|  |  |  |
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| Drake Student Survey | 2023 | |
|  | |

**Items for Consideration**

Starting in 2022, the Executive Findings report was created to distill the data from the Drake Student Survey (DSS) to draw attention to changes in the data from previous years, new items for the DSS, or areas of student concerns.

The 2023 survey was administered via the Internet to all students, including online students. Students were contacted by email with an initial request for participation that included a link to the survey, with similar follow-up emails to non-respondents. The invitation was sent on March 7, with reminders sent on March 21, March 26, March 29, and April 4. There were 1110 completed and partial responses recorded to the survey (a 25% response rate). This is an acceptable response rate given the broad and consistent representation across the [population](#_Respondent_Demographics).

The current data and longitudinal trends provide several points for consideration.

* Ratings of their [overall satisfaction](#_Overall_Satisfaction) and their Drake experience remain stable. Every college or school, except PH saw an increase in satisfaction with academic advising. A reduction in satisfaction regarding the quality of graduate/professional-level teaching is seen in ZCB and PH, while there is an increase in satisfaction for LW.
  + Compared to past years, LW had higher participation, which helped lead to higher satisfaction levels as the responses tended towards the mean and not such a small subsection of the LW population.
* “[Drake Pride](#_Drake_Pride)” (which is the combination of asking students if they were starting over, would they come to Drake and their overall evaluation of their experience at Drake) increased this year when looking across the university.
  + This year we asked students who gave either a “poor” or “fair” rating to their overall education experiences why. Most of the responses to the open-ended question referred to issues with faculty/staff/admin, course/grading, and DEIJ.
    - Faculty/staff/admin mentions included:
      * Advisors not contacting students enough
      * Faculty turnover affecting student experience
      * Inexperienced professors
      * Lack of follow through by staff/administrators on reports
      * Many comments were about how great fac/staff/admin was as well, but other issues were present for students
    - Course/grading issues included:
      * Little feedback from professors on graded assignments
      * Professors taking too long to post grades
      * Course selection poor
      * Not being able to see how student is progressing towards their degree
    - A broad application of the definition of DEIJ leaning into equity and inclusion includes problem areas such as:
      * Not feeling like Drake is accepting of a variety of differences:
        + Mental health issues
        + Different political stances
        + Physical mobility issues
        + Nontraditional student
        + Race
  + While asking about the low rating of overall experience was informative, next year we will instead ask students who indicate they would be unlikely to start over at Drake to provide us with reasons why they wouldn’t start over at Drake.
* Again this year we asked undergraduate students about the [True Blue Skills](#_True_Blue_Skills). However, we changed how we asked about them. Last year we asked about their strength in the areas, this year we changed it to find out how much Drake contributes to their growth in True Blue Skills. Drake’s contribution was “large” or “very large” in 50% or more of most of the skills, Global/InterCultural Understanding (48%) and Innovation (40%) were under 50%.
  + The change to the question form is closer to what was being sought to understand by the committee that created the True Blue Skills. It is what will be used in future administrations of the DSS.
  + True Blue Skills and Educational Goals will be asked in alternating years, with True Blue Skills being asked in odd-numbered years.
* Dissatisfaction levels with Drake [services](#_Services) remain consistent from previous years, with counseling center being the highest at 21%.
  + It may take a little time for the new options for student mental health to impact students’ perceptions of this service.
* The question about areas of support for [well-being](#_Well-Being) is now considered a core question to the DSS and was asked again this year and will be in future iterations. Faculty are recognized at the highest supporters of student well-being at 98%. Drake University’s support increased from last year, this may be because of the new program released and the additional pulse survey in the fall of 2022 related to student well-being,
  + The impact professors have on student well-being is seen in the positive comments in the qualitative section.
* This year all students received the same open-ended questions. Even with this, the [open-ended question responses](#_Qualitative_Themes) were similar to previous years. As in previous years, the people of Drake are the primary highlight for students. People include peers, staff, and faculty. This year students mentioned the supportive culture of the University, and often that was tied directly to faculty. The last highly mentioned aspect of Drake as a highlight is the opportunities Drake offers its students – from study abroad to internships to campus organizations. One student mentioned food in a positive way this year.
* Areas for improvement cited by students included DEIJ, building maintenance, costs (especially around textbooks), and food. When students commented on the counseling center, their suggested improvements focused on availability and an increased budget.

# Respondent Demographics

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Population** | **Survey Respondents** | **Response Rate** |
| Classification |  |  |  |
| FR | 495 | 155 | 31% |
| SO | 600 | 177 | 30% |
| JR | 621 | 187 | 30% |
| SR | 948 | 246 | 26% |
| GR | 1090 | 184 | 17% |
| L1 | 114 | 39 | 34% |
| L2 | 102 | 20 | 20% |
| L3 | 101 | 27 | 27% |
| A1 | 8 | 1 | 13% |
| A2 | 4 | 1 | 25% |
| O1 | 41 | 5 | 12% |
| O2 | 49 | 9 | 18% |
| O3 | 46 | 12 | 26% |
| P1 | 44 | 11 | 25% |
| P2 | 66 | 13 | 20% |
| P3 | 83 | 11 | 13% |
| P4 | 65 | 12 | 18% |
| College/School |  |  |  |
| No School | 21 | 1 | 5% |
| AS | 1254 | 378 | 30% |
| ED | 848 | 173 | 20% |
| JDB | 38 | 14 | 37% |
| JO | 264 | 80 | 30% |
| LW | 357 | 93 | 26% |
| PH | 737 | 157 | 21% |
| ZCB | 958 | 214 | 22% |
| Level |  |  |  |
| U | 2664 | 765 | 29% |
| G | 1090 | 184 | 17% |
| L | 317 | 86 | 27% |
| P | 406 | 75 | 18% |
| Online |  |  |  |
| Yes | 351 | 49 | 14% |
| **Overall** | **4477** | **1110** | **25%** |

# Overall Satisfaction

Those saying “satisfied” or “very satisfied”

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2021 | AS | ED | JDB | JO | LW | PH | ZCB | Total |
| Quality of academic advising | 73% | 79% |  | 84% | 61% | 74% | 75% | 74% |
| Experience with faculty | 86% | 92% |  | 92% | 92% | 86% | 82% | 87% |
| Quality of classes | 83% | 90% |  | 81% | 88% | 78% | 76% | 82% |
| Preparation for your career | 66% | 86% |  | 76% | 83% | 77% | 76% | 75% |
| Quality of graduate or professional level teaching\* | 50% | 90% |  | 84% | 92% | 82% | 88% | 88% |
| Overall Program Quality | 81% | 90% |  | 84% | 86% | 85% | 83% | 84% |
|  |  |  |  |  |  |  |  |  |
| 2022 | **AS** | **ED** | **JDB** | **JO** | **LW** | **PH** | **ZCB** | **Total** |
| Quality of academic advising | 68% | 75% | 60% | 68% | 64% | 77% | 77% | 72% |
| Experience with faculty | 84% | 87% | 80% | 80% | 82% | 83% | 82% | 84% |
| Quality of classes | 79% | 85% | 80% | 83% | 80% | 78% | 80% | 80% |
| Preparation for your career | 63% | 84% | 60% | 80% | 73% | 74% | 72% | 72% |
| Quality of graduate or professional level teaching\*\* | 100% | 87% |  |  | 85% | 82% | 95% | 86% |
| Overall program quality | 77% | 86% | 80% | 80% | 78% | 80% | 82% | 80% |
|  |  |  |  |  |  |  |  |  |
| 2023 | **AS** | **ED** | **JDB** | **JO** | **LW** | **PH** | **ZCB** | **Total** |
| Quality of academic advising | 74% | 75% | 86% | 79% | 66% | 71% | 80% | 75% |
| Experience with faculty | 87% | 87% | 71% | 86% | 91% | 80% | 87% | 86% |
| Quality of classes | 80% | 90% | 86% | 78% | 92% | 75% | 81% | 82% |
| Preparation for your career | 60% | 82% | 64% | 71% | 91% | 74% | 74% | 71% |
| Quality of graduate or professional level teaching\* | 100% | 88% |  | 100% | 94% | 79% | 77% | 87% |
| Overall program quality | 81% | 87% | 93% | 79% | 93% | 76% | 86% | 83% |

\* Graduate/professional students only.

\*\* A coding error made it visible for about 100 undergraduate students. Their responses have been removed from these tables.

# Drake Pride

|  |  |  |  |
| --- | --- | --- | --- |
| ALL | 2021 | 2022 | 2023 |
| Overall Drake Experience (good or excellent) | 87% | 80% | 87% |
| Would attend Drake if starting over (probably or definitely yes) | 83% | 76% | 78% |

|  |  |  |  |
| --- | --- | --- | --- |
| UG Only | 2021 | 2022 | 2023 |
| Overall Drake Experience (good or excellent) | 86% | 78% | 86% |
| Would attend Drake if starting over (probably or definitely yes) | 81% | 74% | 75% |

|  |  |  |  |
| --- | --- | --- | --- |
| Grad/Prof | 2021 | 2022 | 2023 |
| Overall Drake Experience (good or excellent) | 89% | 84% | 89% |
| Would attend Drake if starting over (probably or definitely yes) | 87% | 81% | 86% |

# Educational Goals – Undergraduate Only

Those saying “strong” or “very strong”

|  |  |  |
| --- | --- | --- |
|  | 2021 | 2022 |
| Demonstrate an analytical and reasoned understanding of art | 40% | 41% |
| Analyze relevant evidence or information | 84% | 81% |
| Reflect on assumptions and preconceptions that influence analysis | 78% | 78% |
| Evaluate the values and interests that influence democratic decision-making | 71% | 68% |
| Critically reflect on the issues you will face as a citizen | 73% | 71% |
| Demonstrate how historical forces have shaped the contemporary world | 64% | 65% |
| Identify scholarly resources relevant to the problem or issue investigated | 77% | 75% |
| Evaluate quality of information resources relevant to the problem or issue investigated | 79% | 76% |
| Reflect on your own cultural bias | 77% | 77% |
| Interpret intercultural issues from diverse perspectives | 74% | 73% |
| Analyze the development of exclusion and privilege | 76% | 73% |
| Understand the perspectives and experience of people who are different than you | 84% | 81% |
| Communicate effectively with people from other cultures and backgrounds | 80% | 75% |
| Apply knowledge of the methods and theories of science to solve problems | 72% | 68% |
| Effectively use mathematical principles to solve problems | 58% | 49% |
| Evaluate claims based upon mathematical arguments | 51% | 45% |
| Critically reflect on the ethical issues that arise | 79% | 75% |
| Develop solutions to solve ethical issues | 75% | 65% |
| Produce writing that achieves its intended effect--such as conveying information, making a persuasive argument, telling a story, or evoking an emotional response | 79% | 76% |

# True Blue Skills – Undergraduate Only

|  |  |  |
| --- | --- | --- |
|  | Those saying “strong” or “very strong” | Those saying Drake’s contribution to growth is “large” or “very large” |
|  | **2022** | **2023** |
| **Critical Thinking/Problem Solving -** Exercise sound reasoning, self-reflection of assumptions and preconceptions, and careful consideration of evidence to analyze issues, make decisions, and overcome problems. | 86% | **57%** |
| **Collaboration -** Build collaborative relationships with individuals representing diverse cultures, races, ability, ages, genders, religions, lifestyles, and viewpoints. Strive to increase ability to work within a team and across differences to come to an agreement or solve a problem. | 80% | **55%** |
| **Personal Responsibility -** Demonstrate personal accountability, integrity, and ethical behavior; act responsibly with the interests of the larger community in mind. Recognize and learn from mistakes**.** | 84% | **62%** |
| **Communication -** Express ideas to others in an effective and thoughtful manner in verbal and written forms. Read with thoughtfulness and understanding. Listen to and respond appropriately to divergent points of view. Understand the impact of non-verbal communication. | 82% | **63%** |
| **Digital Proficiency -** Remain up to date, intellectually curious, and open-minded about technology; embrace and encourage digital initiatives; and demonstrate ability to lead, and be a part of, dispersed teams through use of technology. Understand and demonstrate the appropriate and ethical use of technology**.** | 72% | **50%** |
| **Leadership** - Leverage the strengths of self and others to ethically influence achievement of common goals. Use interpersonal skills to guide and motivate; and organize, prioritize, and delegate work. Navigate through conflict with civility and emotional intelligence. | 73% | **50%** |
| **Global/InterCultural Understanding** - Value, respect, and learn from those with lived experiences that differ from one’s own. Identify elements that create diversity, inclusion, exclusion and privilege, and reflect on personal biases. Demonstrate empathy and the ability and willingness to view issues from other’s points of view in appreciation and sensitivity to diversity. | 75% | **48%** |
| **Innovation** - Use design thinking and curiosity to identify creative solutions/ideas, experiment, explore multiple forward-thinking strategies, and apply knowledge to move to action. | 64% | **40%** |
| **Growth Mindset** - Ask questions and investigate the “why” behind issues. Actively listen. Appropriately challenge the status quo and gain new perspectives through interactions with various sources. Embrace feedback and demonstrate a persistent desire to learn, reflect and evolve. | 77% | **56%** |
| **Values Driven** - Identify and align interests, values and strengths to help self and others build meaningful personal lives, professional accomplishments, and responsible global citizenship. | 80% | **52%** |

# Out-of-Class Experiences – Undergraduate and Law

Those saying “agree” or “strongly agree”

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 2018 | 2020 | 2021 | 2022 | 2023 |
| My out-of-class experiences have helped me connect what I have learned in the classroom with life events. | 74% | 70% | 65% | 72% | 68% |
| My out-of-class experiences have had a positive influence on my intellectual growth. | 82% | 80% | 77% | 78% | 77% |
| My out-of-class experiences have had a positive influence on my personal growth. | 84% | 82% | 81% | 81% | 79% |

# Services – All Students

Those saying “dissatisfied” or “very dissatisfied”

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 2020 | 2021 | 2022 | 2023 |
| Student Financial Planning | 19% | 15% | 17% | 15% |
| Student Accounts | 9% | 5% | 8% | 6% |
| Disability Services | 14% | 7% | 17% | 8% |
| Counseling Center | 18% | 11% | 25% | 21% |
| Professional and Career Development Services | 11% | 7% | 8% | 9% |
| Information Technology Services (ITS) | 15% | 12% | 18% | 11% |
| Student Health | 26% | 13% | 15% | 18% |
| Academic Success | 6% | 6% | 7% | 5% |
| Registrar | 7% | 7% | 7% | 6% |
| Residence Life | 24% | 16% | 18% | 18% |
| Cowles Library Services | 1% | 3% | 2% | 1% |
| Public Safety | NA | 14% | 15% | 17% |
| Opperman Law Library | NA | NA | 2% | 4% |

# Well-Being – All Students

Those saying “some support” or “lots of support”

|  |  |  |
| --- | --- | --- |
| Level of support for your well-being you feel you have from the following sources. | |  |
|  | **2022** | **2023** |
| Drake University | 83% | 86% |
| Counseling Center | 84% | 80% |
| Professors | 96% | 98% |
| Other students | 95% | 94% |

# Post-Graduation Plans – All Students

|  |  |  |
| --- | --- | --- |
|  | 2022 | 2023 |

|  |  |  |
| --- | --- | --- |
| I intend to live in or around Des Moines. | 35% | 32% |
| I intend to live in Iowa. | 13% | 14% |
| I intend to live outside of Iowa. | 52% | 54% |

# Qualitative Themes

At the end of the Drake Student Survey, students are given the opportunity to answer open-ended questions. This section contains the major themes and exemplar responses for each of these questions.

**Please share something that Drake could change to improve students' experiences.**

Similar to other years diversity, equity, inclusion, and justice garnered the most spontaneous comments. When DEIJ is mentioned, it is a bigger umbrella than in the past for students. Many comments regarding acceptance around mental health, making buildings more ADA compliant, inclusion of nontraditional students, making space for rural students, and support for students of varying financial status. As in the past, students mentioned a “hostility” across campus towards conservative and religious viewpoints. The next largest theme discussed by students was around costs, but most of those centered on textbooks. Other comments included scholarship opportunities, parking fees, and increases in room and board. The next area of improvement most mentioned by students is the buildings. A large portion of these comments were on the state of the FAC building and dorms. Other concerns were regarding accessibility and a need for more study spaces. Food was the last area with many comments, which is consistent with years past.

* Diversity, Equity, Inclusion, and Justice
  + Truly value conversations with people of different backgrounds, cultures, and religions without judgment. Reflect on how it is important to listen actively and care for those around you and their experiences.
  + The JEDI initiatives seem to focus on educating white students & faculty, further excluding Bright College students in terms of on-campus community building, establishing a sense of place, and cultivating a culture of belonging.
  + They need to address racist incidents better. The experience at opening weekend was horrendous, and I know some students who, even after the "address" by the president, were too afraid to come back to school.
  + Students who share the social and political ideologies of Drake University are uplifted, while those who don't are stifled and often criticized by faculty and other students.
  + Provide more opportunities for open and unstructured discussion between students to discuss difficult topics like diversity, equity, and inclusion
  + Is Drake a safe space for conservative values? People should be open to all values, but conservative viewpoints seem to be unwanted.
* Costs
  + Textbook prices are expensive and I had to drop classes my first semester.
  + more financial aid or scholarship opportunities, I struggle to find opportunities and I would like to owe less money when I'm done at Drake
  + Make textbooks free
  + It would be nice to have a cheaper and more accessible way to obtain course materials.
  + better parking for lower costs
* Buildings
  + Updated facilities for fine arts students would significantly improve the Drake experience for hundreds of students.
  + The upperclass Residence halls need to be updated. Jewett Hall has mold growing in the bathrooms and the bathrooms are not cleaned sufficiently. The rooms do not have many outlets, and it would be more helpful to have an elevator.
  + Resident spaces need to be updated. Compared to other similar institutions Drake has fallen behind. The dorms have not changed since my parents were here nearly 40 years ago.
  + Renovate FAC. I am appalled that the university continues to neglect FAC and its students. Rage can not begin to explain how I feel. You should be ashamed.
  + One thing I hope to see in the future for Drake is more study rooms. A lot of students like to collaborate with one another, especially when working on a project or report or studying. Sometimes, the study spaces are all occupied (ex: the study rooms in SCB), which can be difficult for some when finding a place to meet up.
  + All of the buildings need to be made ADA accessible, especially because you are updating and adding all of these new buildings. Buildings that are not fully accessible include but are not limited to: FAC, Moorehouse, Jewitt, Quad, Freshman Dorm half-level lobbies, Howard. An outside audit of all buildings should be done. This directly misaligns with Drake values, especially with the Harkins Center on campus; it's a bit ironic.
* Food
  + Definitely the food. I understand that large quantities need to be prepared, but the overall quality of the food is very poor. I have even had professors joke about their negative experiences with Hubbell.
  + Drake could bring back the Quad Creek Café options at the dining hall.
  + Improve dining hall food - the staff is nice but food is mediocre on day-to-day basis.
  + My biggest complaint at Drake is the food here. I have been very dissatisfied with the dining options available, and I feel like my lack of nutrition negatively affects my mental, physical, and educational well-being. I would really like to see more access to quality (not frozen or wilted) fresh fruits and vegetables and protein. I have felt sick after eating at Hubbell many times, and it's frustrating that I have to live on campus and I have to have a meal plan. I would much prefer to simply cook for myself. The meal plans are very expensive and the quality of food is often very very disappointing.

**In reflecting on your total time here at Drake, please describe a positive highlight of your experience.**

Similar to other years, students’ comments focused on the people of Drake – students and faculty/staff alike. Students often linked the people with the supportive culture and the traditions of Drake. The last major theme students commented on was the numerous opportunities provided by Drake. These opportunities could be the events offered to students or off-campus/out-of-class opportunities.

* The People of Drake
  + A highlight of my time at Drake has truly been being able to meet so many incredibly supportive people from my classmates to the faculty. I cannot - and quite frankly do not want to - imagine where I would be without any of them
  + I’ve been enrolled at several other colleges around Iowa and I’ve never had an experience like I’ve had at Drake. The quality of the instruction and the depth of the learning has exceeded all my other experiences and expectations!
  + Professors foster a supportive, warm environment where students enjoy sharing ideas and learning.
  + I really appreciate and value much of the faculty I have interacted with here at Drake. They make me feel seen and valued in a way not possible at a larger University. I appreciate how willing and able they are to speak to students and encourage them to grow academically and personally.
  + A positive highlight of my experience at Drake has been the collaborative approach faculty has often taken with me and other students. Whether it's staff members at the Hubbell Dining Hall, Professors, or employees in the University's global/community engagement offices, I have always noticed an authentic excitement to work with students and give a platform for the next generation to lead. It has lead to me having a very empowered academic and professional experience at Drake, even where I can acknowledge room for improvement. I do love Drake.
* Supportive Culture
  + A positive highlight to my experience is the culture that Drake has on campus. Once you step foot on campus, you are safe and welcomed with being included in activities and other traditions on campus. I had an extremely positive Drake experience.
  + Drake is a community atmosphere, not competitive as other schools and this is good thing.
  + A good community.
* Events/Opportunities
  + I’ve been given the opportunity to hold multiple leadership positions on campus and they’ve helped prepare me for the adult world
  + Getting involved on campus has by far been the best part of my time at Drake. I have formed my best relationships and connections through campus organizations. Most of my best memories pertain to organizations I belong to.
  + I was given opportunities that I would not have had were I to go to a larger university.
  + I have met some amazing friends and professors. The honors program and the Adam's Leadership Institute have also been major highlights. This campus offers a lot of programs and groups to join to meet more people and increase learning.
  + I am a part of a few different research projects with professors and very few other students. I get to really have my hands on all parts of the projects, which I feel like I wouldn’t necessarily get at other schools

**Final Thoughts from the Students**

This year no theme emerged from the final question which simply asks if students have any final thoughts they wished to share, but some comments are worth preserving in this report.

* My only other feedback is that I wonder if it would be helpful for members of Drake's Administration (especially the highest levels) to interact with students on the ground more. I know it is not at the core of their job descriptions, but I've noticed much of the student population feel alienated from and uncared for by some of the University's top administrators, and I don't think that is intentional on the part of the University. However, I do think helping students feel \*every\* part of the University's faculty/staff is in touch with their needs/concerns may be rewarding for everyone involved.
* I wish there were a more in-depth road map on construction projects around Drake, namely the status of Meridith Hall
* I think that the reason my Drake experience has been so great is because of all of the great people who work here. The workers in the dining hall, starbucks, and residence halls are really the ones who make Drake feel like home, even though they are paid terribly. Without these bottom line workers, I probably would not have stayed at Drake, and I think that upper level administration needs to reevaluate how much they are getting paid.
* I belie this was the best education I have ever received. I have grown as a person and expanded my network. I am sad to lose my Drake email account as many connections are utilizing it. Overall wonderful 3.5 years of my life that I will cherish forget. Thank you Drake for being the wind beneath my winds
* I am leaving Drake with a lot of gratitude towards staff, students, professors, and the Drake culture. My education challenged me with working with people of different backgrounds and also having to do individual work as well. I have been taking many online courses, but for my last six weeks I am in an in person course and it felt so good to be back on campus to get the Drake experience.