# Drake Student Survey

# 2022

# Items for Consideration

Starting in 2022, the Executive Findings report will 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 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 similar follow-up emails to non-respondents. The invitation was sent on April 7, with reminders sent on April 14, April 21, April 26, and May 3. There were 979 completed and partial responses recorded to the survey (a 23% response rate). This is an acceptable response rate given the broad and consistent representation across the population.

The current data, along with longitudinal trends, provides several points for consideration.
- Ratings of their overall satisfaction and their Drake experience are similar to last year. A reduction in satisfaction is seen in Law, while there is an increase in satisfaction for Business regarding the quality of graduate/professional-level teaching.
  - Satisfaction remains high, but it is important to look at the trend to consider methods implemented to impact those areas. In two areas, academic advising and career preparation, over a quarter of students do not indicate satisfaction.
- "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) fell this year when looking across the university.
  - This indicator did not fall much during the pandemic, but there was a larger drop this year. From the qualitative data, some reasons for this could include the struggles caused by Covid, such as wearing or not wearing masks and then the spike in cases after Drake Relays. Communication and understanding student impact from their perspective could aid in increasing this measure.
  - This an opportunity to dig deeper, perhaps through focus groups, to understand the factors shaping this decline.
- Aside from the low confidence in art and math areas as has been the historical trend, three other areas of educational goals are under 70% - Demonstrate how historical forces have shaped the contemporary world, Apply knowledge of the methods and theories of science to solve problems, and Develop solutions to solve ethical issues.
  - Of the last three areas mentioned, only one has been below 70% previously. This reduction could be addressed with AOIs with an eye to how we are currently teaching these concepts, which would influence student confidence in these areas.
- For the first time, undergraduate students were asked their strength on the True Blue Skills. All were over 70% as indicating they were "strong" or "very strong" in the categories, except for Innovation, which was 64%.
  - This year is a baseline to see how things may change as they will likely become a permanent addition to the DSS. These skills are a basis for the education at Drake and it is worth noting there is no skill in which over 90% of our students believe they are strong. When looking at the answers by class, it remains true that no skill is over 90%.

- An increase in students responding positively to the statement of "My out-of-class experiences have helped me connect what I have learned in the classroom with life events."
  - The open-ended responses talked quite positively about out-of-class experiences. Students noted an increase in opportunities this year, as Covid had removed many options for them last year.
- Dissatisfaction with counseling services saw an increase of 14% from last year.
  - Drake is not alone in struggling with addressing student well-being. As noted in the next bullet point, we have included some additional questions to better understand and improve in this area.
- This year, questions regarding perceptions around student well-being were included. While 70% agreed or strongly agreed that campus climate is open to discussions about students' health and well-being, 56% believed it to be a priority of the university.
  - These data points expose a gap between students' perceptions of the importance of well-being and the climate Drake is building. Some of this may be attributed to a lag between acknowledging struggles and feeling like those struggles are being addressed properly. It also may be that while a majority of students see open discussions about health and well-being, fewer see it as a priority of the university. Coupled with the lower satisfaction with counseling services, it seems appropriate to examine strategies and resources to support student health and well-being.
- Students indicated some or lots of support for their well-being across levels of the university. The highest was professors at 96%, followed by peers at 95%.
  - The impact professors have on student well-being is seen in the positive comments in the qualitative section.
- Also new this year was a question about where students intend to live after graduating. Slightly more than half (52%) intend to live outside Iowa. The other 48% was divided into 35% living in or around Des Moines and 13% living elsewhere in Iowa.
  - This indicates retention of students in Iowa beyond where their homes were when they started at Drake.
- The open-ended question responses were similar to previous years. The primary highlight for our students is the people – peers, staff, and faculty. One of the chief areas of complaints included diversity and inclusion – both as a need to change and support for what has occurred. There were more complaints about the food and disability access than in the past. Additionally, comments were made regarding the communication from administration and lack of interaction between the administration and students.
  - The comments about diversity and political stances reflect the divisions outside the university. Curating safe spaces for open dialog is the difficult task we need to address. Acceptance of differences needs to be highlighted across students, faculty, staff, and administration.
  - To address communication issues, tools such as a hate incident response plan and communication protocol for those events or for public health could reduce dissatisfaction.

**Respondent Demographics**

| | Population | Survey Respondents | Response Rate |
|---|---|---|---|
| Classification | | | |
| FR | 533 | 125 | 23% |
| SO | 598 | 157 | 26% |
| JR | 627 | 151 | 24% |
| SR | 931 | 215 | 23% |
| GR | 844 | 168 | 20% |
| A1 | 4 | 1 | 25% |
| A2 | 5 | 3 | 60% |
| L1 | 108 | 23 | 21% |
| L2 | 104 | 26 | 25% |
| L3 | 96 | 16 | 17% |
| O1 | 48 | 8 | 17% |
| O2 | 49 | 12 | 24% |
| O3 | 42 | 9 | 21% |
| P1 | 66 | 24 | 36% |
| P2 | 80 | 7 | 9% |
| P3 | 69 | 10 | 14% |
| P4 | 81 | 24 | 30% |
| College/School | | | |
| No School | 34 | 4 | 12% |
| AS | 1291 | 302 | 23% |
| BN | 797 | 192 | 24% |
| ED | 850 | 172 | 20% |
| JB | 21 | 10 | 48% |
| JO | 221 | 47 | 21% |
| LW | 313 | 69 | 22% |
| PH | 758 | 183 | 24% |
| Level | | | |
| U | 2689 | 648 | 24% |
| G | 844 | 168 | 20% |
| L | 308 | 65 | 21% |
| P | 444 | 98 | 22% |
| | | | |
| Overall | 4285 | 979 | 23% |

## Overall Satisfaction

Those saying "satisfied" or "very satisfied"

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

\* Graduate/professional students only.

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


## Drake Pride

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

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

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

## 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"

| | 2022 |
|---|---|
| **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% |
| **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% |
| **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% |
| **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% |
| **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% |
| **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% |
| **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% |
| **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% |
| **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% |
| **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% |

## Out-of-Class Experiences – Undergraduate and Law

Those saying "agree" or "strongly agree"

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

## Services – All Students

Those saying "dissatisfied" or "very dissatisfied"

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

## Well-Being – All Students

Those saying "agree" or "strongly agree"

|  | 2022 |
|---|---|
| **At Drake, I feel that the campus climate encourages free and open discussion about students' health and well-being.** | 70% |
| **I feel that students' health and well-being is a priority here at Drake.** | 56% |

Those saying "some support" or "lots of support"

| **Level of support for your well-being you feel you have from the following sources.** | |
|---|---|
|  | **2022** |
| **Drake University** | 83% |
| **Counseling Center** | 84% |
| **Professors** | 96% |
| **Staff** | 90% |
| **Other students** | 95% |

## Post-Graduation Plans – All Students

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

## 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. (Undergraduate Students)**

Diversity, equity, and inclusion garnered the most spontaneous comments. While most are looking for more effort in this area, some spoke to less of it. This category includes the mentions of students who believe Drake is "hostile" to conservative viewpoints, as well as calls for better access for disabled people. While always mentioned, food was a heavily mentioned aspect of Drake life they would like to see improved. This includes the offerings at Hubbell or places they can spend their Bulldog Bucks. Next theme concerned administration, the communication practices and involvement of administrators with students. The final big themes mentioned repeatedly include students' well-being and the need for more events.

- Diversity, Equity, and Inclusion
  - I would encourage Drake to establish a stronger platform for all students of color or of an ethnical background (non-white), because we do not only face issues regarding racism, discrimination or prejudice on campus. We also face these issues in the outside world; and when we do face them, it would be very comforting to come back to the very place that we spend majority of our time building ourselves and our knowledge, and receive an immense amount of support and acknowledgment. Please understand that most of us who encounter such problems are already used to not speaking out, due to the fact that many in our own society are very dismissive of such issues. So, imagine now how it feels to come to your educational institution too, and not even feel the need to speak up and out on any racially motivated issues because you feel that your own staff/administration will come at it with a dismissive response.
  - Drake makes little to no effort to listen to what students want changed. For example, many of the racial issues are not dealt with until a significant amount of white students bring up some kind of concern. And even then, very little is done.
  - Have a less politically hostile environment. Drake claims to be a place for everyone, yet persecutes and demonizes those that are not liberal. I am very moderately conservative and yet I felt like I was not welcome during election season.
  - Awareness of "white racism". We hear a lot about events of minority racism, but at Drake there is a lot of racism towards being white on social media or in groups. Racism is typically found in minorities, but racism is discrimination of ANY race, not just within minority groups.
  - 1. listen to us on how we would like money to be spent, survey us, you might be surprised. I don't need so much money to go into relay artists or new buildings or athletics, when I would like my basic expectations for a school to

be met. ADA accessible buildings, elevators, fixing or replacing the fine arts center, being paid a living wage.

- Food
  - o It would greatly improve my experience if the food was not bad and had more options. People with dietary restrictions barely have any options and often have to eat a plate of fries or salad. Most of the food is undercooked or overcooked. There is food and garbage that litters the floor and the tables go uncleaned for hours.
  - o Hubbell is terrible, it's very annoying to spend so much on a meal plan with bad food and the only good option is Starbucks. If there isn't a way to improve Hubbell we could use that money to add another restaurant on campus, like Panera Bread instead of the expanded Olmsted which is a dumb idea.
- Administration Interaction and Communication
  - o Sometimes it feels like Drake University cares more about protecting the university status than the students. Administration needs to receive student comments and incorporate them into decision making. If we're paying a large amount to be here, we should have a voice in the discussion. Drake has to do better at acknowledging its faults and actively try to change to be better.
  - o Needs to be more proactive and transparent regarding racially sensitive events that occur on campus
  - o Provide clearer and quicker information about incidents and events on campus. At many times, it seems as though events are spread around campus like rumors rather than being address by administration.
  - o Look at the people at the top and how they interact with the student body. For the number of student decisions they make they are out of touch with the student population.
  - o I feel like the latest events held by Drake about listening to experiences is good, but then real change needs to be made afterwards. What is the point of listening if you are not going to make changes?
- Student Well-Being
  - o "Drake Busy" is toxic and damaging to students. Drake Busy pushes students to academic and personal breaking points that should not be encouraged. Making students think they must be working at their education every waking hour is a disgusting way to run higher education. The idea of Drake Busy is the reason that I changed majors and career paths.
  - o … the university does provide a plethora of resources that facilitate with mental health and mental health awareness, but they are not doing a great job at relaying that in our classroom/lecture spaces. Many students have complained about how they feel that they don't have time to even go through the motions of feeling stressed or overwhelmed, whether it's school, work, or personally related. Due to this, it makes it much more difficult to focus in our classes and when doing homework or studying. So, I would also encourage the university to really emphasize the importance of professors taking time at least in one class period per week to take a moment and just connect with the students, and check-in! This would also help our professors learn their

students better, which would greatly enhance the the learning environment, improve student performance, and result in higher grade averages for exams and homework."

- Events
  - o I think having more events on campus brings the students together as a whole. I know just this past year the student engagement is so much better than it was during 2020-2021 school year. Maybe Starting some new traditions on campus.
  - o Have more activities on campus, especially during the first few months of the semester. It was hard as a freshman to meet new people and get familiar with campus because there was nothing going on on campus.
  - o I think there needs to be more emphasis on the entire Drake-wide event calendar and have it at an easily accessible place on a website that Drake students use frequently.

**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. Students commented on 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
  - o Some of my professors and peers have definite made my experience worth it. The social interactions you get to have with these people greatly improved my time at Drake and made it the best four years of my life, not necessarily the classes lol. Also, the best professors are the ones who actually ask about you and genuinely care, there are definitely some you can tell who show up just for the paycheck… The professors that ask how you're doing and when you just say "good" and they ask again, "no how are you REALLY doing?" That actually made me cry one time because they didn't allow me to just shrug off all the weight of my responsibilities and emotions, they validated them and really comforted me. Those are the people I will never forget, the ones who didn't give up on me, who met with me outside class to make a success plan, who gave me the tools and resources to be successful.
  - o Being able to meet many different people and being able to learn and grow with them.
- Events/Opportunities
  - o I have appreciated the amount of opportunities I have been able to take part in. All of the opportunities I have been presented and sought out have added value to my personal and professional life as well as propelled me forward with what I want to do after graduation. I experienced 5 of the worst days of my life here and there is no place I would have rather been than at Drake.
  - o I have gotten multiple research opportunities through Drake University and also have been able to go abroad twice!
  - o A positive highlight I've experienced at Drake was during my freshman year. I attended a field day event towards the end of the spring semester, hosted by

SAB, and it was quite a fun-filled day! I got to network with various staff and students, which I am still in contact with today. Through them, I have been able to successfully advance on my educational journey here at Drake, despite any obstacles that came my way. I have been very appreciative of all that have contributed to my journey.

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

Areas for improvement cited by Graduate and Professional Students included diversity, equity, and inclusion and classes themselves (including quality of classes and whether in person or remote), and advising.

- Diversity, Equity, and Inclusion
  - o I think Drake does a great job of making racism (as a topic and issue) a priority but is is largely ignored in graduate school
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- Class Critiques
  - o More classes with hands on, experiential learning…More classes with engagement in resources and opportunities outside of the classroom would be ideal.
  - o Rearrange the curriculum so we aren't taking an insane amount of credits in one semester. That way we could focus more on each class instead of just trying to survive
- Advising
  - o I would have changed my academic advisor to someone who was more knowledgeable on program requirements.
  - o More advisor/career planning at beginning of program. Don't feel like I have direction and am unsure about job possibilities after graduating.
  - o I wish I would have had a dissertation advisor who was more willing to communicate with me.

**Final Thoughts from the Students**
This year a theme emerged from the final question which simply asks if students have any final thoughts they wished to share – diversity, equity, and inclusion.

- Don't say Drake is diverse when it's not. It's a slap in the face to students who come from actually diverse areas. It's all performative. Drake University continues to condone racism and homophobia because they know what students and groups perpetuate those beliefs and yet do nothing about it. Why is campus fellowship, an organization that openly preaches homophobia, allowed on Drake's campus?
- I think topics on diversity/equity/inclusion should be taught by those who are not Caucasian.  I know the college has access to those of other background, but this topic was ALWAYS taught by someone who may have second hand watched what life is like for others, but did not experience it first hand.

- My only suggestion is that we need to do more to make our classes more diverse. Law students are traditionally white men, and nothing has really changed about that. The ratio of white men to everyone else is still staggeringly high. There has to be something we can do about this.

  However, I do have to say that my experience with Drake Law has been amazing. I live in the Iowa City area and had an opportunity to go to the University of Iowa but I chose Drake, and I'm so glad I did. While commute to Drake almost every day, the education/experiences that I have received have made it more than worth it. I really feel that I made the best choice in choosing Drake Law.
- Stop waiting to address issues of safety, racism, and other important topics until after something happens. I refuse to believe administration actually cares about students, because they only address these types of topics when they are forced to. Students should not have to create this much noise to get an answer. If you actually care about us, take action.