

Student Life, Drake University
Internal Assessment of Programs & Services
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Within the last two year Student Life has progressed tremendously in developing assessment strategies to assess student learning at Drake University. Every department in Student Life which includes Residence Life, Counseling, Health Services, Student Activities (Leadership, Programming, & Service), Student Conduct, and Greek Life are responsible for developing assessment strategies to understand the experiences of Drake students. Listed are the areas and the assessment strategies that are in place.

Dean of Students Office

- Assessment Template for all Student Life departments to use as a guide for consistency
- Student Life Mapping exercise to ensure programs and assessment activities are aligned with Drake's mission
- Assessment instrument for Student Conduct (in progress of developing)

Residence Life

- Resident Assistant Class Assessment Scale spring 2007(designed to assess what students learned as result of taking the eight week course)
- Resident Assistant Leadership Instrument spring 2007 (designed to assess what Resident Assistants learned as result of serving as an RA for the academic term)

Counseling

- Offer learning assessment and satisfaction survey to clients later in the spring semester 2007

Health Services

- Offer learning assessment and satisfaction survey to clients later in spring semester 2007

Greek Life

- Completing an accreditation process in which all chapters are involved 2007
- Outside consultant conducted a series of focus group to assess vitality of Greek Life spring 2006

Student Activities & Program

Multi-Institutional Leadership Survey Preliminary Summary of Results

Drake University was one of the 54 participants in the Multi-Institutional Leadership Survey (MLS) in February 2006. The results were provided in September 2006. Drake's return was in the top 25% of those colleges participating with 1,066 students completing the web-based survey.

The purpose of the MSL is to enhance knowledge regarding college student leadership development as well as the influence of higher education on the development of leadership capacities. The Social Change Model of Leadership Development (Outcomes: Consciousness of Self, Congruence, Commitment, Collaboration, Common Purpose, Controversy with Civility, Citizenship, Change) served as the theoretical framework. Astin's Inputs-Environments-Outcomes College Impact Model served as the conceptual frame for the study.

The principal findings of the Drake survey were:

General:

Students scored highest on the construct of Commitment and lowest on the construct of Change.

All of the findings listed below are statistically higher, self-reported mean scores.

Class Standing:

Both Seniors and Sophomores indicated a higher score than Freshmen on the outcome variable with Controversy with Civility. Seniors scored higher than Juniors on the same variable.

Seniors indicated a higher score than Juniors on the outcome variable Citizenship.

Seniors also indicated a higher mean than Freshmen on the outcome variable Change.

Gender:

Females indicated a higher score than males on the following outcome variables: Congruence, Commitment, Collaboration, and Controversy with Civility.

Males indicated a higher mean score than females on the Change outcome variable.

Involvement in College Organizations

For all eight outcome variables respondents indicated higher scores being involved with college organizations.

Held a Leadership Position

For all eight outcome variables respondents indicated higher scores when holding a leadership position.

Studied Abroad

Students who have studied abroad indicate a higher significance in the outcomes of Controversy with Civility, Citizenship and Change.

Experienced Internship

For all eight outcome variables respondents indicated higher scores having held an internship position.

When looking at numbers only, Drake students indicate a 91.8% involvement in student organizations, while the national rate is 77.5%. For all Drake students, 59.3% have held at least one leadership position; the national rate is 42.1%.

In the MSL results it shows that if a student gets involved in anything — it matters!

ADAMS INSTITUTE

Fall Leadership Workshop

- Offered student participants a survey to complete that assessed learning as a result of participating in the conference, fall 2006

Emerging Leaders Program

- Participants completed survey to assess learning as a result of completing the six-week first-year leadership program, fall 2006 and spring 2007

Senior Reflections

- Conducted a series of focus groups with over 15 seniors about their experiences at Drake. Students also took photos of the campus and community that reflected their overall experiences along with a reflection paper.

LeaderShape Iowa (week long retreat at Upper Iowa University summer 2006)

- Conducted a series of focus groups with 10 student participants about their experiences, fall 2006