

Drake
Student
Survey

2020

Introduction

Beginning in 1991 Drake has regularly administered the Drake Student Survey (DSS) as a way to assess the satisfaction with and perceived effectiveness of various elements of the Drake experience. From 2003-2006 Drake focused on using the National Survey of Student Engagement (NSSE) for this purpose. Beginning in the spring 2007 semester the institution began a rotation of administering these two instruments in alternate years. Starting in 2012, the rotation became three years to accommodate instruments other than the DSS and NSSE as well as to avoid over-surveying undergraduates. Beginning in 2017, this administration cycle shifted to a two-year consecutive administration of the Drake Student Survey, followed by a NSSE administration in year three. 2019 saw the need to perform a “DSS Light.” A version of the DSS would survey the parts of the student body that NSSE misses for pertinent items. The purpose of this new cycle is to enhance reporting and decision-making related to Continuous Improvement Plans.

The survey was administered via the Internet. Students were contacted by email with an initial request for participation that included a link to the survey, with a similar follow-up to non-respondents. The invitation was sent on March 5, with the reminder sent on March 10. In a typical year, the students would have been encouraged more often to complete the survey, but 2020 presented interesting difficulties. Weighing the stressors from going virtual due to the pandemic, it was determined to close the survey in March with no additional reminders. There were 744 completed and partial responses recorded to the survey (a 16.5% response rate). While this is a lower response rate than past years, every group is represented in the responses. It should be noted that approximately one third of the responses came after the first communications about Drake’s actions regarding COVID-19. This report provides a summary of the survey analyzed by college/school of enrollment, including demographic characteristics of respondents.

Despite the low response rate, the current data along with longitudinal trends, provides several points for consideration. Many of these items are included within the institutional continuous improvement scorecard.

- The Student Pride index in the University Scorecard a combination of responses to two different DSS questions (how would you evaluate your entire educational experience, if you could start over again would you go to the same institution). The index is at its lowest score since reporting started in 2016. (See Table 8, p. 5).
- Also on the University Scorecard, targets are set for different segments from DSS data. This year the Out-of-Class experience is lower than our target in the Scorecard.
- Student ratings on several diversity and inclusion items were higher when comparing 2020 responses to 2018 DSS (See Tables 17 & 18). Despite these higher ratings of engagement across different groups, diversity and inclusion continue to be an area for improvement with students noting the need for a more diverse student and faculty body and continued attention to political divisiveness. The 2020 Campus Climate Study will provide more insights regarding current institutional needs (results forthcoming).
- Academic advising remains an area of dissatisfaction of students at all levels.
- The percent of courses that contain community-based learning projects has declined in recent years (see Table 12).
- When asked to identify a significant positive experience at Drake, students consistently describe the quality of relationships with faculty (supportive, personable, willing to work with students) and with their peers.

Respondent Demographics

Based on the demographic data displayed in Table 1, the respondents were generally proportional by demographics overall. However, a higher percentage of women completed the survey (69% of respondents, 62% of population). Though it appears off-balance, classification is proportional mostly to the population. The exception is graduate students. Fifteen percent responded to the survey, while 26% make up the population. Within the graduate students, the highest responses came from School of Education students. Race and ethnicity is very close in representation of Drake.

Table 1: Respondent Demographics

College	None	AS	BN	ED	JO	LW	PH	Total #	% of total resp.
Number of respondents	8	236	158	103	52	40	147	744	100%
Classification (Percent of College/School Total)									
FR	75%	16%	12%	5%	17%		15%	99	13%
SO		22%	20%	4%	21%		22%	131	18%
JR	13%	23%	16%	4%	25%		7%	115	15%
SR	13%	38%	37%	10%	37%		7%	189	25%
GR		1%	15%	78%	0%	8%		108	15%
L1						50%		20	3%
L2						20%		8	1%
L3						23%		9	1%
A1							1%	1	0%
O1							5%	4	1%
O2							5%	8	1%
O3							3%	4	1%
P1							7%	11	1%
P2							9%	13	2%
P3							6%	9	1%
P4							10%	15	2%
Gender (Percent of College/School Total)									
Female	50%	70%	54%	77%	71%	65%	78%	512	69%
Male	50%	30%	46%	23%	29%	35%	22%	232	31%
Race/Ethnicity (Percent of College/School Total)									
Amer. Indian/ Native Hawaiian								0	0%
Asian		6%	4%	2%	2%	3%	2%	26	3%
Black		6%	4%	2%	2%	3%	2%	29	4%
Hispanic		6%	5%	4%	10%	5%	4%	39	5%
Non-resident alien	13%	3%	6%			3%	1%	19	3%
Multiple		3%	4%				1%	15	2%
Unknown			1%				1%	4	1%
White	87%	78%	75%	92%	85%	90%	86%	612	82%
Full/Part-time (Percent of College/School Total)									
Full-time	0%	96%	85%	40%	100%	90%	100%	637	86%
Part-time	100%	4%	15%	60%		10%		107	14%

Percentages are within column (i.e. by college/school) for each category.

Overall Satisfaction and Drake Experience

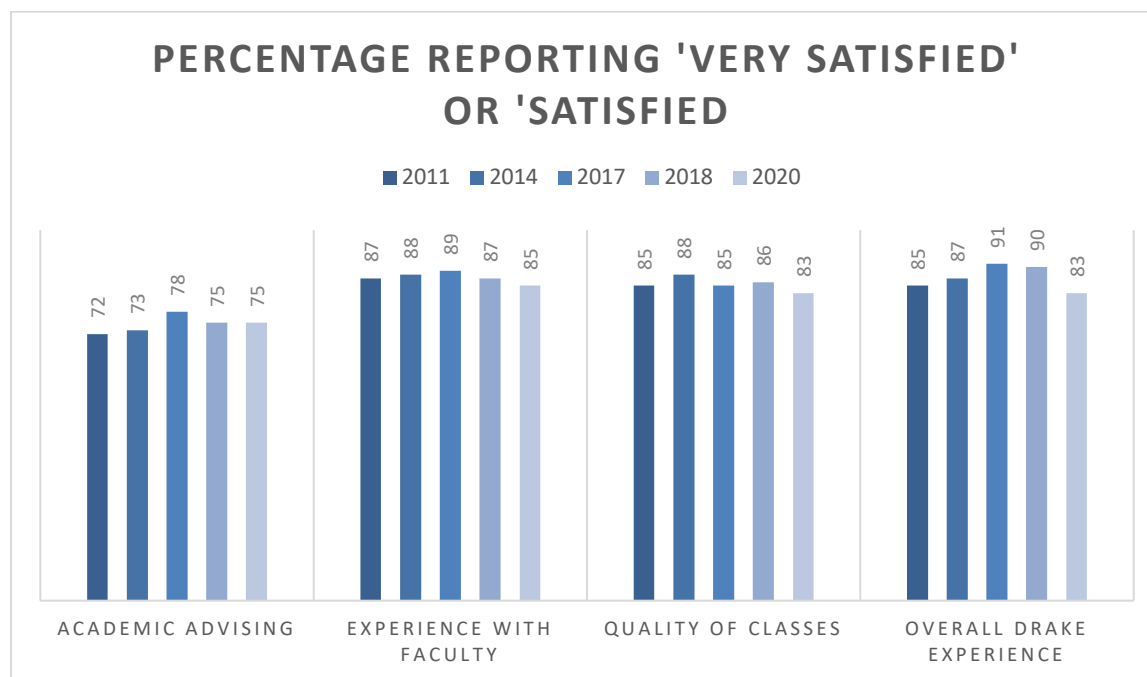
The Drake Student Survey includes four general questions of satisfaction. Table 2 provides results for all students. Overall, students indicate high levels of satisfaction with the highest ratings for “Experiences with faculty” and “Quality of classes.” In comparison to these two areas, students indicated somewhat lower satisfaction with “Quality of academic advising” and “Preparation for your career.”

Table 2: Drake Experience Items - ‘Very Satisfied’ or ‘Satisfied’ (All Students)

	AS	BN	ED	JO	LW	PH	Total
Quality of academic advising	74%	72%	69%	91%	45%	71%	72%
Experience with faculty	84%	83%	84%	92%	76%	89%	85%
Quality of classes	83%	82%	79%	79%	82%	87%	83%
Preparation for your career	64%	77%	80%	83%	79%	84%	76%

Results from the past five administrations of the DSS (see Figure 1) show steady responses among undergraduate students in most areas. This year is a bit of an exception, with drops in most areas. The largest percentage drop can be seen in “Overall Drake Experience.”

Figure 1: Longitudinal Drake Experience Items - ‘Very Satisfied’ or ‘Satisfied’ (Undergraduate Students)*



* Starting in 2020, no Pharm D students are included

Table 3 focuses on the Undergraduate Student experience by college/school. Similar to the overall results, students indicate high levels of satisfaction with the highest ratings for “Experiences with faculty” and “Quality of classes.” Results across colleges and schools are variable this year.

Table 3: Drake Experience Items - ‘Very Satisfied’ or ‘Satisfied’ (Undergraduate Students)

	AS	BN	ED	JO	PH	Total
Quality of academic advising	74%	69%	67%	91%	79%	75%
Experience with faculty	84%	81%	81%	92%	87%	85%
Quality of classes	83%	80%	81%	72%	91%	83%
Preparation for your career	64%	75%	81%	83%	86%	73%

Graduate and Professional students reported high levels of satisfaction with faculty, quality of classes, and preparation for your career; but comparably lower satisfaction with advising. Law Students report less satisfaction than their peers throughout the survey.

Table 4: Drake Experience Items - ‘Very Satisfied’ or ‘Satisfied’ (Graduate and Professional Students)

	GR	LW	PH	Total
Quality of academic advising	72%	50%	60%	64%
Experience with faculty	89%	68%	89%	86%
Quality of classes	84%	80%	80%	82%
Preparation for your career	82%	76%	81%	81%

New in 2020, all students were asked their level of agreement with statements concerning their major. There is some variance between colleges at all levels. Consistently, the lowest agreement is with the statement “I am satisfied with my work/life balance when it comes to Drake.” Graduate students are the most satisfied with this balance.

Table 5: Percent of Respondents who “Agree” or “Strongly Agree” with the statements below (All Students)

	AS	BN	ED	JO	LW	PH	Total
I am satisfied with the level of challenge within my primary major.	83%	90%	87%	78%	82%	87%	85%
I find the quality of classes in my primary major to be excellent.	82%	77%	75%	85%	76%	82%	80%
I am satisfied with my work/life balance when it comes to Drake.	45%	63%	73%	57%	41%	52%	55%
I find my experiences at Drake to be highly valuable.	76%	80%	80%	85%	67%	80%	78%

Table 6: Percent of Respondents who “Agree” or “Strongly Agree” with the statements below (Undergraduate Students)

	AS	BN	ED	JO	PH	Total
I am satisfied with the level of challenge within my primary major.	82%	89%	90%	78%	89%	85%
I find the quality of classes in my primary major to be excellent.	81%	77%	86%	85%	78%	80%
I am satisfied with my work/life balance when it comes to Drake.	44%	60%	52%	57%	51%	51%
I find my experiences at Drake to be highly valuable.	75%	78%	76%	85%	79%	78%

Table 7: Percent of Respondents who “Agree” or “Strongly Agree” with the statements below (Graduate and Professional Students)

	GR	LW	PH	Total
I am satisfied with the level of challenge within my primary major.	89%	80%	85%	86%
I find the quality of classes in my primary major to be excellent.	73%	77%	87%	78%
I am satisfied with my work/life balance when it comes to Drake.	79%	42%	54%	65%
I find my experiences at Drake to be highly valuable.	84%	63%	82%	80%

Undergraduate and Students indicated their overall satisfaction and whether or not they would attend Drake if starting over. Both items indicate a high level of satisfaction with students’ Drake experience and consistency across units.

Table 8: Overall Drake Experience Items (Undergraduate)

	AS	BN	ED	JO	PH	Total
Overall Drake Experience (good or excellent)	80%	83%	76%	86%	93%	83%
Would attend Drake if starting over (probably or definitely yes)	75%	78%	81%	85%	81%	79%

Graduate and Professional Students also showed high levels of satisfaction and a willingness to attend Drake again if starting over.

Table 9: Overall Drake Experience Items (Graduate & Professional)

	GR	LW	PH	Total
Overall Drake Experience (good or excellent)	93%	81%	88%	90%
Would attend Drake if starting over (probably or definitely yes)	89%	83%	78%	84%

Drake Curriculum

Requirements within the Drake Curriculum are meant to provide a breadth of knowledge and skills. The Drake Student Survey (DSS) asked Undergraduate Students to report their perception of the strength of their skills in 18 areas related to the Drake Curriculum (see Table 10).

New educational goals were used for the first time in 2020. While similar in many ways, key wording changes were made to better reflect Drake’s goals.

The majority of respondents reported strong or very strong skills in 17 of the 18 learning outcomes surveyed. The lowest area of self-reporting was for “Demonstrate an analytical and reasoned understanding of art,” it is the only area where less than half reported strong/very strong skills.

Readers interested in the change of students’ self-reported learning gains over time should review the 2018 Longitudinal Panel Study, which compares student self-reported skills on the 2014-16 Foundations of Learning Assessment, taken by incoming freshman, to the 2018 DSS, taken by all students. (see: <https://tinyurl.com/y9sslztr>).

Table 10: Percentage of Respondents Reporting 'Very Strong' or 'Strong' Skills (Undergraduate)

	AS	BN	ED	JO	PH	Total
Demonstrate an analytical and reasoned understanding of art	40%	30%	68%	47%	17%	36%
Analyze relevant evidence or information	88%	82%	89%	84%	84%	85%
Reflect on assumptions and preconceptions that influence analysis	79%	70%	89%	82%	69%	76%
Evaluate the values and interests that influence democratic decision-making	66%	57%	84%	82%	54%	65%
Critically reflect on the issues you will face as a citizen	70%	59%	74%	84%	57%	67%
Demonstrate how historical forces have shaped the contemporary world	67%	45%	58%	69%	48%	58%
Identify scholarly resources relevant to the problem or issue investigated	77%	63%	74%	76%	87%	75%
Evaluate quality of information resources relevant to the problem or issue investigated	79%	66%	79%	84%	84%	77%
Reflect on your own cultural bias	71%	59%	79%	82%	69%	69%
Interpret intercultural issues from diverse perspectives	67%	59%	79%	76%	65%	66%
Analyze the development of exclusion and privilege	66%	54%	79%	80%	64%	65%
Understand the perspectives and experience of people who are different than you	75%	67%	79%	84%	68%	73%
Communicate effectively with people from other cultures and backgrounds	72%	66%	79%	87%	73%	73%
Apply knowledge of the methods and theories of science to solve problems	64%	65%	63%	47%	83%	66%
Effectively use mathematical principles to solve problems	50%	77%	58%	29%	80%	59%
Evaluate claims based upon mathematical arguments	46%	69%	42%	29%	70%	53%
Critically reflect on the ethical issues that arise and develop solutions to solve them	64%	64%	79%	80%	73%	68%
Produce writing that achieves its intended effect--such as conveying information, making a persuasive argument, telling a story, or evoking an emotional response	73%	65%	84%	87%	76%	74%

Academic Experience

Undergraduate students are asked to share information about participation in various academic experiences, including several “High-Impact Practices” (HIPs). HIPs are undergraduate opportunities that demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, and provide students with frequent and substantive feedback.¹ Table 11 provides an overview of student responses. A high percentage of students participate in internship or other placement experiences. Similarly, most students complete a culminating senior experience, which is not surprising given the inclusion of capstone experiences in the Drake Curriculum. A comparatively lower percentage of students engage in research with faculty, although the percentage varies by college and school. Table 12 provides information regarding participation in community-based projects as a part of a course, with almost all colleges/schools reporting at least 50% participation. However, this has steadily declined through the years of reporting.

Table 11: Percentage of Respondents “Have” or “Plan to” ... (Undergraduate and P1-P2 Students)

	AS	BN	ED	JO	PH	2020 Total	2018 Total
Participate in an internship, co-op, field experience, student teaching, or clinical placement	83%	93%	95%	100%	88%	88%	89%
Work with a faculty member on a research project	57%	21%	16%	16%	41%	39%	39%
Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam)	92%	86%	42%	95%	61%	83%	87%

Table 12: Percentage of Respondents Indicating that “Some,” “Most,” or “All” of Their Courses Include Community-Based Project (Service-Learning) (Undergraduate)

	AS	BN	ED	JO	PH	2020 Total	2018 Total
Courses Include Community-Based Project (Service-Learning)	51%	48%	63%	60%	52%	51%	57%

¹ Kuh, G. D. (2008). High-impact educational practices: What they are, who has access to them, and why they matter. Washington, DC: Association of American Colleges and Universities.

Satisfaction with Service Areas

The 2017 DSS included a new section with a series of questions asking students to indicate the level of satisfaction with various student services. Readers are provided an overview of services from two perspectives; overall results and dissatisfaction by college/school. The highest levels of satisfaction are in Professional and Career Development Services and Academic Success. All Students' results are presented in Table 13, along with the overall mean. The scale was 1-5 (with 1 being "very dissatisfied" and 5 being "very satisfied," so the higher the mean, the more satisfied the students). The means are consistent between 2018 and 2020.

Table 13. Level of Satisfaction with Services at Drake (All Students)

Service Area	Total Responding	Have Not Used	Unaware Services Existed	2020 Mean of Those Familiar	2018 Mean of Those Familiar
Student Financial Planning	577	144	9	3.4	3.4
Student Accounts	575	94	6	3.7	3.7
Disability Services	576	357	9	3.5	3.5
Counseling Center	574	311	10	3.5	3.3
Professional and Career Development Services	576	177	15	3.9	3.9
Information Technology Services	578	137	3	3.7	3.8
Student Health	576	214	5	3.4	3.5
Academic Success	575	220	30	3.9	3.9
Registrar	576	134	6	3.8	3.8
Residence Life	577	152	3	3.4	3.6
Cowles Library Services	577	81	1	4.3	4.2

In Table 14, results are provided by levels of dissatisfaction results from all students by college/school. This is a quicker way to discern areas of concern. Variations in dissatisfaction across colleges and schools is seen in Table 14. Lowest dissatisfaction is in Cowles Library Services.

Table 14: Satisfaction with Service Areas, Respondents who are 'Dissatisfied' or 'Very Dissatisfied' (Undergraduate)

Dissatisfied or Very Dissatisfied with the following service areas:	AS	BN	ED	JO	PH	Totals
Student Financial Planning	21%	15%	23%	19%	17%	19%
Student Accounts	9%	12%	12%	11%	2%	9%
Disability Services	18%	13%	20%	6%	7%	14%
Counseling Center	26%	21%	20%	10%	0%	18%
Professional and Career Development Services	16%	10%	0%	4%	6%	11%
Information Technology Services (ITS)	16%	16%	8%	12%	15%	15%
Student Health	31%	24%	33%	22%	19%	26%
Academic Success	10%	3%	0%	6%	6%	6%
Registrar	9%	7%	6%	3%	4%	7%
Residence Life	25%	27%	19%	24%	17%	24%
Cowles Library Services	2%	2%	0%	0%	0%	1%

Table 15 consists of Graduate and Professional Students' dissatisfaction on the same services. Student Health and Residence Life are two areas with the most dissatisfaction. When considering this, it is important to note the timing of the survey with the COVID pandemic.

Table 15: Satisfaction with Service Areas, Respondents who are 'Very Dissatisfied' or 'Dissatisfied' (Graduate and Professional Students)

Dissatisfied or Very Dissatisfied with the following service areas:	GR	LW	PH	Totals
Student Financial Planning	9%	21%	30%	20%
Student Accounts	3%	9%	18%	9%
Disability Services	11%	0%	0%	4%
Counseling Center	5%	17%	0%	7%
Professional and Career Development Services	0%	4%	5%	3%
Information Technology Services (ITS)	10%	19%	2%	9%
Student Health	0%	10%	7%	6%
Academic Success	5%	4%	14%	9%
Registrar	4%	0%	5%	4%
Residence Life	12%	8%	8%	9%
Cowles Library Services	0%	0%	4%	2%

Out-of-Class Experiences

In 2011, several questions were added to capture information on the effect of co-curricular and other out-of-class experiences on development and learning. A portion of the questions in this section were obtained from the *Wabash National Study of Liberal Arts Education*.

Table 16 displays results from these questions. As a whole, these questions emphasize the large number of Drake undergraduates who have learning experiences outside the classroom that are tied to their coursework or degree program. Three years of data shows a decline in each of these areas. This is contrary to a trend observed in the past where there is a bump up during caucus season.

Table 16: Out-of-Class Experiences (Undergraduate Students)

Agree or Strongly Agree with:	AS	BN	ED	JO	PH	2020 Total	2018 Total	2017 Total
My out-of-class experiences have helped me connect what I have learned in the classroom with life events.	68%	68%	63%	83%	74%	70%	74%	80%
My out-of-class experiences have had a positive influence on my intellectual growth.	77%	81%	68%	88%	88%	80%	82%	86%
My out-of-class experiences have had a positive influence on my personal growth.	79%	81%	74%	93%	87%	82%	84%	86%

Diversity and Inclusion

In 2017, several questions were added to review progress on efforts to enhance the institutional climate with regard to diversity and inclusion. These questions are identical to ones asked in the National Survey of Student Engagement (NSSE), which was most recently administered in spring 2019. As displayed in Table 17, this year shows increases in every category compared to last year DSS was administered. One explanation for the increase may be attributed to it being a Caucus year, and perhaps fewer incidences of racial tension. Longitudinal analysis of these items indicates that students provide higher ratings across multiple items when the survey is administered during a Caucus year.

Table 17: Percent of Respondents Having Discussions with People from Various Groups “Often” or “Very Often” (Undergraduate Students)

Often and Very Often:	AS	BN	ED	JO	PH	2020 Total	2018 Total	2017 Total
People of a race or ethnicity other than your own	72%	64%	79%	81%	69%	70%	64%	81%
People from an economic background other than your own	80%	75%	79%	79%	84%	79%	73%	76%
People with religious beliefs other than your own	77%	75%	74%	88%	90%	79%	75%	78%
People with political views other than your own	66%	79%	84%	74%	85%	73%	70%	80%

Table 18 provides responses from Graduate and Professional Students on the same items. Compared to 2018, students indicated more frequent interactions in all categories.

Table 18: Percent of Respondents Having Discussions with People from Various Groups “Often” or “Very Often” (Graduate and Professional Students)

Often and Very Often:	GR	LW	PH	2020 Total	2018 Total	2017 Total
People of a race or ethnicity other than your own	65%	76%	69%	68%	64%	73%
People from an economic background other than your own	67%	83%	67%	70%	66%	78%
People with religious beliefs other than your own	67%	69%	73%	70%	64%	73%
People with political views other than your own	56%	78%	75%	67%	70%	69%

As seen in Table 19, a majority of respondents indicated their Drake experience contributed to understanding people of other backgrounds and that Drake encourages contact among students from different backgrounds. The current DSS administration shows an increase 2018.

Table 19: Percent of Respondents Indicating “Quite a Bit” or “Very Much” on Engagement with People from Other Backgrounds (Undergraduate Students)

	AS	BN	ED	JO	PH	2020 Total	2018 Total	2017 Total
Experience at Drake contributed to understanding people of other backgrounds	57%	42%	63%	71%	58%	55%	53%	59%

The percentage of Graduate and Professional Students who indicated their experience at Drake has contributed to their understanding of people of other backgrounds is lower than Undergraduates Students. It decreased from the 2018 DSS.

Table 20: Percent of Respondents Indicating “Quite a Bit” or “Very Much” on Engagement with People from Other Backgrounds (Graduate and Professional Students)

	GR	LW	PH	2020 Total	2018 Total
Experience at Drake contributed to understanding people of other backgrounds	57%	31%	52%	51%	62%

Global and International Perspectives

In 2009, a section of questions was added to develop a baseline on student development on global perspectives. A subset of the initial 2009 questions were repeated across multiple administrations of the Drake Student Survey. Table 21 shows responses are not consistently increasing or decreasing compared to 2018. Even compared to 2017, there is not a clear trend in responses.

Table 21: Percent of Respondents “Agree” or “Strongly Agree” on Global and International Items (Undergraduate Students)

Agree and Strongly Agree with the following:	AS	BN	ED	JO	PH	2020 Total	2018 Total	2017 Total
I am informed of current issues that impact international relations.	75%	65%	79%	81%	60%	71%	66%	73%
I can discuss cultural differences from an informed perspective.	88%	63%	79%	88%	60%	74%	76%	78%
I can explain my personal values to people who are different than me.	92%	82%	79%	93%	85%	86%	90%	89%
I intentionally involve people from many cultural backgrounds in my life.	57%	59%	68%	69%	48%	58%	50%	59%
I am uncomfortable when I need to work with people who have different cultural values from me.	18%	21%	36%	12%	24%	20%	14%	18%

Qualitative Sections

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. (Undergraduate Students)

A number of themes prominently emerged this year. Diversity (both political and racial) garnered the most mentions. Other themes include student health, Areas of Inquiry (AOI), and parking.

- Students focused mention wanting more diversity and inclusion across the University; this includes both in the student body as well as faculty. Some commented on a desire to have more options for activities that would reach across all groups. Additionally, again this year the “silencing” of conservative voices is of concern.
 - *“There are a few distinct communities at Drake that don't always feel comfortable interacting with each other. This can be a tricky issue to fight, but I wish that there were ways for us to all gather together as one strong community more often..”*
 - *“Do a better job at advertising the events of the Multicultural organizations on campus, so that our events are even more inclusive to all students. This is the only way that we will break the subconscious barriers of non-ethnic students, which will then encourage them to become more open-minded to learn about all the different cultures of the students in the multicultural organizations. Also, it would be really nice to bring in different artists of different genres, not just Pop or Hip-Hop music, to perform at Drake!”*
 - *“The main reason I have knowledge and understanding of international issues and cultures is because I have lived abroad. Drake University does not foster a very diverse or inclusive environment - compared to where I have lived before people here for the most part tend to associate in cliques of people of their own race, ethnicity, socioeconomic background, etc. It is not an inviting or welcoming experience when you approach certain groups, sometimes it is quite intimidating. Drake needs to do more to foster healthy relationships / growth within the student communities.”*
 - *“Be more accepting of political views that are not on the left. Hate slurs and false names are called to people who identify as conservative. Encourage positive interaction. I am scared to voice my political views because I am scared people will put false labels on me.”*
 - *“Try to bridge the isolation that arises between different political views. Drake focuses so much on bridging the gap between racial or economic differences that the biggest separation on campus to me is through politics.”*
 - *“Hiring and promoting more faculty of color, allowing diverse perspectives to be at the forefront of the classroom.”*

- Student health (both mental and physical) was often mentioned. Most responses included the need for more robust and timely offerings.
 - *“We need to improve the health and counseling center. It is laughable the level of care they provide. I have called in to make an appointment because I thought I had the flu, and the receptionist just told me to take ibuprofen and not come in. (Bad optics with the virus going around.) I have made a counseling appointment and skipped it because I got too nervous to go, and there was no follow-up to see if I was ok. The hours are not accessible to the typical student's schedule either, which means some people skip class for an appointment and they won't write notes to professors.”*
 - *“Please invest in more counselors. After the suicide of a Drake student, I believed Drake's words of being more committed to mental health. When I felt I was in need of a counseling session and tried to schedule one at Drake, for personal reasons and months after the suicide, I changed that belief. There was a two week wait for the next available appointment with a counselor at Drake. This is unacceptable! I understand some students may need regular appointments, but if appointments are so stacked that a student is not able to talk to a health professional for two weeks, then there are obviously not enough resources poured into this "priority". Please change this!”*
- Students raised concerns with Areas of Inquiry (AOIs). Of those mentioning them, stated issues included the variety offered, the number of them, and the need for them.
 - *“Too many AOI's. I get it that professors need courses to teach but 11 feels like too much, especially when most of them don't relate to my major. I think 7 or 8 is sufficient”*
 - *“Please stop the AOI program. If the only reason for the program is that it creates more "well-rounded college citizens," then you're making the assumption that without these classes that Drake students couldn't become well-rounded citizens, which seems disingenuous. The AOI program seems like another way for the University to force people to stay the full 4 years instead of getting the necessary knowledge for their major, graduating, and moving on.”*
 - *“Offer more current/interesting AOI opportunities. It is very frustrating taking classes just to get it over with. If you are requiring these types of classes, offer something interesting.”*
- The change in the parking regulations garnered many comments. Generally, the students consider the price to be too high with the spaces available too few.
 - *“Public Safety - the parking system is quite literally classist, and this form only has questions about not being able to afford textbooks but many students could not afford to buy parking passes. The campus safety is already an issue and then to not allow students to drive to campus for night classes, or giving them costly tickets when they do, is absurd. The parking system needs to change and public safety needs to improve. This one issue has made me consider transferring this year I am so frustrated.”*
 - *“Public safety is awful, you should not give parking tickets to students who already pay tens of thousands of dollars to go here for tuition, and on top of that*

pay for housing as well as food and services. Especially if they have a parking pass to park in an overnight lot, they should be able to park where ever they can since they pay hundreds of dollars to do so. Especially if the lot they have a parking pass too that they paid money for, is full 90% of the time because you oversold the parking lot is absolutely absurd. You should not be trying to weasel more money out of your students who already pay so much money to go here. Also the food.”

- *“Drake nickel and dimes students at every corner. \$400 for a parking pass, considering their on campus jobs pay \$7.25 an hour for most of them, you'd have to work 55 hours a year at Drake just to fund that.”*

In reflecting on your total time here at Drake, please describe a positive highlight of your experience. (Undergraduate Students)

Overwhelmingly the comments centered on the people of Drake. Some were specific to faculty and staff, others on their fellow students. Other areas often mentioned include classes/educational experiences and extracurricular activities, such as Greek Life, study abroad, and the political opportunities brought to campus.

- Students appreciated the quality of the Drake faculty and had many positive experiences with them.
 - *“I appreciate all of the personal connection made--I receive excellent advice from my Political Science advisor, and she shows so much interest in my life and success outside the classroom. We regularly revisit my goals to find the most efficient degree plan for me, and she is flexible and understanding of my work schedule and other restraints on my time. She acknowledges the barriers I have faced to get to Drake, as well as those I continue to face to obtain my degree. I feel like I have a true ally in my faculty advisor.”*
 - *“I found almost all of my professors here at Drake to be extremely supportive. They always recognized how I was doing in their class and were quick to offer praise or support.”*
 - *“Working individually with faculty has been a major positive experience at Drake. Almost all of my professors have been extremely personable and willing to work with students. Additionally, I have been able to develop and present research with faculty, which is something that I don't know if I would have been able to experience at a different institution.”*
- Friendships and the personal connections students have made with their peers are a common highlight of their time at Drake.
 - *“I do love the atmosphere and size of Drake, most of the people I meet are wonderful and it feels like a home.”*
 - *“I have made many friends that I care about and have also grown professionally, earning a grant my first year at Drake!”*
 - *“I really like how I was able to go to a school in a place where I didn't know anyone and was able to make friendships that will last a lifetime. The drake culture is great and not cliquy.”*

- The experience within classes and what they have learned was cited as a highlight.
 - *“My favorite classes have been the ones with the most diverse groups of students where we can engage in discussion of social justice in a way that is enlightening and productive.”*
 - *“The reasons I came to Drake are certainly not the reasons I'm staying here. I did not know what the RMSC major was before committing to Drake, but it has surely changed my academic and personal life. RMSC classes are where I engage in conversations with people who have different economic, cultural, religious, and racial backgrounds. RMSC students are more racially diverse than students in other academic programs, in my experience. RSMC instructors bring in guest speakers that show us different ways of seeing the world and being in the world, and this is absolutely wonderful.”*
 - *“Being able to experience such a wide variety of classes and having the small environment of my classes and programs really pushed me to strive for better.”*

- Extracurricular activities have enriched students' time at Drake.
 - *“I think the one thing that has helping me the most at my time at Drake is Adam's leadership program. It is one of the best programs I have ever been in, and it helps me so much.”*
 - *“Opportunity. If you want it, Drake will help you get it. This pertains to leadership roles, accolades and professional development.”*
 - *“I have had very positive experiences in the opportunities Drake has brought me with the past Iowa Caucus. I met so many candidates that I otherwise would not have been able to.”*
 - *“The J-term program and the opportunity to travel with Drake students and faculty and earn credit for doing so while learning about another country/culture.”*

Explain, in detail, any aspects of your graduate program you have found problematic. (Graduate and Professional Students)

A number of themes emerged for Graduate and Professional Students as problematic. The most prevalent ones include faculty concerns, and program design/organization.

- Low level of teaching and advising abilities were cited by students as very problematic.
 - *“All of the classes I have taken, except one, have been taught by people with no previous experience teaching their courses. Currently, I have a teacher that has never taught. These classes have been TOTALLY MISMANAGED. Basic premises of teaching and learning have been ignored and the majority of the time in class has been wasted with trivialities. Last term, our teacher never taught anything: the teacher had the students teach the book to each other. That teacher was also TOTALLY UNPROFESSIONAL in her attire, her actions, her dialogue and her constant technology distractions. She even left us all there working one*

Saturday afternoon while she went home several hours early. I expected more from Drake. I don't just want a PhD, I WANT THE LEARNING that goes with it!"

- *"Co-teaching has been problematic in my graduate department. We had two teachers teach a course with different expectations and varying answers to student questions, which resulted in everyone becoming frustrated."*
 - *"I find that some of the online courses I have taken have professors that are teaching the course because this is a second income. They treat it as such and it shows. When I complete an assignment, I would like feedback in a timely manner, not a month later. Also, there was one teacher who told you every chance she could get how smart she was."*
- The strength and organization of the graduate programs were concerns for students. This included the inclusion of undergraduates in graduate classes and the timing/method of course offerings not suitable to life/work balance.
 - *"Combined undergraduate/graduate coursework means a lack of graduate level presentation and assignment of materials. I feel that the classes should be split up, even if enrollment is lower - especially since adjuncts are teaching these courses and not full professors."*
 - *"The time commitment. The ABA program was marketed toward working adults, teachers etc. It is a full time program that requires a lot of time, and that time commitment needs to be communicated clearly from the start."*
 - *"... This lends into the other area of problem- balancing success at school with a personal life has been the most problematic specifically for me. There are times when the program has not only limited that balance, but made it almost impossible to sustain any sort of personal life while remaining successful."*

Tell us about the aspects of your graduate program you have found to be the most valuable to you. (Graduate and Professional Students)

While earlier Graduate and Professional Students noted concerns regarding the quality of the faculty, in this section, an even larger number mentioned them for their excellence. Students also mentioned the course content and flexibility in offerings. Finally, students commented on the wide array of opportunities Drake presented.

- Students discussed the high quality of the faculty members – not only their knowledge, but also their outreach to students.
 - *"The faculty/staff have been the most valuable part of the Drake OTD program. They go above and beyond to help in any way they can and you can tell they really do value our success as students. I could not say enough good things about the faculty/staff within the Drake OTD program."*
 - *"Professors genuinely care, make an effort to know your name and face before you even enter class the first day; I can tell my professors are genuinely invested in my success."*
 - *"I appreciate that my professors are generally currently practicing in my field. Their knowledge and experiences enhance the instruction."*

- Course content and offerings were appealing to Graduate and Professional Students. Some suggested this lead to easier life/work balance for them.
 - *“I really appreciated the hybrid scheduling. This allowed for the face to face learning and connections that I value, yet had flexibility enough for me to travel and not interfere with my current career.”*
 - *“Some of the courses are very engaging and challenging. Having night courses available allows me to work full-time (a major benefit). Educational sessions about the graduate process, deadlines, and schedules with school faculty.”*
 - *“Quality of courses very good; helps to continue expand my knowledge base.”*

- A number of opportunities outside the classroom was mentioned by students.
 - *“I also value the experiential education we are provided at Drake as when I have gone on internships or other unpaid professional experiences and have interacted with students studying similar fields at different universities I have been pleasantly surprised at how well prepared I have been and how confident I am in what I am doing or what I should be focusing on..”*
 - *“Drake is well connected with the surrounding area in terms of healthcare opportunities. For pharmacy rotations, I've been able to have experiences all over Des Moines with some very recognizable pharmacy professionals.”*
 - *“I have found all of the professional outings we have attended or collaborated on to be extremely beneficial! I like how what we learn in our courses is put into the real world of Des Moines, Iowa. It opens our eyes to organizations and opportunities while working on course skills. I also love the community that Drake University has created in our program! We feel like a family and the professors are very welcoming!”*

In thinking about your graduate program, describe any changes you would recommend for the future. (Graduate and Professional Students)

There no unifying themes in the answers to this question. Students commented on the need to pay for hotel rooms when traveling into town for required in-person classes, but otherwise tended to restate issues mentioned in the previous “problematic” question.

Please share how your experiences at Drake compare to what you expected before you attended. (All Students)

The responses to this question was not as positive as it has been in past years. It was used to vent a lot of upset over their time at Drake. Still a number of replies included their love of Drake.

- The positive comments were focused on the quality of classes and people at Drake.
 - *“Drake has exceeded my expectations in so many ways - I've found a phenomenal support system that has helped me personally, athletically, and academically, and am so thankful that I chose to be a bulldog!”*
 - *“The quality of academics, character, and experience have exceeded what I expected.”*

- *“Drake has provided me an opportunity to surround myself with extremely engaged people who work hard and do things the right way. I never expected to find so many people like that.”*
- Negative comments revolved around cost, disappointment in the student body population, and workload.
 - *“I feel more isolated than I expected. I do not seem to fit in well to the student body. But the education is great.”*
 - *“I feel that the academic experience I have received is not up to the caliber that I believed it would be.”*
 - *“There were a lot of hidden costs and fees. I dislike college a lot more than I thought I would because of the constant stress and pressure.”*