	42	52	44	48

- There was a slight decrease in satisfaction with Drake Services, the overall Drake Experience and Academic advising as year in school increased (Table 2). However, very little systematic variation evidenced itself across year in school, especially if the graduate students are disregarded. Women were more satisfied with all items except advising.

Table 3 displays percentages who indicated that they were unsatisfied or very unsatisfied with each of the general areas. In general there were not great variations across categories. The exception is academic advising, where Education students, seniors and graduate students were much more likely to express lack of satisfaction.

**Table 3. Overall Dissatisfaction with the Drake University Experience - Percentages-1999**

Very Unsatis. or Unsatis.	All Resp.	College/School					Year In School					Gend.	
		AS	BPA	Ed	JMC	PHS	FY	So	Jun	Sr	Gr	M	F
Quality of Classes	6	5	8	9	7	5	7	5	9	5	5	7	6
Experience with Faculty	5	5	5	9	6	3	5	4	8	5	3	5	5
Overall Drake Experience	6	4	8	4	10	7	7	5	8	8	3	7	6
Academic Advising	11	9	12	21	10	14	10	9	10	15	15	10	12
Drake Services	10	10	11	7	15	9	8	12	10	12	5	13	9

### Satisfaction with Dimensions of the Overall Experience

Additional questions sought to bring more specific focus to the areas of satisfaction and dissatisfaction. One set of questions asked students about how difficult it had been to adjust to various aspects of university life. These responses are reported in Table 4. Time management most often was reported as difficult by students overall and in every category. Adjusting to academics was second and balancing multiple roles third overall. These were second and third most often cited across the colleges with the exception of students in the School of Education who cited money management and being away from home more often than they did adjusting to academic. Among juniors and seniors, balancing roles superseded adjusting to academics as a difficult adjustment.

**Table 4. Difficulty Adjusting to Dimensions of University Life - Percentages-1999**

Very Difficult or Difficult	All Resp.	College/School					Year In School					Gend.	
		AS	BPA	Ed	JMC	PHS	FY	So	Jun	Sr	Gr	M	F
Managing Time	51	51	51	51	49	51	56	52	48	51	42	53	50
Adjusting to College Academics	39	37	41	30	45	36	46	39	28	43	32	37	39
Balancing Multiple Roles	37	39	35	38	42	36	38	38	33	45	26	36	39
Being away from home, family and friends	31	31	28	33	28	34	32	30	26	32	42	24	35
Managing money	28	28	24	36	31	27	26	31	28	26	28	29	27
Living in a residence hall	24	25	23	14	19	27	25	23	21	26	29	22	24
Making new friends	16	17	18	18	13	14	18	15	15	16	11	17	16

Students were asked to indicate their satisfaction with each of several specific aspects of the Drake experience, ranging from academic through social characteristics. As shown in Table 5, 90% of the respondents indicated satisfaction with academics. This factor received the highest percentage of "satisfied responses" from all categories of analysis except students in the School of Education who were more likely to be satisfied with the opportunity for personal freedom and independence and the opportunity to make friends. The least satisfaction, less than 40%, was expressed in relation to Greek life, on-campus socializing options, school spirit and the cost of room and board.

**College/school:** Little variation in response appeared across the colleges/schools on most items. JMC students most often indicated satisfaction on the majority of items. CBPA had the lowest percent satisfied on most of the items; though they were most likely to be satisfied with school spirit.

**Year in School:** A decline in satisfaction with many aspects of Drake life, including academics and most of the social indicators, occurred from first to senior year. The only areas in which satisfaction did not decline to any great extent during the primary undergraduate years were “curriculum and classes.” The tendency to find decreased satisfaction, particularly with social dimensions of university life, in the junior and senior years mirrors responses in previous years.

**Gender:** Women were somewhat more likely to be satisfied with academics, opportunity for personal freedom and independence, curriculum and classes, and campus activities. Male respondents were more satisfied with most of the other areas.

**Table 5. Satisfaction with Dimensions of the Drake University Experience- Percentages-1999**

Very Satis. or Satis.	All Resp.	College/School					Year In School					Gend.	
		AS	BPA	Ed	JMC	PHS	FY	So	Jun	Sr	Gr	M	F
Academics	90	90	87	81	91	93	90	91	88	86	91	87	91
Opportunity for personal freedom and independence	78	77	74	85	86	77	81	78	74	75	83	75	80
Opportunity to make friends	78	77	74	87	84	79	86	80	74	74	76	78	78
Friendliness on campus	70	72	69	70	74	68	81	75	61	66	59	72	69
Curriculum and classes	65	64	61	66	73	66	63	68	64	65	67	62	67
General attitudes at Drake	59	57	57	66	62	60	76	60	50	48	43	60	58
Campus activities	43	42	38	47	45	48	53	46	38	37	35	38	46
Value for the cost of education	41	42	36	36	57	37	42	45	42	39	35	44	39
Greek life	34	30	37	40	43	33	36	39	30	28	38	35	34
Socializing options on campus	31	32	30	35	32	30	47	33	28	18	22	31	31
School spirit	20	19	23	7	21	22	28	20	23	11	16	25	18
Cost of room and board	14	15	13	18	18	11	18	15	13	14	9	15	14

### Characteristics of the Drake Experience

When asked to agree or disagree with a variety of statements about Drake University, students were quite positive. Eight percent or more agreed that they are being prepared for a career, that they have the opportunity to develop leadership skills, that they are being prepared for life-long learning and that Drake fosters respect for intellectual honest. They were somewhat less likely to agree that there was sufficient opportunity for involvement on campus or that they are encouraged to do community service. Only 39% believe that Drake is too bureaucratic.

Journalism and Pharmacy and Health Sciences students were most likely to be positive in responding while Arts and Sciences and Business and Public Administration students were least likely to be positive.

the most major variation across year in school was reflected in a declining sense that Drake fosters respect for intellectual honesty and that Drake is characterized by a sense of community. The agreement with the statement that Drake is characterized by too much bureaucracy gained agreement with increase in year in school.

**Table 6. Strongly Agree or Agree that Following Reflect the Drake Experience - Percentages- 1999**

Agree that following has been Drake experience:	All Resp	College/School					Year in School					Gender	
		AS	BPA	Ed	JMC	PHS	FY	So	Jun	Sr	Gr	Male	Fem
Drake helping prepare for career	87	78	87	94	95	94	83	91	88	84	91	85	88
I have opportunity to develop leadership skills	83	78	82	85	91	95	80	80	84	84	86	83	82
Drake preparing me for life-long learning	82	80	74	81	88	87	82	83	80	79	85	80	82
Drake fosters respect for intellectual honesty	80	81	69	81	88	83	81	86	77	72	79	77	81
Suff. opportunity for involvement in campus	74	68	71	74	83	81	77	76	70	72	85	72	75
Encouraged to do community service	53	50	46	59	52	65	42	55	57	50	55	52	54
Drake is characterized by a sense of community	39	38	33	34	43	46	49	44	38	23	44	41	38
There are sufficient out-of-class academic opportunities	46	45	43	34	46	52	49	48	43	41	48	49	44
There is too much bureaucracy at Drake	39	43	37	46	38	33	26	35	44	52	40	46	35

### Focus on Academics

As is true every year, the highest level of expressed satisfaction is with the academic dimensions of the Drake experience. A number of questions on the survey focused on such issues. One set of questions asked students to indicate the importance of several "characteristics of a good class." Another section asked respondents to indicate the extent to which these and other factors characterized classes in their (1) major, (2) second major or minor, and (3) in classes outside their major and minor. Other questions throughout the survey asked about the academic experience.

#### Characteristics of Good Faculty and Classes

More than 90% of the students indicated that it is important that professors be knowledgeable, caring and enthusiastic. No significant variations appeared across college, year in school or gender on importance of these characteristics. Similarly, more than 90% of the respondents indicated that relevant and interesting class material, fair evaluation techniques and having a class that broadens and challenges are important characteristics of a good class. Other characteristics were identified as important or very important by 65% to 76% of the respondents.

**College/school:** Variation across academic units on important dimensions of a good class were slight. Respondents in Business and Public Administration varied most, being less likely to endorse the importance of a class broadening and challenging and interaction and discussion. Education students were more likely than others to feel that multiple teaching techniques and small size are important.

**Year in School:** Variation across year in school was limited. The only item that showed systematic change across the years was support for. Identification of the importance of classes that broaden and challenge increased steadily from first through senior year.

**Gender:** All items were identified as important by a higher percentage of the women than men.

**Table 7. Important Characteristics of a Good Class - Percentages-1999**

Very Important or Important	All Resp.	College/School					Year In School					Gend.	
		AS	BPA	Ed	JMC	PHS	FY	So	Jun	Sr	Gr	M	F
<b>Professor Characteristics</b>													
Knowledgeable professor	98	98	98	96	98	99	97	98	98	99	100	96	99
Caring Professor	95	96	91	96	98	97	96	97	95	93	97	94	96
Enthusiastic professor	94	95	95	96	97	92	94	94	95	93	97	94	95
<b>Class Characteristics</b>													
Class material relevant and interesting	97	98	97	96	98	97	97	98	97	97	100	96	98
Fair evaluation techniques	94	94	94	96	94	95	94	93	96	94	95	91	96
Class broadens & challenges	92	96	86	94	94	90	87	90	94	96	95	89	93
Interaction and discussion	76	80	68	87	82	73	77	71	73	78	86	73	77
Multiple teaching techniques	74	76	71	89	73	71	74	74	75	73	71	66	78
Small size	65	68	63	83	67	58	62	65	62	70	62	62	67

### Evaluation of Drake Faculty and Classes

Respondents were then asked to indicate the extent to which the listed "characteristics of a good class" and other factors characterize faculty and classes in their major, minor and other classes. Table 8 reports their responses in terms of the first major the student listed.

From 74% to 95% of the respondents agreed or strongly agreed that each characteristic was an accurate description of faculty in their major, with two exceptions. Ninety-five percent agree that their professors are knowledgeable, the factor most often identified as an important characteristic of a good class. On the other hand only 45% agree that there is sufficient racial/ethnic diversity among faculty.

Seventy five percent or more of the students indicated satisfaction with the education they are receiving in their major, the quality of their major, and agree that classes are challenging, interesting and provide opportunity for exchange of ideas. Only 15% felt that the typical class size was too large.

**College/school:** Despite the fact that they were least likely to indicate satisfaction overall with their experience with faculty, academic advising, and academics, Education students most often indicated satisfaction with knowledgeability, approachability, enthusiasm and caring of the faculty. Journalism students were most satisfied with opportunity for personal interaction, sensitivity to student needs and with their academic advisor. Business and Public Administration students were tied or least satisfied with every item except satisfaction with academic advisor and gender and racial diversity. Pharmacy and Health Science students were least likely to be satisfied with their academic advisor. Education students were most satisfied with gender diversity of their faculty and Pharmacy students were most satisfied with racial diversity.

Education respondents expressed the greatest agreement with all of the positive characteristics of classes in their major, except that the classes had been challenging. Pharmacy students were most likely to agree with that statement. Business and Public Administration students had the lowest level of agreement with each of the other items except that relating to opportunity for open exchange. Pharmacy students were least likely to agree that their classes are characterized by open exchange, and were most likely to agree that there should be more opportunity for interaction in class sizes are too large.

**Year in school:** Satisfaction with most characteristics of the faculty was higher in the senior than in the first year of school. Agreement with statements about classes tended to increase through the junior year and to drop off among seniors and graduate students.

**Gender:** Women were more satisfied than were men with all characteristics of their major faculty and classes except their academic advisor.

**Table 8. Characteristics of Faculty and Classes in Major Field - Percentages-1999**

Strongly agree or agree	All Resp.	College/School					Year In School					Gend.	
		AS	BPA	Ed	JMC	PHS	FY	So	Jun	Sr	Gr	M	F
<b>Faculty in my major</b>													
Professors are knowledgeable	95	93	93	100	96	97	91	95	96	96	97	92	96
Faculty are approachable	90	89	86	98	95	90	84	88	92	93	95	89	90
Professors are enthusiastic	84	82	78	91	87	88	80	86	86	84	84	81	85
Satisfied with opportunity for personal interaction with faculty	82	82	75	87	89	82	76	82	85	82	85	81	82
Professors at Drake are caring	82	81	76	89	88	85	78	83	83	84	84	80	83
I am satisfied with my academic advisor	75	78	78	66	90	62	76	80	78	73	50	78	74
Faculty are sensitive to student needs	74	77	66	85	86	70	69	75	80	76	61	73	75
There is sufficient gender diversity among faculty	65	57	63	89	59	74	69	63	63	55	77	68	63
There is sufficient racial/ethnic diversity among faculty	45	42	44	27	26	63	50	55	43	31	45	51	42
<b>Major classes and education</b>													
My classes have been challenging	88	89	87	78	86	91	86	91	91	84	86	83	91
I am satisfied with the education I am receiving	84	84	81	89	88	86	85	87	86	81	81	82	86
I am satisfied with the quality of my major	83	79	78	96	92	86	82	85	88	77	81	80	85
Typically classes are interesting	76	77	70	83	82	74	66	72	86	80	69	73	77
My classes provide opportunity for open exchange of ideas	75	77	71	89	82	69	65	69	84	81	78	74	75
Typical class is too large	15	14	14	11	11	19	15	16	13	14	16	16	14
There should be more opportunity for interaction in classes	42	42	43	39	38	44	42	45	39	37	50	45	40

### Changes in Skills and Knowledge while at Drake

Each year students are asked to evaluate the extent to which a variety of areas of knowledge and skills have changed since coming to Drake University. This year, these questions were expanded to cover all of the stated goals of the new Drake Curriculum. Thus, these data may provide some baselines for assessment of student perceptions of change under the new curriculum.

Students were asked to evaluate their own skill/knowledge in each area as good moderate or poor, and to indicate whether they were stronger, no change or weaker in each since coming to Drake. Table 9 lists the skill areas, indicating for each the reported level of skill upon entering Drake and the

percentage who reported that they are now stronger in the skill area. Students most often reported good skills at the time they entered the University in their abilities to work independently and cooperatively. Of the specific academic skills, the most students reported good competency in writing skills (50%) and least often reported competency in information and technological literacy (25%). While it might be expected that the areas in which students reported greatest competency on entering would show least perceived improvement, that pattern did not clearly present itself. For instance, the greatest report of improvement was in "knowledge of major field" (89%) where only 24% reported good skill when entering Drake, the second greatest improvement was in "General Knowledge" (84%) which had the 4th highest percent (56%) reporting "good" knowledge level when entering Drake.

**Table 9. Skill and Knowledge Areas - Skill When Entered and Improvement While at Drake- Percentages-1999**

Acad. Skills & Knowledge	Skill level when entered			% stronger since at Drake
	Good	Moderate	Poor	
Ability to Work Independently	74	24	2	57
Ability to Work Cooperatively	65	32	3	54
Define own value system	64	33	3	53
General Knowledge	56	42	2	84
Writing Skills	50	45	5	66
Ability to Think Critically	49	47	4	72
Analytical/Prob Solving	49	47	4	65
Mathematical Skills	49	40	11	35
Leadership Abilities	48	46	6	51
Reading Speed & Comprehen.	42	49	10	42
Scientific Understanding	38	54	9	51
Skill using information resources	35	56	9	66
Ethical inquiry	34	59	7	52
Public Speaking Ability	33	48	18	46
Computer Skills and Understanding	32	50	18	72
Knowledge of different races	32	48	20	57
Knowledge of the Arts	31	47	22	40
Technology skills	29	58	13	66
Knowledge of other cultures	26	55	19	60
Historical Awareness	25	55	19	45
Information & tech. literacy	25	61	14	62
Knowledge of Major Field	24	52	24	89
Prep. for Grad/Prof Schools	14	53	34	63

Table 10 presents the variations across colleges, year and gender in the percentages reporting improvement in the skills areas. In this table, the items are divided into four categories. First are the most general knowledge areas; second, are specific knowledge areas; third are skills; and last is a category of more personal development areas.

A very high percentage of the students report that they have gained both in knowledge in their major field and in general knowledge. There is some variation across college with Pharmacy students most likely to report gain in their major field (perhaps reflecting the high proportion from this college who are in the latter stage of their academic career), and Journalism students most likely to report gains in general knowledge. As would be expected, the percentage reporting gains in their major

field increases from first to senior year. As has been observed in other years the most significant jump is from first to sophomore year.

**Table 10. Perceptino that Academic Skills & Knowledge are Stronger Than When They Entered  
Drake - Percentages-1999**

Acad. Skills & Knowledge	All Resp	College/School					Year in School					Gender	
		A&S	BPA	Educ	JMC	PHS	FY	So	Jun	Sr	Gr	Male	Fem
<b>General Areas</b>													
Knowledge of Major Field	89	89	84	83	90	95	78	89	94	95	96	87	90
General Knowledge	84	86	75	85	90	87	82	83	82	87	88	83	85
<b>Specific Knowledge Areas</b>													
Knowledge of other cultures	60	60	55	72	64	57	52	64	62	64	53	60	60
Knowledge of different races	57	57	59	49	57	58	57	59	58	57	52	58	57
Scientific Understanding	51	48	30	38	38	84	48	52	49	43	80	45	54
Historical Awareness	45	59	32	45	57	29	37	50	45	48	38	50	42
Knowledge of the Arts	40	58	21	30	43	33	31	46	38	46	30	37	42
<b>Skills Areas</b>													
Computer Skills and Understanding	72	64	79	66	77	75	62	73	77	74	82	69	74
Ability to Think Critically	72	73	67	79	77	72	66	70	65	81	86	71	73
Writing Skills	66	70	57	79	82	57	64	63	68	68	61	64	67
Skill using information resources	66	66	61	62	65	72	56	65	67	72	79	63	68
Technology skills	66	58	74	72	70	66	56	63	73	73	75	66	66
Analytical/Prob Solving	65	64	61	55	67	70	54	63	62	74	82	66	64
Information & tech. literacy	62	54	72	54	63	64	53	60	67	68	69	60	63
Ethical inquiry	52	54	43	57	66	50	43	53	51	60	55	51	52
Public Speaking Ability	46	41	47	57	39	55	29	40	50	56	82	45	47
Reading Speed & Comprehension	42	47	35	43	41	41	39	40	38	44	51	43	41
Mathematical Skills	35	33	46	32	12	39	34	37	39	27	39	40	32
<b>Personal Goal Develop</b>													
Prep. for Grad/Prof Schools	63	61	56	60	51	78	52	59	68	70	79	60	64
Ability to Work Independently	57	58	52	64	63	57	55	54	55	56	77	54	59
Ability to Work Cooperatively	54	49	53	57	58	60	42	51	58	57	74	53	54
Define own value system	53	55	45	64	61	52	53	53	57	51	52	53	54
Leadership Abilities	51	48	49	51	52	58	41	48	50	54	75	50	52

Respondents were most likely to report that they had made gains in specific knowledge related to other cultures and races. They were least likely to report increases in knowledge of the arts and historical awareness. Differences across colleges/schools to some extent appear to reflect requirements embraced by each unit; e.g., a high percentage of Pharmacy students and a very low percentage of Business students report gains in scientific understanding. In most of these areas the percentage

reporting gains was higher in senior than in first year. The exception is scientific understanding where the percentage of seniors indicating gain is higher than for any other group.

Broad variation appeared in the percentage reporting gains in the skills areas. These ranged from a high of 72% saying they have gained in ability to think critically and in computer skills and understanding to a low of 35% reporting gains in mathematical skills. No clear patterns emerged across the schools. Business students were either highest or lowest on most items. They were most likely to report increases in computer skills and understanding, technology skills, information and technology literacy and mathematical skills. They were least likely to report gains in ability to think critically, writing skills, skills using information resources and ethical inquiry.

Though not always showing a steady increase with year in school, the perception of improved skills increased from first to senior year for all items but one. The exception was mathematical skill which dropped off significantly among seniors. This pattern may reflect variations across colleges in representation of class levels.

## Non-curricular Dimensions of Drake Life

### Perceptions of Diversity

Over the years, efforts have been made to improve the climate for diversity at Drake University. Accordingly, the Drake Student Survey has assessed student perceptions of diversity and of their own changes in relation to several diversity issues since coming to Drake. Items related to satisfaction with diversity among faculty and their sense of whether they have made gain in knowledge about other cultures and races already have been reported.

**Table 11. Agree or Strongly Agree with Statements about Diversity-Percentages 1999**

Diversity Perceptions	All Resp	College/School					Year in School					Gender	
		A & S	BPA	Educ	JMC	PHS	FY	So	Jun	Sr	Gr	Male	Fem
There is sufficient gender diversity among Drake students	60	61	68	57	49	58	65	65	56	53	56	76	52
Drake has achieved sufficient racial and ethnic diversity	46	39	50	39	35	58	61	53	40	29	43	50	44
*There is sufficient gender diversity among faculty in my major	65	57	63	89	59	74	69	63	63	55	77	68	63
*There is sufficient racial/ethnic diversity among faculty in my major	45	42	44	27	26	63	50	55	43	31	45	51	42

\*Responses by college include student who indicated either a first or second major in the college. Responses by year and gender reflect students responding to their first listed major.

Table 11 shows the percentage who report satisfaction with gender and racial ethnic/diversity of students. Sixty percent of the students are satisfied with gender diversity among students and 46% are satisfied with the racial and ethnic diversity. These percentages match almost exactly the percentages expressing satisfaction with those dimensions of diversity among the faculty (see Table 8).

The highest satisfaction is among business students, first-year students and men. Lowest satisfaction is among Journalism students seniors and women. Only 46% of those responding reported satisfaction with racial and ethnic diversity. The highest satisfaction was among Pharmacy students, first year students and men.

A relatively low percentage of respondents express satisfaction with the racial/ethnic diversity of the student body and faculty. Satisfaction with gender diversity of students faculty is somewhat higher (about 60%). No clear patterns emerged in responses across colleges/schools.

### Satisfaction with Academic Services and Offices

Many offices and services at Drake exist primarily to support the academic mission. Among these services, the highest level of satisfaction was expressed in relation to library staff services, followed by access to computers, their Dean's office, and the Admissions office. Satisfaction with access to computer has experienced a steady decline since 1996. In 1999 the percentage satisfied for the first time fell below 75%.

Evaluation of some of the services and offices varied by college/school while others showed the most variation by year of enrollment.

**College/School:** Education students were the most satisfied with a majority of the academic offices and services. The office most relevant to a college/school breakdown is satisfaction with their Dean's office. The highest level of satisfaction was expressed by Education students and the lowest by Journalism students.

**Year in School:** Responses to several of the services and offices were related to year of enrollment. There is a definite pattern of declining satisfaction from first to junior/senior year with computer labs and access to computers. This may be presumed to reflect that juniors and seniors are more likely to live off campus. Satisfaction increased in the junior/senior year with the Admissions Office, registration process, Registrar's Office, Career Center and Office of Academic Assistance

**Gender:** As is the pattern on most questions, women were more likely to express satisfaction than were men. The exceptions were slightly higher percentages of men expressing satisfaction with the Office of Academic Assistance and with the computer Help Desk.

**Table 12. Evaluation of Academic Services as "Very Satisfactory" or "Satisfactory" - Percentages-1999**

Academic Services and Offices	*Not Appl	% of Resp	College/School					Year in School					Gender	
			AS	BPA	Ed	JMC	PHS	FY	So	Jun	Sr	Gr	Male	Fem.
Library Staff Services	13	65%	70	58	70	64	65	66	61	61	71	70	64	66
Access to Computers	7	64	70	55	72	63	64	72	72	58	60	51	62	65
Dean's Office (Your College)	23	64	58	70	76	51	71	68	67	63	57	67	62	65
Admissions Office	18	63	59	74	59	70	63	65	60	53	70	67	59	65
Registration Process	7	58	53	59	70	60	61	52	60	64	61	55	57	58
Study Abroad Program	68	58	58	56	69	70	46	57	48	62	72	47	46	67
Registrar's Office	18	60	58	58	73	59	62	56	58	56	67	60	57	62
Career Center	34	48	46	54	50	48	43	44	48	47	53	42	43	51
Off. of Acad. Assistance (Student Develop. & Learning Ctr till 99)	59	48	49	44	57	48	46	50	46	42	58	27	48	47
Computer Help Desk (MAC Hotline till 99)	25	41	45	32	39	38	46	43	44	42	40	37	43	41
Computer labs	19	38	42	35	45	36	36	46	44	32	32	28	39	37

When asked to evaluate these offices and services, students were given the option of indicating no experience, or not applicable. The percentage of respondents who indicated no experience with each area is reported in the "Not Applic." column. Services and offices for which more than 1/3 of the students indicated no experience appear separately at the bottom of the table. All numbers reported in are percentages of those who evaluated each area.

**Social and Residential Services and Offices**

Students were asked to evaluate services and offices that relate most directly to the social life and living experiences of students on the Drake campus. Analysis by College/School is omitted since such enrollment showed little variation, and where it occurred provides no explanatory power.

A relatively clear relationship emerges between year in school and evaluation of several of the social and student services. There is a fairly steady drop from first to senior year in satisfaction with the Bell Center and residence halls. It is likely that the drop in satisfaction reflects reduced access or relevance among students who have moved off campus. Services which accrued higher satisfaction from first to junior senior year include International Center, Residential Life Office, Counseling Center, and Disability Resource Center.

**Table 13. Evaluation of Social and Residential Services as “Very Satisfactory” or “Satisfactory”**  
- Percentages-1999

Social and Residential Services and Offices	% not appl	% of Resp	Year in School					Gender	
			FY	So	Jun	Sr	Gr	Male	Fem
Bell Center	67	80%	85	84	80	75	74	71	85
Campus Security	18	56	64	65	45	51	50	57	56
International Center	66	55	50	48	48	74	47	48	60
Student Life Center	32	50	49	59	48	48	37	38	57
Peer Mentor Program	34	50	52	47	47	54	54	50	51
Dean of Students Office	51	48	49	47	41	51	53	46	49
Residence Halls	20	47	50	50	47	42	42	44	48
Residential Life Office	44	45	46	46	41	50	40	39	49
Counseling Center	65	43	42	37	41	55	42	40	45
Olmsted Food Service	15	42	44	41	39	42	51	44	40
Health Services	30	41	45	36	37	44	44	40	41
Disability Resource Ctr	77	39	43	34	35	53	25	41	38
Hubbell Dining Hall	17	33	37	31	27	32	40	29	35

**Drake Business Offices**

The level of satisfaction expressed in relation to Drake business offices is lower than for many other areas of campus life (Table 16). The highest satisfaction was with the Cashier’s office and the lowest was with the computer store. No pattern emerges in relation to either college/school or year in school.

**Table 14: Evaluation of Business Offices as "Very Satisfactory" or "Satisfactory" - Percentages-1999**

Business Offices	Not Appl	% of Resp	College/School					Year in School					Gender	
			A & S	BPA	Educ	JMC	PHS	FY	So	Jun	Sr	Gr	Male	Fem.
Cashier's Office	12	67%	66	74	69	72	66	74	68	62	64	60	63	68
D-Shoppe (Bookstore Service till 99)	11	61	60	56	68	64	63	68	62	52	57	59	57	64
Financial Aid Staff Service	32	50	50	56	52	51	52	55	51	50	48	42	50	50
Availability of Financial Aid	17	46	49	43	49	55	45	55	42	40	47	35	47	45
Telecommunications Office	56	37	38	28	43	39	39	46	37	30	35	26	33	39
Computer repair services	37	34	38	27	50	30	34	35	36	35	35	23	38	33

### Student Activities

The last area of student life and social services about which respondents were asked were student activities. The highest satisfaction was expressed in relation to Fine Arts productions and intramural programs, with intercollegiate athletics and the Times-Delphic also seen as satisfactory by more than half of the respondents.

**Table 15. Evaluation of Student Activities as "Very Satisfactory" or "Satisfactory" by College and Year- Percentages-1999**

Student Activities	% not appl	% of Resp	College/School					Year in School					Gender	
			A & S	BPA	Educ	JMC	PHS	FY	So	Jun	Sr	Gr	Male	Fem.
Fine Arts Productions	34	70%	79	58	72	63	69	76	70	67	68	66	67	73
Intramural Program	45	65	59	67	88	62	70	65	67	58	72	74	63	67
Times-Delphic	17	49	47	47	41	57	52	62	53	41	41	40	46	51
Drake Magazine	42	41	44	31	50	50	35	48	38	30	44	38	34	45
DUIN	50	36	44	26	50	35	27	47	29	30	37	35	32	39
Student Government	37	27	31	21	33	30	23	31	32	18	25	21	22	30
KDRK Radio	52	26	27	18	38	36	20	37	26	12	26	22	22	29
Drake TV	41	21	20	11	23	39	19	29	18	14	19	28	17	24