

Summary Program Review Survey Report - 2000¹

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Introduction

In February 2000, as Drake University embarked upon a Program Review and Prioritization process, a survey was sent to all faculty and staff at Drake University during the first week of February, 2000. The survey sought information about how Drake faculty and staff perceived trends in higher education nationally, the current status of education at Drake, and potential changes at Drake.

Responses were received from 137 faculty and 197 staff. Table 1 indicates how the respondents were distributed across identified categories of faculty (Arts and Sciences and Professional Schools) and staff (administrative or non-administrative).

Table 1: Characteristics of Respondents

	Number	Percent	Number	Percent
Total Respondents	337			
Faculty	137	41%		
Arts and Sciences			62	48%
Professional Schools			67	52%
Staff	197	59%		
Administrative			90	47
Non-administrative			103	53
No Identification	3	-		

¹ A committee comprised of Judith Allen, Marie Klugman, Henry Milam, Ronald Troyer, Dean Wright and Sue Wright prepared the survey. Henry Milam arranged for and directed data preparation. Sue Wright prepared this report.

Higher Education Trends and Changes

Respondents were asked a series of questions about higher education nationally. Table 2 presents responses to these questions. More than 90% of the respondents agreed that colleges and universities must be active participants in their communities, that private higher education must offer something distinct from what is offered at public institutions, that a greater variety of approaches to teaching and learning will be required in the future, and that the undergraduate experience requires personal interaction between professors and students. Very few respondents (24%) perceive a problem with the traditional discipline-based academic system.

While there was almost unanimous agreement that colleges and universities must be active participants in their communities, only 68% of the respondents agreed that higher education must develop partnerships with K-12 schools. Notable differences (10% or more) between the levels of support among faculty and staff appeared on four of the questions. In each case the percentage of staff responding positively to the statement was at least 10% higher than the percentage of faculty supporting the statement. These statements related to need for a greater variety of approaches to teaching and learning, need to develop partnerships with K-12 schools, impact of increasing diversity in requiring significant changes in higher education, and the idea that a bachelor's degree should indicate skills and knowledge mastered rather than course credits earned.

One question produced notable differences both between administrative and non-administrative staff and A&S and Professional school faculty. Non-administrative staff and Arts and Sciences faculty were much more likely than their counterparts to believe that the undergraduate experience requires that professors and students interact in person. Finally, Arts and Sciences faculty were less likely than any other category of respondents to agree that colleges and universities must become active participants in their communities.

Table 2: Responses to Statements about Changes in Higher Education- Percentage Agreeing or Strongly Agreeing

Question	Total	Staff	Fac.	Staff		Faculty	
				Admin	Non-ad	A&S	Prof. Sch.
Colleges and universities must become active participants in the communities in which they are located.	91	94	87	99	92	81	91
To survive, private higher education must offer something distinct from public institutions.	88	90	85	88	92	88	81
A greater variety of approaches to teaching and learning will be required in order to be effective with college students in the future	85	89	79	92	85	76	83
The undergraduate experience requires that professors and students interact in person.	82	79	86	73	86	92	80
Higher education must develop partnerships with K-12 schools.	68	77	56	80	76	53	57
The increasing diversity of the American population requires significant changes in American higher education.	58	66	48	65	66	50	46
Rather than number of course credits earned, the bachelor's degree should indicate skills and knowledge mastered.	54	62	42	63	62	44	38
The traditional discipline-based academic system is an impediment to quality educational programming.	24	27	21	26	27	25	17

Drake's Educational Goals

A second part of the survey offered respondents four educational goals (see Table 3) and asked that they rank these in terms of their importance. Overall, and within each category, respondents ranked teaching students how to think as most important. The support for this goal was more pronounced among faculty than staff. Preparing students for careers was ranked second, with staff, particularly non-administrative, somewhat more likely to rank this goal as most important. Helping students with moral and ethical components of life was ranked third, and liberating individuals from past prejudices and superstitions was ranked fourth by all categories of respondents.

Table 3: Importance of Educational Goals

Question	Total	Staff	Faculty	Staff		Faculty	
				Admin	Non-ad	A&S	Profes
To teach student how to think.							
Most Important	71	64	83	70	56	87	79
Second Most Important	20	23	15	22	25	12	18
Third Most Important	5	7	1	4	10	1	1
Least Important	4	6	1	3	9	-	1
To prepare students for careers.							
Most Important	27	34	18	23	46	12	26
Second Most Important	44	41	47	50	31	40	58
Third Most Important	12	11	13	12	11	1	11
Least Important	17	14	22	14	13	32	6
To help students with the moral and ethical components of life.							
Most Important	8	8	8	7	9	8	8
Second Most Important	21	19	25	38	23	28	20
Third Most Important	47	48	48	54	42	40	55
Least Important	23	25	19	23	27	23	17
To liberate the individual from past prejudices and superstitions.							
Most Important	6	5	8	2	7	10	6
Second Most Important	15	14	16	14	15	22	8
Third Most Important	30	29	31	27	31	35	27
Least Important	49	52	45	57	47	33	58

Drake's Programs and Structure

Programming at Drake

One section of the survey posed questions about the mission of Drake University, its structure and programs. There was a high level of agreement that Drake is at a critical juncture and must make bold and creative choices. There was less agreement about what those might be.

Eighty percent or more of the respondents agree that one of Drake's strengths is its blend of professional and arts and sciences programs, that Drake's core mission is to provide a first-rate undergraduate education, and that Drake must develop partnerships with central Iowa businesses.

There was a significant difference in the responses of Arts and Sciences and Professional School faculty in support for the undergraduate mission, with almost all A&S faculty agreeing with this statement, while only a little over half of the Professional School faculty expressed agreement. Consistent with these perceptions, 56% of the respondents agree that Drake should offer graduate programs only when they are profitable. The support for this position was somewhat greater among A&S faculty.

Questions about specific options for new programs garnered relatively low levels of agreement. Only 38% of the respondents agree that Drake has too many academic programs, but 47% agree that there are programs at Drake that are not consistent with the University mission. Sixty-two percent support development of new programs crossing college/school lines; 58% agree that Drake needs to facilitate development of additional interdisciplinary programs, and only 55% of the respondents agree that globalization will require changes in Drake's educational programs. Over 50% of the respondents agree that the amount of course duplication needs to be reduced.

Table 4: Drake Programs and Programming- Percentage Agreeing or Strongly Agreeing

Question	Total	Staff	Fac.	Staff		Faculty	
				Admin	Non-ad	A&S	Prof. Sch.
Drake is at a critical juncture and must make bold, innovative, and creative choices that will make it a distinguished institution.	86	87	84	90	85	83	83
One of Drake's strengths is its blend of professional and arts and sciences programs.	82	79	87	80	77	82	91
Drake University must develop partnerships with central Iowa businesses.	80	90	66	92	90	49	79
The core mission of Drake University is to provide a first-rate undergraduate education.	82	85	77	81	90	98	57
Drake should offer graduate programs only when student demand is sufficient to cover all costs.	56	53	59	53	54	64	54
Drake has too many academic programs.	37	34	41	46	26	37	42
There are programs at Drake that are not consistent with our mission.	47	44	51	53	35	59	41
New programs crossing college/school lines are needed.	62	61	63	36	50	68	56
Drake needs to facilitate the development of additional interdisciplinary programs.	58	52	69	64	42	67	70
Globalization and increased contact among the peoples of the world require significant changes in the educational programs at Drake University.	55	57	52	57	58	53	46
We need to reduce the amount of course duplication at Drake.	52	50	54	61	43	51	59

The Structure of the University

Several questions in this section asked respondents about the structure of the university and for perceptions of current and preferred balance of academic and non-academic activities. Exactly 50% of the respondents agree that Drake has too many administrators and 48% agree that administrative functions should be consolidated. Not surprisingly, faculty are much more likely to agree with these statements than are staff. More than 50% of the non-administrative staff agreed that Drake has too many administrators.

Less than a quarter of the respondents agree that Drake spends an excessive portion of its resources on non-academic endeavors. Responses of Arts and Sciences faculty were distinctively different than responses from other respondent categories. While 50% of the A&S faculty agreed with the statement, no more than 19% of any other category (including Professional School faculty)

supported the statement. Interestingly, only 11% of the respondents and 18% of the Arts and Sciences respondents, agreed that Drake provides too many non-curricular services.

Only twenty-one percent of the respondents agreed that Drake has too many colleges and schools. The highest percentage of agreement was among A&S faculty and the lowest agreement was among Professional School faculty.

Eighteen percent of the respondents agreed that Drake should outsource more services. The highest agreement with the statement was among administrative staff and the lowest support was found among non-administrative staff.

Table 5: Drake's Structure and Balance of Programs - Percentage Agreeing or Strongly Agreeing

Question	Total	Staff	Fac.	Staff		Faculty	
				Admin	Non-ad	A&S	Prof. Sch.
Drake has too many administrators.	50	44	59	29	56	64	55
Administrative functions at Drake should be consolidated into fewer offices.	48	39	60	36	43	62	57
Drake spends an excessive proportion of its resources on non-academic endeavors.	24	18	34	17	19	50	19
Drake provides too many non-curricular services.	11	10	13	11	10	18	8
Drake has too many colleges and schools.	21	18	25	20	15	36	12
Drake should "outsource" more services.	18	19	17	26	14	17	17

Course Format and Delivery

Several questions focused on issues related to course delivery. As shown in Table 6, only 34% of the respondents agreed that the way we deliver education at Drake is outdated. The strongest agreement with the statement was among administrative staff. A much higher percent of respondents (70%) agreed that Drake should offer more evening classes. Arts and Sciences faculty were by far the least likely to agree with this statement.

Table 6: Course Format and Delivery - Percentage Agreeing or Strongly Agreeing

Question	Total	Staff	Fac.	Staff		Faculty	
				Admin	Non-ad	A&S	Prof. Sch.
The way we deliver education at Drake is outdated and needs to be rethought.	34	36	30	45	29	31	26
Drake should offer more evening classes in order to attract more non-traditional students.	70	76	60	77	76	38	80
Readiness to use technology to aid instruction should be a requirement for hiring new faculty members.	70	83	50	81	84	41	54
Drake faculty need to learn how to better use classroom technology.	63	63	61	64	63	53	65

When asked about technology, 70% of the respondents agreed that a criterion in hiring new faculty should be readiness to use instructional technology (Table 6). Interestingly the staff were much more supportive than were faculty of such a move, and Professional School faculty more supportive than A&S faculty. A smaller proportion of respondents agreed that Drake faculty need to

learn how to better use classroom technology, with the lowest level of support among Arts and Sciences faculty.

Participation in the Prioritization and Review Process

When asked about who should participate in various parts of the program review process, 92% agreed that it is important that faculty be involved and 87% agreed that it is important that all faculty participate in bringing about change. Ninety-three percent believe that it is important that faculty be involved in identifying and eliminating unnecessary offerings in academic area and 68% felt that such participation is important in relation to non-academic programs.

Seventy-six percent of the respondents indicated both that staff participation is important in bringing about change and be involved in a rigorous process of program review. Only 48% supported staff participation in review of academic offerings while 79% support staff involvement in review of non-academic programs and structures.

Table 7: Participation in the Prioritization and Review Process - Percentage Agreeing or Strongly Agreeing

Question	Total	Staff	Faculty	Staff		Faculty	
				Admin	Non-ad	A&S	Prof. Sch.
It is important that faculty be involved in a rigorous process of program review, evaluation, and priority setting that will govern institutional choices for the next decade.	92	93	90	95	91	93	85
It is important that all faculty participate in bringing about change at Drake University.	87	89	83	90	88	86	80
Faculty participation is important in the process of identifying--and eliminating--unnecessary duplication of:							
(1) academic offerings and support infrastructures.	93	90	98	93	86	98	97
(2) non-academic programs and structures.	68	63	76	58	65	81	71
It is important that all staff participate in bringing about change at Drake University.	76	84	64	87	81	62	63
It is important that staff be involved in a rigorous process of program review, evaluation, and priority setting that will govern institutional choices for the next decade	76	83	66	86	81	66	62
Staff participation is important to the process of identifying--and eliminating--unnecessary duplication of:							
(1) academic offerings and support infrastructures.	48	57	36	54	61	32	36
(2) non-academic programs and structures.	79	82	77	87	76	80	71