

Your First College Year - 2003 Results
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The Respondents

A total of 146 of the 604 eligible first-year full-time Drake University students responded to the 2003 YFCY survey. This represents approximately a 24% response rate. By comparison, 242 students responded in 2002.

The low response rate brings into question the extent to which they are representative of Drake first-year students. However, there are still some interesting patterns to be noted and explored as we look further.

- ❑ Women are over represented among the respondents. Of the 146 respondents, 48 (33%) were men and 98 (67%) were women. Women constituted approximately 60% of the entering first-year students. Among all private University respondents, men constituted 34% and women 66% of the respondents, and among all 4-year institution respondents men accounted for 38% and women 62% of the respondents.
- ❑ Examination of the data suggests that majors in sciences and business may have been over represented.

The format of the tables in this report varies depending on what data are available.

- All tables include three columns of Spring 2003 data from the “Your First College Year” survey. These are percentage responses for the following respondent groups. When available, mean responses are reported in the first row for the question.
 - all Drake University respondents,
 - all Private University respondents and
 - all 4-year University and College respondents.
- For questions for which data are available additional columns are included.
 - The “Fall 02 CIRP Drake” column contains responses to the CIRP for the 103 students who responded both to the fall 02 CIRP and to the spring 2003 YFCY survey .
 - The Spring 02 column provides responses of the 242 Drake students to the Spring 2002 YFCY survey.

Table 1. displays some respondent characteristics. Drake students are much more likely to identify as white or Caucasian than are students from other universities. The large majority, like peers at other institutions, are native English speakers and have lived in campus housing during their first year. There is not a lot of difference between Drake respondent and others in their confidence that they can finance their college education.

The 2003 Drake respondents are somewhat more likely than peers at other institutions to report a grade point average of 3.75 or higher. They also are much more likely than students from other private universities to report grade averages of 2.74 and below. The overall GPA reported by the Drake respondents was significantly higher (99% confidence) than that of respondents at 4-year institutions, but slightly lower than that of students at other private institutions.

A comparison of the high school GPAs reported in fall 02 and the spring 03 Drake responses demonstrates clearly that grades drop significantly as students start their college work.

Table 1. Characteristics of YFCY 2004 First-time Full-time Respondents

	Spring 2003			Fall 02	Spr. 02
	Drake	Priv Univ	All 4-year	CIRP Drake	YFCY Drake
English is native language	94%	92%	93%		94%
Are you[1]					
White/Caucasian	90%	79%	82%		92%
African American/Black	2%	3%	6%		3%
Latino (MA, Chicano, PR, other Latino)	2%	10%	6%		5%
Asian American/Asian	6%	10%	7%		4%
Other	3%	7%	6%		6%
Where did you primarily live while attending college this past year?					
Residence hall, suite, or other campus housing	92%	95%	86%		92%
Private home or apartment	8%	5%	12%		8%
Other	0%	1%	2%		0%
Do you have any concern about your ability to finance your college education?	1.93	1.96	1.88		1.98
None (Confident that I will have sufficient funds)	27%	27%	31%		26%
Some (but I probably will have enough funds)	52%	51%	52%		51%
Major (not sure I will have enough funds to complete Col.)	21%	22%	18%		24%
What is your current grade average (as of your most recently completed academic term)?[2]	5.53	5.60	5.23**		5.32
A (3.75-4.0)	29%	22%	16%	48%	23%
A-,B+ (3.25-3.74)	28%	37%	31%	44%	24%
B (2.75-3.24)	23%	26%	28%	7%	29%
B-,C+ (2.25-2.74)	12%	9%	15%	2%	12%
C (1.75-2.24)	6%	4%	7%	0%	10%
C- or less (below 1.75)	3%	1%	3%	0%	2%
[1]Percents may be >100 since multiple selections possible					
[2] Mean Calculation: 2=C- or less, 3=C, 4=C+, 5=B, 6=B+, 7=A					
* indicates difference significant at the 95% level ** significant at the 99% level between Drake and the type of institution indicated by the column heading					

Additional information about characteristics of the respondents was available from questions about changed major and career choice (Table 2).

- Drake respondents were more likely to have declared a major, enrolled in an honors course, taken a first-year seminar and to have enrolled in a learning community or linked courses.
- They were less likely than their peers to have changed major or career choice.

Table 2: First-year Activities of Respondents

<i>Since entering this college have you:</i>	Spring 2003			Spr 02
	Drake	Priv Univ	All 4-year	YFCY Drake
Declared your major	49%	35%	46%	50%
Enrolled in an honors course	30%	13%	12%	29%
Changed your career choice	19%	28%	29%	24%
Decided to pursue a different major	23%	31%	30%	26%
Taken a college course or seminar specifically designed to help first-year students adjust to college (e.g. fresh-seminar, student success seminar, University101)	84%	41%	43%	80%
Enrolled in a formal program where a group of students takes two or more courses together (e.g., FIG, learning cluster, learning community, linked courses)	17%	8%	10%	13%

Self Perception and Evaluation

A number of questions on the YFCY survey asked students to “evaluate” their own abilities and characteristics, academic and social. Examination both of significant differences from students at other institutions and the patterns within Drake student responses are informative.

Respondents were asked to rate themselves in relation to the average person their age on a number of characteristics (Table 3). Table 3 contains ratings for the academic characteristics. Drake students were significantly more likely to rate themselves as above average or in the highest 10% on several social and health characteristics. The differences primarily were in comparison to students from all 4-year institutions. However Drake students were:

- ❑ more likely than students at other privates to rate themselves as having good computer skills and to rate themselves as very religious
- ❑ less likely to perceive that they have good artistic ability. This may reflect the particular cohort of students who responded to the survey.
- ❑ less likely to perceive that their health and their social self confidence are very good.

Among the most interesting information in this table is the change that occurred in perception of their academic ability from Fall 02 (CIRP) when these students were just about to start college, and spring 2003 when they had almost finished their first year.

- ❑ Whereas 90% of Drake students rated their academic ability as above average or in the “highest 10%” in the fall, only 76% did so in the spring.
- ❑ The changes in evaluation of specific academic characteristics were smaller. The percentage positively evaluating their computer skills increased 11% from fall to spring.

Table 3: Self Evaluation: Academic and Social Skills and Abilities

<i>Students rating themselves "above average" or "highest 10%" compared with the average person their age in:</i>	Spring 2003			Fall 02	Spr 02
	Drake	Priv Univ	All 4-year	CIRP Drake	YFCY Drake
Academic ability	4.02 76%	3.92 73%	3.79** 65%	90%	75%
Writing ability	3.73 61%	3.65 57%	3.54* 51%	56%	60%
Mathematical ability	3.60 57%	3.44 48%	3.32** 44%	57%	48%
Computer skills	3.59 53%	3.4** 42%	3.4** 43%	41%	42%
Creativity	3.58 56%	3.69 58%	3.67 58%	52%	
Public speaking ability	3.33 44%	3.31 43%	3.20 37%	46%	40%
Artistic ability	2.77 24%	3.01** 32%	2.95* 30%	24%	35%

Mean Calculation: 1=Lowest 10% 2=Below average 3=Average 4=Above average 5=Highest 10%
 * indicates difference significant at the 95% level ** significant at the 99% level between Drake and the type of institution indicated by the column heading.

Respondents also were asked to evaluate themselves in terms of several social, emotional and physical characteristics on a scale from 1="lowest 10%" to 5= "highest 10%."

- Drake students rated themselves significantly higher on persistence and religiousness.
- They were significantly lower than others on physical health and on social self-confidence.

Comparing the fall 2002 evaluations of these characteristics with those provided by the same Drake students at the end of spring semester offers some interesting information.

- Drake students were more likely to improve their self evaluation on social characteristics than on academic. There was a 9% or more increase in percentages evaluating themselves as "above average" or "highest 10%" on cooperativeness, persistence, popularity, spirituality and on understanding of others.

Table 4: Perceptions of Social, Emotional and Physical Characteristics and Health

<i>Students rating themselves "above average" or "highest 10%" compared with the average person their age in:</i>	Spring 2003			Fall 02	Spr 02
	Drake	Priv Univ	All 4-year	CIRP Drake	YFCY Drake
Drake students significantly higher rating:					
Persistence	3.92 73%	3.85 66%	3.76* 61%	64%	
Religiousness	3.16 38%	3.06 37%	2.96* 33%	32%	
Drake students significantly lower rating:					
Physical health	3.41 43%	3.63** 53%	3.62** 53%	45%	53%
Self-confidence (social)	3.26 40%	3.47* 48%	3.47** 49%	40%	54%

Table 4: continued

Students rating themselves "above average" or "highest 10%" compared with the average person their age in:	Spring 2003			Fall 02	Spr 02
	Drake	Priv Univ	All 4-year	CIRP Drake	YFCY Drake
No Significant Difference					
Drive to achieve	4.03 75%	4.03 75%	3.90 68%	81%	
Cooperativeness	4.02 84%	4.00 77%	3.99 76%	66%	
Understanding of others	3.94 76%	3.92 72%	3.85 68%	48%	
Leadership ability	3.79 66%	3.79 64%	3.71 60%	69%	66%
Self-confidence (intellectual)	3.77 67%	3.72 61%	3.68 59%	69%	66%
Self-understanding	3.73 60%	3.78 62%	3.71 59%	52%	65%
Emotional health	3.60 53%	3.69 59%	3.64 55%		56%
Spirituality	3.41 46%	3.35 44%	3.28 41%	32%	
Risk-taking	3.25 38%	3.34 39%	3.34 40%	32%	
Popularity	3.20 34%	3.26 34%	3.24 34%	25%	
Mean Calculation: 1=Lowest 10% 2=Below average 3=Average 4=Above average 5=Highest 10%					
* indicates difference significant at the 95% level ** significant at the 99% level between Drake and the type of institution indicated by the column heading.					

Drake student responses varied little from those provided by others in relation to issues related to emotional health, stress, etc.

- There was only one significant difference. That is that Drake students are less likely to have felt unsafe on campus than are students at other private colleges. Drake women were significantly more likely than men [1.64, 1.15**] It also should be noted that among Drake students, this item was rated as less frequent than any other item except seeking personal counseling.

Examination of the items that have the highest frequencies among Drake students provides interesting information:

- The highest average frequency was accorded to the statement that "your courses inspired you to think in new ways."
- Not surprisingly for first year students, items indicating loneliness, a sense of being overwhelmed, concern that social life was interfering with schoolwork and worry about meeting new people were next most frequent.
- Lower in frequency of selection, with averages close to "rarely" were a sense of isolation on campus, concerns about roommates, breaking away from family, worry about health etc.
- It should be noted that Drake students were much less likely to indicate that they felt intimidated by their professors than in 2002

Comparison of the responses of the same students in Fall 02 indicates that the percentage reporting feelings of being overwhelmed and of being depressed both increased during the first year.

Table 5: Student Perceptions of Social and Emotional Experiences Since Starting College

<i>Since entering this college, students have felt</i>	Spring 2003			Spr 02
	Drake	Priv Univ	All 4-year	YFCY Drake
Unsafe on this campus	1.48	1.62*	1.54	
	8	10	9	9
That your courses inspired you to think in new ways	3.01	3.01	2.91	
	76%	78%	74%	81%
Lonely or homesick	2.45	2.52	2.42	
	45%	50%	47%	50%
Felt overwhelmed by all you had to do [3]	2.40	2.39	2.33	
	43%	43%	39%	43%
That your social life interfered with your schoolwork	2.33	2.46	2.43	
	44%	50%	49%	4%
Worried about meeting new people	2.32	2.34	2.24	
	40%	43%	39%	47%
Isolated from campus life	2.19	2.19	2.11	
	34%	35%	32%	33%
Intimidated by your professors	2.08	2.12	2.02	
	32%	31%	28%	55%
Had difficulty getting along with your roommate(s)/ housemate(s)	2.04	2.03	2.00	
	28%	31%	30%	36%
A need to break away from your family in order to succeed in college	2.01	2.09	2.07	
	29%	34%	34%	28%
Worried about your health	1.98%	2.00%	1.96%	
	27%	27%	25%	19%
Felt depressed [3]	1.82	1.80	1.79	
	10%	11%	12%	11%
That your job responsibilities interfered with your schoolwork	1.77	1.85	1.76	
	19%	26%	23%	21%
That your family responsibilities interfered with your schoolwork	1.59	1.69	1.69	
	11%	17%	17%	9%
Sought personal counseling	1.19	1.28	1.26	
	8%	8%	8%	14%

Mean Calculation: 1=Not at all 2=Rarely 3=Occasionally 4=Frequently
 * indicates difference significant at the 95% level ** significant at the 99% level between Drake and the type of institution indicated by the column heading.
 [3] Percentage marking "Frequently" only. All others are percentage marking "Frequently" or "Occasionally". Mean calculation for these two items: 1=Not at all 2=Occasionally 3=Frequently

Student Behavior and Activities: Academic and Social

The YFCY survey also sought information on how students spend their time, their behaviors, and their experiences, academic and social. When asked how they spend their time, several differences appeared. These convey a mixed imagery of the Drake students [Table 6].

- ❑ Drake students spend significantly more time on studying and homework. Interestingly, the mean of 5.67 represents an average of probably 8-10 hours per week on homework and studying.
- ❑ They also spend more time watching TV, participating in student organizations and working on campus. Though the differences are not significant, they also spend more time attending classes and labs and working off campus.
- ❑ Drake students spend significantly less time socializing with friends, partying, commuting and in household responsibilities. Even though they are more likely to perceive themselves as religious (Table 4) Drake students report spending less time in prayer and meditation.

Table 6: How Students Spend Their Time

<i>Since entering this college, how much time have you spent during a typical week [1]:</i>	Spring 2003			Spr 02
	Drake	Priv Univ	All 4-year	YFCY Drake
Drake students spend more time:				
Studying/homework	5.67	5.56	5.10**	5.48
Watching TV	3.74	3.28**	3.48*	3.55
Participating in student clubs/groups	2.79	2.71	2.39**	2.98
Working (for pay) <u>on</u> campus	2.57	2.52	2.11**	2.61
Attending classes/labs	6.66	6.50	6.28	6.64
Working (for pay) <u>off</u> campus	2.21	1.88	2.14	1.93
Drake students spend significantly less time:				
Socializing with friends	5.70	6.02*	6.00	5.99
Partying	3.10	3.42*	3.26	3.39
Prayer/meditation	1.88	2.11*	2.00	1.85
Commuting	1.65	1.72	1.89*	1.58
Household/childcare duties	1.55	1.67	1.74*	1.68
Drake students less time or no pattern:				
Communicating via e-mail, instant messenger etc.	4.11	4.25	4.27	4.19
Exercising or sports	3.76	4.00	4.00	3.73
Surfing the Internet	3.57	3.55	3.62	3.27
Playing video/computer games	2.23	2.01	2.26	2.49
Reading for pleasure	2.03	1.96	2.07	1.99
[1] Values assigned for calculation of means: 1=None 2=< 1hr 3=1-2 hrs 4=3-5 hrs 5=6-10 hrs 6=11-15 hrs 7=16-20 hrs 8=21-30 hrs 9=Over 30 hrs				
* indicates difference significant at the 95% level ** significant at the 99% level between Drake and the type of institution indicated by the column heading.				

Also important to understanding the college student experience, is reports of the behaviors in which they have engaged.

- ❑ Drake students were significantly more likely than students at All 4-year colleges to have participated in volunteer or community service work.
- ❑ They significantly less often socialized with someone of another racial/ethnic group –though their average response was between “occasionally” and “frequently”. They also were significantly less likely to have smoked, with the average being close to “none.”

Perhaps more interesting is the comparison of the responses that these students gave to these questions in fall 2002 as they started their college career and spring 2003 as they finished their first year. Attendance at religious services, interaction with people of other races, and participation in organized demonstrations all were reported less frequently at the end of the first year. Students reported drinking wine, liquor and beer more often than before coming to college. Several significant differences between the responses of Drake men and women emerged on the social behavior items. Men were significantly more likely to indicate that they had drunk beer [2.10, 1.63] and less likely to have participated in organized demonstrations [1.23, 1.43]

Table 7: Social Behaviors

	Spring 2003			Fall 02	Spr 02
	Drake	Priv Univ	All 4-year	CIRP Drake	YFCY Drake
Since entering this college, how often have you:[1]					
Drake students significantly more often:					
Participated in volunteer or community service work	1.88 69%	1.85 69%	1.72** 59%		76%
Drake students significantly less often:					
Socialized with someone of another racial/ethnic group [3]	2.49 54%	2.64** 66%	2.54 58%	65%	57%
Smoked cigarettes [3]	1.22 5%	1.26 6%	1.33* 9%	6%	13%
Attended a religious service	1.90 61%	1.96 65%	1.81 56%	88%	62%
Drank wine or liquor	1.91 71%	1.87 65%	1.80 62%	55%	69%
Drank beer	1.79 60%	1.78 58%	1.77 57%	45%	60%
Participated in organized demonstrations	1.36 30%	1.43 37%	1.45 38%	38%	35%
[1] Mean Calculation: 1=Not at all, 2=Occasionally, 3=Frequently					
[3] Percentage marking "Frequently" <u>only</u> . All other results in this section represent the percentage marking "Frequently" <u>or</u> "Occasionally".					
* indicates difference significant at the 95% level ** significant at the 99% level between Drake and the type of institution indicated by the column heading.					

Clearly, the question of concern is how all of these characteristics and self perceptions and behaviors translate into the academic experience. Drake respondents differed significantly on several academic behaviors (Table 8). Drake students were more likely both to have interacted with faculty during office hours and outside of class and office hours, though only the office hours interaction was significantly higher.

When asked about a range of behaviors related to classroom and learning activities, both positive and negative comparisons emerged (Table 8).

On the positive side:

- Drake students were significantly more likely to have discussed course content and discussed politics outside of class.
- They were significantly less likely than others to have come late to class, turned in a course assignment late or to have felt bored in class.

On the other hand:

- Drake students were more likely than peers at "all 4-year institutions" to have skipped class.

- They were significantly less likely than others to have studied with other students or to have worked with a professor on a research project.

A gender comparison indicates that Drake men were significantly more likely than women both to have discussed politics [2.27, 2.05] and to have come late to class [1.77, 1.50]

Table 8: Academic Behaviors

<i>Since entering this college, how often have you interacted with the following people (phone, e-mail, instant messenger, or in person) [1]:</i>	Spring 2003			Fall 02	Spr 02
	Drake	Priv Univ	All 4-year	CIRP Drake	YFCY Drake
Faculty <u>during</u> office hours	3.04	2.85*	2.81*		
Never	2%	6%	9%		4%
1 or 2 times per term	25%	39%	40%		37%
1 or 2 times per month	45	32	28		33
Once a week or more	27	23	24		26
Faculty <u>outside</u> of class or office hours	2.52	2.34	2.39		
Never	16%	26%	28%		25%
1 or 2 times per term	40%	38%	34%		36%
1 or 2 times per month	27%	21%	19%		23%
Once a week or more	17%	16%	19%		16%
Since entering this college, how often have you:[2]					
Drake Students More Often:					
Discussed course content with students outside of class [3]	3.38	3.33	3.23**		50%
Discussed politics [3]	2.12	2.02*	1.97**		
	24%	22%	20%	19%	21%
Skipped class	3.38	3.33	3.23**		
	22%	35%	35%		17%
Drake Students Less Often:					
Came late to class	1.59	1.8**	1.75**		
	55%	69%	65%	64%	18%
Turned in course assignment(s) late	1.36	1.61**	1.71**		
	6%	12%	15%		8%
Felt bored in class [3]	2.29	2.42**	2.42**		
	30%	44%	44%	46%	23%
Worked with a professor on a research project	1.32	1.47**	1.54**		
	6%	11%	13%		5%
Studied with other students	2.01	2.24**	2.25**		
	95%	93%	90%	88%	84%
Discussed religion [3]	2.10	2.11	2.01		
	25%	26%	22%	35%	26%
Spoke up in class [3]	2.97	3.05	2.98		
	27%	29%	27%		26%
Turned in course assignments that did <u>not</u> reflect your best work	2.38	2.44	2.39		
	41%	44%	42%		49%
[1] Mean Calculation: 1=Never 2=1-2 times per term 3=1-2 times per month 4=Once a week 5=2-3 times/week 6=Daily [2] Mean Calculation: 1=Not at all, 2=Rarely, 3=Occasionally, 4=Frequently [3] Percentage marking "Frequently" <u>only</u> . All other results in this section represent the percentage marking "Frequently" <u>or</u> "Occasionally".					
* indicates difference significant at the 95% level ** significant at the 99% level between Drake and the type of institution indicated by the column heading.					

A number of questions in the YFCY survey sought information about the classroom and other learning experiences at the students' institution. As shown in Table 9:

- ❑ Drake students significantly more often report, formal lectures, laboratory components and group projects. Group discussions, research projects and required on-line interaction with professors and or classmates, while not significantly higher, were more frequently reported by Drake students.
- ❑ They significantly less often report being required to do multiple drafts of written work, weekly essay assignments, having an opportunity to select topics, or doing community service work in connection with their coursework.

Table 9: Classes and Learning Opportunities

<i>Students reporting "frequent" inclusion of the following in courses at this institution: [1]</i>	Spring 2003			Spr 02 YFCY Drake
	Drake	Priv Univ	All 4-year	
Drake students more often report:				
Formal lectures	3.55 67%	3.53 68%	3.37** 59%	74%
Laboratory component	2.92 39%	2.47** 26%	2.39 22%	41%
Group projects	2.92 19%	2.67** 14%	2.69** 17%	22%
Group discussions	3.22 40%	3.21 39%	3.19 39%	50%
Research projects	2.78 19%	2.68 14%	2.75 16%	15%
Required on-line interaction with professors and/or classmates	2.43 16%	2.33 15%	2.35 16%	29%
Drake students less often report:				
Multiple drafts of written work	2.68 21%	2.95** 31%	2.98** 32%	21%
Weekly essay assignments	2.47 19%	2.72** 26%	2.68** 24%	23%
Student-selected topics	2.00 4%	2.17* 7%	2.20** 8%	3%
Community service linked to coursework (service learning)	1.40 3%	1.63** 3%	1.6** 4%	2%
Student presentations or performances	2.70 14%	2.71 15%	2.72 17%	15%
Student evaluations of each other's work	2.47 7%	2.44 12%	2.50 13%	9%
Field experience or internship	1.58 1%	1.62 5%	1.62 4%	6%

[1] Mean Calculation: 1=Not at all, 2=Rarely, 3=Occasionally, 4=Frequently
* indicates difference significant at the 95% level ** significant at the 99% level between Drake and the type of institution indicated by the column heading.

Sense of Accomplishment and Success

How do students think they are doing in the context of differences they report in perceived abilities, academic and social behaviors and characteristics of the learning experience provided at their institution. One set of questions asked students to rate the amount and direction of change that they had experienced in a number of academic skill areas since coming to the institution. Of twelve items posed, Drake students differed significantly only on three [Table 10].

- Drake students were significantly more likely to report being “much stronger” on knowledge of a particular field or discipline and on critical thinking skills.
- They were significantly less likely to report such gain in library/research skills.

It should be noted that with the exception of responses about their ability to work as part of a team, religious beliefs and convictions and library research skills, on average Drake responses average above 3.5 – placing them in the stronger category.

Table 10: Change in Academic Skills – Significant Differences

<i>Compared with when you entered this college, how would you now describe your [Students noting] "much stronger" skills compared with college entry]:</i>	Spring 2003			Spr 02 YFCY Drake
	Drake	Priv Univ	All 4-year	
Drake students significantly more often report gain:				
Knowledge of a particular field or discipline	4.25	4.14	4.06**	
	35%	27%	23%	30%
Critical thinking skills	3.93	3.87	3.81*	
	14%	14%	12%	10%
Drake students significantly less often report:				
Library/research skills	3.43	3.48	3.57**	
	5%	8%	9%	6%
No Significant Differences:				
General knowledge	4.03	4.08	4.04	
	16%	20%	17%	19%
Analytical and problem-solving skills	3.81	3.84	3.77	
	12%	13%	10%	9%
Knowledge of people from different races/cultures	3.81	3.75	3.70	
	21%	16%	14%	19%
Understanding of <u>global</u> issues	3.70	3.63	3.65	
	14%	14%	14%	19%
Understanding of <u>national</u> issues	3.68	3.64	3.65	
	12%	13%	12%	16%
Ability to get along with others	3.68	3.74	3.71	
	10%	15%	13%	12%
Ability to work as part of a team	3.44	3.47	3.52	
	4%	7%	8%	%6
Religious beliefs and convictions	3.34	3.42	3.35	
	10%	13%	10%	6%

[1] Mean Calculation: 1=Much Weaker 2=Weaker 3=No change 4=Stronger 5=Much stronger
* indicates difference significant at the 95% level ** significant at the 99% level between Drake and the type of institution indicated by the column heading.

Students also were asked a number of questions about their sense of success since coming to their current college. On only one item did Drake student responses differ significantly from those of students at other institutions (Table 11). Drake students were significantly less likely to indicate that they have been successful in understanding what professors expect of them academically. It should be noted however, that the Drake average response was 2.35 on a scale in which 1 indicates unsuccessful, 2 - somewhat successful and 3 completely successful. Thus, our students were averaging above the "somewhat successful" level. If we compare the magnitude of the means for Drake students only, it is apparent that Drake students feel least successful at getting to know faculty and managing their time.

Table 11: Sense of Success

<i>Since entering college, how Successful have you felt at: [1]</i>	Spring 2003			Spr 02
	Drake	Priv Univ	All 4-year	YFCY Drake
Understanding what your professors expect of you academically:	2.35	2.45*	2.43	
Unsuccessful	6%	2%	2%	1%
Somewhat successful	54%	52%	53%	18%
Fairly Successful				59%
Completely successful	40%	47%	45%	22%
Adjusting to the academic demands of college	2.42	2.41	2.38	
Unsuccessful	6%	4%	5%	3%
Somewhat successful	47%	50%	53%	22%
Fairly Successful				52%
Completely successful	47%	46%	43%	23%
Developing effective study skills	2.18	2.24	2.19	
Unsuccessful	8%	8%	10%	8%
Somewhat successful	66%	60%	61%	30%
Fairly Successful				46%
Completely successful	26%	32%	29%	17%
Managing your time effectively	2.10	2.15	2.13	
Unsuccessful	15%	13%	14%	8%
Somewhat successful	60%	59%	60%	38%
Fairly Successful				42%
Completely successful	25%	28%	27%	12%
Getting to know faculty	1.99	2.04	2.04	
Unsuccessful	18%	17%	18%	12%
Somewhat successful	65%	62%	60%	45%
Fairly Successful				35%
Completely successful	17%	21%	22%	8%

[1] Mean Calculation: 1=Unsuccessful, 2=Somewhat Successful, 3=Completely Successful
* indicates difference significant at the 95% level ** significant at the 99% level between Drake and the type of institution indicated by the column heading.

Satisfaction with the College Experience

Finally, a number of measures of satisfaction with the college experience were included in the YFCY survey. One set of questions focused on the overall experience and on general characteristics of campus life [Table 12].

- ❑ Drake students were significantly less satisfied with the sense of community than were students at “all 4-year” institutions and significantly less satisfied with opportunities for community service than students in both comparison groups.
- ❑ There were no significant differences among institution comparison groups in overall satisfaction with the college experience. However, Drake students expressed a higher level of satisfaction with the overall experience than with any specific experience.
- ❑ No significant differences appeared in satisfaction with aspects of instruction and coursework.

Table 12: Satisfaction with Aspects of the College Experience

<i>Students reporting they were "satisfied" or "very satisfied "with each of the following at this institution</i>	Spring 2003			Spr 02
	Drake	Priv Univ	All 4-year	YFCY Drake
Drake students significantly lower satisfaction:				
Overall sense of community among students	3.52	3.62	3.69*	
	53%	61%	64%	68%
Opportunities for community service	3.32	3.64**	3.51*	
	33%	55%	47%	52%
Overall college experience	3.90	3.95	3.93	
	73%	74%	75%	82%
Overall quality of instruction	3.88	3.89	3.83	
	73%	75%	73%	83%
Relevance of coursework to future career plans	3.75	3.72	3.66	
	66%	66%	63%	73%
Amount of contact with faculty	3.68	3.77	3.74	
	64%	66%	65%	72%
Relevance of coursework to everyday life	3.30	3.45	3.41	
	45%	51%	49%	54%
Mean Calculation: 1=Very dissatisfied 2=Dissatisfied 3=Neutral 4=Satisfied 5=Very Satisfied				
* indicates difference significant at the 95% level ** significant at the 99% level between Drake and the type of institution indicated by the column heading.				

When asked about their satisfaction with various specific academic and non-academic facilities and services, Drake students were comparatively negative.

- ❑ Drake respondents in 2003 expressed a lower level of satisfaction with all academic facilities and services than did students at other private universities and at other 4-year institutions.
- ❑ Drake satisfaction with classroom facilities and computer facilities was significantly lower than both comparison groups. Drake respondents were significantly less satisfied with library facilities and services than students the average for all 4-year institutions.

While mean satisfaction generally was much lower for non-academic than for academic services and facilities, Drake respondents fared much better in relation to the comparison groups. Several points should be noted:

- ❑ Drake students were significantly more satisfied than were students at other private institutions with student health center and services
- ❑ Drake students were significantly more satisfied than were students at all 4-year with psychological counseling services.
- ❑ While Drake students are less satisfied with housing than are students at other private institutions, the percentage of Drake students indicating that they were satisfied or very satisfied increased from 35% in 2002 to 53% in 2003.

Table 13: Satisfaction with Facilities and Services

<i>Students reporting they were "satisfied" or "very satisfied" with each of the following at this institution [1][2]</i>	Spring 2003			Spr 02 YFCY Drake
	Drake	Priv Univ	All 4-year	
Academic Facilities and Services				
Library facilities and services	4.80 74%	4.91 75%	5.03** 80%	78%
Classroom facilities	4.76 73%	4.98** 81%	4.89* 77%	77%
Computer facilities	4.66 65%	4.91** 73%	4.94** 77%	66%
Tutoring or other academic assistance	4.66 56%	4.69 60%	4.72 62%	55%
Academic advising	4.45 54%	4.50 56%	4.60 60%	52%
Non-Academic Facilities and Services				
Psychological counseling services	4.79 52%	4.52 44%	4.46* 42%	42%
Student health center/services	4.70 65%	4.44* 53%	4.51 56%	53%
Recreational facilities	4.36 80%	4.54* 71%	4.35 73%	82%
Student housing facilities	4.96 53%	4.83 59%	4.89 52%	35%
Orientation for new students	4.60 64%	4.76 66%	4.89 63%	69%
Financial aid services	4.31 49%	4.29 47%	4.40 50%	50%
[1] Students reporting no experience were not included in results				
[2] Mean Calculation: 2=Very dissatisfied 3=Dissatisfied 4=Neutral 5=Satisfied 6=Very Satisfied				
* indicates difference significant at the 95% level ** significant at the 99% level between Drake and the type of institution indicated by the column heading.				

The ultimate measure of satisfaction, is apparent in whether the students would select the same institution again and whether they intend to return. Table 14 reports responses to these two questions.

- While there is no significant difference in the average responses to the question “If you could make your college choice over, would you still choose to enroll at your current (or most recent) college?”, a much smaller percentage of the Drake than other respondents indicated that they definitely would once again choose their current college.
- However, the percentage indicating that they probably or definitely would not choose the same institution again also was lower. Over 90% of respondents in all groups indicated that they would return to the same institution the next year.

Table 14: Intent to Return to Institution

	Spring 2003			Spr 02 YFCY Drake
	Drake	Priv Univ	All 4-year	
<i>If you could make your college choice over, would you still choose to enroll at your current(or most recent) college?[1]</i>	3.97	4.08	3.99	
Definitely yes	32%	44%	41%	
Probably I would	49	38	38	
Don't know	7	6	5	
Probably not	8	9	11	
Definitely no	4	4	5	
<i>What do you think you will be doing in Fall 2003?</i>				
Attending your current (or most recent) institution	93%	94%	92%	91%
Attending another institution	7	6	7	9
Not attending any institution	0	1	1	0
Mean Calculation: 1=Definitely no 2= Probably not 3=Don't know 4=Probably would 5=Definitely yes * indicates difference significant at the 95% level ** significant at the 99% level between Drake and the type of institution indicated by the column heading.				