Drake Student Survey

2021

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 to all non-online students. 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 11, with reminders sent on April 7, April 14, April 21, and April 27. There were 1217 completed and partial responses recorded to the survey (a 28.3% response rate).

The current data, along with longitudinal trends, provides several points for consideration.
- Ratings of their overall satisfaction and their Drake experience is similar to past years. The drop in class quality is unsurprising given comments made about virtual learning versus in-person learning. (See Figure 1, p. 4).
- Satisfaction of Work/Life balance is lower among Undergraduate Students than Graduate and Professional Students. (see Tables 6 and 7, p. 5). Exploration as to the meaning of the term "Work/Life balance" and impact on satisfaction may be warranted to understand the differences between the student levels.
- Graduate and Professional Student ratings on several diversity and inclusion items were lower when comparing 2021 responses to 2020 and 2018 DSS (See Table 18, p.13).
- Academic advising remains an area of dissatisfaction of students at all levels.
- Students reporting courses with community-based projects continues to decline (see Table 12, p. 8).

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 (72% of respondents, 62% of population). Though it appears off-balance, classification is proportional to the population. The exception is graduate students. Fourteen percent responded to the survey, while 19% make up the population. Within the graduate students, the highest responses came from School of Education students. Overall, about 5% more full-time students responded than in the population. The distribution of the sample respondents by race and ethnicity is reflective of the overall university population.

Table 1: Respondent Demographics

College	None	AS	BN	ED	JO	LW	PH	Total #	% of total resp.
Number of respondents	4	373	230	174	73	115	246	1217	100%
Classification (Percent of College/School Total)									
FR	100%	15%	16%	3%	7%	0%	10%	133	11%
SO	0%	25%	16%	5%	29%	0%	14%	196	16%
JR	0%	23%	24%	5%	25%	0%	14%	202	17%
SR	0%	36%	31%	8%	40%	0%	9%	271	22%
GR	0%	1%	12%	79%	0%	3%	0%	172	14%
L1	0%	0%	0%	0%	0%	40%	0%	46	4%
L2	0%	0%	0%	0%	0%	40%	0%	46	4%
L3	0%	0%	0%	0%	0%	17%	0%	20	2%
A1	0%	0%	0%	0%	0%	0%	0%	1	0%
A2	0%	0%	0%	0%	0%	0%	1%	2	0%
O1	0%	0%	0%	0%	0%	0%	9%	22	2%
O2	0%	0%	0%	0%	0%	0%	4%	10	1%
O3	0%	0%	0%	0%	0%	0%	7%	17	1%
P1	0%	0%	0%	0%	0%	0%	7%	17	1%
P2	0%	0%	0%	0%	0%	0%	6%	16	1%
P3	0%	0%	0%	0%	0%	0%	8%	21	2%
P4	0%	0%	0%	0%	0%	0%	10%	25	2%
Gender (Percent of College/School Total)									
Female	75%	71%	53%	80%	81%	67%	84%	875	72%
Male	25%	29%	47%	20%	19%	33%	16%	342	28%
Race/Ethnicity (Percent of College/School Total)									
Amer. Indian/ Native Hawaiian	0%	0%	0%	1%	0%	0%	0%	1	0%
Asian	25%	4%	6%	0%	1%	1%	6%	46	4%
Black	0%	5%	3%	5%	1%	1%	2%	40	3%
Hispanic	0%	8%	6%	5%	7%	5%	4%	74	6%
Non-resident alien	0%	3%	6%	0%	0%	2%	1%	32	3%
Multiple	0%	0%	0%	0%	0%	1%	0%	2	0%
Unknown	25%	4%	3%	1%	4%	0%	4%	38	3%
White	50%	75%	77%	89%	86%	90%	82%	984	81%
Full/Part-time (Percent of College/School Total)									
Full-time	0%	95%	87%	35%	96%	96%	99%	1042	86%
Part-time	100%	5%	13%	65%	4%	4%	1%	175	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."
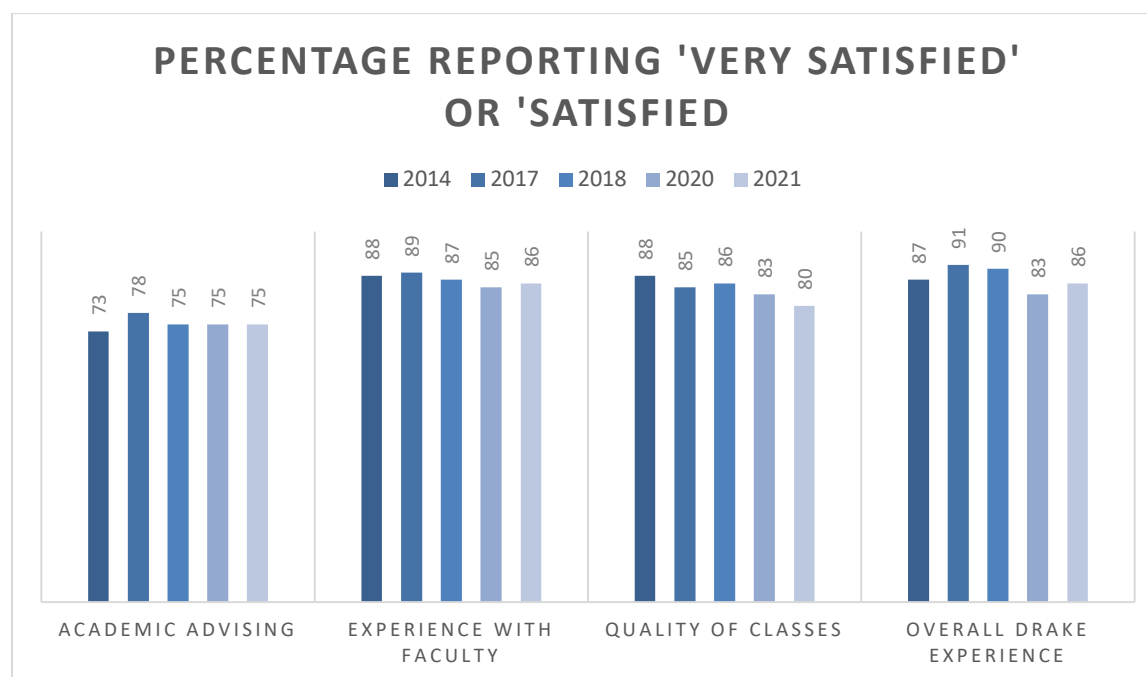
Table 2: Drake Experience Items - 'Very Satisfied' or 'Satisfied' (All Students)

	AS	BN	ED	JO	LW	PH	Total
Quality of academic advising	73%	75%	79%	84%	61%	74%	74%
Experience with faculty	86%	82%	92%	92%	92%	86%	87%
Quality of classes	83%	76%	90%	81%	88%	78%	82%
Preparation for your career	66%	76%	86%	76%	83%	77%	75%
Quality of graduate/professional level teaching*	50%	88%	90%	84%	92%	82%	88%
Overall Program Quality	81%	83%	90%	84%	86%	85%	84%

* Asked only of Graduate/Professional Students

Results from the past five administrations of the DSS (see Figure 1) show steady responses among undergraduate students in most areas. This year saw a continued drop in "Quality of Classes" and a rebound for "Overall Drake Experience."

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

PERCENTAGE REPORTING 'VERY SATISFIED' OR 'SATISFIED

■ 2014 ■ 2017 ■ 2018 ■ 2020 ■ 2021

* 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 continue to be variable.

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

	AS	BN	ED	JO	PH	Total
Quality of academic advising	73%	73%	73%	84%	78%	75%
Experience with faculty	87%	82%	85%	92%	86%	86%
Quality of classes	83%	75%	85%	81%	79%	80%
Preparation for your career	66%	76%	85%	76%	81%	73%
Overall Program Quality	81%	84%	82%	84%	88%	83%

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, with Law reporting the lowest satisfaction.

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

	GR	LW	PH	Total
Quality of academic advising	81%	61%	70%	72%
Experience with faculty	91%	91%	87%	90%
Quality of classes	89%	87%	77%	85%
Preparation for your career	83%	84%	74%	80%
Quality of graduate/professional level teaching	89%	93%	82%	88%
Overall Program Quality	89%	87%	81%	86%

Starting in 2020, all students were asked their level of agreement with statements concerning their major. There is some variance between colleges at all levels. Across levels, students are satisfied with the level of challenge in their major. 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.	86%	87%	90%	78%	93%	85%	87%
I find the quality of classes in my primary major to be excellent.	78%	79%	88%	85%	86%	77%	81%
I am satisfied with my work/life balance when it comes to Drake.	52%	61%	76%	57%	52%	56%	60%

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.	86%	89%	91%	85%	89%	87%
I find the quality of classes in my primary major to be excellent.	78%	80%	84%	77%	80%	79%
I am satisfied with my work/life balance when it comes to Drake.	52%	59%	63%	56%	60%	56%

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.	87%	93%	82%	87%
I find the quality of classes in my primary major to be excellent.	86%	86%	77%	83%
I am satisfied with my work/life balance when it comes to Drake.	78%	51%	64%	66%

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)	85%	85%	88%	90%	88%	86%
Would attend Drake if starting over (probably or definitely yes)	81%	83%	85%	84%	80%	81%

Graduate and Professional Students expressed higher 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%	90%	83%	89%
Would attend Drake if starting over (probably or definitely yes)	95%	89%	74%	87%

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 curriculum goals.

The majority of respondents reported strong or very strong skills in 18 of the 19 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.

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	41%	32%	55%	58%	34%	40%
Analyze relevant evidence or information	86%	81%	86%	84%	85%	84%
Reflect on assumptions and preconceptions that influence analysis	79%	72%	76%	78%	85%	78%
Evaluate the values and interests that influence democratic decision-making	72%	65%	76%	78%	70%	71%
Critically reflect on the issues you will face as a citizen	74%	73%	72%	82%	68%	73%
Demonstrate how historical forces have shaped the contemporary world	67%	62%	72%	64%	56%	64%
Identify scholarly resources relevant to the problem or issue investigated	77%	77%	69%	80%	74%	77%
Evaluate quality of information resources relevant to the problem or issue investigated	76%	79%	83%	83%	82%	79%
Reflect on your own cultural bias	80%	67%	90%	80%	78%	77%
Interpret intercultural issues from diverse perspectives	76%	69%	72%	73%	76%	74%
Analyze the development of exclusion and privilege	79%	64%	79%	82%	79%	76%
Understand the perspectives and experience of people who are different than you	88%	77%	83%	87%	81%	84%
Communicate effectively with people from other cultures and backgrounds	81%	82%	83%	80%	76%	80%
Apply knowledge of the methods and theories of science to solve problems	73%	72%	52%	56%	87%	72%
Effectively use mathematical principles to solve problems	51%	76%	48%	25%	72%	58%
Evaluate claims based upon mathematical arguments	44%	70%	45%	22%	58%	51%
Critically reflect on the ethical issues that arise	78%	81%	69%	82%	77%	79%
Develop solutions to solve them	71%	80%	69%	76%	75%	75%
Produce writing that achieves its intended effect-- such as conveying information, making a persuasive argument, telling a story, or evoking an emotional response	80%	75%	79%	89%	75%	79%

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. Under 40% of students report engaging in research with faculty, although the percentage varies by college and school. Arts and Sciences and Pharmacy and Health Science are the only schools with more than 50% of the students reporting plans or work with a faculty member. Table 12 provides information regarding participation in community-based projects as a part of a course, with a majority of colleges/schools reporting at least 50% participation. However, this has steadily declined through the years of self-reporting by students when they consider their own courses, with this year being the lowest.

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

	AS	BN	ED	JO	PH	2021 Total	2020 Total	2018 Total
Participate in an internship, co-op, field experience, student teaching, or clinical placement	81%	94%	96%	85%	96%	88%	88%	89%
Work with a faculty member on a research project	51%	22%	10%	13%	53%	38%	51%	39%
Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam)	88%	80%	48%	96%	61%	80%	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	2021 Total	2020 Total	2018 Total
Courses Include Community-Based Project (Service-Learning)	37%	33%	52%	63%	55%	42%	51%	57%

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[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. Public Safety was added in 2021. Readers are provided an overview of services from two perspectives; overall results and dissatisfaction by college/school. The highest levels of satisfaction are in Cowles Library and Professional and Career Development Services. 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 from 2018 and 2021.

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

Service Area	Total Responding	Have Not Used	Unaware Services Existed	2021 Mean of Those Familiar	2020 Mean of Those Familiar	2018 Mean of Those Familiar
Student Financial Planning	951	237	29	3.6	3.4	3.4
Student Accounts	951	146	28	3.8	3.7	3.7
Disability Services	950	613	17	3.6	3.5	3.5
Counseling Center	951	526	11	3.7	3.5	3.3
Professional and Career Development Services	952	287	30	4.0	3.9	3.9
Information Technology Services	952	264	10	3.7	3.7	3.8
Student Health	951	400	11	3.7	3.4	3.5
Academic Success	949	407	54	3.9	3.9	3.9
Registrar	952	208	9	3.9	3.8	3.8
Residence Life	949	318	3	3.6	3.4	3.6
Cowles Library Services	952	180	2	4.2	4.3	4.2
Public Safety	949	277	3	3.7		

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. 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:	Totals 2021	Totals 2020
Student Financial Planning	15%	19%
Student Accounts	5%	9%
Disability Services	7%	14%
Counseling Center	11%	18%
Professional and Career Development Services	7%	11%
Information Technology Services (ITS)	12%	15%
Student Health	13%	26%
Academic Success	6%	6%
Registrar	7%	7%
Residence Life	16%	24%
Cowles Library Services	3%	1%
Public Safety	14%	NA

Table 15 consists of Graduate and Professional Students' dissatisfaction on the same services. Student Financial Planning rates as students experiencing the most dissatisfaction.

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:	Totals 2021	Totals 2020
Student Financial Planning	15%	20%
Student Accounts	5%	9%
Disability Services	1%	4%
Counseling Center	7%	7%
Professional and Career Development Services	5%	3%
Information Technology Services (ITS)	9%	9%
Student Health	9%	6%
Academic Success	5%	9%
Registrar	3%	4%
Residence Life	9%	9%
Cowles Library Services	1%	2%
Public Safety	9%	NA

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. Some of this decline could be attributed to reduced ability to interact due to the move of many classes to remote learning.

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

Agree or Strongly Agree with:	AS	BN	ED	JO	PH	2021 Total	2020 Total	2018 Total
My out-of-class experiences have helped me connect what I have learned in the classroom with life events.	63%	70%	69%	70%	60%	65%	70%	74%
My out-of-class experiences have had a positive influence on my intellectual growth.	74%	85%	76%	78%	76%	77%	80%	82%
My out-of-class experiences have had a positive influence on my personal growth.	78%	87%	79%	87%	78%	81%	82%	84%

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. The decline in most of these measures this year are consistent with non-Caucus years. Longitudinal analysis of these items indicates that students provide higher ratings across multiple items when the survey is administered during a Caucus year. Additionally, the move to remote learning, the racial/political unrest, and the pandemic could have impacted perceptions regarding these measures.

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	2021 Total	2020 Total	2018 Total
People of a race or ethnicity other than your own	66%	69%	72%	63%	69%	67%	70%	64%
People from an economic background other than your own	77%	76%	76%	80%	75%	76%	79%	73%
People with religious beliefs other than your own	70%	76%	69%	79%	67%	72%	70%	76%
People with political views other than your own	58%	72%	66%	56%	64%	63%	73%	70%

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	2021 Total	2020 Total	2018 Total
People of a race or ethnicity other than your own	57%	52%	54%	55%	68%	64%
People from an economic background other than your own	62%	58%	60%	60%	70%	66%
People with religious beliefs other than your own	58%	48%	58%	55%	70%	64%
People with political views other than your own	50%	61%	63%	57%	67%	70%

As seen in Table 19, over 60% of respondents indicated their Drake experience contributed to understanding people of other backgrounds and that Drake encourages contact among students from different backgrounds. This is part of a pattern of increase each administration.

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	2021 Total	2020 Total	2018 Total
Experience at Drake contributed to understanding people of other backgrounds	56%	63%	69%	60%	67%	61%	55%	53%

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 continues to decrease 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	2021 Total	2020 Total	2018 Total
Experience at Drake contributed to understanding people of other backgrounds	51%	42%	48%	48%	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 higher agreement on statements which represent are more centered on the individual, such as explaining their own values or discussing cultural differences. Disagreement grows when considering how informed they are on current international relations or intentionally involving people from many cultural backgrounds.

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	2021 Total	2020 Total	2018 Total
I am informed of current issues that impact international relations.	66%	71%	66%	76%	66%	68%	71%	66%
I can discuss cultural differences from an informed perspective.	81%	83%	72%	84%	82%	82%	74%	76%
I can explain my personal values to people who are different than me.	92%	93%	90%	92%	89%	92%	86%	90%
I intentionally involve people from many cultural backgrounds in my life.	57%	59%	68%	69%	48%	58%	58%	50%
I am uncomfortable when I need to work with people who have different cultural values from me.	18%	15%	3%	10%	21%	16%	20%	14%

COVID

Included in this year's administration of the Drake Student Survey was a section dedicated to COVID and the students' experiences and thoughts related to COVID. All the questions in this section are open ended and all students were presented with these questions. Below are the questions and summaries of the themes provided by the responses, as well as some supporting quotes from the students. Please note some editing of the comments has occurred to help make them more understandable and less distracting.

Thinking on this school year, aside from your professors, tell us about what resources you used and your experiences with them.

Cowles Library Services, Counselling Services, Writing Workshop (and other tutors), and Zoom/Teams meetings were the most cited resources. Cowles figured prominently as a credited resource.

- *"I used the cowles library and the writer's workshop and they were very helpful, beneficial, and insightful."*
- *I used the library online for references with many classes. Access and ease of library was great."*
- *"I have gone to counseling and I had a great experience! I loved that it is free to students, I really appreciate Drake taking into consideration my mental health."*
- *"I used the Together Not Alone group therapy sessions. I liked having a weekly thing opportunity to ask mental health questions or hear other people's questions if I had nothing on my mind."*
- *"The writing workshop which was useful in editing my work and papers"*
- *"Writing workshop; they were great, I love the online option, I hope this could become a regular option moving forward."*
- *"I was able to use tutoring services for my computer science classes last semester, and they helped me immensely with my homework and understanding of materials. In addition, I have utilized the writing center for feedback on my papers, and my experience was fine."*

Given the opportunity to offer your professors advice on improving the virtual learning experience, what would it be?

Answers were varied and, at times, contradictory. Many comments were about the delivery of the instruction – including more breaks, offering recordings of lectures, providing more interaction between faculty and students, or students in the class. Zoom was the preferred online delivery software, followed by Teams, with many students specifically encouraging never using Blackboard. Use of breakout rooms was controversial; while some enjoyed the change of pace, others mentioned it being uncomfortable and overused.

- *"Do not just pre-record lectures and then ask if we have questions during live session. I feel like I have not learned anything this year. Let us take breaks and do not teach us for 6 to 8 hours straight. Zoom fatigue is real and makes us less motivated to learn or stay engaged."*
- *"screen fatigue makes it very hard to focus during online lectures, especially for courses that go longer than 75 minutes. It would be nice to have review breaks in the middle of long lectures where we discuss/quiz ourselves/do an activity. Bonus points if we interact with our peers during that time!"*
- *"Please make us turn on cameras if possible - makes me have to pay attention and I actually do better in classes with high camera usage. NO BLACKBOARD COLABORATE - it makes the online classroom even more impersonal."*
- *"Do not use Blackboard for daily lectures. Most of us had internet issues with Blackboard that we did not have with Zoom. It was difficult to be focused when people kept getting kicked out."*
- *"We need even more interactive options in class than before. A lecture for most or all of the class period is not effective for most students. Build in time to discuss things with classmates and try to make some smaller assignments group activities rather than individual work."*
- *"Try to make class more interactive when online. It is hard to stay focused on a lecture on your computer. Also require cameras to be on and encourage participation and discussion in class."*

Please share details about support or resources that helped you succeed this school year.

Responses to this question mirrored the first question with little elaboration on how the resources helped the student to succeed. Specific services were mentioned, including Student Disability Services, Tutoring, and Cowles Library Services. Also related to Cowles Library, the study rooms that were made available were invaluable to many students.

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)

Due to the pandemic, "breaks" were a hot topic. Students were primarily concerned with fall and spring breaks, and how to provide a break for everyone even without these. Again this year, diversity (both political and racial) garnered many mentions.

- Students lamented losing their spring break and the stress it put on them. They suggested the "meeting free days," should have given them time from classes, or other ways to provide a break would have been welcomed. Tied into this theme would be the idea of "Drake busy." When the two were combined, students talked of burnout.

- o "With a global pandemic, Drake could have changed some break days around to improve students' experiences. In my experience, I had no break at all. The Wednesday's that were offered, were never given. A lot of my professors still either had us meet or had us watch lecture at our own time due to a day off. This became very stressful and easily to burn out due to no spring break either."
- o "The lack of spring break is completely unsustainable. Students are exhausted and overwhelmed and we still have 5 weeks left. An immediate change should be considered for allowing some long weekends between now and finals."
- o "Spring break/more mental health days. We understand that spring break was added onto our winter break, but I don't know a SINGLE student who benefited from such academic scheduling. We completely understand the risk of students going off campus, but mental health is declining rapidly in students because the light at the end of the tunnel is so far away and most professors have chosen not to ease up on classwork. While this cannot be changed, please NEVER do it again. Students are overwhelmingly stressed."
- o "Please don't take away our spring break and then send us a "virtual care package" with coloring pages and recipes. How incredibly belittling. Coloring pages is not going to make up for a total of zero days off the entire semester in the middle of a global pandemic. I understand not wanting people to travel, but the reality is, they are anyway because they need a break from learning since we have zero days off. I love being at Drake, I really do, but who thinks it's a good idea to not let students have any form of a break when mental health is already at an all time low from living during a pandemic."
- o "If next year we do not have a traditional fall/spring break, please still adding mental health days, but put them on Mondays, or make them mandatory for all professors to implement. Being optional takes the entire point out of being a mental health day."
- Diversity in political discourse was of particular concern to students this year. Reactions to comments made, emails sent, and feel of political acceptance were top of mind. Some mentions of racial diversity were made, but was not the focus. Pushback against the diversity training came up a few times.
  - o *"There is a lot of leftist propaganda. For an institution that claims to be tolerant and inclusive, it is surprising how little of the other side is reflected."*
  - o *"I've noticed somewhat recently that it is hard to be openly conservative or Christian at Drake. (These two traits do not go hand-in-hand, and it is harder to be conservative on campus than it is to be Christian.) As someone who is moderately liberal, I still think that my friends who are conservatives shouldn't feel judged for their beliefs."*
  - o *"Also, I'm not sure what the university could exactly change to adjust for this, but at times there is a culture of intolerance toward any different type of thought by a lot of Drake students. It is "cool" to call out students you disagree with on Twitter and post nasty things about other students, even in situations like student senate elections. I think this is partially a political issue, but it's also just a cultural issue here that needs to be tackled. It can feel really nasty to see the way some Drake students treat people they disagree with. I have even received this treatment from students I agree with politically just for having a different perspective. It's not*

productive conversation or learning, it's attacks and belittling and I think we need to change the culture around that."

- o *"At Drake, there seems to be such an emphasis on making sure everyone feels welcome and everyone's voice is heard. However, as a white, Christian, male, there have been many times where it has felt like I'm considered the enemy, and not someone that could be involved in fixing some of the issues that go on at Drake."*
- o *"Get rid of the excessive information and involvement of race and LBGTQ in every aspect of the school. You don't need to force that down everyone's throats. Instead, let people meet each other and decide who and what they think. By you forcing this, you are taking away the learning experiences and putting your agenda before learning."*

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

Similar to other years, students' comments focused on the people of Drake – students and faculty/staff alike. Many students recognized the University's response to COVID as positive. Students commented on the numerous opportunities provided by Drake.

- Students appreciated the quality of the relationships they developed with Drake faculty, staff, and students. This is especially powerful given the environment of virtual and hybrid learning, faculty and staff still connected with the students during a difficult year.
  - o *"The professors are great and I feel like I've been allowed room to grow and flexibility when I need it"*
  - o *"The professors and staff here! All are very kind, understanding, helpful, and easy to talk to!"*
  - o *"The people have been a huge highlight of my time. Everyone here is always so kind and helpful and only want you to succeed. Everyone is here for the same reason and it's really nice being around people who want the same thing as me."*
  - o *"The peers I have gotten to know and how they have challenged my outlook on the world and my positions on certain topics."*
  - o *"The highlight of my Drake career so far has been creating a strong group of friends and colleagues through political groups on campus and all our rewarding work and involvement with the caucus last winter."*
  - o *"My peers. Although we are all going through a tough time, I was impressed at the quality of group work. All my partners were willing to do their part and check with every group member for understanding."*

- While Covid was mentioned as a negative impact in other places, the way Drake tackled this difficult year was also praised.
  - o *"I really like the hybrid fashion we execute. It's nice to engage in some in person learning instead of learning virtually all the time. It's more engaging and I learn better in the moment. I really enjoy doing the tutoring sessions because I can ask questions on homework, get some review in, and overall understand better."*

- *"Although we can't be all be together most of the time, I've enjoyed the community feeling that Drake provides & how everyone knows this is a very difficult time for each other. I've enjoyed how understanding all the professors have been & all the support I've felt from faculty & staff."*
- *"Most of my professors have been engaging and enthusiastic about what they teach, which has been incredibly important to my involvement and enjoyment in class. I am also impressed with the diversity of activities on campus, both before and during COVID. This includes campus organizations and miscellaneous events."*

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

Areas for improvement cites by Graduate and Professional Students included diversity and inclusion, too much reliance on collaboration among students, encouraging a work/life balance, and the University's handling of Covid.

- Unlike the Undergraduate Students, Graduate and Professional Students more often cited a lack of diversity of races, not politics.
    - *"Limited racial and cultural diversity in classes. Majority of classes are White/Caucasian. Coursework on race, ethnicity and gender was valuable and these issues could be incorporated into other courses where applicable."*
    - *"Drake University advocates for diversity and inclusion for their students but when I came across a situation where I felt discriminated against and alone, I felt my feelings were invalidated and minimized. In the end, my situation was able to be resolved- but I did not feel initially supported by faculty."*
    - *"the law school has gaps in diversity/equity/inclusion and leaves it up to students and student groups to fix those issues rather than the university doing the tough work to expand those areas. require professors to go to those trainings, dont let professors get away with things just because they may be an expert in their field or they are tenured, they still need to do the tough work. youre asking it of your students you need to ask it of your professors too"*

- Group work/collaboration between students on coursework was problematic for many students.
    - *"There were too many group projects that distracting from high quality content of learning and methods"*
    - *"At one point in the program, we had 6-7 different group projects at the same time. Keeping up with that many different groups was nearly impossible - we had to make google docs just to remember who was in each group and what classes they were for. It was incredibly stressful for everyone and made keeping up with other schoolwork very difficult. I felt like I was unable to give my best effort during those few months."*

o *"To many group projects with different groups all at the same time. Scheduling get hard when to many group projects are happening at the same time."*

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

As in previous years, Graduate and Professional Students appreciated the quality and outreach of the faculty. Additionally, students cited the variety and excellent out-of-classroom opportunities Drake offers.

- Students discussed the high quality of the faculty members – not only their knowledge, but also their outreach to students.
    o *"I think the quality of the classes, work, and professors is amazing. My experience has far exceeded my expectations so far."*
    o *"I do truly feel like the professors care a lot about us as students and that has been the most beneficial part of the program. Virtual instruction overall has been done as best as most individuals know how and I do feel like there is a lot of effort put in. When community oriented or real-clinical founded assignments or events occur, those are incredible learning experiences. The fieldwork experience was also incredible and valuable."*
    o *"The faculty have made this program. They are incredible, and have supported my success and learning from day 1. In addition, the various community engagements throughout the program have added value."*

- The opportunities outside the classroom were highly valued by students.
    o *"The clinic I am in this semester has been the single biggest influence on me so far. Professors have been amazing and I have learned an incredible amount in a short time, but the clinic is unmatched in practical experience. Being a part of mock trial helped immensely and I will be far more prepared for real work than others leaving law school."*
    o *"We have been able to be very involved in organizations and networking with people in our field. There is also a strong sense of pride in our profession that is instilled in us here."*
    o *"The best value from the program is the connections. Many of the faculty are very well-connected and able to introduce students to leaders in the profession where we have the most interest. For me, this resulted in securing a competitive postgraduate training position. The emphasis that the program puts on leadership and mentorship has been phenomenal and many students have benefitted because of it."*

In thinking about your graduate program, describe any changes you would recommend for the future. (Graduate and Professional Students)
This year, Graduate and Professional Students offered some themes in their answers. However, the primary theme, debating virtual or in-person learning, was divided between those who wanted to come back to in person and those who wanted to continue with virtual

options. In-person classes were stated to be more beneficial to learning and building community among students. Virtual classes were seen as more supportive of a work/life balance.