

Drake
Student
Survey

2018

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. 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.

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 three additional times over the course of one month (March 25-April 23). The survey was closed to respondents on May 1st. There were 1614 completed and partial responses recorded to the survey (a 34.72% response rate). This report provides a summary of the survey analyzed by college/school of enrollment, including demographic characteristics of respondents.

To summarize:

- Results throughout the survey are very similar to last year. The issues that were top of mind for students last year carried through this year. Additionally, the percentages answering a specific way on a service or ability remained stable.
- General satisfaction with Drake is positive, with students providing high ratings for quality of classes (pp. 3-5)
- When compared to multiple administrations of the Drake Student Survey, Undergraduate satisfaction remains high across multiple indicators (p. 4)
- Students provide high ratings of skills related to Drake Curriculum (p. 6).
- Similar to last year, qualitative responses centered on diversity and inclusion, with attention to both political and racial experiences. Students also shared concerns regarding security/safety and mental health support. When asked about positive highlights of their experience, student comments centered on the people of Drake, along with positive curricular and co-curricular experiences. Positive aspects of the graduate student experience included quality of faculty, engagement with peers, and career preparedness (pp. 18-25).

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 (68% of respondents, 61% of population). Though it appears off-balance, classification is proportional mostly to the population. The exception is graduate students. Fourteen percent responded to the survey, while 21% make up the population.

Table 1: Respondent Demographics

College	None	AS	BN	ED	JO	LW	PH	Total #	% of total resp.
Number of respondents	7	508	406	191	112	88	302	1614	100%
Classification (Percent of College/School Total)									
FR	86%	19%	12%	3%	18%		13%	218	14%
SO		27%	18%	5%	17%		22%	304	19%
JR		23%	18%	3%	26%		5%	241	15%
SR	14%	31%	35%	9%	36%		7%	380	24%
GR			17%	79%	4%	3%		225	14%
L1						26%		23	1%
L2						41%		36	2%
L3						30%		26	2%
O1							3%	9	1%
O2							3%	9	1%
P1							13%	39	2%
P2							10%	31	2%
P3							11%	34	2%
P4							13%	39	2%
Gender (Percent of College/School Total)									
Female	43%	70%	53%	80%	81%	63%	73%	1093	68%
Male	57%	30%	47%	20%	19%	38%	27%	521	32%
Race/Ethnicity (Percent of College/School Total)									
Amer. Indian/ Native Hawaiian								1	0%
Asian	14%	4%	4%	2%	2%	1%	7%	64	
Black		3%	3%	2%	5%	7%	1%	47	3%
Hispanic		5%	4%	4%	8%	6%	3%	72	4%
International		3%	10%		3%	2%	1%	59	4%
Multiple		3%	1%	3%	3%	5%	2%	37	2%
Unknown		1%		2%				7	0%
White	86%	82%	77%	90%	79%	80%	86%	1327	82%
Full/Part-time (Percent of College/School Total)									
Full-time	0%	97%	83%	31%	92%	97%	99%	1375	85%
Part-time	100%	3%	17%	69%	8%	3%	1%	239	15%

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

Overall Satisfaction and Drake Experience

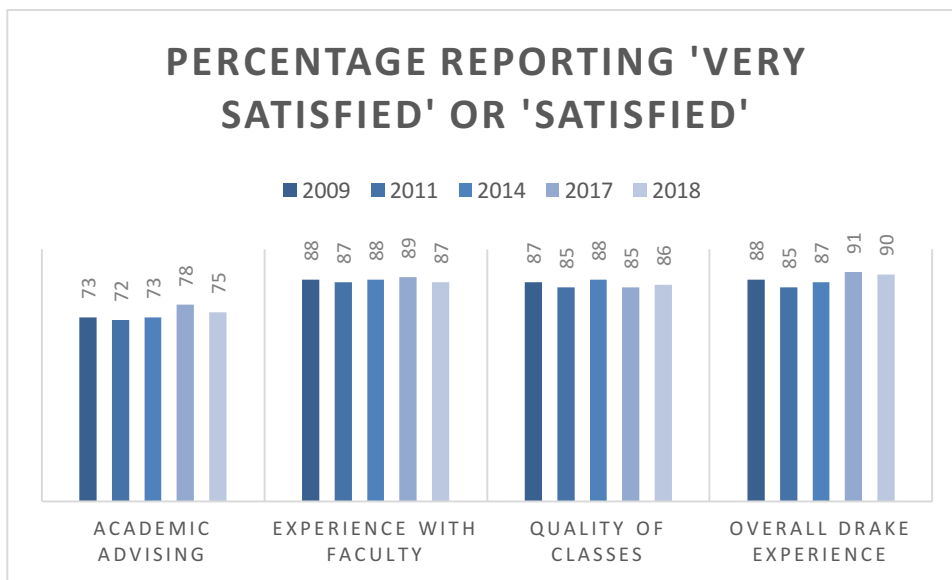
The Drake Student Survey includes four general questions of satisfaction. Table 2 provides results for all students. Overall, students indicate high levels of satisfaction with the highest ratings for “Experiences with faculty” and “Quality of classes.” In comparison to these two areas, students indicated 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	71%	78%	76%	87%	54%	76%	74%
Experience with faculty	87%	86%	91%	92%	80%	88%	87%
Quality of classes	86%	84%	89%	85%	78%	87%	86%
Preparation for your career	67%	85%	91%	79%	77%	82%	79%

Results from the past five administrations of the DSS (see Figure 1) show steady responses among undergraduate students in most areas (note: results also include P1 – P4 students). Improvement in Overall Drake Experience can be seen over the past two years.

Figure 1: Longitudinal Drake Experience Items - ‘Very Satisfied’ or ‘Satisfied’ (Undergraduate and P1-P4 Students)*



* 2017 does not include P3 and P4 Students

Table 3 focuses on the Undergraduate and P1-P4 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 are fairly consistent across college/school units, except for “Preparation for your career.”

Table 3: Drake Experience Items - ‘Very Satisfied’ or ‘Satisfied’ (Undergraduate and P1-P4 Students)

	AS	BN	ED	JO	PH	Total
Quality of academic advising	71%	76%	77%	87%	77%	75%
Experience with faculty	87%	85%	85%	92%	88%	87%
Quality of classes	86%	84%	82%	85%	87%	86%
Preparation for your career	67%	84%	90%	80%	82%	77%

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

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

	GR	LW	OTD	Total
Quality of academic advising	80%	53%	69%	72%
Experience with faculty	92%	79%	88%	88%
Quality of classes	89%	79%	88%	86%
Preparation for your career	90%	78%	81%	86%

Undergraduate and P1-P4 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 5: Overall Drake Experience Items (Undergraduate and P1-P4 Students)

	AS	BN	ED	JO	PH	Total
Overall Drake Experience (good or excellent)	88%	92%	95%	95%	91%	90%
Would attend Drake if starting over (probably or definitely yes)	79%	84%	84%	85%	84%	82%

*Undergraduate, P1 – P4 Students

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

Table 6: Overall Drake Experience Items (Graduate & Professional*)

	GR	LW	OTD	Total
Overall Drake Experience (good or excellent)	93%	81%	88%	90%
Would attend Drake if starting over (probably or definitely yes)	95%	72%	88%	88%

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 7).

The majority of respondents reported strong or very strong skills in 17 of the 18 learning outcomes surveyed. Responses were almost identical to the same skills areas from the 2017 DSS.

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

	AS	BN	ED	JO	PH	2018 DSS Total UG, P1-P4	2017 DSS TOTAL UG, P1, P2
Ability to read carefully	86%	82%	88%	86%	85%	85%	86%
Employ evidence effectively in writing	84%	77%	88%	88%	79%	82%	82%
Construct reasoned arguments	83%	86%	91%	92%	78%	84%	85%
Evaluate reasoned arguments	85%	88%	94%	91%	78%	86%	84%
Evaluate the quality or reliability of information	83%	84%	88%	84%	85%	84%	85%
Understand the ethical issues related to use and misuse of information	88%	84%	82%	92%	84%	86%	84%
Create or interpret art (ex. Sculpture, painting, music, theatre)	41%	24%	41%	45%	23%	34%	35%
Understand the historical, political, and social connections of past events	67%	51%	74%	83%	49%	62%	58%
Analyze differences between industrialized and developing areas of the world	67%	65%	79%	71%	53%	65%	62%
Understand the perspectives and experiences of people who are different than you	86%	78%	94%	86%	79%	83%	83%
Read and understand scientific writings written for an informed lay audience	66%	50%	56%	42%	83%	62%	65%
Execute appropriate mathematical operations for a given question	56%	74%	50%	39%	71%	62%	63%
Ability to use educational experiences to analyze civic and global issues.	74%	66%	85%	86%	57%	70%	73%
Knowledge of how to participate effectively in the democratic process.	66%	65%	82%	86%	54%	66%	69%
Communicate effectively with people from other cultures and backgrounds.	79%	77%	88%	88%	73%	79%	80%
Articulate a vision of my own values, ethics, or core beliefs	85%	84%	94%	89%	76%	84%	85%
Apply understanding of ethical issues when developing solutions	81%	80%	91%	95%	75%	82%	83%
Ability to integrate skills and knowledge from different sources and experiences	88%	85%	94%	96%	81%	87%	87%

Academic Experience

Undergraduate and P1-P2 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 8 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 9 provides information regarding participation in community-based projects as a part of a course, with all colleges/schools reporting at least 50% participation.

Table 8: Percentage of Respondents “Have” or “Plan to” ... (Undergraduate and P1-P2 Students)

	AS	BN	ED	JO	PH	2018 Total	2017 Total
Participate in an internship, co-op, field experience, student teaching, or clinical placement	82%	97%	100%	92%	90%	89%	89%
Work with a faculty member on a research project	53%	21%	28%	22%	48%	39%	38%
Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam)	92%	92%	72%	97%	64%	87%	88%

Table 9: Percentage of Respondents Indicating that “Some,” “Most,” or “All” of Their Courses Include Community-Based Project (Service-Learning) (Undergraduate and P1-P2 Students)

	AS	BN	ED	JO	PH	2018 Total	2017 Total
Courses Include Community-Based Project (Service-Learning)	55%	52%	63%	68%	66%	57%	58%

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

Satisfaction with Service Areas

The 2017 DSS included a new section with a series of questions asking students to indicate the level of satisfaction with various student services. Readers are provided an overview of services from two perspectives; overall results and dissatisfaction by college/school for the current DSS. Readers will note various levels of overall satisfaction, with highest levels of satisfaction for Professional and Career Development Services and Academic Success. All Students' results are presented in Table 10, 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).

In Table 11, results are provided by levels of dissatisfaction results from Undergraduate, P1-P4 Students by college/school. This is a quicker way to discern areas of concern. Table 12 consists of Graduate and Professional Students' dissatisfaction on the same services.

Table 10. Level of Satisfaction with Services at Drake (All Students)

Service Area	Total Responding	Have Not Used	Unaware Services Existed	2018 Mean of Those Responding	2017 Mean of Those Responding
Student Financial Planning	1057	303	29	3.4	3.5
Student Accounts	1170	179	35	3.7	3.7
Disability Services	480	881	27	3.5	3.6
Counseling Center	576	767	40	3.3	3.4
Professional and Career Development Services	922	405	60	3.9	3.9
Information Technology Services	1164	216	8	3.8	3.8
Student Health	894	480	14	3.5	3.6
Academic Success	764	475	145	3.9	3.9
Registrar	988	343	57	3.8	3.9
Residence Life	1043	339	5	3.6	N/A
Cowles Library Services	1221	167	1	4.2	N/A

Table 11: Satisfaction with Service Areas, Respondents who are 'Dissatisfied' or 'Very Dissatisfied' (Undergraduate and P1-P4 Students)

Dissatisfied or Very Dissatisfied with the following service areas:	AS	BN	ED	JO	PH	Totals
Student Financial Planning	17%	11%	14%	25%	13%	15%
Student Accounts	8%	7%	6%	10%	6%	7%
Disability Services	11%	6%	25%	7%	9%	9%
Counseling Center	27%	13%	40%	31%	11%	21%
Professional and Career Development Services	12%	2%	6%	12%	6%	7%
Information Technology Services (ITS)	10%	10%	0%	7%	8%	9%
Student Health	14%	12%	13%	14%	7%	12%
Academic Success	2%	1%	3%	4%	2%	2%
Registrar	4%	4%	5%	5%	6%	5%
Residence Life	15%	16%	14%	14%	14%	15%
Cowles Library Services	1%	4%	0%	0%	4%	2%

Table 12: Satisfaction with Service Areas, Respondents who are 'Very Dissatisfied' or 'Dissatisfied' (Graduate and Professional Students)

Dissatisfied or Very Dissatisfied with the following service areas:	GR	LW	OT	Totals
Student Financial Planning	8%	17%	0%	11%
Student Accounts	2%	7%	0%	3%
Disability Services	0%	11%	0%	4%
Counseling Center	6%	14%	0%	9%
Professional and Career Development Services	4%	7%	0%	5%
Information Technology Services (ITS)	5%	12%	22%	8%
Student Health	1%	16%	18%	10%
Academic Success	0%	7%	0%	1%
Registrar	2%	8%	0%	4%
Residence Life	2%	13%	0%	6%
Cowles Library Services	2%	4%	0%	3%

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 13 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 75% of students believe their out-of-class experiences positively influenced their learning in various ways.

Table 13: Out-of-Class Experiences (Undergraduate and P1-P4 Students)

Agree or Strongly Agree with:	AS	BN	ED	JO	PH	2018 Total	2017 Total	2014 Total
My out-of-class experiences have helped me connect what I have learned in the classroom with life events.	71%	75%	86%	86%	84%	77%	80%	68%
My out-of-class experiences have had a positive influence on my intellectual growth.	79%	84%	91%	86%	87%	83%	86%	75%
My out-of-class experiences have had a positive influence on my personal growth.	82%	86%	94%	87%	86%	85%	86%	74%

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 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. As displayed in Table 14, this year shows decreases in every category compared to last year. 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). For example, longitudinal analysis of these items indicates that students provide higher ratings across multiple items when the survey is administered during a Caucus year.

Table 14: Percent of Respondents Having Discussions with People from Various Groups “Often” or “Very Often” (Undergraduate and P1-P4 Students)

Often and Very Often:	AS	BN	ED	JO	PH	2018 DSS Total	2017 DSS Total	2016 NSSE Total
People of a race or ethnicity other than your own	64%	65%	71%	67%	63%	64%	81%	73%
People from an economic background other than your own	71%	73%	77%	80%	72%	73%	76%	79%
People with religious beliefs other than your own	77%	75%	71%	87%	69%	75%	78%	67%
People with political views other than your own	65%	77%	77%	60%	72%	70%	80%	71%

Table 15 provides responses from Graduate and Professional Students on the same items. Compared to 2017, students indicated less frequent discussions with others, except in the category of other political views.

Table 15: Percent of Respondents Having Discussions with People from Various Groups “Often” or “Very Often” (Graduate and Professional Students)

Often and Very Often:	GR	LW	OT	2018 DSS Total	2017 DSS Total
People of a race or ethnicity other than your own	62%	75%	38%	64%	73%
People from an economic background other than your own	65%	73%	54%	66%	78%
People with religious beliefs other than your own	61%	73%	69%	64%	73%
People with political views other than your own	64%	84%	85%	70%	69%

As seen in Table 16, a majority of respondents indicated their Drake experience contributed to understanding people of other backgrounds and that Drake encourages contact among students from different backgrounds. The current DSS administration shows a decrease from the previous year.

Table 16: Percent of Respondents Indicating “Quite a Bit” or “Very Much” on Engagement with People from Other Backgrounds (Undergraduate and P1-P4 Students)

	AS	BN	ED	JO	PH	2018 Total	2017 Total
Experience at Drake contributed to understanding people of other backgrounds	44%	63%	54%	49%	59%	53%	59%

The percentage of Graduate and Professional Students who indicated their experience at Drake has contributed to their understanding of people of other backgrounds is slightly higher than Undergraduates and P1-P4 Students. This question was not asked of Graduate and Professional Students last year.

Table 17: Percent of Respondents Indicating “Quite a Bit” or “Very Much” on Engagement with People from Other Backgrounds (Graduate and Professional Students)

	GR	LW	OT	Total
Experience at Drake contributed to understanding people of other backgrounds	67%	48%	54%	62%

This year, additional questions regarding diversity and inclusion were added to the instrument to better understand students' perceptions of their experiences and the campus community. For the first set of statements, there is some variability between the colleges/schools, but are generally positive. Graduate and Professional Students' responses were more positive, on the whole.

Table 18: Percent of Respondents Indicating “Agree” or “Strongly Agree” on Statements Regarding Diversity and Inclusion (Undergraduate and P1-P4 Students)

	AS	BN	ED	JO	PH	Total
Enjoy attending events where I might get to know people from different racial backgrounds.	71%	64%	71%	81%	69%	70%
Knowing about the different experiences of other people helps me understand my own problems better.	81%	72%	94%	88%	78%	79%
Getting to know someone of another race is generally an uncomfortable experience for me.	8%	9%	0%	6%	11%	8%
Enjoy having discussions with people whose ideas and values are different from my own.	78%	69%	80%	81%	68%	74%

Table 19: Percent of Respondents Indicating “Agree” or “Strongly Agree” on Statements Regarding Diversity and Inclusion (Graduate and Professional Students)

	GR	LW	OT	Total
Enjoy attending events where I might get to know people from different racial backgrounds.	78%	59%	69%	73%
Knowing about the different experiences of other people helps me understand my own problems better.	90%	76%	92%	87%
Getting to know someone of another race is generally an uncomfortable experience for me.	9%	6%	8%	8%
Enjoy having discussions with people whose ideas and values are different from my own.	85%	78%	62%	82%

Tables 20 and 21 show the responses of students to a new set of questions that were created by the University of California at Los Angeles.² Students strongly indicate Drake experiences have influenced them in key areas of diversity and inclusion.

² Engberg, M., and S. Hurtado. 2011. “Developing Pluralistic Skills and Dispositions in College: Examining Racial/Ethnic Group Differences.” *Journal of Higher Education* 82 (4): 416–43.

Table 20: Percent of Respondents Indicating “Quite a Bit” or “Very Much” on the Extent Their Experiences at Drake Contributed to Their (Undergraduate and P1-P4 Students)

	AS	BN	ED	JO	PH	Total
Ability to see the world from someone else's perspective	58%	59%	74%	78%	64%	62%
Tolerance of others with different beliefs	63%	67%	74%	75%	64%	65%
Openness to having your views challenged	64%	69%	80%	80%	66%	68%
Ability to discuss and negotiate controversial issues	65%	62%	77%	82%	63%	66%
Ability to work cooperatively with diverse people	66%	74%	77%	85%	73%	72%

Table 21: Percent of Respondents Indicating “Quite a Bit” or “Very Much” on the Extent Their Experiences at Drake Contributed to Their (Graduate and Professional Students)

	GR	LW	OT	Total
Ability to see the world from someone else's perspective	70%	35%	62%	60%
Tolerance of others with different beliefs	67%	38%	62%	59%
Openness to having your views challenged	66%	53%	62%	62%
Ability to discuss and negotiate controversial issues	64%	54%	54%	61%
Ability to work cooperatively with diverse people	75%	42%	62%	66%

While students provided a high rating for individual skills, responses to a different set of questions indicate a different perception of the campus community (see Tables 22 and 23). Graduate and Professional Students are more positive in their response to the following statements. However, Law Students are lower than any grouping of their peers on all statements.

Table 22: Percent of Respondents Indicating “Agree” or “Strongly Agree” on the Statements Regarding Campus Community (Undergraduate and P1-P4 Students)

	AS	BN	ED	JO	PH	Total
Our campus community has a good understanding of what discrimination and oppression are.	58%	55%	57%	53%	64%	58%
Our campus community has the tools to address and prevent discrimination and oppression.	54%	62%	43%	53%	71%	59%
Our campus community treats people with respect, regardless of their background.	57%	61%	51%	49%	69%	60%

Table 23: Percent of Respondents Indicating “Agree” or “Strongly Agree” on the Statements Regarding Campus Community (Graduate and Professional Students)

	GR	LW	OT	Total
Our campus community has a good understanding of what discrimination and oppression are.	66%	46%	69%	61%
Our campus community has the tools to address and prevent discrimination and oppression.	65%	44%	92%	76%
Our campus community treats people with respect, regardless of their background.	77%	58%	69%	72%

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. Readers will note the decrease in overall ratings for a majority of items compared to the 2017 ratings.

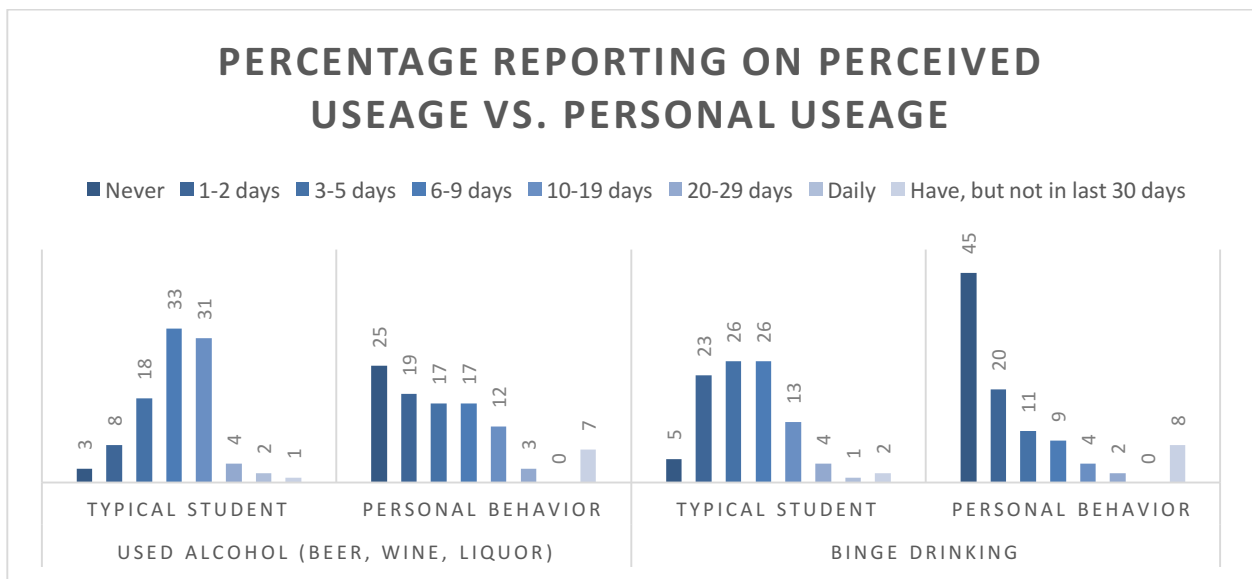
Table 24: Percent of Respondents “Agree” or “Strongly Agree” on Global and International Items (Undergraduate and P1-P4 Students)

Agree and Strongly Agree with the following:	AS	BN	ED	JO	PH	2018 Total	2017 Total
I am informed of current issues that impact international relations.	67%	65%	74%	84%	56%	66%	73%
Multicultural diversity is an integral part of the United States’ identity in the world.	87%	80%	86%	89%	84%	85%	88%
I can discuss cultural differences from an informed perspective.	79%	73%	80%	86%	69%	76%	78%
I can explain my personal values to people who are different than me.	92%	87%	94%	95%	90%	90%	89%
I intentionally involve people from many cultural backgrounds in my life.	49%	45%	60%	64%	48%	50%	59%
I am uncomfortable when I need to work with people who have different cultural values from me.	10%	16%	11%	17%	17%	14%	18%

Alcohol Task Force Section

Two new questions about alcohol use by Undergrad and P1-4 Students were included in the most recent DSS administration. The difference between what students perceive as their personal behavior with alcohol versus that of an imagined “typical student” is quite vast. For example, while 3% of respondents think that the typical student never drinks, 25% of respondents indicated not drinking during the past month. More notably, while 5% of respondents indicated that the typical student did not binge drink in the past month, 45% of respondents indicated that they did not binge drink. Several campuses use this type of information to produce a social norming campaign designed to highlight the differences between perceptions of drinking behaviors and reported behaviors.

Figure 2: Students Responses by Percent When Considering the “Typical Drake Student” and Alcohol Usage (Undergraduate and P1-P4 Students)



Perceptions of Safety and Violence Prevention

Also new this year was a section dedicated to safety and violence prevention. There is no consistent pattern to the responses across the colleges/schools and levels. Ratings indicate the potential need to examine possible issues or concerns regarding alcohol abuse, responses to misconduct, and ways to enhance support systems. While OTD percentages may be low, few OTD Students responded.

Table 25: Percent of Students Responding “Agree” or “Strongly Agree” on the Statements Regarding Campus Climate (Undergraduate and P1-P4 Students)

Agree and Strongly Agree with the following:	AS	BN	ED	JO	PH	2018 Total
I feel safe when I am on this school's campus	77%	72%	86%	79%	85%	78%
I believe this school investigates cases of sexual misconduct within a reasonable time frame.	47%	55%	54%	37%	56%	51%
I believe alcohol abuse is a problem at this school.	26%	26%	32%	26%	25%	26%
I believe this school is doing a good job of holding students accountable for their actions.	43%	56%	50%	44%	59%	51%
I believe students at this school respect one another.	58%	66%	63%	58%	66%	63%
I believe there is a good support system on campus for students going through difficult times	55%	63%	54%	55%	64%	59%
I feel the sexual misconduct policy is clear and understandable.	67%	69%	71%	60%	73%	68%
I feel valued as an individual as an at this school	61%	71%	71%	72%	68%	67%

Table 26: Percent of Students Responding “Agree” or “Strongly Agree” on the Statements Regarding Campus Climate (Graduate and Professional Students)

Agree and Strongly Agree with the following:	GR	LW	OT	Total
I feel safe when I am on this school's campus	80%	67%	33%	75%
I believe this school investigates cases of sexual misconduct within a reasonable time frame.	61%	51%	56%	59%
I believe alcohol abuse is a problem at this school.	11%	18%	0%	12%
I believe this school is doing a good job of holding students accountable for their actions.	50%	30%	33%	44%
I believe students at this school respect one another.	82%	57%	56%	75%
I believe there is a good support system on campus for students going through difficult times	58%	51%	67%	56%
I feel the sexual misconduct policy is clear and understandable.	75%	53%	44%	68%
I feel valued as an individual as an at this school	80%	47%	50%	70%

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 and P1-P4 Students)

A number of themes prominently emerged this year. Diversity (both political and racial) garnered the most mentions. Other themes include security and mental health.

- Students focused on what diversity means to them and how to improve it on campus. Many comments were about the “hushing” of conservative views on campus. They purport penalties for conservative politics, from docking of grades to ostracism among peers.
 - *“I think that Drake and most of its students do a great job promoting diversity, equity and inclusion, however, it seems to only be the views of liberals or minorities. As a conservative on campus I do not feel like I can express myself and engage in dialogue without immediately being labeled as ignorant and racist. If politics ever come up in a situation it is almost always better for me to stay quiet because I have had multiple Drake students unfriend me on social media because they have found out my political beliefs. It is important for students to be challenged in their beliefs and to engage in conversations with individuals that are different*

- than them, but this seems to really only be emphasized on the basis of race rather than political beliefs.”*
- *“Be more open to conservatives in conversations inside the classroom. Professors have openly denounced conservative views in the classrooms I’ve been in.”*
 - *“I feel like Drake has an incorrect perception of who the minority/oppressed groups are on campus. I am a conservative Christian and feel very scared to let anyone know that I voted republican and am opposed to homosexual marriage, as I would be immediately attacked and I’m quite sure I would lose friendships because of that. Drake tries to protect those that they believe are oppressed (ie homosexuals), when in reality, those disagreeing with homosexuality are the ones being oppressed. I fully understand and appreciate everyone’s right to believe what they want and vote accordingly, but we need to be kind and have civil conversations too.”*
 - *Drake could care about diversity of ideas rather than just diversity of sexual orientation and skin color*
- Diversity education and events are called for by multiple students as well as an answer to the racism, sexism, and other campus incidents. While many would like to see more diversity on campus, there are some who stated there is too much emphasis on diversity.
 - *“I think all students should be required to take a course that challenges their understand of diversity. My experiences in-class have allowed me to understand out-of-class situations with people who have different opinions than me (which will continue to help me in the future)..”*
 - *Having more classes required about diversity and inclusion.*
 - *“Teach your students and professors and administration about racism, oppression, and things like microaggressions. I experienced way too much discrimination and poor treatment at Drake.”*
 - *“I think we definitely need to do more education on tolerance. There seem to be an alarming amount of hate crimes that take place on campus, and I hate to see things like that happen at a place where the institution itself is so committed to diversity. I don’t know if mandatory training is the way to go, but I feel as though Drake needs to have more open conversations when bad things do happen.”*
 - *“Just more diversity--and more opportunities for conversations about understanding how to welcome and discuss diversity.”*
 - *“More diversity...a lot more diversity”*
 - *Working on diversity and inclusion education so that minority students don’t have to educate the mostly white campus themselves but it’s actually integrated in all of our learning and can be applied in the real world.*
 - Security is a concern of many students. This theme spans from reporting practices to feeling safe on and around campus.

- *“Report all potential incidents or threats on campus through a bulldog alert. If there are police needed to find a suspect within a reasonable distance of the university, send us an alert. I don't want to wonder why there are 4 cops outside of a gas station and know that the university wasn't but there to inform us.”*
- *“Make students feel safer contacting public safety for emergencies”*
- *“Patrolling the areas around the outside of the campus perimeter would help. If you are walking anywhere further than West Village, it feels unsafe and many people I know have been followed by cars or people.”*
- Mental health was mentioned a number of times as an area in which students are very concerned. Primary concerns are with the number of staff, the ability to schedule appointments, and the quality of their interactions.
 - *“Get better counselors at the counseling center! One of my worst experiences at Drake was going there stressed about my course load because I was too busy to sleep and I was told to take a walk, go to a yoga class or to “just relax.” I went because I couldn't calm down to fall asleep and she told me to just relax.”*
 - *“In my experience, the counseling center is always understaffed for the student's needs, and are unable to be available for students that need assistance in a timely manner. Students shouldn't have to work around the times and scheduling of the counseling center; the counseling center needs to work around the student' schedules.”*
 - *““Drake Busy” is a term students define as the classes, extra curricular, and internships/jobs we are encouraged and strive to do all at the same time. It leads to students becoming stressed out and depressed while comparing themselves to other “Drake Busy” students that are all stressed. It leads to high rates of depression which I believe Drake is either not considering or ignoring. The counselor should be more accessible and offered more for students and efforts should be made for professors to realize the high rates of depression that are rampant in college and high school ages students now-a-days. It's an epidemic”*

In reflecting on your total time here at Drake, please describe a positive highlight of your experience. (Undergraduate and P1-P4 Students)

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

- Students appreciated the quality of the Drake faculty and had many positive experiences with them.
 - *“I've had some really amazing professors and an advisor who goes above and beyond to help her students with both personal and academic issues.”*

- *“I declared my major at the end of my first year here and it honestly felt like I was finding a home when I met the faculty in my chosen department. I’ve loved working with them and I’ll be sad to not see them when I graduate and move away.”*
- *“My professors care about me not only as a student, but also a person.”*
- Friendships and the personal connections students have made with their peers are a common highlight of their time at Drake.
 - *“My roommate has become my best friend and pushes me to find out what I need in order to have a happy, successful life.”*
 - *“Welcome weekend and my first month at Drake is something I will never forget. It was a truly life-changing moment in my life. The people I interacted with made all the difference (i.e. PMAC, RA, and those that lived in my Residence Hall).”*
 - *“The intellectually stimulating, supportive, engaging, and incredibly kind and empathetic student body”*
- The experience within classes and what they have learned was cited as a highlight.
 - *“I enjoy my 2-5 class the most. There is a variety in ages, ethnic backgrounds, politics, and socioeconomic class. I feel that the difference in backgrounds, including from the professor, contributes to my education. She is my first female professor at Drake.”*
 - *“Drake’s academics truly are exceptional. I have appreciated all the skills I have gained.”*
 - *“I was given a lot of options to take classes I was interested in, even to study abroad when my major’s credit hours didn’t allow for me to for a full semester.”*
- Extracurricular activities have enriched students’ time at Drake.
 - *“My ability to learn time management skills through experiences in organizations and as an RA. Drake provides many organizations to participate in, and there are many leadership positions available.”*
 - *“Drake’s best quality is the variety and amount of activities, experiences, and opportunities offered. So many students are involved in a random assortment of clubs or double major in two opposite majors. It makes for a well-rounded and hopefully open-minded student body. I have been able to be a student athlete, join a sorority, participate in academic research, intern, study abroad, and join clubs to meet people with different cultural and religious backgrounds from me. The best part of Drake is that I can do everything.”*

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

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

- Low level of teaching and advising abilities were cited by students as very problematic.
 - *“Some faculty members should not be teaching certain subjects. For example, we had an instructor teaching a course that she had no experience with. She had to bring in “friends” that had the background knowledge of the subject. Could not even teach from the textbook. It is not a good reputation to have for Drake, especially in a professional setting. Employers expect Drake grads to have learned from the program.”*
 - *“Faculty advising was non-existent (my assigned professor’s sole advising activity was a preventative email that said “don’t ask me”). Class offerings did not meet expectations created by program advertising, and class schedules prevented access to many classes. A couple classes were taught by unqualified/unknowledgeable professors.”*
 - *“Professors have full autonomy over their classrooms and can provide little to no help instead of being held accountable for student’s success. One-on-one academic advising appointments that outline a degree plan would be helpful.”*

- The strength and organization of the graduate programs were concerns for students.
 - *“I don’t feel as though I received as much practical experience as I would have liked. I do not think our writing and research program is as good as it should be and there were many courses that I would have liked to take that either overlapped or weren’t offered when I had openings in my schedule.”*
 - *“Order of course seems to be random. Perhaps fulfilling certain classes earlier in the program would be more beneficial.”*
 - *“To be completely honest, my graduate experience was very poor. Several of the classes were literally the exact same one as undergrad. The syllabus was the same, but with a different title. My undergrad experience was phenomenal, but I don’t think the graduate program really enhances/furthered my learning. I was disappointed, overall.”*
 - *The lack of transparency in the grading curve at the outset of enrollment is another thing that I would mention. As well as the fact that it is not a statistical curve, creating more confusion around the curve. Faculty changes that drastically impact programs. Lack of schedules in advance of the year to develop a plan toward graduation.”*

- Like the Undergraduates, Graduate and Professional Students mentioned diversity as an issue to be addressed. Similarly, these issues were commented on as both concerning diversity training/population and conservative-view acceptance.
 - *“A lot of the members of the student body don't seem to understand basic principles about race and racism, and gender identity and sexism. I've heard several callous comments, particularly by white male students, on both of these subjects. I feel that Drake has a responsibility to do more to educate future leaders on critical thinking, historical inequalities and how they translate to the present day, and empathetic understanding of marginalization/other-ing of various groups/individuals.”*
 - *“The use of the term problematic...has developed a secondary meaning of; being engaged in "wrong-think." The fact that as a conservative who is not afraid to express my views I am vilified as a racist. The way emails come out from the university expressing the message that if you are not of a traditionally oppressed category of people, you cannot possibly understand how hard life is, and because you are of this category you are privileged.*
 - *“Exploring diversity should be implemented early in the program. Although I have not personally been affected, conversations in the classrooms have hurt those I know that are of a diverse population.”*

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

While earlier Graduate and Professional Students noted concerns regarding the quality of the faculty, in this section, an even larger number mentioned them for their excellence. Students also mentioned their peer interaction – not as friends, but colleagues and classroom-work experiences. Finally, students commented on the high quality of their career preparedness.

- Students discussed the high quality of the faculty members – not only their knowledge, but also their outreach to students.
 - *“Learning from professors who are experts in their fields. They provide examples that are real world and are applicable to the material that we are learning in class.”*
 - *“Faculty and staff are always willing to help even when it is obvious they are busy with other items they will put that aside to help students succeed. In my undergrad often professors would tell you to make an appointment with them, but here my professors have often had an open door policy which is very welcoming and encourages me to seek help if I need it.”*
 - *“The faculty were a great support and wealth of knowledge”*
- Peer interaction in the classroom was very valuable to students.
 - *“Meeting members from my cohort and collaborating with them. That is a very powerful part of the program and I cannot imagine what I would have missed by completing a similar program online.”*

- *“The face to face opportunity is a definite strength. Collaborative learning is the most valuable. Bless Drake University for maintaining this concept. I travel two hours on the weekends to my Ames Cohort. I have not regretted one minute of my educational experience at Drake.”*
- *“In my first six weeks at Drake I had the opportunity to hear directly from 3 different C Suite level executives in class. That suggests a positive relationship with the DSM business community and also provides perspectives that are both relevant and thought provoking. The interaction with my fellow students has been a very positive element also. Lastly, the support faculty have represented Drake well with prompt responses to all my questions and assistance in dealing with the unique nature of my admissions process after departing the military.”*
- The applicability of the classes to their careers and the programs available to help them move forward was often mentioned.
 - *“I learned a wealth of knowledge and better yet, I have applied the knowledge and have been able to model and share my learning with my peers. Best thing I have done in my academic career is gain acceptance and complete my first masters at Drake University.”*
 - *“The interaction with my peers and the knowledge I have gained from them have been very valuable. Everything I am learning is directly applicable to my career.”*
 - *“I very much enjoyed all of my professors, and, for the most part, felt that my required courses and coursework were very valuable, provided thorough preparation for my future career, and mostly included assignments and readings that were worth the necessary time and effort (though there are always, of course, some necessary "hoops" for particular programs, certificates and graduate credit).”*

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

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.” Additional mentions include wanting more feedback from professors regarding work and revisiting class requirements and descriptions.

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

Most students used this section to express their expectations were met or exceeded in a positive fashion. Some others commented on how their expectations were met or exceeded in a negative manner.

- The positive comments were focused on the quality of classes and people at Drake.
 - *“Drake has exceeded my expectations in so many ways - I've found a phenomenal support system that has helped me personally, athletically, and academically, and am so thankful that I chose to be a bulldog!”*
 - *“The quality of academics, character, and experience have exceeded what I expected.”*
 - *“Drake has provided me an opportunity to surround myself with extremely engaged people who work hard and do things the right way. I never expected to find so many people like that.”*

- Negative comments revolved around cost, disappointment in the student body population, and workload.
 - *“I feel more isolated than I expected. I do not seem to fit in well to the student body. But the education is great.”*
 - *“I feel that the academic experience I have received is not up to the caliber that I believed it would be.”*
 - *“There were a lot of hidden costs and fees. I dislike college a lot more than I thought I would because of the constant stress and pressure.”*