

Drake
Student
Survey

2017

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. With the spring 2007 semester the institution began a rotation of administering these two instruments in alternate years. Starting in 2012, the rotation moved to three years to accommodate instruments other than the DSS and NSSE and to avoid over-surveying undergraduates. Beginning in 2017, this administration cycle will shift to a two-year consecutive administration of the Drake Student Survey, followed by a NSSE administration in year three. The purpose of this new cycle is to enhance reporting and decision-making related to Continuous Improvement Plans.

In the spring 2017 semester the Drake Student Survey was administered to undergraduate, graduate, and professional students. This administration did not include Law students due to the implementation of a separate survey instrument for Law accreditation.

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 approximately ten days later. There were 1418 undergraduate, graduate, and professional student respondents to the survey (a 31.3% response rate). Following are summary results of the surveys analyzed by college/school of enrollment, including demographic characteristics of respondents.

To summarize:

- General satisfaction with Drake is positive, with students providing high ratings for quality (pp. 4-5)
- When compared to multiple administrations of the Drake Student Survey, Undergraduate satisfaction is higher across multiple indicators (p. 4)
- Students provide high ratings of skills related to the Drake Curriculum (p. 6).
- Results on “out-of-class” experiences are substantially higher than the 2014 administration (p. 13).
- Results on several global and multicultural diversity perspectives, questions first introduced in 2009, are higher as well (p. 15).
- A summary of themes from open-ended responses appears on p. 16. Students shared positive experiences, particularly with the quality of Drake faculty. Students also noted personal, academic, and professional growth that surpassed their expectations. Students also asked to indicate ways to enhance their experience. Students shared concerns regarding the campus climate (diversity and inclusion, political).

Respondent Demographics

Based on the demographic data displayed in Table 1, the respondents were generally proportional to the undergraduate and Pharmacy doctoral population as a whole. However, a higher percentage of women completed the survey (74% of respondents, 60% of population). Though it appears off-balance, classification is proportional to the population. By spring term many first-year students, in

combination with credits they transferred to Drake, have attained sophomore status. In addition, a number of undergraduates in their third year have sufficient credits to attain senior class status. The respondents to the DSS were proportionately distributed across the colleges/schools.

Table 1: Respondent Demographics*

College	None	AS	BN	ED	JO	PH	Total #	% of total resp.
Number of respondents	3	406	366	248	122	273	1418	100%
Classification (Percent of College/School Total)								
FR	100%	21%	9%	4%	14%	14%	183	13%
SO	0%	24%	14%	6%	19%	23%	250	18%
JR	0%	21%	20%	5%	20%	5%	209	15%
SR	0%	35%	40%	13%	42%	6%	387	27%
O1	0%	0%	0%	0%	0%	4%	10	1%
P1	0%	0%	0%	0%	0%	10%	28	2%
P2	0%	0%	0%	0%	0%	15%	40	3%
P3	0%	0%	0%	0%	0%	13%	35	2%
P4	0%	0%	0%	0%	0%	10%	28	2%
GR	0%	0%	17%	73%	5%	0%	248	17%
Gender (Percent of College/School Total)								
Female	0%	71%	57%	82%	84%	74%	1001	72%
Male	100%	29%	43%	18%	16%	26%	417	28%
Race/Ethnicity (Percent of College/School Total)								
Amer. Indian/ Native								
Hawaiian	0%	0%	0%	0%	0%	0%	3	0%
Asian	0%	4%	3%	0%	0%	11%	53	4%
Black	0%	4%	1%	5%	4%	1%	34	3%
Hispanic	0%	6%	3%	3%	4%	0%	57	3%
International	0%	1%	16%	0%	2%	1%	63	4%
Multiple	0%	2%	3%	0%	2%	2%	25	2%
Unknown	0%	0%	1%	0%	2%	0%	6	0%
White	100%	84%	74%	90%	86%	86%	1177	84%
Full/Part-time (Percent of College/School Total)								
Full-time	0%	96%	72%	32%	84%	98%	1174	83%
Part-time	100%	4%	28%	68%	16%	2%	244	17%

*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 a summary of responses for undergraduate, P1, and P2 students. Overall, these 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.”

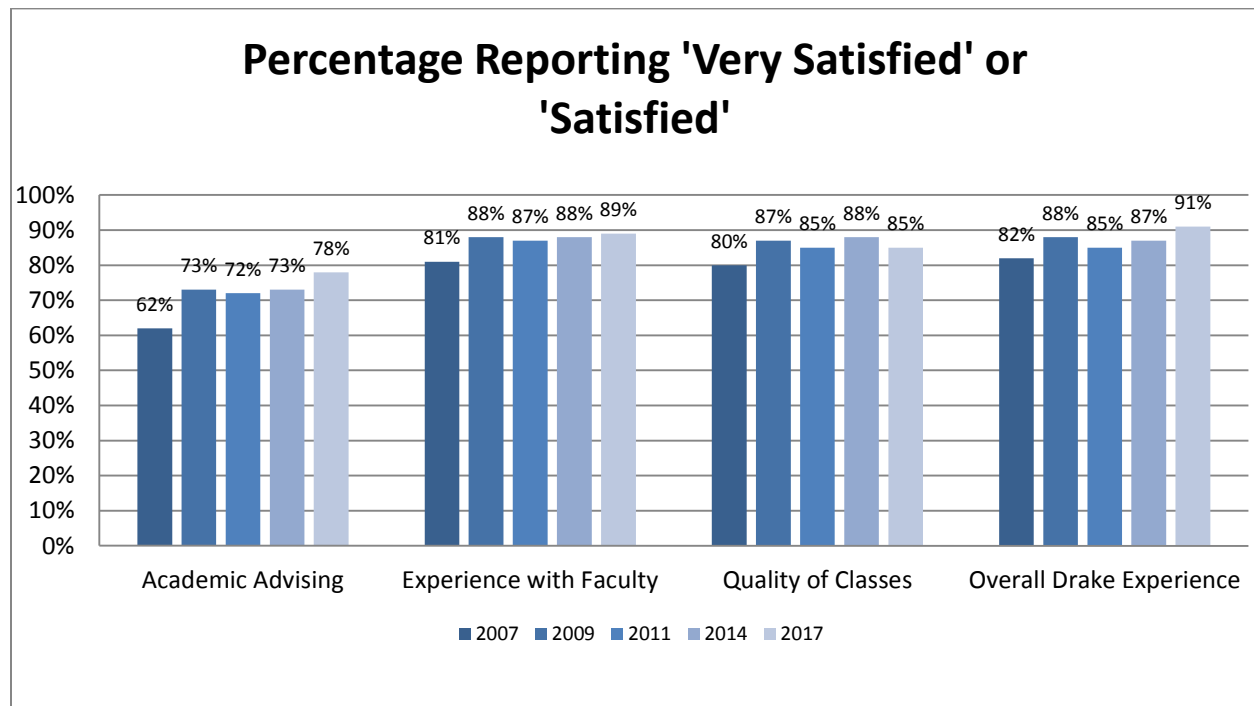
Table 2: Drake Experience Items - ‘Very Satisfied’ or ‘Satisfied’ *

	AS	BN	ED	JO	PH	Total
Quality of academic advising	78%	77%	77%	88%	77%	78%
Experience with faculty	88%	87%	88%	94%	89%	88%
Quality of classes	85%	81%	85%	90%	87%	85%
Preparation for your career	70%	84%	90%	90%	85%	80%

*Undergraduate, P1, and P2 Students

Results from the past five administrations of the DSS (see Figure 1) show steady improvement among undergraduate students in most areas (note: results also include P1 and P2 students). In “Quality of Classes” there are uneven results across the five years. It is notable that 2017 data is at a five-year high point for three of the four items, indicating high levels of overall satisfaction.

Figure 1: Longitudinal Drake Experience Items - ‘Very Satisfied’ or ‘Satisfied’



In addition, respondents 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 3: Overall Drake Experience Items*

	AS	BN	ED	JO	PH	Total
Overall Drake Experience (good or excellent)	91%	91%	88%	92%	92%	91%
Would attend Drake if starting over	81%	85%	82%	84%	84%	83%

*Undergraduate, P1, and P2 Students

Graduate and Professional students responded to six general questions of satisfaction. Overall, students indicate high levels of satisfaction, with the highest ratings for “Experiences with faculty,” “Quality of classes,” and “Quality of graduate level teaching.” In comparison, the overall rating of the quality of academic advising was lower, with notable differences among groups of students.

Table 4: Graduate and Professional Student Satisfaction

	GR	OTD	P3	P4	Total
Quality of academic advising	84%	100%	62%	68%	80%
Experience with faculty	94%	100%	79%	88%	92%
Quality of classes	94%	90%	88%	88%	93%
Quality of graduate level teaching	92%	90%	82%	92%	91%
Overall program quality	92%	70%	79%	84%	89%
Preparation for your career	89%	80%	94%	75%	88%

Graduate and professional 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 graduate and professional students' Drake experience.

Table 5: Overall Drake Experience Items – Graduate and Professional

	GR	OTD	P3	P4	Total
Overall Drake Experience (good or excellent)	95%	100%	85%	88%	93%
Would attend Drake if starting over	93%	80%	71%	76%	89%

Drake Curriculum

Requirements within the Drake Curriculum are meant to provide a breadth of knowledge and skills. The Drake Student Survey (DSS) asked students to report their perception of the strength of their skills in 18 areas related to the Drake Curriculum (see Table 6).

The majority of respondents reported “strong” or “very strong” skills (over 70%) in 15 of the 18 learning outcomes surveyed. When compared to the 2014 DSS, the areas with the greatest difference in the percent of students reporting “strong” or “very strong” skills (difference greater than ten percentage points) include the following:

- Knowledge of how to participate in democratic process +
- Historical, political, and social connections +
- Communicate with people from other backgrounds +
- Analyze civic and global issues +
- Create or interpret art +
- Understand the historical, political, and social connections of past events +
- Execute appropriate mathematical operations –
- Read and understand scientific writings –

Readers interested in the change of students’ self-reported learning gains over time should review the 2013-2017 Longitudinal Panel Study, which compares student self-reported skills on the 2013-16 Foundations of Learning Assessment, taken by incoming freshman, to the 2017 DSS, taken by all students (see: <http://tinyurl.com/y7asy36g>).

Table 6: Percentage of Respondents Reporting 'Very Strong' & 'Strong' Skills*

	AS	BN	ED	JO	PH	2017 DSS TOTAL*	2014 DSS TOTAL
Ability to read carefully	88%	80%	85%	91%	85%	86%	83%
Employ evidence effectively in writing	88%	70%	84%	97%	76%	82%	74%
Construct reasoned arguments	87%	83%	84%	88%	81%	85%	82%
Evaluate reasoned arguments	87%	82%	82%	91%	79%	84%	80%
Evaluate the quality or reliability of information	86%	80%	87%	88%	87%	85%	86%
Understand the ethical issues related to use and misuse of information	86%	79%	85%	91%	81%	84%	83%
Create or interpret art (ex. Sculpture, painting, music, theatre)	43%	25%	40%	40%	27%	35%	25%
Understand the historical, political, and social connections of past events	68%	45%	64%	76%	42%	58%	45%
Analyze differences between industrialized and developing areas of the world	66%	63%	65%	64%	54%	62%	54%
Understand the perspectives and experiences of people who are different than you	87%	77%	89%	86%	82%	83%	80%
Read and understand scientific writings written for an informed lay audience	68%	50%	55%	52%	89%	65%	85%
Execute appropriate mathematical operations for a given question	54%	75%	60%	34%	82%	63%	81%
Ability to use educational experiences to analyze civic and global issues.	78%	68%	78%	78%	65%	73%	63%
Knowledge of how to participate effectively in the democratic process.	70%	70%	78%	83%	55%	69%	47%
Communicate effectively with people from other cultures and backgrounds.	79%	79%	94%	87%	76%	80%	69%
Articulate a vision of my own values, ethics, or core beliefs	86%	83%	91%	93%	80%	85%	80%
Apply understanding of ethical issues when developing solutions	82%	82%	91%	94%	77%	83%	75%
Ability to integrate skills and knowledge from different sources and experiences	88%	85%	91%	95%	83%	87%	81%

*Undergraduate, P1, and P2 Students

Academic Experience

Students are asked to share information about participation in various academic experiences, including several “High-Impact Practices” (HIPs). HIPs are life-changing undergraduate opportunities that are positively associated with student learning and retention. These opportunities demand considerable time and effort, facilitate learning outside of the classroom, and require meaningful interactions with faculty and students.¹ Table 7 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 8 provides information regarding participation in community-based projects as a part of a course, with over half of the respondents indicating participation. There are notable differences across colleges and schools (ranging from 36% to 100%).

Table 7: Percentage of Respondents “Have” or “Plan to” ...*

	AS	BN	ED	JO	PH	Total
Participate in an internship, co-op, field experience, student teaching, or clinical placement	79%	97%	95%	97%	92%	89%
Work with a faculty member on a research project	54%	25%	18%	19%	41%	38%
Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam)	92%	88%	67%	97%	69%	88%

*Undergraduate, P1, and P2 Students

Table 8: Percentage of Respondents Indicating that “Some,” “Most,” or “All” of Their Courses Include Community-Based Project (Service-Learning)*

	AS	BN	ED	JO	PH	Total
Courses Include Community-Based Project (Service-Learning)	100%	67%	44%	36%	53%	58%

*Undergraduate, P1, and P2 Students

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.

Advising

Respondents provided information regarding their experiences with advisors. Table 9 examines the overall quality of interactions with advisors. Students provided higher ratings for availability, timely response, and knowledge; with lower ratings regarding assistance in creating plans to achieve academic goals. As seen in Table 10, a majority of students meet with their advisor two or more times during the course of the academic year. Table 11 provides the reasons for these meetings, with “registration” and “review of major requirements” as the most popular reasons.

Table 9: Percentage of Respondents who “Strongly Agree” or “Agree”*

	AS	BN	ED	JO	PH	Total
My advisor was knowledgeable (e.g., academic field, major, curriculum, university resources)	82%	84%	80%	84%	77%	82%
My advisor was available to me	86%	86%	81%	86%	88%	86%
My advisor responded to requests in a timely manner	83%	86%	87%	86%	85%	84%
My advisor assisted me in creating a plan to achieve my academic goals	71%	78%	74%	75%	73%	74%

*Undergraduate, P1, and P2 Students

Table 10: Percentage of Respondents Who Met with their Advisor 2 or more times during the academic year*

	AS	BN	ED	JO	PH	Total
Met with Advisor 2 or more times	81%	52%	10%	29%	28%	65%

*Undergraduate, P1, and P2 Students

Table 11: Reasons for meeting with Advisor*

	AS	BN	ED	JO	PH	Total
Registration	73%	76%	80%	84%	35%	69%
Review of requirements for major	75%	71%	67%	78%	57%	70%
Review of requirements for Drake Curriculum	43%	38%	39%	49%	39%	41%
Course advice	65%	50%	51%	62%	54%	58%
Academic support	33%	20%	18%	47%	41%	32%
Personal support	20%	12%	22%	33%	16%	19%
Career planning	40%	28%	24%	52%	45%	38%

*Undergraduate, P1, and P2 Students

Table 12 examines the overall quality of interactions with advisors for graduate and professional students. Students provided overall high ratings with notable differences across groups.

Table 12: Percent of Graduate and Professional Respondents who “Strongly Agree” or “Agree”

	GR	O	P3	P4	Total
My academic advising focuses on learning required for academic success	83%	90%	67%	56%	79%
My academic advisor provides me with accurate information	83%	100%	82%	80%	83%
Overall, my advisor performed the role well	80%	100%	61%	64%	77%

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. Readers will note various levels of overall satisfaction, with highest satisfaction for ITS, Professional and Career Development Services, and Student Accounts. Table 13 provides overall service satisfaction results from Undergraduate, P1 and P2 students. Subsequent tables offer summary information (both for this population and graduate/professional students). In Tables 14 and 15, there are notable differences in student ratings across college and school units.

Table 13. Level of Satisfaction with Services at Drake*

Service Area	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Mean	Total	Have not used	Unaware services existed
Student Financial Planning	15%	36%	37%	9%	3%	3.5	732	133	21
Student Accounts	16%	46%	33%	4%	1%	3.7	806	67	12
Disability Services	21%	25%	49%	4%	1%	3.6	435	439	9
Counseling Center	15%	30%	40%	9%	6%	3.4	498	377	11
Professional and Career Development Services	26%	43%	26%	4%	1%	3.9	630	216	38
Information Technology Services	25%	46%	19%	7%	3%	3.8	828	52	6
Student Health	17%	40%	30%	8%	4%	3.6	681	199	6
Academic Success	21%	52%	25%	2%	1%	3.9	593	210	78
Student Records and Academic Information	21%	51%	24%	2%	1%	3.9	744	126	15

*Undergraduate, P1, and P2 Students

Table 14: Satisfaction with Service Areas, Respondents who are 'Dissatisfied' or 'Very Dissatisfied' (Undergraduate, P1, and P2)*

Dissatisfied or Very Dissatisfied with the following service areas:	AS	BN	ED	JO	PH	Totals
Student Financial Planning	14%	7%	4%	12%	9%	12%
Student Accounts	7%	4%	4%	3%	3%	5%
Disability Services	4%	1%	2%	3%	1%	5%
Counseling Center	9%	6%	9%	11%	9%	15%
Professional and Career Development Services	6%	1%	4%	4%	2%	5%
Information Technology Services (ITS)	13%	9%	8%	4%	5%	10%
Student Health	9%	7%	17%	13%	11%	12%
Academic Success	2%	2%	2%	0%	2%	2%
Student Records and Academic Information	5%	2%	6%	0%	1%	3%

*Undergraduate, P1, and P2 Students

Table 15: Satisfaction with Service Areas, Respondents who are 'Dissatisfied' or 'Very Dissatisfied' (Graduate and Professional Students – excluding P1 and P2)

Dissatisfied or Very Dissatisfied with the following service areas:	GR	O1	P3	P4	Totals
Student Financial Planning	6%	0%	18%	20%	8%
Student Accounts	4%	0%	18%	12%	6%
Disability Services	1%	0%	0%	0%	1%
Counseling Center	1%	0%	6%	4%	2%
Professional and Career Development Services	1%	0%	3%	8%	2%
Information Technology Services	8%	10%	24%	8%	10%
Student Health	0%	0%	15%	4%	2%
Academic Success	0%	0%	0%	0%	0%
Student Records and Academic Information	2%	0%	3%	0%	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. Results indicate that over 80% of students believe their out-of-class experiences positively influenced their learning in various ways.

Table 16: Out-of-Class Experiences*

Agree or Strongly Agree with:	None	AS	BN	ED	JO	PH	2017 Total	2014 Total
My out-of-class experiences have helped me connect what I have learned in the classroom with life events.	33%	78%	78%	81%	88%	84%	80%	68%
My out-of-class experiences have had a positive influence on my intellectual growth.	67%	85%	85%	85%	92%	88%	86%	75%
My out-of-class experiences have had a positive influence on my personal growth.	67%	85%	83%	83%	92%	90%	86%	74%

*Undergraduate, P1, and P2 Students

Diversity and Inclusion

In 2017, several questions were added to review progress on efforts to enhance the institutional climate in relationship 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 2016. It is important to note that the NSSE results below only represent first-year and senior students who are the primary sample for that instrument. For three of the four items, there is a notable increase. Multiple factors may contribute to these differences (e.g., differences in samples related to the study designs and response rates, influence of current events, continued interventions related to diversity and inclusion). Future research efforts should consider longitudinal trends and factors related to these trends. Table 18 provides responses from graduate and professional students on the same items. While there is not any previous benchmark information for these items, readers will note that results are comparable to the results in Table 17 with the greatest difference in discussions with people from different economic backgrounds.

Table 17: Percent of Respondents* Having Discussions with People from Various Groups “Often” or “Very Often”

Often and Very Often:	AS	BN	ED	JO	PH	2017 DSS Total	2016 NSSE Total
People with religious beliefs other than your own	77%	80%	75%	73%	79%	78%	67%
People with political views other than your own	79%	78%	77%	83%	85%	80%	71%
People of a race or ethnicity other than your own	80%	81%	75%	80%	83%	81%	73%
People from an economic background other than your own	77%	76%	72%	70%	78%	76%	79%

*Undergraduate, P1, and P2 Students

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

	GR	OTD	P3	P4	Total
People with religious beliefs other than your own	73%	80%	65%	80%	73%
People with political views other than your own	77%	80%	76%	84%	78%
People of a race or ethnicity other than your own	72%	60%	79%	76%	73%
People from an economic background other than your own	70%	70%	59%	76%	69%

As seen in Table 19, a majority of respondents indicated that their Drake experience contributed to understanding people of other backgrounds and that Drake encourages contact among students from different backgrounds. There is notable differences across colleges and schools, particularly in regard to encouraging contact with students from different backgrounds.

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

	AS	BN	ED	JO	PH	Total
Experience at Drake contributed to understanding people of other backgrounds	64%	67%	75%	75%	66%	67%
Encourage contact among students from different backgrounds	71%	57%	11%	20%	39%	59%

*Undergraduate, P1, and P2 Students

Global and International Perspectives

In 2009 a section of questions was added to develop a baseline on student development on global perspectives issues. A subset of the initial 2009 questions were repeated across multiple administrations of the Drake Student Survey. Readers will note the increase in overall ratings for a majority of items compared to 2014 ratings.

Table 20: Percent of Respondents* “Agree” or “Strongly Agree” on Global and International Items

Agree and Strongly Agree with the following:	AS	BN	ED	JO	PH	2017 Total	2014 Total
I am informed of current issues that impact international relations.	77%	71%	71%	84%	63%	73%	57%
Multicultural diversity is an integral part of the United States’ identity in the world.	90%	86%	85%	91%	89%	88%	79%
I can discuss cultural differences from an informed perspective.	79%	79%	75%	81%	77%	78%	70%
I can explain my personal values to people who are different than me.	90%	85%	92%	96%	91%	89%	91%
I intentionally involve people from many cultural backgrounds in my life.	62%	49%	73%	56%	63%	59%	45%
I am uncomfortable when I need to work with people who have different cultural values from me.	18%	17%	15%	16%	20%	18%	19%

*Undergraduate, P1, and P2 Students

Qualitative Sections

Throughout 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.

Q1.11 - Please suggest 1 or 2 ways Drake could improve advising on campus.

Accessibility of advisors and the knowledge of advisors are the primary themes for this question.

- Students commented on having advisors be more available and to even consider making advisor meetings required.
 - *“Drake could improve advising by requiring people to meet with their advisor because they are a great resource.”*
 - *“Establish a minimum amount of meetings each advisor must have with their advisee.”*
- Some students expressed a concern with advisors’ depth of knowledge. Students want to rely on advisors to help them in all facets of their curriculum needs – from graduation requirements to minor information to athletic eligibility.
 - *“Advisors need to have more understanding when it comes to students majoring in subjects from different colleges. My advisors outside of the CBPA are not very understanding of my marketing requirements and don't give me as much time or energy as their other advisees.”*
 - *“Have new advisors know what they are doing. I lost faith in mine because she wasn't sure if I was doing things correctly, as a first-year I didn't know either but I expected she would have been more prepared.”*

Q1.18 - Please share something that Drake could change to improve students' experiences.

Two primary themes dominated the comments from students. These two were centered on the campus’ political climate and diversity and inclusion.

- A number of students mentioned an impression that conservative politics were not welcome on campus, citing campus-wide emails, student interactions, and classroom discussions.
 - *“I feel that students coming from a more conservative viewpoint get shut down and are afraid or unable to share their political views even when Drake University is considered a place that welcomes all ideas and viewpoints. Drake stresses the need to be inclusive but as soon as you express a different viewpoint, you are looked down upon.”*
 - *“Drake needs to do a better job of making sure both conservative and liberal perspectives are shared in courses where it is relevant and that needs to be done in a respectful manner. As a conservative, I often feel afraid to share my views in a relevant situation because I worry I might lose the respect of my professor or fellow students.”*
 - *“Drake University is so biased toward liberal ideology that it doesn't create an environment that I feel comfortable in and it makes me not want to be an active alumni once I graduate. Drake University is supposed to be about equity and inclusion, but only if you agree with your leftist view”*

points. Since I voted for President Trump you will probably just throw out this survey and not even record it. Since I voted for President Trump I don't feel safe going to safe spaces. You have created this environment that makes it okay to shun people with different beliefs and it makes me very disappointed. So to go back to the original question, in order to improve my student experience and make me feel safe, Drake University needs to start accepting other viewpoints and opinions because ultimately it is stopping new kids from coming enrolling into the school because they don't want to go to a school that is just going to shun them and not listen to what they have to say.”

- Diversity and inclusion were cited as areas in need of improvement. This was not limited to race and ethnicity, but included socioeconomic and religious diversity. Additionally, the theme was stretched to include faculty and administration.
 - *“Be more inclusive to those of color and different backgrounds. I have great friends who feel ostracized because of the way they look. We need more people of color in higher power positions to give everyone a role model on campus rather than just more white people.”*
 - *“Have more diversity on campus! Drake does a good job to encourage diversity, but I don't have much opportunity to interact with others different than me (besides Malaysia international students, but I studied abroad in Asia, so I'm not phased) I would have liked to learn how to interact with those who have a physical disability and/or different economic backgrounds than me.”*

Q1.19 - In reflecting on your total time here at Drake, please describe a positive highlight of your experience.

Overwhelmingly the comments centered on the people of Drake. Some were specific to faculty and staff, others on their fellow students. Some students cited individual highlights of their time at Drake, which typically involved studying abroad.

- Students appreciated the quality of the Drake faculty and had many positive experiences with them.
 - *“Amazing professors who genuinely care about the well-being of their students.”*
 - *“All of my professors seem to genuinely care about each and every one of their students. If you have questions on assignments or topics in class, they don't ever give off the vibe that it's a "stupid question" and they are always more than willing to help. I have enjoyed almost every one of my classes, especially the classes for my major. The professors also keep into consideration the amount of money they are having their students put toward textbooks and do their best to keep this cost as low as they can. I am very grateful for the people (professors and faculty specifically) that I have met throughout my education at Drake.”*
- Other students were often cited as the highlight of their time at Drake.
 - *“I have made some incredible friends who have been an integral part of my life, as well as changed my world view.”*

- *“I think my whole educational career was a positive highlight. The people I've met, the classes I've taken and just the outlook I have on life is completely different from the worldview that I had coming into Drake. I think, overall, just the people I've met and the friends I've made was the best highlight I could have had.”*
- The opportunity to study abroad was a significant event for some respondents.
 - *“One of my favorite things about Drake is the study abroad program. From the moment I started looking to the time I got back from my semester abroad was literally the best ... The other students who studied abroad were amazing and it's one of the best experiences of my life.”*

Q1.20 - Please share how your experiences at Drake compare to what you expected before you attended.

The majority of the responding students' expectations were exceeding in a positive way, but there were those whose hopeful expectations were left disappointed.

- Many students found Drake to provide a close community with a higher degree of engagement and personal growth than they had anticipated.
 - *“They have surpassed my expectations. I didn't think that I would be this involved. I anticipated taking advantage of the resources my college had, but I did not imagine I would accomplish what I have in my years here.”*
 - *“My experience at Drake has helped me to grow in ways I never could have possibly imagined. I truly believe that my time spent at this University is shaping me into the person that I want to be.”*
- Students experienced greater than expected personal, academic, and professional growth through exposure to new perspectives, a rigorous and personal academic experience (active and experiential learning), positive academic support, and opportunities for career development.
 - *“I had no idea how educated I would become on issues outside my major. I expected to learn a lot about health sciences since I chose to study it, but since coming to Drake I've learned about myself, the community here, and the world beyond the U.S. I have a lot of different perspectives than the ones I came to Des Moines with from my small and non-diverse rural town in MN.”*
 - *“It was a lot more academically challenging than I thought it would be going into it, but I actually ended up really loving that aspect of it because I was pushed so much harder than in high school, allowing me to grow in ways I never thought possible!”*
- Not all students found Drake to be the welcoming, open-minded community they were hoping it would be.
 - *“I expected to get respect from other students but I don't sometimes because the color of my skin.”*
 - *“I didn't expect so many wealthy kids who didn't grow up around any diversity to talk so much about how important diversity is when they've never lived with it and yet they think they know everything because they learned about it in a classroom.”*

- *“...everyone believes people are more accepting in college, [but] they're not really. There are still cliques. I still have friends that actually aren't my friends, they hate me and don't want to be with me. Talk about me behind my back. The professors make me feel small, just like teachers did in high school. My beliefs are unwelcome.”*

Q2.9 - Explain, in detail, any aspects of your graduate program you have found problematic.

Graduate students focused on three problematic areas of their program: poor program design, lack of applicability of the material to the “real world,” and unsatisfactory advising.

- Comments about the program design indicated that students were left to their own devices in completing and even comprehending the way to acquire necessary courses.
 - *“We are kind of on our own when it comes to selecting classes and planning how it will all work in order to graduate on time. We are required to select one of two classes, but one is offered every two years and the other has a prerequisite that isn't mentioned in the requirements. So, that can mess you up when you're planning classes.”*
 - *“It is a great program! I wish there was a clearer beginning to end road map for the entire program.”*
 - *“I fell as though sometimes things can be explained better- such as logistics of the courses”*
- Students were looking for their classroom assignments and work to apply more directly to their career choices and even to the course exams.
 - *“Certain courses have seemed less applicable to my future career than others.”*
 - *“We don't get taught the information before quizzes on them which is frustrating”*
 - *“Not having classes line up with what is being taught.”*
- Graduate advising proved disappointing to some of the students. Some of this is due to the lack of response of advisors, but some is also seen as a byproduct of the load some advisors carry.
 - *“The academic adviser was very late or unresponsive to calls and emails.”*
 - *“There are not enough advisors in our cohort. My advisor is overworked and has too many advisees. I took two undergrad classes at Drake and it seemed to be the same - very unorganized.”*
 - *“Getting communication from my advisor. I typically have to email her multiple times and text her personal phone. It has been detrimental to me because I am signed up for classes late, which makes it struggle to get text books on time and plan for finances. She's a nice lady, but is awful at her job.”*
 - *“If a faculty member or adviser leaves for an extended period of time, Drake should offer better structure and information for a substitute*

adviser. Based on conversations with several of my peers and my own experience, we feel that Drake dropped the ball on supporting their students.”

Q2.10 - Tell us about the aspects of your graduate program you have found to be the most valuable to you.

Like their undergraduate counterparts, graduate students appreciated the quality of the faculty. And while some may have mentioned the lack of applicability of their classroom experience, others cited the applicability of courses to their careers.

- Students discussed the high quality of the faculty members – not only their knowledge, but also their outreach to students.
 - *“I appreciate the time and effort put forth by the faculty members. They each have a different teaching style that encourages and pushes students to learn in a variety of ways.”*
 - *“I am proud of the education I have received, primarily because of the educators and faculty members who are leaders within their field. This encourages students to pursue their own career aspirations.”*
 - *“The majority of the faculty are great in the program. They really do want you to learn and some will go above and beyond what they need to do in order to make sure that you succeed.”*
- Students mentioned being prepared based on their work performed in their programs.
 - *“The practical application of the information learned in various classes has been so helpful and relevant to my career.”*
 - *“I feel very well prepared for a future career in teaching. It's been great to see everything I've been taught about teaching happening during student teaching. I'm really thankful for my education and the hours of hands-on experience during practicums throughout my time at Drake.”*

Q2.11 – In thinking about your graduate program, describe any changes you would recommend for the future.

The majority of the comments echoed what they described as the problematic aspects of their program. Graduate students would like to see greater flexibility in completing the program and also for the program to make them more prepared for the “working world.” A more prominent theme in this last question that wasn’t as prevalent earlier was the theme of Drake’s tuition increases becoming a financial burden to students. This was mentioned more often by our Pharmacy students in regards to those final years.