

## Summary Program Review Survey Data

A survey was sent to all faculty and staff at Drake University on January..... Responses were received from 137 faculty and 197 staff. Table 1 shows the distribution of these responses with faculty identified as Arts and Sciences and Professional Schools and staff identified as administrative or non-administrative.

**Table 1: Characteristics of Respondents**

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

Table 2 presents responses to a series of questions about higher education generally. Faculty and staff responses to four of the questions showed major (10% or more) differences. 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 major 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.

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

Question	Total	Staff	Faculty	Staff		Faculty	
				Admin	Non-ad	A&S	Profes.
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

Respondents were asked to rank 4 options in terms of their importance as educational goals. Overall, and within each category, respondents ranked teaching students how to think as number 1. The support for this goal as number one was more pronounced among faculty than staff. Preparing students for careers was number 2/ Staff, particularly non-administrative were somewhat more likely to support this goal. Helping students with moral and ethical components of life as number 3, and liberating individuals from past prejudices and superstitions as number 4.

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

Statements about Drake University achieved a much lower level of consensus. Again, using a 10% difference as a marker of major variation, the following observations can be made

- Respondents in all categories agreed that Drake is at a critical juncture and must make bold, innovative and creative choices and that one of Drake's strengths is its blend of professional and arts and sciences programs.

Table 4: Statements about Drake University - Percentage who strongly agree or agree

Question	Total	Staff	Faculty	Staff		Faculty	
				Admin	Non-ad	A&S	Profes.
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
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
Administrative functions at Drake should be consolidated into fewer offices.	48	39	60	36	43	62	57
Drake needs to facilitate the development of additional interdisciplinary programs.	58	52	69	64	42	67	70
Drake has too many administrators.	50	44	59	29	56	64	55
We need to reduce the amount of course duplication at Drake.	52	50	54	61	43	51	59
Drake has too many academic programs.	37	34	41	46	26	37	42
The way we deliver education at Drake is outdated and needs to be rethought.	34	36	30	45	29	31	26
Drake should "out source" more services.	18	19	17	26	14	17	17
Drake University must develop partnerships with central Iowa businesses.	80	90	66	92	90	49	79
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 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
The core mission of Drake University is to provide a first-rate undergraduate education.	82	85	77	81	90	98	57
Drake faculty need to learn how to better use classroom technology.	63	63	61	64	63	53	65
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 colleges and schools.	21	18	25	20	15	36	12
New programs crossing college/school lines are needed.	62	61	63	36	50	68	56
There are programs at Drake that are not consistent with our mission.	47	44	51	53	35	59	41

Table 5: Percent who Strongly Agree or Agree with Statements about Participation in the Prioritization and Review Process

Question	Total	Staff	Faculty	Staff		Faculty	
				Admin	Non-ad	A&S	Profes.
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
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
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
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