

Drake  
Student  
Survey  
Lite

2019

## 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. 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. The purpose of this new cycle is to enhance reporting and decision-making related to Continuous Improvement Plans. Beginning in spring 2018 the Drake Student Survey was administered to all enrolled students, including Law and Online Students. Then, in the spring of 2019, a “Lite” version of the DSS was administered to students whose metrics are part of the University’s CIP. As NSSE was out for completion, this light version seeks responses to key questions used in the CIP and University Scorecard to provide stable, annual reporting.

The survey was administered via the Internet. Students were contacted by email with an initial request for participation that included a link to the survey, with a similar follow-up to non-respondents. The survey was closed to respondents on May 1<sup>st</sup>. There were 971 completed and partial responses recorded to the survey (a 22.3% response rate). This report provides a summary of the survey analyzed by college/school of enrollment, including demographic characteristics of respondents.

To summarize:

- General satisfaction with Drake Graduate and Professional students is positive, with students providing high ratings for quality of teaching and overall program (p. 3)
- Undergraduate students continue to provide high ratings of skills related to Drake Curriculum (p. 5).

## Respondent Demographics

Based on the demographic data displayed in Table 1, the respondents were generally proportional to the undergraduate, graduate, and professional population as a whole. Only Law students who are graduate students were sent the survey, not those pursuing a JD. A higher percentage of women completed the survey than the University Demographics (74% of respondents, 61% of population). Though it appears off-balance, classification is mostly proportional to the population. One exception is graduate students. Fourteen percent responded to the survey, while 25% make up the population. More females answered the survey (74%) versus 63% in the general population. No Hispanics chose to answer the survey, though they comprise 5% of the general population. Another difference is that more full-time students answered than is proportional (81% answered, 75% in population).

Table 1: Respondent Demographics

College	None	AS	BN	ED	JO	LW	PH	Total #	% of total resp.
<b>Number of respondents</b>	7	508	406	191	112	88	302	971	100%
<b>FR</b>	100%	13%	11%	4%	12%		11%	104	14%
<b>SO</b>		26%	12%	3%	13%		16%	151	19%
<b>JR</b>		27%	19%	5%	27%		9%	165	15%
<b>SR</b>		34%	37%	4%	33%		8%	225	24%
<b>GR</b>			20%	83%	16%	100%		202	14%
<b>O1</b>							6%	14	1%
<b>O2</b>							5%	11	2%
<b>O3</b>							2%	5	2%
<b>P1</b>							13%	28	2%
<b>P2</b>							8%	18	2%
<b>P3</b>							8%	17	2%
<b>P4</b>							14%	31	2%
Gender (Percent of College/School Total)									
<b>Female</b>	0%	74%	63%	80%	78%	75%	79%	716	74%
<b>Male</b>	100%	26%	37%	20%	22%	25%	21%	255	26%
Race/Ethnicity (Percent of College/School Total)									
<b>Amer. Indian/ Native Hawaiian</b>	0%	0%	0%	1%	0%	0%	0%	2	0%
<b>Asian</b>	50%	6%	3%	0%	5%	0%	10%	52	5%
<b>Black</b>	0%	4%	5%	5%	6%	0%	0%	35	4%
<b>Hispanic</b>								0	
<b>International</b>	0%	3%	7%	1%	2%	0%	1%	27	3%
<b>Multiple</b>	0%	2%	3%	2%	1%	0%	2%	21	2%
<b>Unknown</b>	0%	3%	2%	2%	4%	0%	1%	23	2%
<b>White</b>	50%	81%	81%	89%	82%	100%	86%	811	83%
Full/Part-time (Percent of College/School Total)									
<b>Full-time</b>	0%	96%	80%	34%	83%	0%	99%	783	81%
<b>Part-time</b>	100%	4%	20%	66%	17%	100%	1%	188	19%

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

## Overall Satisfaction and Drake Experience

Because the DSS Light focuses on areas of the University Scorecard, this section is only given to non-undergraduates. Only University Scorecard measures are included in the DSS Light. Table 2 shows the high level of satisfaction Graduate and Professional students have with the quality of the teaching and program.

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

	BN	ED	JO	LW	PH	Total
<b>Quality of graduate teaching level</b>	100%	87%	100%	100%	88%	89%
<b>Overall program quality</b>	88%	87%	92%	75%	88%	88%

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

Table 3: Overall Drake Experience Items (Graduate & Professional)

	BN	ED	JO	LW	PH	Total
<b>Overall Drake Experience (good or excellent)</b>	88%	91%	100%	50%	91%	91%
<b>Would attend Drake if starting over (probably or definitely yes)</b>	86%	90%	100%	75%	84%	88%

## Drake Curriculum

Requirements within the Drake Curriculum are meant to provide a breadth of knowledge and skills. The Drake Student Survey (DSS) and DSS Light asked Undergraduate Students to report their perception of the strength of their skills in 18 areas related to the Drake Curriculum (see Table 7).

The majority of respondents reported strong or very strong skills in 17 of the 18 learning outcomes surveyed. Responses were similar to the same skills areas from the 2018 DSS. Slight increases in belief in strength of different areas occurred in most of the skills, with slight declines in a few cases.

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 4: Percentage of Respondents Reporting 'Very Strong' or 'Strong' Skills (Undergraduate and P1-P2 Students)

	AS	BN	ED	JO	PH	2019 DSS Light Total UG, P1, P2	2018 DSS Total UG, P1-P4	2017 DSS TOTAL UG, P1, P2
Ability to read carefully	86%	85%	96%	96%	89%	88%	85%	86%
Employ evidence effectively in writing	85%	77%	96%	94%	83%	84%	82%	82%
Construct reasoned arguments	87%	81%	96%	94%	86%	87%	84%	85%
Evaluate reasoned arguments	90%	87%	88%	92%	78%	87%	86%	84%
Evaluate the quality or reliability of information	86%	82%	83%	96%	87%	86%	84%	85%
Understand the ethical issues related to use and misuse of information	86%	85%	92%	96%	91%	88%	86%	84%
Create or interpret art (ex. Sculpture, painting, music, theatre)	40%	20%	48%	49%	31%	35%	34%	35%
Understand the historical, political, and social connections of past events	69%	53%	83%	88%	44%	62%	62%	58%
Analyze differences between industrialized and developing areas of the world	67%	60%	78%	73%	53%	64%	65%	62%
Understand the perspectives and experiences of people who are different than you	85%	78%	100%	92%	83%	84%	83%	83%
Read and understand scientific writings written for an informed lay audience	68%	51%	43%	47%	88%	65%	62%	65%
Execute appropriate mathematical operations for a given question	49%	82%	39%	23%	71%	58%	62%	63%
Ability to use educational experiences to analyze civic and global issues.	78%	63%	78%	88%	64%	73%	70%	73%
Knowledge of how to participate effectively in the democratic process.	66%	57%	70%	86%	47%	62%	66%	69%
Communicate effectively with people from other cultures and backgrounds.	80%	75%	87%	92%	81%	80%	79%	80%
Articulate a vision of my own values, ethics, or core beliefs	85%	84%	91%	98%	84%	86%	84%	85%
Apply understanding of ethical issues when developing solutions	86%	80%	87%	98%	78%	84%	82%	83%
Ability to integrate skills and knowledge from different sources and experiences	91%	90%	83%	94%	91%	91%	87%	87%